Training Manual and Compulsory Minimum Training Standards

Chapter 1: Code Authority

Code of Virginia Applicable Statutes

Chapter 1

Code of Virginia Applicable Statutes

To read the full text of the referenced statute, please click on the highlighted link.

§ 9.1-100. Department of Criminal Justice Services.

Creates the Department of Criminal Justice Services and provides oversight of it by the Governor and the Criminal Justice Services Board.

§ 9.1-101. Definitions. Among others defines a law enforcement officer.

"Law-enforcement officer" means any full-time or part-time employee of a police department or sheriff's office which is a part of or administered by the Commonwealth or any political subdivision thereof, and who is responsible for the prevention and detection of crime and the enforcement of the penal, traffic or highway laws of the Commonwealth, and shall include any (i) special agent of the Department of Alcoholic Beverage Control; (ii) police agent appointed under the provisions of § 56-353; (iii) officer of the Virginia Marine Police; (iv) conservation police officer who is a full-time sworn member of the enforcement division of the Department of Game and Inland Fisheries; (v) investigator who is a full-time sworn member of the security division of the State Lottery Department; (vi) conservation officer of the Department of Conservation and Recreation commissioned pursuant to § 10.1-115; (vii) full-time sworn member of the enforcement division of the Department of Motor Vehicles appointed pursuant to § 46.2-217; or (viii) animal protection police officers employed under § 15.2-632. Part-time employees are those compensated officers who are not full-time employees as defined by the employing police department or sheriff's office.

§ 9.1-102. Powers and duties of the Board and the Department.

Establishes the Department, under the direction of the Criminal Justice Services Board as the policy-making body for carrying out the duties and powers hereunder, specifically, relative to this manual, to establish minimum qualifications for certification and re-certification of law enforcement, courthouse security, process servers, jailors and dispatchers of law enforcement personnel and to establish the minimum compulsory entry level and in-service training requirements for each, and to approve curricula, institutions and facilities for the specific purpose of training public criminal justice staff.

§ 9.1-106. Regional Criminal Justice Academy Training Fund; local fee.

Creates a special non-reverting fund to be administered by the Department, known as the Regional Criminal Justice Academy Training Fund to provide support for Regional Criminal Justice Training Academies.

§ 9.1-107. Powers and duties of the Director.

Charges the Director of the Department of Criminal Justice Services with executive and administrative responsibility to (i) carry out the specific duties imposed on the Department under § 9.1-102 and (ii) maintain appropriate liaison with federal, state and local agencies and units of government, or combinations thereof, in order that all programs, projects and activities for strengthening and improving law enforcement and the administration of criminal justice may function effectively at all levels of government. Also grants the Director the power and duty to; accept grants from the United States government and any other source, to employ and fix the salaries of Department personnel and enter into contracts for services necessary in the performance of the Department's functions.

§ 9.1-108. Establishes the Criminal Justice Services Board (CJSB) and defines membership; terms; vacancies; designation of chairmen; meetings; compensation and other related organizational descriptions.

§ 9.1-109. Administration of federal programs.

Defines the Board as the supervisory board and the Department as the planning and coordinating agency responsible for the implementation and administration of any federal programs for strengthening and improving law enforcement, the administration of criminal justice, and delinquency prevention and control throughout the Commonwealth.

§ 9.1-112. Committee on Training; membership.

Creates the Committee on Training (COT) under the Board as the policy-making body responsible to the Board for effecting the training duties covered in § 9.1-102. Also describes the makeup of the COT.

§ 9.1-113. Compliance with minimum training standards by certain officers; exceptions.

Establishes exceptions to the otherwise required training standards compliance for certain officers.

§ 9.1-114. Compliance with minimum training standards by officers employed after July 1, 1971, by officers appointed under § 56-353 after July 1, 1982, and by part-time officers.

Establishes required compliance with minimum training standards after a specific date.

§ 9.1-115. Forfeiture of office for failing to meet training standards; termination of salary and benefits; extension of term.

Establishes the forfeiture of office for failing to comply with training standards adopted by the Board, and provides for the process of notice to the non-compliant officer. Specifies that the chief administrative officer of any agency employing a person who fails to meet the training standards has a duty to enforce the provisions of § 9.1-114 and this section and that willful failure to do so shall constitute misfeasance in office, and in addition, upon conviction, shall constitute a Class 3 misdemeanor.

§ 9.1-116. Exemptions of certain persons from certain training requirements.

Authorizes the Director of the Department, with the approval of the Board, to exempt a chief of police or any law-enforcement officer as specified under § 9.1-102who has demonstrated sensitivity to cultural diversity issues, and had previous experience and training as a law-enforcement officer under the same section, from the mandatory attendance of any or all courses which are required for the successful completion of the compulsory minimum training standards established by the Board.

§ 15.2-1705. Minimum qualifications; waiver.

Establishes the minimum entry qualifications for service as chief of police, police officer of any locality, deputy sheriffs and jail officers in this Commonwealth, and all law-enforcement officers as defined in § 9.1-101 who enter upon the duties of such office after July 1, 1994. Allows that upon request of a sheriff or chief of police, or the director or chief executive of any agency or department employing law-enforcement officers as defined above, or jail officers as defined in § 53.1-1, the Department of Criminal Justice Services is authorized to waive the requirements for qualification for good cause shown.

§ 15.2-1706. Certification through training required for all law-enforcement officers; waiver of requirements.

All law-enforcement officers as defined in § 9.1-101 and all jail officers as defined in § 53.1-1 must be certified through the successful completion of training at an approved criminal justice training academy in order to remain eligible for appointment or employment. This code allows the requirement for the successful completion of the law-enforcement certification examination to be waived by the Department of Criminal Justice Services based upon previous law-enforcement experience and training. To be eligible for such waiver, the individual must have applied for and been granted an exemption or partial exemption in accordance with § 9.1-116.

§ 15.2-1707. Decertification of law-enforcement officers.

Establishes the authorized cause and process for decertifying law enforcement officers through the Criminal Justice Services Board.

§ 15.2-1708. Notice of decertification.

Enumerates the process for providing notice of decertification, timelines, rights of the decertified officer, standard of review, notice of final action and means of later petitioning for reinstatement of certification.

§ 15.2-1709. Employer immunity from liability; disclosure of information regarding former deputy sheriffs and law-enforcement officers.

Protects an employer who discloses job performance information about a former deputy sheriff's or law-enforcement officer or jail officer to a prospective law-enforcement or jail unless lack of good faith is shown by clear and convincing evidence.

§ 15.2-1731. Establishment, etc., authorized; powers, authority and immunities generally.

Allows that localities may establish, equip and maintain auxiliary police forces which have all the powers and authority and all the immunities of full-time law-enforcement officers, if all such forces have met the training requirements established by the Department of Criminal Justice Services under § 9.1-101.

§ 15.2-1733. Appointment of auxiliary police officers; revocation of appointment; uniform; organization; rules and regulations.

Enables governing bodies of localities to appoint auxiliary police officers and provides that their appointment shall be revocable at any time by the governing body. The governing body may prescribe the uniform, organization, and such rules as it deems necessary for the operation of the auxiliary police force.

§ 15.2-1734. Calling auxiliary police officers into service; police officers performing service to wear uniform; exception.

Establishes that the auxiliary officers may be called into service when necessary including; public emergencies, times there are insufficient numbers of regular police officers to preserve the peace, safety and good order of the community, or for the purpose of training such auxiliary police officers. At all times when performing such service, the members of the auxiliary police force shall wear the uniform prescribed by the governing body unless it would adversely limit the effectiveness of the auxiliary police officer's ability to perform his prescribed duties.

§ 15.2-1747. Creation of academies.

Describes in detail the required process for creating a regional criminal justice training academy to include; requiring an ordinance or resolution, requiring the words "criminal justice academy," be subject to the requirements of § 9.1-102 , establishing the governmental subdivision in which its principal office shall be situated, listing the effective date of the organization and the duration of the agreement, list the composition of the board of directors and the method for selection and the terms of office of the board of directors, and identify the voting rights of the directors, provide procedures. This section also requires that any governmental unit not a party to an original agreement creating an academy may join the academy only by two-thirds vote of the board of directors of the academy and establishes further procedures relative to this and any withdrawal from the academy.

§ 15.2-1748. Powers of the academies.

Establishes the organization of an academy as a public body corporate and politic, the purposes of which shall be to establish and conduct training for public law-enforcement and correctional officers, those being trained to be public law-enforcement and correctional officers and other personnel who assist or support such officers. Further specifies in detail what academies are authorized to do as such an organization.

§ 15.2-1749. Revenue bonds.

Authorizes academies, after a resolution is adopted by a majority of its board of directors, to issue, at one time or from time to time, revenue bonds of the academy on a taxable or tax-exempt basis for the purpose of acquiring, purchasing, constructing, reconstructing, or improving training facilities and acquiring necessary land or equipment therefore, and to refund any bonds issued for such purposes.

§ 15.2-1750. Governmental units authorized to appropriate or lend funds.

Clarifies that the governmental units which are parties of the agreement creating the academy are authorized to appropriate or lend funds; pay fees or charges for services; convey by sale, lease or gift real or personal property, or any interest therein; provide services to the academy; or enter into such other contracts with the academy as may be appropriate to carry out any other power granted to those localities or the academy.

§ 15.2-1751. Exemption from taxation.

Exempts the academy created under the provisions of this article from being required to pay taxes or assessments upon any project or upon any property acquired or used by it or upon the income there from and income derived from bonds etc.

§ 15.2-1752. Governmental immunity.

Provides that an academy created pursuant to this article shall be deemed to be a governmental entity and any such academy and its directors, officers and employees shall be entitled to immunity in any civil action to the same extent that counties and their officers and employees are immune. Members of the board of directors of the academy shall have the same immunity as members of county boards of supervisors.

§ 15.2-1753. Liability of board members.

No member of the board of directors of an academy shall be personally liable for any indebtedness, obligation or other liability of an academy, barring willful misconduct.

§ 23-232.1. Authorization for campus police departments in private institutions of higher education.

Requires that for a Campus Police Department in a Private Institution to be authorized to use the word "police" to describe the department or its officers etc., each officer comply with the training or other requirements for law-enforcement officers established by the Department of Criminal Justice Services pursuant to Chapter 1 (§9.1-100 et seq.) of Title 9.1.

§ 23-233. Appointment of campus police officers.

Upon application of the governing board of an institution, the circuit court of the county or city wherein the institution is located, in its discretion, may, by order, appoint the persons named in the application to be campus police officers at such institution.

§ 23-233.1. Establishment of auxiliary police forces; powers, authority and immunities generally.

Establishes authorization for auxiliary police forces within public institutions of higher education.

§ 23-234. Campus Police Powers and duties; jurisdiction.

Describes the powers and duties conferred on campus police relative to their jurisdiction.

§ 23-235. Officers to comply with requirements of Department of Criminal Justice Services.

All persons appointed and employed as campus police officers or as members of auxiliary forces pursuant to this chapter shall comply with the requirements for law-enforcement officers as established by the Department of Criminal Justice Services pursuant to Chapter 1 (§ 9.1-100 et seq.) of Title 9.1.

§ 53.1-120. Sheriff to provide for courthouse and courtroom security; designation of deputies for such purpose; assessment.

Requires that the sheriff of a jurisdiction shall ensure that the courthouses and courtrooms within his jurisdiction are secure from violence and disruption and shall designate deputies for this purpose and authorizes any county or city, through its governing body, to assess a sum not in excess of $10. as part of the costs in each criminal or traffic case in its district or circuit court in which the defendant is convicted of a violation of any statute or ordinance. The assessment shall be used solely for the funding of courthouse security personnel, and, if requested by the sheriff, equipment and other personal property used in connection with courthouse security.

§ 56-353. Railroad company may appoint police agents.

Authorizes the president or any other executive officer of any railroad company incorporated by the Commonwealth, with the approval of the circuit court under certain specific circumstances to appoint one or more police agents, who shall have authority in all cases in which the rights of such railroad company are involved to exercise all powers which can be lawfully exercised by any police officer, and any court giving such consent may at any time revoke it.

Virginia Administrative Code Applicable Regulations

Chapter 1

To read the full text of the referenced code, please click on the highlighted link.

COMPULSORY MINIMUM TRAINING STANDARDS FOR LAW ENFORCEMENT OFFICERS

6VAC20-20-10. Definitions. All definitions are listed in Chapter 2 of this manual.

6VAC20-20-21. Performance outcomes and minimum hours required.

The current Performance Outcomes are listed in Chapter 5 of this manual.

6VAC20-20-25. Approval authority.

Establishes the Criminal Justice Services Board as the approval authority for the training categories and hours of the compulsory minimum training standards and the Committee on Training (COT) of the Criminal Justice Services Board as the approval authority for the performance outcomes, training objectives, criteria, and lesson plan guides that support the performance outcomes.

6VAC20-20-100 to 6VAC20-20-110. [Repealed]

6VAC20-20-30. Applicability.

Identifies all that are defined as being required to meet the compulsory minimum training standards for law-enforcement officers and provides for exemptions.

6VAC20-20-40. Time requirement for completion of training.

Defines the time limit for all law-enforcement officers required to comply with the compulsory minimum training standards as within 12 months of the date of appointment as a law-enforcement officer. This code also authorizes the director, or his designee to grant an extension under certain conditions enumerated.

6VAC20-20-50. Compliance with compulsory minimum training standards.

Describes how the compulsory minimum training standards may be accomplished and specifies that officers attending approved training are required to attend all classes and shall not be placed on duty or call except in cases of emergency.

6VAC20-20-60. [Repealed]

6VAC20-20-61. Certified training academies.

Enumerates that to become a certified academy, a state or local unit of government must demonstrate a need in accordance with a list of elements therein, provides the process to be followed.

6VAC20-20-70. Grading.

Requires certified training academies to utilize testing procedures which indicate that every officer has satisfactorily completed the criteria in each training objective approved by the Committee on Training of the Criminal Justice Services Board. Allows for retesting as may be necessary within the time limits and in accordance with each academy's written policy and requires the certified training academy to maintain accurate records of all tests, grades and testing procedures in accordance with the provisions of these rules and § 42.1-76 through 42.1-91 of the Code of Virginia.

6VAC20-20-80. Failure to comply with rules and regulations.

Requires compliance with the rules and regulations promulgated by the department, assigns responsibility for enforcement and reporting of the violation of academy rules to the academy director, and authorizes expulsion.

6VAC20-20-90. Administrative requirements.

Enumerates the specific reporting administrative duties of the academies.

COMPULSORY IN-SERVICE TRAINING STANDARDS

6VAC20-30-10. Definitions: All definitions are listed in Chapter 2 of this manual.

6VAC20-30-20. Applicability.

Identifies all that are defined as being required to meet the compulsory minimum in-service training standards.

6VAC20-30-30. Compulsory in-service training standards.

Pursuant to § 9.1-102 of the Code of Virginia, establishes the compulsory in-service training standards for law-enforcement officers, jailors or custodial officers, courtroom security officers, process service officers and officers of the Department of Corrections, Division of Operations. Identifies the number of hours for each category and specific topics that must be covered.

6VAC20-30-40. Time requirement for completion of training.

Provides that every law-enforcement officer, jailor or custodial officer, court security officer, process service officer, and officers of the Department of Corrections must complete compulsory in-service training by December 31 of the second calendar year following satisfactory completion of the entry-level compulsory minimum training standards, and must complete compulsory in-service training by December 31 of every other calendar year thereafter. Sets the minimum creditable in-service hours at two and explains the authority for extensions.

6VAC20-30-50. How compulsory in-service training standards may be attained.

States that in-service training school/sessions shall be obtained by attending and completing an approved in-service training school or a series of approved in-service training sessions which combined comply with the compulsory in-service training standards. Establishes the requirements that training must be attended at a certified training academy unless document and approved on a DCJS Partial In-Service (PIC) form or In-service credit is awarded for multi-media criminal justice programming provided otherwise in accordance with this administrative code section.

6VAC20-30-60. Requirements for in-service training.

Requires that all in-service training be provided under the authority of a certified academy and specifies requirements for off-site training. Also authorizes certified instructors to get in-service credit, up to 16 hours every two years for training they conduct.

6VAC20-30-70. Testing and grading.

Encourages but does not require testing for in-service courses. This section exempts certain parties from testing and enumerates training academy responsibilities relative to records, testing and re-testing policies etc.

6VAC20-30-80. Firearms training.

Establishes the requirement that every criminal justice officer required to carry a firearm in the performance of duty shall qualify annually using the applicable firearm and course set forth by the Committee on Training and the Criminal Justice Services Board. Requires that all annual qualification training include a review of issues/policy relating to weapons safety, nomenclature, maintenance and use of force and that all law-enforcement officers, jailors or custodial officers, courtroom security officers and process service officers qualify with a minimum passing score of 70% on the applicable course. This section also mandates that those agencies whose personnel have special weapons available must design a course for annual qualification in said weapons.

6VAC20-30-90. Failure to comply with rules and regulations.

Assigns responsibilities for the enforcement of all rules and regulations established to govern the conduct of attendees to the Academy Director.

6VAC20-30-100. Administrative requirements.

Requires reports from the agency administrator and academy director on forms approved by the department and at such times as designated by the director.

6VAC20-30-110. Effective date.

Makes these rules effective on and after July 1, 1992, and until amended or repealed.

6VAC20-30-120. Adopted.

This chapter was adopted July 11, 1974.

6VAC20-30-130. Amended.

Lists dates this chapter was amended.

COMPULSORY MINIMUM TRAINING STANDARDS FOR UNDERCOVER INVESTIGATIVE OFFICERS

(This section has been repealed as of July 1, 2015, HB2112)

6VAC20-40-10. Definitions. All definitions are listed in Chapter 2 of this manual.

6VAC20-40-20. Compulsory minimum training standards.

Pursuant to § 9.1-102 of the Code of Virginia, establishes the minimum compulsory training standards for undercover investigative officers to include the number of required hours and topics.

6VAC20-40-30. Applicability.

Requires that prior to assignment as an undercover investigative officer, the officer must complete the minimum compulsory training under this chapter but exempts any officer that has successfully completed the minimum compulsory training as a law enforcement officer.

6VAC20-40-40. Time requirement for completion of training.

Requires completion of training prior to the undercover assignment.

6VAC20-40-50. Certification and administrative requirements.

Specifies the certification requirements and instructor requirements to ensure attendance for all segments of training.

6VAC20-40-60. Firearms training.

Specifies the firearms training requirements for those undercover officers required to carry a firearm as part of the assignment.

COMPULSORY MINIMUM TRAINING STANDARDS FOR JAILORS OR CUSTODIAL OFFICERS, COURTHOUSE AND COURTROOM SECURITY OFFICERS AND PROCESS SERVICE OFFICERS

6VAC20-50-10. Definitions. All definitions are listed in Chapter 2 of this manual.

6VAC20-50-20. Compulsory minimum training standards.

Pursuant to § 9.1-102 of the Code of Virginia, establishes the minimum compulsory training standards for full and part-time Jailors or Custodial Officers, Courthouse and Courtroom Security Officers and Process Service Officers and lists specific topic categories.

6VAC20-50-21. Approval authority.

Establishes the Criminal Justice Services Board as the approval authority for the training categories and hours of the compulsory minimum training standards and the Committee on Training (COT) of the Criminal Justice Services Board as the approval authority for the performance outcomes, training objectives, criteria, and lesson plan guides that support the performance outcomes.

6VAC20-50-30. Applicability.

Identifies all that are defined as being required to meet the compulsory minimum training standards for positions of jailor or custodial officer, courthouse and courtroom security officer, and identifies the specific sections of 6VAC20-50-20 that they must meet. This section also provides that the director may grant exemptions under certain circumstances in accordance with § 9.1-116 of the Code of Virginia.

6VAC20-50-40. Time requirement for completion of training.

Allows jailors or custodial officers, courthouse and courtroom security officers and process service officers 12 months from the date of appointment to comply with the compulsory minimum training standards and authorizes the director to grant extensions under specific circumstances. This section also requires any of the aforementioned officers who is separated from the position for more than 24 months must, upon reentry, as complete all compulsory minimum training standards unless provided otherwise in accordance with 6VAC20-50-30 D.

6VAC20-50-50. How compulsory minimum training may be attained.

Describes how the compulsory minimum training standards may be accomplished and specifies that officers attending approved training are required to attend all classes and shall not be placed on duty or call except in cases of emergency.

6VAC20-50-60. Certified training academies.

Enumerates that to become a certified academy, a state or local unit of government must demonstrate a need in accordance with a list of elements therein, provides the process to be followed.

6VAC20-50-70. Grading.

Requires certified training academies to utilize testing procedures which indicate that every officer has satisfactorily completed the criteria in each training objective approved by the Committee on Training of the Criminal Justice Services Board. Allows for retesting as may be necessary within the time limits and in accordance with each academy's written policy and requires the certified training academy to maintain accurate records of all tests, grades and testing procedures in accordance with the provisions of these rules and § 42.1-76 through 42.1-91 of the Code of Virginia.

6VAC20-50-80. Failure to comply with rules and regulations.

Requires compliance with the rules and regulations promulgated by the department, assigns responsibility for enforcement and reporting of the violation of academy rules to the academy director, and authorizes expulsion.

6VAC20-50-90. Administrative requirements.

Enumerates the specific reporting administrative duties of the academies.

6VAC20-50-100. Effective date.

This chapter was effective on and after July 1, 1990, and until amended or repealed.

6VAC20-50-110. Performance outcomes.

The current Performance Outcomes are listed in Chapter 5 of this manual.

COMPULSORY MINIMUM TRAINING STANDARDS FOR DISPATCHERS

6VAC20-60-10. Definitions. All definitions are listed in Chapter 2 of this manual.

6VAC20-60-20. Compulsory minimum training standards.

Pursuant to § 9.1-102 of the Code of Virginia, establishes the minimum compulsory training standards for dispatchers and lists specific topic categories.

6VAC20-60-25. Approval authority.

Establishes the Criminal Justice Services Board as the approval authority for the training categories and hours of the compulsory minimum training standards and the Committee on Training (COT) of the Criminal Justice Services Board as the approval authority for the performance outcomes, training objectives, criteria, and lesson plan guides that support the performance outcomes.

6VAC20-60-30. Applicability.

Establishes applicability of these training requirements to all dispatchers whose duties include the dispatching of law-enforcement personnel and who were hired on or after July 1, 1988 and grants the director the authority to exempt certain dispatchers meeting specific circumstances.

6VAC20-60-40. Time requirement for completion of training.

Requires that every dispatcher to whom this chapter is applicable be in compliance with the compulsory minimum training standards (above) within 24 months of the date of appointment as a dispatcher. This section provides also that the director may grant an extension under specifically enumerated circumstances.

6VAC20-60-50. Compliance with compulsory minimum training standards.

Establishes that the compulsory minimum training standards shall be accomplished by satisfactory completion of the academy training objectives at a certified training academy and the successful completion of on-the-job training objectives as provided by 6VAC20-60-30 B. Effective January 1, 2003, all entry-level training programs shall meet the performance outcomes for dispatchers.

6VAC20-60-60. Approved training schools.

Specifies that dispatcher classroom training may only be provided by a certified training academy and lists the requirements of the academy.

6VAC20-60-70. Grading.

Requires certified training academies to utilize testing procedures which indicate that every officer has satisfactorily completed the criteria in each training objective approved by the Committee on Training of the Criminal Justice Services Board. Allows for retesting as may be necessary within the time limits and in accordance with each academy's written policy and requires the certified training academy to maintain accurate records of all tests, grades and testing procedures in accordance with the provisions of these rules and § 42.1-76 through 42.1-91 of the Code of Virginia.

6VAC20-60-80. Failure to comply with rules and regulations.

Requires compliance with the rules and regulations promulgated by the department, assigns responsibility for enforcement and reporting of the violation of academy rules to the academy director, and authorizes expulsion.

6VAC20-60-90. Administrative requirements.

Requires reports from the agency administrator and academy director on forms approved by the department and at such times as designated by the director.

6VAC20-60-100. Performance outcomes for compulsory minimum training standards for dispatchers.

The current Performance Outcomes are listed in Chapter 5 of this manual.

COMPULSORY MINIMUM TRAINING STANDARDS FOR INSTRUCTORS

6VAC20-80-10. Definitions. All definitions are listed in Chapter 2 of this manual.

6VAC20-80-20. Compulsory minimum standards for instructors.

Individuals instructing mandated training shall possess one of the following certifications authorized by the department, excluding those enumerated in 6VAC20-80-50:

A. Provisional instructor certification.

B. General instructor certification.

C. Firearms instructor certification.

D. Defensive tactics certification.

E. Driver training instructor certification.

F. Speed measurement instructor certification.

6VAC20-80-30. Compulsory minimum training standards for instructor development and recertification courses. Establishes required content of a 40 hour instructor development course and instructor recertification courses.

6VAC20-80-40. Instructor apprenticeship requirements.

Specifies when and how apprenticeships are to be conducted, evaluated and reported.

6VAC20-80-50. Exemptions to certification requirements.

Allows for exemption of certain instructors from the certification requirements set forth in 6VAC20-80-20 and identifies how and when instructors may be exempted.

6VAC20-80-60. Application for instructor certification.

Establishes the requirement for completion and submission of an "Instructor Certification Application" to the department prior to being considered for certification.

6VAC20-80-70. Instructor recertification.

Establishes the time that instructor certifications are valid and the requirement to recertify by December 31 of the expiration year.

6VAC20-80-80. Revocation of instructor certification.

Establishes the authority and cause for revocation.

6VAC20-80-90. Administrative requirements.

Reports will be required from the academy director, chief of police, sheriff, or agency administrator on forms provided by or approved by the director and at such times as designated by the director.

6VAC20-80-100. (Repealed.)

6VAC20-80-110. (Repealed.)

Chapter 2: Glossary

Chapter 2

GLOSSARY

Definitions

The following definitions are derived from the Code of Virginia and Virginia Administrative Code and are listed here as a single point resource for all of the terms defined relative to this manual.

“Academy” means a facility in which training programs are conducted. It houses classrooms and offices for instructors and staff. Other facilities such as a firing range, driver training track, multipurpose training areas, library and satellite locations are considered to be part of such facility but need not be located at the same site.

"Academy Director" means the chief administrative officer of a certified training academy.

“Academy Governing Body” means individuals who are elected or appointed as provided by the academy charter, bylaws, or policies, and who are responsible for the direct supervision of the regional training academy and its staff, and possess the authority to act on matters within their purview representing member departments and with the authority to act for the member departments.

"**Administration of criminal justice"** means performance of any activity directly involving the detection, apprehension, detention, pretrial release, post-trial release, prosecution, adjudication, correctional supervision, or rehabilitation of accused persons or criminal offenders or the collection, storage, and dissemination of criminal history record information.

"Agency administrator" means any chief of police, sheriff or agency head of a state or local law-enforcement agency.

"Apprenticeship" means a period of supervised instruction, occurring after satisfactory completion of an approved instructor development course, wherein the instructor applicant is evaluated by a certified instructor during mandated instruction or another course of instruction approved by the academy director.

"Approved training" means training approved by the department to meet minimum training standards.

“Assistant Director” means an individual pre-designated by the director of the academy responsible for the conduct and operation of training in the absence of the director. In the event the designated individual is not an employee of the academy/agency, prior approval for such designation must be obtained from the chief, sheriff, or agency administrator.

"Board" means the Criminal Justice Services Board.

"Certified training academy" means a training facility in compliance with academy certification standards operated by the state or local units of government for the purpose of providing instruction of compulsory minimum training standards.

“Charter” means a document setting forth the aims, policies, rules and procedures agreed upon by the participating localities and criminal justice agencies joining to create a regional training academy.

"Compulsory minimum training standards" means the performance outcomes and minimum hours approved by the Criminal Justice Services Board.

"Conviction data" means information in the custody of any criminal justice agency relating to a judgment of conviction, and the consequences arising there from, in any court.

"Correctional status information" means records and data concerning each condition of a convicted person's custodial status, including probation, confinement, work release, study release, escape, or termination of custody through expiration of sentence, parole, pardon, or court decision.

"Criminal history record information" means records and data collected by criminal justice agencies on adult individuals consisting of identifiable descriptions and notations of arrests, detentions, indictments, information, or other formal charges, and any disposition arising there from. The term shall not include juvenile record

information which is controlled by Chapter 11 (§ 16.1-226 et seq.) of Title 16.1, criminal justice intelligence information, criminal justice investigative information, or correctional status information.

"Criminal justice agency" means (i) a court or any other governmental agency or subunit thereof which as its principal function performs the administration of criminal justice and any other agency or subunit thereof which performs criminal justice activities, but only to the extent that it does so; (ii) for the purposes of Chapter 23 (§ 19.2-387 et seq.) of Title 19.2, any private corporation or agency which, within the context of its criminal justice activities employs officers appointed under § 15.2-1737, or special conservators of the peace or special policemen appointed under Chapter 2 (§ 19.2-12 et seq.) of Title 19.2, provided that (a) such private corporation or agency requires its officers, special conservators or special policemen to meet compulsory training standards established by the Criminal Justice Services Board and submits reports of compliance with the training standards and (b) the private corporation or agency complies with the provisions of Article 3 (§ 9.1-126 et seq.) of this chapter, but only to the extent that the private corporation or agency so designated as a criminal justice agency performs criminal justice activities; and (iii) the Office of the Attorney General, for all criminal justice activities otherwise permitted under subdivision (i) and for the purpose of performing duties required by the Civil Commitment of Sexually Violent Predators Act (§ 37.2-900 et seq.). "Criminal justice agency" includes the Virginia State Crime Commission. "Criminal justice agency" includes any program certified by the Commission on VASAP pursuant to § 18.2-271.2.

"Criminal justice information system" means a system including the equipment, facilities, procedures, agreements, and organizations thereof, for the collection, processing, preservation, or dissemination of criminal history record information. The operations of the system may be performed manually or by using automated data processing systems.

"Criminal justice officer" means a law-enforcement officer, jailor or custodial officer, courtroom security officer, process service officer and officers of the Department of Corrections, Division of Operations. Officers of the Department of Corrections, Division of Operations, means a correctional officer, sergeant, lieutenant, captain, major, assistant superintendent, superintendent, assistant warden and warden.

"Cultural diversity training" means training that is designed to ensure sensitivity to and awareness of cultural diversity and the potential for biased policing.

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"Director" means the chief administrative officer of the department or his designee.

"Dispatcher" means any person employed by or in any local or state government agency either full or part-time whose duties include the dispatching of law-enforcement personnel.

"Dissemination" means any transfer of information by any means. The term shall not include access to the information by officers or employees of a criminal justice agency maintaining the information who have both a need and right to know the information.

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"Electronic Classroom" means the use of a form of distance education to affect learning in which the instructor and the students are separated, electronic media is used in the classroom to unite instructor and students, and there is a simultaneous two-way communication (audio or audio/visual) between the instructors and the students.

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"Fiscal Year" means a twelve month time period commencing July 1 and ending June 30.

"Full-time attendance" means that officers in training shall attend all classes and shall not be placed on duty or call except in cases of emergency for the duration of the school.

"Independent Academy Executive" means the executive officer of a state or local criminal justice agency which operates its own Independent Training Academy, and who serves as the responsible overseeing executive for that Independent Academy.

"Independent Training Academy" means a state or local criminal justice agency which is not affiliated with a regional training academy and who serves as their own independent academy for training their own, and/or other authorized personnel, which are required to comply with compulsory minimum training standards promulgated by the Criminal Justice Services Board.

"Instructional staff" means any individual employed in training on a full-time basis who shall instruct mandated training.

"Instructor" means an individual who has complied with all of the applicable standards for certification or recertification, whichever applies, contained herein and is eligible to instruct or teach mandated training at a certified training academy.

"Interactive Programs" means any distance learning which allows the student to converse, ask and answer questions or exchange information (interact) with the presentation source either verbally or electronically.

"Law-enforcement officer" means any full-time or part-time employee of a police department or sheriff's office which is a part of or administered by the Commonwealth or any political subdivision thereof, and who is responsible for the prevention and detection of crime and the enforcement of the penal, traffic or highway laws of the Commonwealth, and shall include any (i) special agent of the Department of Alcoholic Beverage Control; (ii) police agent appointed under the provisions of § 56-353; (iii) officer of the Virginia Marine Police; (iv) conservation police officer who is a full-time sworn member of the enforcement division of the Department of Game and Inland Fisheries; (v) investigator who is a full-time sworn member of the security division of the State Lottery Department; (vi) conservation officer of the Department of Conservation and Recreation commissioned pursuant to § 10.1-115; (vii) full-time sworn member of the enforcement division of the Department of Motor Vehicles appointed pursuant to § 46.2-217; or (viii) animal protection police officers employed under § 15.2-632. Part-time employees are those compensated officers who are not full-time employees as defined by the employing police department or sheriff's office.

"Mandated training" means training that satisfies compulsory minimum training requirements such as entry-level and in-service training.

“Member Department” means a state of local criminal justice agency which has met all legal requirements for membership in a regional training academy as specified by the regional training academy charter, bylaws, policy, or other binding agreement.

“Multimedia" means distance learning methods to include video, film, disc, computer-based training, Internet-based training or satellite-based training.

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"School director" means the chief administrative officer of an approved training school.

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"School security officer" means an individual who is employed by the local school board for the singular purpose of maintaining order and discipline, preventing crime, investigating violations of school board policies, and detaining students violating the law or school board policies on school property or at school-sponsored events and who is responsible solely for ensuring the safety, security, and welfare of all students, faculty, staff and visitors in the assigned school.

“Stand-Alone Training” means any distance learning program designed and delivered as complete within itself on any given topic.

“Training Region” means a contiguous geographic region including all local political subdivisions within such region subject to mandated training.

“User Agency” means any certified criminal justice training academy, local police, sheriff or other criminal justice agency that subscribes to or uses any distance learning for in-service training purposes.

"VCIN/NCIC training" means approved training as specified by the Virginia Department of State Police for dispatchers accessing Virginia Crime Information Network/National Crime Information Center information.

DCJS Glossary of terms used within the manual

Analyze - break down an organized structure to identify its elements, their relationships, and the organizational principles involved; includes the ability to reorganize the structure.

Criteria - those items covered during the training on which the person will be tested for successful achievement.

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Evaluate - make judgments about the value of information (both obvious and obscure), dates, materials, results, or methods and demonstrate this through written, oral, or physical means.

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Physical exercise - an exercise by which the trainee is tested and must demonstrate the physical skill(s) needed to perform a task or set of tasks to the satisfaction of the instructor or to reach a specified score.

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Written exercise - any generally recognized written method for testing knowledge or writing skills acquired by a trainee during training. These include but are not limited to the following:

1. Multiple choice
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3. Fill in blanks
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5. Case studies
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7. Combinations of the above
8. Others as may be identified as valid

Definitions

The following definitions are derived from the Code of Virginia and Virginia Administrative Code and are listed here as a single point resource for all of the terms defined relative to this manual.

"Academy" means a facility in which training programs are conducted. It houses classrooms and offices for instructors and staff. Other facilities such as a firing range, driver training track, multipurpose training areas, library and satellite locations are considered to be part of such facility but need not be located at the same site.

"Academy Director" means the chief administrative officer of a certified training academy.

"Academy Governing Body" means individuals who are elected or appointed as provided by the academy charter, bylaws, or policies, and who are responsible for the direct supervision of the regional training academy and its staff, and possess the authority to act on matters within their purview representing member departments and with the authority to act for the member departments.

"**Administration of criminal justice"** means performance of any activity directly involving the detection, apprehension, detention, pretrial release, post-trial release, prosecution, adjudication, correctional supervision, or rehabilitation of accused persons or criminal offenders or the collection, storage, and dissemination of criminal history record information.

"Agency administrator" means any chief of police, sheriff or agency head of a state or local law-enforcement agency.

"Apprenticeship" means a period of supervised instruction, occurring after satisfactory completion of an approved instructor development course, wherein the instructor applicant is evaluated by a certified instructor during mandated instruction or another course of instruction approved by the academy director.

"Approved training" means training approved by the department to meet minimum training standards.

"Assistant Director" means an individual pre-designated by the director of the academy responsible for the conduct and operation of training in the absence of the director. In the event the designated individual is not an employee of the academy/agency, prior approval for such designation must be obtained from the chief, sheriff, or agency administrator.

"Board" means the Criminal Justice Services Board.

"Certified training academy" means a training facility in compliance with academy certification standards operated by the state or local units of government for the purpose of providing instruction of compulsory minimum training standards.

"Charter" means a document setting forth the aims, policies, rules and procedures agreed upon by the participating localities and criminal justice agencies joining to create a regional training academy.

"Compulsory minimum training standards" means the performance outcomes and minimum hours approved by the Criminal Justice Services Board.

"Conviction data" means information in the custody of any criminal justice agency relating to a judgment of conviction, and the consequences arising there from, in any court.

"Correctional status information" means records and data concerning each condition of a convicted person's custodial status, including probation, confinement, work release, study release, escape, or termination of custody through expiration of sentence, parole, pardon, or court decision.

"Criminal history record information" means records and data collected by criminal justice agencies on adult individuals consisting of identifiable descriptions and notations of arrests, detentions, indictments, information, or other formal charges, and any disposition arising there from. The term shall not include juvenile record information which is controlled by Chapter 11 (§ 16.1-226 et seq.) of Title 16.1, criminal justice intelligence information, criminal justice investigative information, or correctional status information.

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Chapter 3: Academy Information

Academy Organization and Participation

Chapter 3

REQUIREMENTS **FOR TRAINING ACADEMIES**

1. Purpose:

   The purpose of Department of Criminal Justice Services (DCJS) policies is to add clarity to the requirements for compliance with all statutes and Administrative Codes, Committee on Training (COT) approved performance outcomes and requirements pertaining to administration, personnel and instruction of standards to be met by all Regional or Independent Certified Training Academies. Except where specified as applicable to regional or independent, this policy is applicable to both.

2. Definitions: See Chapter 2 of this manual (Glossary)

3. Establishment of Training Regions:

   The Commonwealth was divided into ten training regions in order to provide a basis for the sound and efficient delivery of mandated training to local criminal justice personnel, pursuant to Section 9.1-102, Code of Virginia. Each training region is a contiguous geographic region encompassing all local political subdivisions within such region subject to mandated training. Each local political subdivision is assigned to a particular training region served by a designated regional academy. An agency of a local political subdivision may maintain an regional academy affiliation with an academy other than the regional academy designated to serve its training region only as provided in number 5 of this policy “Changing Academy Status.” The ten training regions and their regional training academies are listed in the appendices following this policy. The independent academies are listed in Appendix K.

4. Academy Satellites:

   Training academies may provide satellite training sites if such sites are required based on the principles of sound and efficient training delivery and departmental management concerns. Criteria used in satellite site selection shall include: training demand, student volume, distance traveled, travel time and instructor

availability.

A. Satellite facilities must be inspected by the academy to ensure they meet the standards for satellite facilities before any credit can be awarded for mandated training which is conducted in such a facility.
   1. The academy shall complete the Satellite Facility Worksheet for each satellite facility.
   2. The Satellite Facility Worksheet shall be maintained by the academy.

B. The academy shall periodically monitor all satellite facilities, not less than once per calendar year, to ensure that all training conforms to DCJS requirements. The academy shall maintain written reports documenting such monitoring.

5. Changing Academy Status:

All local political subdivisions whose personnel are subjected to mandated training shall be assigned to a regional training academy or served by an independent training academy. Changes in academy status are subject to the following applicable procedures as well as the requirements of § 15.2-1747 and § 15.2-1300:

A. Changing Regional Academies:

Any governmental unit not a party to an original agreement creating an academy under § 15.2-1747 or § 15.2-1300 may join the academy or withdraw from the academy only by two-thirds vote of the board of directors of the academy. The governing body of the governmental unit seeking to join or withdraw from an academy shall do so by resolution or ordinance. The board of directors shall provide for the addition of the joining governmental unit to the academy and the number, terms of office, and voting rights of members of the board of directors, if any, to be appointed by the joining governmental unit. The board of directors shall consider requests to withdraw in October 2001, and in October of every fifth year thereafter. No requests to withdraw shall be considered at any other time, unless agreed to unanimously. Any withdrawal approved by the board of directors shall be effective on June 30 of the following year. The board of directors shall provide for the conditions of withdrawal. All other requirements and changes to academy membership must be in compliance with § 15.2-1747 or § 15.2-1300.

In addition to the requirements under the above code section, a change in membership from one regional academy to another must include the following steps:

1. A written request from the department administration has been sent to the chairman of the academy governing body of the regional academy where membership is desired;
2. The department administrator has simultaneously sent a copy of the request to the Department of Criminal Justice Services (DCJS). Notification to DCJS must be provided in order to determine any potential impact on funding allocated by the state.
3. The department administrator has sent written notification of the intent to withdraw membership to the academy governing body chairman of the academy being withdrawn from;
4. The academy governing body chairman has provided the department administrator with the opportunity to address the board on the reasons the department is withdrawing membership.
5. The chairman of the academy governing body, where membership is desired, has notified the department administrator in writing of his board's decision regarding the acceptance or rejection of the membership proposal.
6. Upon acceptance, the department administrator must send written notification of withdrawal of membership to the governing body chairman of that academy where membership is being withdrawn. Notification must be sent no later than nine (9) months prior to the end of the contract period of the losing academy. If no contract date is included in the academy's charter, then the notice date will be October 1 of the fiscal year immediately preceding the fiscal year in which the department intends to withdraw. The withdrawing department and the losing academy may enter into a mutual agreement to satisfy any financial obligations in circumstances where the notification requirement dates as stipulated above have passed.

B. A withdrawing member department is obligated to pay its designated financial assessment to the academy where membership is being withdrawn until the end of the fiscal year preceding the fiscal year during which they will become a member department of the academy being joined, unless the regional training academy and the department mutually agrees otherwise. DCJS will provide a fiscal impact statement to the chairman of each academy board. The statement will address the financial impact on each academy for the fiscal year in which the withdrawal will become effective.

C. In the event a withdrawing member department fails to comply with the preceding process, prior to imposition of any potential Criminal Justice Services Board sanctions, any of the involved parties to the issue in question may request to meet with a DCJS designated mediator, agreeable to all parties, to resolve the issue.

D. If one or more of the parties as stated in Section 5 elect not to participate in the mediation process, or if the issue in question cannot be resolved, the Committee on Training of the Criminal Justice Services Board shall have the authority to enforce these requirements and conduct a hearing on the matter and impose sanctions as may be set forth in these requirements and in the Rules Relating to Regional Criminal Justice Training Academies.

E. Any regional academy which accepts membership from a department withdrawing from another regional academy under circumstances in which the withdrawing department does not comply with Section 5 of these Requirements shall be subject to one or more of the following sanctions:
   1. The number of authorized personnel of the withdrawing department who are subject to mandated training will continue to be counted with the losing academy for state funding purposes until all obligations are paid in full to the losing academy;
   2. State funding equal to the obligation owed by the withdrawing department to the losing academy will be withheld from the next grant award to the receiving academy and awarded to the losing academy;
   3. In addition to continuing to count the officer population of the withdrawing department with the losing academy, an amount equal to that which would be awarded for the number of officers to the receiving academy would be withheld and awarded to the losing academy; and/or
   4. The receiving academy will be decertified until all fiscal obligations of the withdrawing department to the losing academy have been satisfied.

   Disbursement of State Training Funds to the receiving regional academy will be adjusted to cover any sanctions. The funds withheld from the receiving regional academy will then be disbursed to the losing regional academy in accordance with appropriate fiscal requirements.

F. Any sanctions administered by the Committee on Training or Criminal Justice Services Board as a result of a department or academy not complying with Section 5 of these requirements shall remain in effect until such time as the department mutually satisfies any fiscal responsibility with the losing regional academy or through the fiscal year in which the sanction will be assessed, whichever shall first occur.

G. The Committee on Training of the Criminal Justice Services Board shall conduct all hearings and impose sanctions for any violations of the requirements in Section 5. Any appeals shall be heard by the Executive Committee of the Criminal Justice Services Board as set forth in Article 6, Section 2 of the Criminal Justice Services Board Bylaws. Upon written concurrence that all issues in dispute have been resolved prior to or during the fiscal year in which sanctions have been assessed, any or all sanctions may be removed by the Committee on Training.

H. None of the above mentioned sanctions shall preclude an academy's right to pursue other methods of redress against a withdrawing department for violation of the process of withdrawing which may be granted by statute or general law.

6. Changing from an Independent Academy to a Regional Academy:

A change in status from an independent academy to membership in a regional academy may occur when the following steps are completed:

A. A written request for membership from the independent academy executive has been sent to the chairman of the academy governing body of the regional academy where membership is desired.

B. The independent academy executive has simultaneously sent a copy of the request to the Department of Criminal Justice Services (DCJS). Notification to DCJS must be provided in order to track academy agency membership, officer population and to determine any potential impact on funding provided by the state. (Note: As the funding formula has been changed to distribution by officer population exclusively, any new member to an academy will impact funding allocation to all 10 regional academies.)

C. The chairman of the regional academy's governing body has notified the independent academy executive in writing of his board's decision regarding the acceptance or rejection of the membership proposal.

D. An independent academy or agency joining a regional training academy will be obligated to pay its financial assessment, as determined by the academy.

7. Changing from a Regional Academy to an Independent Academy:

A change in status from membership in a regional academy to that of an independent academy may occur when the following steps are completed:

A. The agency administrator has sent written notification of the intent to withdraw membership to the chairman of the governing body of the academy from which they are withdrawing.

B. The agency administrator has simultaneously sent a copy of the request to the Department of Criminal Justice Services (DCJS). Notification to DCJS must be provided in order to track academy agency membership, officer population and to determine any potential impact on funding provided by the state.

C. The chairman of the regional academy governing body must provide the agency administrator with the opportunity to address the board on the reasons the agency is withdrawing membership.

D. A withdrawing member agency is obligated to pay its designated financial assessment until the end of the fiscal year preceding the fiscal year in which the member agency will become an independent academy, unless the regional training academy charter specifies otherwise.

E. In the event a withdrawing member agency fails to comply with the preceding process, any of the involved parties to the issue in question may request to meet with a DCJS designated mediator, agreeable to all parties, to resolve the issue.

F. If one or more of the parties elect not to participate in the mediation process, and if the issue in question cannot be resolved, the Committee on Training of the Criminal Justice Services Board shall have the authority to enforce these requirements and conduct a hearing on the matter and impose sanctions as may be set forth in these requirements and in the Rules Relating to Regional Criminal Justice Training Academies. Sanctions may include the receiving academy being decertified until all fiscal obligations of the withdrawing department to the losing academy have been satisfied.

G. The Committee on Training of the Criminal Justice Services Board shall conduct all hearings and impose sanctions for any violations of the requirements in Section 5. Any appeals shall be heard by the Executive Committee of the Criminal Justice Services Board as set forth in the Criminal Justice Services Board By-laws.

H. None of the above mentioned actions shall preclude a regional academy's right to pursue other methods of redress against a withdrawing agency for violation of the process for withdrawing which may be granted by statute or general law.

8. Merger of Regional Training Academies:

A change in status from two or more separate regional training academies to the creation of one or more regional training academies may occur when the following steps are completed:

A. The chairman of one regional training academy governing body has sent notification of a desire to merge to the chairman of another regional training academy governing body.

B. The chairmen of merging academies proposing the merger have simultaneously sent a copy of the proposal to the Department of Criminal Justice Service (DCJS). Notification to DCJS must be provided in order to determine any potential impact on funding provided by the state.

C. The chairmen of each regional training academy must notify its members and obtain approval for the merger.

D. Once the merger has been agreed upon, the chairmen of the merging regional training academies shall notify the chairman of the Criminal Justice Services Board of the pending merger. The chairman the Board shall notify the chairmen of the merging regional training academies of the potential impact on state funding and policies of a merger. Any merger cannot be effective until the impact statement is returned by the Criminal Justice Services Board and upon resolution of any identified issues which may negatively affect state funding and/or policy. Any merger cannot be effective until an amendment to that affect has been made to the Rules Relating to Regional Criminal Justice Training Academies.

9. Academy Charter and By-Laws:

Each regional training academy shall be established in accordance with Section 15.2-1300 or 15.2-1747 of Code of Virginia. All academies shall possess a charter which, at a minimum, specifies; the names of the local political subdivisions that have joined to create the academy, the duration of the agreement, the purpose(s) of the academy, the organization, composition, and nature of the academy being created, and the powers delegated thereto, and the method to be employed in accomplishing the partial or complete termination of the agreement and for disposing of property upon such partial or complete termination.

A. Each academy may adopt by-laws as appropriate.

B. No provision of an academy's charter or by-laws shall be inconsistent with procedures and rules adopted by the Criminal Justice Services Board.

10. Academy Organization:

The organization of each training academy shall be specified by the academy charter, by-laws or policies.

A. Each regional academy shall have at a minimum; an Academy Governing Body, an Academy Director, a Training Faculty and/or Support Staff and an Academy Financial Officer.

B. Each independent academy shall have at a minimum; an Academy Director, a Training Faculty and/or Support Staff.

11. Academy Governance:

The governance of each regional training academy shall be the responsibility of each academy's governing body and the authority, duties and relationship between the academy governing body and its academy director shall be specified in the academy charter, bylaws or policies. Each independent training academy shall be the responsibility of the independent academy executive having oversight and as addressed in the academy bylaws and policies. The independent academy executive with oversight of the independent training academy shall be responsible for the duties covered below under 12, C.

12. Academy Governing Body:

The majority of the governing body of each regional training academy shall be composed of chiefs of police and sheriffs of member departments, jail administrators, and chief executives of local political subdivisions.

A. The governing body shall have the following as its primary responsibilities:
   1. elect officers;
   2. approve regional training academy budget;
   3. adopt and amend its charter; and,
   4. may select a subunit of its members to serve as its designee to function on behalf of the governing body.

B. Each regional training academy's charter, bylaws or policies shall address the following composition and organizational items relating to the governing body and its subunits if applicable:
   1. membership
   2. terms of office
   3. vacancies
   4. tenure
   5. meetings

C. Duties: The academy governing body, or its designated subunit, of each regional training academy is charged with the following duties:
   1. Appointment and termination of the academy director
   2. Fix the compensation of the director and staff
   3. Establish the duties of the director
   4. Evaluate the performance of the director
   5. Establish the faculty staffing level
   6. Establish the level of support personnel
   7. Approve and authorize budget expenditures
   8. Establish fees to be paid by outside users
   9. Approve contractual arrangements
   10. Adopt and amend academy bylaws
   11. Review and approve academy policies, rules, and procedures
   12. Designate a financial officer and establish mandatory independent audit procedures
   13. Review and approve academy curriculum
   14. Other duties as specified in the academy charter

13. Academy Director:

The following qualifications and duties shall apply to the academy director of each training academy:

A. Qualifications: Candidates for position of academy director shall meet the following minimum qualifications:
   1. Bachelor's degree in criminal justice, public administration, education or related field. (An associate degree in combination with experience may be used in lieu of a bachelor's degree.)

   2. Extensive work experience providing considerable knowledge of the criminal justice system with specific experience in the management of criminal justice training or education. Management experience shall include agency or agency subunit budget development and execution; personnel recruiting and selection as well as other training management responsibilities.

   3. The academy governing body in its review of candidates may, in its judgment, substitute experience for education or education for experience, provided the end resulting criteria are consistent with sound hiring practices and the candidates considered have the required knowledge, skills and abilities to perform the function of academy director.

B. Duties: The management, administration and operation of each training academy shall be the responsibility of the academy director and/or the independent academy executive. Accordingly, the regional academy director shall and the independent academy director may:
   1. Act as the academy's financial officer when designated by the governing body or independent academy executive

   2. Prepare the academy's annual budget

   3. Act as the academy's purchasing agent

   4. Advertise, hire and train support staff

   5. Evaluate, discipline, terminate support staff

   6. Establish support staff work schedules

   7. Regional academy directors will prepare academy governing body meetings agendas in cooperation with the academy board chairperson and advertise academy governing body meetings

   8. Provide liaison to academy governing body members, if applicable and other officials

   9. Develop and continually review academy curriculum

   10. Schedule academy courses and programs

   11. Review instructor lesson plans and tests

   12. Ensure that faculty and students comply with academy bylaws

   13. Monitor academy courses and programs

   14. Select and evaluate faculty performance

   15. Prepare and submit annual report to the academy governing body

   16. Prepare and distribute academy training calendar

   17. Instruct as needed

   18. Enter into contracts as needed and authorized

   19. Assure satellite training as authorized by the academy governing body or independent academy executive

   20. Ensure compliance with applicable laws and regulations governing academy operations and programs.

Academy Certification/Re-Certification Requirements

Chapter 3

ACADEMY CERTIFICATION/RE-CERTIFICATION REQUIREMENTS

1. Purpose:

   The purpose of Department of Criminal Justice Services (DCJS) policies is to ensure compliance with all statutes and Administrative Codes, Committee on Training (COT) approved performance outcomes and requirements pertaining to; administration, personnel and instruction of standards to be met by Certified Training Academies and Criminal Justice entities served by the department.

2. Academy Certification Eligibility:
   A. To become a certified academy, a state or local unit of government must:
      1. Demonstrate a need which proves the inability to obtain adequate training from existing academies or a sufficient hardship which renders the use of other existing academies impractical, and, based upon a training needs assessment, proves service to a sufficient number of officers to warrant the establishment of a full-time training function for a minimum of five years.

      2. Make commitments to:
         1. Provide entry-level training, in-service training, instructor certification and re-certification training and specialized training.

2. Assign one position with primary responsibility as academy director and one clerical position to support training and training related functions.

3. Maintain a training facility adequate to conduct training in accordance with academy certification standards.

4. Sufficiently fund the academy to adequately support the training function.

B. Process to Determine Eligibility:

1. The state or local governmental unit shall submit a justification, as outlined in § A above, to the Committee on Training which shall review the justification and make a recommendation to the department as to whether or not the establishment of an academy is warranted.

2. If the Committee on Training recommends the establishment of the proposed academy, the department shall make a determination as to whether or not the establishment of the academy is warranted.

3. If the academy is approved by the department, the academy must successfully complete the academy certification process

C. Academy Certification Process:

1. DCJS staff will provide guidance and assistance to the prospective academy in meeting the requirements for certification.

2. DCJS staff member will schedule a mutually agreeable date for an on-site inspection with the academy director and conduct the on-site assessment for academy certification.

3. An academy which has been certified is subject to scheduled and unscheduled visits by DCJS staff to verify ongoing compliance.

4. Certification is valid for one year from the date of certification. Academy certification expires on June 30th. In order to maintain certification status, an academy must successfully complete a re-certification process prior to the expiration of the original certification. The re-certification will extend the expiration date for three years.

D. Continued Certification:

1. A certified academy found in non-compliance with one or more certification standards or not meeting one or more standards for re-certification will be given a reasonable amount of time to correct the situation, not to exceed 60 days, unless additional time is mutually agreed upon.
    1. The Director and Board Chairman or Independent Academy Executive of the academy will receive written notification of the standards which have not been met and the date when a reassessment will be conducted.

    2. Staff member(s) of the Department of Criminal Justice Services will conduct the reassessment. If one or more of the standards still have not been met, the Independent Academy Executive or Board Chairman of the academy will be notified in writing that upon reassessment the standard has not been met. The academy will have a maximum of 30 days to comply with all certification standards.

    3. A staff member(s) of the Department of Criminal Justice Services will conduct the second reassessment. If the academy is still not in compliance with all certification standards at the time of the second reassessment, the Training Academy Certification will be suspended or revoked and the Independent Academy Executive or Board Chairman of the academy as well as the academy's director will be notified in writing including reason or reasons upon which the suspension or revocation is based.

    4. In accordance with 6VAC20-60-60 and 6VAC20-20-61, the director of the academy may request a hearing with the Director of the Department of Criminal Justice Services. This request must be made in writing and received by DCJS within fifteen (15) days of the notice of suspension or revocation.

    5. The Director will render his decision within fifteen days of the hearing. The director of the suspended or revoked academy may appeal the Director's decision to the Criminal Justice Services Board by submitting a written request to the Director to be added to the CJSB agenda to be heard. All decisions of the CJSB are final.

2. Certification is valid for one year from the date of certification. To maintain certification status, an academy must successfully complete a re-certification process prior to the expiration of the original certification. The re-certification is valid for three years expiring on June 30 of the third year.

3. Academy certification standards:

A. Definitions: See Chapter 2 of this manual for related terms.

B. Administration standards:

1. An academy shall be governed by the chief criminal justice administrator or in the case of an academy providing services for several political subdivisions, a governing board shall be composed of criminal justice executives of participating jurisdictions.

2. A written directive shall identify the goals and objectives of the academy.
    1. A three-year plan, updated annually shall be available.
        1. The three year plan shall be approved and signed by the appropriate agency administrator (Chief administrator or Board chairman) as described in 3, B, 1 above and distributed to all members of the executive/governing board of the academy.
            1. There shall be a process which allows all participating agencies to address questions and concerns regarding the three year plan.

            2. The three year plan shall address the following areas as they apply to the academy:
                i. Administration

                ii. Personnel

                iii. Staff Training

                iv. Programs

                v. Equipment

                vi. Facility enhancement

3. A written directive shall establish the academy's administrative functions.

1. The directive shall include:
    1. The academy's authority and responsibility to primarily train criminal justice practitioners.
    2. The academy's organizational structure.
    3. The academy's training activities and functions.
    4. An outline of the budgetary process for training, its cost, and sources of income.
4. A written directive governing student attendance shall be available and include:
    1. Procedures for documenting attendance.
    2. A definition of eligible absences from training and the permissible length of such absences.
    3. Procedures for attending and/or completing any training missed due to absence.
5. A written directive shall explain under what conditions training will be provided for outside agencies/non-members and shall include the cost of such training.
6. A written directive shall establish procedures for testing and re-testing of students, if applicable and shall include:
    1. Established pass/fail criteria
    2. Policy on the development and format of testing (i.e., types of questions such as multiple choice, true or false, fill in the blank and essay).
    3. Circumstances and timetables for re-testing, remedial training, and dismissal from the academy.
7. Academies shall maintain a training record/file on each student attending the academy and shall include records sufficient to document that all performance objectives have been successfully completed.
8. Academies shall maintain an administrative file that pertains to each class it conducts. This file shall include curriculum/schedule, attendance records, discipline records, counseling records, test-answer sheets, and course evaluation or summary. This file may be combined with the training record/file on each student file specified above at the discretion of the academy.
9. Academies shall have a policy covering records maintenance and a retention/destruction schedule as approved by the state library. Responsibility for proper retention and destruction belongs solely to the academy.
10. A written directive shall establish safety rules for skill training (firearms, defensive tactics and driver training) and practical exercises and shall be distributed to students at the beginning of the school.
11. A written directive shall establish a policy governing student dress.
12. A written directive shall establish a policy on student conduct, circumstances for expulsion or suspension and re-admittance.
13. Academies shall have a policy for post-graduation evaluation of entry-level training which is permitted from six months to one year after leaving the academy and must be job-related.
14. Academies shall have documented evidence of general and professional liability insurance coverage.
15. Academies shall have a policy for insuring the physical fitness of students assigned for entry-level training. Dispatcher entry level training is excluded from this requirement.
    1. Shall include a procedure for ensuring that agency medical personnel performing physical examinations are aware of the rigors of entry-level training.
    2. Shall have physical performed within twelve months prior to training.
16. Regional academies shall maintain a charter which shall be updated annually.
17. Academies shall have a policy on the minimum and maximum number of students in classes.
    1. Mandated training will not be scheduled for classes of less than six students nor more than thirty-five.
    2. Exceptions to this standard may be granted by the DCJS Field Services Coordinator upon receipt of a written request which includes reasons why an exception is necessary. The Field Services Coordinator shall evaluate the request to determine if sufficient cause exists to grant an exception and, if granted, will document the exception in writing to the academy director and forward a copy to their DCJS Division Director. For large academies which have suitable facilities and sufficient staff to routinely conduct classes of more than thirty five students, an ongoing exception may be granted.
18. Academies shall comply with all administrative procedures set forth in applicable rules promulgated by the Criminal Justice Services Board.

C. Personnel Standards:
1. Each academy shall have a minimum number of staff available for the duration of any mandated training course. These shall include but not be limited to an academy director or designee and one clerical support person at the main facility.
2. There shall be written position descriptions for each staff position which includes; selection and retention criteria, performance standards, and pay scales and benefits.
3. Academies shall have written standards of conduct and disciplinary procedures for staff.

D. Facility Standards:
1. Academies shall have classrooms and offices for staff physically present at the academy. Other facilities such as firing range, driver training track, multipurpose training areas, library and satellite facilities are considered to be part of such a facility but need not be located at the same site. Satellite

facilities shall also conform to the requirements in this section.

2. Academies shall be inspected by appropriate local and/or state authorities to ensure compliance with fire, health and building regulations. Copies of inspections shall be maintained and furnished upon request.

3. Classrooms used for lecture-type training shall provide a minimum of 20 square feet of floor space per student. Such classrooms shall have a posted occupancy based upon this standard.
    1. Classrooms shall meet the generally accepted standards appropriate for, and conducive to learning. Specifically, appropriate desk or table furnishings and overhead lighting shall be present.

4. Separate rest room facilities for males and females shall be provided.

5. Academies shall have designated areas for performance testing.

6. Academies shall provide appropriate work space for employees and for adjunct instructors.

7. There shall be storage space for equipment and materials.

8. Shall have instructional aids available.

9. Where applicable, shall have scheduled access to a driver training facility which shall provide a vehicle maintenance facility (on or off site), provide insurance for users, provide a skid pan (if applicable), and provide courses adequate to meet DCJS training requirements.

10. Shall have scheduled access to a firing range which shall be adequate for the DCJS prescribed weapons course(s) , provide adequate storage facility for ammunition at the academy or range, hold insurance for users and be posted with signs in accordance with law and shall be protected from illegal entry and fire. All ranges shall have at least 5 firing points if used for basic training.

11. Academies shall be adequately equipped with first-aid equipment.

12. Academies shall be equipped with a telephone. Communications shall be available at all training sites.

13. Academies shall have a library which provides resources for subjects taught and also includes current applicable sections of the Code of Virginia, background and supplementary reading material representing varying viewpoints, and procedures to allow availability of materials to students and faculty.

14. If academies provide housing, they must have a housing policy applicable to students who must travel significant distances to attend classes.

E. Instruction Standards:
1. The academy shall have a model curriculum for all entry-level and instructor training conducted. Such model curriculum shall contain the subject matter to be instructed, and the designated performance objectives and times of instruction. In addition, all related material such as the memorandum of transmittal to the field coordinator, a copy of the training curriculum as actually conducted and a completed Training Roster shall be available.

2. The academy shall maintain documentation for all in-service and instructor recertification training sessions conducted consisting of a memorandum listing session type, location and dates; a copy of the final curriculum and a Form 41 Training Roster.

3. The academy shall require lesson plans for training courses in the approved lesson plan format and shall include a statement of performance objectives, references, resources, a detailed outline of the course content, instructional aids required, and any testing/ evaluation instruments.

4. In the case of courses taught by contracted consultants or other outside instructors, only a course syllabus will be required.

5. A written directive shall specify the approval process for lesson plans and shall include an annual review and update and a requirement that lesson plans be on file at the academy.

6. All instructors must meet minimum requirements established by Department of Criminal Justice Services.

7. The Academy shall establish quality control methods for ensuring adequate instruction. All of the items listed below shall be documented in writing.
    1. Written student evaluations of instructors.

    2. Periodic and random monitoring of instruction provided to ensure that:
        1. Lesson plans are being used.

        2. Appropriate audio-visual aids are available and used properly.

        3. The instructor is holding student attention.

        4. The instructor is in control of the students.

        5. The instructor is addressing the objectives.

        6. Classroom conditions such as lighting, noise levels and temperature are acceptable.

    3. Appropriate action is taken to follow up on any student complaints regarding instructors or the training process.

    4. Results of testing are analyzed and evaluated.

8. The academy shall have accessible the online DCJS Criminal Justice Training Manual.

F. Satellite facility requirements:
1. A satellite facility is a facility, located away from the certified academy facility, which the certified academy uses to conduct mandated training. For a detailed definition and exclusions, see Chapter 2 (Glossary) of this manual.

1. All satellite facilities where mandated training is conducted must meet the requirements in the facilities portion of this policy.
    1. Satellite facilities must be inspected by the academy to ensure they meet the requirements for satellite facilities before any credit can be awarded for mandated training which is conducted in such a facility.
        1. The academy shall complete the Satellite Facility Worksheet for each satellite facility.

        2. The Satellite Facility Worksheet shall be maintained by the academy

    2. The academy shall periodically monitor all satellite facilities, not less than once per calendar year, to ensure that all training conducted conforms to DCJS requirements. The academy shall maintain written reports documenting such monitoring.

4. Academy re-certification standards:
    A. Academy certification shall expire on June 30 of the third year following the most recent re-certification unless deficiencies are noted earlier.

    B. Re-certification process:
        1. Re-certification of an academy requires compliance with the requirements for original academy certification enumerated in this policy.

        2. Staff members of the Department of Criminal Justice Services will establish a mutually agreeable date for an on-site inspection with the academy director and conduct the on-site assessment for re-certification.

        3. An academy which does not meet one or more standards for re-certification will be given a reasonable amount of time to correct the situation, not to exceed 60 days unless additional time is mutually agreed upon.
            1. The Director and Board Chairman or Independent Academy Executive of the academy will receive written notification of the standards which have not been met and the date when a reassessment will be conducted.

            2. Staff member(s) of the Department of Criminal Justice Services will conduct the reassessment. If one or more of the standards still have not been met, the Independent Academy Executive or Board Chairman of the academy will be notified in writing that upon reassessment the standard has not been met. The academy will have a maximum of 30 days to comply with all certification standards.

            3. A staff member(s) of the Department of Criminal Justice Services will conduct the second reassessment. If the academy is still not in compliance with all certification standards at the time of the second reassessment, the Training Academy Certification will be suspended or revoked and the Independent Academy Executive or Board Chairman of the academy as well as the academy's director will be notified in writing including reason or reasons upon which the suspension or revocation is based.

            4. In accordance with 6VAC20-60-60 and 6VAC20-20-61, the director of the academy may request a hearing with the Director of the Department of Criminal Justice Services. This request must be made in writing and received by DCJS within fifteen (15) days of the notice of suspension or revocation.

            5. The Director will render his decision within fifteen days of the hearing. The director of the academy may appeal the Director's decision to the Criminal Justice Services Board by submitting a written request to the Director to be added to the CJSB agenda to be heard. All decisions of the CJSB are final.

    C. Change in academy director:
        1. DCJS will arrange an interim certification review to be conducted as soon as possible at a mutually agreeable time upon appointment of a new academy director.

        2. The purpose of this review is to assist the new director and staff in becoming familiar with the academy's compliance with the certification standards. The interim review shall not change the normal re-certification date.

Combined Training School Requirements

Chapter 3

COMBINED TRAINING SCHOOL REQUIREMENTS

The purpose of the Combined Training School Requirements is to allow certified criminal justice academies to conduct entry level training schools in such a manner as to meet the compulsory minimum training standards for several primary functions of criminal justice officers. Such training also allows the individual officer to attend and successfully complete required training for a single primary function if no desire exists to attend training applicable to all primary functions for which a criminal justice agency may employ an individual.

In order to meet compulsory minimum standards, an officer may either attend a combined training school or a school approved for a single primary function. The following indicates the combinations of training which may be approved as a combined entry level training session.

Combination #1

Law Enforcement, Jail Deputy/Officer, Courthouse/Courtroom Security and Process Officer

Officers seeking certification in additional areas must complete all law enforcement objectives and the following objectives from the entry-level jail, courthouse/courtroom security and civil process service officer curricula.

Category 1 - Professionalism	***Category 4 - Jail Operations***	***Category 6 - Defensive Tactics/Use of Force***
1.2.3 (Jail)	4.1.1 - 4.1.13 (Jail)	6.1.2 (Jail)
1.2.4.1 - 1.2.4.3 (Jail)	4.2.1 - 4.2.8 (Jail)	6.1.2.1-6.1.2.5 (Jail)
1.3.2 (Jail)	4.3.1 - 4.3.5 (Jail)	6.1.8 - 6.1.9 (Jail)
Category 2 - Legal	4.4.2 - 4.4.26 (Jail)	6.3.1 - 6.3.7 (Jail)
2.1.1 - 2.1.8 (Jail)	4.5.1 - 4.5.8 (Jail)	6.4.1 (Jail)

2.2.2 (Jail)	4.6.1 - 4.6.3 (Jail)	6.6.1.2 - 6.6.1.8 (Jail)
2.2.3 (Jail)	4.7.5 (Jail)	6.6.2.1 (Jail)
2.2.5 (Jail)	4.1.1 - 4.1.4 (Court Security)	6.9.3 (Jail)
2.3.1 - 2.3.12 (Jail)	4.2.1 - 4.2.5 (Court Security)	6.10.1 (Jail)
2.4.1 (Jail)	4.3.1 - 4.3.9 (Court Security)	6.10.3 (Jail)
2.4.3 - 2.4.7 (Jail)	4.4.1 - 4.4.5 (Court Security)	6.13.1.1 (Jail)
2.4.9 (Jail)	4.5.1 - 4.5.3 (Court Security)	6.13.2.1 (Jail)
2.7.1 (Jail)	4.7.1 - 4.7.3 (Court Security)	6.13.2.2 (Jail)
2.7.6 - 2.7.7 (Jail)	4.8.1 - 4.8.6 (Court Security)	***Category 8 - Driving***
2.10.3 - 2.10.5 (Jail)	4.1.1 - 4.1.15 (Civil Process)	8.1.11 - 8.1.12 (Jail)
2.13.3.2 (Jail)	4.2.1 - 4.2.5 (Civil Process)	8.2.1.1 - 8.2.1.2 (Jail)
2.15.3 - 2.15.5 (Jail)	4.3.1 - 4.3.3 (Civil Process)	8.2.2.2 - 8.2.2.3 (Jail)
Category 3 - Communication	4.4.1 - 4.4.11 (Civil Process)	8.2.2.6.2 (Jail)
3.1.1 - 3.1.3 (Jail)	4.5.1 - 4.5.6 (Civil Process)	8.2.2.7 - 8.2.2.9 (Jail)
3.4.1 - 3.4.8 (Jail)	4.6.1 - 4.6.2 (Civil Process)	8.2.3 (Jail)
3.5.3 - 3.5.6 (Jail)	4.7.1 - 4.7.5 (Civil Process)	8.3.1 - 8.3.4 (Jail)
3.6.3 (Jail)	4.9.1 - 4.9.2 (Civil Process)	
3.7.4 - 3.7.9 (Jail)	***Category 5 - Investigations***	
3.8.1 - 3.8.8 (Jail)	5.1.1 - 5.1.4 (Jail)	
3.9.4 - 3.9.7 (Jail)	5.2.1 - 5.2.2 (Jail)	
3.10.3 (Jail)	5.4.1 - 5.4.2 (Jail)	
3.11.2.1 (Jail)	5.5.1 - 5.5.2 (Jail)	
3.11.2.3 (Jail)	5.1.1 - 5.1.2 (Court Security)	
3.12.1 - 3.12.4 (Jail)		

Combination #2

Law Enforcement and Jail Deputy/Officer

Officers seeking certification in additional areas must complete all law enforcement objectives and the following objectives from the entry-level jailor officer curricula.

Category 1 - Professionalism	***Category 3 - Communication***	***Category 6 - Defensive Tactics/Use of Force***
1.2.3 (Jail)	3.1.1 - 3.1.3 (Jail)	6.1.2 (Jail)
1.2.4.1 - 1.2.4.3 (Jail)	3.4.1 - 3.4.8 (Jail)	6.1.2.1 - 6.1.2.5 (Jail)
1.3.2 (Jail)	3.5.3 - 3.5.6 (Jail)	6.1.8 - 6.1.9 (Jail)
Category 2 - Legal	3.6.3 (Jail)	6.3.1 - 6.3.7 (Jail)
2.1.1 - 2.1.8 (Jail)	3.7.4 - 3.7.9 (Jail)	6.4.1 (Jail)
2.2.2 (Jail)	3.8.1 - 3.8.8 (Jail)	6.6.1.2 - 6.6.1.8 (Jail)
2.2.3 (Jail)	3.9.4 - 3.9.7 (Jail)	6.6.2.1 (Jail)
2.2.5 (Jail)	3.10.3 (Jail)	6.9.3 (Jail)
2.3.1 - 2.3.12 (Jail)	3.11.2.1 (Jail)	6.10.1 (Jail)
2.4.1 (Jail)	3.11.2.3 (Jail)	6.10.3 (Jail)
2.4.3 - 2.4.7 (Jail)	3.12.1 - 3.12.4 (Jail)	6.13.1.1 (Jail)
2.4.9 (Jail)	***Category 4 - Jail Operations***	6.13.2.1 (Jail)
2.7.1 (Jail)	4.1.1 - 4.1.13 (Jail)	6.13.2.2 (Jail)
2.7.6 - 2.7.7 (Jail)	4.2.1 - 4.2.8 (Jail)	***Category 8 - Driving***

2.10.3 - 2.10.5 (Jail)	4.3.1 - 4.3.5 (Jail)	8.1.11 - 8.1.12 (Jail)
2.13.3.2 (Jail)	4.4.2 - 4.4.26 (Jail)	8.2.1.1 - 8.2.1.2 (Jail)
2.15.3 - 2.15.5 (Jail)	4.5.1 - 4.5.8 (Jail)	8.2.2.2 - 8.2.2.3 (Jail)
	4.6.1 - 4.6.3 (Jail)	8.2.2.6.2 (Jail)
	4.7.5 (Jail)	8.2.2.7 - 8.2.2.9 (Jail)
	Category 5 - Investigations	8.2.3 (Jail)
	5.1.1 - 5.1.4 (Jail)	8.3.1 - 8.3.4 (Jail)
	5.2.1 - 5.2.2 (Jail)	
	5.4.1 - 5.4.2 (Jail)	
	5.5.1 - 5.5.2 (Jail)	

Combination #3

Law Enforcement and Courthouse/Courtroom Security and Civil Process Officer

Officers seeking certification in additional areas must complete all law enforcement objectives and the following objectives from the courthouse/courtroom security and civil process officer curricula.

Category 1 - Professionalism	***Category 4 - Court Security and Civil Process Operations***	***Category 6 - Defensive Tactics/Use of Force***
1.2.3.1 - 1.2.3.3 (Court Security)	4.1.1-4.1.4 (Court Security)	6.1.2 (Court Security)
1.2.4 (Court Security)	4.2.1 - 4.2.5 (Court Security)	6.1.2.2 - 6.1.2.5 (Court Security)
Category 2 - Legal	4.3.1 - 4.3.9 (Court Security)	6.1.8 - 6.1.9 (Court Security)
2.1.1 - 2.1.8 (Court Security)	4.4.1 - 4.4.5 (Court Security)	6.3.1 - 6.3.6 (Civil Process)
2.2.2 (Court Security)	4.5.1 - 4.5.3 (Court Security)	6.3.1 (Court Security)
2.2.3 (Court Security)	4.7.1 - 4.7.3 (Court Security)	6.5.1.2 - 6.5.1.8 (Court Security)
2.3.1 - 2.3.5 (Court Security)	4.8.1 - 4.8.6 (Court Security)	6.5.2.1 (Court Security)
2.4.1 (Court Security)	4.1.1 - 4.1.15 (Civil Process)	6.8.3 (Court Security)
2.4.3 - 2.4.7 (Court Security)	4.2.1 - 4.2.5 (Civil Process)	6.9.1 (Court Security)
2.4.9 (Court Security)	4.3.1 - 4.3.3 (Civil Process)	6.9.3 (Court Security)
2.7.1 (Court Security)	4.4.1 - 4.4.11 (Civil Process)	6.12.1.1 (Court Security)
2.7.6 - 2.7.7 (Court Security)	4.5.1 - 4.5.6 (Civil Process)	6.12.2.1 (Court Security)
2.10.3 - 2.10.5 (Court Security)	4.6.1 - 4.6.2 (Civil Process)	6.12.2.2 (Court Security)
2.13.3.2 (Court Security)	4.7.1 - 4.7.5 (Civil Process)	***Category 8 - Driving***
2.15.3 - 2.15.5 (Court Security)	4.9.1 - 4.9.2 (Civil Process)	8.1.11 - 8.1.12 (Court Security)
Category 3 - Communication	***Category 5 - Investigations***	8.2.1.2 - 8.2.1.3 (Court Security
3.2.3 - 3.2.5 (Court Security)	5.1.1 - 5.1.2 (Court Security)	8.2.1.7 - 8.2.10 (Court Security)
3.3.3 (Court Security)		8.2.2 (Court Security)
3.4.1 - 3.4.8 (Court Security)		8.3.1 - 8.3.4 (Court Security)
3.5.3 (Court Security)		
3.6.2.1 (Court Security)		
3.6.2.3 (Court Security)		
3.7.1 - 3.7.4 (Court Security)		

Combination #4

Law Enforcement and Courthouse/Courtroom Security

Officers seeking certification in additional areas must complete all law enforcement objectives and the following objectives from the courthouse/courtroom security officer curricula.

Category 1 - Professionalism	***Category 3 - Communication***	***Category 6 - Defensive Tactics/Use of Force***
1.2.3.1 - 1.2.3.3 (Court Security)	3.2.3 - 3.2.5 (Court Security)	6.1.2 (Court Security)
1.2.4 (Court Security)	3.3.3 (Court Security)	6.1.2.2 - 6.1.2.5 (Court Security)
Category 2 - Legal	3.4.1 - 3.4.8 (Court Security)	6.1.8 - 6.1.9 (Court Security)
2.1.1 - 2.1.8 (Court Security)	3.5.3 (Court Security)	6.3.1 - 6.3.6 (Civil Process)
2.2.2 (Court Security)	3.6.2.1 (Court Security)	6.4.1 (Civil Process)
2.2.3 (Court Security)	3.6.2.3 (Court Security)	6.5.1.2 - 6.5.1.8 (Court Security)
2.3.1 - 2.3.5 (Court Security)	3.7.1 - 3.7.4 (Court Security)	6.5.2.1 (Court Security)
2.4.1 (Court Security)	***Category 4 - Jail Operations***	6.8.3 (Court Security)
2.4.3 - 2.4.7 (Court Security)	4.1.1 - 4.1.4 (Court Security)	6.9.1 (Court Security)
2.4.9 (Court Security)	4.2.1 - 4.2.5 (Court Security)	6.9.3 (Court Security)
2.7.1 (Court Security)	4.3.1 - 4.3.9 (Court Security)	6.12.1.1 (Court Security)
2.7.6 - 2.7.7 (Court Security)	4.4.1 - 4.4.5 (Court Security)	6.12.2.1 (Court Security)
2.10.3 - 2.10.5 (Court Security)	4.5.1 - 4.5.3 (Court Security)	6.12.2.2 (Court Security)
2.13.3.2 (Court Security)	4.7.1 - 4.7.3 (Court Security)	***Category 8 - Driving***
2.15.3 - 2.15.5 (Court Security)	4.8.1 - 4.8.6 (Court Security)	8.1.11 - 8.1.12 (Court Security)
	Category 5 - Investigations	8.2.1.2 - 8.2.1.3 (Court Security
	5.1.1 - 5.1.2 (Court Security)	8.2.1.7 - 8.2.10 (Court Security)
		8.2.2 (Court Security)
		8.3.1 - 8.3.4 (Court Security)

Combination #5

Law Enforcement and Civil Process Officer

Officers seeking certification in additional areas must complete all law enforcement objectives and the following objectives from the civil process officer curricula.

Category 1 - Professionalism	***Category 3 - Communication***	***Category 6 - Defensive Tactics/Use of Force***
1.2.3.1 - 1.2.3.3 (Civil Process)	3.2.3 - 3.2.5 (Civil Process)	6.1.2 (Civil Process)
1.2.4 (Civil Process)	3.3.3 (Civil Process)	6.1.2.2 - 6.1.2.5 (Civil Process)
Category 2 - Legal	3.4.1 - 3.4.8 (Civil Process)	6.1.8 - 6.1.9 (Civil Process)
2.1.1 - 2.1.6 (Civil Process)	3.5.3 (Civil Process)	6.3.1 - 6.3.6 (Civil Process)
2.2.1 (Civil Process)	3.6.2.1 (Civil Process)	6.6.1.2 - 6.6.1.8 (Civil Process)
2.3.1 - 2.3.3 (Civil Process)	3.6.2.3 (Civil Process)	6.6.2.1 (Civil Process)
2.4.1 - 2.4.3(Civil Process)	3.7.1 - 3.7.4 (Civil Process)	6.9.3 (Civil Process)
2.4.5 (Civil Process)	***Category 4 - Civil Process Operations***	6.10.1 (Civil Process)
2.7.1 (Civil Process)	4.1.1 - 4.1.15 (Civil Process)	6.10.3 (Civil Process)
2.7.6 - 2.7.7 (Civil Process)	4.2.1 - 4.2.5 (Civil Process)	6.13.1.1 (Civil Process)
2.10.3 - 2.10.5 (Civil Process)	4.3.1 - 4.3.3 (Civil Process)	6.13.2.1 (Civil Process)
2.13.3.2 (Civil Process)	4.4.1 - 4.4.11 (Civil Process)	6.13.2.2 (Civil Process)
2.15.3 - 2.15.5 (Civil Process)	4.5.1 - 4.5.6 (Civil Process)	***Category 8 - Driving***
	4.6.1 - 4.6.2 (Civil Process)	8.1.11 - 8.1.12 (Civil Process)
	4.7.1 - 4.7.5 (Civil Process)	8.2.1.2 - 8.2.1.3 (Civil Process)
	4.9.1 - 4.9.2 (Civil Process)	8.2.1.7 - 8.2.10 (Civil Process)
		8.2.2 (Civil Process)

		8.3.1 - 8.3.4 (Civil Process)

Combination #6

Jail Deputy/Officer, Courthouse/Courtroom Security and Civil Process Officer

Officers seeking certification in additional areas must complete all jail objectives and the following objectives from the courthouse/courtroom security and civil process officer curricula.

Category 4 - Court Security and Civil Process Operations	4.2.1 - 4.2.5 (Civil Process)
4.1.1 - 4.1.4 (Court Security)	4.3.1 - 4.3.3 (Civil Process)
4.2.1 - 4.2.5 (Court Security)	4.4.1 - 4.4.11 (Civil Process)
4.3.1 - 4.3.9 (Court Security)	4.5.1 - 4.5.6 (Civil Process)
4.4.1 - 4.4.5 (Court Security)	4.6.1 - 4.6.2 (Civil Process)
4.5.1 - 4.5.3 (Court Security)	4.7.1 - 4.7.5 (Civil Process)
4.7.1 - 4.7.3 (Court Security)	4.9.1 - 4.9.2 (Civil Process)
4.8.1 - 4.8.6 (Court Security)	***Category 5 - Investigations***
4.1.1 - 4.1.15 (Civil Process)	5.1.1 - 5.1.2 (Court Security)
***continued on next column.*	

Combination #7

Jail Deputy/Officer and Courthouse/Courtroom Security Officer

Officers seeking certification in additional areas must complete all jail objectives and the following objectives from the courthouse/courtroom security officer curricula.

Category 4 - Court Security and Civil Process Operations	4.5.1 - 4.5.3 (Court Security)
4.1.1 - 4.1.4 (Court Security)	4.7.1 - 4.7.3 (Court Security)
4.2.1 - 4.2.5 (Court Security)	4.8.1 - 4.8.6 (Court Security)
4.3.1 - 4.3.9 (Court Security)	***Category 5 - Investigations***
4.4.1 - 4.4.5 (Court Security)	5.1.1 - 5.1.2 (Court Security)
***continued on next column.*	

Combination #8

Jail Deputy/Officer and Civil Process Officer

Officers seeking certification in additional areas must complete all jail objectives and the following objectives from the civil process officer curricula.

Category 4 - Court Security and Civil Process Operations	4.4.1 - 4.4.11 (Civil Process)
4.1.1 - 4.1.15 (Civil Process)	4.5.1 - 4.5.6 (Civil Process)
4.2.1 - 4.2.5 (Civil Process)	4.6.1 - 4.6.2 (Civil Process)
4.3.1 - 4.3.3 (Civil Process)	4.7.1 - 4.7.5 (Civil Process)
***continued on next column.*	4.9.1 - 4.9.2 (Civil Process)

Combination #9

Courthouse/Courtroom Security and Civil Process Officer

Officers seeking certification in additional areas must complete all courthouse/courtroom security and the following objectives from the civil process officer curricula.

Category 4 - Civil Process Operations	4.7.1 - 4.7.5 (Civil Process)
4.1.1 - 4.1.15 (Civil Process)	4.9.1 - 4.9.2 (Civil Process)
4.2.1 - 4.2.5 (Civil Process)	***Category 6 - Defensive Tactics/Use of Force***

4.3.1 - 4.3.3 (Civil Process)	6.3.1 - 6.3.3 (Civil Process)
4.4.1 - 4.4.11 (Civil Process)	6.3.6 (Civil Process)
4.5.1 - 4.5.6 (Civil Process)	6.4.5 (Civil Process)
4.6.1 - 4.6.2 (Civil Process)	6.6.4 - 6.6.9 (Civil Process)
***continued on next column.*	

Distance Learning In-Service Training Requirements

Chapter 3

DISTANCE LEARNING IN-SERVICE TRAINING REQUIREMENTS

1. Distance learning defined See Chapter 2 (Glossary) of this manual

2. Certified Training Academy:
   A. Distance Learning Training Programs may be incorporated into Academy Director approved in-service training delivered by a certified academy.

   B. Students shall be given a post-test on all Distance learning. A minimum score of 70 percent shall be attained on all tests. In accordance with 6VAC20-30-70 (Rules Relating to Compulsory In-Service Training Standards) sheriffs, chiefs of police and agency administrators are not required to take a post-test. This does not relinquish the responsibility of each viewer for properly using any training information obtained in accordance with any applicable law, regulation, or policy.

   C. The approving training academy shall ensure:
      a. Courses are monitored,

      b. Training records are maintained and available for inspection,

      c. The distance learning training is appropriate for departmental employees,

      d. The training is in compliance with policies and/or training standards,

      e. Appropriate training credit is given and reported to DCJS on the required Form 41.

3. Agency User:
   A. An attendance roster demonstrating attendance of the full session is required to receive partial in-service training credit.

   B. A user log shall be kept for all distance learning training which includes; the user's name, employee tracking number, time logged on, time logged off and name of the training program. Partial in-service training credit will only be awarded for completed training programs. If a program has multiple training segments, all segments must be completed in order to obtain in-service training credit.

   C. The Agency Administrator, or their designee shall obtain course information to include; subject matter, date and times the class is available, and the instructor's name and qualifications. This information shall be forwarded to the Training Academy serving their agency for approval and award of partial in-service credit.

   D. A post test, answer guide, lesson plan, course objectives and other applicable instructional material must be obtained and kept on file by the Certified Training Academy serving the agency for all programs approved for partial in-service training credit.

Instructor Certification/Re-Certification Requirements

Chapter 3

INSTRUCTOR CERTIFICATION/RECERTIFICATION REQUIREMENTS

1. Purpose: The purpose of this policy is to provide clarification of the administrative requirements referenced in 6VAC20-80-90 of the Rules Relating to Certification of Criminal Justice Instructors.

2. There are six categories of instructor certification. All instructor certifications become effective upon completion of the requirements and entry of the instructor information into the DCJS records management system under the "Instructing" tab.
   A. Provisional

   B. General

   C. Firearms Specialty

   D. Defensive Tactics Specialty

   E. Driver Training Specialty

   F. Speed Measurement Specialty

3. Steps for Instructor Certification:
   A. Provisional instructor certification

      For the individual who has not previously met the requirements for instructor certification:

      1. Requires a high school diploma or high school equivalency certificate (GED);

      2. Requires that the individual has met the compulsory minimum training standards for the primary function for which employed by a criminal justice agency, if applicable;

      3. Does not authorize an individual to instruct or qualify others in mandated firearms, defensive tactics, driver training, speed measurement courses, or standardized field sobriety testing; and

      4. Is valid for not more than two years and is not renewable. An individual may apply for instructor certification upon meeting the requirements of 6VAC20-80-20 and 6VAC20-80-60.

      5. Applicant's employing agency must submit a completed application (IC-1) to DCJS signed by the agency head or their designee, and the academy director.

      6. DCJS is the final approval authority for all instructor applications.

   B. Basic Requirements for General Instructor
      1. Requires a high school diploma or high school equivalency certificate (GED);

      2. Requires the applicant to be a sworn officer or an employee of a Virginia criminal justice agency, academy instructional staff, or an academy director. Non-sworn employees may apply for a general instructor certification provided that they only conduct training in their particular areas of expertise;

      3. Requires a minimum of two years' experience in a criminal justice agency or two years of experience in the subject area the individual will instruct;

      4. Requires the applicant to have successfully completed an instructor development course which meets or exceeds the standards of the instructor development course enumerated in 6VAC20-80-30;

      5. Serve an apprenticeship within 12 months of successfully completing an instructor development course with a certified instructor who possesses a minimum of three years of experience as a certified instructor in the topic being apprenticed, as specified in 6 VAC20-80-40. The certified instructor shall document this successful completion of the apprenticeship. This documentation shall be maintained at the certified academy at which certification is obtained.
         1. Applicant must demonstrate proficiency in classroom presentation.

         2. Instruct a minimum of four hours. Supervised instruction during mandated instruction or another course of instruction approved by the academy director.

         3. Failure to complete the apprenticeship as specified, requires the applicant to repeat the basic requirements for General Instructor.

      6. Instructor certification is valid for not more than three years, but may be renewed as specified in number 6, "Instructor Recertification Process" of this policy.

      7. Instructor certification becomes null and void when the certified instructor is not employed by the agency who requested the instructorship. The instructorship may be reinstated upon employment with a new criminal justice agency upon request of the new employing agency.

      8. General Instructor shall only be authorized to instruct or qualify others in non-specialty courses, as defined in this policy.

      9. Applicant's employing agency must submit a completed application (IC-1) to DCJS signed by the agency head (or their designee) and the academy director.

   C. Skills and Specialty Areas (Firearms, Defensive Tactics, Driver Training and Speed Measurement)
      1. Requires a high school diploma or high school equivalency certificate (GED);

      2. Requires the applicant to be a sworn officer or an employee of a Virginia criminal justice agency, academy instructional staff, or an academy director.

      3. Requires a minimum of two years' experience in a criminal justice agency or two years of experience in the subject area the individual will instruct;
         1. 6VAC20-80-20 requires Firearms Instructors, Defensive Tactics Instructors and Driver Training Instructors to have extensive training and experience to be qualified for instructorship in these areas.

      4. Requires the applicant to have successfully completed an instructor development course which meets or exceeds the standards of the instructor development course enumerated in 6VAC20-80-30;

      5. Serve an apprenticeship within 12 months of successfully completing an instructor development course with a certified instructor who possesses a minimum of three years of experience as a certified instructor in the topic being apprenticed, as specified in 6 VAC20-80-40, The certified instructor shall document this successful completion of the apprenticeship. This documentation shall be maintained at the certified academy at which certification is obtained.
         1. Applicant must demonstrate proficiency in both classroom and skills presentation.

         2. Instruct a minimum of four hours in the skill or specialty area (two hours for speed measurement) in mandated instruction or another course of instruction approved by the academy director.

         3. Agencies may request a training extension for the completion of the apprenticeship if circumstances meet the standard for an extension.

         4. Failure to complete the apprenticeship as specified, requires the applicant to repeat the basic requirements for the skill or specialty instructor.

6. Instructor certification is valid for not more than three years, but may be renewed as specified in number 6, “Instructor Recertification Process” of this policy.

7. Instructor certification becomes null and void when the certified instructor is not employed by the agency who requested the instructorship. The instructorship may be reinstated upon employment with a new criminal justice agency upon request of the new employing agency (IC-2).

8. Skill or Specialty instructor certification only allows an individual to instruct or qualify others in according to the skill or specialty.

9. Applicant’s employing agency must submit a completed application (IC-1) to DCJS signed by the agency head (or their designee) and the academy director.

D. Firearms Specialty Instructor Additional Requirements
1. Firearms Specialty Instructors shall only be authorized to instruct mandated firearms training courses and to conduct annual firearms qualifications only, unless meeting standards for other categories through mandated training and apprenticeship as defined in this policy.

2. In addition to the Basic Requirements listed in 3, B individuals who have had extensive firearms training and experience must:
    1. Have successfully completed a firearms instructor’s course which meets or exceeds the standards of the firearms instructors’ course approved by the department;

    2. Prequalify on a department "Modified Double Action Course or Virginia Tactical Qualification Course" with a minimum score of 90%.

E. Defensive Tactics Specialty Instructor Additional Requirements
1. Defensive Tactics Specialty Instructors shall only be authorized to instruct mandated defensive tactics training courses, unless meeting standards for other categories through mandated training and apprenticeship as defined in this policy.

2. In addition to the Basic Requirements listed in 3, B individuals who have had extensive defensive tactics training and experience must:
    1. Have successfully completed a defensive tactics instructor’s course which meets or exceeds the standards of the defensive tactics instructor’s course approved by the department.

F. Driver Training Specialty Instructor Additional Requirements
1. Driver Training Specialty Instructors shall only be authorized to instruct driver training subjects, unless meeting standards for other categories through mandated training and apprenticeship as defined in this policy.

2. In addition to the Basic Requirements listed in 3, B individuals who have had extensive driver training and experience must:
    1. Have successfully completed a driver training instructor’s course which meets or exceeds the standards of the driver training instructor’s course approved by the department.

G. Speed Measurement Specialty Instructor Additional Requirements
1. Speed Measurement Specialty Instructors shall only be authorized to instruct speed measurement subjects, unless meeting standards for other categories through mandated training and apprenticeship as defined in this policy.

2. In addition to the Basic Requirements listed in 3, B individuals who have had extensive speed measurement training and experience must:
    1. Have successfully completed a speed measurement instructor school which meets or exceeds the standards established by the department.

3. This provision applies to all new personnel employed after July 1, 2007;

H. *Repealed*

I. Instructor certification applications (IC-1) and reinstatement applications (IC-2) are available on the DCJS website at http://www.dcjs.virginia.gov/forms/sectionForms.cfm?code=2&program=le

J. Certified Training Academy staff is responsible for ensuring accurate completion of the initial instructor certification application. Particular attention shall be given to the following areas:
1. Submission of the appropriate application (IC-1)

2. Verify the accuracy of the information in the **DCJS records management system** and the training dates.

3. Verify that the apprenticeship evaluator has at least three years experience as an instructor in the category for which the apprenticeship is conducted; and the apprenticeship consists of approved training and minimum hours (4 hours minimum for general and each specialty, except 2 hours for speed measurement).

K. The academy forwards the completed application to DCJS for final approval and entry into the records management system.

L. All instructor certifications become effective upon completion of the requirements and when entered into the DCJS records management system, and the individual is listed as a certified instructor.

4. Instructor Certification Exemptions:
A. The following individuals are exempted from the certification requirements:
1. An individual assigned by the academy director to instruct in emergency situations;

2. Individuals who possess professional or proficiency skills directly related to the subject matter in which they are instructing. (i.e. members of the bar, medical profession, public administrators, teachers, social service practitioners, etc.) Documentation of skills may be requested and final approval, if necessary, rests with DCJS;

3. Certified emergency care and first aid instructors;

4. Individuals who serve as field training officers or on-the-job training officers for purposes of providing field training only;

5. Individuals who have conducted training as a subject matter expert may continue to conduct training in their area of expertise.

5. Revocation of Instructor Certification:
   A. The department may revoke any instructor certification issued under these rules if it is determined that an individual has:
      1. Falsified any department report, application, form or roster;

      2. Demonstrated instructional incompetence based upon observation and assessment; or

      3. Otherwise misused the authority granted herein.

   B. An instructor's certification may be recommended for revocation for cause upon written request of the chief of police, sheriff, agency administrator, or academy director.

   C. When a certified instructor terminates employment with the criminal justice agency that recommended certification, or is no longer an employee of a Virginia criminal justice agency, or an academy director, the instructor certification shall become null and void. Upon reemployment with a Virginia criminal justice agency, the instructor's certification may be reinstated upon submission and approval by DCJS on Form IC-2 and signed by the chief of police, sheriff or agency administrator. Requests for reinstatement shall be authorized by an academy director.

   D. Any instructor whose certification is revoked as provided in subsection A of this section shall not be eligible to reapply for certification for a period of three years from the date of revocation.

6. Instructor Recertification Process
   A. Instructors must recertify each instructorship by December 31 of every third year following initial instructor certification to maintain their instructorship(s). Recertification must be completed before the instructor certification expires. If the certification has expired, see number 7 below for Instructor Reinstatement Process.

   B. The academy director must verify each instructor has taught a minimum of 8 hours per instructorship from initial certification or last recertification date to be eligible for recertification.

   C. Instructor Recertification Course shall be completed and include a minimum of two hours of training.
      1. Instructor recertification courses shall be completed for each skill or special instructorship held.
         1. Firearms Instructor recertification course shall be a minimum of two hours training.

         2. Defensive Tactics Instructor recertification course shall be a minimum of two hours training.

         3. Driver Training Instructor recertification course shall be a minimum of two hours training.

         4. Speed Measurement Instructor recertification course shall be a minimum of two hours training.

      2. The director of a certified academy shall establish recertification criteria for that academy and submit completion of the recertification training to the department.

      3. No application is required for instructor recertification completed within the time limits established in 6.A.

      4. Instructors will be recertified based upon the submission of the Form 41 training roster by the academy documenting completion of the instructor recertification course.

      5. Instructor recertification becomes effective when entered into the DCJS records management system and the individual is listed as a certified instructor.

   D. Instructor Certification Extensions
      1. Instructors may receive a recertification training extension for demonstrated good cause for a maximum of 90 days upon the submission and approval of a Training Extension Form (DCJS Form TE-2) to the DCJS Field Services Staff serving the region.

      2. Extensions will only be allowed prior to an instructor certification expiration date.

   E. Any instructorship that has expired without the approval of a training extension must be handled as an Instructor Reinstatement.

7. Instructorship Reinstatement
   A. Three types of instructor reinstatement
      1. Employment related
         1. Instructor certification becomes null and void when the certified instructor is no longer employed by the agency who requested the certification.

         2. Upon reemployment with a Virginia criminal justice agency or certified academy, the agency or academy may request the instructorship be reinstated by submitting an Instructor Reinstatement Form (IC-2) with the agency administrator's (or their designee) signature and the academy director's signature to DCJS for approval.

      2. Expired certification

         When the instructor fails to complete the instructor recertification process within the required guidelines (three years following the initial certification and every three years thereafter), the instructor certification becomes null and void until reinstatement.

         1. If the instructorship certification has been expired less than 12 months, the agency or academy may request the instructorship be reinstated by submitting an Instructor Reinstatement Form (IC-2) with the agency administrator's (or their designee) signature and the academy director's signature to DCJS for approval.

         2. The expired instructor must complete an instructor recertification course as described in 6.C and complete a subsequent apprenticeship.

3. If the instructorship is expired due to lack of the 8 hour instruction requirement, the reinstatement apprenticeship shall include the remaining hours of the required instruction in addition to the 4 hour apprenticeship (2 hours for speed measurement).

4. Any instructorship certifications expired for more than 12 months shall not be eligible for reinstatement under this section and must complete the instructor certification process as new.

3. Revocation related
   1. When the instructorship was revoked under the provisions of number 5, the instructor's agency may apply for reinstatement three years from the date of revocation by submitting an Instructor Reinstatement Form (IC-2) with the agency administrator's (or their designee) signature and the academy director's signature to DCJS for approval.

   2. Upon approval of reinstatement, the revoked instructor must repeat the basic instructor requirements to include a new basic instructor development course, new apprenticeship and new application.

B. Certified Training Academy staff is responsible for ensuring accurate completion of the instructor reinstatement application.

8. Apprenticeships

   Each type of instructorship requiring an apprenticeship must have a separate apprenticeship and a separate application, IC-1 or IC-2.

9. It is the Academy Director's responsibility to verify that all instructors are listed in the DCJS records management system as a currently certified instructor prior to an individual being allowed to instruct.

10. By submission of the application, the agency and academy requesting certification of the individual named on the form as a criminal justice instructor is attesting to compliance with the requirements of the "Rules Relating to the Certification of Criminal Justice Instructors" to include all employment, training and apprenticeship requirements. Specifically, the Authorized Agent of the employing agency is attesting that the applicant meets all employment requirements and requesting that the applicant be certified as an instructor. The certified academy director is attesting that the applicant has successfully completed the training and apprenticeship requirements and is qualified to be a certified instructor. The certified academy director is responsible for maintaining documentation of completion of training and completion of the apprenticeship on file for inspection and review purposes upon request by DCJS.

Chapter 4: Employment Reporting and Requirements

Records Administrative Requirements

Chapter 4

RECORDS ADMINISTRATIVE REQUIREMENTS

1. The purpose of this policy is to establish procedures that will ensure consistency of reporting from the agencies and academies required to provide information to DCJS.

2. The following sections of the Code of Virginia describe the responsibilities of DCJS and agencies and academies:
   A. § 9.1-102. Powers and duties of the Board and the Department.

   B. § 9.1-114. Compliance with minimum training standards by officers employed after July 1, 1971, by officers appointed under § 56-353 after July 1,1982, and by part-time officers.
      1. Specifies that every full-time law-enforcement officer employed after a specified date and every part-time law-enforcement officer (working over 80 compensated hours) shall comply with the compulsory minimum training standards established by the Board.

   C. § 9.1-115. Forfeiture of office for failing to meet training standards; termination of salary and benefits; extension of term.
      1. Every person required to comply with the training standards adopted by the Board, who fails to comply with the standards established by the regulations adopted by the Board shall forfeit his office, upon receipt of notice.

      2. Notice shall be by certified mail, in a form approved by the Board, to the officer failing to comply and the chief administrative officer of the agency employing the officer. Notice shall be mailed to the State Compensation Board, if approval of that Board of the necessity of his office or compensation is required by law.

      3. If the necessity for the officer or compensation of the officer is required by law to be approved by the State Compensation Board, that Board, upon receipt of notice shall notify the Comptroller, who shall cause payment of his compensation to cease as of the date of receipt of the notice by the State Compensation Board of the notice.

      4. It shall be the duty of the chief administrative officer of any agency employing a person who fails to meet the training standards to enforce the provisions of § 9.1-114 and this section. Willful failure to do so shall constitute misfeasance in office, and, in addition, upon conviction, shall constitute a Class 3 misdemeanor.

   D. § 9.1-168. Eligibility for funds:
      1. Requires that any city, county or town establishing a police department provide the Department written notice of its intent to seek state funds in accordance with the provisions of this article.

      2. Further provides that no funds will be provided unless the law enforcement personnel are in compliance with the minimum training standards required.

3. Reporting Employment (Form 21) - Reporting employment is the responsibility of the employing agency. New employees must be reported to DCJS through the records management system within ten days of employment.

4. Reporting Changes in Employment (Form 31) - Reporting changes in employment status is the responsibility of the employing agency. Whenever an individual has a change in name, rank, primary or secondary function or is terminated, the change must be submitted to DCJS through the DCJS records management

system within ten days of change in status.

5. Reporting Completion of Training
   A. Form 41 must be used to report completion of training to DCJS:
      1. Only certified academies are authorized to use the Form 41 to report completion of mandated training.

      2. Form 41 must be submitted within 60 days of completion of training, must contain ONLY the names of officers whose agencies are members of the reporting academy for in-service training. Form 41 must be submitted within 60 days of completion of training and must contain the names of officers for entry-level training. All Form 41 must be signed by the academy director or their designee.

   B. Memo of Training Credit Transfer - Letter of Completion:
      1. The training academy must send a letter of completion to the agency to which the officer belongs.
         1. The letter of completion must contain the type of training, e.g. Law enforcement in-service, jail officer in-service, general instructor re-certification, etc.

         2. The letter of completion must contain the date of completion and signature of the training academy director.

         3. The letter of completion must contain the name and social security number of the officer completing the training.

         4. The letter of completion must contain the number of legal hours, career development hours and total hours completed.

         5. It is the responsibility of the agency receiving the letter of completion to forward the training information to the academy which maintains the agency's training records so that a Form 41 can be initiated when the officer has accumulated enough hours to satisfy in-service training requirements.

   C. Academy Responsibility:

      It is the responsibility of the academy, upon receiving documentation from a member agency to track the training completed until an officer has accumulated enough hours to satisfy in-service training requirements and to include that officer on an appropriate Form 41.

   D. Exceptions:
      1. Entry-level training:

         The academy that conducts entry-level training shall submit the names of all individuals trained on a Form 41 regardless of whether their agencies are members of the academy or not.

      2. Instructor development training:

         The academy that conducts instructor development training shall submit the names of all individuals trained on a Form 41 regardless of whether their agencies are members of the academy or not.

   E. Pre-approved partial in-service credit:

      Pre-approved partial in-service credit (PIC) forms must be received by the academy within sixty (60) days after completion of training in order to be credited toward in-service training requirements.

   F. Individual partial in-service credit:
      1. Individual partial in-service credit forms must be received by the academy within sixty (60) days after approval by DCJS.

6. DCJS Responsibility:
   A. Receive and enter Form 41 in a timely manner.

   B. Return forms containing errors to the originating agency/academy for correction and re-submission.

   C. Resolve areas of concern/conflict.

   D. Print and distribute agency rosters to agencies to resolve discrepancies.

   E. Enter corrections to agency roster after receiving appropriate paperwork from agency, i.e., Forms 21 and 31.

   F. Notify agencies of personnel that are in non-compliance with the training requirement.

   G. Receive and enter completed Field Training forms and On-the-Job Training forms.

   H. Receive and approve instructor applications.

   I. Print and distribute certificates for law enforcement officers and jail officers.\

   J. Print and distribute instructor certificates and patches. (NOTE: Certificates and patches are only distributed for initial certification. A nominal fee is charged for instructor patches.)

Physical Examination Requirements

Chapter 4

PHYSICAL EXAMINATION REQUIREMENTS

1. Purpose:

The purpose of this policy is to ensure all personnel entering training are physically capable of performing those tasks requiring physical activity.

2. Requirements:
   A. Academies shall have a policy for insuring the physical fitness of students assigned for entry-level training.
      1. The policy shall include a procedure for ensuring that agency medical personnel performing physical examinations are aware of the rigors of entry-level training.

      2. The policy shall require physicals to be performed within twelve months prior to training.

3. Guidance:
   A. The following are the major points that need to be considered when developing a physical examination policy.
      1. A statement requiring the trainee candidate to be examined by a licensed physician prior to attending training.

      2. Training parameters developed to the specific academy's program which is forwarded to the employing agency. In turn the agency will provide the requirements to the examining physician.

      3. A statement to be forwarded by the employing agency to the academy indicating the trainee has been examined by a licensed physician and is physically capable of performing all training required.

4. Training Parameter Requirements:

These requirements shall include the basic minimum requirements for entry-level training, and the parameters for training that the individual academy has established beyond minimum standards. It shall also be noted that part of the training is performance-based and that the recruit will be required to actually perform many of the functions required in the position for which he/she is entering training. This includes training that places recruits in both physically and mentally stressful situations designed to elicit spontaneous responses. As a result, the employing agency shall ensure that the examining physician makes sure the recruit is physically sound and free of any physical or mental condition which would interfere with his/her ability to perform the duties of the position for which he/she is entering training. The academy director or employing agency head shall distinguish which category of officer the recruit will fall under: Law Enforcement Officer, Jailor/Custodial Officer, Courtroom Security or Civil Process Officer.

   A. Law Enforcement Officer, Jailor/Custodial Officer, or Courtroom Security or Civil Process Officer
      1. Training is both physically and psychologically stress oriented to elicit spontaneous reactions. Students are placed in situations where they must make critical life and death decisions such as: when to use deadly force, shoot/no-shoot situations, disaster response, ambush and sniper attacks, domestic violence and response to various in-progress criminal activities. Any
      psychological abnormalities observed during the physical exam shall be explored and thoroughly documented. Strenuous physical exercise requiring:
         1. Physical agility

         2. Strength

         3. Musculoskeletal range of motion (to include joints)

         4. Neuro-muscular coordination, hand-eye coordination and balance

         5. Cardiopulmonary stamina and aerobic endurance

         Additionally the officer must have the physical ability to fire a handgun and/or other specialty weapons. The student shall have no physical deformity, defect or restriction which would prevent cocking and firing of a handgun or other specialty weapon. Firearms training requires the student to fire from the standing, kneeling, sitting and prone positions. Combat ranges require mobility and the use of various barriers. Both day and night training are required.

      2. Vision: requirements set by employing agency to include:
         1. Color distinction

         2. Night vision

         3. Depth of field/peripheral

      3. Hearing: requirements as set by employing agency.

   B. A physical examination certification shall be signed by the physician and returned to the academy via the employing agency prior to any recruit being eligible to participate in training. This form shall include the physician's name, candidate's name, date of exam, candidate's position, and whether he/she is or is not able to participate in training. If applicable, any restrictions shall be specified by the physician.

Pre-Employment Requirements

PRE-EMPLOYMENT REQUIREMENTS

1. Purpose

The following requirements are provided to certified criminal justice academies which allow individuals to attend mandated entry level training programs who are not currently employed by a Virginia criminal justice agency as defined by Section 9.1-101 of the Code of Virginia, 1950, as amended.

2. Certified Academy Requirements
   A. The governing body of each academy shall acquire and maintain liability insurance necessary to provide coverage for the academy in the event of litigation.

   B. The governing body of each academy shall prepare and require each pre-employment applicant to sign a “hold harmless agreement” to limit the exposure of the certified academy of liability. Such signature shall be witnessed by a notary public and therefore attested to.

   C. Any pre-employment applicant must be at least eighteen (18) years of age.

D. Each pre-employment applicant shall be provided, in writing, a copy of the certified training academy rules of conduct and safety prior to being allowed to attend training and must sign an agreement to adhere to such rules. Each pre-employment applicant shall be advised, in writing, of disciplinary procedures and possible consequences in conjunction with any rules violation.

E. Each academy shall prepare a list of additional equipment and expendable supply needs, beyond the cost of tuition, as may be required for the mandated entry-level training program the pre-employment student will be attending.

F. Each academy shall prepare a document to be provided to the pre-employment applicant indicating the physical tasks which are a part of the training process and which will be required of the pre-employment student candidate.

G. All requirements of applicable rules, regulations and policy established by the academy or the Criminal Justice Services Board shall be followed.

H. Each certified training academy shall establish the tuition cost(s) associated with pre-employment training.

I. Each certified training academy shall adopt a policy pertaining to reimbursement in the event of early withdrawal of a pre-employment student. The policy must address pre-employment student withdrawal, pre-employment student failure, disciplinary expulsion and any other situations which may constitute the need for a pre-employment student refund.

J. Each participating academy shall create an applicant review committee for the purpose of reviewing applications and all requirements which must be completed prior to acceptance in a pre-employment training school. The committee shall be composed of a minimum of three (3) persons excluding academy staff. It shall be the responsibility of this committee to review all potential students' applications and supporting documentation and decide eligibility to participate.

K. Each participating academy shall develop policies consistent with current state and federal laws relative to sexual harassment and the Americans with Disabilities Act. Participating academies shall develop a procedure to provide evidence that such policies have been distributed, and are understood.

L. Each participating academy shall develop a policy which details the academy responsibility to conduct residential and employment background investigations of each potential applicant to be considered for acceptance in a pre- employment training program. Minimally, the background investigation will consist of a National Crime Information Center (NCIC) and Virginia Criminal Information network (VCIN) check for criminal history.

M. Upon completion of pre-employment training, the academy director of the certified academy shall indicate completion of training by a pre-employment student within sixty (60) days on a Form 41.

Policies developed which stipulate requirements for the admission of a pre-employment applicant into approved certified academy training shall be distributed to the applicant prior to their making application for acceptance. The certified academy may choose to distribute individual policies, a memorandum of understanding which contains the contents of all policies or a fact sheet(s) which contain all required policy information.

3. Individual Applicant Requirements:

Virginia criminal justice agencies have various hiring requirements which may vary from agency to agency. Therefore, attendance and completion of state mandated training does not guarantee an offer of employment by a Virginia criminal justice agency.

The governing body of each academy shall require each pre-employment applicant to provide evidence of the following prior to admission to any entry-level training program mandated by the Criminal Justice Services Board and related to a mandated training requirement:

A. Pre-employment applicants must be a citizen of the United States. Such evidence shall consist of an original birth certificate issued by the state agency responsible for the issuance of such birth certificates. Copy reproductions are unacceptable. Any pre-employment applicant currently in good standing in the citizenship naturalization process may be accepted.

B. Pre-employment applicants must present a valid driver's license. This requirement may not apply to applicants attending training other than entry-level law enforcement.

C. Pre-employment applicants must have a high school education or have passed a high school equivalency examination approved by the Board of Education. This provision is optional in conjunction with the academy policy for any individual applying to attend an entry level pre-employment dispatcher training program.

D. The pre-employment applicant must complete a physical examination and be determined to be in good physical health and capable of completing the physical requirements as specified in the DCJS Physical Exam Policy of the entry-level training program which the applicant will be attending. The pre-employment applicant is responsible for the costs associated with any physical examination. This provision is optional in conjunction with the academy policy for any individual applying to attend an pre-employment entry level dispatcher training program.

E. The pre-employment applicant must meet the minimum qualifications as set forth in the Code of Virginia § 15.2-1705 and have a completed criminal history check to ensure that the pre-employment student applicant has not been convicted of, or plead guilty or no contest to any of the offenses that have been identified in § 15.2-1705 of the Code of Virginia. The criminal history records check is to be conducted by a Virginia criminal justice agency and shall, at a minimum, include Virginia fingerprint based criminal history records examination. The parameters and costs for such testing shall be designated in a manner prescribed by the academy governing body. Each pre-employment applicant shall agree to sign a written release authorizing criminal history record information to be released directly to the certified academy to which the applicant is applying.

F. Each pre-employment applicant shall be required to take a drug test administered by a physician or drug testing facility which shall be approved by the certified training academy. The parameters and costs for such testing shall be designated in a manner prescribed by the academy governing body. The pre-employment applicant shall agree to report the findings of the drug test screening in a manner designated by the academy.

G. The pre-employment applicant may be required, in accordance with written policy established by the certified training academy, to submit to literacy testing, psychological testing or other screening devices. The parameters and costs for such testing shall be designated in a manner prescribed by the academy governing body.

H. Each pre-employment student shall be required to sign an agreement attesting that all information provided as part of the application process is true and correct. The agreement shall include an acknowledgment by the applicant that, misleading or falsified information constitutes grounds for immediate dismissal and all training received shall be considered null and void.

4. Additional Qualifiers:

It shall be the responsibility of the Virginia criminal justice agency employing a pre-employment student graduate to ensure that the following additional requirements are met prior to employment or within twelve months of date of employment, whichever is specified:

A. Subsequent to employment, each pre-employment student graduate must comply with all field training or on the job training requirements as required by applicable rules. No credit toward mandated field training or on the job training may be attained during pre-employment student status.

B. Prior to employment as a law enforcement officer or deputy sheriff, the chief of police, sheriff or agency administrator must ensure that the pre-employment student graduate has complied with all requirements of Section 15.2-1705 of the Code of Virginia.

C. Driver training and firearms training may be attended for completion of training requirements in those academies that require the applicant to have a law enforcement agency sponsoring the individual. Such training shall only be valid for the time period specified and only if the individual is subsequently employed by a Virginia criminal justice agency.

D. Subsequent to employment, each pre-employment student graduate must qualify with the firearm carried in the performance of duty. The following requirements apply:

1. If the individual did not attend and successfully complete firearms training as part of the approved pre-employment training school, the individual must attend an approved entry level training school, attend, and successfully complete all firearms classroom and range training.

2. If the individual attended and satisfactorily completed both classroom and range training in an approved pre-employment training school, the individual must meet the firearms requirements of in-service training including the safety and legal updates as well as qualifying with the handgun carried in the performance of duty on an approved in-service training course as well as qualifying with any other weapons to which the individual will have access.

E. Subsequent to employment, each pre-employment graduate must complete all behind the wheel driver training range exercises with a law enforcement vehicle or certified academy vehicle acceptable to the employing agency.

5. Disqualifiers:

The following are conditions which will cause the applicant/student to be immediately disqualified or removed from any pre-employment training program conducted by a certified training academy.

A. No applicant for pre-employment student status may be accepted into an approved entry-level training program mandated by the Criminal Justice Services Board if any of the provisions of “Individual Requirements,” of this policy are not met.

B. Any student found to have provided false information, misleading information or has omitted information which is required to be submitted as part of the application process shall be immediately dismissed from any pre-employment training program.

C. No applicant shall be admitted if the individual is prohibited from carrying a firearm by federal or Commonwealth law or statutory authority.

6. General Applications:

A. Successful completion of pre-employment training is valid for a period not to exceed twenty-four (24) months from the date of completion of the mandated pre-employment entry-level training program.

B. Upon employment, the pre-employment graduate may be eligible for a training extension for completion of the field training in accordance with law.

Minimum Qualification Waiver Requirement

Chapter 4

MINIMUM QUALIFICATIONS WAIVER REQUIREMENT

1. Purpose:

The purpose of this policy is to ensure compliance with the statutory requirements of Section 15.2-1705, and to provide guidance in acting upon waiver requests. In considering requests for waiver of any minimum qualification, the Department reserves the right to place a restriction on any waiver authorized.

2. Citizenship:

A waiver of the citizenship requirement may be granted when an individual seeking employment as a law enforcement officer as defined by Section 9.1-101 of the Code of Virginia, as amended, a court security, civil process services officer with a sheriff's office or as a jailor with a sheriff's office has made application for United States citizenship and is active in the naturalization process. The Department of Criminal Justice Services reserves the right to establish the time limits for the completion of the citizenship requirement and may extend such time period based upon written request of the chief of police, sheriff or agency administrator. Requests for extension of the time required for completion of the citizenship process shall be submitted prior to the expiration of any time limit established in previous waiver responses.

3. Background Investigation:

Waivers of the fingerprint-based criminal history inquiry to both the Central Criminal Records Exchange and the Federal Bureau of Investigation shall not be granted.

4. Education:

Waivers in this category shall be given only under the most extenuating circumstances. Education waiver requests shall be fully documented explaining why it is believed the circumstances warrant a waiver. Also, the basis for approval of the waiver shall be documented and made part of the record.

5. Driver's License:

A. A waiver to possession of a valid driver license may be granted when an individual seeking employment as a chief of police, police officer, or deputy sheriff:

1. Is certified by the employing police department or sheriff's office as being employed in a capacity where a driver license will not be required, and
2. Does not have a criminal or motor vehicle record in this state or any other state which would preclude the applicant from obtaining or possessing a driver's license.

6. Physical Examination:

The Department will not grant waivers of physical examinations. The extent of such examination is wholly within the purview of the employing agency.

7. Age:

The Department will not grant a waiver of the age requirement.

8. Drug Testing:

The Department will not grant waivers from drug testing. The drug testing requirement is wholly within the purview of the employing agency.

Chapter 5: Compulsory Minimum Training Standards and Performance Outcomes

For a definition of terms used in establishing these standards and outcomes please see Chapter 2 (Glossary). All Performance Outcomes contained herein have been approved by the appropriate Curriculum Review Committee and the Committee on Training of the Criminal Justice Services Board. Subsequent revisions will display the date of the revision's approval adjacent to the change.

To open the information sought, please click on the highlighted link.

Performance Outcomes for Civil Process

Performance Outcomes, Training Objectives, Criteria and Lesson Plan Guides for Compulsory Minimum Training Standards for *Civil Process Officers*

Professionalism

Performance Outcome 1.1

Maintain a professional appearance with respect to clothing, grooming and equipment.

Training Objectives Related to 1.1

1. Given a practical exercise, the trainee will be inspected to meet academy standards for clothing, grooming and equipment.

Criteria: The trainee shall be tested on the following:

1.1.1. Professional appearance for an officer regarding clothing and grooming.

1.1.2. Professional appearance for an officer's personal equipment.

Lesson Plan Guide: The lesson plan shall include the following:

1. Professional appearance for an officer regarding clothing and grooming.

2. Professional appearance for an officer regarding personal equipment.

3. The importance to public perception of professionalism by presenting a well-groomed appearance for clothing and equipment.

4. The importance of establishing departmental esprit de corps by presenting a well-groomed appearance.

Performance Outcome 1. 2.

Behave in a fair, positive and courteous manner with the public to develop a trust relationship and positive community relationship.

Training Objectives Related to 1.2.

Given a written exercise:

1. Identify the impact that common courtesy may have regarding the relationship between the sheriff's office and the community.

2. Identify the requirements for professionalism that impact the deputy's knowledge, skill, and ability to behave in a fair and positive manner.

Criteria: The trainee shall be tested on the following:

1.2.1. Reasons to foster a positive relationship between the sheriff's office and the public.

1.2.2. Principles that define a profession

1.2.3. Three elements of the criminal justice system and explaining these in a positive manner to the community.

1.2.3.1. Courts:

1.2.3.1.1. Describe the Virginia Court System

1.2.3.1.2. Juries:

1.2.3.1.2.1. Definition of petite jury, grand jury, special grand jury, and multi-jurisdictional grand jury

1.2.3.1.2.2. Qualifications to serve as a juror

1.2.3.1.2.3. Process for selecting potential jurors

1.2.3.1.2.4. Preparing the list of jurors to be summoned

1.2.3.1.3. Describe the Federal Court System

1.2.3.2. Law Enforcement:

1.2.3.2.1. Describe the functions of the office of Sheriff.

1.2.3.2.2. Describe the functions of the local police.

1.2.3.2.3. Describe the functions of the state police.

1.2.3.2.4. Describe the functions of other law enforcement agents.

1.2.3.3. Corrections:

1.2.3.3.1. Define and describe a local correctional facility.

1.2.3.3.2. Define a state correctional facility.

1.2.3.3.3. Explain the similarities and differences between state and local corrections.

1.2.3.3.4. Explain the relationship between state and local corrections.

1.2.4. The place of civil enforcement and criminal justice in the structure of government

1.2.5. The role of ethics:

1.2.5.1. General principles of ethics

1.2.5.2. Code of Ethics:

1.2.5.2.1. Deputy behavior

1.2.5.2.2. Deputy dedication

1.2.5.2.3. Career development

1.2.6. Methods of handling violations of professional, ethical or legal standards of conduct on the part of fellow deputies.

1.2.7. Positive and negative aspects of discretionary enforcement of laws, policies and procedures

1.2.8. Positive and negative influences of a criminal justice career on a deputy's personal life.

Lesson Plan Guide: The lesson plan shall include the following:

1. Reasons to foster a positive relationship between the deputy and the public.

a. Develop and maintain open communications between the sheriff's office and the community.

b. Reduce fear and mistrust by some members of the public, especially recent immigrants whose experience with law enforcement officials in other countries has been negative.

c. Enhance the deputy's ability to function as effectively as possible in carrying out their daily duties.

d. Others as may be identified and discussed.

2. Consequences that may result from a failure of common courtesy

a. Negative attitudes toward deputies in general may develop from the actions of one deputy.

b. The deputy's ability to function effectively in carrying out daily duties will diminish should the deputy become known as lacking in common courtesy and respect.

c. Others as may be identified.

3. Identify principles that define a profession

4. Identify the three elements of the criminal justice system:

a. Courts

1. Federal system

a. U. S. District Court

b. U. S. Court of Appeals for the # Circuit (example: U. S. Court of Appeals for the 4th Circuit – Virginia is in this circuit)

c. U.S. Supreme Court

2. State system

a. Magistrates

b. General District Courts

c. Circuit Courts

d. Juries

1. Definition of petit jury, grand jury, special grand jury, and multi- jurisdictional grand jury

2. Qualifications to serve as a juror:

a. Person must be a U.S. citizen

b. Citizen must be 18 years of age or older

c. Citizen must be a resident of the Commonwealth of Virginia for one year

d. Citizen must have resided in the county, city, or town for six (6) months

e. Citizen must not be adjudicated incapacitated; convicted of treason or a felony; or be a person under a disability as defined in §8.01-348

3. Process of selecting potential jurors. The clerk of the court draws ballots in the presence of the judge for trails of cases for the pending term of the court (§8.01-348)

4. Preparing the list of jurors to be summoned:

a. The clerk of the court prepares an alphabetical list of names drawn and delivers attested copy of the list to the sheriff.

b. The list must be available in the clerk's office for inspection by counsel (§8.01-351)

e. Virginia Court of Appeals

f. Virginia Supreme Court

b. Law Enforcement:

1. Federal officers (in general)

2. Sheriffs

3. Police (local and state)

4. Other law enforcement agents

c. Corrections:

1. Local corrections (jails, detention facilities)

2. State corrections

5. Identify the place of civil enforcement in the structure of government.

6. Define the role of ethics in criminal justice:

a. Identify two general principles of ethics that may assist an deputy in making ethical judgments.

b. Review the Law Enforcement Code of Ethics and its impact on the following:

1. Deputy behavior on duty:

a. Reverence for the law

b. Crime prevention/prevention of rules infractions

c. Respect for the public

d. Impartial enforcement of rules and regulations

e. Attempt to use minimum force necessary to effect an arrest or restrain a subject

f. Report only the truth

g. Testify only the truth

h. Never use public office for private gain

i. Strive to perform at maximum efficiency

j. Never misuse resources or confidential information

2. Deputy behavior off-duty:

a. Practice good citizenship, i.e., youth volunteer work, assist neighbors, be active in schools, etc.

b. Maintain self-control, fair play and discipline in such areas as avoiding disputes, excessive use of alcohol, prejudicial conduct or interaction with people of different ethnic, religious, sexual and similar preferences, illegal gambling and others that may be identified.

3. Deputy dedication:

a. Self (taking care of you will help you care for others)

b. Family

c. Office

d. Community

e. State

f. Country

4. Career development:

a. In-service training and specialized training programs and courses

b. Resources for individual efforts:

1. Reading professional material related to the job
2. Seeking out other criminal justice training
3. Using educational resources such as college courses
4. Others that may be identified

c. Provide copies of the Code of Ethics for signature by trainees.

7. Identify methods of handling violations of professional, ethical, or legal standards of conduct on the part of fellow deputies.

8. Identify the positive and negative aspects of discretionary enforcement of laws.

a. Positive aspect: Citizens realize that they cannot manipulate a deputy.

b. Negative aspect: Citizens watching a deputy may think his enforcement of civil process rules is unfair if the deputy allows a prominent citizen some leeway on a civil matter that the ordinary citizen wouldn't receive.

9. Identify positive and negative influences of a criminal justice career on a deputy's personal life.

a. Positive influences include, but are not limited to:

1. Providing a role model to citizens, especially children

2. Saving lives

3. Preventing crime

4. Safeguarding the principles of our nation as noted in the Constitution and the Bill of Rights

5. Others as may be identified

b. Negative influences include, but are not limited to:

1. Constantly facing the possibility of death or serious injury

2. Divorce or strains on family relationships

3. Alcoholism

4. Mental health problems ranging from chronic stress to depression with the possibility of suicide

5. Others as may be identified

c. Bias:

1. Define bias

2. Define discrimination

3. Identify consequences of bias based civil process operations.

4. Identify consequences of impartial enforcement of civil process service rules.

5. Identify methods that a deputy may use to prevent bias from determining a court or civil process enforcement intervention.

Legal

Performance Outcome 2.1.

Perform the duties of a deputy sheriff in compliance with constitutional requirements and the Bill of Rights.

Training Objective Related to 2.1.

1. Given a written exercise, identify the applicability of the 1st, 4th, 6th, 8th, 13th, and 14th Amendments to the United States Constitution to civil process operations.

Criteria: The trainee shall be tested on the following:

2.1.1. Define Constitutional Law.

2.1.2. List the protections provided to citizens in the First Amendment of the U.S. Constitution.

2.1.3. List the protections provided to citizens in the Fourth Amendment of the U.S. Constitution.

2.1.4. Identify the right to an attorney afforded in the Sixth Amendment to the U.S. Constitution. No right to an attorney in a civil matter.

2.1.5. List the protections provided to citizens by the Eighth Amendment of the U.S. Constitution.

2.1.6. List the protections provided to citizens by the Fourteenth Amendment.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define Constitutional Law.

2. List the protections provided in the First Amendment of the U.S. Constitution and identify how these protections apply:

a. Religion

b. Speech

c. Press

d. Association

e. Redress of grievances

3. List the protections provided to citizens by the Fourth Amendment of the U.S. Constitution:

a. Building/house searches

b. Person searches:

1. Frisk

2. Strip

3. Body cavity

c. Seizures:

1. Contraband

2. Evidence

4. Identify the right to an attorney afforded in the Sixth Amendment to the U.S. Constitution. No right to an attorney in civil matters.

5. List the protections of the Eighth Amendment of the U.S. Constitution:

a. Medical

b. Psychological

c. Safety

d. Others as may be identified by the instructor

6. List the protections provided to jail inmates by the Fourteenth Amendment:

a. Due process:

1. Substantive

2. Procedural

b. Equal protection

Performance Outcome 2.2.

Perform the duties of a deputy court security or civil process service officer with awareness of personal and agency liability.

Training Objective Related to 2.2.

1. Given a written exercise, identify the requirements of Title 42, United States Code Section 1983, Title 18 United States Codes Sections 241 and 242, and tort law related to personal and agency liability.

2. Given a written exercise, identify how the above mentioned laws apply to court security/civil process service staff in order to perform required duties and minimize liability.

Criteria: The trainee shall be tested on the following:

2.2.1. Identify the levels of negligence related to tort and 1983 lawsuits.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the levels of negligence in relation to tort and 1983 lawsuits:

a. Simple negligence

b. Gross negligence

c. Deliberate indifference

d. Malicious and sadistic actions

Performance Outcome 2.3.

Perform duties of a deputy sheriff according to laws governing the office of sheriff.

Training Objective Related to 2.3.

1. Given a written exercise, identify the sections of the Code of Virginia that relate to the jobs and responsibilities of the office of sheriff and deputy sheriffs assigned to court security/civil process.

2. Given a written exercise, correctly identify these laws.

Criteria: The trainee shall be tested on the following:

2.3.1. Identify the process by which a bill becomes law in Virginia.

2.3.2. Identify the powers and duties of a sheriff as a constitutional officer.

2.3.3. Identify factors that affect the employment of a deputy sheriff.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the process by which a bill becomes law in Virginia.

2. Identify the powers of a sheriff as a constitutional officer.

3. Identify factors that affect the employment of a deputy sheriff.

Performance Outcome 2.4.

Respond to request by determining whether the facts are civil or criminal.

Training Objectives Relating to 2.4.

1. Given a written exercise, identify actions as civil or criminal matters.

Criteria: The trainee shall be tested on the following:

2.4.1. Define civil liability in contrast to criminal liability.

2.4.2. Identify the two defenses against a tort suit.

2.4.3. Identify and define the types of damage related to tort and 1983 lawsuits.

2.4.4. Evaluate facts of a situation to determine if it is a civil or criminal matter by applying the definitions of civil vs. criminal.

2.4.5. Identify civil matters of import to civil process staff:

2.4.5.1. Habeas Corpus

2.4.5.2. Contempt of Court

Lesson Plan Guide: The lesson plan shall include the following:

1. Define civil liability in contrast to criminal liability.

2. Identify the two types of defenses against a tort suit (substantive and procedural).

3. Identify and define the types of damage related to tort and 1983 lawsuits:

a. Nominal

b. Compensatory

c. Punitive

4. Evaluate facts of a situation to determine if it is a civil or criminal matter by applying the definitions of civil vs. criminal. Note that Virginia is a common law state (common law still in effect except as overruled or replaced by the Code of Virginia). Identify the Code citation enabling local counties, cities and towns to establish local ordinances. (§15.2-1425) (§15.2-1429)

5. Identify civil matters of import to civil process staff:

a. Contempt of Court, (e.g. §16.1-278.16)

b. Writ of Mandamus/Prohibition (rearranged)

c. Injunction (rearranged)

Performance Outcome 2.5.

Obtain an arrest warrant from proper authority.

Training Objectives Related to 2.5.

1. Given a written or practical exercise, identify the proper authority from whom to obtain an arrest warrant, the information that must be presented to support a warrant, and return requirements.

Criteria: The trainee shall be tested on the following:

2.5.1. Identify the proper authorities from which an arrest warrant may be obtained according to §19.2-71 and Rule 3A:3 of the Rules of the Supreme Court of Virginia.

2.5.2. Identify the information that must be provided to support a warrant.

2.5.3. Return arrest warrant conforming to statutory requirements.

Lesson Plan Guide: The lesson plan shall include the following:

1. The proper authorities from which an arrest warrant may be obtained according to §19.2-71 and Rule 3A:3 of the Rules of the Supreme Court of Virginia:

a. Judge

b. Clerk of any circuit, general district, or family court

c. Magistrate

2. The information that must be provided to support a warrant:

a. The crime

b. The facts that support probable cause

c. How these facts relate to the suspect(s)

3. Return of arrest warrant conforming to statutory requirements:

a. Deputy endorsement of the warrant

b. Return to a judicial officer with authority to grant bail

Performance Outcome 2.6.

Arrest persons with a warrant.

Training Objectives Relating to 2.6.

1. Given a written exercise, identify constitutional and statutory requirements to arrest a person with a warrant.

Criteria: The trainee shall be tested on the following:

2.6.1. Define arrest.

2.6.2. Identify the mandatory contents of a valid warrant.

2.6.3. Identify the territorial limitations of a deputy's power to arrest.

2.6.4. Identify the consequences of an illegal arrest.

2.6.5. Identify the process of executing an arrest warrant.

Lesson Plan Guide: The lesson plan shall include the following:

Code of Virginia, §19.2-71 to §19.2-83.1

1. Define arrest.

2. Identify who may issue a warrant for the arrest of a person charged with a criminal offense.

3. Identify the mandatory contents of a valid warrant:

a. It shall be directed to an appropriate deputy

b. It shall name the accused or set forth a description by which he/she can be identified

c. It shall describe the offense charged with reasonable certainty

d. It shall command that the accused be arrested and brought before a court of appropriate jurisdiction

e. It shall be signed by the issuing officer

4. Identify the territorial limitations of a deputy's power to arrest.

5. Identify the consequences of an illegal arrest.

6. Identify the process of executing an arrest warrant:

a. Arrest the accused

b. Inform the accused of the offense charged and that a warrant has been issued

c. Endorse and date the warrant

d. Deliver a copy of the warrant to the accused as soon as possible

Performance Outcome 2.7.

Arrest persons without a warrant.

Training Objective 2.7.

1. Given a written exercise, identify constitutional and statutory requirements to arrest a person without a warrant.

Criteria: The trainee shall be tested on the following:

2.7.1. Define probable cause for an arrest.

2.7.2. Identify the requirement for warrantless felony arrest under §19.2-81.

2.7.3. Identify the general requirement for a warrantless misdemeanor arrest.

2.7.4. Given narrative examples of arrest situations, determine if the warrantless arrest is legal.

2.7.5. Identify three situations whereby an deputy may make a warrantless arrest according to the Code of Virginia.

2.7.6. Identify the parameters for issuing a summons in lieu of arrest.

2.7.7. Identify a situation in which an officer may issue a summons in lieu of arrest.

Lesson Plan Guide: The lesson plan shall include the following:

Code of Virginia, §19.2-81 to 19.2-83.1

1. Define probable cause for an arrest.

2. Identify the requirement for warrantless felony arrest under §19.2-81.

3. Identify the general requirement for a warrantless misdemeanor arrest.

4. Given narrative examples of arrest situations, determine if the warrantless arrest is legal.

5. Identify the situations whereby a deputy may make a warrantless arrest according to the Code of Virginia:

a. Upon information that the individual is wanted in another jurisdiction through electronic messages (fax, teletype and radio messages)

b. Assault and battery

c. A probation or parole violation, etc.

d. Concealed weapon

6. Identify the Virginia State Code sections pertaining to warrantless arrests:

a. Escape, flight and pursuit, arrest anywhere in Commonwealth (§19.2-77)

b. Arrest by officers of other states in close pursuit (§19.2-79)

c. Arrest without warrant authorized in certain cases (§19.2-81, 19.2-81.1, 19.2-81.3)

d. Procedure for arrest without warrant (§19.2-82)

7. Identify the parameters for issuing a summons in lieu of arrest.

8. Identify a situation in which an officer may issue a summons in lieu of arrest.

Performance Outcome 2.8.

Answer questions regarding the progress of a case according to rules of privacy and security controlling access to records.

Training Objectives Relating to 2.8.

1. Given a written exercise, identify basic laws governing rules of privacy and security to control access to records.

Criteria: The trainee shall be tested on the following:

2.8.1. Statutes relating to criminal history records/juvenile information

2.8.2. Statutes relating to release of information through NCIC or VCIN

2.8.3. Application of the Virginia Freedom of Information Act (§2.2-3700)

2.8.4. Application of the Government Data Collection and Dissemination Act (§2.2-3800)

Lesson Plan Guide: The lesson plan shall include the following:

1. Statutes relating to criminal history records/juvenile information.

2. Statutes relating to release of information through NCIC or VCIN.

3. Review of the Virginia Freedom of Information Act (§2.2-3700)

4. The Government Data Collection and Dissemination Act (§2.2-3800)

Performance Outcome 2.9.

Serve mental health commitment papers.

Training Objectives Relating to 2.9.

1. Given a written exercise, identify Code of Virginia requirements for serving mental health commitment papers (emergency custody orders or temporary detention orders only).

Criteria: The trainee shall be tested on the following:

2.9.1. Define emergency custody orders and temporary detention orders and situations in which these would be utilized.

2.9.2. Identify persons having authority to issue an emergency custody order or temporary detention order.

2.9.3. Identify procedures for emergency custody order or temporary detention order return of service.

Lesson Plan Guide: The lesson plan shall include the following:

1. Definition of emergency custody orders and temporary detention orders and situations in which these would be utilized.

2. Identification of persons having authority to issue an emergency custody order or temporary detention order (judge or magistrate).

3. Procedures for emergency custody order or temporary detention order return of service:

a. Return service promptly to clerk's office stating the date and manner of service and to whom service was made.

4. Service of mental health commitment papers is the same as service and return of any other civil judicial process.

5. Service is not restricted but is applicable statewide (§8.01-292)

6. Emergency commitments (involuntary detention), §37.2-809.

Instructor Note: Advise trainees that they must identify department policy related to serving mental health commitment papers as part of their department training.

Performance Outcome 2.10.

Apply knowledge of the law to related to family abuse and protective orders.

Training Objectives Related to 2.10.

1. Given a written exercise, identify elements of the crimes related to family abuse.

Criteria: The trainee shall be tested on the following:

2.10.1. Define the following:

2.10.1.1. Family abuse

2.10.1.2. Family or household member

2.10.2. Identify provisions of protective orders for family abuse.

2.10.3. Identify the prohibitions in place for those subject to a protective order for family abuse.

2.10.4. Identify the process for executing a protective order.

2.10.5. Identify the procedures for victim notification relating to family abuse protective orders.

Lesson Plan Guide: The lesson plan shall include the following:

1. Definitions for the following:

a. Family abuse

b. Household or family member

2. Identify provisions of protective orders for family abuse.

3. Identify the prohibitions in place for those subject to protective order for family abuse.

4. Identify the process for executing a protective order.

5. Identify the procedures for victim notification relating to family abuse protective orders.

Performance Outcome 2.11.

Apply knowledge of law to obtain information from a subject conforming to constitutional requirements.

Training Objectives Related to 2.11.

1. Given a written or practical exercise, identify constitutional requirements to obtain information from a subject.

Criteria: The trainee shall be tested on the following:

2.11.1. Identify constitutional issues related to detention and questioning of a subject.

2.11.2. Identify the relevant case regarding interrogation: Miranda v. Arizona, 384 U.S. 436 (1966).

2.11.3. Identify the two conditions which together trigger the necessity for Miranda warnings.

2.11.4. Identify the conditions by which a confession will be judged to be admissible.

Lesson Plan Guide: The lesson plan shall include the following:

1. The rights of an arrested person as guaranteed by the U. S. Constitution.

2. Identify constitutional issues related to detention and questioning of a subject.

3. Identify the relevant case regarding interrogation: Miranda v. Arizona, 384 U.S. 436 (1966).

4. Identify the two conditions that together trigger the necessity for Miranda warnings:

a. In custody **AND**

b. Questioning/interrogation

5. Identify use of consent forms and waiver forms.

6. Identify the conditions by which a confession will be judged to be admissible.

7. Identify the constitutional basis for the Miranda warning and read the warning:

a. Identify the point at which the suspect should be advised of constitutional rights.

b. Read the complete Miranda warning.

Performance Outcome 2.12.

Conduct searches and seizures under the following conditions: with and without a warrant, incident to hot pursuit, with or without consent, incident to arrest, confer with the local Commonwealth's Attorney under unusual search and seizure circumstances

Training Objectives Related to 2.12.

Given a written or practical exercise:

1. Identify those search and seizure situations in which the 4th Amendment mandates a warrant.

2. Identify search and seizure situations in which a warrantless search may be legally conducted.

Criteria: The trainee shall be tested on the following:

2.12.1. Identify the reason that searches generally require a warrant.

2.12.2. Identify the reason that search warrants must be obtained for crime scenes except in emergency circumstances.

2.12.3. Identify the proper authorities from which a search warrant may be obtained:

2.12.3.1. Judge

2.12.3.2. Magistrate

2.12.3.3. Other person with authority to issue criminal warrants in the jurisdiction of the place to be searched

2.12.4. Explain the elements of a search warrant:

2.12.4.1. Description of place, thing, or person to be searched.

2.12.4.2. Description of things or persons to be searched for.

2.12.4.3. The crime causing the search.

2.12.4.4. Thing(s) being searched for is/are evidence of the crime.

2.12.4.5. Any other material facts that show probable cause to issue search warrant.

2.12.5. State facts and circumstances that would lead a reasonable person to believe the seizable items are located in the area to be searched.

2.12.6. Identify Code of Virginia requirements for return of search warrant:

2.12.6.1. Date of execution of warrant, signature, and time noted on warrant.

2.12.6.2. Under oath, inventory all property seized.

2.12.6.3. ~~File in circuit court clerk's office within three days the search warrant, inventory, and affidavit.~~ Retired

2.12.6.4. Identify requirements for a return in accordance with §19.2-56 and §19.2-57.

2.12.6.4.1. location for filing the return: executed and issued

2.12.6.4.2. timeline for filing and computation exceptions

2.12.7. Identify requirements for warrantless search of premises or property for suspect incident to hot pursuit conforming to constitutional requirements and Code of Virginia:

2.12.7.1. Define the hot pursuit exception to warrant requirements.

2.12.7.2. Identify the circumstances that justify hot pursuit.

2.12.7.3. Define the scope of a search incident to hot pursuit.

Lesson Plan Guide: The lesson plan shall include the following:

1. Unless an exception is identified, searches require a warrant if a reasonable expectation of privacy exists.

2. Search warrants must be obtained for crime scenes except in emergency circumstances on public property, or consent is given. Jail staff do not need a search warrant for the search of an subject's person, property, or cell for security, safety or management reasons. A search related to a criminal investigation needs a search warrant with probable cause to believe the property is fruits of a crime or evidence of a crime.

3. Identify items that may be subject to asset forfeiture laws:

a. Situations where assets may be seized:

1. Anything used in substantial connection with menu, sale, or distribution of illegal drugs.

2. Anything traded or exchanged for illegal drugs.

4. Identify the proper authorities from which a search warrant may be obtained according to §19.2-52:

a. Judge

b. Magistrate

c. Other person with authority to issue criminal warrants in the jurisdiction of the place to be searched

5. Examine a sample affidavit according to §19.2-54 covering:

a. Description of place, thing, or person to be searched.

b. Description of things or persons to be searched for.

c. The crime causing the search.

d. Thing(s) being searched for is/are evidence of the crime.

e. Any other material facts that show probable cause to issue search warrant.

6. State facts and circumstances that would lead a reasonable person to believe the seizable items are located in the area to be searched.

7. Return search warrant conforming to Code of Virginia §19.2-57 requirements:

a. Date of execution of warrant, signature, and time noted on warrant.

b. Under oath, inventory all property seized.

c. Requirements for a return in accordance with §19.2-56 and §19.2-57. The location for filing the return both where executed and issued, the timeline for filing and the computations for exceptions.

8. Identify requirements for warrantless search of premises or property for suspect incident to hot pursuit conforming to constitutional requirements and Code of Virginia §19.2-77.

a. Define the hot pursuit exception to warrant requirements.

b. Identify the circumstances that justify hot pursuit.

c. Define the scope of a search incident to hot pursuit.

Performance Outcome 2.13.

Frisk or search a subject.

Training Objectives Relating to 2.13.

Given a written exercise:

1. Identify the parameters under which a pat down of a subject may be conducted.

2. Identify the parameters under which a search of a subject may be conducted.

Criteria: The trainee shall be tested on the following:

2.13.1. The elements of a detention and arrest.

2.13.2. The scope of the search of a person and the circumstances when the search may be extended beyond the subject.

2.13.3. The relevant legal principles:

2.13.3.1. Terry v. Ohio (person not in custody)

2.13.3.2. Bell v. Wolfish (person in custody)

Lesson Plan Guide: The lesson plan shall include the following:

1. The elements of a detention and arrest.

2. The scope of the search of a person and the circumstances when the search may be extended beyond the subject.

3. The relevant legal principles:

a. Terry v. Ohio (person not in custody)

b. Bell v. Wolfish (person in custody)

Performance Outcome 2.14.

Identify, establish custody of, and record a chain of custody for evidence, seized or detained property, or recovered property.

Training Objectives Related to 2.14.

1. Given a written exercise, identify legal requirements to identify, establish custody of, and document a chain of custody for evidence, seized or detained property, or recovered property.

Criteria: The trainee shall be tested on the following:

2.14.1. Define evidence.

2.14.2. Define the types of evidence.

2.14.3. Define the chain of custody.

2.14.4. Identify the minimum tests that an item of evidence must successfully pass before admission to any criminal court.

2.14.5. Identify methods used for initially considering that an item may be evidence.

2.14.6. Identify procedure to establish and track chain of custody of evidence:

2.14.6.1. Establish custody by marking with proper tags and securing or protecting.

2.14.6.2. Document all persons handling the evidence or property during recovery, removal, transport, storage, and release.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define evidence.

2. Define the types of evidence.

a. Documentary (written items)

b. Trace

c. Real

d. Circumstantial

e. Physical

f. Confessions

g. Photographic

3. Define the chain of custody.

4. Identify the minimum tests that an item of evidence must successful pass before admission to any criminal court (Rules of Evidence):

a. Legal relevance

b. Logical relevance

5. Methods used to initially identify evidence:

a. Personal observation

b. Discovery through a valid search warrant

6. Identify methods used for initially considering that an item may be evidence

7. Identify procedure to establish and track chain of custody of evidence:

a. Establish custody by marking with proper tags and securing or protecting.

b. Document all persons handling the evidence or property.

c. Document all persons handling the evidence or property during recovery, removal, transport, storage and release.

Performance Outcome 2.15.

Identify legal basis for use of force by a deputy.

Training Objective Related to 2.15.

1. Given a written exercise, identify elements of case law and statutory law pertaining to use of force by officers in the performance of duty.

Criteria: The trainee shall be tested on the following:

2.15.1. Preservation of life: Case law

2.15.2. Preservation of property

2.15.3. Enforcing regulations

2.15.4. Preventing escapes

2.15.5. Enforcing valid orders

Lesson Plan Guide: The lesson plan shall include the following:

Case law pertaining to use of force by deputies in the performance of duty.

1. Preservation of life:

a. Case law:

1. Graham v. Connor (applies rules of Constitutional amendment most closely associated with the status of the subject of force)

2. Tennessee v. Garner (applies the objective reasonableness test)

2. Preservation of property

3. Enforcing regulations

4. Preventing escapes

5. Enforcing valid orders

Performance Outcome 2.16.

Identify the circumstances under which a person is fingerprinted.

Training Objectives Relating to 2.16.

Given a written exercise:

1. Identify the circumstances under which a subject shall be fingerprinted.

2. Identify requirements related to fingerprinting juveniles.

Criteria: The trainee shall be tested on the following:

2.16.1. The circumstances under which a suspect should be fingerprinted:

2.16.1.1. Charged with a felony

2.16.1.2. Charged with a class I or class II misdemeanor

2.16.1.3. Convicted of the above

2.16.2. The statutory requirements related to fingerprinting juveniles:

2.16.2.1. Age

2.16.2.2. Type of crime

2.16.2.3. Suspect in certain types of crimes

2.16.2.4. Maintain juvenile fingerprint records separately from adult records

2.16.2.5. Destruction of juvenile fingerprint records

Lesson Plan Guide: The lesson plan shall include the following:

1. The circumstances under which a suspect shall be fingerprinted (§19.2-390):

a. Charged with a felony

b. Charged with a class I or class II misdemeanor

c. Convicted of a class I or class II misdemeanor (§19.2-74)

2. The requirements related to fingerprinting juveniles §16.1-299:

a. Age

b. Type of crime

c. Suspect in certain types of crimes

d. Maintain juvenile fingerprint records separately from adult records

e. Destruction of juvenile fingerprint records

Communication

Performance Outcome 3.1.

Interview a complainant, witness, victim or subject.

Training Objective Related to 3.1.

Given a written or practical exercise,

1. Identify factors to consider in conducting a subject interview.

2. Interview a complainant, a witness, or a victim.

Criteria: The trainee shall be tested on the following:

For a complainant, a witness, victim or subject:

3.1.1. Professional demeanor

3.1.2. Use of open-ended questions

3.1.3. Recording of information necessary to complete a report

Lesson Plan Guide: The lesson plan shall include the following:

For a complainant, a witness or a victim:

1. Professional demeanor

2. Use of open-ended questions

3. Information necessary to complete a report

4. Complainants and witnesses should be interviewed separately and early in the incident.

5. Statements are made under conditions that provide for no duress, threats, or promises.

6. The focus is on details that bring out the facts of the incident and build on these.

7. Complainants and witnesses are informed that they may be re-interviewed later for information that they may not remember at the moment or about information subsequently developed.

8. Complainants and witnesses are thanked for their information and/or assistance.

9. Identify when/if interview shifts from an interview to an interrogation or becomes accusatory.

Performance Outcome 3.2.

Calm emotionally upset individuals, and communicate an emergency message.

Training Objective Related to 3.2.

1. Given a practical exercise, use techniques of positive verbal skills and body language to talk with people who are emotionally upset in a manner to calm them, or to communicate an emergency message.

Criteria: The trainee shall be tested on the following:

3.2.1. Voice:

3.2.1.1. Volume

3.2.1.2. Tone

3.2.1.3. Control

3.2.2. Body stances

3.2.3. Suggest resources for the subject (pastors, counseling services, mental health, etc.)

3.2.4. Notify supervisor and follow-up if necessary.

3.2.5. Document all proceedings, if necessary and/or as agency policy and procedure require.

Lesson Plan Guide: The lesson plan shall include the following:

1. Facial expressions

2. Body stances

3. Eye contact

4. Voice:

a. Volume

b. Tone

c. Control

5. Language use

6. Suggest resources for the subject (chaplain, counseling services, mental health, etc.)

7. Notify supervisor and follow-up if necessary.

8. Document all proceedings, if necessary and/or as agency policy and procedure require.

Performance Outcome 3.3.

Use crisis communication techniques as appropriate (hostile/confrontational persons). Maintain calm and prevent a situation from becoming worse.

Training Objectives Related to 3.3.

1. Given a written or practical exercise, define negotiation, mediation, and arbitration and identify or demonstrate the steps of each conflict management technique.

Criteria: The trainee shall be tested on the following:

3.3.1. Evaluation of the conflict or crisis scene

3.3.2. Maintaining officer safety precautions

3.3.3. Use of calming language

3.3.3.1. Giving appropriate attention to hostile/confrontational person

3.3.3.2. Transitioning to conflict resolution methods

3.3.4. Definition of negotiation, mediation, and arbitration.

3.3.5. Identifying the steps involved in each type of the above conflict management techniques.

3.3.6. Negotiating, mediating or arbitrating the conflict or crisis situation

Lesson Plan Guide: The lesson plan shall include the following:

1. Evaluation of the conflict or crisis scene

2. Maintaining safety precautions

3. Use of calming language

a. Giving appropriate attention to hostile/confrontational person

b. Transitioning to conflict resolution methods

4. Definition of mediation, negotiation and arbitration.

a. Mediation is the process of using a neutral third party to serve as an intermediary or conciliator between persons or sides in order to bring about an agreement or resolve a dispute. The aim is to help disputants arrive at their own solution.

b. Negotiation is the process of conferring, discussing, or bargaining to reach an agreement.

c. Arbitration is the process of using a third party or parties to hear both sides of a dispute and make a decision regarding settlement of the dispute.

5. The steps involved in each type of the above conflict management techniques.

a. Mediation

1. Each person states his/her position briefly to the neutral third party (deputy). They do not speak to each other directly until the mediator directs them to do so.

2. The deputy elicits suggestions from the disputants as to how the problem may be solved. "There must be some way to solve this problem. Make a reasonable suggestion."

3. The deputy checks each proposed solution with the other disputant until there is acceptance or compromise.

4. The deputy should avoid criticizing offered solutions, even if he/she doesn't agree.

5. The deputy summarizes the agreement that is reached.

6. The deputy encourages the disputants to act on the solution and leaves.

b. Negotiation – defined as parties involved in exchanging information to gain a benefit or resolve a dispute, crisis, etc. Should be used when mediation fails.

1. Each person states his/her position briefly.

2. Negotiator (deputy) offers possible compromises to the disputants in a neutral, non-defensive way.

3. When compromise is reached, the deputy summarizes the agreement for the parties involved and leaves.

c. Arbitration – defined as a third party who determines the solution to a dispute and imposes that solution on all parties involved.

1. This is a last resort technique.

2. Here the deputy imposes a solution on the disputants based on knowledge of the subject matter and policies of the sheriff's office related to the type of dispute they are having.

a. The deputy identifies the solution that will resolve the dispute at hand.

b. The deputy presents the options and consequences for not agreeing to resolve the dispute as directed.

c. The deputy communicates his/her responsibility as a deputy if the disputants do not follow directions.

d. The deputy relates any applicable laws and/or policies and consequences of continued acts that break either of these.

e. The deputy explains clearly that the parties must comply with the law or polices or suffer the consequences.

d. Referral - this can be combined with any of the other techniques. The deputy identifies services that may be able to help the disputants (counseling, chaplain, etc.).

6. Negotiating, mediating, or arbitrating the conflict or crisis situation

a. Identify that no physical violence has taken place. If physical violence has taken place, follow policy and procedures for the type of crime committed.

b. Maintain all safety precautions. Back up arriving on scene must not disrupt efforts of first deputy, but should take direction and support the first deputy. Primary goal is to keep the peace and not let parties become physically violent.

c. Diffuse the situation by separating the parties and explaining that you need to know the facts relating to the dispute. Each person will have a chance to speak, but you will set the rules for talking. (This is part of mediation.) They will be stating their positions but doing it through you. You will follow the steps outlined for mediation.

d. If you perceive the parties are too agitated, take each to a different area (the first deputy and a backup officer need to work together to do this). This will be a negotiation.

e. Each officer must listen carefully to the explanation by each party separately to identify what their common interest is. Ask them to identify some alternatives to which both might agree. Deputies should confer before reuniting the parties.

f. Bring the parties back together to discuss alternatives that may resolve the dispute. They must come to an agreement on the alternative for resolving their dispute. You will summarize this and tell them they will be observed for complying with this choice.

g. Recognize when mediation or negotiation conflict management techniques will not produce the desired result. Serve as an arbitrator in this case and make the decision for the parties following agency policy for uncooperative subjects.

h. If conflict management techniques are producing the desired result, advise the parties they can return to their normal routine.

Performance Outcome 3.4.

Write reports.

Training Objective Related to 3.4.

1. Given a practical exercise depicting an incident, write a report.

Criteria: The trainee shall be tested on the following:

3.4.1. Type of offense (What)

3.4.2. Subject(s) information and description (Who)

3.4.3. Victim(s) information and description (Who)

3.4.4. Date/time of incident/ location (When and where)

3.4.5. Circumstances surrounding the incident (What and How)

3.4.6. Complainant/reporting party information (What and Why)

3.4.7. Witness(es) information (What and Why)

3.4.8. Action taken.

Lesson Plan Guide: The lesson plan shall include the following:

1. Types of reports used by a sheriff's office:

a. Logs

b. Forms

c. Incident reports

d. Memoranda

e. Letters

2. Write an incident report to include the following:

a. Basic data:

1. Name(s)

2. Complete address

3. Date/time of day

b. Proper use of grammar

c. Accurate statements of facts to include quotes.

d. Complete and detailed representation of facts

e. Impartial, clear and concise language

3. Review the report to verify that answers to the questions who, what, where, when, why and how are included in the report.

Instructor Note: Emphasize to class that <u>all</u> written reports may be subpoenaed to court. It is critical to document in writing all factors related to an incident and present these in a professional manner that anyone may read and understand.

<u>Performance Outcome 3. 5.</u>

Prepare for court testimony and testify in court; in a legal and an administrative proceeding; before grand juries; in criminal trials; in evidence suppression hearings; and at probable cause hearings.

Training Objective Related to 3.5.

1. Given a written exercise, identify basic steps an officer should take to prepare for court testimony.

2. Given a practical exercise, prepare for and demonstrate courtroom testimony.

Criteria: The trainee shall be tested on the following:

3.5.1. Preparation for court testimony in general:

3.5.1.1. Review notes and reports

3.5.1.2. Consult Commonwealth or City Attorney if necessary

3.5.1.3. Review physical evidence and lab results

3.5.1.4. Ensure professional appearance

3.5.1.5. Formulate and articulate the facts of an assault court case

3.5.2. Preparation for testimony at a probable cause hearing:

3.5.2.1. Officer appears before a judge, magistrate or clerk of the court

3.5.2.2. Officer identifies suspect

3.5.2.3. Officer describes facts and circumstances that lead one to believe that a crime has been committed and the person named is the perpetrator and provides this information on an accurately completed affidavit

3.5.2.4. Officer swears or affirms to the accuracy of the statement before the judge, magistrate, or clerk of the court

3.5.3. Demonstrate courtroom testimony.

Lesson Plan Guide: The lesson plan shall include the following:

Related to general court testimony:

1. Knowledge of law relating to testimony, probable cause and arrest.

2. Knowledge of facts of the case (confer with prosecutor as needed)

3. Review written notes and reports

a. Deputy may not read notes into court testimony, but only refer to them

b. Time between an incident/offense and court reduces the accuracy of memory

c. Accurate presentation of evidence in court is critical for convictions

4. Review physical evidence and lab results

5. Prepare mentally (present facts not make judgments)

6. Prepare to use calm and professional demeanor

7. Prepare to use good English skills

8. Be aware of body language

9. Use clear and calm voice tone in speech

10. Be truthful, accurate and objective in testimony

Related to probable cause hearings:

1. Knowledge of law relating to probable cause

a. Definition

b. Who can issue a warrant:

1. Magistrate

2. Judge

3. Clerk of the court

c. Elements of probable cause:

1. Physical evidence

2. Witness testimony

3. Close proximity

4. Possession of a stolen item

5. Time between event and apprehension or recovery of property

6. Admission/confession/incriminating statements

2. Knowledge of Virginia Code §19.2-72

3. Knowledge of facts of the case:

a. Date and time of the incident

b. Articulate facts supporting probable cause that an offense was committed

4. Written notes (reference only)

5. Prepare mentally (testify to the probable cause, do not demand a warrant)

6. Prepare to use calm and professional demeanor

7. Prepare to use good English skills

8. Be aware of body language

9. Use clear and calm voice tone in speech

10. Be truthful, accurate and objective in testimony

11. Provide accurate and complete affidavit to conclude testimony

Performance Outcome 3.6.

Verbally communicate with people with different levels of understanding.

Training Objective Related to 3.6.

1. Given a practical exercise, verbally communicate with people with awareness of different levels of understanding.

Criteria: The trainee shall be tested on the following:

3.6.1. Identify audiences that may need the officer to adjust manner of communication.

3.6.2. Identify adjustments that may be needed when communicating with various audiences.

3.6.2.1. Persons under the influence of alcohol or drugs

3.6.2.2. Culturally diverse people

3.6.2.3. Persons with mental disabilities

3.6.2.4. Person's suffering from dementia including Alzheimer's Disease

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify reasons to consistently use professional language and plain speaking.

2. Identify audiences that may need the officer to adjust manner of communication:

a. Juveniles of various ages

1. Ways to respond to questions with age appropriate answers:

a. Be honest but use language the juvenile is most likely to comprehend

b. Emphasize the positive in whatever the juvenile is discussing, if possible

b. Generational differences (person in a generation different from the deputy)

c. Culturally diverse people

1. Determine language person speaks, if not English (if possible); obtain services of an interpreter, if possible.

2. Choose a quiet environment or setting to speak, if possible.

3. Use a variety of terms to determine what the recipient may understand, then choose the terms most easily understood; do **NOT** use derogatory terms or language.

4. Choose a rate of speech helpful to the recipient.

5. Use body language or gestures that enhance verbal communication.

6. Pronounce words clearly and accurately.

7. Encourage recipient to ask questions for clarification.

d. Educated people

e. Uneducated people

f. Mentally disabled people

g. Emotionally upset people

h. Physically disabled or elderly person with mobility problem

1. Ask if you may be of assistance

2. Ask the person the best way to assist them (if appropriate)

3. Be aware of hearing impairments

i. Homeless people

3. Identify adjustments that may be needed when communicating with various audiences.

a. Voice tone

b. Language use/simplification

c. Body stances/gestures

d. Cultural awareness:

1. Identify the variety of cultures living in jurisdiction.

*2. I*dentify particular considerations of these cultures with which to be familiar that may be helpful in conducting an interview of a citizen.

3. Identify resources to assist with language translation for the variety of cultures in the jurisdiction.

e. Facial expressions

f. Eye contact

g. Local customs

4. Identify conversation that helps to promote the positive services of the sheriff's office.

5. Specific audiences that may require a deputy to adjust manner of communication.

a. Persons who are intellectually challenged

b. Persons with mental illness or other mental disability

c. Persons suffering from dementia including Alzheimer's Disease (AD).

1. Identify physical, mental, behavioral symptoms and consequences of AD.

2. Identify situations where a person with AD may be encountered.

3. Identify specific intervention techniques for managing the person with AD.

4. Identify potential resources that assist in responding to persons with AD or dementia: Alzheimer's Association, Safe Return Program, Project Lifesaver.

6. Cultural awareness knowledge that may assist in adjusting communication with audiences.

a. Define culture and cultural groupings.

b. Define ethnicity and ethnic groups.

c. Identify the variety of cultures living in jurisdiction.

d. Identify the variety of cultures whose members may visit or travel through the jurisdiction.

e. Define ethnocentrism.

f. Define stereotype.

g. Identify the particular considerations of the cultures with which it will help a deputy to be familiar in order to conduct an interview.

h. Identify resources to assist with language translation for the variety of cultures in the jurisdiction.

Performance Outcome 3.7.

Manage stress professionally.

Training Objective Related to 3.7.

1. Given a written or practical exercise, identify or demonstrate the necessary skills and techniques to respond to stressful situations professionally.

Criteria: The trainee shall be tested on the following:

3.7.1. Define crisis, victim and stress.

3.7.2. Identify three stages of stress reactions.

3.7.3. Identify common characteristics of stress.

3.7.4. Identify methods of handling stress.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define crisis, victim and stress.

a. Crisis – a crisis is a decisive or crucial time, stage or event that represents a turning point in the course of anything.

b. Victim – a person who is harmed by or suffers a loss through some act, condition or circumstance.

c. Stress is the body's non-specific response to any demand placed on it. (Hans Seyle, M.D.)

Individuals should learn as much as possible about their individual reactions to stress as this will provide the basis for enhancing their ability to manage their stress. What are some non-specific responses that your body gives in reaction to demands you place on it?

2. Coping with crisis (stress reactions)

a. Five general coping behaviors:

1. Cognitive strategies (thinking ahead, or pre-planning how you would act if faced with a certain situation)

2. Verbal strategies (talking your way out of a situation)

3. Physical strategies (fight or flight)

4. Psychological defense (fight or flight)

5. Physiological reaction (numerous possibilities – crying, red face, clenched teeth or fists, etc.)

b. Six observable coping strategies exhibited by victims:

1. High anxiety (emotional state at crisis impact)

2. Denial (can't believe it's happening)

3. Anger (upset because they did not deserve this)

4. Remorse (feeling of guilt. . .could have possibly prevented it "if only I had not. . .")

5. Grief (abject sadness, helplessness, and hopelessness felt by victim)

6. Reconciliation – After working through grief the desire to "put it behind" and go on with life.

3. Identify three stages of stress reactions.

a. The alarm stage: This occurs when the body reacts to the stressor with a physical reaction. These include the following:

1. Increased breathing rate

2. Increased heart rate

3. Increased metabolism rate

4. Increased oxygen in the blood

5. Increased sugar in the blood

6. Increased serum lipids

7. Increased serum cholesterol

8. Increased blood flow to the muscles

9. Increased clotting mechanism of the blood

10. Decreased digestion

11. Decreased inflammatory response

12. Decreased immune response

b. The resistance stage: This occurs after the stressor is gone and the body works to repair the damage caused by stress.

c. The exhaustion stage: This occurs when stressors are prolonged and the body remains in an alarm stage condition with no time to repair itself exhaustion sets in.

4. Identify common characteristics of stress.

a. Mental or physical tension

b. Sense of pressure or urgency

5. Identify methods of handling stress.

a. Physical activity helps to manage stress. Keeping your body in good shape as a general rule gives you confidence in your physical skills and assists with mental alertness. Simple exercises to relieve muscles that may tense up from working long periods in certain positions are also helpful. Shoulder rolls, head rolls, standing, stretching, arm circles, etc., can be done periodically throughout the day to help provide some physical relief. This, in turn, helps to manage stress.

b. Communicate with co-workers or loved ones about the stress of a work day. Just be sure not to break confidentiality of information when doing so. Giving and receiving support through sharing stressful feelings helps in managing stress.

c. Recognize limits. If a situation at work is beyond your control and cannot be changed, learn to accept this.

d. Take care of yourself. Eat and sleep properly. Good nutrition and proper rest are important factors for everyone in managing stress. Lack of proper nutrition affects mental capability. Lack of proper rest may quickly make a person less tolerant of situations that otherwise would be manageable.

e. Have fun. Time for things you enjoy doing is important for relaxation and helping to keep a balanced outlook. Without this, you may react much more negatively to calls for service than is appropriate.

f. Breathe. Taking slow, deep breaths periodically can both help you relax and help keep you calm in a crisis situation. Use this breathing technique to aid your mental focus.

g. Cry. When a situation has deeply affected you, tears provide a good release for anxiety. When you have shed these, you will be better able to cope.

h. Use mental imagery. You can create a special, quiet place in your mind that will help you manage stress. You can go there even when you are working and use that imagery to help you get through a difficult caller or situation.

i. Avoid self-medication. Avoid drugs in general, but if you are taking any prescription drugs, follow the directions and do not take extras. Drugs, even non-prescription ones, can be habit forming and create more stress than they relieve.

j. Be positive. Focus on the good things about the world, life, and people. Negative thinking may result in negative talking and negative feelings that simply are not healthy for you, your co-workers, and your workplace. When there are differences, work in a proactive manner to resolve these.

k. Use positive self-talk. Think good thoughts about yourself. Give yourself a pat on the back when you've done something good. Positive thinking is one of the best tools you can use that will ultimately help you manage stress productively.

6. Identify resources that may be available to staff to help manage stress:

a. Doctors

b. Faith base services

c. Community Services Board

d. Support services

Civil Process

Performance Outcome 4.1.

Serve civil process and/or make proper return.

Training Objective Related to 4.1.

1. Given a written and/or practical exercise, identify different types of civil process, the proper service of each, the required return of service, and officer safety procedures.

Criteria: The trainee shall be tested on the following:

4.1.1. Define civil process.

4.1.2. Define the purpose of civil process.

4.1.3. Identify who may legally serve civil process.

4.1.4. Identify the daily procedure for obtaining civil process papers from the courts.

4.1.5. Identify other sources from which a Sheriff may receive civil papers for service.

4.1.6. Identify days on which civil process papers may not legally be served.

4.1.7. Identify officer safety procedures to utilize in serving civil process.

4.1.8. Identify persons exempt from civil process service.

4.1.9. Identify the three (3) ways service upon a natural person may be accomplished.

4.1.10.Define the following legal papers:

4.1.10.1. Attachment

4.1.10.2. Subpoena for the production of documents/Subpoena Duces Tecum

4.1.10.3. Distress warrant

4.1.10.4. Garnishment

4.1.10.5. Motion for judgment

4.1.10.6. Notice for motion for judgment (distinguish between general district court and circuit court versions)

4.1.10.7. Protective Order

4.1.10.8. Show Cause Summons

4.1.10.9. Summons for Unlawful Detainer

4.1.10.10. Summons to Answer Interrogatories (general district court; circuit court to be covered in OJT)

4.1.10.11. Warrant in Debt

4.1.10.12. Warrant in Detinue

4.1.10.13. Witness Subpoena

4.1.10.14. Writ of Fieri Facias

4.1.10.15. Writ of Possession in Unlawful Detainer

4.1.10.16. Writ of Possession and Fieri Facias in Detinue

4.1.11. Identify types of process requiring personal service.

4.1.12. Identify time period for return after process is served.

4.1.13. Identify the period of time permitted by law for the execution of the following papers:

4.1.13.1. Attachment

4.1.13.2. Distress warrant

4.1.13.3. Garnishment summons

4.1.13.4. Writ of fieri facias

4.1.13.5. Writ of possession in Unlawful Detainer

4.1.13.6. Writ of possession and Fieri Facias in Detinue

4.1.14. Define the information that must be included on a return of process by the Deputy.

4.1.15. Identify the penalty for failing to make a return or making an improper return.

Lesson Plan Guide: The lesson plan shall include the following:

1. Definition of civil process. Civil process is the method by which citizens may seek a legal action from the courts for an activity in which they are somehow involved. Process is also a means whereby a court enforces obedience to its orders. Process is termed:

a. Original, when it is intended to compel the appearance of the defendant.

b. Mesne, when issued pending suit to secure the attendance of jurors and witnesses.

c. Final, when issued to enforce execution of a judgment.

2. Purpose of civil process:

a. To provide timely notice to person(s) or legal entities of pending legal action in which they are somehow involved.

b. To serve notice of the pending legal action in accordance with the law as it pertains to the particular legal document required by the specific legal action.

3. Who may legally serve civil process:

a. Any Sheriff or Deputy Sheriff

b. Any person eighteen (18) years of age or older who is not a party to, and has no interest in the controversy may serve civil process. (§8.01-293)

c. Police and High Constable and Treasurer

4. Procedure for obtaining civil process papers from the courts daily:

a. Every court served by a Sheriff's office must be contacted daily to determine if there are any civil process papers to be served.

b. Contact by telephone is permissible but should be made only with a regular employee of the clerk of the courts office. (§8.01-294)

5. Identify other sources from which a Sheriff may receive civil process papers for service. Civil process papers may come from any court in the Commonwealth and may be directed to any Sheriff of, and executed in any county, city or town in the Commonwealth. (§8.01-292) Any civil papers that come to the hand of the sheriff in a lawful manner shall be served in accordance with Title 15.2.

6. Identify days on which civil process may not be legally served (§2.2-3301; 8.01-289).

7. Identify officer safety procedures to utilize in the service of process:

a. Identify potential safety concerns through clues that may be present on papers to serve. (ex. Vicious dog suit, violent divorce action)

b. Identify possible need for backup if you suspect service may generate high emotions or violence. (ex. Removing child from home, domestic, evictions)

c. Identify steps to be taken prior to service:

1. Park vehicle for easy access, cover, or escape (if necessary).

2. Prior to exiting vehicle at the scene, carefully scan the area to check for any threats or hazards to your safety.

3. Notify with the dispatcher giving location in cases where you expect problems.

4. Focus on the house and curtilage as you approach the residence paying particular attention to the doorways and windows and others persons.

5. Carry the process somewhere that it cannot be seen from the residence and it will not interfere with your hands.

6. When you reach the door do not stand directly in front of the door or in front of any windows. Stand by the frame of the door on the doorknob side. If possible keep the windows around or in the door under constant surveillance and listen for noises coming from inside the residence.

7. When the door is opened be ready to evade or counter any threat that may present itself.

8. Always be alert and expect the unexpected.

8. Identify persons exempt from civil process service. (§8.01-327.2)

9. Identify three (3) ways that service upon a natural person may be accomplished:

a. Personal service: Actual handing of the process paper to the person named therein. If a person refuses to accept service, the process paper may be dropped at his feet and the officer's return of service will indicate that personal service was made and reflect such service.

b. Substitute service on a family member: The Deputy must ensure that the person served is:

*1***.** A member of the family (husband, wife, parent, child, brother, or sister)

2. A regular member of the household sixteen (16) years of age or older

3. Explained the nature of the civil process papers being served

4. The person served must live at the address where service is made

c. Posting on the door: Attach the civil process papers to a door that appears to be the normal entry of the abode of the person named in the process:

1. Use methods that do not cause damage to the door such as a hanging paper or plastic bag or a rubber band to attach the civil process papers to the door.

2. The date of posting and manner in which it was served should be noted on the process posted and on the return of service.

10. Define the following legal papers and their purpose:

a. Attachment

b. Subpoena for the Production of Documents/Subpoena Duces Tecum

c. Distress Warrant

d. Garnishment

e. Motion for Judgment

f. Notice of Motion for Judgment (distinguish between general district court and circuit court versions)

g. Protective Order

h. Show Cause Summons

i. Summons for Unlawful Detainer

j. Summons to Answer Interrogatories

k. Warrant in Debt

l. Witness Subpoena

m. Writ of Possession in Unlawful Detainer

n. Writ of Fieri Facias

o. Writ of Possession and Fieri Facias in Detinue

11. Identify types of process requiring personal service:

a. Out of state process

b. Capias

c. Show Cause Order (generally) not required as personal service in COV

d. Protective Order

e. Injunctions

f. Attachment Summons on Co-defendant (business)

g. Garnishment Summons on Co-defendant (business)

h. Process for any person who is a party to the suit being served at a place of business/employment

i. Officer (or management personnel) of the corporation when the corporation is the defendant

j. Registered agent of a corporation

k. Partner (when an action is against the partnership)

l. Officers and agent of unincorporated orders, associations and common carrier

12. Identify time period for return of service after process is served. Return of service must be made to the court no more than 72 hours after service is completed. (§8.01-294)

13. Identify the time period permitted by law for the execution of civil process for the following papers:

a. Attachment – 30 days from date of issuance. (§8.01-541, 8.01-559)

b. Distress warrant – 90 days from date of issuance. (§55-237)

c. Garnishment summons – 90 days to the issuing court, whether the court be general district or circuit (§8.01-514), 180 days for wage garnishments

d. Summons for unlawful detainer – 10 days before the return date. (§8.01-126)

e. Indemnifying bonds – 21 days to the circuit court with jurisdiction over the location in which the property resides. (§8.01-368)

f. Writ of Fieri Facias – 90 days to the court from which it was issued. (§16.1-99), 180 days for wage garnishments

g. Writ of possession and Fieri Facias in detinue – 90 days from the date of issuance to the court from which it was issued.

h. Writ of possession in unlawful detainer – 30 days from date of issuance.

i. Sales – sale made under any order, warrant or process, and no particular time for return is designated, return shall be made forthwith. (§8.01-499)

14. Define information that must be included on a deputy's return of process: **IDENTIFY**

a. That the process was served

b. That the service was in accordance with the law and court procedure (§8.01-325)

c. That the return was executed by the deputy sheriff who served the process and is noted on the original copy of the process

d. The Deputy must sign his name and the Sheriff's name to the return

e. The date and time service was made must be noted

f. The manner of service, personal or substitute, must be indicated

g. The return must include the following when substitute service is made:

1. The person named in the process was not at his regular place of abode.

2. The person served was at the regular place of abode and was not a temporary visitor or guest.

3. The relationship to the person named as a recipient on the process.

4. That the person served was sixteen (16) years of age or older.

5. That the nature of the process was explained to the person on whom it was served.

6. When substituted service is effected by posting or left with a member of the family, the original and the copy left should bear a notation as to the date and manner in which it was served. (§8.01-296, §8.01-325)

15. Penalty for failing to make a return or making an improper return. The officer may be subject to a fine, having a judgment rendered against him, or other penalty. (§16.1-101)

Performance Outcome 4.2.

Halt civil process proceedings due to bankruptcy.

Training Objective Related to 4.2.

1. Given a written and/or oral exercise, identify the procedure for halting civil process proceedings due to bankruptcy.

Criteria: The trainee shall be tested on the following:

4.2.1. Define bankruptcy.

4.2.2. Identify who may file bankruptcy.

4.2.3. Identify the four (4) different types of bankruptcy.

4.2.4. Identify debts that are not affected by bankruptcy.

4.2.5. Identify the procedure for an officer to follow when serving civil process and the debtor advises that he has filed for bankruptcy.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define bankruptcy. Bankruptcy is a proceeding under federal law in which a person or business declares themselves unable to meet existing obligations and:

a. Petitions the bankruptcy court to take what assets they have and distribute them among creditors and then cancel any unsatisfied portion of those obligations. (Chapter 7)

b. Petitions the court to allow them time to reorganize in the prospect of being able to meet their obligation in a reasonable period, but be excused from making payments of those obligations during the reorganization time frame. (Chapter 13 and 11)

2. Who may file bankruptcy:

a. Any person or business that resides in, does business in, or has property in this country may file bankruptcy.

3. The four types of bankruptcy:

a. Chapter 7 pertains to a personal debtor

b. Chapter 11 pertains to a business

c. Chapter 13 is similar to Chapter 11 but involves personal reorganization as opposed to business reorganization

d. Chapter 12 is utilized by farmers, primarily in rural areas and the Midwest

4. Debts not affected by bankruptcy:

a. Fines against debtor for criminal action

b. Alimony payments

c. Maintenance or support payments, school loans, debts obtained through fraudulent acts and taxes

5. Procedure for halting proceedings due to bankruptcy:

a. Bankruptcy supersedes civil claims against a debtor since it is a federal action.

b. Mere filing for bankruptcy is not an automatic guarantee that the debtor's petition will be accepted by the court.

c. Sheriff should ask to see the debtor's claim of debtor acceptance by the Federal Bankruptcy Court.

d. If the debtor is unable to provide appropriate documentation, the Sheriff should:

1. Seek immediate legal counsel with the Commonwealth, City or County.

2. Serve the process or make the levy to protect the plaintiff's interest in the civil action, then seek immediate legal counsel.

Performance Outcome 4.3.

Notify jurors for potential jury service when assigned.

Training Objective Related to 4.3.

1. Given a written and/or oral exercise, identify the steps related to juror notification.

Criteria: The trainee shall be tested on the following:

4.3.1. Summoning a juror:

4.3.1.1. Regular jury summons

4.3.1.2. Grand jury summons

4.3.2. Excusing a juror from service

4.3.3. Notification to jurors regarding rescheduling/cancellation of trials after having been summoned for a particular term

Lesson Plan Guide: The lesson plan shall include the following:

1. Summoning a juror:

a. A potential juror is summoned using the rules of service of process upon natural persons.

b. A potential juror is served at the place of employment.

c. A potential juror is served by leaving a copy of the summons with the person in charge at the potential juror's place of employment.

d. A potential juror is served by mailing a copy of the summons to the juror at least 7 days prior to the date the juror must appear. (§8.01-298)

e. Grand jury summonses.

2. Excusing a juror from service:

a. No sheriff or any of his personnel may lawfully excuse a juror.

b. Potential jurors must contact the court if they feel they have a lawful basis for dismissal from jury service.

c. Only the judge may lawfully excuse a potential juror.

3. Notification to jurors of rescheduling/cancellation of trials after having been summoned for a particular trial. Once initially summoned, jurors may be notified by telephone of rescheduling/cancellation of trials:

a. Juror questions regarding term of service, where to report, date and time to report, proper attire, and who to contact in case of an emergency should be answered.

b. Jurors should be advised regarding any hotline numbers the court may utilize that they may call to check on the cancellation or rescheduling of trials.

Performance Outcome 4.4.

Execute levies.

Training Objective Related to 4.4.

1. Given a written or practical exercise, identify the steps involved in executing a levy.

Criteria: The trainee shall be tested on the following:

4.4.1. Define levy.

4.4.2. Define Writ of Fieri Facias.

4.4.3. Identify the steps to be taken by a deputy when a Writ of Fieri Facias is received.

4.4.4. Identify the steps to be taken by a deputy when several Writs are received on the same day.

4.4.5. Identify what property may be levied and/or seized under a Writ of Fieri Facias and when this must be done.

4.4.6. Identify types of bonds.

4.4.7. Identify methods to determine the value of property to be levied.

4.4.8. Perform basic math functions to determine total amount of property to be levied in a case scenario.

4.4.9. Identify the steps involved for a Sheriff's sale.

4.4.10. Identify information to be gathered related to animals on the premises prior to a levy.

4.4.11. Identify information to communicate to the defendant during and following a levy.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define a levy - A levy is the act of a sheriff in subjecting a property to the satisfaction of a court judgment.

2. Define a Writ of Fieri Facias - A Writ of Fieri Facias is a legal document issued by the court that commands the deputy to make money out of the goods and chattels of the person against whom the judgment has been rendered. (§8.01-474)

3. Identify the steps to be taken by the deputy when a Writ of Fieri Facias is received:

a. Endorse on each Writ of Fieri Facias the date and time it was received.

b. Note the date and time the tangible personal property of each debtor has been levied.

c. Leave a copy of the Writ where the levy was made on each judgment debtor or other responsible person at the premises. If no such person is present, the Writ shall be posted on the front door of such premises. (§8.01-487.1)

4. Identify the steps to be taken when several Writs are received on the same day:

a. That which was first delivered to the deputy, though two or more shall be received on the same day, shall be first levied and satisfied and

b. When several such executions are delivered to the deputy at the same time they shall be satisfied ratably. (§8.01-488)

5. Ensure officer safety when entering a premise to conduct a levy or seize property under a Writ of Fieri Facias:

a. Do not hesitate to call for backup.

b. Inform dispatch of your location and situation.

c. Request assistance from animal control authorities when the situation warrants.

6. Identify what property may be levied on or seized under a Writ of Fieri Facias:

a. Current money and bank notes.

b. Goods and chattel of the judgment debtor, except those exempt under Title 34-26 and Title 34-4. (Reference Poor Debtor's Act and the Homestead Act).

7. Identify when property may be seized under a Writ of Fieri Facias.

8. Bond issues:

a. A deputy seizing property in the course of a legal action may require that the party initiating the action provide a bond sufficient to protect the deputy (and the interest of all other parties in the action) against all costs and claims that may result from the seizure. §8.01-367.

b. Identify the plaintiff's responsibility to obtain bond that must be double the amount of the levy.

c. Forthcoming bond: also known as defendant's bond. This is a bond posted by the defendant.

d. Suspending bond: also known as a 3rd party bond. This is a bond that covers any 3rd party's interest in the case.

9. Determine the value of property to be levied:

a. The deputy is to make every effort to value property at fair market value and may use the following resources to assist in this:

1. National Automobile Dealers Association (NADA) Books (for vehicles and boats)

2. American Insurance Association

3. Personal Property Tax Records

4. Pawn Shop Blue Books

5. Replacement cost estimates

6. Appraisal lists by experts

7. Insurance adjusters

b. The deputy is under the obligation to levy sufficient property of debtor to reach the amount of the judgment or make notation that the amount of the property is insufficient to reach the judgment.

c. The deputy in no case shall make an unreasonable levy.

10. The deputy shall perform basic math functions that demonstrate knowledge of how to determine the total amount of property to be levied:

a. The deputy must be able to use basic math skills to compute payoff amounts and figure interest on levies.

b. In a case scenario, the deputy shall demonstrate the ability to figure partial year interest by division and multiplication to achieve daily rates and then figure interest for a set amount of days.

11. Identify the steps for a Sheriff's sale:

a. Deputy shall fix date, time and place for sale.

b. Deputy shall post notice at least 10 days before the date of the sale at some place near the residence of the owner of the property and two or more public places in the city or county official places of business. (§8.01-492)

c. Sale shall be to the highest bidder for cash.

d. Sale may be adjourned from day to day if not completed on set day. (§8.01-493)

e. Any surplus monies remaining after satisfying the execution, such surplus shall be repaid to the debtor. (§8.01-495 and 8.01-373)

f. Deputy handling the sale must make return (accounting thereof) forthwith to the clerk of the court. (§8.01-499)

Instructor Note: Advise trainees that employees of a city, town or county may not bid on nor purchase items at a sheriff's sale of the city, town, or county of which they are an employee. Class 1 misdemeanor. (§8.01-498)

Performance Outcome 4.5.

Serve eviction notices.

Training Objective Related to 4.5.

1. Given a written and/or practical exercise, identify the types of notice given an evictee and the method of service.

Criteria: The trainee shall be tested on the following:

4.5.1. Define a 5-day/30-day Notice and identify methods of service.

4.5.2. Define a Summons for Unlawful Detainer.

4.5.3. Define a Writ of Possession in Unlawful Detainer.

4.5.4. Identify Sheriff's obligation to give notice to the tenant.

4.5.5.Identify Sheriff's obligation to coordinate the eviction with the landlord before the eviction is scheduled.

4.5.6. Deputy safety considerations:

4.5.6.1. Importance of gathering information prior to eviction

4.5.6.2. Use of available backup deputies

4.6.6.3. Interagency communications

4.5.6.4. Command presence

4.5.6.5. Communication skills to minimize antagonistic responses

4.5.6.6. Appropriate escalation/de-escalation regarding use of force

4.5.6.7. Use of restraint procedures if necessary

4.5.6.8. Effecting an arrest if necessary

Lesson Plan Guide: The lesson plan shall include the following:

1. Five-day/30-day notice:

a. Five-day notice is a notice that is given to tenants when the rent is in arrears. A five-day notice is not prepared by the court, but either by the landlord or his attorney:

1. A five-day notice may be served upon the tenant by the Sheriff, presented to the tenant by the landlord, or mailed to the tenant by the landlord by registered or certified mail.

2. Service of a five-day notice is in accordance with the rules for service of process on a natural person if served by the Sheriff.

3. A copy of the notice should be served on all defendants involved.

4. Sheriff makes his return on the original copy and gives it to either the landlord or his attorney.

b. A 30-day Notice starts the official eviction process due to a breach of some condition of the lease.

2. Summons for Unlawful Detainer - This is an action taken by the court to summon the defendant (tenant) to appear in court for a hearing:

a. This summons covers the legal process for any situation in which the house, land or tenement is unlawfully detained by the person(s) in possession thereof.

b. The summons may be issued by the judge, magistrate or clerk.

c. The tenant has a right to appeal within ten days the judgment of the district court.

3. Writ of Possession in Unlawful Detainer - This Writ is an after judgment action from the court:

a. The Writ gives the Sheriff the authority to remove the tenant and his belongings from the premises, restoring possession of the premises to the landlord.

b. The tenant has a right to appeal within ten days the judgment of the district court. If tenant has been delinquent more than once in a year, the landlord may ask for immediate possession.

4. Notice to Tenant - The Sheriff must give written notice to the tenant as to the date and time of the eviction at least 72 hours before the eviction is to take place:

a. This notice is prepared by the Sheriff; it is not furnished by the court.

b. Three - five days notice is deemed sufficient, but is in accordance with the code of Virginia §8.01-470 or 471.

c. The date and time may be reset by the Sheriff due to inclement weather or other unforeseen circumstance.

5. Coordination with the Landlord:

a. The Sheriff must coordinate the eviction with the landlord to ensure the landlord is prepared to remove the tenants' possessions from the premises if necessary.

b. The Sheriff may cancel the eviction if the landlord fails to make such preparations or otherwise comply with the conditions imposed regarding the eviction.

6. Deputy safety considerations:

a. Importance of gathering information prior to eviction:

1. Check for information regarding a prior history of violence at the residence or if outstanding warrants are on file:

a. Ask other deputies and check with 9-1-1 communications to see if residence has been flagged for disturbances.

b. Ask if landlord has made any complaint regarding violence.

2. Identify any and all subjects that may be a party to the eviction.

3. Ask if the tenants have made any threats prior to the eviction.

4. Identify if there are any known animals on the premises prior to the eviction and determine if there is a need to request assistance from local animal control authorities (check department policy).

b. Use of available backup deputy(s), If needed, request backup deputies to assist in proportion to the level of threat determined by the information gathered.

c. Interagency communication:

1. Advise your agency regarding the exact location of the residence and the type of order the deputy is executing.

2. Advise 9-1-1 communications if the level of threat is high and request frequent deputy safety checks after arrival at the residence.

d. Command presence: Most citizens recognize the authority of the uniform and badge and will follow the instructions of the deputy that are delivered in a straightforward, no-nonsense manner that is professional and courteous.

e. Communication skills that minimize antagonistic responses: Some people will use vulgar language to a deputy. Vulgar language may be used as a defense by the person using it to try and retain some sense of ownership in a situation that is probably breaking them down. It may also be used to try and provoke a deputy into a physical confrontation. **DO NOT ALLOW ANOTHER PERSON'S LANGUAGE TO PROVOKE YOU.** Keep control of your voice level and tone. You may respond with a phrase such as "This type of situation isn't easy for anyone, but you need to follow my instructions to vacate this property." Repeat instructions in a controlled, professional manner.

f. Appropriate escalation/de-escalation regarding use of force: If verbal attempts to calm people and direct them regarding the eviction do not work, the deputy may be physically assaulted. Should a person physically assault a deputy in any manner, use any appropriate defensive tactics moves to protect yourself and/or assist another deputy being assaulted:

1. De-escalate the situation as quickly as possible using restraint procedures.

2. Determine if there are any weapons on the premises and secure same until the conclusion of the execution of process.

g. Restraint procedures: Depending on the situation, the deputy may physically restrain a person until the person calms down and agrees to behave appropriately or may have to handcuff a person to restrain him or her. Individuals may need to be separated so that order may be restored. Individuals may need to be physically removed from the premises for the eviction to proceed.

h. Effecting an arrest: Should an individual fail to comply with the instructions of the deputy or engage in unlawful behavior, the deputy may arrest the individual following all procedures for an arrest without a warrant.

Instructor Note: Advise trainees to identify agency policy and procedures for eviction when an outstanding warrant exists.

Performance Outcome 4.6.

Oversee removal of physical property of evictee from premises.

Training Objective Related to 4.6.

1. Given a written and/or oral exercise, identify factors to consider in overseeing removal of physical property of evictee from premises.

Criteria: The trainee shall be tested on the following:

4.6.1. Legal authority to break and enter.

4.6.2. Removal of defendant's property.

Lesson Plan Guide: The lesson plan shall include the following:

1. Legal authority to break and enter: (Code of Virginia §8.01-470)

a. Under Writ of Possession in Unlawful Detainer, the officer has the authority to break and enter in the daytime after notice has been given to the tenant (if he be on the premises) to restore possession to the landlord.

b. Entry may be made with a key if the landlord has one in possession.

c. A locksmith may be obtained to effect entry.

2. Review of property before eviction:

a. Walk through the property to observe for animals who may need care and arrange for removal prior to locking up property.

b. Observe for weapons or illegal items on premises. Secure weapons in trunk of car until legal ownership can be established. Secure any illegal items and notify supervisor for appropriate action to be taken in accordance with department policy.

3. Removal of defendant's property:

a. Property must be deposited at nearest public way.

b. Tenant has the right to remove his property from the public right of way during the twenty-four (24) hour period after eviction.

c. After twenty-four (24) hours the landlord shall remove or dispose of any personal property remaining in the public way.

d. At the landlord's request, the Sheriff shall cause the personal property to be placed in a storage area designated by the landlord, which may be the dwelling unit. The tenant then may remove his belongings from the designated area at reasonable times during the twenty-four (24) hours after the eviction, or at such other reasonable times until the landlord has disposed of the property therein.

Performance Outcome 4.7.

Observe to identify behaviors that may indicate any medical/mental health situation and use communication skills that assist in this situation.

Training Objective Related to 4.7.

1. Given a written or practical exercise, identify behaviors that may signal a medical or mental health condition.

2. Given a written or practical exercise, identify communication skills that assist in medical or mental health situations.

Criteria: The trainee shall be tested on the following:

4.7.1. Observe subject(s) behavior and conduct interview to determine deception, deceit, and manipulation.

4.7.2. Observe subject(s) for signs of drug, alcohol or other substances.

4.7.3. Identify abnormal and/or suspicious behavior of subject(s):

4.7.3.1. Identify signs of abnormal behavior or dementia/Alzheimer's disease

4.7.3.2. Identify possible danger to a deputy from subject/arrestee/citizen behaving abnormally

4.7.3.3. Identify appropriate action to be taken related to abnormal behavior observed

4.7.3.4. Identify procedures to follow to take into involuntary custody a person displaying behavior that gives the deputy probable cause to believe that mental illness exists using the appropriate Code of Virginia requirements.

4.7.4. Identify subject(s) who appear to be afraid of being victims of an assault and/or manipulation.

4.7.5. Identify signs and symptoms of suicide:

4.7.5.1. Notify supervisor and request appropriate resources.

4.7.5.2. Maintain a safe position while communicating with person and observe for weapons and the need for universal precautions in case of biohazards.

4.7.5.3. Document all proceedings.

Lesson Plan Guide: The lesson plan shall include the following:

1. Behaviors that may signal a medical or mental health condition:

a. Observe subject(s) behavior and conduct interviews to recognize/determine deception, deceit, and manipulation.

b. Observe subject for signs of drug, alcohol or other substances.

c. Identify abnormal and/or suspicious behavior or citizen.

d. Examples of abnormal behaviors or dementia/Alzheimer's Disease of citizen:

1. Disorders commonly responsible for abnormal behavior:

a. Bipolar disorder

b. Schizophrenia

c. Severe depression

d. Suicidal tendencies

e. Alzheimer's/dementia

f. Autism

g. Mentall**y** retardation **challenged**

e. Abnormal behaviors and physical signs that may be observed by deputy:

1. The mannerisms displayed by someone who is bipolar:

a. Mood swings

b. Delusions of greatness/grandeur

c. Rapid speech

2. The mannerisms displayed by someone who has schizophrenia:

a. Hearing voices

b. Seeing others not there in reality

c. Delusions

3. The mannerisms displayed by someone who is severely depressed:

a. Going from talkative to quiet

b. Giving away their personal effects

c. Extreme sadness

d. Excessive sleeping

e. Noncompliance with rules

f. Neglect of personal hygiene

4. The mannerisms displayed by someone who has suicidal tendencies:

a. Same as for depression

b. Talking of taking his/her life

c. Hoarding of medications

d. Attempts at suicide

5. The mannerisms displayed by someone who has Alzheimer's Disease:

a. Usually elderly

b. "Forgetfulness"

c. Not understanding their situation

d. Physical behaviors such as pacing, problems with walking or mobility, wandering, poor eyesight, etc.

6. The mannerisms displayed by someone who is autistic:

a. Non-verbal

b. Echolalia

c. Unnatural use or association of items

d. The strange verbal noises uttered

e. The need for uniformity and a regular routine

f. The inability to meet personal needs

7. The mannerisms displayed by someone who is intellectually challenged:

a. Low IQ evident in verbal and written commands

b. Misunderstanding even simple commands

c. Not able to do even simple tasks

d. Not able to meet personal needs

f. Possible danger to officer from people behaving abnormally.

g. Appropriate sources and types of information useful in assessing subject(s) behavior.

h. Importance of seeking help for subject(s) suffering from an emotional crisis.

i. Appropriate action to be taken related to abnormal behavior observed.

j. Communicate any statements or behavioral observations that indicate danger to other officers and dispatch.

k. Monitor those in your custody who exhibit abnormal behavior to ensure their safety and the safety of others.

2. Take into involuntary custody a subject displaying behavior that gives the deputy probable cause to believe that mental disability exists using the appropriate Code of Virginia requirements:

a. Identify and be able to articulate conditions that assist mental health evaluators in an emergency custody order.

b. Identify and be able to articulate conditions for a temporary detention order.

c. Identify procedures for obtaining an emergency custody order or temporary detention order.

d. Identify procedure for securing, searching, and transporting subject(s) who meets the criteria of an emergency custody order of temporary detention order.

3. Identify subject(s) who are afraid of being victims of an assault or manipulation.

4. Identify signs and symptoms of suicidal behavior:

a. Notify supervisor and request appropriate resources.

b. Maintain a safe position while communicating with person and observe for weapons and need for universal precautions in case of biohazards:

1. Try to calm down the person

2. Try to identify problems

3. Try to intervene with person as much as possible

4. Suggest resources for the person to help solve the problems

c. Document all proceedings.

Performance Outcome 4. 8.

Administer cardio-pulmonary resuscitation (CPR) and basic first aid.

Training Objectives Related to 4. 8.

1. Successfully complete an approved course for cardio-pulmonary resuscitation (CPR).

2. Successfully complete an approved course for basic first aid.

3. Demonstrate ability to assist a person to prevent falling, move the person to a place of safety and support the person to a safe position.

4. Successfully complete an approved course for using an automatic external defibrillator (AED).

Criteria: The trainee shall be tested on the following:

4.8.1. Testing provided by approved CPR course provider

4.8.2. Testing provided by approved basic first aid provider.

4.8.3. Assisting a person to prevent falling, move the person to a place of safety if needed, and support the person to a safe position.

4.8.4. Testing provided by an approved automatic external defibrillator (AED) course provider.

Lesson Plan Guide: The lesson plan shall include the following:

1. An approved course for cardio-pulmonary resuscitation.

2. An approved course for basic first aid that covers the following at a minimum.

3. Assist a person to prevent falling, move the person to a place of safety and support the person to a safe position:

a. Protecting head and shoulders of person to the extent possible

b. Use of upper body strength

c. Use of base strength (hip and legs)

d. Use of torso/trunk strength (back and abdomen)

4. An approved course for using an automatic external defibrillator (AED).

Instructor Note: Approving entities for First Aid/CPR instruction include the American Heart Association, American Red Cross, Virginia Department of Health, National Safety Council, American Safety & Health Institute, or a program approved by the Operational Medical Director of a local Emergency Medical Services (EMS) provider.

Performance Outcome 4.9.

Interact with the public with awareness of deputy safety.

Training Objective Related to 4.9.

1. Given a written and/or practical exercise, identify and demonstrate deputy safety procedures during interactions with the public in civil process situations.

2. Given a written and/or practical exercise, identify the steps to take persons into custody for current or outstanding criminal charges.

Criteria: The trainee shall be tested on the following:

4.9.1. Deputy safety considerations when interacting with the public:

4.9.1.1. Examine physical condition of the subject to determine any need for medical attention.

4.9.1.2. Identify high risk subject(s) such as medical, mental, suicidal, and violent/ disruptive persons.

4.9.1.3. Request assistance or provide assistance (backup) to control violent or unruly citizens/arrestees.

4.9.1.4. Identify methods to secure the scene when a critical incident has occurred.

4.9.2. Identify the steps for taking persons into custody for current or outstanding criminal charges:

4.9.2.1. Serve or execute return of service for any court document.

4.9.2.2. Conduct a full search of a subject/arrestee for weapons and contraband and document chain of custody for evidence.

4.9.2.3. Summon medical staff for body cavity search.

4.9.2.4. Search and inventory any personal property and issue receipt.

Lesson Plan Guide: The lesson plan shall include the following:

1. Deputy safety considerations when supervising subject(s)/arrestee(s) in court:

a. Examine the physical condition of the subject to determine any need for medical attention.

b. Identify high risk subject(s) such as medical, mental, suicidal, and violent/disruptive persons.

c. Identify the steps needed to request assistance or provide assistance (backup) to control violent or unruly citizens/arrestees in accordance with deputy safety procedures.

2. Take persons into custody for current or outstanding criminal charges:

a. Explain and execute warrant on person to be taken into custody.

b. Place arrestee in restraints.

c. Move arrestee immediately from courtroom to secure area.

d. Perform full search of an subject/arrestee for weapons and contraband and document chain of custody for evidence per department policy.

e. Summon medical staff for body cavity search, if needed.

f. Inventory personal property, issue receipt and secure property.

g. Notify appropriate staff to have arrestee transported to jail.

Instructor Note: Advise trainees that a recommendation may be made by the sheriff's office regarding special security needs, i.e. restraints, extra staff, etc.

Performance Outcome 4.10.

Identify applicable laws, definitions and background information related to terrorism.

Training Objectives Related to 4.10.

1. Given a written exercise, define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.

2. Given a written or practical exercise, identify the differences between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment.

3. Given a written or practical exercise identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:

a. Background information

1. International

2. Domestic (Intra-national)

b. Strategies/current trends

1. Propaganda

2. Internet resources

3. Complex coordinated attacks intended to overwhelm the local jurisdiction and initiate a regional /statewide response

a. Three or more attackers

b. Simultaneous attack of two or more sites

c. Other as identified

3. Primary objectives

4. Potential targets

Criteria: The trainee shall be tested on the following:

4.10.1. Define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.

4.10.2. Identify the difference between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment

4.10.3. Identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:

4.10.3.1. Extreme political groups (Sovereign Citizens)

4.10.3.2. Race-based hate groups (White Supremacist, Black Separatists)

4.10.3.3. Religious-based hate groups (Christian Identity, Westboro Baptist Church)

4.10.3.4. Special interest groups (anti-abortion, animal rights)

4.10.3.5. Foreign Terrorist Organizations (al Qaeda, ISIS, Boko Haram)

4.10.3.6. Identify the primary objectives of terrorists:

4.10.3.6.1. Recognition

4.10.3.6.2. Coercion

4.10.3.6.3. Intimidation

4.10.3.6.4. Provocation

4.10.3.6.5. Insurgency Support

4.10.3.7. Potential targets

Lesson Plan Guide: The lesson plan shall include the following:

1. Define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.

2. Identify the difference between extremist beliefs and terrorist activity acts/speech protected by the First Amendment (i.e. subject has radical beliefs which are not a violation of law until they act upon them)

a. Identify the radicalization process and the behavioral factors influencing the process

b. Terrorist recruitment cycle and socialization activities

3. Identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:

a. Extreme political groups (Sovereign Citizens)

b. Race-based hate groups (White Supremacist, Black Separatists)

c. Religious-based hate groups (Christian Identity, Westboro Baptist Church)

d. Special interest groups (anti-abortion, animal rights)

e. Foreign Terrorist Organizations (al Qaeda, ISIS, Boko Haram)

4. Identify types of organizations and individuals engaging in acts of terrorism.

a. Background information

1. International

2. Domestic (Intra-national)

b. Strategies/current trends

1. Propaganda

2. Internet resources

3. Complex coordinated attacks intended to overwhelm the local jurisdiction and initiate a regional /statewide response

a. Three or more attackers

b. Simultaneous attack of two or more sites

c. Primary objectives

d. Potential targets

Performance Outcome 4.11.

Identify common precursors associated with the production of hazardous devices accessible through legal and illegal means.

Training Objective Related to 4.11.

1. Given a written or practical exercise, identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:

a. Chemical agents

b. Biological agents

c. Radiological devices

d. Explosive devices

e. Weapons of mass destruction

2. Given a written or practical exercise, identify the responsibilities of the first officer on the scene of an act of terrorism.

Criteria: The trainee shall be tested on the following:

4.11.1. Identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:

4.11.1.1. Chemical agents

4.11.1.2. Biological agents

4.11.1.3. Radiological devices

4.11.1.4. Explosive devices

4.11.1.5. Weapons of mass destruction

4.11.2. Recognize and evaluate the situation.

4.11.3. Avoid and isolate the area.

4.11.4. Notify appropriate agencies and request assistance.

4.11.5. If and when determined, proceed to evacuate/shelter in place.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:

a. Chemical agents

b. Biological agents

c. Radiological devices

d. Explosive devices

e. Weapons of mass destruction

2. Recognize and evaluate the situation.

3. Avoid and isolate the area.

4. Notify appropriate agencies and request assistance.

5. If and when determined, proceed to evacuate/shelter in place.

Performance Outcome 4.12.

Identify the impact of social media on today's terrorism activities.

Training Objective Related to 4.12.

1. Given a written or practical exercise, identify the impact various forms of social media have on today's terrorist activity.

Criteria: The trainee shall be tested on the following:

4.12.1 Identify the impact of social media on terrorist activities.

4.12.1.1. Monitor social media during the event, as applicable

4.12.1.2. Utilizing social media for distribution of information

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the impact of social media on terrorist activities.

a. Monitor social media during the event, as applicable

b. Utilizing social media for distribution of information

Performance Outcome 4.13.

Identify behavior(s) and indicators of suspicious non-criminal and criminal activity that may alert law enforcement to acts of terrorism and identify resources capable of providing assistance.

Training Objectives Related to 4.13.

1. Given a written or practical exercise, identify behavior(s) and indicators of suspicious non-criminal and criminal terrorist activity.

2. Given a written or practical exercise identify federal, state, and local resources.

Criteria: The trainee shall be tested on the following:

4.13.1. Identify behaviors and indicators of suspicious non-criminal and criminal activities.

4.13.2. Identify federal, state, and local resources.

4.13.2.1. Federal

4.13.2.1.1. Joint Terrorism Task Force

4.13.2.1.2. Terrorist Screening Center (TSC)

4.13.2.1.3. National Joint Terrorism Task Force

4.13.2.2. State Police – Fusion Center

4.13.2.3. Local resources

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify behavior(s) and indicators

a. Suspicious non-criminal

b. Criminal

2. Identify federal, state, and local resources.

a. Federal

1. Joint Terrorism Task Force

2. Terrorist Screening Center (TSC)

3. National Joint Terrorism Task Force

b. State Police – Fusion Center

c. Local resources

Defensive Tactics/Use of Force

Performance Outcome 6.1.

Search juvenile(s), visitor(s), subject(s), arrested person(s) or inmate(s).

Training Objective Related to 6.1.

1. Given a written exercise, identify factors to consider in conducting a search of a juvenile(s), visitor(s), subject(s), arrested person(s) or inmate.

2. Given a practical exercise, demonstrate the technique of conducting a search of a juvenile(s), visitor(s), subject(s), arrested person(s) or inmate.

Criteria: The trainee shall be tested on the following:

6.1.1. Define a search

6.1.2. Legal requirements/conditions of types of searches:

6.1.2.1. Frisk

6.1.2.2. Thorough clothed search

6.1.2.3. Strip search

6.1.2.4. Body cavity search

6.1.2.5. Electronic search

6.1.3. Identification of those places on males and females where dangerous weapons or contraband may be concealed

6.1.4. Identification of concealed weapon clues

6.1.5. Identification of pre-assault indicators

6.1.6. Identification of contact and cover principles for safe approach to single and multiple subjects

6.1.7. Demonstrate the techniques of conducting a search:

6.1.7.1. Verbal directions to give

6.1.7.2. Placement of single or multiple subjects in a pre-search position

6.1.7.3. Placement of single or multiple subjects in a standing, kneeling and prone search position.

6.1.7.4. Control and subject security during a search

6.1.7.5. Safely retrieving and securing weapons or contraband that are identified during a search

6.1.7.6. Communicating relevant information to the cover Deputy/Jail Officer

6.1.8. Secure and record any items taken during a custodial search

6.1.9. Use of personal protective equipment during a search

Lesson Plan Guide: The lesson plan shall include the following:

1. Define a search

2. Legal requirements/conditions of types of searches:

a. Frisk

b. Thorough clothed search

c. Strip search

d. Body cavity search

e. Electronic search

3. Identification of those places on males and females where dangerous weapons or contraband may be concealed

4. Identification of concealed weapon clues

5. Identification of pre-assault indicators

6. Identification of contact and cover principles for safe approach to single and multiple subjects

7. Demonstrate the techniques of conducting a search and a search:

a. Verbal directions to give

b. Placement of single or multiple subjects in a pre-search position

c. Placement of single or multiple subjects in a standing, kneeling and prone search position.

d. Control and subject security during a search and a search

e. Safely retrieving and securing weapons or contraband that are identified during a search and a search

f. Communicating relevant information to the cover Deputy/Jail Officer

8. Secure and record any items taken during a custodial searc

9. Use of personal protective equipment during a search:

a. Use latex gloves to prevent contact with potential infectious diseases

b. Use mask if potential for air borne pathogen is identified

Performance Outcome 6.2.

Restrain intoxicated, disruptive or violent individuals.

Training Objective Related to 6.2.

1. Given a practical exercise, demonstrate techniques regarding restraint of intoxicated, disruptive persons, violent individuals and/or inmate(s).

Criteria: The trainee shall be tested on the following:

6.2.1. Deputy/Jail Officer safety considerations:

6.2.1.1. Key planning elements related to isolating a disruptive individual from others

6.2.1.2. Use of available backup deputies/jail officer(s)

6.2.2. Command presence (stance, posture, eye contact)

6.2.3. Communication skills to minimize antagonistic responses

6.2.4. Appropriate escalation/de-escalation on a force continuum

6.2.5. Restraint procedures

6.2.6. Effecting an arrest (if necessary)

Lesson Plan Guide: The lesson plan shall include the following:

1. Officer safety considerations:

a. Key planning elements related to isolating a disruptive individual from others

b. Use of available backup deputies/jail officer(s)

2. Command presence (stance, posture, eye contact)

3. Communication skills to minimize antagonistic responses

4. Appropriate escalation/de-escalation on a force continuum

5. Restraint procedures

6. Effecting an arrest (if necessary)

Performance Outcome 6.3.

Participate in cell and area searches.

Training Objective Related to 6.3.

1. Given a written or practical exercise, identify three considerations for participating in a cell and area searches.

Criteria: The trainee shall be tested on the following:

6.3.1. Importance of intelligence gathering/planning for cell and/or area searches

6.3.2. Pre-cell/pre-area search briefing

6.3.3. On-scene command and control of all cell and/or area search aspects including interagency communications

6.3.4. Demonstrate techniques for cell and area searches

6.3.5. Chain of custody concerns

6.3.6. Logistical requirements

6.3.7. Reasons for secrecy

Lesson Plan Guide: The lesson plan shall include the following:

1. Importance of intelligence gathering/planning for cell and/or area searches

2. Pre-cell/pre-area search briefing

3. On-scene command and control of all cell and/or area search aspects:

a. Booby trap identification

b. Room entry techniques (proper movement and recognition)

4. Techniques for cell and area searches:

a. 360 degree search

b. Bend over/kneel to search under stationary objects (bed, behind toilets, etc.)

c. Grid search of areas (dividing areas into grids to search every inch)

d. Use of mechanical devices available in your agency to assist with searches

e. Demonstrate ability to extend arm to reach and search tight spaces

f. Hold a flashlight in various positions while performing a cell/area/building search

g. Identify other resources available to your agency to perform searches, i.e., bomb or drug sniffing dogs, robots, etc.

5. Chain of custody concerns

6. Logistical requirements

7. Identify reasons for secrecy (need to know basis)

8. Interagency communications, policy differences, and personnel identification:

a. Interagency communications: Discuss the importance of communicating the situation and possible concerns to other agencies as needed and according to policy. Multi-agency efforts in appropriate situations may be utilized to quickly remedy a public safety threat.

b. Policy Issues: Discuss the need to have established policies to address support and shared resources in the event of a situation requiring outside agency assistance. This helps to avoid duplication or overlap of efforts and helps to minimize the potential for mistakes when a situation arises requiring multi-agency involvement.

c. Personnel Identification: Discuss the requirement that staff not in uniform with the agency, or with other agencies must have their agency approved identification. This helps to avoid to possibility of mistaken identity and potential injury.

Instructor Note: Advise trainees that they must identify department policy and procedures for participating in searches with multiple agencies during department training.

Performance Outcome 6.4.

Extract subject out of a vehicle and a cell.

Training Objective Related to 6.4.

1. Given a practical exercise, identify or demonstrate techniques for extracting a resisting subject out of both a transport vehicle and a cell.

Criteria: The trainee shall be tested on the following:

6.4.1. Deputy/jail officer safety considerations

6.4.2. Use appropriate extraction techniques for cell and vehicle (extract from rear of transport vehicle)

6.4.3. Maintain control of suspect

6.4.4. Use appropriate level of force

6.4.5. Use appropriate restraints

Lesson Plan Guide: The lesson plan shall include the following:

1. Deputy/jail officer safety considerations

2. Use extraction techniques (cell and rear of transport vehicle)

3. Maintain control of suspect

4. Use appropriate level of force

5. Use appropriate restraints

Instructor Note: Practice at least one extraction of a subject from the rear of a transport vehicle.

Performance Outcome 6.5.

Approach people on foot and from department vehicle.

Training Objective Related to 6.5.

1. Given a practical exercise, identify safe approaches to people on foot and from department vehicle.

Criteria: The trainee shall be tested on the following:

6.5.1. Evaluate risk to public and Deputy/Jail Officer:

6.5.1.1. People in area/inmates in area

6.5.1.2. Easily accessed buildings/areas

6.5.1.3. Potential escape routes

6.5.1.4. Cover

6.5.1.5. Potential for situation to escalate

6.5.1.6. Back-up

6.5.2. Techniques of safe approach

Lesson Plan Guide: The lesson plan shall include the following:

1. Evaluate risk to public and Deputy/Jail Officer:

a. People in area/inmates in area

b. Easily accessed buildings/area

c. Potential escape routes

d. Cover

e. Potential for situation to escalate

f. Back-up

g. Other items as may be identified

2. Techniques of safe approach:

a. Observe area before approach

b. Look for irregularities

c. Be mindful of vehicles in area

d. Be aware of citizens moving too closely to you

e. Be conscious of weapon retention

f. Be courteous but pass citizens as quickly as possible

Instructor Note: Discuss a variety of situations when inmates may be escorted outside the facility where public contact may occur and the need for awareness and safe approach techniques.

Performance Outcome 6.6.

Identify necessary and appropriate use of force.

Training Objective Related to 6.6.

1. Given a written or practical exercise, identify the factors that affect the use of force.

2. Given a written or practical exercise, identify the factors that affect the deputy/jail officers' decision to use deadly force.

Criteria: The trainee shall be tested on the following:

6.6.1. Factors affecting the use of force:

6.6.1.1. Subject actions

6.6.1.2. Intent

6.6.1.3. Ability

6.6.1.4. Means

6.6.1.5. Opportunity

6.6.1.6. Deputy/Jail Officer perception of the need for force

6.6.1.7. Situation and environmental circumstances

6.6.1.8. Deputy/Jail officer safety considerations

6.6.2. Factors affecting the use of deadly force:

6.6.2.1. Likelihood of serious bodily harm or death:

6.6.2.1.1. Perceived or announced intent of subject

6.6.2.1.2. Ability

6.6.2.1.3. Means

6.6.2.1.4. Opportunity

6.6.2.2. Legal criteria

6.6.3. General considerations for use of force:

6.6.3.1. Key elements for appropriate response for situations or environmental circumstances where a violent or resistant reaction is foreseen, e.g., multiple deputies/jail officers/backup.

6.6.3.2. Elements of command presence (stance, posture, eye contact)

6.6.3.3. Avoiding unintentional and/or unnecessarily antagonistic and provoking verbal and nonverbal factors by the deputy/jail officer

6.6.3.4. Primary aspects of proper verbalization (invoke authority, instructions on behavior compliance, clarity)

6.6.3.5. Appropriate escalation/de-escalation in use of force

6.6.3.6. Application of handcuffs and additional restraints

6.6.4. Deputy will identify the use of a vehicles as a force on the force continuum

6.6.5. Deputy will evaluate a moving target as an immediate deadly force threat and that the deputy has no alternative but to shoot at the moving target:

6.6.5.1. Shooting at a moving target is the last resort available.

Example: Shooting at the driver of a moving vehicle must be the last resort available due to the possibility of the loss of control of the vehicle if the driver is shot.

6.6.6. Identify the extreme hazards to be encountered in attempting to shoot while in motion.

Example: Shooting from a moving vehicle.

6.6.6.1. The practice of shooting from a moving vehicle is in most cases not practical and places the deputy and public in severe danger.

6.6.6.2. Alternative measures should be employed by the deputy if at all possible, such as seeking cover, slowing their vehicle if being shot at by an adjacent vehicle, etc.

6.6.6.3. The danger deputies place themselves and the public in by shooting from a moving vehicle includes the reduced ability to aim a firearm at the threat and perform a fine motor skill such as directing aimed, deliberate gun-fire while operating a moving vehicle in a safe and responsible manner.

6.6.6.4. The risk to the deputy and the public must be greatly outweighed by the benefit of trying to stop a person who is an immediate deadly threat to the deputy or the public in order for an officer to make an attempt to stop that person by firing from a moving vehicle.

6.6.7. Describe reasons why warning shots should not be fired:

6.6.7.1. The discharge of a firearm normally constitutes deadly force. The deadly force standard is for the preservation of life or to prevent serious physical injury.

6.6.7.2. Shooting is normally a last resort option.

6.6.7.3. There is no ability to determine the effect of a warning shot on the person.

6.6.7.4. The deputy is accountable for where the round goes or ends up:

6.6.7.4.1. Bullet may ricochet

6.6.7.4.2. Deputy cannot determine where bullet will land

6.6.7.4.3. May be illegal in some circumstances.

6.6.8. Identify at least three potential deadly force scenarios.

6.6.9. Identify other alternatives that the deputy may consider using before using deadly force.

Lesson Plan Guide: The lesson plan shall include the following:

1. Factors affecting the use of force:

a. Subject actions

b. Intent

c. Ability

d. Means

e. Opportunity

f. Deputy/Jail Officer perception of the need for force

g. Situation and environmental circumstances

h. Deputy/Jail officer safety considerations

2. Factors affecting the use of deadly force:

a. Likelihood of serious bodily harm or death:

1. Perceived or announced intent of subject

2. Ability

3. Means

4. Opportunity

b. Legal criteria

3. General considerations for use of force:

a. Key elements for appropriate response for situations or environmental circumstances where a violent or resistant reaction is foreseen, e.g., multiple deputies/jail officers/backup.

b. Elements of command presence (stance, posture, eye contact)

c. Avoiding unintentional and/or unnecessarily antagonistic and provoking verbal and nonverbal factors by the deputy/jail officer

d. Primary aspects of proper verbalization (invoke authority, instructions on behavior compliance, clarity)

e. Appropriate escalation/de-escalation on a use of force continuum:

1. Define use of force.

2. Identify the decision making process in using force.

f. Application of handcuffs and additional restraints

4. Deputy will identify the use of a vehicles as a force on the force continuum.

5. Deputy will evaluate a moving target as an immediate deadly force threat and that the deputy has no alternative but to shoot at the moving target:

a. Shooting at a moving target is the last resort available.

Example: Shooting at the driver of a moving vehicle must be the last resort available due to the possibility of the loss of control of the vehicle if the driver is shot.

6. Identify the extreme hazards to be encountered in attempting to shoot while in motion:

Example: Shooting from a moving vehicle.

a. The practice of shooting from a moving vehicle is in most cases not practical and places the deputy and public in severe danger.

b. Alternative measures should be employed by the deputy if at all possible, such as seeking cover, slowing their vehicle if being shot at by an adjacent vehicle, etc.

c. The danger deputies place themselves and the public in by shooting from a moving vehicle includes the reduced ability to aim a firearm at the threat and perform a fine motor skill such as directing aimed, deliberate gun-fire while operating a moving vehicle in a safe and responsible manner.

d. The risk to the deputy and the public must be greatly outweighed by the benefit of trying to stop a person who is an immediate deadly threat to the deputy or the public in order for an officer to make an attempt to stop that person by firing from a moving vehicle.

7. Describe reasons why warning shots should not be fired:

a. The discharge of a firearm normally constitutes deadly force. The deadly force standard is for the preservation of life or to prevent serious physical injury.

b. Shooting is normally a last resort option.

c. There is no ability to determine the effect of a warning shot on the person.

d. The deputy is accountable for where the round goes or ends up:

1. Bullet may ricochet

2. Deputy cannot determine where bullet will land

3. May be illegal in some circumstances.

8. Identify at least three potential deadly force scenarios.

9. Identify other alternatives that the deputy may consider using before using deadly force.

Instructor Note: Advise trainees that they must identify department policy related to the use of force, physical restraints, and weapons as part of department training.

Performance Outcome 6.7.

Break up fights between two or more persons.

Training Objective Related to 6.7.

1. Given a practical exercise, demonstrate techniques for breaking up fights between two or more persons during a simulation exercise.

Criteria: The trainee shall be tested on the following:

6.7.1. Evaluate the situation

6.7.2. Intervene verbally

6.7.3. Use the appropriate level of force

6.7.4. Use officer safety procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Evaluate the situation

2. Intervene verbally using communication skills and voice commands:

a. Establish contact with the hostile persons

b. Ascertain the reason(s) for their hostility

c. Use calming techniques to reduce emotions and restore rational thought

d. Communicate the officer's position and responsibilities in the situation

e. State any applicable laws and rules and consequences of continued acts

3. Use the appropriate level of force when verbal intervention fails.

4. Use officer safety procedures:

a. Monitor the individuals' activities

b. Wait for appropriate back-up per department policy

c. Assess the individuals' propensity toward violence

d. Determine the nature of their weapons

e. Intervene using the quickest defensive tactics to restrain and control individuals.

Performance Outcome 6.8.

Use weaponless techniques to subdue a person resisting arrest or to control a person.

Training Objective Related to 6.8.

1. Given a written exercise, identify the psychological and physiological effects of sudden stress. (Criteria 6.8.1 and 6.8.2)

2. Given a practical exercise, demonstrate technique of approach, blocking principles to neutralize attack and weaponless techniques to subdue a person resisting arrest or to control a person. (Criteria 6.8.3, 6.8.4, 6.8.5)

Criteria: The trainee shall be tested on the following:

6.8.1. Identification of psychological and physiological effects of sudden stress related to each effect and reaction using an anatomical chart or volunteer

6.8.2. Identification of basic principles and fundamentals of defensive tactics:

6.8.2.1. Target identification

6.8.2.2. Access to target

6.8.3. Demonstration of technique of approach

6.8.4. Demonstration of blocking principles designed to neutralize attack:

6.8.4.1. Low outside

6.8.4.2. Low inside

6.8.4.3. Middle outside

6.8.4.4. Middle inside

6.8.4.5. High

6.8.4.6. Blocks to include both sides

6.8.5. Demonstration of weaponless techniques to control subject:

6.8.5.1. Effective communications

6.8.5.2. Weaponless (empty hand) control techniques:

6.8.5.2.1. Safe contact and initial control:

6.8.5.2.1.1. Front

6.8.5.2.1.2. Side

6.8.5.2.1.3. Back

6.8.5.2.2. Decentralization to prone position with minimal risk of injury to resisting subject

6.8.5.2.3. Stabilization in prone position for cuffing or to await backup deputies/jail officers

6.8.6. Demonstrate blocking techniques with a partner using safety equipment in a controlled environment that provides for minimizing potential injury to the trainee or partner.

6.8.7. Demonstrate techniques to prevent a takedown to the ground:

6.8.7.1. Demonstrate techniques to minimize injury when falling.

6.8.7.2. Demonstrate ground defense techniques to take control of a person from the ground in order to escape and create distance or to position for handcuffing.

6.8.8. Demonstrate ability to protect the firearm and other weapons on the duty belt while on the ground.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of psychological and physiological effects of sudden stress related to each effect and reaction using an anatomical chart and/or volunteer.

2. Identification of basic principles and fundamentals of defensive tactics:

a. Target identification

b. Access to target

3. Demonstration of approach techniques

4. Demonstration of blocking principles designed to neutralize attack:

a. Low outside

b. Low inside

c. Middle outside

d. Middle inside

e. High

f. Blocks to include both sides

5. Demonstration of weaponless techniques to control subject:

a. Efective communications

b. Weaponless (empty hand) control techniques:

1. Safe contact and initial control:

a. Front

b. Side

c. Back

2. Decentralization to prone position with minimal risk of injury to resisting subject

3. Stabilization in prone position for cuffing or to await backup deputies/jail officers

6. Demonstrate blocking techniques with a partner using safety equipment in a controlled environment that provides for minimizing potential injury to the trainee or partner.

7. Demonstrate techniques to prevent a takedown to the ground:

a. Demonstrate techniques to minimize injury when falling.

b. Demonstrate ground defense techniques to take control of a person from the ground in order to escape and create distance or to position for handcuffing.

8. Demonstrate ability to protect the firearm and other weapons on the duty belt while on the ground.

Safety Equipment Note: Safety equipment must be utilized appropriately during demonstrations.

Performance Outcome 6.9.

Subdue a physically attacking person.

Training Objective Related to 6.9.

1. Given a practical exercise, demonstrate a technique for defending oneself against a physically attacking person and subduing a person during a simulation exercise using a volunteer and/or instructor.

Criteria: The trainee shall be tested on the following:

6.9.1. Identification of weapon considerations of subject and deputy/jail officer

6.9.2. Demonstration of defensive strategy designed to protect deputy/jail officers' vulnerable targets

6.9.3. Demonstration of weapon control by the deputy/jail officer

6.9.4. Demonstration of offensive active countermeasures designed to neutralize aggressor for de-escalation

6.9.5. Demonstration of de-escalation by:

6.9.5.1. Decentralizing suspect to prone position for cuffing

6.9.5.2. Disengaging from suspect

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of weapon considerations of subject and deputy/jail officer

2. Demonstration of defensive strategy designed to protect deputy/jail officers' vulnerable targets

3. Demonstration of weapon control by the deputy/jail officer

4. Demonstration of offensive active countermeasures designed to neutralize aggressor for de-escalation

5. Demonstration of de-escalation by:

a. Decentralizing suspect to prone position for cuffing

b. Disengage from suspect

6. Demonstration of escalation in life and death struggle by:

a. Making transition to weapon to stop aggressor

b. Utilizing extreme physical techniques to stop aggressor

Performance Outcome 6.10.

Subdue a non-compliant subject/inmate and place in a prone position.

Training Objective Related to 6.10.

1. Given a practical exercise, demonstrate proper methods of subduing and placing a non-compliant subject/inmate in a prone position.

Criteria: The trainee shall be tested on the following:

6.10.1. Assessment of threat by the subject/inmate.

6.10.2. Demonstration of safe contact and initial control.

6.10.3. Demonstration of weapon control by the deputy/jail officer

6.10.4. Demonstration of decentralization to prone position with minimal risk of subject injury.

6.10.5. Demonstration of stabilization in prone position for cuffing procedure.

6.10.6. Demonstration of bringing a handcuffed subject to his or her feet.

Lesson Plan Guide: The lesson plan shall include the following:

1. Assessment of threat by the subject/inmate.

2. Demonstration of safe contact and initial control.

3. Demonstration of weapon control by the deputy/jail officer

4. Demonstration of decentralization to prone position with minimal risk of subject injury.

5. Demonstration of stabilization in prone position for cuffing procedure.

6. Demonstration of bringing a handcuffed subject/inmate to his or her feet.

Performance Outcome 6.11.

Pursue a fleeing subject/inmate on foot and subdue the subject/inmate when apprehended.

Training Objective Related to 6.11.

1. Given a practical exercise, demonstrate a technique for subduing a subject after a foot pursuit.

Criteria: The trainee shall be tested on the following:

6.11.1. Assessment of threat by the subject.

6.11.2. Identification of weapon considerations of subject and deputy/jail officer.

6.11.3. Demonstration of weapon control by the deputy/jail officer.

6.11.4. Demonstration of contact and initial control.

6.11.5. Demonstration of decentralization to prone position with minimal risk of resisting suspect injury.

6.11.6. Demonstration of stabilization in prone position for cuffing procedures.

Lesson Plan Guide: The lesson plan shall include the following:

1. Assessment of threat by the subject

2. Identification of weapon considerations of subject and deputy/jail officer

3. Demonstration of weapon control by the deputy/jail officer

4. Demonstration of contact and initial control

5. Demonstration of decentralization to prone position with minimal risk of resisting subject injury

6. Demonstration of stabilization in prone position for cuffing procedures

Performance Outcome 6.12.

Use touch pressure or striking pressure to control a subject/inmate.

Training Objective Related to 6.12.

1. Given a written, audio-visual, or practical exercise, identify body pressure points.

2. Given a practical exercise, demonstrate pressure point techniques.

Criteria: The trainee shall be tested on the following:

6.12.1. Identification of body pressure points:

6.12.1.1. identify carotid choke hold as deadly force

6.12.2. Demonstration of pressure point techniques:

6.12.2.1. Touch pressure

6.12.2.2. Strike

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of body pressure points:

a. Identify carotid choke hold as deadly force

2. Demonstration of pressure point techniques:

a. Touch pressure

b. Strike

Performance Outcome 6 13.

Disarm an armed subject.

Training Objective Related to 6 13.

1. Given a written exercise, identify factors to consider when attempting to disarm a subject.

2. Given a practical exercise, demonstrate techniques for disarming an armed subject.

Criteria: The trainee shall be tested on the following:

6.13.1. Identification of factors to consider when assessing whether an attempt to disarm subject is appropriate:

6.13.1.1. Distance/cover

6.13.1.2. Type of weapon

6.13.1.3. Obstacles

6.13.1.4. Will the attempt jeopardize life or personal safety

6.13.2. Demonstration of a trapping and disarming sequence regarding a handgun and long gun:

6.13.2.1. Handgun:

6.13.2.1.1. Front

6.13.2.1.2. Side

6.13.2.1.3. Rear

6.13.2.2 Long gun

6.13.3. Demonstration of a takedown or control of subject armed with handgun or long gun:

6.13.3.1. stopping movement of the handgun or long gun using deputy/jail officer’s personal weapons against aggressor’s vulnerable targets to:

6.13.3.1.1. Disarm and control subject

6.13.3.1.2. Take down to prone position and restrain

6.13.4. Demonstration of a takedown or control of subject armed with edged weapon:

6.13.4.1. Range of attack and officer awareness

6.13.4.2. Position for disengagement or escalation depending upon range and relative position

6.13.4.3. Stopping/deflecting movement of the edged weapon and using deputy/jail officer's personal weapons against aggressor's vulnerable targets to:

6.13.4.3.1. Disarm and control subject

6.13.4.3.2. Takedown to prone position and restrain

6.13.5. Demonstration of a takedown or control of subject armed with bludgeon instrument:

6.13.5.1. Stopping/deflecting movement of the bludgeon weapon and using deputy/jail officer's personal weapons against aggressor's vulnerable targets to:

6.13.5.1.1. Disarm and control subject

6.13.5.1.2. Take down to prone position and restrain

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of factors to consider when assessing whether an attempt to disarm a subject is appropriate:

a. Distance/cover

b. Type of weapon

c. Obstacles

d. Will the attempt jeopardize life or personal safety

2. Demonstration of a trapping and disarming sequence regarding a handgun and long gun:

a. Hand gun:

1. Front

2. Side

3. Rear

b. Long gun

3. Demonstration of a takedown or control of subject armed with handgun or long gun:

a. Stopping movement of the handgun or long gun using officer's personal body weapons against aggressor's vulnerable targets to:

1. Disarm and control subject

2. Take down to prone position and restrain

4. Demonstration of a takedown or control of subject armed with edged weapon:

a. Range of attack and officer awareness

b. Zoning to the outside position for disengagement and escalation or depending upon range and relative position

c. Stopping movement of the edged weapon and using officer's personal body weapons against aggressor's vulnerable targets to:

1. Disarm and control subject

2. Take down to prone position and restrain

5. Demonstration of a takedown or control of subject armed with bludgeon instrument:

a. Stopping movement of the bludgeon weapon and using officer's personal body weapons against aggressor's vulnerable targets to:

1. Disarm and control subject

2. Take down to prone position and restrain

Performance Outcome 6.14.

Handcuff subject(s) and apply restraints.

Training Objective Related to 6.14.

1. Given a written exercise, define positional asphyxia.

2. Given a practical exercise, demonstrate safe and effective handcuffing of subject(s) and apply leg restraints to arrestees.

Criteria: The trainee shall be tested on the following:

6.14.1. Safe and effective handcuffing of cooperative single and multiple subjects.

6.14.2. Safe and effective handcuffing of a subject in the following positions:

6.14.2.1. Standing

6.14.2.2. Kneeling

6.14.2.3. Prone

6.14.3. Safe and effective handcuffing of a subject after having performed a learned control/take down technique in standing, kneeling, and prone positions.

6.14.4. Application of leg irons or other devices that restrain legs or torso avoiding force levels and methods that present unnecessary injury potential to the deputy/jail officer and subject.

6.14.5. Definition of positional asphyxia:

6.14.5.1. Identify primary medical dangers associated with sudden restraint of violent person.

6.14.5.2. Primary medical dangers associated with positional asphyxia.

Lesson Plan Guide: The lesson plan shall include the following:

1. Safe and effective handcuffing of cooperative single and multiple subjects.

2. Safe and effective handcuffing of a subject in the following positions:

a. Standing

b. Kneeling

c. Prone

3. Safe and effective handcuffing of a subject after having performed a learned control/take down technique in standing, kneeling, and prone positions.

4. Application of leg irons or other devices that restrain legs or torso avoiding force levels and methods that present unnecessary injury potential to the deputy/jail officer and subject.

5. Definition of positional asphyxia:

a. Identify primary medical dangers associated with sudden restraint of violent subject.

b. Primary medical dangers associated with positional asphyxia.

Instructor Note: Advise trainees that they must identify department policy related to the use of force, physical restraints, and weapons use as part of department training.

Performance Outcome 6.15.

Use chemical agents and other crowd management equipment.

Training Objective Related to 6.15.

1. Given a written exam or during a simulation, identify and/or demonstrate where required the techniques of using chemical agents and other crowd management equipment.

Criteria: The trainee shall be tested on the following:

6.15.1. Description of types of chemical agents, aerosol sprays and pyrotechnics used in criminal justice systems and methods of deployment.

6.15.2. Identification of the proper application of chemical agents and aerosol sprays.

6.15.3. Identification of side effects on persons sprayed with chemical or aerosol spray:

6.15.3.1. Short-term

6.15.3.2. Long-term

6.15.4. Description of first aid or aftercare to use when contaminated with chemical agents or aerosol sprays according to type and density of the contamination.

6.15.5. Description of methods of structural decontamination of chemical or aerosol agents.

6.15.6. Description of methods of restraint and transportation of person sprayed with chemical or aerosol agent; be aware of danger of positional asphyxia for a subject who has ingested a chemical or aerosol agent.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of the ethical consideration involved and legal constraints related to use of chemical agents, aerosol sprays and pyrotechnics.

2. Description of types of chemical agents and aerosol sprays used in law enforcement and methods of deployment

3. Identification of the proper application of chemical agents and aerosol sprays.

4. Identification of side effects on persons sprayed with chemical or aerosol spray:

a. Short-term

b. Long-term

5. Description of first aid or aftercare to use when contaminated with chemical agents or aerosol sprays according to type and density of the contamination.

6. Description of methods of structural decontamination of chemical or aerosol agents.

7. Description of methods of restraint and transportation of person sprayed with chemical or aerosol agent; be aware of danger of positional asphyxia for a subject who has ingested a chemical or aerosol agent.

Performance Outcome 6.16.

Control non-violent inmate groups, hostile groups, and/or disorderly assemblies, and when necessary, physically restrain a crowd or confront in tactical formation.

Training Objective Related to 6.16.

1. Given a written and/or a practical exercise, identify factors to consider when controlling non-violent or hostile groups.

Criteria: The trainee shall be tested on the following:

6.16.1. Three factors for controlling non-violent groups, i.e., peaceable assemblies

6.16.2. Three factors to consider when dealing with hostile groups

Lesson Plan Guide: The lesson plan shall include the following:

1. Three factors for controlling non-violent groups, i.e., peaceable assemblies:

a. Officer safety considerations

b. Command presence

c. Communication skills

d. Boundaries within which crowd must remain or move along

e. Patterns of movement for crowd for control and safety

f. Emergency access/exit

2. Three factors to consider when dealing with hostile groups:

a. Identify techniques of detecting violations of state laws/local ordinances/jail rules and regulations (sources of disturbance in a crowd by noise and movements)

b. Identify high risk areas (dark areas or areas where inmate may hide)

c. Identify conditions that will indicate a law/jail rule violation

d. Identify appropriate steps to enforce the law and jail policies:

1. Deputy/ Jail Officer safety considerations:

a. Monitor the group's activity

b. Wait for appropriate back-up

c. Assess the group's propensity toward violence

d. Determine the nature of their weapons and contraband

e. Identify which subjects are believed to be leaders

2. Command presence:

a. Safely approach the hostile group

b. Identify appropriate formations for potential riot

c. Identify emergency escape routes

d. Coordinate cover and contact responsibilities

3. Communication skills and voice commands:

a. Establish contact with the hostile group

b. Formally identify the group leaders

c. Ascertain the reason(s) for their hostility

d. Use calming techniques to reduce emotions and restore rational "group thought"

e. Evaluate the group's proposed solutions to determine their specific "needs"

f. Communicate the deputy/jail officer's position and responsibilities in the situation

g. Relate any applicable laws, rules, regulations and consequences of continued acts

h. Explain the group's option to comply with the law/jail rules and pursue legal/administrative resolutions

i. Reassure the group of deputy/jail officer commitment to resolve the group's problems and restore peace and order to the area and/or facility.

4. Techniques of group control:

a. Smaller hostile groups

b. Larger hostile groups or rioters

c. Use stretched out arms to indicate a barrier when appropriate

d. Use shield, barricade, impact weapon, riot baton or other item to block group when appropriate

5. Move group to break it up using authorized and appropriate use of force.

6. Arrest procedures

7. Transportation of inmates

8. Medical needs

Instructor Note: The following should be done as indicated:

Lesson Plan Guide items 2. a, b, c, d (1) – written exercise; 2 d (2)a – practical demonstration; 2. d (2) b, c, d – written exercise.

Lesson Plan Guide items 3. a – i – written exercise.

Lesson Plan Guide items 4. a, b – written exercise; c, d – practical demonstration.

Transportation/Driver Training

Performance Outcome 8.1.

Operate agency vehicle on various road surfaces and conditions.

Training Objective Related to 8.1.

1. Given a written exercise, identify factors to consider related to the operation of a vehicle, if assigned by agency.

2. Given a practical exercise, identify or demonstrate methods of control of a vehicle while driving on dry, wet, icy, or snow covered pavement; dirt or loose gravel road; or skidpan, if assigned by agency.

3. Demonstrate the techniques for recovery from off road at various speeds during a written or practical exercise, if assigned by agency.

Criteria: The trainee shall be tested on the following:

Given a written exercise:

8.1.1. Identify the three components of defensive driving and their effect on vehicle accidents:

8.1.1.1. Driver

8.1.1.2. Vehicle

8.1.1.3. Environment

8.1.2. Identify the five steps of defensive driving:

8.1.2.1. Scan

8.1.2.2. Identify

8.1.2.3. Predict

8.1.2.4. Decide

8.1.2.5. Execute

8.1.3. Identify driving movements that most frequently contribute to vehicle accidents.

8.1.4. Identify the importance of seat belts, air bags, and other vehicle safety devices.

8.1.5. Identify the different characteristics of low light driving to daytime driving and how the human eye is affected.

8.1.6. Identify factors that influence the overall stopping distance of a vehicle.

8.1.7. Identify the effect speed has on observation and perception during transport.

8.1.8. Identify causes and steps to correct skids.

8.1.9. Identify liability issues related to operating a transport vehicle.

8.1.10. Identify the Code of Virginia requirements related to using emergency equipment (lights and siren).

8.1.11. Identify the requirement of vehicle operators to obey all traffic laws.

8.1.12. Identify the time limits for vehicle operators (number of hours permitted to drive within a 24 hour period). (Code of Virginia §46.2-812).

Given a practical exercise:

8.1.13. Demonstrate a physical and visual inspection of an agency vehicle.

8.1.14. Demonstrate the proper usage of a safety belt in the operation of an agency vehicle.

8.1.15. Demonstrate the proper techniques of acceptable steering methods for an agency vehicle:

8.1.15.1. Hand position on the steering wheel

8.1.15.2. Shuffle steering

8.1.16. Demonstrate the proper techniques in braking (with or without ABS) a transport vehicle:

8.1.16.1. Heat/cool

8.1.16.2. Threshold

8.1.16.3. Anti-lock braking systems

8.1.17. Demonstrate the proper techniques in backing a transport vehicle.

8.1.18. Demonstrate control a transport vehicle using acceptable techniques in the following vehicle movements:

8.1.18.1. Parking

8.1.18.2. “Y” turn

8.1.18.3. Backing

8.1.19. Operate an agency vehicle in night conditions.

8.1.20. Skid control techniques.

8.1.21. Braking control techniques.

8.1.22. Steering control techniques.

8.1.23. The techniques in correct order for recovery for two wheels off road to four wheels on road.

8.1.24. The techniques for four wheels off road to four wheels on road.

8.1.25. The areas of reduced traction.

NOTE: Academy supplied van or agency supplied transport vehicle shall be used for practical demonstrations.

NOTE: This standard is “if assigned by agency”, i.e., a trainee shall be trained under this standard if his/her employer is assigning him/her to drive the agency vehicle. Anyone assigned to drive the agency vehicle must complete a driver training program that meets this standard, however, this may not be necessary during basic academy.

Lesson Plan Guide: The lesson plan shall include the following:

1. The components of a physical and visual inspection of an agency vehicle.

2. The three components of defensive driving and their effect on transport vehicle accidents:

a. Driver

b. Vehicle

c. Environment

3. The five steps of defensive driving:

a. Scan

b. Identify

c. Predict

d. Decide

e. Execute

4. Driving movements that most frequently contribute to vehicle accidents.

5. The importance of seat belts, air bags, and other vehicle safety devices.

6. The different characteristics of low light driving to daytime driving and how the human eye is affected.

7. Factors that influence the overall stopping distance of a vehicle.

8. The effect speed on observation and perception during transport.

9. Causes and steps to correct skids.

10. Liability issues related to operating a transport vehicle.

11. Identify the Code of Virginia requirements related to using emergency equipment (lights and siren).

12. Identify the requirement of transport vehicle operators to obey all traffic laws.

13. Identify the time limits for transport vehicle operators (number of hours permitted to drive within a 24 hour period).

Practical:

14. Demonstration of a physical and visual inspection of a transport vehicle.

15. Demonstration of the proper usage of a safety belt in the operation of a transport vehicle.

16. Demonstration of the proper techniques of acceptable steering methods:

a. Hand position on the steering wheel

b. Shuffle steering

17. Demonstration of proper techniques in braking (with/without ABS) a transport vehicle:

a. Heat/cool

b. Threshold

c. Anti-lock braking systems

18. Demonstration of the proper techniques in backing a transport vehicle.

19. Demonstration of the control of a transport vehicle using acceptable techniques in the following vehicle movements:

a. Parking

b. "Y" turn

c. Backing

20. Operation of a transport vehicle in night conditions.

21. Skid control techniques.

22. Braking control techniques.

23. Steering control techniques.

24. The techniques in correct order for recovery for two wheels off road to four wheels on road.

25. The techniques for four wheels off road to four wheels on road.

26. The areas of reduced traction.

NOTE: This standard is "if assigned by agency", i.e., a trainee shall be trained under this standard if his/her employer is assigning him/her to drive the agency vehicle. Anyone assigned to drive the agency vehicle must complete a driver training program that meets this standard, however, this may not be necessary during basic academy.

Performance Outcome 8.2.

Transport person(s) to various locations.

Training Objective Related to 8.2.

1. Given a written or practical exercise, identify the steps involved in transporting person(s) in custody to various locations.

Criteria: The trainee shall be tested on the following:

8.2.1. Use proper escort techniques during movement by foot and vehicle from place to place for person(s) in custody:

8.2.1.1. Secure subject with multiple restraints (handcuffs, leg irons, waist belt or chain).

8.2.1.2. Ensure subject has been properly searched.

8.2.1.3. Allow reaction space if possible.

8.2.1.4. Check security of transport vehicle before and after transport entire interior.

8.2.1.5. Vehicle with cage:

8.2.1.5.1. Place subject in right rear with proper restraints and seatbelt.

8.2.1.5.2. Adjust inside mirror to provide visual observation of subject.

8.2.1.6. Vehicle without cage.

Option One:

8.2.1.6.1. Place in right front seat with proper restraints (cuffs, leg chains, waist chain) and seatbelt.

8.2.1.6.2. Make sure weapon is secure or placed away from potential access by subject.

Option Two:

8.2.1.6.3. Place in right rear seat with proper restraints (cuffs, leg chains, waist chain) and seatbelt.

8.2.1.6.4. Make sure weapon is secure or placed away from potential access by subject.

8.2.1.6.5. Adjust the rearview mirror to allow surveillance of subject movement.

8.2.1.7. Upon arriving at destination, visually check area for possible security risks then unload subject and move subject to appropriate area.

8.2.1.8 .Walk behind subject with weapon side away; if necessary for balance, assist subject by supporting under arm.

8.2.1.9. Observe subject and surroundings to ensure security and officer safety.

8.2.1.10. Do **not** allow yourself to be distracted from subject observation and control:

8.2.1.10.1. Do **not** relax after cuffing.

8.2.1.10.2. Do **not** let arrestee out of your sight.

8.2.2. Identify any statements or behavioral observations that indicate danger by the subject to him/herself or to others and the need to communicate these to person assuming custody.

Lesson Plan Guide: The lesson plan shall include the following:

1. Use proper escort techniques during movement by foot and vehicle from place to place for person(s) in custody:

a. Handcuff subject with hands to rear if injury/illness permits, otherwise restrain as appropriate (on gurney, if needed).

b. Ensure subject/arrestee has been properly searched.

c. Allow reaction space if possible.

d. Load into transport vehicle and check security of entire interior.

e. Vehicle with cage:

1. Place in right rear with proper restraints and seatbelt.

2. Adjust inside mirror to provide visual observation of subject/arrestee.

f. Vehicle without cage.

Option One:

1. Place in right front seat with proper restraints (cuffs, leg chains, waist chain) and seatbelt.

2. Make sure weapon is secure or placed away from potential access by subject.

Option Two:

1. Place in right rear seat with proper restraints (cuffs, leg irons, waist chain) and seatbelt.

2. Make sure weapon is secure or placed away from potential access by subject.

3. Adjust the rearview mirror to allow surveillance of subject movement.

g. Upon arriving at destination, visually check area for possible security risks then unload and move arrestee to appropriate medical area.

h. Walk behind with weapon side away; if necessary for balance, assist subject by supporting under arm.

i. Observe subject and surroundings to ensure security and officer safety.

j. Do not allow yourself to be distracted from arrestee observation and control.

1. Do not relax after cuffing.

2. Do not let arrestee out of your sight.

2. Identify any statements or behavioral observations that indicate danger by the subject to him/herself or to others and the need to communicate these to person assuming custody:

a. It is critical to communicate the statements or behavioral observations to person assuming custody since the individual being transported may attempt to do violence to him/herself or others.

b. If no one appears to be paying attention to the information you are giving, write it down and leave it. Make a field note regarding this. This will provide some protection with respect to liability.

Performance Outcome 8.3.

Transport ill or injured subject to receive medical care.

Training Objective Related to 8.3.

1. Given a written exercise, identify the steps involved to transport an ill or injured subject to receive medical care.

Criteria: The trainee shall be tested on the following:

8.3.1. Identify appropriate medical and biohazard precautions to take should subject/arrestee possibly have an airborne or bloodborne pathogen (tuberculosis, HIV, etc.):

8.3.1.1. Protective masks and personal protective equipment.

8.3.1.2.Cleaning hands, face, masks and vehicle after transport.

8.3.2. Secure subject/arrestee as injury/illness permits.

8.3.3. Use all other security practices noted in standard 8.2.

8.3.4. Do **not** allow yourself to be distracted from subject observation and control even though responding to a medical need of the subject/arrestee.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify appropriate medical and biohazard precautions to take should subject/arrestee possibly have an airborne or blood borne pathogen.

a. Protective masks and personal protective equipment.

b. Cleaning hands, face, masks and vehicle after transport.

2. Secure subject/arrestee as injury/illness permits.

3. Use all other security practices noted in standard 8.2.

4. Do not allow yourself to be distracted from subject/arrestee observation and control even though responding to a medical need of the subject/arrestee.

Instructor Notes: 1. Advise trainees to identify department policy related to medical transports involving rescue squad or other non-agency vehicle. 2. Advise trainees to identify department policy related to non-traditional medical transports, i.e. pregnant subject, disabled subject (various disabilities).

Field Training

In conjunction with completing basic academy training, the process service officer must identify requirements related to the employing agency, and community resources and agencies that may assist job performance. Expected performance outcomes include this basic knowledge and cover the following:

9.1 – 9.6 Policies, Procedures and Operations

9.1. Identify agency policy regarding professional appearance related to clothing and grooming.

9.2. Identify agency policy and procedures for handling violations of professional, ethical or legal standards of conduct by fellow process service officers.

9.3. Identify agency policy and procedure related to communicating information about service of process to internal and external authorities.

9.4. Identify agency policy and procedure for obtaining assistance for communicating with various cultural backgrounds or with various disabilities.

9.5. Identify agency policy and procedures for eviction when an outstanding warrant exists.

9.6. Identify department policy related to explaining a violation of county or municipal ordinance(s) that is the basis for service of process.

9.7. *(Repealed)*

9.8. Complete IS-700 NIMS Introductory training course and provide certificate of completion to supervisor.

9.9. Complete ICS 100 Introductory training course and provide certificate of completion to supervisor.

**** Special Note: Completion of IS-700 NIMS Introductory course through FEMA online training will accomplish 9.8. Completion of ICS 100 Introductory course through FEMA online training will accomplish 9.9.***

9.10. Use an impact weapon to control a subject if impact weapons are assigned by agency.

9.10.1. Identify the primary, secondary and lethal target areas.

9.10.2. . Demonstrate offensive and defensive stances.

9.10.3. Demonstrate proper verbalization and touch/striking techniques for primary, secondary and the non-lethal target areas.

Weapons

CATEGORY 7 - WEAPONS

Performance Outcome 7.1.

Clean and inspect weapons system. (revolver, semi-automatic weapon)

Training Objectives Related to 7.1.

1. Given a written exercise, identify nomenclature of weapons. (revolver, semi-automatic weapon)

2. Given a practical exercise, demonstrate prescribed procedure for cleaning weapon. (revolver, semi-automatic weapon)

Criteria: The trainee shall be tested on the following:

7.1.1. Identification of the correct terms to identify weapons and parts of weapons. (revolver, semi-automatic weapon)

7.1.2. Demonstration of prescribed procedure to prepare weapon for cleaning. (revolver, semi-automatic weapon)

7.1.2.1. Remove magazine or empty cylinder

7.1.2.2. Remove round from chamber

7.1.2.3. Double check weapon to make sure it is empty

7.1.3. Identification of weapon cleaning equipment. (revolver, semi-automatic weapon)

7.1.4. Demonstration of the use of weapon cleaning equipment. (revolver, semi-automatic weapon)

7.1.4.1. Field strip weapon

7.1.4.2. Clean components

7.1.4.3. Inspect for damage and imperfections

7.1.4.4. Lubricate

7.1.4.5. Reassemble

7.1.4.6. Safely test for proper function

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of the correct terms to identify weapons and parts of weapons. (revolver, semi-automatic weapon)

2. Demonstration of prescribed procedure to prepare weapon for cleaning. (revolver, semi-automatic weapon)

a. Remove magazine or empty cylinder

b. Remove round from chamber

c. Double check weapon to make sure it is empty

3. Identification of weapon cleaning equipment. (revolver, semi-automatic weapon)

4. Demonstration of the use of weapon cleaning equipment. (revolver, semi-automatic weapon)

a. Field strip weapon

b. Clean components

c. Inspect for damage and imperfections

d. Lubricate

e. Reassemble

f. Safely test for proper function

Performance Outcome 7.2.

Using proper hand grip and observation, draw department issued weapon from holster. (revolver or semi-automatic weapon)

Training Objectives Related to 7.2.

1. Given practical exercises, use a good and consistent combat grip with a safe and efficient draw from the holster following prescribed drawing techniques using the officer’s approved handgun and holster. (revolver or semi-automatic weapon)

Criteria: The trainee shall be tested on the following:

7.2.1. Draw and fire

7.2.2. Draw to a ready position

7.2.3. Draw to a “cover mode” simulating the covering of a suspect together with the issuance of the verbal order “Police - Don’t Move!”

7.2.4. Using standing, kneeling, and prone positions

7.2.5. Use of covering and concealment while maintaining visual contact with the threat

7.2.6. Reloading while concentrated on the threat and not the weapon

7.2.7. Clear handgun stoppages

7.2.8. Reholster weapon

Lesson Plan Guide: The lesson plan shall include the following:

1. Draw and fire

2. Draw to a ready position

3. Draw to a "cover mode" simulating the covering of a suspect together with the issuance of the verbal order "Police - Don't Move!"

4. Using standing, kneeling and prone positions

5. Use of covering and concealment while maintaining visual contact with the threat

6. Reloading while concentrated on the threat and not the weapon

7. Clear handgun stoppages

8. Reholster weapon

Definitions:

a. Gripping: using sufficient strength to hold a weapon on a plane so that the projectile will travel on a line to the target

b. Lifting: having adequate strength to lift the weapon to eye level while maintaining safe control

c. Range of vision: should be such that a person can focus on one object (sights) and still see an image of the target

d. Strength: overall strength should be a minimum of being able to perform normal task without fatiguing quickly

e. Breathing: holding breath for a minimal time in order to complete the task of firing the weapon

f. Cover mode: finger outside the trigger guard until you are on target and have decided to fire

Performance Outcome 7.3.

Clear stoppage in semi-automatic pistols and revolvers. Demonstrate safe handling of weapons on the range and on and off duty.

Training Objectives Related to 7.3.

Given a practical exercise:

1. Demonstrate the techniques for clearing stoppages in pistols or revolvers.

2. Demonstrate safe handling of weapons on the range and how to do so on and off duty.

Criteria: The trainee shall be tested on the following:

7.3.1. Techniques for clearing stoppages:

7.3.1.1. Semi-automatic pistol

7.3.1.1.1. Failure to fire

7.3.1.1.2. Failure to feed

7.3.1.1.3. Failure to eject

7.3.1.1.4. Failure to extract

7.3.1.2. Revolver

7.3.1.2.1. When trigger is pulled and revolver does not fire

7.3.1.2.2. When trigger gets tight and cylinder will not turn

7.3.1.2.3. When there is a squib load

7.3.2. Demonstration of safe handling of weapons on the range and identification of safe handling of weapons on and off duty.

Lesson Plan Guide: The lesson plan shall include the following:

1. Techniques for clearing stoppages:

a. Semi-automatic pistol

1. Failure to fire

2. Failure to feed

3. Failure to eject

4. Failure to extract

b. Revolver

1. When trigger is pulled and revolver does not fire

2. When trigger gets tight and cylinder will not turn

3. When there is a Squib load

2. Demonstration of safe handling procedures of weapon while on the range and identification of safe handling procedures of weapon on and off duty.

Performance Outcome 7.4.

Fire a hand gun in various combat situations using issued equipment.

Training Objectives Related to 7.4.

1. Fire the officer's issued/approved weapon during daytime/low light and/or night time combat range exercises using issued/approved loading device, issued/approved holster and flashlight with 70% accuracy on two of the approved courses of fire.

Criteria: The trainee shall be tested on the following:

7.4.1. Demonstrate dry firing and basic shooting principles.

7.4.2. Using proper marksmanship and reloading fundamentals, fire a minimum of 200 rounds with issued (or equal to this) ammunition in daylight conditions using issued/approved weapon prior to qualification.

7.4.3. Qualify on two of the below selected courses with approved targets under daylight conditions using issued (or equal to this) duty ammunition, weapon, duty belt and holster:

7.4.3.1. Virginia Modified Double Action Course for Semi-automatic Pistols and Revolvers, 60 rounds, 7, 15, 25 yards shooting. (See Appendix A)

7.4.3.2. Virginia Modified Combat Course I, 60 rounds, 25, 15, 7 yards shooting (See Appendix B)

7.4.3.3. Virginia Modified Combat Course II, 60 rounds, 25, 15, 7, 5, 3 yards shooting (See Appendix C)

7.4.3.4. Virginia Qualification Course I, 50 rounds, 25 to 5 yards shooting (See Appendix D)

7.4.3.5. Virginia Qualification Course II, 60 rounds, 3 to 25 yards shooting (See Appendix E)

7.4.3.6. Virginia Tactical Qualification Course I, 50 rounds, 5 or 7, 25 yards shooting (See Appendix F)

7.4.3.7. Virginia Tactical Qualification Course II, 36 rounds, 3 to 25 yards shooting (See Appendix G)

7.4.3.8. Virginia Tactical Qualification Course III, 50 rounds, 1/3 to 25 yards shooting (See Appendix H)

7.4.3.9. Virginia Tactical Qualification Course IV, 60 rounds, 1/3 to 25 yards shooting (See Appendix I)

7.4.3.10. Virginia Tactical Qualification Course V, 50 rounds, 1/3 to 25 yards shooting (See Appendix J)

7.4.4. Fire a minimum of 25 rounds on a low light and/or a minimum of 25 rounds on a nighttime course for practice prior to qualification using the agency issued or approved handgun, duty holster and loading device.

7.4.4.1. Fire a minimum of 25 rounds on a low light and/or a minimum of 25 rounds on a nighttime qualification course with a 70% qualification score on each course.

7.4.4.2. Fire a minimum of 12 rounds with use of a flashlight in Appendix B or Appendix C above.

7.4.4.2.1. Identify the advantages and disadvantages of three methods of flashlight use with a weapon.

7.4.4.2.2. Identify the correct target threat by using flashlight techniques and weapon in hand.

7.4.4.3. Low light and nighttime practice and qualifications courses with time limitations and distances will be established by the school, agency, or academy board.

7.4.4.4. Fire from point shoulder positions, cover down positions and barricade positions.

7.4.4.5. Fire using strong and weak hand as appropriate:

7.4.4.5.1. Standing position

7.4.4.5.2. Kneeling position

7.4.4.5.3. Prone position

7.4.4.6. Reload the weapon with emphasis on utilizing tactical reloads where appropriate

7.4.4.7. Correct any weapon stoppages that may occur

7.4.5. Fire familiarization drills using a minimum of 50 rounds (10 per position) with issued (or equal to this) ammunition to include:

7.4.5.1. Moving forward and backward (officer and/or target).

7.4.5.2. Moving side to side (officer and/or target).

7.4.5.3. Use of cover and concealment.

7.4.5.4. Shove and shoot.

7.4.5.5. Seated straight/90 degrees to simulate shooting from a vehicle.

Performance Outcome 7.5.

Secure weapons while off duty. (revolvers, semi-automatic weapons)

Training Objectives Related to 7.5.

1. Given a written exercise, identify reasons for and methods for avoiding firearms accidents while off duty.

Criteria: The trainee shall be tested on the following:

7.5.1. Reasons for security

7.5.1.1. Prevent injury and unauthorized access (§18.2-56.2)

7.5.1.2. Minimize theft opportunity (separate ammunition from the weapons)

7.5.2. Methods for security

7.5.2.1. Lock box

7.5.2.1.1. Loaded

7.5.2.1.2. Unloaded

7.5.2.2. Trigger lock

7.5.2.2.1. Unloaded

7.5.2.3. Cable lock

7.5.2.3.1. Unloaded

7.5.2.4. Disassemble weapon

Lesson Plan Guide: The lesson plan shall include the following:

1. Reasons for security

a. Prevent injury and unauthorized access (§18.2-56.2)

b. Minimize theft opportunity (separate ammunition from the weapons)

2. Methods for security

a. Lock box

1. Loaded

2. Unloaded

b. Trigger lock

1. Unloaded

c. Cable lock

1. Unloaded

d. Disassemble weapon

Performance Outcome 7.6.

Carry a firearm when off duty. (revolver, semi-automatic weapon)

Training Objectives Related to 7.6.

1. Given a written exercise, identify the factors to consider when carrying a firearm while off duty. (revolver, semi-automatic weapon)

Criteria: The trainee shall be tested on the following:

7.6.1. Identification that an officer must comply with department policy relating to carrying a firearm while off duty and qualifying with the off duty firearm.

7.6.2. Identification of statutes that regulate the carrying of firearms while off duty.

7.6.3. Identification of the impact that alcohol consumption may have on judgment relating to use of firearms while off duty.

7.6.4. Identification of conditions that should be maintained while carrying a firearm off duty.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification that an officer must comply with department policy relating to carrying a firearm while off duty and qualifying with the off duty firearm.

2. Identification of statutes that regulate the carrying of firearms while off duty.

3. Identification of the impact that alcohol consumption may have on judgment relating to use of firearms while off duty.

4. Identification of conditions that should be maintained while carrying a firearm off duty

a. Concealed

b. Cecure (retaining device)

c. Accessible

d. Law enforcement identification with weapon

e. Jurisdiction

f. Training

5. Identification of response to being stopped by on-duty officer:

a. Upon being challenged, members will remain motionless unless given a positive directive otherwise.

b. Members will obey the commands of the challenging member, whether or not he/she is in uniform. This may entail submission to arrest.

c. Members will not attempt to produce identification unless and until so instructed.

d. If circumstances permit, members may verbally announce their identity and state the location of their badge and credentials.

e. Members should ask the challenger to repeat any directions or questions that are unclear and should never argue with challenger.

f. Challenged members will follow all instructions received until recognition is acknowledged.

WEAPONS PERFORMANCE OUTCOMES

APPENDIX A

VIRGINIA MODIFIED DOUBLE ACTION COURSE FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS

Targets- B-21, B-21X, B-27, Q

60 ROUNDS, 7 - 25 YARDS

Qualification Score: 70%

Each officer is restricted to the number of magazines carried on duty. Magazines shall be loaded to their full capacity. Range instructor shall determine when magazines will be changed.

PHASE 1 - 7 YARD LINE: With loaded magazine, on command fire 1 round in 2 seconds or fire 2 rounds in 3 seconds, make weapon safe, holster, repeat until 6 rounds have been fired.

1. On command draw and fire 2 rounds in 3 seconds, make weapon safe, holster, repeat until 6 rounds have been fired.

2. On command draw and fire 6 rounds strong hand and 6 rounds weak hand in 20 seconds for semi-auto and 30 seconds for revolver, make weapon safe and holster.

PHASE 2 -15 YARD LINE: Point Shoulder Position

1. On command draw and fire 1 round in 2 seconds or 2 rounds in 3 seconds, make weapon safe, holster, repeat until 6 rounds have been fired.

2. On command draw and fire 2 rounds in 3 seconds, holster and repeat until 6 rounds have been fired.

3. On command draw and fire 6 rounds in 12 seconds, make weapon safe and holster.

PHASE 3 - 25 YARD LINE: On command fire 6 rounds from prone, 6 rounds from kneeling and 6 rounds from standing until 18 rounds have been fired in 75 seconds for semi-auto, strong hand; for revolver,

90 seconds, strong hand. The order of position and use of cover/concealment and decocking is optional with the instructor.

SCORING - B21, B21X targets - use indicated K value with a maximum 300 points divided by 3 to obtain percent.

B27 target - 8,9,10,X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent.

Q target - 5 points inside the bottle, 3 points outside the bottle on the target. Divide by 3 to obtain percent.

INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN CHALLENGING THE TARGET.

APPENDIX B

VIRGINIA MODIFIED COMBAT COURSE I

Targets - B21, B21X, B27, Q

60 ROUNDS, 25 - 7 YARDS

Qualification Score 70% Moving Course

Range instructor to determine when to load.

PHASE 1 - 3 Minute Course - at the 50 YARD LINE.

Officer/Deputy on command runs to the **25 YARD LINE,** fires 12 rounds with strong hand kneeling, fires 12 rounds prone strong hand, 6 rounds standing strong hand, barricades may be used for cover/concealment. Order of positions and use of cover/concealment and decocking is optional per instructor.

PHASE 2 - 1 Minute - at the 25 Yard Line:

Officer/Deputy on command runs to the **15 YARD LINE** fires 12 rounds standing strong hand, reloads and fires 6 rounds kneeling.

PHASE 3 - 25 Seconds - at the 15 Yard Line:

Officer/Deputy on command runs to the **7 YARD LINE,** fires 6 rounds strong hand and 6 rounds weak hand.

SCORING - B21, B21X, targets - used indicated K value with a maximum 300 points divided by 3 to obtain percent.

B27 targets - 8, 9,10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent.

Q targets - 5 points inside the bottle, 3 points outside the bottle on the target. Divide by 3 to obtain percent.

INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN CHALLENGING THE TARGET.

APPENDIX C

VIRGINIA MODIFIED COMBAT COURSE II

FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS

Targets - B21, B21X, B27, Q

60 ROUNDS, 25 - 3 YARDS

Qualification Score 70% Moving Course

Range Instructor to determine when to load.

PHASE 1 - 90 seconds for **REVOLVERS,** 70 seconds FOR **SEMI-AUTOMATICS - at** the 50 Yard Line:

Officer/Deputy on command runs to the **25 YARD LINE** and fires 6 rounds standing, fires 6 rounds from the prone and 6 rounds kneeling using strong hand. The order of positions and use of cover/concealment and decocking in between is optional with the instructor.

PHASE 2 - 30 seconds - at the 25 Yard Line:

Officer/Deputy on command runs to the **15 YARD LINE,** fires 6 rounds standing, 6 rounds kneeling.

PHASE 3 - 25 seconds - at the 15 Yard Line:

Officer/Deputy on command runs to the **7 YARD LINE,** fires 6 rounds strong hand and 6 rounds weak hand.

PHASE 4 - at the **5 Yard Line**.

On command draw and fire 12 rounds in any sequence, i.e. 1 round, 2 rounds, 3 rounds or staggered sequence.

PHASE 5 - at the **1 or 2 Yard Line,** hip shooting.

On command draw and fire 6 rounds in any sequence, i.e. 1 round, 2 rounds, 3 rounds or staggered.

SCORING - B21, B21X targets-use indicated K value with a maximum 300 points divided by 3 to obtain percent.

B27 targets - 8, 9, 10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent.

Q targets - 5 points inside the bottle, 3 points outside the bottle on the target. Divide by 3 to obtain percent.

INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN CHALLENGING THE TARGET.

APPENDIX D

VIRGINIA QUALIFICATION COURSE I

FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS

Targets - B21, B21X, B27, Q

50 ROUNDS, 25 - 5 YARDS

Qualification Score 70%

PHASE 1 - At the **25 yard line**, 75 seconds for pistols, 95 seconds for revolvers.

On command with a fully loaded weapon fire 6 rounds prone, 6 rounds kneeling strong hand, 6 rounds standing strong hand. The order of the positions and use of cover/concealment and decocking in between is optional per instructor.

PHASE 2 - At the **25 Yard Line,** 8 Seconds for pistol or revolver.

On command move to the **15 Yard Line,** draw and fire 2 rounds and stay at cover down position.

PHASE 3 - Stay on the **15 Yard Line,** 3 seconds for pistols or revolvers.

On command from cover down position fire 2 rounds, recover, maintain cover down position, repeat four times for 8 rounds.

PHASE 4 - 20 seconds for pistols, 25 seconds for revolvers.

At the 15 Yard Line on command move to the **7 Yard Line,** draw and fire 12 rounds with a MANDATORY RELOAD.

PHASE 5 - 20 seconds for pistols, 25 seconds for revolvers

On command at the 7 YARD LINE move to the **5 Yard Line,** draw and fire 5 rounds strong hand, **Reload** and fire 5 rounds weak hand.

SCORING - B21, B21X targets **-** use indicated K value with a maximum 250 points multiplied by .4 to obtain percent.

B27 targets **-** 8, 9,10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points multiply by .4 to obtain percent.

Q targets **-** 5 points inside the bottle, 3 points outside the bottle on the target, multiply by .4. to get percent.

INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN TO CHALLENGE THE TARGET.

APPENDIX E

VIRGINIA QUALIFICATION COURSE II

FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS

Targets - B21, B21X, B27, Q

60 Rounds, 3 - 25 YARDS

Qualification Score 70%

PHASE 1 - 20 seconds - at the **3 Yard Line,** on command draw and fire 6 Rounds standing with strong hand, **MAGAZINE CHANGE/RELOAD**, Fire 6 rounds standing with weak hand.

PHASE 2 - at the **7 Yard Line,** on command draw and fire 2 rounds in 3 seconds, holster, repeat until 12 rounds have been fired.

PHASE 3 - 10 seconds, at the **7 Yard Line,** On command draw and fire 6 rounds kneeling.

PHASE 4 - 37 seconds, At the **15 Yard Line,** on command fire 12 rounds standing, 6 rounds kneeling. SEMI-AUTOS must have MAGAZINE CHANGE.

ACADEMIES MUST CHOOSE ONE OF THE FOLLOWING PHASES FOR SCORING:

PHASE 5A - 45 seconds - at the **25 Yard Line,** on command fire 12 rounds, 6 rounds kneeling using barricade and 6 rounds standing using barricade for cover.

OR

PHASE 5B - 25 YARD LINE**,** 60 seconds for pistols, 60 seconds for revolvers. On command, fire 4 shots standing strong side, 4 shots kneeling strong side, and 4 shots prone strong side.

SCORING - B21, B21X, targets - use indicated K value with a maximum 300 points divided by 3 to obtain percent.

B27 targets - 8, 9,10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent.

Q targets - 5 points inside the bottle, 3 points out of the bottle on the target. Divide by 3 to obtain percent.

INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY TO USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.

APPENDIX F

VIRGINIA TACTICAL QUALIFICATION COURSE I

FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS

Targets - B21, B21X, B27, Q

50 Rounds, 5/7 - 25 YARDS

Qualification Score 70%

Each officer/deputy restricted to number of magazines carried on duty. Magazines fully loaded. Instructor shall determine magazine changes.

PHASE 1 - At **5, 7 OR FRACTION THEREOF**, point shoulder shooting, fire 2 rounds in 3 seconds for 12 rounds. After each two rounds, holster, repeat until 12 rounds have been fired.

1. On command draw and fire 6 rounds in 8 seconds, point shoulder position.

2. On command draw and fire 4 rounds in 8 seconds, strong hand only, point shoulder.

3. On command fire 4 rounds in 10 seconds, weak hand point shoulder.

PHASE 2 - At **15 Yard Line,** point shoulder position

1. On command draw and fire 2 rounds in 3 seconds for 6 rounds. (Optional to holster after each 2 rounds)

2. On command draw and fire 6 rounds in 12 seconds.

ACADEMIES MUST CHOOSE ONE OF THE FOLLOWING PHASES FOR SCORING:

PHASE 3A - at **25 Yard Line,** 45 seconds for pistols, 60 seconds for revolvers.

1. On command assume kneeling position, draw and fire 6 rounds behind a barricade.

2. Fire 6 rounds, strong hand standing barricade position.

PHASE 3B - at 25 Yard Line, 60 seconds for pistols, 60 seconds for revolvers. On command, fire 4 shots standing strong side, 4 shots kneeling strong side, and 4 shots prone strong side.

SCORING - B21, B21X targets - use indicated K value with a maximum 250 points multiply by .4 to obtain percent.

B27 targets - 8, 9,10,X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points multiply by .4 to obtain percent.

Q targets - 5 points inside the bottle, 3 points out of the bottle on the target, multiply by .4 to obtain percent.

INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.

APPENDIX G

VIRGINIA TACTICAL QUALIFICATION COURSE II

FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS

Targets - B21, B21X, B27, Q

36 ROUNDS, 3 - 25 YARDS

Qualification Score 70%

Course begins with a charged and fully loaded weapon, all shots fired standing with strong hand, weapon at eye level with all shots placed high in the chest area unless directed otherwise by the instructor. Weapons WILL NOT BE holstered until the target has edged or whistle has blown. At the end of each phase of fire, a tactical/combat reload will be executed before holstering. If a reload is required it will be accomplished by using a combat or speed reloading technique.

Prior to the start of the course at the 7 YARD LINE, semi-auto pistol shooters will be advised to keep one magazine empty and load as directed by instructor in order to evaluate slide lock back, chamber empty and combat loads. Revolver shooters will have reload time increased by 2 seconds at all stages of fire.

PHASE 1 - At **3 Yard Line,** on command draw and fire 2 rounds in 3 seconds, one round in the body, one round in the head or groin and holster. Repeat 3 more times until 8 rounds have been fired.

REVOLVER shooter will reload before firing last four rounds.

PHASE 2 - At 7 Yard Line, (Prior to firing this stage, pistol shooters will be directed to do an in holster magazine exchange placing a magazine with 2 rounds in the pistol). On command draw and fire 2 rounds strong hand, execute a combat or speed reload, transfers weapon to weak hand and fires 1 additional round in 10 seconds. Weapon remains out held in weak hand only and on command fires 3 rounds in 3 seconds and safely holsters. Total rounds fired 6.

PHASE 3 - At 7 Yard Line, draw and fire 4 rounds in 5 seconds and safely holster. Repeat again for a total of 8 rounds. (Revolvers, top off cylinder before firing last 4 rounds).

PHASE 4 - At 15 Yard Line, standing, draw weapon to READY GUN and wait command to fire. On command fire 2 rounds in 3 seconds, return to READY GUN. On command fire 2 rounds, execute a combat or speed reload fire 2 additional rounds and return to READY GUN.

12 SECONDS allotted to fire rounds 3 & 4, reload and fire 2 additional rounds. On command fire 2 rounds in 3 seconds, safely holster. Total rounds fired 8.

PHASE 5 - AT 25 Yard Line, Shooter stands beside cover (barricade), On command retreats behind cover, draws on the move and from behind cover, assumes strong side kneeling position, leans out from behind the cover, fires 2 rounds strong side kneeling in 12 seconds and holsters.

Shooter stands beside cover (barricade) and on command shooter retreats behind cover and assumes strong side standing position, leans out from behind cover and fires 2 rounds, strong side standing in 12 seconds and holsters.

Shooter again retreats behind cover, assumes weak side standing position, leans out from behind cover and fire 2 rounds weak side standing and holsters.

WHEN SHOOTER RETREATS BEHIND COVER, ALL WEAPONS WILL BE DECOCKED AND TRIGGER FINGER PLACED OUTSIDE AND ABOVE THE TRIGGER GUARD. FAILURE TO DO SO IS A SAFETY VIOLATION AND NONE OF THE ROUNDS FIRED WILL BE SCORED. This course of fire is to teach looking for and moving to cover.

SCORING - B21, B21X, B27 targets - used indicated K value with a maximum 180 points divide by 1.8 to obtain percent.

B27 target - 8, 9, 10, X rings = 5 points, 7 rings = 4 points, hits on silhouette = 3 points, divide by 1.8 to obtain percent.

Q targets - 5 points inside the bottle, 3 points out of the bottle and on the target divide by 1.8 to obtain percent.

INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.

APPENDIX H

VIRGINIA TACTICAL QUALIFICATION COURSE III

FOR SEMI-AUTOMATIC PISTOLS

Targets-B21, B21x, B27, Q – 99

50 ROUNDS, 1/3-25 YARDS

Qualification Score 70%

Each officer/deputy restricted to number of magazines carried on duty. Magazines may be partially loaded during course of fire to induce a malfunction at instructor's discretion. Instructor may determine magazine exchanges. Course may be run from the 25 to the 1/3 yard line, or 1/3 yard line to the 25 yard line. Lateral, fore or aft movement during any phase at the instructor's discretion.

Phase 1-At the 25 Yard Line, for a total of 6 rounds.

On command, draw and fire 3 rounds standing, and 3 rounds kneeling in 25 seconds. (Option use barricade or simulated cover)

Phase 2-At the 15 Yard Line, for a total of 6 rounds.

On command, draw and fire 2 rounds in 4 seconds. (3x for total of 6 rounds) (Option, shoot then step laterally)

Phase 3-At the 7 Yard Line, for a total of 6 rounds.

On command, draw and fire 2 rounds in 3 seconds. (3x for total of 6 rounds) (Option, step laterally as you draw)

Use either 4a or 4b

Phase 4a-At the 7 Yard Line, for a total of 12 rounds.

On command, draw and fire 6 rounds, perform a reload, then fire an additional 6 rounds in 12 seconds. (Option, step laterally while reloading)

Phase 4b-At the 7 Yard Line, for a total of 12 rounds.

On command, draw as you move to the 5 yard line,

1. Fire 2 rounds in 3 seconds, (3x for total of 6 rounds)

2. Fire 6 rounds in 6 seconds.

Phase 5-At the 5 Yard Line, for a total of 14 rounds, on command, draw and fire (Option, step laterally as you draw)

1. Rounds in 3 seconds (3x for total of 6 rounds)

2. Rounds in 6 seconds, strong hand only

3. Rounds in 8 seconds, weak hand only.

Phase 6-At the 1-3 Yard Line, for a total of 6 rounds.

On command, draw and fire 3 rounds in 3 seconds using close quarter/hip technique. (Option, shove and shoot and/or 1-2 steps to the rear after shooting)

SCORING- B21, B21x targets-use indicated K value with maximum 25 points multiplied by .4 to obtain percent.

B27 targets-8, 9, 10, X rings=5 points, 7 ring=4 points, hits on silhouette=3 points multiply by .4 to obtain percent.

Q targets-5 points inside the bottle, 3 points outside the bottle on target multiply by .4 to get percent.

INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.

APPENDIX I

VIRGINIA TACTICAL QUALIFICATION COURSE IV

FOR SEMI-AUTOMATIC PISTOLS

Targets-B21, B21x, B27, Q

60 ROUNDS, 1/3-25 YARDS

Qualification Score 70%

Each officer/deputy restricted to number of magazines carried on duty. 25 yard line phase calls for rounds fired from 2 different positions (chosen from standing, kneeling, prone) for a total of 12 rounds. Mandated reloads or staging magazines to induce a malfunction at the instructor's discretion. When utilizing barricade or simulated cover position, Instructor option to begin behind cover or seek cover to begin phase. (Example: Shooter draws as he/ she steps behind cover) Close quarter/hip shooting portion can be run from three yards and in, utilizing close quarter shooting techniques. Lateral movement during draw or after shots may be introduced during any phase of fire at the instructor's discretion. Instructor option to substitute 5 Yard line stage with: draw and fire 4 rounds strong hand, safely transfer weapon to weak hand and immediately fire 4 rounds weak hand in 10 sec.

Phase 1-At the 25 Yard Line, for a total of 12 rounds.

On command, draw and fire 6 rounds from position 1; from position 2, fire 6 rounds in 45 seconds behind cover.

Phase 2-At the 15 Yard Line, for a total of 18 rounds. (Option for lateral movement)

1. On command, draw and fire 2 rounds in 4 seconds (3x for total of 6 rounds)

2. On command, draw and fire 6 rounds, combat reload, then fire 6 more rounds in 25 seconds.

Phase 3-At the 10 Yard Line, for a total of 6 rounds. (Option for lateral movement)

1. On command, draw and fire 2 rounds in 3 seconds, then go to ready gun.

2. From ready gun, on command, fire 2 rounds in 3 seconds.

3. From ready gun, on command, fire 2 rounds in 3 seconds.

Phase 4-At the 7 Yard Line, for a total of 12 rounds. (Option for lateral movement)

1. On command, draw and fire 2 rounds in 3 seconds.

2. On command, draw and fire 2 rounds in 3 seconds.

3. On command, draw and fire 2 rounds in 3 seconds.

4. On command, draw and fire 3 rounds in 4 seconds.

5. On command, draw and fire 3 rounds in 4 seconds.

Use either 5a or 5b

Phase 5a-At the 5 Yard Line, for a total of 8 rounds. (Option for lateral movement)

1. On command, draw and fire 4 rounds in 6 seconds, strong hand only then assess, scan and holster.

2. On command, draw and fire 4 rounds in 8 seconds, weak hand only. Reload and holster.

Phase 5b-At the 5 Yard Line, for a total of 8 rounds.

On command, draw and fire 4 rounds strong hand only, safely transfer to weak hand, then fire 4 more rounds weak hand only in 10 seconds.

Phase 6-At the 3 Yard Line or Closer, for a total of 4 rounds.

1. On command, draw and fire using close quarter/hip technique 2 rounds in 3 seconds. (Option, shove and shoot and/or 1-2 steps to the rear after shooting).

2. On command, draw and fire using close quarter/hip technique 2 rounds in 3 seconds. (Option, shove and shoot and/or 1-2 steps to the rear after shooting).

SCORING-B21, B21x targets-use indicated K value with maximum 300 points divided by 3 to obtain percent.

B27 target-8, 9, 10, X rings=5 points, 7 ring=4 points, hits on silhouette=3 points divided by 3 to obtain percent.

Q target-5 points inside the bottle, 3 points outside the bottle on target, divide by 3 to get percent.

INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.

APPENDIX J

VIRGINIA TACTICAL QUALIFICATION COURSE V

FOR SEMI-AUTOMATIC PISTOLS

Targets-B21, B21x, B27, Q

50 ROUNDS, 1/3-25 YARDS

Qualification Score 70%

Each officer/deputy restricted to number of magazines carried on duty 25 yard line calls for rounds fired from 2 different positions (chosen from standing, kneeling, prone) for a total of 6 rounds. (Example: 3 standing and 3 kneeling) Mandated reloads or staging magazines to induce a malfunction/reload at instructor's discretion. When utilizing barricade or simulated cover position, instructor option to begin behind cover or seek cover to begin phase. (Example: Shooter draws as he/she steps behind cover) Lateral movement during draw or after shots may be introduced during any phase of fire at the instructor's discretion. Close quarter/hip shooting portion can be run from three yards and in, utilizing close quarters shooting techniques. Instructor option to substitute 5 yard line stage with: draw and fire 4 rounds strong hand only, safely transfer weapon to weak hand and immediately fire 4 rounds weak hand only in 12 sec.

Phase 1-At the 25 Yard Line, for a total of 6 rounds.

On command, draw and fire 3 rounds from position 1; from position 2, fire 3 rounds in 25 seconds behind cover.

Phase 2-At the 15 Yard Line, for a total of 12 rounds.

1. Have shooters draw to Ready Gun position. On command fire 2 rounds in 3 seconds, assess, scan and return to Ready Gun. Repeat two (2) more times for a total of 6 rounds. Reload and holster.

2. On command, draw and fire 6 rounds in 12 seconds. Assess, scan and holster.

Phase 3-At the 10 Yard Line, for a total of 12 rounds.

On command, draw and fire 6 rounds, reload, and immediately fire 6 more rounds in 20 seconds.

Phase 4-At the 7 Yard Line, for a total of 6 rounds.

On command, draw and fire 2 rounds in 3 seconds. Repeat 2 more times for a total of 6 rounds.

Use either 5a or 5b

Phase 5a-At the 5 Yard Line, for a total of 8 rounds.

1. On command, draw and fire 4 rounds in 6 seconds strong hand only, assess, scan and holster.

2. On command, draw and fire 4 rounds in 8 seconds weak hand only.

Phase 5b-At the 5 Yard Line, for a total of 8 rounds.

On command, draw and fire 4 rounds strong hand only, safely transfer weapon to weak hand, and immediately fire 4 rounds weak hand only in 12 seconds.

Phase 6-At the 3 Yard Line or Closer, for a total of 6 rounds.

On command, draw and fire using close quarter/hip technique 3 rounds in 4 seconds. Repeat again for a total of 6 rounds. (Option shove and shoot and/or 1-2 steps to the rear after shooting.)

SCORING-B21, B21x targets-use indicated K value with maximum 250 points multiplied by .4 to obtain percent.

B27 target-8, 9, 10, X rings=5 points, 7 ring=4 points, hits on silhouette=3 points multiply by .4 to obtain percent.

Q target-5 points inside the bottle, 3 points outside the bottle on target, multiply by .4 to get percent.

INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.

Performance Outcomes for Courtroom Security Officers

Professionalism

Performance Outcome 1.1

Maintain a professional appearance with respect to clothing, grooming and equipment.

Training Objectives Related to 1.1.

1. Given a practical exercise, the trainee will be inspected to meet academy standards for clothing, grooming and equipment.

Criteria: The trainee shall be tested on the following:

1.1.1. Professional appearance for an officer regarding clothing and grooming.

1.1.2. Professional appearance for an officer's personal equipment.

Lesson Plan Guide: The lesson plan shall include the following:

1. Professional appearance for an officer regarding clothing and grooming.

2. Professional appearance for an officer regarding personal equipment.

3. The importance to public perception of professionalism by presenting a well groomed appearance for clothing and equipment.

4. The importance of establishing departmental esprit de corps by presenting a well-groomed appearance.

Performance Outcome 1.2.

Behave in a fair, positive and courteous manner with the public to develop a trust relationship and positive community relationship.

Training Objectives Related to 1.2.

1. Given a written exercise, identify the impact that common courtesy may have regarding the relationship between the sheriff's office and the community.

2. Identify the requirements for professionalism that impact the deputy's knowledge, skill and ability to behave in a fair and positive manner.

Criteria: The trainee shall be tested on the following:

1.2.1. Reasons to foster a positive relationship between the sheriff's office and the public.

1.2.2. Principles that define a profession and professionalism in court security operations.

1.2.3. Three elements of the criminal justice system:

1.2.3.1. Courts

1.2.3.1.1 Describe the Virginia Court System

1.2.3.1.2. Juries:

1.2.3.1.2.1. Definition of a petit jury, grand jury, special grand jury and multi-jurisdictional grand jury.

1.2.3.1.2.2. Qualifications to serve as a juror

1.2.3.1.2.3. Process for selecting potential jurors

1.2.3.1.2.4. Preparing the list of jurors to be summoned

1.2.3.1.3. Describe the Federal Court System

1.2.3.2. Law Enforcement:

1.2.3.2.1. Describe the functions of the office of Sheriff

1.2.3.2.2. Describe the functions of the local police

1.2.3.2.3. Describe the functions of the state police

1.2.3.2.4. Describe the functions of other law enforcement agencies

1.2.3.3. Corrections:

1.2.3.3.1. Define and describe a local correctional facility.

1.2.3.3.2. Define a state correctional facility.

1.2.3.3.3. Explain the similarities and differences between state and local corrections.

1.2.3.3.4. Explain the relationship between state and local corrections.

1.2.4. The place of courts and criminal justice in the structure of government.

1.2.5. The role of ethics:

1.2.5.1. General principles of ethics

1.2.5.2. Code of Ethics:

1.2.5.2.1. Deputy behavior

1.2.5.2.2. Deputy dedication

1.2.5.2.3. Career development

1.2.6. Methods of handling violations of professional, ethical, or legal standards of conduct on the part of fellow deputies.

1.2.7. Positive and negative aspects of discretionary enforcement of laws, policies, and procedures.

1.2.8. Positive and negative influences of a criminal justice career on a deputy's personal life.

Lesson Plan Guide: The lesson plan shall include the following:

1. Reasons to foster a positive relationship between the deputy and the public.

a. Develop and maintain open communications between the sheriff's office and the community.

b. Reduce fear and mistrust by some members of the public, especially recent immigrants whose experience law enforcement officials in other countries has been negative.

c. Enhance the deputy's ability to function as effectively as possible in carrying out their daily duties.

d. Others as may be identified and discussed.

2. Consequences that may result from a failure of common courtesy:

a. Negative attitudes toward deputies in general may develop from the actions of one deputy.

b. The deputy's ability to function effectively in carrying out daily duties will diminish should the deputy become known as lacking in common courtesy and respect.

c. Others as may be identified.

3. Identify principles that define a profession and professionalism in court security.

a. Ensure the safety and integrity of the judicial system and all participants.

b. Pro-actively address threats/potential threats directed at the court.

4. Identify the three elements of the criminal justice system:

a. Courts:

1. Federal system:

a. U. S. District Court

b. U. S. Court of Appeals for the # Circuit (example: U. S. Court of Appeals for the 4th Circuit – Virginia is in this circuit)

c. U.S. Supreme Court

2. State system:

a. Magistrates

b. General District Courts

c. Circuit Courts

d. Virginia Court of Appeals

e. Virginia Supreme Court

b. Law Enforcement:

1. Federal officers (in general)

2. Sheriffs

3. Police (local and state)

4. Other law enforcement agents

c. Corrections:

1. Local corrections (jails, detention facilities)

2. State corrections

5. Identify the place of courts in the structure of government.

6. Define the role of ethics in criminal justice:

a. Identify two general principles of ethics that may assist an deputy in making ethical judgments.

b. Review the Law Enforcement Code of Ethics and its impact on the following:

1. Deputy behavior on duty:

a. Reverence for the law

b. Crime prevention/prevention of rules infractions

c. Respect for the public

d. Impartial enforcement of rules and regulations

e. Attempt to use minimum force necessary to effect an arrest or restrain an inmate

f. Report only the truth

g. Testify only the truth

h. Never use public office for private gain

i. Strive to perform at maximum efficiency

j. Never misuse resources or confidential information

2. Deputy behavior off-duty:

a. Practice good citizenship, i.e., youth volunteer work, assist neighbors, be active in schools, etc.

b. Maintain self-control, fair play and discipline in such areas as avoiding disputes, excessive use of alcohol, prejudicial conduct or interaction with people of different ethnic, religious, sexual and similar preferences, illegal gambling and others that may be identified.

3. Deputy dedication:

a. Self (taking care of you will help you care for others)

b. Family

c. Office

d. Community

e. State

f. Country

4. Career development:

a. In-service training and specialized training programs and courses

b. Resources for individual efforts:

1. Reading professional material related to the job
2. Seeking out other criminal justice training
3. Using educational resources such as college courses
4. Others that may be identified

c. Provide copies of the Code of Ethics for signature by trainees.

7. Identify methods of handling violations of professional, ethical or legal standards of conduct on the part of fellow deputies.

8. Identify the positive and negative aspects of discretionary enforcement of laws:

a. Positive aspect: Citizens realize they cannot manipulate a deputy.

b. Negative aspect: Citizens may react negatively upon receipt of court orders.

9. Identify positive and negative influences of a criminal justice career on a deputy's personal life.

a. Positive influences include, but are not limited to:

1. Providing a role model to citizens, especially children

2. Saving lives

3. Preventing crime

4. Safeguarding the principles of our nation as noted in the Constitution and the Bill of Rights

5. Others as may be identified

b. Negative influences include, but are not limited to:

1. Constantly facing the possibility of death or serious injury

2. Divorce or strains on family relationships

3. Alcoholism

4. Mental health problems ranging from chronic stress to depression with the possibility of suicide

5. Others as may be identified

c. Bias:

1. Define bias

2. Define discrimination

3. Identify consequences of bias based jail, court or civil process operations.

4. Identify consequences of impartial enforcement of jail, court, or civil process service rules.

5. Identify methods that a deputy may use to prevent bias from determining a court security intervention.

Legal

Performance Outcome 2.1.

Perform the duties of a deputy sheriff in compliance with constitutional requirements and the Bill of Rights.

Training Objective Related to 2.1.

1. Given a written exercise, identify the applicability of the 1st, 4th, 5th, 6th, 8th, 13th and 14th Amendments to the United States Constitution to jail and court operations.

Criteria: The trainee shall be tested on the following:

2.1.1. Define Constitutional Law.

2.1.2. List the protections provided to jail inmates and citizens in the First Amendment of the U.S. Constitution as it relates to courtroom security.

2.1.3. List the protections provided to jail inmates and citizens in the Fourth Amendment of the U.S. Constitution as it relates to courtroom security.

2.1.4. List the protections against self-incrimination and double jeopardy in the Fifth Amendment to the U.S. Constitution.

2.1.5. Identify the right to an attorney afforded in the Sixth Amendment to the U.S. Constitution.

2.1.6. List the protections provided to jail inmates and citizens by the Eighth Amendment of the U.S. Constitution as it relates to courtroom security.

2.1.7. Identify the difference between the constitutional rights of pre-trial detainee and those of convicted inmates provided by the 13th Amendment.

2.1.8. List the protections provided to jail inmates and citizens by the Fourteenth Amendment as it relates to courtroom security.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define Constitutional Law.

2. List the protections provided in the First Amendment of the U.S. Constitution and identify how these protections would apply as it relates to courtroom security:

a. Religion (including Religious Land Use and Institutionalized Persons Act)

b. Speech (mail, phone calls)

c. Press (newspapers, magazines)

d. Association (visitors)

e. Redress of grievances (access to courts; legal services to which indigent inmates are entitled in matters related to their incarceration)

f. Others as may be identified by the instructor

3. List the protections provided to jail inmates and citizens by the Fourth Amendment of the U.S. Constitution as it relates to courtroom security:

a. Court holding cell searches

b. Person searches:

1. Frisk

2. Strip

3. Body cavity

c. Seizures:

1. Contraband

2. Evidence

4. List the protections against self-incrimination and double jeopardy in the Fifth Amendment to the U.S. Constitution.

a. Identify the key elements in Deck v. Missouri, 544 US 622 and how it establishes the use of restraints/shackles on defendants in a courtroom.

5. Identify the right to an attorney afforded in the Sixth Amendment to the U.S. Constitution.

a. Identify the key elements in Holbrook v. Flynn 475 US 560 and how it relates to courtroom security and the number of uniformed officers providing security.

6. List the protections of the Eighth Amendment of the U.S. Constitution as it relates to courtroom security:

a. Medical

b. Psychological

c. Safety

d. Others as may be identified by the instructor

7. Identify the difference between the constitutional rights of pre-trial detainee and those of convicted inmates as applicable to the 13th Amendment.

8. List the protections provided to jail inmates by the Fourteenth Amendment:

a. Due process

1. Substantive

2. Procedural

b. Equal protection (especially in relation to religious issues)

Performance Outcome 2.2.

Perform the duties of a court security officer with awareness of personal and agency liability.

Training Objective Related to 2.2.

1. Given a written exercise, identify the requirements of Title 42, United States Code Section 1983, Title 18 United States Codes Sections 241 and 242, and tort law related to personal and agency liability.

2. Given a written exercise, identify how the above mentioned laws apply to court security staff in order to perform required duties and minimize liability.

Criteria: The trainee shall be tested on the following:

2.2.1. Identify the elements that must be present for a person to file a §1983 lawsuit.

2.2.2. Identify the most common legally accepted defenses against a §1983 lawsuit.

2.2.3. Identify the levels of negligence related to tort and 1983 lawsuits.

2.2.4. Identify the major difference between Title 18 U.S. Code §241 and Title 18 U.S. Code §242.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the elements that must be present for a person to file a §1983 lawsuit.

2. Identify the most commonly accepted defenses against a §1983 lawsuit.

a. Substantive defenses b. procedural defenses:

1. Immunity

2. Statute of limitations

3. Identify the levels of negligence in relation to tort and 1983 lawsuits:

a. Simple negligence

b. Gross negligence

c. Deliberate indifference

d. Malicious and sadistic actions

4. Identify the major difference between Title 18 U.S. Code §241 and Title 18 U.S. Code §242.

Performance Outcome 2.3.

Perform duties of a deputy sheriff according to laws governing the office of sheriff.

Training Objective Related to 2.3.

1. Given a written exercise, identify the sections of the Code of Virginia that relate to the jobs and responsibilities of the office of sheriff and deputy sheriffs assigned to court security.

2. Given a written exercise, correctly identify these laws.

Criteria: The trainee shall be tested on the following:

2.3.1. Identify the process by which a bill becomes law in Virginia.

2.3.2. Identify the powers and duties of a sheriff as a constitutional officer.

2.3.3. Identify factors that affect the employment of a deputy sheriff.

2.3.4. Identify the Board responsible for establishing the Minimum Standards for Local Jails and Lockups, the status of the Standards, the result of not complying with the Standards, and who has authority to enforce the standards.

2.3.5. Identify the court duties of the sheriff.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the process by which a bill becomes law in Virginia.

2. Identify the powers of a sheriff as a constitutional officer.

3. Identify factors that affect the employment of a deputy sheriff. Identify factors that affect the employment of a deputy sheriff.

4. Identify factors that affect the employment of a deputy sheriff.

5. Identify the Board responsible for establishing the Minimum Standards for Local Jails and Lockups, the status of the Standards, the result of not complying with the Standards, and who has authority to enforce the standards.

6. Identify the court duties of the sheriff.

Instructor Note: Number 6 must include sufficient detail so that the trainee is able to identify the elements of the criminal justice system with particular emphasis on courts and the sheriff's role in these elements.

Performance Outcome 2.4.

Respond to request by determining whether the facts are civil or criminal.

Training Objectives Relating to 2.4.

1. Given a written exercise, identify actions as civil or criminal matters.

Criteria: The trainee shall be tested on the following:

2.4.1. Define civil liability in contrast to criminal liability.

2.4.2. Given the facts of a crime, identify the crime and Code section using the Code of Virginia.

2.4.2.1. Identify the classes of felonies and their punishments.

2.4.2.2. Identify the classes of misdemeanors and their punishments.

2.4.2.3. Define infractions and local ordinances.

2.4.3. Define consecutive and concurrent sentencing.

2.4.4. Identify the penalties attached for an inmate, who takes hostages or injures any employee of a correctional facility.

2.4.5. Identify the penalties attached for delivery of controlled substances, firearms, ammunition, or explosives to an inmate.

2.4.6. Identify the two defenses against a tort suit.

2.4.7. Identify and define the types of damage related to tort and 1983 lawsuits.

2.4.8. Evaluate facts of a situation to determine if it is a civil or criminal matter by applying the definitions of civil vs. criminal.

2.4.9. Identify civil matters of importance to court security staff:

2.4.9.1. Habeas Corpus

2.4.9.2. Contempt of Court

Lesson Plan Guide: The lesson plan shall include the following:

1. Define civil liability in contrast to criminal liability.

2. Given the facts of a crime, identify the crime and Code section using the Code of Virginia.

a. Identify the classes of felonies and their punishments.

b. Identify the classes of misdemeanors and their punishments.

c. Define infractions and local ordinances.

3. Define consecutive and concurrent sentencing.

4. Identify the penalties attached for an inmate who takes hostages or injures any employee of a correctional facility.

5. Identify the penalties attached for delivery of controlled substances, firearms, ammunition, or explosives to an inmate.

6. Identify the two types of defenses against a tort suit (substantive and procedural).

7. Identify and define the types of damage related to tort and 1983 lawsuits.

a. Nominal

b. Compensatory

c. Punitive

8. Evaluate facts of a situation to determine if it is a civil or criminal matter by applying the definitions of civil vs. criminal. Note that Virginia is a common law state (common law still in effect except as overruled or replaced by the Code of Virginia). Identify the Code citation enabling local counties, cities and towns to establish local ordinances. (§15.2-1425) (§15.2-1429)

9. Identify civil matters of importance to jail/detention staff:

a. Habeas Corpus

b. Contempt of Court, (e.g. §16.1-278.16)

c. Writ of Mandamus/Prohibition (rearranged)

d. Injunction (rearranged)

Instructor Note: Advise trainees that they must identify department policy relating to explaining a violation of county or municipal ordinances that is the basis for a summons to the violator. Advise trainees that they must identify department policy relating to use of discretion regarding a violation of law.

Performance Outcome 2.5.

Obtain an arrest warrant from proper authority.

Training Objectives Related to 2.5.

1. Given a written or practical exercise, identify the proper authority from whom to obtain an arrest warrant, the information that must be presented to support a warrant, and return requirements.

Criteria: The trainee shall be tested on the following:

2.5.1. Identify the proper authorities from which an arrest warrant may be obtained according to 19.2-71 and Rule 3A:3 of the Rules of the Supreme Court of Virginia

2.5.2. Identify the information that must be provided to support a warrant

2.5.3. Return arrest warrant conforming to statutory requirements

Lesson Plan Guide: The lesson plan shall include the following:

1. The proper authorities from which an arrest warrant may be obtained according to §19.2-71 and Rule 3A:3 of the Rules of the Supreme Court of Virginia:

a. Judge

b. Clerk of any circuit, general district or family court

c. Magistrate

2. The information that must be provided to support a warrant:

a. The crime

b. The facts that support probable cause

c. How these facts relate to the suspect(s)

3. Return of arrest warrant conforming to statutory requirements:

a. Deputy sheriff endorsement of the warrant

b. Return to a judicial officer with authority to grant bail

Performance Outcome 2.6.

Arrest persons with a warrant.

Training Objectives Relating to 2.6.

1. Given a written exercise, identify constitutional and statutory requirements to arrest a person with a warrant.

Criteria: The trainee shall be tested on the following:

2.6.1. Define arrest.

2.6.2. Identify the mandatory contents of a valid warrant.

2.6.3. Identify the territorial limitations of a deputy's power to arrest.

2.6.4. Identify the consequences of an illegal arrest.

2.6.5. Identify the process of executing an arrest warrant.

Lesson Plan Guide: The lesson plan shall include the following:

Code of Virginia, §19.2-71 to §19.2-83.1

1. Define arrest.

2. Identify who may issue a warrant for the arrest of a person charged with a criminal offense.

3. Identify the mandatory contents of a valid warrant:

a. It shall be directed to an appropriate deputy.

b. It shall name the accused or set forth a description by which he/she can be identified.

c. It shall describe the offense charged with reasonable certainty.

d. It shall command that the accused be arrested and brought before a court of appropriate jurisdiction.

e. It shall be signed by the issuing officer.

4. Identify the territorial limitations of a deputy's power to arrest.

5. Identify the consequences of an illegal arrest.

6. Identify the process of executing an arrest warrant:

a. Arrest the accused.

b. Inform the accused of the offense charged and that a warrant has been issued.

c. Endorse and date the warrant.

d. Deliver a copy of the warrant to the accused as soon as possible.

Performance Outcome 2.7

Arrest persons without a warrant.

Training Objective 2.7

1. Given a written exercise, identify constitutional and statutory requirements to arrest a person without a warrant.

Criteria: The trainee shall be tested on the following:

2.7.1. Define probable cause for an arrest.

2.7.2. Identify the requirement for warrantless felony arrest under §19.2-81.

2.7.3. Identify the general requirement for a warrantless misdemeanor arrest.

2.7.4. Given narrative examples of arrest situations, determine if the warrantless arrest is legal.

2.7.5. Identify three situations whereby a deputy may make a warrantless arrest according to the Code of Virginia.

2.7.6. Identify the parameters for issuing a summons in lieu of arrest.

2.7.7. Identify a situation in which an officer may issue a summons in lieu of arrest.

Lesson Plan Guide: The lesson plan shall include the following:

Code of Virginia, §19.2-81 to 19.2-83.1

1. Define probable cause for an arrest.

2. Identify the requirement for warrantless felony arrest under §19.2-81.

3. Identify the general requirement for a warrantless misdemeanor arrest.

4. Given narrative examples of arrest situations, determine if the warrantless arrest is legal

5. Identify the situations whereby a deputy may make a warrantless arrest according to the Code of Virginia:

a. Upon information that the individual is wanted in another jurisdiction through electronic messages (fax, teletype and radio messages)

b. Assault and battery

c. A probation or parole violation, etc.

d. Concealed weapon

6. Identify the Virginia State Code sections pertaining to warrantless arrests:

a. Escape, flight and pursuit, arrest anywhere in Commonwealth (§19.2-77)

b. Arrest by officers of other states in close pursuit (§19.2-78)

c. Arrest without warrant authorized in certain cases (§19.2-81, 19.2-81.1, 19.2-81.3)

d. Procedure for arrest without warrant (§19.2-82)

7. Identify the parameters for issuing a summons in lieu of arrest.

8. Identify a situation in which an officer may issue a summons in lieu of arrest.

Performance Outcome 2.8.

Answer questions regarding the progress of a case according to rules of privacy and security controlling access to records.

Training Objectives Relating to 2.8.

1. Given a written exercise, identify basic laws governing rules of privacy and security to control access to records.

Criteria: The trainee shall be tested on the following:

2.8.1. Statutes relating to criminal history records/juvenile information

2.8.2. Statutes relating to release of information through NCIC or VCIN

2.8.3. Application of the Virginia Freedom of Information Act (§2.2-3700)

2.8.4. Application of the Government and Data Collection and Dissemination Protection Act in Virginia jails. (§2.2-3800)

Lesson Plan Guide: The lesson plan shall include the following:

1. Statutes relating to criminal history records/juvenile information.

2. Statutes relating to release of information through NCIC or VCIN.

3. Review of the Virginia Freedom of Information Act (§2.2-3700) (Inmates have no access)

4. The Government and Data Collection and Dissemination Protection Act (§2.2-3800)

Performance Outcome 2. 9.

Serve mental health commitment papers.

Training Objectives Relating to 2. 9.

1. Given a written exercise, identify Code of Virginia requirements for serving mental health commitment papers (emergency custody orders or temporary detention orders only).

Criteria: The trainee shall be tested on the following:

2.9.1. Define emergency custody orders and temporary detention orders and situations in which these would be utilized.

2.9.2. Identify persons having authority to issue an emergency custody order or temporary detention order.

2.9.3. Identify procedures for emergency custody order or temporary detention order return of service.

Lesson Plan Guide: The lesson plan shall include the following:

1. Definition of emergency custody orders and temporary detention orders and situations in which these would be utilized.

2. Identification of persons having authority to issue an emergency custody order or temporary detention order (judge or magistrate).

3. Procedures for emergency custody order or temporary detention order return of service.

a. Return service promptly to clerk's office stating the date and manner of service and to who service was made.

4. Service of mental health commitment papers is the same as service and return of any other civil judicial process.

5. Service is not restricted but is applicable statewide (§8.01-292)

6. Copy of papers must be served to the person to be committed or to a person found at the normal place of abode or posted on the front door or main entrance of the abode or by mail (§8.01-296)

7. Emergency commitments (involuntary detention), §37.2-809.

Instructor Note: Advise trainees that they must identify department policy related to serving mental health commitment papers as part of their department training.

Performance Outcome 2.10.

Apply knowledge of the law to related to family abuse and protective orders.

Training Objectives Related to 2.10.

1. Given Apply knowledge of the law to related to family abuse and protective orders.

Criteria: The trainee shall be tested on the following:

2.10.1. Define the following:

2.10.1.1. Family abuse

2.10.1.2. Family or household member

2.10.2. Identify provisions of protective orders for family abuse.

2.10.3. Identify the prohibitions in place for those subject to a protective order for family abuse.

2.10.4. Identify the process for executing a protective order.

2.10.5. Identify the procedures for victim notification relating to family abuse protective orders.

Lesson Plan Guide: The lesson plan shall include the following:

1. Definitions for the following:

a. Family abuse

b. Household or family member

2. Identify provisions of protective orders for family abuse.

3. Identify the prohibitions in place for those subject to protective order for family abuse.

4. Identify the process for executing a protective order.

5. Identify the procedures for victim notification relating to family abuse protective orders.

Performance Outcome 2.11.

Apply knowledge of law to obtain information from a subject conforming to constitutional requirements.

Training Objectives Related to 2.11.

1. Given a written or practical exercise, identify constitutional requirements to obtain information from a subject.

Criteria: The trainee shall be tested on the following:

2.11.1. Identify constitutional issues related to detention and questioning of a subject.

2.11.2. Identify the relevant case regarding interrogation: Miranda v. Arizona, 384 U.S. 436 (1966)

2.11.3. Identify the two conditions which together trigger the necessity for Miranda warnings.

2.11.4. Identify the conditions by which a confession will be judged to be admissible.

Lesson Plan Guide: The lesson plan shall include the following:

1. The rights of an arrested person as guaranteed by the U. S. Constitution.

2. Identify constitutional issues related to detention and questioning of a subject.

3. Identify the relevant case regarding interrogation: Miranda v. Arizona, 384 U.S. 436 (1966)

4. Identify the two conditions that together trigger the necessity for Miranda warnings:

a. In custody **AND**

b. Questioning/interrogation.

5. Identify use of consent forms and waiver forms

6. Identify the conditions by which a confession will be judged to be admissible.

7. Identify the constitutional basis for the Miranda warning and read the warning:

a. Identify the point at which the suspect should be advised of constitutional rights.

b. Read the complete Miranda warning.

Performance Outcome 2.12

Conduct searches and seizures under the following conditions: with and without a warrant, incident to hot pursuit, with or without consent, incident to arrest, confer with the local Commonwealth's Attorney under unusual search and seizure circumstances.

Training Objectives Related to 2.12

Given a written or practical exercise:

1. Identify those search and seizure situations in which the 4th Amendment mandates a warrant.

2. Identify search and seizure situations in which a warrantless search may be legally conducted.

Criteria: The trainee shall be tested on the following:

2.12.1. Identify the reason that searches generally require a warrant.

2.12.2. Identify the reason that search warrants must be obtained for crime scenes except in emergency circumstances.

2.12.3. Identify the proper authorities from which a search warrant may be obtained:

2.12.3.1. Judge

2.13.3.2. Magistrate

2.12.3.3. Other person with authority to issue criminal warrants in the jurisdiction of the place to be searched.

2.12.4. Explain the elements of a search warrant:

2.12.4.1. Description of place, thing, or person to be searched

2.12.4.2. Description of things or persons to be searched for

2.12.4.3. The crime causing the search

2.12.4.4. Thing(s) being searched for is/are evidence of the crime

2.12.4.5. Any other material facts that show probable cause to issue search warrant

2.12.5. State facts and circumstances that would lead a reasonable person to believe the seizable items are located in the area to be searched.

2.12.6. Identify Code of Virginia requirements for return of search warrant:

2.12.6.1. Date of execution of warrant, signature, and time noted on warrant

2.12.6.2. Under oath, inventory all property seized

2.12.6.3. ~~File in circuit court clerk's office within three days the search warrant, inventory, and affidavit~~ Retired

2.12.6.4. Identify the requirements for a return in accordance with § 19.2-56 and § 19.2-57

2.12.6.4.1. location for filing the return: executed and issued

2.12.6.4.2. timeline for filing and computation exceptions

2.12.7. Identify requirements for warrantless search of premises or property for suspect incident to hot pursuit conforming to constitutional requirements and Code of Virginia.

2.12.7.1. Define the hot pursuit exception to warrant requirements

2.12.7.2. Identify the circumstances that justify hot pursuit

2.12.7.3.. Define the scope of a search incident to hot pursuit

Lesson Plan Guide: The lesson plan shall include the following:

1. Unless an exception is identified, searches require a warrant if a reasonable expectation of privacy exists.

2. Search warrants must be obtained for crime scenes except in emergency circumstances on public property, or consent is given. Jail staff do not need a search warrant for the search of an inmate's person, property, or cell for security, safety or management reasons. A search related to a criminal investigation needs a search warrant with probable cause to believe the property is fruits of a crime or evidence of a crime.

3. Identify items that may be subject to asset forfeiture laws.

a. Situations where assets may be seized:

1. Anything used in substantial connection with menu, sale or distribution of illegal drugs

2. Anything traded or exchanged for illegal drugs

4. Identify the proper authorities from which a search warrant may be obtained according to §19.2-52:

a. Judge

b. Magistrate

c. Other person with authority to issue criminal warrants in the jurisdiction of the place to be searched

5. Examine a sample affidavit according to §19.2-54 covering:

a. Description of place, thing or person to be searched

b. Description of things or persons to be searched for

c. The crime causing the search

d. Thing(s) being searched for is/are evidence of the crime

e. Any other material facts that show probable cause to issue search warrant

6. State facts and circumstances that would lead a reasonable person to believe the seizable items are located in the area to be searched.

7. Return search warrant conforming to Code of Virginia §19.2-57 requirements:

a. Date of execution of warrant, signature and time noted on warrant

b. Under oath, inventory all property seized

c. Requirements for a return in accordance with §19.2-56 and § 19.2-57. The location for filing the return both where executed and issued, the timeline for filing and the computations for exceptions.

8. Identify requirements for warrantless search of premises or property for suspect incident to hot pursuit conforming to constitutional requirements and Code of Virginia §19.2-77.

a. Define the hot pursuit exception to warrant requirements

b. Identify the circumstances that justify hot pursuit

c. Define the scope of a search incident to hot pursuit

Performance Outcome 2.13.

Frisk or search a subject.

Training Objectives Relating to 2.13.

Given a written exercise:

1. Identify the parameters under which a pat down of a subject may be conducted.

2. Identify the parameters under which a search of a subject may be conducted.

Criteria: The trainee shall be tested on the following:

2.13.1. The elements of a detention and arrest.

2.13.2. The scope of the search of a person and the circumstances when the search may be extended beyond the subject.

2.13.3. The relevant legal principles:

2.13.3.1. Terry v. Ohio (person not in custody)

2.13.3.2. Bell v. Wolfish (person in custody)

Lesson Plan Guide: The lesson plan shall include the following:

1. The elements of a detention and arrest.

2. The scope of the search of a person and the circumstances when the search may be extended beyond the subject.

3. The relevant legal principles:

a. Terry v. Ohio (person not in custody)

b. Bell v. Wolfish (person in custody)

Performance Outcome 2.14.

Identify, establish custody of, and record a chain of custody for evidence, seized or detained property, or recovered property.

Training Objectives Related to 2.14.

1. Given a written exercise, identify legal requirements to identify, establish custody of, and document a chain of custody for evidence, seized or detained property, or recovered property.

Criteria: The trainee shall be tested on the following:

2.14.1. Define evidence.

2.14.2. Define the types of evidence.

2.14.3. Define the chain of custody.

2.14.4. Identify the minimum tests that an item of evidence must successfully pass before admission to any criminal court.

2.14.5. Identify methods used for initially considering that an item may be evidence.

2.14.6. Identify procedure to establish and track chain of custody of evidence:

2.14.6.1. Establish custody by marking with proper tags and securing or protecting.

2.14.6.2. Document all persons handling the evidence or property during recovery, removal, transport, storage and release.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define evidence.

2. Define the types of evidence:

a. Documentary (written items)

b. Trace

c. Real

d. Circumstantial

e. Physical

f. Confessions

g. Photographic

3. Define the chain of custody.

4. Identify the minimum tests that an item of evidence must successful pass before admission to any criminal court (Rules of Evidence):

a. Legal relevance

b. Logical relevance

5. Methods used to initially identify evidence:

a. Personal observation

b. Discovery through a valid search warrant

6. Identify methods used for initially considering that an item may be evidence.

7. Identify procedure to establish and track chain of custody of evidence:

a. Establish custody by marking with proper tags and securing or protecting

b. Document all persons handling the evidence or property during recovery, removal, transport, storage and release.

Performance Outcome 2.15.

Identify legal basis for use of force by a deputy.

Training Objective Related to 2.15.

1. Given a written exercise, identify elements of case law and statutory law pertaining to use of force by deputies in the performance of duty.

Criteria: The trainee shall be tested on the following:

2.15.1. Preservation of life: Case law.

2.15.2. Preservation of property.

2.15.3. Enforcing regulations.

2.15.4. Preventing escapes.

2.15.5. Enforcing valid orders.

Lesson Plan Guide: The lesson plan shall include the following:

Case law pertaining to use of force by deputies in the performance of duty.

1. Preservation of life:

a. Case law:

1. Graham v. Connor (applies rules of Constitutional amendment most closely associated with the status of the subject of force)

2. Tennessee v. Garner (applies the objective reasonableness test)

3. Hudson v. McMillan (use of force against a convicted prisoner)

4. US v. Cobb (pre-trial detainee use of force) (905 F2d 784 (1990)

2. Preservation of property.

3. Enforcing regulations.

4. Preventing escapes.

5. Enforcing valid orders.

Performance Outcome 2.16.

Identify the circumstances under which a person is fingerprinted.

Training Objectives Relating to 2.16.

Given a written exercise:

1. Identify the circumstances under which a subject shall be fingerprinted.

2. Identify requirements related to fingerprinting juveniles.

Criteria: The trainee shall be tested on the following:

2.16.1. The circumstances under which a suspect should be fingerprinted:

2.16.1.1. Charged with a felony

2.16.1.2. Charged with a class I or class II misdemeanor

2.16.1.3. Convicted of the above

2.16.2. The statutory requirements related to fingerprinting juveniles:

2.16.2.1. Age

2.16.2.2. Type of crime

2.16.2.3. Charged with certain types of crimes

2.16.2.4. Maintain juvenile fingerprint records separately from adult records

2.16.2.5. Destruction of juvenile fingerprint records

Lesson Plan Guide: The lesson plan shall include the following:

1. The circumstances under which a suspect shall be fingerprinted: (§19.2-390)

a. Charged with a felony

b. Charged with a class I or class II misdemeanor

c. Convicted of a class I or class II misdemeanor (§19.2-74)

2. The requirements related to fingerprinting juveniles: §16.1-299

a. Age

b. Type of crime

c. Suspect in certain types of crimes

d. Maintain juvenile fingerprint records separately from adult records

e. Destruction of juvenile fingerprint records

Communication

Performance Outcome 3.1.

Interview a complainant, witness or victim.

Training Objective Related to 3.1.

1. Given a written or practical exercise:

a. Identify factors to consider in conducting an interview.

b. Interview a complainant, a witness or a victim.

Criteria: The trainee shall be tested on the following:

For a complainant, a witness, or a victim:

3.1.1. Professional demeanor

3.1.2. Use of open-ended questions

3.1.3. Recording of information necessary to complete a report

Lesson Plan Guide: The lesson plan shall include the following:

For a complainant, a witness or a victim:

1. Professional demeanor

2. Use of open-ended questions.

3. Information necessary to complete a report.

4. Complainants and witnesses should be interviewed separately and early in the incident.

5. Statements are made under conditions that provide for no duress, threats, or promises.

6. The focus is on details that bring out the facts of the incident and build on these.

7. Complainants and witnesses are informed that they may be re-interviewed later for information that they may not remember at the moment or about information subsequently developed.

8. Complainants and witnesses are thanked for their information and/or assistance.

9. Identify when/if interview shifts from an interview to an interrogation or becomes accusatory.

Performance Outcome 3.2.

Calm emotionally upset individuals.

Training Objective Related to 3.2.

1. Given a practical exercise, use techniques of positive verbal skills and body language to talk with people who are emotionally upset in a manner to calm them.

Criteria: The trainee shall be tested on the following:

3.2.1. Voice:

3.2.1.1. Volume

3.2.1.2. Tone

3.2.1.3. Control

3.2.2. Body stances

3.2.3. Suggest resources for the inmate/arrestee (chaplain, counseling services, mental health, etc.)

3.2.4. Notify supervisor and follow-up if necessary.

3.2.5. Document all proceedings, if necessary, and/or as agency policy and procedure require.

Lesson Plan Guide: The lesson plan shall include the following:

1. Facial expressions

2. Body stances

3. Eye contact

4. Voice:

a. Volume

b. Tone

c. Control

5. Language use

6. Suggest resources for the inmate/arrestee (chaplain, counseling services, mental health, etc.)

7. Notify supervisor and follow-up if necessary.

8. Document all proceedings, if necessary, and/or as agency policy and procedure require.

Performance Outcome 3.3.

Use crisis communication techniques as appropriate (hostile/confrontational persons).

Maintain calm and prevent a situation from becoming worse.

Training Objectives Related to 3.3.

1. Given a written or exercise, define negotiation, mediation and arbitration and identify or demonstrate the steps of each conflict management technique.

Criteria: The trainee shall be tested on the following:

3.3.1. Evaluation of the conflict or crisis scene

3.3.2. Maintaining officer safety precautions

3.3.3. Use of calming language:

3.3.3.1. Giving appropriate attention to hostile/confrontational person

3.3.3.2. Transitioning to conflict resolution methods

3.3.4. Definition of negotiation, mediation, and arbitration.

3.3.5. Identifying the steps involved in each type of the above conflict management techniques.

3.3.6. Negotiating, mediating or arbitrating the conflict or crisis situation

Lesson Plan Guide: The lesson plan shall include the following:

1. Evaluation of the conflict or crisis scene

2. Maintaining safety precautions

3. Use of calming language:

a. Giving appropriate attention to hostile/confrontational person

b. Transitioning to conflict resolution methods

4. Definition of mediation, negotiation, and arbitration.

a. Mediation is the process of using a neutral third party to serve as an intermediary or conciliator between persons or sides in order to bring about an agreement or resolve a dispute. The aim is to help disputants arrive at their own solution.

b. Negotiation is the process of conferring, discussing, or bargaining to reach an agreement.

c. Arbitration is the process of using a third party or parties to hear both sides of a dispute and make a decision regarding settlement of the dispute.

5. The steps involved in each type of the above conflict management techniques.

a. Mediation

1. Each person states his/her position briefly to the neutral third party (deputy). They do not speak to each other directly until the mediator directs them to do so.

2. The deputy elicits suggestions from the disputants as to how the problem may be solved. "There must be some way to solve this problem. Make a reasonable suggestion."

3. The deputy checks each proposed solution with the other disputant until there is acceptance or compromise.

4. The deputy should avoid criticizing offered solutions, even if he/she doesn't agree.

5. The deputy summarizes the agreement that is reached.

6. The deputy encourages the disputants to act on the solution and leave.

b. Negotiation – defined as parties involved in exchanging information to gain a benefit or resolve a dispute, crisis, etc. Should be used when mediation fails.

1. Each person states his/her position briefly.

2. Negotiator (deputy) offers possible compromises to the disputants in a neutral, non-defensive way.

3. When compromise is reached, the deputy summarizes the agreement for the parties involved and leaves. In a court setting, the deputy observes the parties periodically to see that they are keeping to the agreement.

c. Arbitration – defined as a third party who determines the solution to a dispute and imposes that solution on all parties involved.

1. This is a last resort technique.

2. Here the deputy imposes a solution on the disputants based on knowledge of the subject matter and policies of the sheriff's office related to the type of dispute they are having.

a. The deputy identifies the solution that will resolve the dispute at hand.

b. The deputy presents the options and consequences for not agreeing to resolve the dispute as directed.

c. The deputy communicates his/her responsibility if the disputants do not follow directions.

d. The deputy relates any applicable laws and/or policies and consequences of continued acts that break either of these.

e. The deputy explains clearly that the parties must comply with the law or polices or suffer the consequences.

d. Referral - this can be combined with any of the other techniques. The deputy identifies services that may be able to help the disputants (counseling, etc.).

6. Negotiating, mediating or arbitrating the conflict or crisis situation:

a. Identify that no physical violence has taken place. If physical violence has taken place, follow policy and procedures for the type of crime committed.

b. Maintain all safety precautions. Back up arriving on scene must not disrupt efforts of first deputy but should take direction and support the first deputy. Primary goal is to keep the peace and not let parties become physically violent.

c. Diffuse the situation by separating the parties and explaining that you need to know the facts relating to the dispute. Each person will have a chance to speak, but you will set the rules for talking. (This is part of mediation.) They will be stating their positions but doing it through you. You will follow the steps outlined for mediation.

d. If you perceive the parties are too agitated, take each to a different area (the first deputy and a backup officer need to work together to do this). This will be a negotiation.

e. Each officer must listen carefully to the explanation by each party separately to identify what their common interest is. Ask them to identify some alternatives to which both might agree. Officers should confer before reuniting the parties.

f. Bring the parties back together to discuss alternatives that may resolve the dispute. They must come to an agreement on the alternative for resolving their dispute. You will summarize this and tell them they will be observed for complying with this choice.

g. Recognize when mediation or negotiation conflict management techniques will not produce the desired result. Serve as an arbitrator in this case and make the decision for the parties following agency policy for uncooperative inmates/arrestees.

h. If conflict management techniques are producing the desired result, advise the parties they can return to their normal routine.

Performance Outcome 3.4.

Write reports.

Training Objective Related to 3.4.

1. Given a practical exercise depicting an incident, write a report.

Criteria: The trainee shall be tested on the following:

3.4.1. Type of offense (What)

3.4.2. Subject(s) information and description (Who)

3.4.3. Victim(s) information and description (Who)

3.4.4. Date/time of incident/ location (When and where)

3.4.5. Circumstances surrounding the incident (What and How)

3.4.6. Complainant/reporting party information (What and Why)

3.4.7. Witness(es) information (What and Why)

3.4.8. Action taken.

Lesson Plan Guide: The lesson plan shall include the following:

1. Types of reports used by a sheriff's office:

a. Logs

b. Forms

c. Incident reports

d. Memoranda

e. Letters

2. Write an incident report to include the following:

a. Basic data:

1. Name(s)

2. Inmate number if applicable

3. Cell number if applicable

4. Date/time of day

b. Proper use of grammar

c. Accurate statements of facts to include quotes.

d. Complete and detailed representation of facts

e. Impartial, clear and concise language

3. Review the report to verify that answers to the questions who, what, where, when, why and how are included in the report.

Instructor Note: Emphasize to class that all written reports may be subpoenaed to court. It is critical to document in writing all factors related to an incident and present these in a professional manner that anyone may read and understand.

Performance Outcome 3.5.

Prepare for court testimony and testify in court; in a legal and an administrative proceeding; before grand juries; in criminal trials; in evidence suppression hearings; in implied consent hearings; at probable cause hearings.

Training Objective Related to 3.5.

1. Given a written exercise, identify basic steps an officer should take to prepare for court testimony.

2. Given a practical exercise, prepare for and demonstrate courtroom testimony

Criteria: The trainee shall be tested on the following:

3.5.1. Preparation for court testimony in general:

3.5.1.1. Review notes and reports.

3.5.1.2. Consult Commonwealth or City Attorney, if necessary.

3.5.1.3. Review physical evidence and lab results.

3.5.1.4. Ensure professional appearance.

3.5.1.5. Formulate and articulate the facts of an inmate assault court case.

3.5.2. Preparation for testimony at a probable cause hearing:

3.5.2.1. Deputy appears before a judge, magistrate or clerk of the court.

3.5.2.2. Deputy identifies suspect.

3.5.2.3. Deputy describes facts and circumstances that lead one to believe that a crime has been committed and the person named is the perpetrator and provides this information on an accurately completed affidavit

3.5.2.4. Deputy swears or affirms to the accuracy of the statement before the judge, magistrate or clerk of the court.

3.5.3. Demonstrate courtroom testimony.

Lesson Plan Guide: The lesson plan shall include the following:

Related to general court testimony:

1. Knowledge of law relating to testimony, probable cause, arrest and implied consent.

2. Knowledge of facts of the case. (confer with prosecutor as needed)

3. Review written notes and reports:

a. Deputy may not read notes into court testimony, but only refer to them.

b. Time between an incident/offense and court reduces the accuracy of memory.

c. Accurate presentation of evidence in court is critical for convictions.

4. Review physical evidence and lab results.

5. Prepare mentally. (present facts not make judgments)

6. Prepare to use calm and professional demeanor.

7. Prepare to use good English skills.

8. Be aware of body language.

9. Use clear and calm voice tone in speech.

10. Be truthful, accurate and objective in testimony.

Related to probable cause hearings:

1. Knowledge of law relating to probable cause:

a. Definition

b. Who can issue a warrant:

1. Magistrate

2. Judge

3. Clerk of the court

c. Elements of probable cause:

1. Physical evidence

2. Witness testimony

3. Close proximity

4. Possession of a stolen item

5. Time between event and apprehension or recovery of property

6. Admission/confession/incriminating statements

2. Knowledge of Virginia Code §19.2-72

3. Knowledge of facts of the case:

a. Date and time of the incident.

b. Articulate facts supporting probable cause that an offense was committed.

4. Written notes. (reference only)

5. Prepare mentally. (testify to the probable cause, do not demand a warrant)

6. Prepare to use calm and professional demeanor.

7. Prepare to use good English skills.

8. Be aware of body language.

9. Use clear and calm voice tone in speech.

10. Be truthful, accurate and objective in testimony.

11. Provide accurate and complete affidavit to conclude testimony.

Performance Outcome 3.6.

Verbally communicate with people with different levels of understanding.

Training Objective Related to 3.6.

1. Given a practical exercise, verbally communicate with people with awareness of different levels of understanding.

Criteria: The trainee shall be tested on the following:

3.6.1. Identify audiences that may need the officer to adjust manner of communication.

3.6.2. Identify adjustments that may be needed when communicating with various audiences.

3.6.2.1. Persons under the influence of alcohol or drugs.

3.6.2.2. Culturally diverse people.

3.6.2.3. Persons with mental disabilities.

3.6.2.4. Person’s suffering from dementia including Alzheimer’s Disease.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify reasons to consistently use professional language and plain speaking

2. Identify audiences that may need the officer to adjust manner of communication

a. Juveniles of various ages

1. Ways to respond to questions with age appropriate answers:

a. Be honest but use language the juvenile is most likely to comprehend.

b. Emphasize the positive in whatever the juvenile is discussing, if possible.

b. Generational differences. (person in a generation different from the deputy

c. Culturally diverse people:

1. Determine language person speaks, if not English (if possible); obtain services of an interpreter, if possible.

2. Choose a quiet environment or setting to speak, if possible.

3. Use a variety of terms to determine what the recipient may understand, then choose the terms most easily understood; do **NOT** use derogatory terms or language.

4. Choose a rate of speech helpful to the recipient.

5. Use body language or gestures that enhance verbal communication.

6. Pronounce words clearly and accurately.

7. Encourage recipient to ask questions for clarification.

d. Educated people

e. Uneducated people

f. Mentally disabled people

g. Emotionally upset people

h. Physically disabled or elderly person with mobility problem:

1. Ask if you may be of assistance.

2. Ask the person the best way to assist them. (if appropriate)

3. Be aware of hearing impairments.

i. Homeless people

3. Identify adjustments that may be needed when communicating with various audiences.

a. Voice tone

b. Language use/simplification

c. Body stances/gestures

d. Cultural awareness:

1. Identify the variety of cultures living in jurisdiction.

2. Identify particular considerations of these cultures with which to be familiar that may be helpful in conducting an interview of an inmate.

3. Identify resources to assist with language translation for the variety of cultures in the jurisdiction.

e. Facial expressions

f. Eye contact

g. Local customs

4. Identify conversation that helps to promote the positive services of courts.

5. Specific audiences that may require a deputy to adjust manner of communication:

a. Persons with mental retardation

b. Persons with mental illness

c. Persons suffering from dementia including Alzheimer's Disease (AD):

1. Identify physical, mental, behavioral symptoms and consequences of AD.

2. Identify situations where a person with AD may be encountered.

3. Identify specific intervention techniques for managing the person with AD.

4. Identify potential resources that assist in responding to persons with AD or dementia: Alzheimer's Association, Safe Return Program, Project Lifesaver.

6. Cultural awareness knowledge that may assist in adjusting communication with audiences:

a. Define culture and cultural groupings.

b. Define ethnicity and ethnic groups.

c. Identify the variety of cultures living in jurisdiction.

d. Identify the variety of cultures whose members may visit or travel through the jurisdiction.

e. Define ethnocentrism.

f. Define stereotype.

g. Identify the particular considerations of the cultures with which it will help a deputy to be familiar in order to conduct an interview of an inmate.

h. Identify resources to assist with language translation for the variety of cultures in the jurisdiction.

Performance Outcome 3.7.

Manage stress professionally.

Training Objective Related to 3.7.

1. Given a written or practical exercise, identify or demonstrate the necessary skills and techniques to respond to stressful situations professionally.

Criteria: The trainee shall be tested on the following:

3.7.1. Define crisis, victim and stress.

3.7.2. Identify three stages of stress reactions.

3.7.3. Identify common characteristics of stress.

3.7.4. Identify methods of handling stress.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define crisis, victim and stress.

a. Crisis – a crisis is a decisive or crucial time, stage or event that represents a turning point in the course of anything.

b. Victim – a person who is harmed by or suffers a loss through some act, condition or circumstance.

c. Stress is the body's non-specific response to any demand placed on it.(Hans Seyle, M.D.) Individuals should learn as much as possible about their individual reactions to stress as this will provide the basis for enhancing their ability to manage their stress. What are some non-specific responses that your body gives in reaction to demands you place on it?

2. Coping with crisis. (stress reactions)

a. Five general coping behaviors:

1. Cognitive strategies. (thinking ahead, or pre-planning how you would act if faced with a certain situation)

2. Verbal strategies. (talking your way out of a situation)

3. Physical strategies. (fight or flight)

4. Psychological defense. (fight or flight)

5. Physiological reaction. (numerous possibilities; crying, red face, clenched teeth or fists, etc.)

b. Six observable coping strategies exhibited by victims:

1. High anxiety (emotional state at crisis impact)

2. Denial (can't believe it's happening)

3. Anger (upset because they did not deserve this)

4. Remorse (feeling of guilt. . .could have possibly prevented it "if only I had not. . .")

5. Grief (abject sadness, helplessness, and hopelessness felt by victim)

6. Reconciliation – After working through grief the desire to "put it behind" and go on with life.

3. Identify three stages of stress reactions:

a. The alarm stage: This occurs when the body reacts to the stressor with a physical reaction. These include the following:

1. Increased breathing rate

2. Increased heart rate

3. Increased metabolism rate

4. Increased oxygen in the blood

5. Increased sugar in the blood

6. Increased serum lipids

7. Increased serum cholesterol

8. Increased blood flow to the muscles

9. Increased clotting mechanism of the blood

10. Decreased digestion

11. Decreased inflammatory response

12. Decreased immune response

b. The resistance stage: This occurs after the stressor is gone and the body works to repair the damage caused by stress.

c. The exhaustion stage: This occurs when stressors are prolonged and the body remains in an alarm stage condition with no time to repair itself exhaustion sets in.

4. Identify common characteristics of stress:

a. Mental or physical tension

b. Sense of pressure or urgency

5. Identify methods of handling stress:

a. Physical activity helps to manage stress. Keeping your body in good shape as a general rule gives you confidence in your physical skills and assists with mental alertness. Simple exercises to relieve muscles that may tense up from working long periods in certain positions are also helpful. Shoulder rolls, head rolls, standing, stretching, arm circles, etc., can be done periodically throughout the day to help provide some physical relief. This, in turn, helps to manage stress.

b. Communicate with co-workers or loved ones about the stress of a work day. Just be sure not to break confidentiality of information when doing so. Giving and receiving support through sharing stressful feelings helps in managing stress.

c. Recognize limits. If a situation at work is beyond your control and cannot be changed, learn to accept this.

d. Take care of yourself. Eat and sleep properly. Good nutrition and proper rest are important factors for everyone in managing stress. Lack of proper nutrition affects mental capability. Lack of proper rest may quickly make a person less tolerant of situations that otherwise would be manageable.

e. Have fun. Time for things you enjoy doing is important for relaxation and helping to keep a balanced outlook. Without this, you may react much more negatively to calls for service than is appropriate.

f. Breathe. Taking slow, deep breaths periodically can both help you relax and help keep you calm in a crisis situation. Use this breathing technique to aid your mental focus.

g. Cry. When a situation has deeply affected you, tears provide a good release for anxiety. When you have shed these, you will be better able to cope.

h. Use mental imagery. You can create a special, quiet place in your mind that will help you manage stress. You can go there even when you are working and use that imagery to help you get through a difficult caller or situation.

i. Avoid self-medication. Avoid drugs in general, but if you are taking any prescription drugs, follow the directions and do not take extras. Drugs, even non-prescription ones, can be habit forming and create more stress than they relieve.

j. Be positive. Focus on the good things about the world, life, and people. Negative thinking may result in negative talking and negative feelings that simply are not healthy for you, your co-workers, and your workplace. When there are differences, work in a proactive manner to resolve these.

k. Use positive self-talk. Think good thoughts about yourself. Give yourself a pat on the back when you've done something good. Positive thinking is one of the best tools you can use that will ultimately help you manage stress productively.

6. Identify resources that may be available to staff to help manage stress:

a. Doctors

b. Faith base services

c. Community Services Board

d. Support services

Court Security Operations

Performance Outcome 4.1.

Supervise inmates/arrestees in court and maintain security of inmates/arrestees.

Training Objective Related to 4.1.

1. Given a written and/or practical exercise, identify and demonstrate the steps for supervising inmates/arrestees in court.

2. Given a written and/or practical exercise, identify the requirements for maintaining security of inmates/arrestees.

3. Given a written exercise, identify the steps to take persons into custody for outstanding criminal charges.

Criteria: The trainee shall be tested on the following:

4.1.1. Officer safety considerations when supervising inmates/arrestees in court:

4.1.1.1. Examine physical condition of the inmate/arrestee to determine the need for medical attention.

4.1.1.2. Identify high risk inmates/arrestees such as medical, mental, suicidal and violent/disruptive.

4.1.1.3. Request assistance or provide assistance (backup) to control violent or unruly inmates/arrestees.

4.1.1.4. Identify methods to secure the scene when a critical incident has occurred.

4.1.2. The requirements for maintaining security of inmates/arrestees who are not restrained.

4.1.3 Steps for taking persons into custody for outstanding criminal charges:

4.1.3.1. Serve or execute return of service for any court document.

4.1.3.2. Conduct a full search of an inmate/arrestee for weapons and contraband and document chain of custody for evidence.

4.1.3.3. Summon medical staff for body cavity search if needed.

4.1.3.4. Search and inventory any personal property and issue receipt.

4.1.4. Legal paperwork concerning jail commitments.

4.1.4.1. Commitment Order

4.1.4.2. Bond revocation/surety capias

4.1.4.3. Sentencing Orders

4.1.4.4. Release Order

Lesson Plan Guide: The lesson plan shall include the following:

1. Officer safety considerations when supervising inmates/arrestees in court.

a. Communicate expectations of behavior to the inmate/arrestee in a clear and direct manner:

1. No sudden movements

2. No talking

3. Face forward

4. Inmate/arrestee to be in front of deputy at all times

5. Inmate/arrestee never to be allowed to lag behind

6. Allow for slow movement of inmates/arrestees in leg restraints

b. Deputy must not allow span of control to be broken.

c. Examine the physical condition of the prisoner to determine the need for medical attention.

d. Identify high risk inmates/arrestees such as medical, mental, suicidal and violent/disruptive.

e. Request assistance or provide assistance (backup) to control violent or unruly inmates/arrestees.

f. Identify methods to secure the scene when a critical incident has occurred.

2. Maintain security of inmates/arrestees that are not restrained:

a. Inmate/arrestee never permitted to have verbal or physical contact with anyone other than his attorney or court personnel.

b. Anticipate inmate/arrestee actions.

c. Sit behind inmate/arrestee in such a manner as to prevent escape or threat to judge or other court personnel.

d. Accompany inmate/arrestee to bench and/or witness box.

e. Remain alert.

f. Be prepared to subdue inmate/arrestee immediately prior to sentencing.

3. Take persons into custody for outstanding criminal charges:

a. Explain and execute warrant on person to be taken into custody.

b. Place subject in restraints.

c. Move subject immediately from courtroom to secure area.

d. Perform full search of inmate/arrestee for weapons and contraband and document chain of custody for evidence per department policy.

e. Summon medical staff for body cavity search, if needed.

f. Inventory personal property, issue receipt and secure property.

g. Examine forms to determine legal commitment to the jail.

1. Commitment Order

2. Bond revocation/surety capias

3. Sentencing Orders

4. Release Order

h. Place arrestee in holding cell or other designated secure area per department policy.

i. Notify appropriate staff to have arrestee transported to jail.

Instructor Note: Advise trainees that a recommendation may be made by the sheriff's office regarding special security needs, i.e. restraints, extra staff, etc.

Performance Outcome 4.2.

Search courtrooms and court related areas for hidden weapons and contraband.

Training Objective Related to 4.2.

1. Given a written and/or practical exercise, identify and demonstrate the procedure for searching a courtroom and court related areas for hidden weapons and contraband.

Criteria: The trainee shall be tested on the following:

4.2.1. Times to conduct searches.

4.2.2. Areas and articles to be searched.

4.2.3. Areas in a courtroom where weapons or contraband might be hidden:

4.2.3.1. Demonstrate techniques for a holding cell search.

4.2.3.2. Chain of custody concerns.

4.2.4. Key considerations for performing a courtroom search.

4.2.5. Chain of custody requirements.

Lesson Plan Guide: The lesson plan shall include the following:

1. Times to conduct searches:

a. Prior to each session.

b. After each recess.

c. At adjournment at the end of the day.

d. Any time when alerted that there is a possibility of a weapon in the courtroom.

e. After a search, the courtroom must remain securely locked or kept under direct surveillance by the court security deputy.

2. Areas and articles to be searched:

a. Exterior:

1. Parking lot

2. Landscaping

3. Trash receptacles

4. Exterior of building by walking around it.

b. Interior - Public areas:

1. Trash receptacles

2. Chairs (including behind and bottom)

3. Public restrooms:

a. Towel dispensers

b. Under sinks

c. Trash receptacles

4. Dropped ceilings

5. Others as instructor may identify

c. Interior - Courtroom:

1. Gallery area including benches and chairs (behind and bottom)

2. Attorney table (top and underneath)

3. Court reporter area

4. Clerks desk

5. Judge's bench

6. Inmate/arrestee corridors

7. Jury deliberation rooms

8. Dropped ceilings

9. Others as instructor may identify

d. Holding cells or holding areas.

1. 360 degree search.

2. Bend over/kneel to search under stationary objects. (bed, behind toilets, etc.)

3. Grid search of areas. (dividing areas into grids to search every inch)

4. Use of mechanical devices available in your agency to assist with searches.

5. Demonstrate ability to extend arm to reach and search tight spaces.

6. Hold a flashlight in various positions while performing a cell/area/building search.

7. Identify other resources available to your agency to perform searches, i.e., bomb or drug sniffing dogs, robots, etc.

e. Key considerations for performing a courtroom search:

1. Be systematic.

2. Be thorough.

3. Use common sense and instinct.

4. If contraband is located, do not remove until crime scene processing is complete per department policy.

5. Store evidence per department policy.

6. Use safety precautions, do not touch anything suspicious e.g., if a suspicious object is found:

a. Secure immediate area

b. Secure the court

c. Notify supervisor

d. Document date and time search was performed

f. Techniques for courtroom and area searches:

1. 360 degree search.

2. Bend over/kneel to search under stationary objects. (benches, fountains, vehicles, etc.)

3. Grid search of areas. (dividing areas into grids to search every inch)

4. Demonstrate ability to extend arm to reach and search tight spaces.

5. Hold a flashlight in various positions while performing a courtroom search.

6. Use mechanical devices available in your agency to perform searches. (extension mirrors, etc.)

7. Identify other resources available to your agency to perform searches, i.e. bomb or drug sniffing dogs, robots, etc.

g. Chain of custody requirements; Reference the Department of Forensic Science Evidence Handling and Laboratory Capabilities Guide, November, 2003.

Performance Outcome 4.3.

Conduct periodic security checks to identify, correct and document any security breaches.

Training Objective Related to 4.3.

1. Given a written and/or practical exercise, identify the procedures for security checks.

2. Given a written and/or practical exercise, demonstrate the procedures for security checks.

3. Given a practical exercise, observe and identify abnormal behaviors.

Criteria: The trainee shall be tested on the following:

4.3.1. The frequency of security checks:

4.3.1.1. Conduct irregularly timed security checks.

4.3.1.2. Investigate unusual odors and sounds.

4.3.1.3. Inspect facility to ensure that sanitary conditions are maintained.

4.3.2. Examples of equipment to be included in a security check.

4.3.3. Response to duress alarms.

4.3.4. Identification of power sources.

4.3.5. Identify actions to take related to individuals not complying with security requirements or engaging in suspicious activity:

4.3.5.1. Observe inmate/arrestee/citizen behavior and question to determine deception, deceit, and manipulation.

4.3.5.2. Observe inmate/arrestee/citizens for signs of drug, alcohol, or other substances.

4.3.5.3. Identify abnormal and/or suspicious behavior of inmate/arrestee/citizen.

4.3.5.3.1. Signs of abnormal behavior or dementia/Alzheimer's disease

4.3.5.3.2. Possible danger to a deputy or other from inmate/arrestee/citizen behaving abnormally.

4.3.5.3.3. Appropriate action to be taken related to abnormal behavior observed.

4.3.5.3.4. Identify procedure to follow to take into involuntary custody a person displaying behavior that gives the deputy probable cause to believe that mental illness exists using the appropriate Code of Virginia requirements.

4.3.6. Documentation of actions taken.

4.3.7. Monitor high risk inmates/arrestees with health problems.

4.3.8. Observe/monitor arrestee on suicide watch.

4.3.8.1. Notify supervisor and request appropriate resources.

4.3.8.2. Maintain a safe position while communicating with person and observe for weapons and the need for universal precautions in case of biohazards.

4.3.8.3. Document all proceedings.

4.3.9. Verbally reprimand inmates/arrestees for rules violations.

Lesson Plan Guide: The lesson plan shall include the following:

1. The frequency of security checks:

a. Daily checks.

b. Regularly scheduled checks per department policy.

c. Random checks/irregularly timed security checks.

d. Investigate unusual odors:

1. Smoke from either electrical or material.

2. Cigarette, tobacco products smoke – to include illegal drugs

3. Chemical spills (e.g., someone throws cleaning solution)

4. Powder spills (baby powder to hide cigarette smoke)

5. Homemade mash, wine, alcohol

6. Overflowing toilets/backed up sewer system

7. Inmate vomiting

8. Gas smells

9. Blood

10. Others as instructor may identify

e. Investigate unusual sounds:

1. Sounds of scraping or knocking against exterior/interior walls.

2. Sounds of inmate in distress.

3. Sounds of inmate involved in fight and/or other illegal activities.

f. Inspect facility to ensure that sanitary conditions are maintained.

2. Conduct regular rounds of holding cells/areas and document actions taken on regular security checks.

a. Date and time

b. Locations checked

c. Note locations as secure or if breaches are noted and actions taken to correct these.

3. Examples of equipment to be included in a security check:

a. Security equipment

b. Telemonitors (identify restrictions for use)

c. Doors

d. Locks

e. Magnetometers

f. Power sources

g. X-ray machines (identify safety precautions)

h. Duress alarms:

1. Be aware of both location and use of all duress alarms:

a. Judges bench

b. Staff positions in courtroom (clerk)

c. Judges chambers

d. Court clerk's offices

2. Test alarms periodically to ensure proper function.

3. Notify court security station or control room and law enforcement agency prior to a test being conducted.

i. Mechanical/electrical/utility rooms or closets.

j. Environmental control systems, i.e., heating/ac ventilation system.

k. Document in writing the date and times of security checks.

4. Response to duress alarms:

a. Identify department procedure to respond to duress alarm from each location where a duress alarm is located.

b. Practice a response to a duress alarm. (instructor may develop an appropriate case scenario for this)

c. Document in writing all of the information that should be identified based on an alarm response:

1. Date and time

2. Incident information (parties involved, activities occurring, why the alarm was sounded)

3. Actions of responding deputies (what the deputies did in response and the results of their actions)

5. Identification of power sources:

a. Identify the importance of knowing where power sources are located and how to disable/reset power.

b. Identify how these may need to be used in a security response.

c. Identify emergency power sources.

d. Identify access panels.

6. Investigate and take appropriate action related to individuals not complying with security requirements or engaging in suspicious activity.

a. Observe inmate/arrestee/citizen behavior and question to determine deception, deceit and manipulation.

b. Observe inmate/arrestee/citizens for signs of drug, alcohol or other substances.

c. Identify abnormal and/or suspicious behavior of inmate/arrestee/citizen:

1. Signs of abnormal behavior/disorders or dementia/Alzheimer's disease:

a. Bipolar disorder:

1. Mood swings
2. Delusions of greatness/grandeur
3. Rapid speech

b. Schizophrenia:

1. Hearing voices
2. Seeing others not there in reality
3. Delusions

c. Severe depression:

1. Going from talkative to quiet
2. Giving away personal effects
3. Extreme sadness
4. Excessive sleeping
5. Noncompliance with rules
6. Neglect of personal hygiene

d. Suicidal tendencies:

1. Same as above for depression
2. Talk of taking his/her life
3. Hoarding medications
4. Attempts at suicide

e. Dementia/Alzheimer's disease:

1. Usually elderly
2. "Forgetfulness"
3. Not understanding their legal situation
4. Physical needs

f. Autism:

1. Non-verbal
2. Echolalia
3. Unnatural use or association of items
4. Strange verbal noises uttered
5. Need for uniformity and a regular routine
6. Physical movements (rocking, finger snapping, waving hands) associated with autism
7. Inability to meet personal needs

g. Mental Retardation:

1. Low I.Q. evident in verbal or written communication
2. Misunderstanding of even simple commands
3. Not able to do even simple tasks
4. Not able to meet personal needs

2. Possible danger to a deputy or other from inmate/arrestee/citizen behaving abnormally.

3. Appropriate sources and types of information useful in assessing an arrestee's behavior.

4. Importance of seeking help for inmate/arrestee suffering from an emotional crisis.

5. Appropriate action to be taken related to abnormal behavior observed.

6. Communication of any statements or behavioral observations that indicate danger.

7. Monitor those in your custody who exhibit abnormal behavior to ensure their safety and the safety of others.

8. Identify procedure to follow to take into involuntary custody a person displaying behavior that gives the deputy probable cause to believe that mental illness exists using the appropriate Code of Virginia requirements:

a. Identify and be able to articulate conditions that assist mental health evaluations in an emergency custody order.

b. Identify and be able to articulate conditions for a Temporary Detention Order.

c. Identify procedures for obtaining and emergency custody order or temporary detention order.

d. Identify procedure for securing, searching, and transporting an inmate/arrestee who meets the criteria of an emergency custody order or temporary detention order.

7. Identify inmates/arrestees who are afraid of being victims of an assault and/or manipulation.

8. Observe inmate/arrestee after a violent confrontation to assess medical condition.

9. Monitor high risk inmates/arrestees with health problems in case emergency services need to be called.

10. Receive and follow instructions from medical staff about an inmate/arrestee's medical condition.

11. Observe/monitor inmate/arrestee on suicide watch:

a. Notify supervisor and request appropriate resources.

b. Maintain a safe position while communicating with person and observe for weapons and need for universal precautions in case of biohazards:

1. Try to calm down the person.

2. Try to identify problems.

3. Try to intervene with person as much as possible.

4. Suggest resources for the person to help solve the problems.

5. Document all proceedings.

12. Verbally reprimand inmates/arrestees for violations of rules.

Performance Outcome 4.4.

Evacuate courtrooms and court buildings in an emergency.

Training Objective Related to 4.4.

1. Given a written and /or practical exercise, identify or demonstrate procedures for evacuating a courtroom and court building during an emergency.

Criteria: The trainee shall be tested on the following:

4.4.1. Knowledge of the court building layout.

4.4.2. Secure evacuation of inmates/arrestees.

4.4.3. Evacuation of judges.

4.4.4. Evacuation of jurors.

4.4.5. Evacuation of general public and courthouse employees.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the layout of the court building:

a. Location of elevators

b. Location of stairwells

c. Location of all exits

2. Secure evacuation of inmates/arrestees:

a. Remove inmates/arrestees from courtroom to nearest holding cell.

b. Make efforts to keep male, female, and juvenile inmates/arrestees separate.

c. Provide security at different points in stairwell.

d. Communicate to have vehicles waiting to transport inmates/arrestees.

e. Move all inmates/arrestees to a secure location as soon as possible.

3. Evacuation of judges:

a. Ensure the judge is safely escorted from the courtroom.

b. Escort the judge through their chambers to nearest stairwell/exit and escort from building.

c. Provide security for judge while outside the building until the emergency is over.

4. Evacuation of jurors:

a. Ensure safe egress of jurors while protecting the integrity of the trial proceeding.

b. Instruct jurors to remain together as a group while outside.

c. Post a deputy with jurors to avoid any contact from the general public.

d Instruct jurors that discussion of the interrupted trial proceeding is prohibited.

e. Monitor the jurors while outside until the emergency is over.

5. Evacuation of general public and courthouse employees:

a. Direct the public and employees to the nearest stairwells/exits.

b. Check each floor starting at the top floor and descending to the ground floor or basement (if one exists) to ensure building is empty.

c. Communicate with other deputies when a specific floor or area is clear.

d. Observe for any unusual circumstances that may help to identify the cause of the emergency during a later investigation.

Instructor Note: Advise trainees that they will need to identify department policy relating to emergency evacuation plans for courtrooms and courthouses.

Performance Outcome 4.5.

Provide security for juries and sequestered juries.

Training Objective Related to 4.5.

1. Given a written exam, identify the procedures for protecting a jury in the courtroom.

2. Given a written exam, identify the procedure for protecting and monitoring a sequestered jury.

Criteria: The trainee shall be tested on the following:

4.5.1. Identify deputy positions for protection of jury members.

4.5.2. Identify deputy positions for securing inmate/arrestee to prevent escape or threat to jury.

4.5.3. Identify specific requirements for sequestering a jury.

Lesson Plan Guide: The lesson plan shall include the following:

1. Jury protection:

a. Deputies are to position themselves in locations that do not permit the inmate/arrestee to make verbal or physical contact with anyone other than his attorney or necessary court personnel.

b. Deputies are to position themselves behind inmate/arrestee in such a manner as to prevent escape or threat to jury or other court personnel.

c. Deputies accompany a inmate/arrestee to bench and witness box.

d. Deputies should remain alert to body language of inmate/arrestee and anticipate potential movements that may signal a physical attack.

e. Be prepared to intervene between inmate/arrestee and jury members and subdue inmate/arrestee when necessary.

2. Sequestering a jury:

a. Movement of jurors:

1. Arrange transport for jurors in one or two groups with accompanying deputy.

2. Ensure safe egress of jurors while protecting the integrity of the trial proceeding particularly being aware of media personnel who may try to gain access to jurors.

3. Instruct jurors to remain together as a group while outside.

4. Post a deputy with jurors to avoid any contact from the general public.

b. Monitoring the jurors:

1. Instruct jurors that discussion of the interrupted trial proceeding is prohibited.

2. Provide for meals as necessary.

3. Post deputies to provide security as needed.

Performance Outcome 4.6.

Administer cardio-pulmonary resuscitation (CPR) and basic first aid.

Training Objectives Related to 4. 6.

1. Successfully complete an approved course for cardio-pulmonary resuscitation (CPR).

2. Successfully complete an approved course for basic first aid.

3. Demonstrate ability to assist a person to prevent falling, move the person to a place of safety and support the person to a safe position.

4. Successfully complete an approved course for using an automatic external defibrillator (AED).

Criteria: The trainee shall be tested on the following:

4.6.1. Testing provided by approved CPR course provider.

4.6.2. Testing provided by approved basic first aid provider.

4.6.3. Assisting a person to prevent falling, move the person to a place of safety if needed, and support the person to a safe position.

4.6.4. Testing provided by an approved automatic external defibrillator (AED) course provider.

Lesson Plan Guide: The lesson plan shall include the following:

1. An approved course for cardio-pulmonary resuscitation.

2. An approved course for basic first aid that covers the following at a minimum:

3. Assist a person to prevent falling, move the person to a place of safety and support the person to a safe position:

a. Protecting head and shoulders of person to the extent possible

b. Use of upper body strength

c. Use of base strength (hip and legs)

d. Use of torso/trunk strength (back and abdomen)

4. An approved course for using an automatic external defibrillator (AED).

Instructor Note: Approving entities for First Aid/CPR instruction may include the American Heart Association, American Red Cross, Virginia Department of Health, National Safety Council, American Safety & Health Institute or a program approved by the Operational Medical Director of a local Emergency Medical Services (EMS) provider.

Performance Outcome 4.7.

Provide courthouse entrance screening.

Training Objective Related to 4.7.

1. Given a practical exercise demonstrates procedures for courthouse entrance screening for individuals and packages.

Criteria: The trainee shall be tested on the following:

4.7.1. Maintain a safe position, while conducting searches:

4.7.1.1 Individuals

4.7.1.2. Packages

4.7.2. Demonstrate technique for searching individuals.

4.7.3 Demonstrate technique for searching packages.

Lesson Plan Guide: The lesson plan shall include the following:

1. Officer safety considerations:

a. Position of self and subject

b. Searching Packages

2. Techniques for searching individuals.

3. Techniques for searching packages.

Performance Outcome 4. 8.

Create and execute security plans for courtroom trials.

Training Objective Related to 4. 8.

1. Given a written exercise define what is a high risk trial and a high profile trial.

2. Given a written and/or practical exercise demonstrate procedures/protocols for creating and executing a high risk and high profile trial plan for the court.

Criteria: The trainee shall be tested on the following:

4.8.1. Define a High Risk Trial.

4.8.2. Define a High Profile Trial.

4.8.3. Demonstrate procedure/protocol for creating a high risk trial plan.

4.8.4. Demonstrate procedure/protocol for creating a high profile trial plan.

4.8.5. Demonstrate execution of high risk trial plan.

4.8.6. Demonstrate execution of high profile trial plan.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define a High Risk Trial:

a. Elements include:

1. Unusual amount of jeopardy posed by defendant and or participants.

2. Requires more security than normal.

2. Define a High Profile Trial:

a. Elements include:

1. Unusual amount of community and or media interest.

2. Requires more security than normal.

3. Procedure/Protocol for creating a high risk trial plan:

a. Gather information on the case:

1. Charges on subject(s)

2. Ascertain level of community interest

3. Relationships of subjects/ participants/witnesses

4. Criminal history of subject/witnesses/participants

5. Criteria to recommend use of restraints to the Court:

a. Charges and behavior of defendant(s)

b. Ensure restraints are not visible

b. Determine how many participants can occupy courtroom:

1. Designate seating locations in courtroom for family, victim(s), public and media

c. Brief Command Staff and Presiding Trial Judge on plan:

1. Pre and post briefings of Security Plan to Command Staff and Trial Judge

4. Procedure/Protocol for creating a high profile trial plan:

a. Gather information on case:

1. Charges on subject(s)

2. Ascertain level of community interest

3. Relationships of subjects/ participants/witnesses

4. Criminal history of subject/witnesses/participants

b. Determine how many participants can occupy courtroom:

1. Designate seating locations in courtroom for family, victim(s), public and media.

c. Designate location for media to conduct interviews/provide briefings to the public.

d. Brief command staff and presiding trial judge on plan:

1. Pre and Post Briefings of Security Plan to Command Staff and Trial Judge.

5. Demonstrate Execution of High Risk Trial Plan:

a. Conduct Pre- Briefing of approved trial plan with designated courtroom security staff.

b. Conduct daily pre and post security briefing of trial plan

6. Demonstrate Execution of High Profile Trial Plan:

a. Conduct Pre- Briefing of approved trial plan with designated courtroom security staff.

b. Conduct daily pre and post security briefing of trial plan.

7. Define the court room security team concept and its role.

a. List the responsibilities of each team:

1. Judicial Team: responsible for security of trial judge in court.

2. Jury Team: responsible for all aspects of jury, in courtroom and sequestration if ordered by court.

3. Witness Team: responsible for security of witness(s) in and out of courtroom.

4. Defendant Team: responsible for security of defendant(s) in and out of courtroom.

5. Transportation Team: responsible for transportation of judge, defendant(s), jurors and other court designated personnel that require transportation for trial.

6. Public Information Office Team: responsible for media inquirers and briefings.

NOTE: team can be composed of one or several deputies/court security officers dependent upon trial security needs

Performance Outcome 4.9.

Identify applicable laws, definitions and background information related to terrorism.

Training Objectives Related to 4.9.

1. Given a written exercise, define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.

2. Given a written or practical exercise, identify the differences between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment.

3. Given a written or practical exercise identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:

a. Background information

1. International

2. Domestic (Intra-national)

b. Strategies/current trends

1. Propaganda

2. Internet resources

3. Complex coordinated attacks intended to overwhelm the local jurisdiction and initiate a regional /statewide response

a. Three or more attackers

b. Simultaneous attack of two or more sites

4. Other as identified

c. Primary objectives

d. Potential targets

Criteria: The trainee shall be tested on the following:

4.9.1. Define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.

4.9.2. Identify the difference between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment

4.9.3. Identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:

4.9.3.1. Extreme political groups (Sovereign Citizens)

4.9.3.2. Race-based hate groups (White Supremacist, Black Separatists)

4.9.3.3. Religious-based hate groups (Christian Identity, Westboro Baptist Church)

4.9.3.4. Special interest groups (anti-abortion, animal rights)

4.9.3.5. Foreign Terrorist Organizations (al Qaeda, ISIS, Boko Haram)

4.9.3.6. Identify the primary objectives of terrorists:

4.9.3.6.1. Recognition

4.9.3.6.2. Coercion

4.9.3.6.3. Intimidation

4.9.3.6.4. Provocation

4.9.3.6.5. Insurgency Support

4.9.3.7. Potential targets

Lesson Plan Guide: The lesson plan shall include the following:

1. Define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.

2. Identify the difference between extremist beliefs and terrorist activity acts/speech protected by the First Amendment (i.e. subject has radical beliefs which are not a violation of law until they act upon them)

a. Identify the radicalization process and the behavioral factors influencing the process

b. Terrorist recruitment cycle and socialization activities

3. Identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:

a. Extreme political groups (Sovereign Citizens)

b. Race-based hate groups (White Supremacist, Black Separatists) Religious-based hate groups (Christian Identity, Westboro Baptist Church)

c. Special interest groups (anti-abortion, animal rights)

d. Foreign Terrorist Organizations (al Qaeda, ISIS, Boko Haram)

4. Identify types of organizations and individuals engaging in acts of terrorism.

a. Background information

1. International

2. Domestic (Intra-national)

b. Strategies/current trends

1. Propaganda

2. Internet resources

3. Complex coordinated attacks intended to overwhelm the local jurisdiction and initiate a regional /statewide response

a. Three or more attackers

b. Simultaneous attack of two or more sites

c. Primary objectives

d. Potential targets

Performance Outcome 4.10.

Identify common precursors associated with the production of hazardous devices accessible through legal and illegal means.

Training Objective Related to 4.10.

1. Given a written or practical exercise, identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:

a. Chemical agents

b. Biological agents

c. Radiological devices

d. Explosive devices

e. Weapons of mass destruction

2. Given a written or practical exercise, identify the responsibilities of the first officer on the scene of an act of terrorism.

Criteria: The trainee shall be tested on the following:

4.10.1. Identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:

4.10.1.1. Chemical agents

4.10.1.2. Biological agents

4.10.1.3. Radiological devices

4.10.1.4. Explosive devices

4.10.1.5. Weapons of mass destruction

4.10.2. Recognize and evaluate the situation.

4.10.3. Avoid and isolate the area.

4.10.4. Notify appropriate agencies and request assistance.

4.10.5. If and when determined, proceed to evacuate/shelter in place.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:

a. Chemical agents

b. Biological agents

c. Radiological devices

d. Explosive devices

e. Weapons of mass destruction

2. Recognize and evaluate the situation.

3. Avoid and isolate the area.

4. Notify appropriate agencies and request assistance.

5. If and when determined, proceed to evacuate/shelter in place.

Performance Outcome 4.11.

Identify the impact of social media on today's terrorism activities.

Training Objective Related to 4.11.

1. Given a written or practical exercise, identify the impact various forms of social media have on today's terrorist activity.

Criteria: The trainee shall be tested on the following:

4.11.1 Identify the impact of social media on terrorist activities.

4.11.1.1. Monitor social media during the event, as applicable

4.11.1.2. Utilizing social media for distribution of information

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the impact of social media on terrorist activities.

a. Monitor social media during the event, as applicable

Performance Outcome 4.12.

Identify behavior(s) and indicators of suspicious non-criminal and criminal activity that may alert law enforcement to acts of terrorism and identify resources capable of providing assistance.

Training Objectives Related to 4.12.

1. Given a written or practical exercise, identify behavior(s) and indicators of suspicious noncriminal and criminal terrorist activity.

2. Given a written or practical exercise identify federal, state, and local resources.

Criteria: The trainee shall be tested on the following:

4.12.1. Identify behaviors and indicators of suspicious non-criminal and criminal activities.

4.12.2. Identify federal, state, and local resources.

4.12.2.1. Federal

4.12.2.1.1. Joint Terrorism Task Force

4.12.2.1.2. Terrorist Screening Center (TSC)

4.12.2.1.3. National Joint Terrorism Task Force

4.12.2.2. State Police – Fusion Center

4.12.2.3. Local resources

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify behavior(s) and indicators

a. Suspicious non-criminal

b. Criminal

2. Identify federal, state, and local resources.

a. Federal

1. Joint Terrorism Task Force

2. Terrorist Screening Center (TSC)

3. National Joint Terrorism Task Force

b. State Police – Fusion Center

c. Local resources

Investigations

Performance Outcome 5.1.

Identify threats/inappropriate contacts and communications directed toward the judiciary.

Training Objective Related to 5.1.

1. Given a written exercise, identify procedures for identifying types of threats directed toward the judiciary and alternatives in mitigating/addressing those threats or inappropriate communications.

Criteria: The trainee shall be tested on the following:

5.1.1. Identify procedures to distinguish a threat from an inappropriate communication.

5.1.2. Identify threat management strategies.

Lesson Plan Guide: The lesson plan shall include the following:

1. Determine the type of communication:

a. Threat:

1. Normally criminal in nature and can be prosecuted.

b. Inappropriate communication/contact:

1. Troubling communication that may not be criminal but raise law-enforcement concern.

2. Conduct a Protective Investigation:

a. Protectee safe?

b. Is the subject known, do they have a criminal record?

c. Photograph of subject.

d. Interview source of information.

e. Interview subject in their residence.

f. Anyone else threatened.

3. Determine the best threat management strategy to use:

a. Take no further action.

b. Watch and wait.

c. Third party control/monitoring.

d. Subject interview.

e. Civil order.

f. Mental health commitment.

g. Arrest

Defensive Tactics/Use of Force

Performance Outcome 6.1.

Search juvenile(s), visitor(s), subject(s) or arrested person(s).

Training Objective Related to 6.1.

1. Given a written exercise, identify factors to consider in conducting a search of a juvenile(s), visitor(s), subject(s) or arrested person(s).

2. Given a practical exercise, demonstrate the technique of conducting a search of a juvenile(s), visitor(s), subject(s) or arrested person(s).

Criteria: The trainee shall be tested on the following:

6.1.1. Define a search

6.1.2. Legal requirements/conditions of types of searches

6.1.2.1. Frisk

6.1.2.2. Thorough clothed search

6.1.2.3. Strip search

6.1.2.4. Body cavity search

6.1.2.5. Electronic search

6.1.3. Identification of those places on males and females where dangerous weapons or contraband may be concealed

6.1.4. Identification of concealed weapon clues

6.1.5. Identification of pre-assault indicators

6.1.6. Identification of contact and cover principles for safe approach to single and multiple subjects

6.1.7. The techniques of conducting a search.

6.1.7.1. Verbal directions to give

6.1.7.2. Placement of single or multiple subjects in a pre-search position

6.1.7.3. Placement of single or multiple subjects in a standing, kneeling and prone search position.

6.1.7.4. Control and subject security during a search

6.1.7.5. Safely retrieving and securing weapons or contraband that are identified during a search.

6.1.7.6. Communicating relevant information to the cover Deputy

6.1.8. Secure and record any items taken during a custodial search.

6.1.9.Use of personal protective equipment during a search.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define a search

2. Legal requirements/conditions of types of searches

a. Frisk

b. Thorough clothed search

c. Strip search

d. Body cavity search

e. Electronic search

3. Identification of those places on males and females where dangerous weapons or contraband may be concealed

4. Identification of concealed weapon clues

5. Identification of pre-assault indicators

6. Identification of contact and cover principles for safe approach to single and multiple subjects

7. The techniques of conducting a search and a search.

a. Verbal directions to give

b. Placement of single or multiple subjects in a pre-search position

c. Placement of single or multiple subjects in a standing, kneeling and prone search position.

d. Control and subject security during a search and a search

e. Safely retrieving and securing weapons or contraband that are identified during a search and a search

f. Communicating relevant information to the cover deputy

8. Secure and record any items taken during a custodial search.

9. Use of personal protective equipment during a search.

a. Use latex gloves to prevent contact with potential infectious diseases.

b. Use mask if potential for air borne pathogen is identified.

Performance Outcome 6.2.

Restrain intoxicated, disruptive or violent individuals.

Training Objective Related to 6. 2.

1. Given a practical exercise, demonstrate techniques regarding restraint of intoxicated, disruptive persons, and/or violent individuals.

Criteria: The trainee shall be tested on the following:

6.2.1. Deputy safety considerations

6.2.1.1. Key planning elements related to isolating a disruptive individual from others

6.2.1.2. Use of available backup deputy(ies)

6.2.2. Command presence (stance, posture, eye contact)

6.2.3. Communication skills to minimize antagonistic responses

6.2.4. Appropriate escalation/de-escalation on a force continuum

6.2.5. Restraint procedures

6.2.6. Effecting an arrest (if necessary)

Lesson Plan Guide: The lesson plan shall include the following:

1. Officer safety considerations

a. Key planning elements related to isolating a disruptive individual from others

b. Use of available backup deputy(ies)

2. Command presence (stance, posture, eye contact)

3. Communication skills to minimize antagonistic responses

4. Appropriate escalation/de-escalation on a force continuum

5. Restraint procedures

6. Effecting an arrest (if necessary)

Performance Outcome 6.3.

Participate in building and area searches.

Training Objective Related to 6.3.

1. Given a written or practical exercise, identify three considerations for participating in a building and area searches.

Criteria: The trainee shall be tested on the following:

6.3.1. Importance of intelligence gathering/planning for building and/or area searches

6.3.2. Pre-building/pre-area search briefing

6.3.3. On-scene command and control of all building and/or area search aspects including interagency communications.

6.3.4. Demonstrate techniques for cell and area searches

6.3.5. Chain of custody concerns

6.3.6. Logistical requirements

Lesson Plan Guide: The lesson plan shall include the following:

1. Importance of intelligence gathering/planning for building and/or area searches

2. Pre-building/pre-area search briefing

3. On-scene command and control of all building and/or area search aspects

a. Booby trap identification

b. Room entry techniques (proper movement and recognition)

4. Techniques for cell and area searches

a. 360 degree search

b. Bend over/kneel to search under stationary objects (bed, behind toilets, etc.)

c. Grid search of areas (dividing areas into grids to search every inch)

d. Use of mechanical devices available in your agency to assist with searches

e. Demonstrate ability to extend arm to reach and search tight spaces.

f. Hold a flashlight in various positions while performing a cell/area/building search.

g. Identify other resources available to your agency to perform searches, i.e., bomb or drug sniffing dogs, robots, etc.

5. Chain of custody concerns

6. Logistical requirements

7. Identify reasons for secrecy (need to know basis)

8. Interagency communications, policy differences, and personnel identification

a. Interagency communications: Discuss the importance of communicating the situation and possible concerns to other agencies as needed and according to policy. Multi-agency efforts in appropriate situations may be utilized to quickly remedy a public safety threat.

b. Policy Issues: Discuss the need to have established policies to address support and shared resources in the event of a situation requiring outside agency assistance. This helps to avoid duplication or overlap of efforts and helps to minimize the potential for mistakes when a situation arises requiring multi-agency involvement.

c. Personnel Identification: Discuss the requirement that staff not in uniform with the agency, or with other agencies must have their agency approved identification. This helps to avoid to possibility of mistaken identity and potential injury.

Instructor Note: Advise trainees that they must identify department policy and procedures for participating in searches of an area with multiple agencies during department training.

Performance Outcome 6.4.

Extract subject out of a vehicle.

Training Objective Related to 6.4.

1. Given a practical exercise, identify or demonstrate techniques for extracting a resisting subject out of a transport vehicle.

Criteria: The trainee shall be tested on the following:

6.4.1. Deputy safety considerations

6.4.2. Use appropriate extraction techniques for vehicle (extract from front and rear of transport vehicle)

6.4.3. Maintain control of subject

6.4.4. Use appropriate level of force

6.4.5. Use appropriate restraints

Lesson Plan Guide: The lesson plan shall include the following:

1. Deputy safety considerations

2. Use extraction techniques (front and rear of transport vehicle)

3. Maintain control of suspect

4. Use appropriate level of force

5. Use appropriate restraints

Instructor Note: Practice at least one extraction of a subject from the front and rear of a transport vehicle.

Performance Outcome 6.5.

Approach people on foot and from department vehicle.

Training Objective Related to 6.5.

1. Given a practical exercise, identify safe approaches to people on foot and from department vehicle.

Criteria: The trainee shall be tested on the following:

6.5.1. Evaluate risk to public and deputy

6.5.1.1. People in area

6.5.1.2. Easily accessed buildings/areas

6.5.1.3. Potential escape routes

6.5.1.4. Cover

6.5.1.5. Potential for situation to escalate

6.5.1.6. Back-up

6.5.2. Techniques of safe approach

Lesson Plan Guide: The lesson plan shall include the following:

1. Evaluate risk to public and deputy

a. People in area

b. Easily accessed buildings/area

c. Potential escape routes

d. Cover

e. Potential for situation to escalate

f. Back-up

g. Other items as may be identified

2. Techniques of safe approach

a. Observe area before approach

b. Look for irregularities

c. Be mindful of vehicles in area

d. Be aware of citizens moving too closely to you

e. Be conscious of weapon retention

f. Be courteous but pass citizens as quickly as possible

Performance Outcome 6.6.

Identify necessary and appropriate use of force.

Training Objective Related to 6.6.

1. Given a written or practical exercise, identify the factors that affect the use of force.

2. Given a written or practical exercise, identify the factors that affect the deputy/jail officers' decision to use deadly force.

Criteria: The trainee shall be tested on the following:

6.6.1. Factors affecting the use of force

6.6.1.1. Subject actions

6.6.1.2. Intent

6.6.1.3. Ability

6.6.1.4. Means

6.6.1.5. Opportunity

6.6.1.6. Deputy/Jail Officer perception of the need for force

6.6.1.7. Situation and environmental circumstances

6.6.1.8. Deputy/Jail officer safety considerations

6.6.2. Factors affecting the use of deadly force

6.6.2.1. Likelihood of serious bodily harm or death

6.6.2.1.1. Perceived or announced intent of subject

6.6.2.1.2. Ability

6.6.2.1.3. Means

6.6.2.1.4. Opportunity

6.6.2.2. Legal criteria

6.6.3. General considerations for use of force

6.6.3.1. Key elements for appropriate response for situations or environmental circumstances where a violent or resistant reaction is foreseen, e.g., multiple deputies/jail officers/backup.

6.6.3.2. Elements of command presence (stance, posture, eye contact)

6.6.3.3. Avoiding unintentional and/or unnecessarily antagonistic and provoking verbal and nonverbal factors by the deputy/jail officer

6.6.3.4. Primary aspects of proper verbalization (invoke authority, instructions on behavior compliance, clarity)

6.6.3.5. Appropriate escalation/de-escalation in use of force.

6.6.3.6. Application of handcuffs and additional restraints

6.6.4. Deputy will identify the use of a vehicles as a force on the force continuum.

6.6.5. Deputy will evaluate a moving target as an immediate deadly force threat and that the deputy has no alternative but to shoot at the moving target

6.6.5.1. Shooting at a moving target is the last resort available.

Example: Shooting at the driver of a moving vehicle must be the last resort available due to the possibility of the loss of control of the vehicle if the driver is shot.

6.6.6. Identify the extreme hazards to be encountered in attempting to shoot while in motion.

Example: Shooting from a moving vehicle.

6.6.6.1. The practice of shooting from a moving vehicle is in most cases not practical and places the deputy and public in severe danger.

6.6.6.2. Alternative measures should be employed by the deputy if at all possible, such as seeking cover, slowing their vehicle if being shot at by an adjacent vehicle, etc.

6.6.6.3. The danger deputies place themselves and the public in by shooting from a moving vehicle includes the reduced ability to aim a firearm at the threat and perform a fine motor skill such as directing aimed, deliberate gun-fire while operating a moving vehicle in a safe and responsible manner.

6.6.6.4. The risk to the deputy and the public must be greatly outweighed by the benefit of trying to stop a person who is an immediate deadly threat to the deputy or the public in order for an officer to make an attempt to stop that person by firing from a moving vehicle.

6.6.7. Describe reasons why warning shots should not be fired.

6.6.7.1. The discharge of a firearm normally constitutes deadly force. The deadly force standard is for the preservation of life or to prevent serious physical injury.

6.6.7.2. Shooting is normally a last resort option.

6.6.7.3. There is no ability to determine the effect of a warning shot on the person.

6.6.7.4. The deputy is accountable for where the round goes or ends up.

6.6.7.4.1. Bullet may ricochet

6.6.7.4.2. Deputy cannot determine where bullet will land

6.6.7.4.3. May be illegal in some circumstances.

6.6.8. Identify at least three potential deadly force scenarios.

6.6.9. Identify other alternatives that the deputy may consider using before using deadly force.

Lesson Plan Guide: The lesson plan shall include the following:

1. Factors affecting the use of force

a. Subject actions

b. Intent

c. Ability

c. Means

d. Opportunity

e. Deputy/Jail Officer perception of the need for force

f. Situation and environmental circumstances

g. Deputy/Jail officer safety considerations

2. Factors affecting the use of deadly force

a. Likelihood of serious bodily harm or death

1. Perceived or announced intent of subject

2. Opportunity

b. Legal criteria

3. General considerations for use of force

a. Key elements for appropriate response for situations or environmental circumstances where a violent or resistant reaction is foreseen, e.g., multiple deputies/jail officers/backup.

b. Elements of command presence (stance, posture, eye contact)

c. Avoiding unintentional and/or unnecessarily antagonistic and provoking verbal and nonverbal factors by the deputy/jail officer

d. Primary aspects of proper verbalization (invoke authority, instructions on behavior compliance, clarity)

e. Appropriate escalation/de-escalation on a use of force continuum

1. Define use of force.

2. Identify the decision making process in using force.

f. Application of handcuffs and additional restraints

4. Deputy will identify the use of a vehicles as a force on the force continuum.

5. Deputy will evaluate a moving target as an immediate deadly force threat and that the deputy has no alternative but to shoot at the moving target

a. Shooting at a moving target is the last resort available.

Example: Shooting at the driver of a moving vehicle must be the last resort available due to the possibility of the loss of control of the vehicle if the driver is shot.

6. Identify the extreme hazards to be encountered in attempting to shoot while in motion.

Example: Shooting from a moving vehicle.

a. The practice of shooting from a moving vehicle is in most cases not practical and places the deputy and public in severe danger.

b. Alternative measures should be employed by the deputy if at all possible, such as seeking cover, slowing their vehicle if being shot at by an adjacent vehicle, etc.

c. The danger deputies place themselves and the public in by shooting from a moving vehicle includes the reduced ability to aim a firearm at the threat and perform a fine motor skill such as directing aimed, deliberate gun-fire while operating a moving vehicle in a safe and responsible manner.

d. The risk to the deputy and the public must be greatly outweighed by the benefit of trying to stop a person who is an immediate deadly threat to the deputy or the public in order for an officer to make an attempt to stop that person by firing from a moving vehicle.

7. Describe reasons why warning shots should not be fired.

a. The discharge of a firearm normally constitutes deadly force. The deadly force standard is for the preservation of life or to prevent serious physical injury.

b. Shooting is normally a last resort option.

c. There is no ability to determine the effect of a warning shot on the person.

d. The deputy is accountable for where the round goes or ends up.

1. Bullet may ricochet

2. Deputy cannot determine where bullet will land

3. May be illegal in some circumstances.

8. Identify at least three potential deadly force scenarios.

9. Identify other alternatives that the deputy may consider using before using deadly force.

Instructor Note: Advise trainees that they must identify department policy related to the use of force, physical restraints, and weapons as part of department training.

Performance Outcome 6.7.

Break up fights between two or more persons.

Training Objective Related to 6.7.

1. Given a practical exercise, demonstrate techniques for breaking up fights between two or more persons during a simulation exercise.

Criteria: The trainee shall be tested on the following:

6.7.1. Evaluate the situation

6.7.2. Intervene verbally

6.7.3. Use the appropriate level of force

6.7.4. Use officer safety procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Evaluate the situation

2. Intervene verbally using communication skills and voice commands

a. Establish contact with the hostile persons

b. Ascertain the reason(s) for their hostility

c. Use calming techniques to reduce emotions and restore rational thought

d. Communicate the officer's position and responsibilities in the situation

e. State any applicable laws and rules and consequences of continued acts

3. Use the appropriate level of force when verbal intervention fails.

4. Use officer safety proceduresa

a. Monitor the individuals' activities

b. Wait for appropriate back-up per department policy

c. Assess the individuals' propensity toward violence

d. Determine the nature of their weapons

e. Intervene using the quickest defensive tactics to restrain and control individuals.

Performance Outcome 6.8.

Use weaponless techniques to subdue a person resisting arrest or to control a person.

Training Objective Related to 6.8.

1. Given a written exercise, identify the psychological and physiological effects of sudden stress. (Criteria 6.8.1 and 6.8.2)

2. Given a practical exercise, demonstrate technique of approach, blocking principles to neutralize attack and weaponless techniques to subdue a person resisting arrest or to control a person. (Criteria 6.8.3, 6.8.4, 6.8.5)

Criteria: The trainee shall be tested on the following:

6.8.1. Identification of psychological and physiological effects of sudden stress related to each effect and reaction using an anatomical chart or volunteer

6.8.2. Identification of basic principles and fundamentals of defensive tactics

6.8.2.1. Target identification

6.8.2.2. Access to target

6.8.3. Demonstration of technique of approach

6.8.4. Demonstration of blocking principles designed to neutralize attack

6.8.4.1. Low outside

6.8.4.2. Low inside

6.8.4.3. Middle outside

6.8.4.4. Middle inside

6.8.4.5. High

6.8.4.6. Blocks to include both sides

6.8.5. Demonstration of weaponless techniques to control subject

6.8.5.1. Effective communications

6.8.5.2. Weaponless (empty hand) control techniques

6.8.5.2.1. Safe contact and initial control

6.8.5.2.1.1. Front

6.8.5.2.1.2. Side

6.8.5.2.1.3. Back

6.8.5.2.2. Decentralization to prone position with minimal risk of injury to resisting subject

6.8.5.2.3. Stabilization in prone position for cuffing or to await backup deputies/jail officers

6.8.6. Demonstrate blocking techniques with a partner using safety equipment in a controlled environment that provides for minimizing potential injury to the trainee or partner.

6.8.7. Demonstrate techniques to prevent a takedown to the ground.

6.8.7.1. Demonstrate techniques to minimize injury when falling.

6.8.7.2. Demonstrate ground defense techniques to take control of a person from the ground in order to escape and create distance or to position for handcuffing.

6.8.8. Demonstrate ability to protect the firearm and other weapons on the duty belt while on the ground.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of psychological and physiological effects of sudden stress related to each effect and reaction using an anatomical chart and/or volunteer

2. Identification of basic principles and fundamentals of defensive tactics

a. Target identification

b. Access to target

3. Demonstration of approach techniques

4. Demonstration of blocking principles designed to neutralize attack

a. Low outside

b. Llow inside

c. Middle outside

d. Middle inside

e. High

f. Blocks to include both sides

5. Demonstration of weaponless techniques to control subject

a. Effective communications

b. Weaponless (empty hand) control techniques

1. Safe contact and initial control

a. Front

b. Side

c. Back

2. Decentralization to prone position with minimal risk of injury to resisting subject

3. Stabilization in prone position for cuffing or to await backup deputies/jail officers

6. Demonstrate blocking techniques with a partner using safety equipment in a controlled environment that provides for minimizing potential injury to the trainee or partner.

77. Demonstrate techniques to prevent a takedown to the ground.

a. Demonstrate techniques to minimize injury when falling.

b. Demonstrate ground defense techniques to take control of a person from the ground in order to escape and create distance or to position for handcuffing.

8. Demonstrate ability to protect the firearm and other weapons on the duty belt while on the ground.

Safety Equipment Note: Safety equipment must be utilized appropriately during demonstrations.

Performance Outcome 6.9.

Subdue a physically attacking person.

Training Objective Related to 6.9.

1. Given a practical exercise, demonstrate a techniques for defending oneself against a physically attacking person and subduing a person during a simulation exercise using a volunteer and/or instructor.

Criteria: The trainee shall be tested on the following:

6.9.1. Identification of weapon considerations of subject and deputy

6.9.2. Demonstration of defensive strategy designed to protect a deputy’s vulnerable targets

6.9.3 Demonstration of weapon control by the deputy

6.9.4. Demonstration of offensive active countermeasures designed to neutralize aggressor for de-escalation

6.9.5. Demonstration of de-escalation by:

6.9.5.1. Decentralizing subject to prone position for cuffing

6.9.5.2. Disengage from subject

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of weapon considerations of subject and deputy

2. Demonstration of defensive strategy designed to protect deputy's vulnerable targets

3. Demonstration of weapon control by the deputy

4. Demonstration of offensive active countermeasures designed to neutralize aggressor for de-escalation

5. Demonstration of de-escalation by:

a. Decentralizing subject to prone position for cuffing

b. Disengage from subject

6. Demonstration of escalation in life and death struggle by:

a. Making transition to weapon to stop aggressor

b. Utilizing extreme physical techniques to stop aggressor

Performance Outcome 6.10.

Subdue a non-compliant subject and place in a prone position.

Training Objective Related to 6.10.

1. Given a practical exercise, demonstrate proper methods of subduing and placing a non-compliant subject in a prone position.

Criteria: The trainee shall be tested on the following:

6.10.1. Assessment of threat by the subject.

6.10.2. Demonstration of safe contact and initial control.

6.10.3. Demonstration of weapon control by the deputy

6.10.4. Demonstration of decentralization to prone position with minimal risk of subjec injury.

6.10.5. Demonstration of stabilization in prone position for cuffing procedure.

6.10.6. Demonstration of bringing a handcuffed subject to his or her feet.

Lesson Plan Guide: The lesson plan shall include the following:

1. Assessment of threat by the subject.

2. Demonstration of safe contact and initial control.

3. Demonstration of weapon control by the deputy

4. Demonstration of decentralization to prone position with minimal risk of subject injury.

5. Demonstration of stabilization in prone position for cuffing procedure.

6. Demonstration of bringing a handcuffed subject to his or her feet.

Performance Outcome 6.11.

Pursue a fleeing subject on foot and subdue the subject when apprehended.

Training Objective Related to 6.11.

1. Given a practical exercise, demonstrate a technique for subduing a subject after a foot pursuit.

Criteria: The trainee shall be tested on the following:

6.11.1. Assessment of threat by the subject

6.11.2. Identification of weapon considerations of subject and deputy

6.11.3. Demonstration of weapon control by the deputy

6.11.4. Demonstration of contact and initial control

6.11.5. Demonstration of decentralization to prone position with minimal risk of resisting subject injury

6.11.6. Demonstration of stabilization in prone position for cuffing procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Assessment of threat by the subject

2. Identification of weapon considerations of subject and deputy

3. Demonstration of weapon control by the deputy

4. Demonstration of contact and initial control

5. Demonstration of decentralization to prone position with minimal risk of resisting subject injury

6. Demonstration of stabilization in prone position for cuffing procedures

Performance Outcome 6.12.

Use touch pressure or striking pressure to control a subject.

Training Objective Related to 6.12.

1. Given a written, audio-visual, or practical exercise, identify body pressure points.

2. Given a practical exercise, demonstrate pressure point techniques.

Criteria: The trainee shall be tested on the following:

6.12.1. Identification of body pressure points

6.12.1.1. Identify carotid choke hold as deadly force

6.12.2. Demonstration of pressure point techniques

6.12.2.1. Touch pressure

6.12.2.2. Strike

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of body pressure points

a. Identify carotid choke hold as deadly force

2. Demonstration of pressure point techniques

a. Touch pressure

b. Strike

Performance Outcome 6.13.

Disarm an armed subject.

Training Objective Related to 6.13.

1. Given a written exercise, identify factors to consider when attempting to disarm a subject.

2. Given a practical exercise, demonstrate techniques for disarming an armed subject.

Criteria: The trainee shall be tested on the following:

6.13.1. Identification of factors to consider when assessing an attempt to disarm subject is appropriate

6.13.1.1. Distance/cover

6.13.1.2. Type of weapon

6.13.1.3. Obstacles

6.13.1.4. Will the attempt jeopardize life or personal safety

6.13.2. Demonstration of a trapping and disarming sequence regarding a handgun and long gun

6.13.2.1. Handgun

6.13.2.1.1. Front

6.13.2.1.2. Side

6.13.2.1.3. Rear

6.13.2.2. Long gun

6.13.3. Demonstration of a takedown or control of subject armed with handgun or long gun

6.13.3.1. Stopping movement of the handgun or long gun using deputy's personal weapons against aggressor's vulnerable targets to

6.13.3.1.1. Disarm and control subject

6.13.3.1.2.Take down to prone position and restrain

6.13.4. Demonstration of a takedown or control of subject armed with edged weapon

6.13.4.1. Range of attack and officer awareness

6.13.4.2. Position for disengagement or escalation depending upon range and relative position

6.13.4.3. Stopping/deflecting movement of the edged weapon and using deputy's personal weapons against aggressor's vulnerable targets to

6.13.4.3.1. Disarm and control subject

6.13.4.3.2. Take down to prone position and restrain

6.13.5. Demonstration of a takedown or control of subject armed with bludgeon instrument

6.13.5.1. Stopping/deflecting movement of the bludgeon weapon and using deputy's personal weapons against aggressor's vulnerable targets to

6.13.5.1.1. Disarm and control subject

6.13.5.1.2. Take down to prone position and restrain

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of factors to consider when assessing whether an attempt to disarm a subject is appropriate.

a. Distance/cover

b. Type of weapon

c. Obstacles

d. Will the attempt jeopardize life or personal safety

2. Demonstration of a trapping and disarming sequence regarding a handgun and long gun

a. Hand gun

1. Front

2. Side

3. Rear

b. Long gun

3. Demonstration of a takedown or control of subject armed with handgun or long gun

a. stopping movement of the handgun or long gun using deputy's personal body weapons against aggressor's vulnerable targets to

1. Disarm and control subject

2. Take down to prone position and restrain

4. Demonstration of a takedown or control of subject armed with edged weapon

a. Range of attack and officer awareness

b. Zoning to the outside position for disengagement and escalation or depending upon range and relative position

c. Stopping movement of the edged weapon and using deputy's personal body weapons against aggressor's vulnerable targets to

1. Disarm and control subject

2. Take down to prone position and restrain

5. Demonstration of a takedown or control of subject armed with bludgeon instrument

a. Stopping movement of the bludgeon weapon and using officer's personal body weapons against aggressor's vulnerable targets to

1. Disarm and control subject

2. Take down to prone position and restrain

Performance Outcome 6.14.

Handcuff subject(s) and apply restraints.

Training Objective Related to 6. 14.

1. Given a written exercise, define positional asphyxia.

2. Given a practical exercise, demonstrate safe and effective handcuffing of subject(s) and apply leg restraints to arrestees.

Criteria: The trainee shall be tested on the following:

6.14.1. Safe and effective handcuffing of cooperative single and multiple subjects.

6.14.2. Safe and effective handcuffing of a subject in the following positions:

6.14.2.1. Standing

6.14.2.2. Kneeling

6.14.2.3. Prone

6.14.3. Safe and effective handcuffing of a subject after having performed a learned control/take down technique in standing, kneeling, and prone positions.

6.14.4. Application of leg irons or other devices that restrain legs or torso avoiding force levels and methods that present unnecessary injury potential to the deputy and subject.

6.14.5. Definition of positional asphyxia

6.14.5.1. Identify primary medical dangers associated with sudden restraint of violent person.

6.14.5.2. Primary medical dangers associated with positional asphyxia.

Lesson Plan Guide: The lesson plan shall include the following:

1. Safe and effective handcuffing of cooperative single and multiple subjects.

2. Safe and effective handcuffing of a subject in the following positions:

a. Standing

b. Kneeling

c. Prone

3. Safe and effective handcuffing of a subject after having performed a learned control/take down technique in standing, kneeling and prone positions.

4. Application of leg irons or other devices that restrain legs or torso avoiding force levels and methods that present unnecessary injury potential to the deputy and subject.

5. Definition of positional asphyxia

a. Identify primary medical dangers associated with sudden restraint of violent subject.

b. Primary medical dangers associated with positional asphyxia.

Instructor Note: Advise trainees that they must identify department policy related to the use of force, physical restraints and weapons use as part of department training.

Performance Outcome 6.15.

Use chemical agents and other crowd management equipment.

Training Objective Related to 6.15.

1. Given a written exam or during a simulation, identify and/or demonstrate where required the techniques of using chemical agents and other crowd management equipment.

Criteria: The trainee shall be tested on the following:

6.15.1. Description of types of chemical agents, aerosol sprays and pyrotechnics used in criminal justice systems and methods of deployment.

6.15.2. Identification of the proper application of chemical agents and aerosol sprays.

6.15.3. Identification of side effects on persons sprayed with chemical or aerosol spray.

6.15.3.1. Short-term

6.15.3.2. Long-term

6.15.4. Description of first aid or aftercare to use when contaminated with chemical agents or aerosol sprays according to type and density of the contamination

6.15.5. Description of methods of structural decontamination of chemical or aerosol agents

6.15.6. Description of methods of restraint and transportation of person sprayed with chemical or aerosol agent; be aware of danger of positional asphyxia for a subject who has ingested a chemical or aerosol agent.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of the ethical consideration involved and legal constraints related to use of chemical agents, aerosol sprays and pyrotechnics.

2. Description of types of chemical agents and aerosol sprays used in law enforcement and methods of deployment

3. Identification of the proper application of chemical agents and aerosol sprays.

4. Identification of side effects on persons sprayed with chemical or aerosol spray.

a. Short-term

b. Long-term

5. Description of first aid or aftercare to use when contaminated with chemical agents or aerosol sprays according to type and density of the contamination.

6. Description of methods of structural decontamination of chemical or aerosol agents

7. Description of methods of restraint and transportation of person sprayed with chemical or aerosol agent; be aware of danger of positional asphyxia for a subject who has ingested a chemical or aerosol agent.

Performance Outcome 6.16.

Control non-violent groups, hostile groups, and/or disorderly assemblies, and when necessary, physically restrain a crowd or confront in tactical formation.

Training Objective Related to 6.16.

1. Given a written and/or a practical exercise, identify factors to consider when controlling non-violent or hostile groups.

Criteria: The trainee shall be tested on the following:

6.16.1. Three factors for controlling non-violent groups, i.e., peaceable assemblies

6.16.2. Three factors to consider when dealing with hostile groups

Lesson Plan Guide: The lesson plan shall include the following:

1. Three factors for controlling non-violent groups, i.e., peaceable assemblies

a. Officer safety considerations

b. Command presence

c. Communication skills

d. Boundaries within which crowd must remain or move along

e. Patterns of movement for crowd for control and safety

f. Emergency access/exit

2. Three factors to consider when dealing with hostile groups

a. Identify techniques of detecting violations of state laws or local ordinances (sources of disturbance in a crowd by noise and movements)

b. Identify high risk areas (dark areas or areas where subject may hide)

c. Identify conditions that will indicate a law violation

d. Identify appropriate steps to enforce the law and department policies

1. Deputy safety considerations

a. Monitor the group's activity

b. Wait for appropriate back-up

c. Assess the group's propensity toward violence

d. Determine the nature of their weapons and contraband

e. Identify which subjects are believed to be leaders

2. Command presence

a. Safely approach the hostile group

b. Identify appropriate formations for potential riot

c. Identify emergency escape routes

d. Coordinate cover and contact responsibilities

3. Communication skills and voice commands

a. Establish contact with the hostile group

b. Formally identify the group leaders

c. Ascertain the reason(s) for their hostility

d. Use calming techniques to reduce emotions and restore rational "group thought"

e. Evaluate the group's proposed solutions to determine their specific "needs"

f. Communicate the deputy's position and responsibilities in the situation

g. Relate any applicable laws, rules, regulations and consequences of continued acts

h. Explain the group's option to comply with the law and pursue legal resolutions

i. Reassure the group of deputy commitment to resolve the group's problems and restore peace and order to the area and/or facility.

4. Techniques of group control

a. Smaller hostile groups

b. Larger hostile groups or rioters

c. Use stretched out arms to indicate a barrier when appropriate

d. Use shield, barricade, impact weapon, riot baton or other item to block group when appropriate

5. Move group to break it up using authorized and appropriate use of force.

6. Arrest procedures

7. Transportation of subjects

8. Medical needs

Instructor Note: The following should be done as indicated:

Lesson Plan Guide items 2.a, b, c, d (1) – written exercise; 2 d (2)a – practical demonstration; 2. d (2) b, c, d – written exercise.

Lesson Plan Guide items 3. a – i – written exercise.

Lesson Plan Guide items 4. a, b – written exercise; c, d – practical demonstration.

Driver Training

Performance Outcome 8.1.

Operate agency vehicle on various road surfaces and conditions if assigned by agency.

Training Objective Related to 8.1.

1. Given a written exercise, identify factors to consider related to the operation of a vehicle, if assigned by agency.

2. Given a practical exercise, identify or demonstrate methods of control of a vehicle while driving on dry, wet, icy, or snow covered pavement; dirt or loose gravel road; or skidpan, if assigned by agency.

3. Demonstrate the techniques for recovery from off road at various speeds during a written or practical exercise, if assigned by agency.

Criteria: The trainee shall be tested on the following:

Given a written exercise:

8.1.1. Identify the three components of defensive driving and their effect on vehicle accidents.

8.1.1.1. Driver

8.1.1.2. Vehicle

8.1.1.3. Environment

8.1.2. Identify the five steps of defensive driving

8.1.2.1. Scan

8.1.2.2. Identify

8.1.2.3. Predict

8.1.2.4. Decide

8.1.2.5. Execute

8.1.3. Identify driving movements that most frequently contribute to vehicle accidents.

8.1.4. Identify the importance of seat belts, air bags, and other vehicle safety devices.

8.1.5. Identify the different characteristics of low light driving to daytime driving and how the human eye is affected.

8.1.6. Identify factors that influence the overall stopping distance of a vehicle.

8.1.7. Identify the effect speed on observation and perception during transport.

8.1.8. Identify causes and steps to correct skids

8.1.9. Identify liability issues related to operating a transport vehicle.

8.1.10. Identify the Code of Virginia requirements related to using emergency equipment (lights and siren).

8.1.11. Identify the requirement of vehicle operators to obey all traffic laws.

8.1.12. Identify the time limits for vehicle operators (number of hours permitted to drive within a 24 hour period).

Given a practical exercise:

8.1.13. Demonstrate a physical and visual inspection of an agency vehicle.

8.1.14. Demonstrate the proper usage of a safety belt in the operation of an agency vehicle.

8.1.15. Demonstrate the proper techniques of acceptable steering methods for an agency vehicle.

8.1.15.1. Hand position on the steering wheel

8.1.15.2. Shuffle steering

8.1.16. Demonstrate the proper techniques in braking (with or without ABS) a transport vehicle.

8.1.16.1. Heat/cool

8.1.16.2. Threshold

8.1.16.3. Anti-lock braking systems

8.1.17. Demonstrate the proper techniques in backing a transport vehicle.

8.1.18. Demonstrate control a transport vehicle using acceptable techniques in the following vehicle movements:

8.1.18.1. Parking

8.1.18.2. “Y” turn

8.1.18.3. Backing

8.1.19. Operate an agency vehicle in night conditions.

8.1.20. Skid control techniques

8.1.21. Braking control techniques

8.1.22. Steering control techniques

8.1.23. The techniques in correct order for recovery for two wheels off road to four wheels on road.

8.1.24. The techniques for four wheels off road to four wheels on road.

8.1.25. The areas of reduced traction.

NOTE: Academy supplied van or agency supplied transport vehicle shall be used for practical demonstrations.

NOTE: This standard is “if assigned by agency”, i.e., a trainee shall be trained under this standard if his/her employer is assigning him/her to drive the agency vehicle. Anyone assigned to drive the agency vehicle must complete a driver training program that meets this standard, however, this may not be necessary during basic academy.

Lesson Plan Guide: The lesson plan shall include the following:

1. The components of a physical and visual inspection of an agency vehicle.

2. The three components of defensive driving and their effect on transport vehicle accidents.

a. Driver

b. Vehicle

c. Environment

3. The five steps of defensive driving:

a. Scan

b. Identify

c. Predict

d. Decide

e. Execute

4. Driving movements that most frequently contribute to vehicle accidents.

5. The importance of seat belts, air bags, and other vehicle safety devices.

6. The different characteristics of low light driving to daytime driving and how the human eye is affected.

7. Factors that influence the overall stopping distance of a vehicle.

8. The effect speed on observation and perception during transport.

9. Causes and steps to correct skids

10. Liability issues related to operating a transport vehicle

11. Identify the Code of Virginia requirements related to using emergency equipment (lights and siren).

12. Identify the requirement of transport vehicle operators to obey all traffic laws.

13. Identify the time limits for transport vehicle operators (number of hours permitted to drive within a 24 hour period). (Code of Virginia §46.2-812)

Practice:

14. Demonstration of a physical and visual inspection of a transport vehicle.

15. Demonstration of the proper usage of a safety belt in the operation of law enforcement vehicle.

16. Demonstration of the proper techniques of acceptable steering methods.

- **a.** Hand position on the steering wheel
- **b.** Shuffle steering

17. Demonstration of proper techniques in braking (with/without ABS) a transport vehicle.

- **a.** Heat/cool
- **b.** Threshold
- **c.** Anti-lock braking systems

18. Demonstration of the proper techniques in backing a transport vehicle.

19. Demonstration of the control of a transport vehicle using acceptable techniques in the following vehicle movements:

- **a.** Parking
- **b.** "Y" turn
- **c.** Backing

20. Operation of a transport vehicle in night conditions

21. Skid control techniques

22. Braking control techniques

23. Steering control techniques

24. The techniques in correct order for recovery for two wheels off road to four wheels on road.

25. The techniques for four wheels off road to four wheels on road.

26. The areas of reduced traction.

NOTE: This standard is "if assigned by agency", i.e., a trainee shall be trained under this standard if his/her employer is assigning him/her to drive the agency vehicle. Anyone assigned to drive the agency vehicle must complete a driver training program that meets this standard, however, this may not be necessary during basic academy.

Performance Outcome 8.2.

Transport person(s) to various locations outside of the institution.

Training Objective Related to 8.2.

1. Given a written or practical exercise, identify the steps involved in transporting person(s) not in custody.

2. Given a written or practical exercise, identify the steps involved in transporting person(s) in custody to various locations outside of the institution.

Criteria: The trainee shall be tested on the following:

8.2.1. Identify proper procedures for transporting and escorting person(s) not in custody.

8.2.2. Identify proper escort techniques during movement by foot and vehicle from place to place for person(s) in custody.

8.2.2.1. Secure subject with multiple restraints (handcuffs, leg irons, waist belt or chain).

8.2.2.2. Ensure subject has been properly searched.

8.2.2.3. Allow reaction space if possible.

8.2.2.4. Check security of transport vehicle before and after transport including entire interior.

8.2.2.5. Vehicle with cage

8.2.2.5.1. Place subject in right rear with proper restraints and seatbelt.

8.2.2.5.2. Adjust inside mirror to provide visual observation of subject.

8.2.2.6. Vehicle without cage

8.2.2.6.1. Option One:

8.2.2.6.1.1. Place in right front seat with proper restraints (cuffs, leg chains, waist chain) and seatbelt.

8.2.2.6.1.2. Make sure weapon is secure or placed away from potential access by subject.

8.2.2.6.2. Option Two:

8.2.2.6.2.1. Place in right rear seat with proper restraints (cuffs, leg chains, waist chain) and seatbelt.

8.2.2.6.2.2. Make sure weapon is secure or placed away from potential access by subject.

8.2.2.6.2.3. Adjust the rearview mirror to allow surveillance of inmate movement.

8.2.2.7. Upon arriving at destination, visually check area for possible security risks then unload subject and move inmate to appropriate area.

8.2.2.8. Observe subject and surroundings to ensure security and officer safety.

8.2.2.9. **Do not** allow yourself to be distracted from subject observation and control.

8.2.2.9.1. **Do not** relax after cuffing.

8.2.2.9.2. **Do not** let prisoner out of your sight.

8.2.3 Identify any statements or behavioral observations that indicate danger by the subject to him/herself or to others and the need to communicate these to person assuming custody.

Lesson Plan Guide: The lesson plan shall include the following:

1. Use proper procedures for transporting and escorting person(s) not in custody.

a. Identify department policy and procedure for transporting individuals in other non-custody circumstances, i.e., ride-along, jurors, government officials, etc.

1. Release of liability

2. Security of criminal history information.

2. Use proper escort techniques during movement by foot and vehicle from place to place for person(s) in custody.

a. Handcuff subject with hands to rear if injury/illness permits, otherwise restrain as appropriate (on gurney, if needed).

b. Ensure subject has been properly searched.

c. Allow reaction space if possible.

d. Load into transport vehicle checking security of entire interior.

e. Vehicle with cage

1. Place in right rear with proper restraints and seatbelt.

2. Adjust inside mirror to provide visual observation of prisoner.

f. Vehicle without cage

Option One:

1. Place in right front seat with proper restraints (cuffs, leg chains, waist chain) and seatbelt.

2. Make sure weapon is secure or placed away from potential access by subject.

Option Two:

1. Place in right rear seat with proper restraints (cuffs, leg irons, waist chain) and seatbelt

2. Make sure weapon is secure or placed away from potential access by subject

3. Adjust the rearview mirror to allow surveillance of inmate movement

g. Upon arriving at destination, visually check area for possible security risks then unload and move inmate to appropriate medical area.

h. Observe subject and surroundings to ensure security and officer safety.

i. Do not allow yourself to be distracted from inmate observation and control.

1. Do not relax after cuffing.

2. Do not let prisoner out of your sight.

3. Identify any statements or behavioral observations that indicate danger by the subject to him/herself or to others and the need to communicate these to person assuming custody.

a. It is critical to communicate the statements or behavioral observations to person assuming custody since the individual being transported may attempt to do violence to him/herself or others.

b. If no one appears to be paying attention to the information you are giving, write it down and leave it. Make a field note regarding this. This will provide some protection with respect to liability.

Performance Outcome 8.3.

Transport ill or injured subject to receive medical care.

Training Objective Related to 8.3.

1. Given a written exercise, identify the steps involved to transport an ill or injured subject to receive medical care.

Criteria: The trainee shall be tested on the following:

8.3.1. Identify appropriate medical and biohazard precautions to take should subject possibly have an airborne or bloodborne pathogen (tuberculosis, HIV, etc.).

8.3.1.1. Protective masks and personal protective equipment

8.3.1.2. Cleaning hands, face, masks and vehicle after transport

8.3.2. Secure subject as injury/illness permits.

8.3.3. Use all other security practices noted in standard 8.2.

8.3.4. **Do not** allow yourself to be distracted from subject observation and control even though responding to a medical need of the subject.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify appropriate medical and biohazard precautions to take should subject possibly have an airborne or blood borne pathogen.

a. Protective masks and personal protective equipment

b. Cleaning hands, face, masks and vehicle after transport

2. Secure subject as injury/illness permits.

3. Use all other security practices noted in standard 8.2.

4. **Do not** allow yourself to be distracted from inmate observation and control even though responding to a medical need of the subject.

Instructor Notes: 1. Advise trainees to identify department policy related to medical transports involving rescue squad or other non-agency vehicle. 2. Advise trainees to identify department policy related to non-traditional medical transports, i.e. pregnant inmate, disabled inmate (various disabilities).

Field Training

In conjunction with completing basic academy training, the **court security officer** must identify requirements related to the employing agency, and community resources and agencies that may assist in job performance. Expected performance outcomes include this basic knowledge and cover the following:

9.1 – 9.17 Policies, Procedures and Operations

9.1. Identify agency policy regarding professional appearance related to clothing and grooming.

9.2. Identify agency policy and procedures for handling violations of professional, ethical, or legal standards of conduct by fellow deputies/court security officers.

9.3. Identify agency policies related to security of prisoners in court and determining any special security needs.

9.4. Identify agency policy and procedure related to treatment of juvenile prisoners.

9.5. Identify agency policy and procedure related to communicating information about a prisoner to internal and external authorities.

9.6. Identify agency policy and procedure for obtaining assistance for communicating with various cultural backgrounds or with various disabilities.

9.7. Identify department policy relating to emergency evacuation plans for courtrooms and courthouses.

9.8. Identify department policy and procedures related to jury protection and jury sequestering.

9.9. Conduct court security procedures with an awareness of terrorism possibilities.

9.10. (Repealed)

9.11. Complete IS-700 NIMS Introductory training course and provide certificate of completion to supervisor.

9.12. Complete ICS 100 Introductory training course and provide certificate of completion to supervisor.

**** Special Note: Completion of IS-700 NIMS introductory course through FEMA online training will accomplish 9.11.*** *(*Completion of ICS 100 Introductory course through FEMA online training will accomplish 9.12.).

9.13. Identify primary, secondary, and lethal target areas for use of an impact weapon if impact weapon is assigned by agency.

9.14. Demonstrate offensive and defensive stances for use of an impact weapon if impact weapon is assigned by agency.

9.15. Demonstrate proper verbalization and touch/striking techniques for primary, secondary, and the non-lethal target areas if impact weapon is assigned by agency.

9.16. Identify department policy related to impact weapons used by their department, e.g., expandable batons, electronic immobilization devices, etc., if assigned by agency.

9.17. Provide training related to courthouse entrance screening where applicable. Examples of equipment that may be included in a courthouse entrance screening:

a. Magnometer

b. X-ray machine

c. Handheld metal detector

Weapons

CATEGORY 7 - WEAPONS

Performance Outcome 7.1.

Clean and inspect weapons system. (revolver, semi-automatic weapon)

Training Objectives Related to 7.1.

1. Given a written exercise, identify nomenclature of weapons. (revolver, semi-automatic weapon)

2. Given a practical exercise, demonstrate prescribed procedure for cleaning weapon. (revolver, semi-automatic weapon)

Criteria: The trainee shall be tested on the following:

7.1.1. Identification of the correct terms to identify weapons and parts of weapons. (revolver, semi-automatic weapon)

7.1.2. Demonstration of prescribed procedure to prepare weapon for cleaning. (revolver, semi-automatic weapon)

7.1.2.1. Remove magazine or empty cylinder

7.1.2.2. Remove round from chamber

7.1.2.3. Double check weapon to make sure it is empty

7.1.3. Identification of weapon cleaning equipment. (revolver, semi-automatic weapon)

7.1.4. Demonstration of the use of weapon cleaning equipment. (revolver, semi-automatic weapon)

7.1.4.1. Field strip weapon

7.1.4.2. Clean components

7.1.4.3. Inspect for damage and imperfections

7.1.4.4. Lubricate

7.1.4.5. Reassemble

7.1.4.6. Safely test for proper function

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of the correct terms to identify weapons and parts of weapons. (revolver, semi-automatic weapon)

2. Demonstration of prescribed procedure to prepare weapon for cleaning. (revolver, semi-automatic weapon)

a. Remove magazine or empty cylinder

b. Remove round from chamber

c. Double check weapon to make sure it is empty

3. Identification of weapon cleaning equipment. (revolver, semi-automatic weapon)

4. Demonstration of the use of weapon cleaning equipment. (revolver, semi-automatic weapon)

a. Field strip weapon

b. Clean components

c. Inspect for damage and imperfections

d. Lubricate

e. Reassemble

f. Safely test for proper function

Performance Outcome 7.2.

Using proper hand grip and observation, draw department issued weapon from holster. (revolver or semi-automatic weapon)

Training Objectives Related to 7.2.

1. Given practical exercises, use a good and consistent combat grip with a safe and efficient draw from the holster following prescribed drawing techniques using the officer's approved handgun and holster. (revolver or semi-automatic weapon)

Criteria: The trainee shall be tested on the following:

7.2.1. Draw and fire

7.2.2. Draw to a ready position

7.2.3. Draw to a "cover mode" simulating the covering of a suspect together with the issuance of the verbal order "Police - Don't Move!"

7.2.4. Using standing, kneeling, and prone positions

7.2.5. Use of covering and concealment while maintaining visual contact with the threat

7.2.6. Reloading while concentrated on the threat and not the weapon

7.2.7. Clear handgun stoppages

7.2.8. Reholster weapon

Lesson Plan Guide: The lesson plan shall include the following:

1. Draw and fire

2. Draw to a ready position

3. Draw to a "cover mode" simulating the covering of a suspect together with the issuance of the verbal order "Police - Don't Move!"

4. Using standing, kneeling and prone positions

5. Use of covering and concealment while maintaining visual contact with the threat

6. Reloading while concentrated on the threat and not the weapon

7. Clear handgun stoppages

8. Reholster weapon

Definitions:

a. Gripping: using sufficient strength to hold a weapon on a plane so that the projectile will travel on a line to the target

b. Lifting: having adequate strength to lift the weapon to eye level while maintaining safe control

c. Range of vision: should be such that a person can focus on one object (sights) and still see an image of the target

d. Strength: overall strength should be a minimum of being able to perform normal task without fatiguing quickly

e. Breathing: holding breath for a minimal time in order to complete the task of firing the weapon

f. Cover mode: finger outside the trigger guard until you are on target and have decided to fire

Performance Outcome 7.3.

Clear stoppage in semi-automatic pistols and revolvers. Demonstrate safe handling of weapons on the range and on and off duty.

Training Objectives Related to 7.3.

Given a practical exercise:

1. Demonstrate the techniques for clearing stoppages in pistols or revolvers.

2. Demonstrate safe handling of weapons on the range and how to do so on and off duty.

Criteria: The trainee shall be tested on the following:

7.3.1. Techniques for clearing stoppages:

7.3.1.1. Semi-automatic pistol

7.3.1.1.1. Failure to fire

7.3.1.1.2. Failure to feed

7.3.1.1.3. Failure to eject

7.3.1.1.4. Failure to extract

7.3.1.2. Revolver

7.3.1.2.1. When trigger is pulled and revolver does not fire

7.3.1.2.2. When trigger gets tight and cylinder will not turn

7.3.1.2.3. When there is a squib load

7.3.2. Demonstration of safe handling of weapons on the range and identification of safe handling of weapons on and off duty.

Lesson Plan Guide: The lesson plan shall include the following:

1. Techniques for clearing stoppages:

a. Semi-automatic pistol

1. Failure to fire

2. Failure to feed

3. Failure to eject

4. Failure to extract

b. Revolver

1. When trigger is pulled and revolver does not fire

2. When trigger gets tight and cylinder will not turn

3. When there is a Squib load

2. Demonstration of safe handling procedures of weapon while on the range and identification of safe handling procedures of weapon on and off duty.

Performance Outcome 7.4.

Fire a hand gun in various combat situations using issued equipment.

Training Objectives Related to 7.4.

1. Fire the officer's issued/approved weapon during daytime/low light and/or night time combat range exercises using issued/approved loading device, issued/approved holster and flashlight with 70% accuracy on two of the approved courses of fire.

Criteria: The trainee shall be tested on the following:

7.4.1. Demonstrate dry firing and basic shooting principles.

7.4.2. Using proper marksmanship and reloading fundamentals, fire a minimum of 200 rounds with issued (or equal to this) ammunition in daylight conditions using issued/approved weapon prior to qualification.

7.4.3. Qualify on two of the below selected courses with approved targets under daylight conditions using issued (or equal to this) duty ammunition, weapon, duty belt and holster:

7.4.3.1. Virginia Modified Double Action Course for Semi-automatic Pistols and Revolvers, 60 rounds, 7, 15, 25 yards shooting. (See Appendix A)

7.4.3.2. Virginia Modified Combat Course I, 60 rounds, 25, 15, 7 yards shooting (See Appendix B)

7.4.3.3. Virginia Modified Combat Course II, 60 rounds, 25, 15, 7, 5, 3 yards shooting (See Appendix C)

7.4.3.4. Virginia Qualification Course I, 50 rounds, 25 to 5 yards shooting (See Appendix D)

7.4.3.5. Virginia Qualification Course II, 60 rounds, 3 to 25 yards shooting (See Appendix E)

7.4.3.6. Virginia Tactical Qualification Course I, 50 rounds, 5 or 7, 25 yards shooting (See Appendix F)

7.4.3.7. Virginia Tactical Qualification Course II, 36 rounds, 3 to 25 yards shooting (See Appendix G)

7.4.3.8. Virginia Tactical Qualification Course III, 50 rounds, 1/3 to 25 yards shooting (See Appendix H)

7.4.3.9. Virginia Tactical Qualification Course IV, 60 rounds, 1/3 to 25 yards shooting (See Appendix I)

7.4.3.10. Virginia Tactical Qualification Course V, 50 rounds, 1/3 to 25 yards shooting (See Appendix J)

7.4.4. Fire a minimum of 25 rounds on a low light and/or a minimum of 25 rounds on a nighttime course for practice prior to qualification using the agency issued or approved handgun, duty holster and loading device.

7.4.4.1. Fire a minimum of 25 rounds on a low light and/or a minimum of 25 rounds on a nighttime qualification course with a 70% qualification score on each course.

7.4.4.2. Fire a minimum of 12 rounds with use of a flashlight in Appendix B or Appendix C above.

7.4.4.2.1. Identify the advantages and disadvantages of three methods of flashlight use with a weapon.

7.4.4.2.2. Identify the correct target threat by using flashlight techniques and weapon in hand.

7.4.4.3. Low light and nighttime practice and qualifications courses with time limitations and distances will be established by the school, agency, or academy board.

7.4.4.4. Fire from point shoulder positions, cover down positions and barricade positions.

7.4.4.5. Fire using strong and weak hand as appropriate:

7.4.4.5.1. Standing position

7.4.4.5.2. Kneeling position

7.4.4.5.3. Prone position

7.4.4.6. Reload the weapon with emphasis on utilizing tactical reloads where appropriate

7.4.4.7. Correct any weapon stoppages that may occur

7.4.5. Fire familiarization drills using a minimum of 50 rounds (10 per position) with issued (or equal to this) ammunition to include:

7.4.5.1. Moving forward and backward (officer and/or target).

7.4.5.2. Moving side to side (officer and/or target).

7.4.5.3. Use of cover and concealment.

7.4.5.4. Shove and shoot.

7.4.5.5. Seated straight/90 degrees to simulate shooting from a vehicle.

Performance Outcome 7.5.

Secure weapons while off duty. (revolvers, semi-automatic weapons)

Training Objectives Related to 7.5.

1. Given a written exercise, identify reasons for and methods for avoiding firearms accidents while off duty.

Criteria: The trainee shall be tested on the following:

7.5.1. Reasons for security

7.5.1.1. Prevent injury and unauthorized access (§18.2-56.2)

7.5.1.2. Minimize theft opportunity (separate ammunition from the weapons)

7.5.2. Methods for security

7.5.2.1. Lock box

7.5.2.1.1. Loaded

7.5.2.1.2. Unloaded

7.5.2.2. Trigger lock

7.5.2.2.1. Unloaded

7.5.2.3. Cable lock

7.5.2.3.1. Unloaded

7.5.2.4. Disassemble weapon

Lesson Plan Guide: The lesson plan shall include the following:

1. Reasons for security

a. Prevent injury and unauthorized access (§18.2-56.2)

b. Minimize theft opportunity (separate ammunition from the weapons)

2. Methods for security

a. Lock box

1. Loaded

2. Unloaded

b. Trigger lock

1. Unloaded

c. Cable lock

1. Unloaded

d. Disassemble weapon

Performance Outcome 7.6.

Carry a firearm when off duty. (revolver, semi-automatic weapon)

Training Objectives Related to 7.6.

1. Given a written exercise, identify the factors to consider when carrying a firearm while off duty. (revolver, semi-automatic weapon)

Criteria: The trainee shall be tested on the following:

7.6.1. Identification that an officer must comply with department policy relating to carrying a firearm while off duty and qualifying with the off duty firearm.

7.6.2. Identification of statutes that regulate the carrying of firearms while off duty.

7.6.3. Identification of the impact that alcohol consumption may have on judgment relating to use of firearms while off duty.

7.6.4. Identification of conditions that should be maintained while carrying a firearm off duty.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification that an officer must comply with department policy relating to carrying a firearm while off duty and qualifying with the off duty firearm.

2. Identification of statutes that regulate the carrying of firearms while off duty.

3. Identification of the impact that alcohol consumption may have on judgment relating to use of firearms while off duty.

4. Identification of conditions that should be maintained while carrying a firearm off duty

a. Concealed

b. Cecure (retaining device)

c. Accessible

d. Law enforcement identification with weapon

e. Jurisdiction

f. Training

5. Identification of response to being stopped by on-duty officer:

a. Upon being challenged, members will remain motionless unless given a positive directive otherwise.

b. Members will obey the commands of the challenging member, whether or not he/she is in uniform. This may entail submission to arrest.

c. Members will not attempt to produce identification unless and until so instructed.

d. If circumstances permit, members may verbally announce their identity and state the location of their badge and credentials.

e. Members should ask the challenger to repeat any directions or questions that are unclear and should never argue with challenger.

f. Challenged members will follow all instructions received until recognition is acknowledged.

WEAPONS PERFORMANCE OUTCOMES

APPENDIX A

VIRGINIA MODIFIED DOUBLE ACTION COURSE FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS

Targets- B-21, B-21X, B-27, Q

60 ROUNDS, 7 - 25 YARDS

Qualification Score: 70%

Each officer is restricted to the number of magazines carried on duty. Magazines shall be loaded to their full capacity. Range instructor shall determine when magazines will be changed.

PHASE 1 - 7 YARD LINE: With loaded magazine, on command fire 1 round in 2 seconds or fire 2 rounds in 3 seconds, make weapon safe, holster, repeat until 6 rounds have been fired.

1. On command draw and fire 2 rounds in 3 seconds, make weapon safe, holster, repeat until 6 rounds have been fired.

2. On command draw and fire 6 rounds strong hand and 6 rounds weak hand in 20 seconds for semi-auto and 30 seconds for revolver, make weapon safe and holster.

PHASE 2 -15 YARD LINE: Point Shoulder Position

1. On command draw and fire 1 round in 2 seconds or 2 rounds in 3 seconds, make weapon safe, holster, repeat until 6 rounds have been fired.

2. On command draw and fire 2 rounds in 3 seconds, holster and repeat until 6 rounds have been fired.

3. On command draw and fire 6 rounds in 12 seconds, make weapon safe and holster.

PHASE 3 - 25 YARD LINE: On command fire 6 rounds from prone, 6 rounds from kneeling and 6 rounds from standing until 18 rounds have been fired in 75 seconds for semi-auto, strong hand; for revolver,

90 seconds, strong hand. The order of position and use of cover/concealment and decocking is optional with the instructor.

SCORING - B21, B21X targets - use indicated K value with a maximum 300 points divided by 3 to obtain percent.

B27 target - 8,9,10,X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent.

Q target - 5 points inside the bottle, 3 points outside the bottle on the target. Divide by 3 to obtain percent.

INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN CHALLENGING THE TARGET.

APPENDIX B

VIRGINIA MODIFIED COMBAT COURSE I

Targets - B21, B21X, B27, Q

60 ROUNDS, 25 - 7 YARDS

Qualification Score 70% Moving Course

Range instructor to determine when to load.

PHASE 1 - 3 Minute Course - at the 50 YARD LINE.

Officer/Deputy on command runs to the **25 YARD LINE,** fires 12 rounds with strong hand kneeling, fires 12 rounds prone strong hand, 6 rounds standing strong hand, barricades may be used for cover/concealment. Order of positions and use of cover/concealment and decocking is optional per instructor.

PHASE 2 - 1 Minute - at the 25 Yard Line:

Officer/Deputy on command runs to the **15 YARD LINE** fires 12 rounds standing strong hand, reloads and fires 6 rounds kneeling.

PHASE 3 - 25 Seconds - at the 15 Yard Line:

Officer/Deputy on command runs to the **7 YARD LINE,** fires 6 rounds strong hand and 6 rounds weak hand.

SCORING - B21, B21X, targets - used indicated K value with a maximum 300 points divided by 3 to obtain percent.

B27 targets - 8, 9,10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent.

Q targets - 5 points inside the bottle, 3 points outside the bottle on the target. Divide by 3 to obtain percent.

INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN CHALLENGING THE TARGET.

APPENDIX C

VIRGINIA MODIFIED COMBAT COURSE II

FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS

Targets - B21, B21X, B27, Q

60 ROUNDS, 25 - 3 YARDS

Qualification Score 70% Moving Course

Range Instructor to determine when to load.

PHASE 1 - 90 seconds for **REVOLVERS,** 70 seconds FOR **SEMI-AUTOMATICS - at** the 50 Yard Line:

Officer/Deputy on command runs to the **25 YARD LINE** and fires 6 rounds standing, fires 6 rounds from the prone and 6 rounds kneeling using strong hand. The order of positions and use of cover/concealment and decocking in between is optional with the instructor.

PHASE 2 - 30 seconds - at the 25 Yard Line:

Officer/Deputy on command runs to the **15 YARD LINE,** fires 6 rounds standing, 6 rounds kneeling.

PHASE 3 - 25 seconds - at the 15 Yard Line:

Officer/Deputy on command runs to the **7 YARD LINE,** fires 6 rounds strong hand and 6 rounds weak hand.

PHASE 4 - at the **5 Yard Line**.

On command draw and fire 12 rounds in any sequence, i.e. 1 round, 2 rounds, 3 rounds or staggered sequence.

PHASE 5 - at the **1 or 2 Yard Line,** hip shooting.

On command draw and fire 6 rounds in any sequence, i.e. 1 round, 2 rounds, 3 rounds or staggered.

SCORING - B21, B21X targets-use indicated K value with a maximum 300 points divided by 3 to obtain percent.

B27 targets - 8, 9, 10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent.

Q targets - 5 points inside the bottle, 3 points outside the bottle on the target. Divide by 3 to obtain percent.

INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN CHALLENGING THE TARGET.

APPENDIX D

VIRGINIA QUALIFICATION COURSE I

FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS

Targets - B21, B21X, B27, Q

50 ROUNDS, 25 - 5 YARDS

Qualification Score 70%

PHASE 1 - At the **25 yard line**, 75 seconds for pistols, 95 seconds for revolvers.

On command with a fully loaded weapon fire 6 rounds prone, 6 rounds kneeling strong hand, 6 rounds standing strong hand. The order of the positions and use of cover/concealment and decocking in between is optional per instructor.

PHASE 2 - At the **25 Yard Line,** 8 Seconds for pistol or revolver.

On command move to the **15 Yard Line,** draw and fire 2 rounds and stay at cover down position.

PHASE 3 - Stay on the **15 Yard Line,** 3 seconds for pistols or revolvers.

On command from cover down position fire 2 rounds, recover, maintain cover down position, repeat four times for 8 rounds.

PHASE 4 - 20 seconds for pistols, 25 seconds for revolvers.

At the 15 Yard Line on command move to the **7 Yard Line,** draw and fire 12 rounds with a MANDATORY RELOAD.

PHASE 5 - 20 seconds for pistols, 25 seconds for revolvers

On command at the 7 YARD LINE move to the **5 Yard Line,** draw and fire 5 rounds strong hand, **Reload** and fire 5 rounds weak hand.

SCORING - B21, B21X targets **-** use indicated K value with a maximum 250 points multiplied by .4 to obtain percent.

B27 targets **-** 8, 9,10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points multiply by .4 to obtain percent.

Q targets **-** 5 points inside the bottle, 3 points outside the bottle on the target, multiply by .4. to get percent.

INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN TO CHALLENGE THE TARGET.

APPENDIX E

VIRGINIA QUALIFICATION COURSE II

FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS

Targets - B21, B21X, B27, Q

60 Rounds, 3 - 25 YARDS

Qualification Score 70%

PHASE 1 - 20 seconds - at the **3 Yard Line,** on command draw and fire 6 Rounds standing with strong hand, **MAGAZINE CHANGE/RELOAD**, Fire 6 rounds standing with weak hand.

PHASE 2 - at the **7 Yard Line,** on command draw and fire 2 rounds in 3 seconds, holster, repeat until 12 rounds have been fired.

PHASE 3 - 10 seconds, at the **7 Yard Line,** On command draw and fire 6 rounds kneeling.

PHASE 4 - 37 seconds, At the **15 Yard Line,** on command fire 12 rounds standing, 6 rounds kneeling. SEMI-AUTOS must have MAGAZINE CHANGE.

ACADEMIES MUST CHOOSE ONE OF THE FOLLOWING PHASES FOR SCORING:

PHASE 5A - 45 seconds - at the **25 Yard Line,** on command fire 12 rounds, 6 rounds kneeling using barricade and 6 rounds standing using barricade for cover.

OR

PHASE 5B - 25 YARD LINE**,** 60 seconds for pistols, 60 seconds for revolvers. On command, fire 4 shots standing strong side, 4 shots kneeling strong side, and 4 shots prone strong side.

SCORING - B21, B21X, targets - use indicated K value with a maximum 300 points divided by 3 to obtain percent.

B27 targets - 8, 9,10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent.

Q targets - 5 points inside the bottle, 3 points out of the bottle on the target. Divide by 3 to obtain percent.

INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY TO USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.

APPENDIX F

VIRGINIA TACTICAL QUALIFICATION COURSE I

FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS

Targets - B21, B21X, B27, Q

50 Rounds, 5/7 - 25 YARDS

Qualification Score 70%

Each officer/deputy restricted to number of magazines carried on duty. Magazines fully loaded. Instructor shall determine magazine changes.

PHASE 1 - At **5, 7 OR FRACTION THEREOF**, point shoulder shooting, fire 2 rounds in 3 seconds for 12 rounds. After each two rounds, holster, repeat until 12 rounds have been fired.

1. On command draw and fire 6 rounds in 8 seconds, point shoulder position.

2. On command draw and fire 4 rounds in 8 seconds, strong hand only, point shoulder.

3. On command fire 4 rounds in 10 seconds, weak hand point shoulder.

PHASE 2 - At **15 Yard Line,** point shoulder position

1. On command draw and fire 2 rounds in 3 seconds for 6 rounds. (Optional to holster after each 2 rounds)

2. On command draw and fire 6 rounds in 12 seconds.

ACADEMIES MUST CHOOSE ONE OF THE FOLLOWING PHASES FOR SCORING:

PHASE 3A - at **25 Yard Line,** 45 seconds for pistols, 60 seconds for revolvers.

1. On command assume kneeling position, draw and fire 6 rounds behind a barricade.

2. Fire 6 rounds, strong hand standing barricade position.

PHASE 3B - at 25 Yard Line, 60 seconds for pistols, 60 seconds for revolvers. On command, fire 4 shots standing strong side, 4 shots kneeling strong side, and 4 shots prone strong side.

SCORING - B21, B21X targets - use indicated K value with a maximum 250 points multiply by .4 to obtain percent.

B27 targets - 8, 9,10,X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points multiply by .4 to obtain percent.

Q targets - 5 points inside the bottle, 3 points out of the bottle on the target, multiply by .4 to obtain percent.

INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.

APPENDIX G

VIRGINIA TACTICAL QUALIFICATION COURSE II

FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS

Targets - B21, B21X, B27, Q

36 ROUNDS, 3 - 25 YARDS

Qualification Score 70%

Course begins with a charged and fully loaded weapon, all shots fired standing with strong hand, weapon at eye level with all shots placed high in the chest area unless directed otherwise by the instructor. Weapons WILL NOT BE holstered until the target has edged or whistle has blown. At the end of each phase of fire, a tactical/combat reload will be executed before holstering. If a reload is required it will be accomplished by using a combat or speed reloading technique.

Prior to the start of the course at the 7 YARD LINE, semi-auto pistol shooters will be advised to keep one magazine empty and load as directed by instructor in order to evaluate slide lock back, chamber empty and combat loads. Revolver shooters will have reload time increased by 2 seconds at all stages of fire.

PHASE 1 - At **3 Yard Line,** on command draw and fire 2 rounds in 3 seconds, one round in the body, one round in the head or groin and holster. Repeat 3 more times until 8 rounds have been fired.

REVOLVER shooter will reload before firing last four rounds.

PHASE 2 - At 7 Yard Line, (Prior to firing this stage, pistol shooters will be directed to do an in holster magazine exchange placing a magazine with 2 rounds in the pistol). On command draw and fire 2 rounds strong hand, execute a combat or speed reload, transfers weapon to weak hand and fires 1 additional round in 10 seconds. Weapon remains out held in weak hand only and on command fires 3 rounds in 3 seconds and safely holsters. Total rounds fired 6.

PHASE 3 - At 7 Yard Line, draw and fire 4 rounds in 5 seconds and safely holster. Repeat again for a total of 8 rounds. (Revolvers, top off cylinder before firing last 4 rounds).

PHASE 4 - At 15 Yard Line, standing, draw weapon to READY GUN and wait command to fire. On command fire 2 rounds in 3 seconds, return to READY GUN. On command fire 2 rounds, execute a combat or speed reload fire 2 additional rounds and return to READY GUN.

12 SECONDS allotted to fire rounds 3 & 4, reload and fire 2 additional rounds. On command fire 2 rounds in 3 seconds, safely holster. Total rounds fired 8.

PHASE 5 - AT 25 Yard Line, Shooter stands beside cover (barricade), On command retreats behind cover, draws on the move and from behind cover, assumes strong side kneeling position, leans out from behind the cover, fires 2 rounds strong side kneeling in 12 seconds and holsters.

Shooter stands beside cover (barricade) and on command shooter retreats behind cover and assumes strong side standing position, leans out from behind cover and fires 2 rounds, strong side standing in 12 seconds and holsters.

Shooter again retreats behind cover, assumes weak side standing position, leans out from behind cover and fire 2 rounds weak side standing and holsters.

WHEN SHOOTER RETREATS BEHIND COVER, ALL WEAPONS WILL BE DECOCKED AND TRIGGER FINGER PLACED OUTSIDE AND ABOVE THE TRIGGER GUARD. FAILURE TO DO SO IS A SAFETY VIOLATION AND NONE OF THE ROUNDS FIRED WILL BE SCORED. This course of fire is to teach looking for and moving to cover.

SCORING - B21, B21X, B27 targets - used indicated K value with a maximum 180 points divide by 1.8 to obtain percent.

B27 target - 8, 9, 10, X rings = 5 points, 7 rings = 4 points, hits on silhouette = 3 points, divide by 1.8 to obtain percent.

Q targets - 5 points inside the bottle, 3 points out of the bottle and on the target divide by 1.8 to obtain percent.

INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.

APPENDIX H

VIRGINIA TACTICAL QUALIFICATION COURSE III

FOR SEMI-AUTOMATIC PISTOLS

Targets-B21, B21x, B27, Q – 99

50 ROUNDS, 1/3-25 YARDS

Qualification Score 70%

Each officer/deputy restricted to number of magazines carried on duty. Magazines may be partially loaded during course of fire to induce a malfunction at instructor's discretion. Instructor may determine magazine exchanges. Course may be run from the 25 to the 1/3 yard line, or 1/3 yard line to the 25 yard line. Lateral, fore or aft movement during any phase at the instructor's discretion.

Phase 1-At the 25 Yard Line, for a total of 6 rounds.

On command, draw and fire 3 rounds standing, and 3 rounds kneeling in 25 seconds. (Option use barricade or simulated cover)

Phase 2-At the 15 Yard Line, for a total of 6 rounds.

On command, draw and fire 2 rounds in 4 seconds. (3x for total of 6 rounds) (Option, shoot then step laterally)

Phase 3-At the 7 Yard Line, for a total of 6 rounds.

On command, draw and fire 2 rounds in 3 seconds. (3x for total of 6 rounds) (Option, step laterally as you draw)

Use either 4a or 4b

Phase 4a-At the 7 Yard Line, for a total of 12 rounds.

On command, draw and fire 6 rounds, perform a reload, then fire an additional 6 rounds in 12 seconds. (Option, step laterally while reloading)

Phase 4b-At the 7 Yard Line, for a total of 12 rounds.

On command, draw as you move to the 5 yard line,

1. Fire 2 rounds in 3 seconds, (3x for total of 6 rounds)

2. Fire 6 rounds in 6 seconds.

Phase 5-At the 5 Yard Line, for a total of 14 rounds, on command, draw and fire (Option, step laterally as you draw)

1. Rounds in 3 seconds (3x for total of 6 rounds)

2. Rounds in 6 seconds, strong hand only

3. Rounds in 8 seconds, weak hand only.

Phase 6-At the 1-3 Yard Line, for a total of 6 rounds.

On command, draw and fire 3 rounds in 3 seconds using close quarter/hip technique. (Option, shove and shoot and/or 1-2 steps to the rear after shooting)

SCORING- B21, B21x targets-use indicated K value with maximum 25 points multiplied by .4 to obtain percent.

B27 targets-8, 9, 10, X rings=5 points, 7 ring=4 points, hits on silhouette=3 points multiply by .4 to obtain percent.

Q targets-5 points inside the bottle, 3 points outside the bottle on target multiply by .4 to get percent.

INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.

APPENDIX I

VIRGINIA TACTICAL QUALIFICATION COURSE IV

FOR SEMI-AUTOMATIC PISTOLS

Targets-B21, B21x, B27, Q

60 ROUNDS, 1/3-25 YARDS

Qualification Score 70%

Each officer/deputy restricted to number of magazines carried on duty. 25 yard line phase calls for rounds fired from 2 different positions (chosen from standing, kneeling, prone) for a total of 12 rounds. Mandated reloads or staging magazines to induce a malfunction at the instructor's discretion. When utilizing barricade or simulated cover position, Instructor option to begin behind cover or seek cover to begin phase. (Example: Shooter draws as he/ she steps behind cover) Close quarter/hip shooting portion can be run from three yards and in, utilizing close quarter shooting techniques. Lateral movement during draw or after shots may be introduced during any phase of fire at the instructor's discretion. Instructor option to substitute 5 Yard line stage with: draw and fire 4 rounds strong hand, safely transfer weapon to weak hand and immediately fire 4 rounds weak hand in 10 sec.

Phase 1-At the 25 Yard Line, for a total of 12 rounds.

On command, draw and fire 6 rounds from position 1; from position 2, fire 6 rounds in 45 seconds behind cover.

Phase 2-At the 15 Yard Line, for a total of 18 rounds. (Option for lateral movement)

1. On command, draw and fire 2 rounds in 4 seconds (3x for total of 6 rounds)

2. On command, draw and fire 6 rounds, combat reload, then fire 6 more rounds in 25 seconds.

Phase 3-At the 10 Yard Line, for a total of 6 rounds. (Option for lateral movement)

1. On command, draw and fire 2 rounds in 3 seconds, then go to ready gun.

2. From ready gun, on command, fire 2 rounds in 3 seconds.

3. From ready gun, on command, fire 2 rounds in 3 seconds.

Phase 4-At the 7 Yard Line, for a total of 12 rounds. (Option for lateral movement)

1. On command, draw and fire 2 rounds in 3 seconds.

2. On command, draw and fire 2 rounds in 3 seconds.

3. On command, draw and fire 2 rounds in 3 seconds.

4. On command, draw and fire 3 rounds in 4 seconds.

5. On command, draw and fire 3 rounds in 4 seconds.

Use either 5a or 5b

Phase 5a-At the 5 Yard Line, for a total of 8 rounds. (Option for lateral movement)

1. On command, draw and fire 4 rounds in 6 seconds, strong hand only then assess, scan and holster.

2. On command, draw and fire 4 rounds in 8 seconds, weak hand only. Reload and holster.

Phase 5b-At the 5 Yard Line, for a total of 8 rounds.

On command, draw and fire 4 rounds strong hand only, safely transfer to weak hand, then fire 4 more rounds weak hand only in 10 seconds.

Phase 6-At the 3 Yard Line or Closer, for a total of 4 rounds.

1. On command, draw and fire using close quarter/hip technique 2 rounds in 3 seconds. (Option, shove and shoot and/or 1-2 steps to the rear after shooting).

2. On command, draw and fire using close quarter/hip technique 2 rounds in 3 seconds. (Option, shove and shoot and/or 1-2 steps to the rear after shooting).

SCORING-B21, B21x targets-use indicated K value with maximum 300 points divided by 3 to obtain percent.

B27 target-8, 9, 10, X rings=5 points, 7 ring=4 points, hits on silhouette=3 points divided by 3 to obtain percent.

Q target-5 points inside the bottle, 3 points outside the bottle on target, divide by 3 to get percent.

INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.

APPENDIX J

VIRGINIA TACTICAL QUALIFICATION COURSE V

FOR SEMI-AUTOMATIC PISTOLS

Targets-B21, B21x, B27, Q

50 ROUNDS, 1/3-25 YARDS

Qualification Score 70%

Each officer/deputy restricted to number of magazines carried on duty 25 yard line calls for rounds fired from 2 different positions (chosen from standing, kneeling, prone) for a total of 6 rounds. (Example: 3 standing and 3 kneeling) Mandated reloads or staging magazines to induce a malfunction/reload at instructor's discretion. When utilizing barricade or simulated cover position, instructor option to begin behind cover or seek cover to begin phase. (Example: Shooter draws as he/she steps behind cover) Lateral movement during draw or after shots may be introduced during any phase of fire at the instructor's discretion. Close quarter/hip shooting portion can be run from three yards and in, utilizing close quarters shooting techniques. Instructor option to substitute 5 yard line stage with: draw and fire 4 rounds strong hand only, safely transfer weapon to weak hand and immediately fire 4 rounds weak hand only in 12 sec.

Phase 1-At the 25 Yard Line, for a total of 6 rounds.

On command, draw and fire 3 rounds from position 1; from position 2, fire 3 rounds in 25 seconds behind cover.

Phase 2-At the 15 Yard Line, for a total of 12 rounds.

1. Have shooters draw to Ready Gun position. On command fire 2 rounds in 3 seconds, assess, scan and return to Ready Gun. Repeat two (2) more times for a total of 6 rounds. Reload and holster.

2. On command, draw and fire 6 rounds in 12 seconds. Assess, scan and holster.

Phase 3-At the 10 Yard Line, for a total of 12 rounds.

On command, draw and fire 6 rounds, reload, and immediately fire 6 more rounds in 20 seconds.

Phase 4-At the 7 Yard Line, for a total of 6 rounds.

On command, draw and fire 2 rounds in 3 seconds. Repeat 2 more times for a total of 6 rounds.

Use either 5a or 5b

Phase 5a-At the 5 Yard Line, for a total of 8 rounds.

1. On command, draw and fire 4 rounds in 6 seconds strong hand only, assess, scan and holster.

2. On command, draw and fire 4 rounds in 8 seconds weak hand only.

Phase 5b-At the 5 Yard Line, for a total of 8 rounds.

On command, draw and fire 4 rounds strong hand only, safely transfer weapon to weak hand, and immediately fire 4 rounds weak hand only in 12 seconds.

Phase 6-At the 3 Yard Line or Closer, for a total of 6 rounds.

On command, draw and fire using close quarter/hip technique 3 rounds in 4 seconds. Repeat again for a total of 6 rounds. (Option shove and shoot and/or 1-2 steps to the rear after shooting.)

SCORING-B21, B21x targets-use indicated K value with maximum 250 points multiplied by .4 to obtain percent.

B27 target-8, 9, 10, X rings=5 points, 7 ring=4 points, hits on silhouette=3 points multiply by .4 to obtain percent.

Q target-5 points inside the bottle, 3 points outside the bottle on target, multiply by .4 to get percent.

INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.

Performance Outcomes for Jail Officers

Professionalism

Performance Outcome 1.1.

Maintain a professional appearance with respect to clothing, grooming, and equipment.

Training Objectives Related to 1.1.

1. Given a practical exercise, the trainee will be inspected to meet academy standards for clothing, grooming, and equipment.

Criteria: The trainee shall be tested on the following:

1.1.1. Professional appearance for an officer regarding clothing and grooming.

1.1.2. Professional appearance for an officer's personal equipment.

Lesson Plan Guide: The lesson plan shall include the following:

1. Professional appearance for an officer regarding clothing and grooming.

2. Professional appearance for an officer regarding personal equipment.

3. The importance to public perception of professionalism by presenting a well-groomed appearance for clothing and equipment.

4. The importance of establishing departmental esprit de corps by presenting a well-groomed appearance

Performance Outcome 1.2.

Behave in a fair, positive and courteous manner with inmates and the public to develop a trust relationship and positive community relationship.

Training Objectives Related to 1.2.

1. Given a written exercise, identify the impact that common courtesy may have regarding the relationship between the local jail and the community.

2. Identify the requirements for professionalism that impact the deputy's/officer's knowledge, skill, and ability to behave in a fair and positive manner.

3. Identify the requirement that will assist in developing and maintaining a trust relationship with the citizenry and with inmates.

Criteria: The trainee shall be tested on the following:

1.2.1. Reasons to foster a positive relationship between the local jail and the public

1.2.2. Principles that define a profession

1.2.3. Historical evolution of jails in the United States

1.2.4. Three elements of the criminal justice system and explaining these in a positive manner to the community:

1.2.4.1. Courts:

1.2.4.1.1. Describe the Virginia Court System

1.2.4.1.2. Juries:

1.2.4.1.2.1. Definition of a petit jury, grand jury, special grand jury and multi-jurisdictional grand jury

1.2.4.1.2.2. Qualifications to serve as a juror

1.2.4.1.2.3. Process for selecting potential jurors

1.2.4.1.2.4. Preparing the list of jurors to be summoned

1.2.4.1.3. Describe the Federal Court System

1.2.4.2. Law Enforcement:

1.2.4.2.1. Describe the functions of the office of Sheriff

1.2.4.2.2. Describe the functions of the local police

1.2.4.2.3. Describe the functions of the state police

1.2.4.2.4. Describe the functions of other law enforcement agents

1.2.4.3. Corrections:

1.2.4.3.1. Define and describe a local correctional facility

1.2.4.3.2. Define a state correctional facility

1.2.5. The place of jails and criminal justice in the structure of government

1.2.6. The role of ethics:

1.2.6.1. General principles of ethics

1.2.6.2. Code of Ethics:

1.2.6.2.1. Deputy/officer behavior

1.2.6.2.2. Deputy/officer dedication

1.2.6.2.3. Career development

1.2.7. Methods of handling violations of professional, ethical or legal standards of conduct on the part of fellow deputies or officers.

1.2.8. Positive and negative aspects of discretionary enforcement of laws, policies, and procedures.

1.2.9. Positive and negative influences of a criminal justice career on a deputy's/jail officer's personal life.

Lesson Plan Guide: The lesson plan shall include the following:

1. Reasons to foster a positive relationship between the jail officer/deputy and the public:

a. Develop and maintain open communications between the jail and the community

b. Reduce fear and mistrust by some members of the public, especially recent immigrants whose experience with jails in other countries has been negative

c. Enhance the officer's/deputy's ability to function as effectively as possible in carrying out their daily duties

d. Others as may be identified and discussed

2. Consequences that may result from a failure of common courtesy:

a. Lack of respect on the part of the officer/deputy toward a member of the public has a ripple effect beyond the immediate situation, i.e., the public may fail to call for assistance for an officer/deputy in trouble or ignore reporting a situation in the jail

b. Negative attitudes toward jail officers/deputies in general may develop from the actions of one officer/deputy

c. The jail officer's/deputy's ability to function effectively in carrying out daily duties will diminish should the officer/deputy become known as lacking in common courtesy and respect

d. Others as may be identified

3. Identify principles that define a profession

4. Identify the historical evolution of Corrections and Jails in the United States:

a. Establishment of Jails

b. Oath of office

c. Constitution and Bill of Rights

5. Identify the three elements of the criminal justice system and explain these in a positive manner to the community:

a. Courts:

1. Federal system

a. U. S. District Court:

1. Definition of petite jury, grand jury, special grand jury, and multi-jurisdictional grand jury

2. Qualifications to serve as a juror

3. Process for selecting potential jurors

4. Preparing the list of jurors to be summoned

b. U. S. Court of Appeals for the # Circuit (example: U. S. Court of Appeals for the 4th Circuit – Virginia is in this circuit)

2. State system:

a. Magistrates

b. General District Courts

c. Circuit Courts

d. Virginia Court of Appeals

e. Virginia Supreme Court

b. Law Enforcement:

1. Federal officers (in general)

2. Sheriffs

3. Police (local and state)

4. Other law enforcement agents

c. Corrections:

1. Local corrections (jails, detention facilities)

2. State corrections

6. Identify the place of jails in the structure of government

7. Define the role of ethics in criminal justice:

a. Identify two general principles of ethics that may assist an officer/deputy in making ethical judgments

b. Review the Jail and/or Law Enforcement Code of Ethics and its impact on the following:

1. Officer/deputy behavior on duty:

a. Reverence for the law

b. Crime prevention/prevention of rules infractions

c. Respect for the public

d. Impartial enforcement of rules and regulations

e. Attempt to use minimum force necessary to effect an arrest or restrain an inmate

f. Report only the truth

g. Testify only the truth

h. Never use public office for private gain

i. Strive to perform at maximum efficiency

j. Never misuse resources or confidential information

2. Officer/deputy behavior off-duty:

a. Practice good citizenship, i.e., youth volunteer work, assist neighbors, be active in schools, etc.

b. Maintain self-control, fair play and discipline in such areas as avoiding disputes, excessive use of alcohol, prejudicial conduct or interaction with people of different ethnic, religious, sexual and similar preferences, illegal gambling and others that may be identified.

3. Officer/deputy dedication:

a. Self (taking care of you will help you care for others)

b. Family

c. Office

d. Community

e. State

f. Country

4. Career development:

a. In-service training and specialized training programs and courses

b. Resources for individual efforts:

1. Reading professional material related to the job

2. Seeking out other criminal justice training

3. Using educational resources such as college courses

4. Others that may be identified

c. Provide copies of the Jail Officer's Code of Ethics for signature by trainees.

8. Identify methods of handling violations of professional, ethical, or legal standards of conduct on the part of fellow jail officers/deputies

9. Identify the positive and negative aspects of discretionary enforcement of laws, jail rules and regulations:

a. Positive aspect: Inmates realize that they cannot manipulate a deputy or jail officer.

b. Negative aspect: Inmates watching a deputy/jail officer may think his enforcement of jail rules is unfair when the deputy/jail officer allows a prominent citizen who is in jail to have privileges that they may not get.

10. Identify positive and negative influences of a criminal justice career on an officers/deputies personal life:

a. Positive influences include, but are not limited to:

1. Providing a role model to citizens, especially children

2. Saving lives

3. Preventing crime

4. Safeguarding the principles of our nation as noted in the Constitution and the Bill of Rights

5. Others as may be identified

b. Negative influences include, but are not limited to:

1. Constantly facing the possibility of death or serious injury

2. Divorce or strains on family relationships

3. Alcoholism

4. Mental health problems ranging from chronic stress to depression with the possibility of suicide

5. Others as may be identified

c. Bias:

1. Define bias

2. Define discrimination

3. Identify consequences of bias based jail, court, or civil process operations

4. Identify consequences of impartial enforcement of jail, court, or civil process service rules

5. Identify methods that a deputy/jail/court security/civil process service officer may use to prevent bias from determining a jail, court, or civil process enforcement intervention

Instructor Note: Numbers 4 and 5 in the lesson plan guide should provide an overview so that the trainee understands the structure of the criminal justice system and how jail operations fit into this structure. Detailed information on these areas will be provided during legal issues training.

Performance Outcome 1.3.

Apply knowledge of the law relating to gambling and identify its impact on professionalism.

Training Objectives Relating to 1.3.

1. Given a written exercise, identify the elements of crime classifications relating to gambling offenses.

2. Given a written exercise, identify the impact of how gambling on the job or ignoring inmate gambling undermines the work of professional deputies/jail/court security/ civil process service officers.

Criteria: The trainee shall be tested on the following:

1.3.1. Define gambling and elements of the crime.

1.3.2. Identify the impact of how gambling on the job or ignoring inmate gambling undermines the work of professional deputies/jail officers.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define gambling and elements of the crime, §18.2-325.

2. Identify the impact of how gambling on the job or ignoring inmate gambling undermines the work of professional deputies/jail/court security/civil process service officers.

Legal

Performance Outcome 2.1.

Perform the duties of a deputy/jail officer in compliance with constitutional requirements and the Bill of Rights.

Training Objective Related to 2.1.

1. Given a written exercise, identify the applicability of the 1st, 4th, 5th, 6th, 8th, 13th, and 14th Amendments to the United States Constitution to jail operations.

Criteria: The trainee shall be tested on the following:

2.1.1. Define Constitutional Law.

2.1.2. List the protections provided to jail inmates in the First Amendment of the U.S. Constitution.

2.1.3. List the protections provided to jail inmates in the Fourth Amendment of the U.S. Constitution.

2.1.4. List the protections against self-incrimination and double jeopardy in the Fifth Amendment to the U.S. Constitution.

2.1.5. Identify the right to an attorney afforded in the Sixth Amendment to the U.S. Constitution.

2.1.6. List the protections provided to jail inmates by the Eighth Amendment of the U.S. Constitution.

2.1.7. Identify the difference between the constitutional rights of pre-trial detainee and those of convicted inmates provided by the 13th Amendment.

2.1.8. List the protections provided to jail inmates by the Fourteenth Amendment.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define Constitutional Law.

2. List the protections provided in the First Amendment of the U.S. Constitution and identify how these protections apply in a jail.

a. Religion (including Religious Land Use and Institutionalized Persons Act)

b. Speech (mail, phone calls)

c. Press (newspapers, magazines)

d. Association (visitors)

e. Redress of grievances (access to courts; legal services to which indigent inmates are entitled in matters related to their incarceration)

f. Others as may be identified by the instructor

3. List the protections provided to jail inmates by the Fourth Amendment of the U.S. Constitution.

a. Cell searches

b. Person searches

1. Frisk

2. Strip

3. Body cavity

c. Seizures

1. Contraband

2. Evidence

4. List the protections against self-incrimination and double jeopardy in the Fifth Amendment to the U.S. Constitution.

5. Identify the right to an attorney afforded in the Sixth Amendment to the U.S. Constitution.

6. List the protections of the Eighth Amendment of the U.S. Constitution.

a. Medical

b. Psychological

c. Exercise

d. Housing

e. Sanitation

f. Safety

g. Others as may be identified by the instructor

7. Identify the reasons an inmate may be placed in segregation.

a. Administrative

b. Disciplinary

8. Identify the difference between the constitutional rights of pre-trial detainee and those of convicted inmates as applicable to the 13th Amendment.

9. List the protections provided to jail inmates by the Fourteenth Amendment.

a. Due process

1. Substantive

2. Procedural

b. Equal protection (especially in relation to religious issues)

Performance Outcome 2.2.

Perform the duties of a deputy/jail officer with awareness of personal and agency liability.

Training Objective Related to 2.2.

1. Given a written exercise, identify the requirements of Title 42, United States Code Section 1983, Title 18 United States Codes Sections 241 and 242, and tort law related to personal and agency liability.

2. Given a written exercise, identify how the above mentioned laws apply to jail operations and jail staff in order to perform required duties and minimize liability.

3. Given a written exercise, identify how the Civil Rights of Institutionalized Persons Act (CRIPA) applies to jail staff.

Criteria: The trainee shall be tested on the following:

2.2.1. Identify the elements that must be present for a person to file a §1983 lawsuit.

2.2.2. Identify the most common legally accepted defenses against a §1983 lawsuit.

2.2.3. Identify the levels of negligence related to tort and 1983 lawsuits.

2.2.4. Identify the major difference between Title 18 U.S. Code §241 and Title 18 U.S. Code §242.

2.2.5. Identify how the Civil Rights of Institutionalized Persons Act (CRIPA) applies to jail staff.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the elements that must be present for a person to file a §1983 lawsuit.

2. Identify the most commonly accepted defenses against a §1983 lawsuit.

a. Substantive defenses

b. Procedural defenses

1. Immunity

2. Statute of limitations

3. Identify the levels of negligence in relation to tort and 1983 lawsuits.

a. Simple negligence

b. Gross negligence

c. Deliberate indifference

d. Malicious and sadistic actions

4. Identify the major difference between Title 18 U.S. Code §241 and Title 18 U.S. Code §242.

5. Identify how the Civil Rights of Institutionalized Persons Act (CRIPA) applies to jail staff.

Performance Outcome 2.3.

Perform duties of a deputy/jail officer according to laws governing the office of sheriff and regional jails

Training Objective Related to 2.3.

1. Given a written exercise, identify the sections of the Code of Virginia that relate to the jobs and responsibilities of jail officers, the office of sheriff and jail superintendents, and jail operations and security.

2. Given a written exercise, correctly identify these laws.

Criteria: The trainee shall be tested on the following:

2.3.1. Identify the process by which a bill becomes law in Virginia.

2.3.2. Identify the powers and duties of a sheriff as a constitutional officer.

2.3.3. Identify the powers and duties of the regional jail superintendent.

2.3.4. Identify factors that affect the employment of a deputy sheriff/jail officer.

2.3.5. Define local correctional facility and lockup.

2.3.6. Identify the Board responsible for establishing the Minimum Standards for Local Jails and Lockups, the status of the Standards, the relationship between the state standards and the American Correctional Association Standards, the result of not complying with the Standards, and who has authority to enforce the standards.

2.3.7. Identify the court duties of the sheriff.

2.3.8. Identify the information that must be included in daily jail records.

2.3.9. Identify the procedures to be followed when admitting a suspected illegal alien into the jail.

2.3.10. Identify the notification procedures to be followed in the event of a death in the jail.

2.3.11. Identify the procedure to follow when admitting a suspected sex offender to jail.

2.3.12. Identify the procedure to follow when ordered to obtain DNA from an arrestee or inmate.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the process by which a bill becomes law in Virginia.

2. Identify the powers of a sheriff as a constitutional officer.

3. Identify the powers and duties of a regional jail superintendent.

4. Identify factors that affect the employment of a deputy sheriff/jail officer.

5. Define local correctional facility and lockup.

6. Identify the Board responsible for establishing the Minimum Standards for Local Jails and Lockups, the status of the Standards, the relationship between the state standards and the American Correctional Association Standards, the result of not complying with the Standards, and who has authority to enforce the standards.

7. Identify the court duties of the sheriff.

8. Identify the information that must be included in daily jail records. (§53.1-116)

9. Identify the procedures to be followed when admitting a suspected illegal alien into the jail.

10. Identify the notification procedures to be followed in the event of a death in the jail.

11. Identify the procedure to follow when admitting a suspected sex offender to jail.

12. Identify the procedure to follow when ordered to obtain DNA from an arrestee or inmate.

Instructor Note: Number 6 in the Lesson Plan Guide must include sufficient detail so that the trainee is able to identify the historical evolution of jails and lockup and the impact of Standards on these facilities. Number 7 must include sufficient detail so that the trainee is able to identify the elements of the criminal justice system with particular emphasis on courts and the sheriff's role in these elements.

Performance Outcome 2.4.

Respond to request by determining whether the facts are civil or criminal.

Training Objectives Relating to 2.4.

1. Given a written exercise, identify actions as civil or criminal matters.

Criteria: The trainee shall be tested on the following:

2.4.1. Define civil liability in contrast to criminal liability.

2.4.2. Given the facts of a crime, identify the crime and Code section using the Code of Virginia.

2.4.2.1. Identify the classes of felonies and their punishments.

2.4.2.2. Identify the classes of misdemeanors and their punishments.

2.4.2.3. Define infractions and local ordinances.

2.4.3. Define consecutive and concurrent sentencing.

2.4.4. Identify the penalties attached for an inmate who takes hostages or injures any employee of a correctional facility.

2.4.5. Identify the penalties attached for delivery of controlled substances, firearms, ammunition, or explosives to an inmate.

2.4.6. Identify the two defenses against a tort suit.

2.4.7. Identify and define the types of damage related to tort and 1983 lawsuits.

2.4.8. Evaluate facts of a situation to determine if it is a civil or criminal matter by applying the definitions of civil vs. criminal.

2.4.9. Identify civil matters of import to jail/detention staff.

2.4.9.1. Habeas Corpus

2.4.9.2. Contempt of Court

Lesson Plan Guide: The lesson plan shall include the following:

1. Define civil liability in contrast to criminal liability.

2. Given the facts of a crime, identify the crime and Code section using the Code of Virginia.

a. Identify the classes of felonies and their punishments.

b. Identify the classes of misdemeanors and their punishments.

c. Define infractions and local ordinances.

3. Define consecutive and concurrent sentencing.

4. Identify the penalties attached for an inmate who takes hostages or injures any employee of a correctional facility.

5. Identify the penalties attached for delivery of controlled substances, firearms, ammunition, or explosives to an inmate.

6. Identify the two types of defenses against a tort suit (substantive and procedural).

7. Identify and define the types of damage related to tort and 1983 lawsuits.

a. Nominal

b. Compensatory

c. Punitive

8. Evaluate facts of a situation to determine if it is a civil or criminal matter by applying the definitions of civil vs. criminal. Note that Virginia is a common law state (common law still in effect except as overruled or replaced by the Code of Virginia). Identify the Code citation enabling local counties, cities, and towns to establish local ordinances. (§ 15.2-1425) (§15.2-1429)

9. Identify civil matters of import to jail/detention staff.

a. Habeas Corpus

b. Contempt of Court, (e.g. §16.1-278.16)

c. Writ of Mandamus/Prohibition (rearranged)

d. Injunction (rearranged)

Instructor Note: Advise trainees that they must identify department policy relating to explaining a violation of county or municipal ordinances that is the basis for a summons to the violator. Advise trainees that they must identify department policy relating to use of discretion regarding a violation of law.

Performance Outcome 2.5.

Obtain an arrest warrant from proper authority.

Training Objectives Related to 2.5.

1. Given a written or practical exercise, identify the proper authority from whom to obtain an arrest warrant, the information that must be presented to support a warrant, and return requirements.

Criteria: The trainee shall be tested on the following:

2.5.1. Identify the proper authorities from which an arrest warrant may be obtained according to §19.2-71 and Rule 3A:3 of the Rules of the Supreme Court of Virginia

2.5.2. Identify the information that must be provided to support a warrant

2.5.3. Return arrest warrant conforming to statutory requirements

Lesson Plan Guide: The lesson plan shall include the following:

1. The proper authorities from which an arrest warrant may be obtained according to 19.2-71 and Rule 3A:3 of the Rules of the Supreme Court of Virginia

a. Judge

b. Clerk of any circuit, general district, or family court

c. Magistrate

2. The information that must be provided to support a warrant

a. The crime

b. The facts that support probable cause

c. How these facts relate to the suspect(s)

3. Return of arrest warrant conforming to statutory requirements

a. Deputy/jail officer endorsement of the warrant

b. Return to a judicial officer with authority to grant bail

Performance Outcome 2.6.

Arrest persons with a warrant.

Training Objectives Relating to 2.6.

1. Given a written and/or practical exercise, identify constitutional and statutory requirements to arrest a person with a warrant.

Criteria: The trainee shall be tested on the following:

2.6.1. Define arrest.

2.6.2. Identify the mandatory contents of a valid warrant.

2.6.3. Identify the territorial limitations of a deputy/jail officer's power to arrest.

2.6.4. Identify the consequences of an illegal arrest.

2.6.5. Identify the process of executing an arrest warrant.

Lesson Plan Guide: The lesson plan shall include the following:

Code of Virginia, §19.2-71 to §19.2-83.1

1. Define arrest.

2. Identify who may issue a warrant for the arrest of a person charged with a criminal offense.

3. Identify the mandatory contents of a valid warrant:

a. It shall be directed to an appropriate deputy/jail officer

b. It shall name the accused or set forth a description by which he/she can be identified

c. It shall describe the offense charged with reasonable certainty

d. It shall command that the accused be arrested and brought before a court of appropriate jurisdiction

e. It shall be signed by the issuing officer

4. Identify the territorial limitations of a deputy/jail officer's power to arrest.

5. Identify the consequences of an illegal arrest.

6. Identify the process of executing an arrest warrant:

a. Arrest the accused

b. Inform the accused of the offense charged and that a warrant has been issued

c. Endorse and date the warrant

d. Deliver a copy of the warrant to the accused as soon as possible

Performance Outcome 2.7

Arrest persons without a warrant.

Training Objective 2.7

1. Given a written exercise, identify constitutional and statutory requirements to arrest a person without a warrant.

Criteria: The trainee shall be tested on the following:

2.7.1. Define probable cause for an arrest.

2.7.2. Identify the requirement for warrantless felony arrest under §19.2-81.

2.7.3. Identify the general requirement for a warrantless misdemeanor arrest.

2.7.4. Given narrative examples of arrest situations, determine if the warrantless arrest is legal.

2.7.5. Identify three situations whereby a deputy/jail officer may make a warrantless arrest according to the Code of Virginia.

2.7.6. Identify the parameters for issuing a summons in lieu of arrest.

2.7.7. Identify a situation in which an officer may issue a summons in lieu of arrest.

Lesson Plan Guide: The lesson plan shall include the following:

Code of Virginia, §19.2-81 to 19.2-83.1

1. Define probable cause for an arrest.

2. Identify the requirement for warrantless felony arrest under §19.2-81.

3. Identify the general requirement for a warrantless misdemeanor arrest.

4. Given narrative examples of arrest situations, determine if the warrantless arrest is legal

5. Identify the situations whereby a deputy/jail officer may make a warrantless arrest according to the Code of Virginia.

a. Upon information that the individual is wanted in another jurisdiction through electronic messages (fax, teletype and radio messages)

b. Assault and battery

c. A probation or parole violation, etc.

d. Concealed weapon

6. Identify the Virginia State Code sections pertaining to warrantless arrests:

a. Escape, flight and pursuit, arrest anywhere in Commonwealth (§19.2-77)

b. Arrest by officers of other states in close pursuit (§19.2-79)

c. Arrest without warrant authorized in certain cases (§19.2-81, 19.2-81.1, 19.2-81.3)

d. Procedure for arrest without warrant (§19.2-82)

7. Identify the parameters for issuing a summons in lieu of arrest.

8. Identify a situation in which an officer may issue a summons in lieu of arrest.

Performance Outcome 2. 8.

Answer questions regarding the progress of a case according to rules of privacy and security controlling access to records.

Training Objectives Relating to 2. 8.

1. Given a written exercise, identify basic laws governing rules of privacy and security to control access to records.

Criteria: The trainee shall be tested on the following:

2.8.1. Statutes relating to criminal history records/juvenile information

2.8.2. Statutes relating to release of information through NCIC or VCIN

2.8.3. Application of HIPPA in relation to inmate medical records.

2.8.4. Application of the Virginia Freedom of Information Act (§2.2-3700) in Virginia jails.

2.8.5. Application of the Government Data Collection and Dissemination Act in Virginia jails. (§2.2-3800)

2.8.6. Application of the Prison Rape Elimination Act.

Lesson Plan Guide: The lesson plan shall include the following:

1. Statutes relating to criminal history records/juvenile information.

2. Statutes relating to release of information through NCIC or VCIN.

3. Review of privacy of inmate medical records, especially HIPPA.

4. Review of the Virginia Freedom of Information Act (§2.2-3700) (Inmates have no access)

5. Application of the Government Data Collection and Dissemination Act (§2.2-3800)

6. Application of the Prison Rape Elimination Act.

Performance Outcome 2. 9.

Serve mental health commitment papers.

Training Objectives Relating to 2. 9.

1. Given a written exercise, identify Code of Virginia requirements for serving mental health commitment papers (emergency custody orders or temporary detention orders only).

Criteria: The trainee shall be tested on the following:

2.9.1. Define emergency custody orders and temporary detention orders and situations in which these would be utilized.

2.9.2. Identify persons having authority to issue an emergency custody order or temporary detention order.

2.9.3. Identify procedures for emergency custody order or temporary detention order return of service.

Lesson Plan Guide: The lesson plan shall include the following:

1. Definition of emergency custody orders and temporary detention orders and situations in which these would be utilized.

2. Identification of persons having authority to issue an emergency custody order or temporary detention order (judge or magistrate).

3. Procedures for emergency custody order or temporary detention order return of service.

a. Return service promptly to clerk's office stating the date and manner of service and to whom service was made.

4. Service of mental health commitment papers is the same as service and return of any other civil judicial process.

5. Service is not restricted but is applicable statewide (§8.01-292)

6. Emergency commitments (involuntary detention), §37.2-809.

Instructor Note: Advise trainees that they must identify department policy related to serving mental health commitment papers as part of their department training.

Performance Outcome 2.10.

Apply knowledge of the law to related to family abuse and protective orders.

Training Objectives Related to 2.10.

1. Given a written exercise, identify elements of the crimes related to family abuse.

The trainee shall be tested on the following:

2.10.1. Define the following:

2.10.1.1. family abuse

2.10.1.2. family or household member

2.10.2. Identify provisions of protective orders for family abuse.

2.10.3. Identify the prohibitions in place for those subject to a protective order for family abuse.

2.10.4. Identify the process for executing a protective order.

2.10.5. Identify the procedures for victim notification relating to family abuse protective orders.

Lesson Plan Guide: The lesson plan shall include the following:

1. Definitions for the following:

a. family abuse

b. household or family member

2. Identify provisions of protective orders for family abuse.

3. Identify the prohibitions in place for those subject to protective order for family abuse.

4. Identify the process for executing a protective order.

5. Identify the procedures for victim notification relating to family abuse protective orders.

Performance Outcome 2.11.

Apply knowledge of law to obtain information from a subject conforming to constitutional requirements.

Training Objectives Related to 2.11.

1. Given a written or practical exercise, identify constitutional requirements to obtain information from a subject.

Criteria: The trainee shall be tested on the following:

2.11.1. Identify constitutional issues related to detention and questioning of a subject.

2.11.2. Identify the relevant case regarding interrogation: Miranda v. Arizona, 384 U.S. 436 (1966)

2.11.3. Identify the two conditions which together trigger the necessity for Miranda warnings.

2.11.4. Identify the conditions by which a confession will be judged to be admissible.

Lesson Plan Guide: The lesson plan shall include the following:

1. The rights of an arrested person as guaranteed by the U. S. Constitution.

2. Identify constitutional issues related to detention and questioning of a subject.

3. Identify the relevant case regarding interrogation: Miranda v. Arizona, 384 U.S. 436 (1966)

4. Identify the two conditions that together trigger the necessity for Miranda warnings:

a. In custody **AND**

b. Questioning/interrogation.

5. Identify use of consent forms and waiver forms

6. Identify the conditions by which a confession will be judged to be admissible.

7. Identify the constitutional basis for the Miranda warning and read the warning

a. Identify the point at which the suspect should be advised of constitutional rights.

b. Read the complete Miranda warning.

Performance Outcome 2.12

Conduct searches and seizures under the following conditions:

- with and without a warrant

- incident to hot pursuit

- with or without consent

- incident to arrest

- confer with the local Commonwealth’s Attorney under unusual search and seizure circumstances

Training Objectives Related to 2.12

Given a written or practical exercise:

1. Identify those search and seizure situations in which the 4th Amendment mandates a warrant.

2. Identify search and seizure situations in which a warrantless search may be legally conducted.

3. Identify situations that warrant conferring with the local Commonwealth’s Attorney for guidance.

4. Explain the elements of an affidavit for a search warrant.

5. Identify proper authority for obtaining the warrant.

6. Identify return requirements.

Criteria: The trainee shall be tested on the following:

2.12.1. Identify the reason that searches generally require a warrant.

2.12.2. Identify the reason that search warrants must be obtained for crime scenes except in emergency circumstances.

2.12.3. Identify the proper authorities from which a search warrant may be obtained

2.12.3.1. Judge

2.12.3.2 Magistrate

2.12.3.3. Other person with authority to issue criminal warrants in the jurisdiction of the place to be searched

2.12.4. Explain the elements of an affidavit

2.12.4.1. Description of place, thing, or person to be searched

2.12.4.2. Description of things or persons to be searched for

2.12.4.3. The crime causing the search

2.12.4.4. Thing(s) being searched for is/are evidence of the crime

2.12.4.5. Any other material facts that show probable cause to issue search warrant

2.12.5. State facts and circumstances that would lead a reasonable person to believe the seizable items are located in the area to be searched.

2.12.6. Identify Code of Virginia requirements for return of search warrant

2.12.6.1. Date of execution of warrant, signature, and time noted on warrant

2.12.6.2. Under oath, inventory all property seized

2.12.6.3. ~~File in circuit court clerk's office within three days the search warrant, inventory, and affidavit~~ Retired

2.12.6.4. Identify requirements for a return in accordance with §19.2-56 and §19.2-57

2.12.6.4.1. location for filing the return: executed and issued

2.12.6.4.2. timeline for filing and computation exceptions

2.12.7. Identify requirements for warrantless search of premises or property for suspect incident to hot pursuit conforming to constitutional requirements and Code of Virginia

2.12.7.1. Define the hot pursuit exception to warrant requirements.

2.12.7.2. Identify the circumstances that justify hot pursuit.

2.12.7.3. Define the scope of a search incident to hot pursuit.

Lesson Plan Guide: The lesson plan shall include the following:

1. Unless an exception is identified, searches require a warrant if a reasonable expectation of privacy exists.

2. Search warrants must be obtained for crime scenes except in emergency circumstances on public property, or consent is given. Jail staff do not need a search warrant for the search of an inmate's person, property, or cell for security, safety or management reasons. A search related to a criminal investigation needs a search warrant with probable cause to believe the property is fruits of a crime or evidence of a crime.

3. Identify items that may be subject to asset forfeiture laws.

a. Situations where assets may be seized

1. Anything used in substantial connection with menu, sale, or distribution of illegal drugs

2. Anything traded or exchanged for illegal drugs

4. Identify the proper authorities from which a search warrant may be obtained according to §19.2-52:

a. Judge

b. Magistrate

c. Other person with authority to issue criminal warrants in the jurisdiction of the place to be searched

5. Explain the elements of an affidavit according to §19.2-54 covering:

a. Description of place, thing, or person to be searched

b. Description of things or persons to be searched for

c. The crime causing the search

d. Thing(s) being searched for is/are evidence of the crime

e. Any other material facts that show probable cause to issue search warrant

6. State facts and circumstances that would lead a reasonable person to believe the seizable items are located in the area to be searched.

7. Return search warrant conforming to Code of Virginia §19.2-57 requirements:

a. Date of execution of warrant, signature, and time noted on warrant

b. Under oath, inventory all property seized

c. Requirements for a return in accordance with §19.2-56 and §19.2-57. The location for filing the return both where executed and issued, the timeline for filing and the computations for exceptions.

8. Identify requirements for warrantless search of premises or property for suspect incident to hot pursuit conforming to constitutional requirements and Code of Virginia §19.2-77.

a. Define the hot pursuit exception to warrant requirements.

b. Identify the circumstances that justify hot pursuit.

c. Define the scope of a search incident to hot pursuit.

Performance Outcome 2.13.

Frisk or search a subject.

Training Objectives Relating to 2.13.

Given a written exercise,

1. Identify the parameters under which a pat down of a subject may be conducted.

2. Identify the parameters under which a search of a subject may be conducted.

Criteria: The trainee shall be tested on the following:

2.13.1. The elements of a detention and arrest.

2.13.2. The scope of the search of a person and the circumstances when the search may be extended beyond the subject.

2.13.3. The relevant legal principles.

2.13.3.1. Terry v. Ohio (person not in custody)

2.13.3.2. Bell v. Wolfish (person in custody)

Lesson Plan Guide: The lesson plan shall include the following:

1. The elements of a detention and arrest.

2. The scope of the search of a person and the circumstances when the search may be extended beyond the subject.

3. The relevant legal principles.

a. Terry v. Ohio (person not in custody)

b. Bell v. Wolfish (person in custody)

Performance Outcome 2.14.

Identify, establish custody of, and record a chain of custody for evidence, seized or detained property, or recovered property.

Training Objectives Related to 2.14.

1. Given a written exercise, identify legal requirements to identify, establish custody of, and document a chain of custody for evidence, seized or detained property or recovered property.

Criteria: The trainee shall be tested on the following:

2.14.1. Define evidence.

2.14.2. Define the types of evidence.

2.14.3. Define the chain of custody.

2.14.4. Identify the minimum tests that an item of evidence must successfully pass before admission to any criminal court.

2.14.5. Identify methods used for initially considering that an item may be evidence.

2.14.6. Identify procedure to establish and track chain of custody of evidence.

2.14.6.1. Establish custody by marking with proper tags and securing or protecting.

2.14.6.2. Document all persons handling the evidence or property during recovery, removal, transport, storage, and release.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define evidence.

2. Define the types of evidence.

a. Documentary (written items)

b. Trace

c. Real

d. Circumstantial

e. Physical

f. Confessions

g. Photographic

3. Define the chain of custody.

4. Identify the minimum tests that an item of evidence must successful pass before admission to any criminal court (Rules of Evidence)

a. Legal relevance

b. Logical relevance

5. Methods used to initially identify evidence

a. Personal observation

b. Discovery through a valid search warrant

6. Identify methods used for initially considering that an item may be evidence

7. Identify procedure to establish and track chain of custody of evidence

a. Establish custody by marking with proper tags and securing or protecting

b. Document all persons handling the evidence or property during recovery, removal, transport, storage, and release

Performance Outcome 2.15.

Identify legal basis for use of force by an officer.

Training Objective Related to 2.15.

1. Given a written exercise, identify elements of case law and statutory law pertaining to use of force by officers in the performance of duty.

Criteria: The trainee shall be tested on the following:

2.15.1. Preservation of life: Case law

2.15.2. Preservation of property

2.15.3. Enforcing regulations

2.15.4. Preventing escapes

2.15.5. Enforcing valid orders

Lesson Plan Guide: The lesson plan shall include the following:

Case law pertaining to use of force by deputies or jail officers in the performance of duty.

1. Preservation of life

a. Case law

1. Graham v. Connor (applies rules of Constitutional amendment most closely associated with the status of the subject of force)

2. Tennessee v. Garner (applies the objective reasonableness test)

3. Hudson v. McMillan (use of force against a convicted prisoner)

4. US v. Cobb (pre-trial detainee use of force) (905 F2d 784 (1990)

2. Preservation of property

3. Enforcing regulations

4. Preventing escapes

5. Enforcing valid orders

Performance Outcome 2.16.

Identify the circumstances under which a person is fingerprinted.

Training Objectives Relating to 2.16.

Given a written exercise:

1. Identify the circumstances under which a subject shall be fingerprinted.

2. Identify requirements related to fingerprinting juveniles.

Criteria: The trainee shall be tested on the following:

2.16.1. The circumstances under which a suspect should be fingerprinted

2.16.1.1. Charged with a felony

2.16.1.2. Charged with a class I or class II misdemeanor

2.16.1.3. Convicted of the above

2.16.2. The statutory requirements related to fingerprinting juveniles

2.16.2.1. Age

2.16.2.2. Type of crime

2.16.2.3. Suspect in certain types of crimes

2.16.2.4. Maintain juvenile fingerprint records separately from adult records

2.16.2.5. Destruction of juvenile fingerprint records

Lesson Plan Guide: The lesson plan shall include the following:

1. The circumstances under which a suspect shall be fingerprinted (§19.2-390)

a. Charged with a felony

b. Charged with a class I or class II misdemeanor

c. Convicted of a class I or class II misdemeanor (§19.2-74)

2. The requirements related to fingerprinting juveniles §16.1-299

a. Age

b. Type of crime

c. Suspect in certain types of crimes

d. Maintain juvenile fingerprint records separately from adult records

e. Destruction of juvenile fingerprint records

Communication

Performance Outcome 3.1.

Communicate with law enforcement and detention facility personnel to exchange information in order to obtain or provide assistance in an investigation.

Training Objective Related to 3.1.

1. Given a written or practical exercise, identify the types of information and sources for obtaining information useful to any agency conducting an investigation.

Criteria: The trainee shall be tested on the following:

3.1.1. Identify types of information available within your agency or with other agencies to obtain or to provide in order to render assistance in an investigation.

3.1.1.1. Descriptive information about a suspect

3.1.1.2. Information about other crimes suspect may have committed

3.1.1.3. Knowledge of possible whereabouts of a suspect

3.1.1.4. Family, friends, associates, co-workers of a suspect

3.1.1.5. Behavior patterns of suspect

3.1.1.6. Occupation

3.1.1.7. Modus operandi (how a person operates in committing a crime)

3.1.1.8. Peculiarities of suspect

3.1.1.9. Others as may be identified

3.1.2. Identify internal and external sources that may be used to obtain information relevant to an investigation.

3.1.2.1. Internal

3.1.2.1.1. National Crime Information Center (NCIC)

3.1.2.1.2. Virginia Crime Information Network (VCIN)

3.1.2.1.3. Probation and Parole

3.1.2.1.4. Automatic Fingerprint Identification System (AFIS)

3.1.2.1.5. Local Inmate Data System

3.1.2.1.6. National Law Enforcement Telecommunications System

3.1.2.2. External

3.1.2.2.1. Public Records

3.1.2.2.2. U.S. Postal Service

3.1.2.2.3. Other Public Safety Agencies (local, state, federal)

3.1.2.2.4. Crime Analysis Information Exchanges

3.1.2.2.5. Social Security Administration

3.1.3. Identify steps to communicate internal and external information, i.e. to pass on information to proper authorities.

3.1.3.1. Document the information

3.1.3.2. Notify immediate supervisor

3.1.3.3. Follow department policy and procedure related to communication of such information including providing copies of reports and information to authorized parties.

Lesson Plan Guide: The lesson plan shall include the following:

1. Types of information available within your agency or with other agencies to obtain or to provide in order to render assistance in an investigation.

a. Descriptive information about a suspect

b. Information about other crimes a suspect may have committed

c. Knowledge of possible whereabouts of a suspect

d. Family, friends, associates, co-workers of a suspect

e. Behavior patterns of suspect

f. Occupation

g. Modus operandi (how a person operates in committing a crime)

h. Peculiarities of suspect

i. Others as may be identified

2. Internal and external sources that may be used to obtain information relevant to an investigation.

a. Internal

1. National Crime Information Network (NCIC)

2. Virginia Crime Information Network (VCIN)

3. Probation and Parole

4. Automatic Fingerprint Identification System (AFIS)

b. External

1. Public Records

2. U.S. Postal Service

3. Other Public Safety Agencies (local, state, federal)

4. Crime Analysis Information Exchanges

5. Social Security Administration

3. Identify steps to communicate internal and external information, i.e. to pass on information to proper authorities.

a. Document the information

b. Notify immediate supervisor

c. Follow department policy and procedure related to communication of such information including providing copies of reports and information to authorized parties.

Performance Outcome 3.2.

Interview a complainant, witness, victim or inmate.

Training Objective Related to 3.2.

Given a written or practical exercise,

1. Identify factors to consider in conducting an inmate interview.

2. Interview a complainant, a witness or a victim.

3. Interview an inmate combining legal requirements and interview techniques.

Criteria: The trainee shall be tested on the following:

For a complainant, a witness or a victim:

3.2.1. Professional demeanor

3.2.2. Use of open-ended questions

3.2.3. Recording of information necessary to complete a report

For an inmate:

3.2.4. Three considerations of conducting an interview

3.2.5. Three interview styles

3.2.6. A strategy and questions to ask prior to the questioning

Lesson Plan Guide: The lesson plan shall include the following:

For a complainant, a witness or a victim:

1. Professional demeanor

2. Use of open-ended questions

3. Information necessary to complete a report

4. Complainants and witnesses should be interviewed separately and early in the incident.

5. Statements are made under conditions that provide for no duress, threats, or promises

6. The focus is on details that bring out the facts of the incident and build on these

7. Complainants and witnesses are informed that they may be re-interviewed later for information that they may not remember at the moment or about information subsequently developed

8. Complainants and witnesses are thanked for their information and/or assistance

9. Identify when/if interview shifts from an interview to an interrogation or becomes accusatory

For an inmate:

1. Identify three considerations of conducting an interview:

a. Timing

b. Location

c. Physical and emotional needs

d. Drug and alcohol effects

e. Preparation

f. Privacy

g. Physical barriers

h. Juvenile/adult

2. Identify three interview styles

a. Factual

b. Sympathetic

c. Hostile

d. Apathetic

e. Face-saving

f. Complimentary

3. Identify a strategy and questions to ask prior to the questioning to determine as much as possible who, what, where, when, why, and how

4. Given a practical exercise combining legal requirements and interview techniques, conduct a suspect interview.

a. Introduction and purpose of the interview

b. Question for desired information

c. Adhere to legal requirements

d. Conclude

Performance Outcome 3. 3.

Summarize in writing the statements of inmates, witnesses and complainants

Training Objective Related to 3.3.

1. Given a practical exercise, complete an accurate written report based on an interview.

Criteria: The trainee shall be tested on the following:

3.3.1. Facts related to the incident

3.3.2. Events preceding the incident

3.3.3. Write a report based upon the information gained during the interview.

Lesson Plan Guide: The lesson plan shall include the following:

1. Facts related to the incident

2. Events preceding the incident

3. Identification of good listening techniques that encourage the person to talk

4. Clarification of words or slang

5. Use of open-ended questions

6. Use of simple and focused language

7. Use of "listening" body language

a. Casual observation

b. Feedback language

c. Gaining complete information about interviewee

8. Write a report based upon the information gained during the interview

a. Summarize the statements of witnesses and complainants to answer who, what, where, when, why, and how of an incident.

b. Be clear, complete and concise.

c. Be accurate, reliable and objective.

d. Use proper grammar and spelling (proofread to remove errors).

e. Cover as completely as possible what the witness/complainant sees or knows.

9. Reports must be written independently in the trainee's own words unless it is a direct quote. Trainees may not copy each other's reports.

Performance Outcome 3.4.

Answer inquiries from prisoners or about prisoners according to agency policy (including talking with family, other people authorized by adult prisoners, or other agencies).

Training Objective Related to 3.4.

1. Given a written or practical exercise, identify the information that an officer may provide to prisoners. (Criteria 3.4.5 – 3.4.8)

2 Given a written or practical exercise, identify the information that an officer may provide about prisoners. (Criteria 3.4.1 – 3.4.4)

Criteria: The trainee shall be tested on the following:

3.4.1. Type of charge

3.4.2. Location and bonding information

3.4.3. Court procedures

3.4.3.1. Date and time of court appearances

3.4.3.2. Bonding options

3.4.4. Location of magistrate

3.4.5. Information related to booking and classification for inmate including agency policy/inmate rules and regulations

3.4.6. Information about facility policies in jail such as phone calls, etc.

3.4.7. Authorized items that inmate may receive

3.4.8. Visiting rules

Lesson Plan Guide: The lesson plan shall include the following:

1. Type of charge

2. Location and bonding information

3. Court procedures

a. Date and time of court appearances

b. Bonding options

4. Location of magistrate

5. Information related to booking and classification for inmate including agency policy/inmate rules and regulations

6. Information about facility policies in jail such as phone calls, etc.

7. Authorized items that inmate may receive

8. Visiting rules

Instructor Note: Advise trainees that they will need to identify department policy regarding information that may be given to the family of adult defendants as part of their department training.

Performance Outcome 3.5.

Calm emotionally upset individuals and communicate an emergency message.

Training Objective Related to 3.5.

1. Given a practical exercise, use techniques of positive verbal skills and body language to talk with people who are emotionally upset in a manner to calm them or to communicate an emergency message.

Criteria: The trainee shall be tested on the following:

3.5.1. Voice

3.5.1.1. Volume

3.5.1.2. Tone

3.5.1.3. Control

3.5.2. Body stances

3.5.3. Empathetic manner (emergency messages may involve notification of injury or death of a family member, or notifying a family of the serious injury or death of an inmate per agency policy)

3.5.4. Suggest resources for the inmate (chaplain, counseling services, mental health, etc.)

3.5.5. Notify supervisor and follow-up if necessary.

3.5.6. Document all proceedings, if necessary, and/or as agency policy and procedure require.

Lesson Plan Guide: The lesson plan shall include the following:

1. Facial expressions

2. Body stances

3. Eye contact

4. Voice

a. volume

b. tone

c. control

5. Language use

6. Empathetic manner (emergency messages may involve notification of injury or death of a family member; notification of injury or death of an inmate to a family member). Convey the content of the message in an appropriate manner even if the inmate does not respond appropriately.

7. Suggest resources for the inmate (chaplain, counseling services, mental health, etc.)

8. Notify supervisor and follow-up if necessary.

9. Document all proceedings, if necessary, and/or as agency policy and procedure require.

Instructor Note: Advise trainees that they will need to identify agency policy related to delivery of emergency messages.

Performance Outcome 3.6.

Use crisis communication techniques as appropriate (hostile/confrontational persons). Maintain calm and prevent a situation from becoming worse.

Training Objectives Related to 3.6.

1. Given a written or practical exercise, define negotiation, mediation and arbitration and identify or demonstrate the steps of each conflict management technique.

Criteria: The trainee shall be tested on the following:

3.6.1. Evaluation of the conflict or crisis scene

3.6.2. Maintaining officer safety precautions

3.6.3. Use of calming language

3.6.3.1. Giving appropriate attention to hostile/confrontational person

3.6.3.2. Transitioning to conflict resolution methods

3.6.4. Definition of negotiation, mediation, and arbitration.

3.6.5. Identifying the steps involved in each type of the above conflict management techniques.

3.6.6. Negotiating, mediating or arbitrating the conflict or crisis situation

Lesson Plan Guide: The lesson plan shall include the following:

1. Evaluation of the conflict or crisis scene

2. Maintaining safety precautions

3. Use of calming language

a. Giving appropriate attention to hostile/confrontational person

b. Transitioning to conflict resolution methods

4. Definition of mediation, negotiation and arbitration.

a. Mediation is the process of using a neutral third party to serve as an intermediary or conciliator between persons or sides in order to bring about an agreement or resolve a dispute. The aim is to help disputants arrive at their own solution.

b. Negotiation is the process of conferring, discussing or bargaining to reach an agreement.

c. Arbitration is the process of using a third party or parties to hear both sides of a dispute and make a decision regarding settlement of the dispute.

5. The steps involved in each type of the above conflict management techniques.

a. Mediation

1. Each person states his/her position briefly to the neutral third party (deputy/jail officer). They do not speak to each other directly until the mediator directs them to do so.

2. The deputy/jail officer elicits suggestions from the disputants as to how the problem may be solved. "There must be some way to solve this problem. Make a reasonable suggestion."

3. The deputy/jail officer checks each proposed solution with the other disputant until there is acceptance or compromise.

4. The deputy/jail officer should avoid criticizing offered solutions, even if he/she doesn't agree.

5. The deputy/jail officer summarizes the agreement that is reached.

6. The deputy/jail officer encourages the disputants to act on the solution and leave. In a jail setting, observe the parties periodically to see that they are keeping to the agreement.

7. The deputy/jail officer must communicate the agreement between the parties involved to other shifts.

b. Negotiation – defined as parties involved in exchanging information to gain a benefit or resolve a dispute, crisis, etc. Should be used when mediation fails.

1. Each person states his/her position briefly.

2. Negotiator (deputy/jail officer) offers possible compromises to the disputants in a neutral, non-defensive way.

3. When compromise is reached, the deputy/jail officer summarizes the agreement for the parties involved and leaves. In a jail setting, the deputy/jail officer observes the parties periodically to see that they are keeping to the agreement.

4. The deputy/jail officer must communicate the agreement between the parties involved to other shifts.

c. Arbitration – defined as a third party who determines the solution to a dispute and imposes that solution on all parties involved.

1. This is a last resort technique.

2. Here the jail officer imposes a solution on the disputants based on knowledge of the subject matter and policies of the jail related to the type of dispute they are having.

a. The deputy/jail officer identifies the solution that will resolve the dispute at hand.

b. The jail/officer presents the options and consequences for not agreeing to resolve the dispute as directed.

c. The deputy jail/officer communicates his/her responsibility as a jail officer if the disputants do not follow directions.

d. The deputy/jail officer relates any applicable laws and/or policies and consequences of continued acts that break either of these.

e. The deputy/jail officer explains clearly that the parties must comply with the law or polices or suffer the consequences.

d. Referral - this can be combined with any of the other techniques. The deputy/jail officer identifies services that may be able to help the disputants (counseling, chaplain, etc.).

6. Negotiating, mediating or arbitrating the conflict or crisis situation

a. Identify that no physical violence has taken place. If physical violence has taken place follow policy and procedures for the type of crime committed.

b. Maintain all safety precautions. Back up arriving on scene must not disrupt efforts of first deputy or jail officer, but should take direction and support the first deputy jail officer. Primary goal is to keep the peace and not let parties become physically violent.

c. Diffuse the situation by separating the parties and explaining that you need to know the facts relating to the dispute. Each person will have a chance to speak, but you will set the rules for talking. (This is part of mediation.) They will be stating their positions but doing it through you. You will follow the steps outlined for mediation.

d. If you perceive the parties are too agitated, take each to a different area (the first deputy/jail officer and a backup officer need to work together to do this). This will be a negotiation.

e Each officer must listen carefully to the explanation by each party separately to identify what their common interest is. Ask them to identify some alternatives to which both might agree. Officers should confer before reuniting the parties.

f. Bring the parties back together to discuss alternatives that may resolve the dispute. They must come to an agreement on the alternative for resolving their dispute. You will summarize this and tell them they will be observed for complying with this choice.

g. Recognize when mediation or negotiation conflict management techniques will not produce the desired result. Serve as an arbitrator in this case and make the decision for the parties following agency policy for uncooperative inmates.

h. If conflict management techniques are producing the desired result, advise the parties they can return to their normal routine.

Performance Outcome 3.7.

Stop or intervene with persons attempting to commit suicide.

Training Objective Related to 3.7.

1. Given a written, audio-visual, or practical exercise, identify factors to consider when communicating with persons who threaten to commit suicide.

Criteria: The trainee shall be tested on the following:

3.7.1. Notify supervisor and request appropriate resources

3.7.2. Maintain a safe position while communicating with person and observe for weapons and need for universal precautions in case of biohazards

3.7.2.1. Try to calm down the person

3.7.2.2. Try to identify problems

3.7.2.3. Try to delay person as much as possible

3.7.2.4. Suggest resources for the person to help solve the problems

3.7.3. Document all proceedings

3.7.4. Identify types of inmates that may be suicide risks in jails.

3.7.5. Identify pre-disposing factors that may have occurred with the inmate that may contribute to suicide.

3.7.6. Identify factors of the jail environment that may have an impact on suicidal behavior.

3.7.7. Identify signs and symptoms that a potentially suicidal inmate may exhibit.

3.7.8. Identify common methods that inmates use in jail suicide attempts.

3.7.9. Identify the benefits of intake screening and classification in preventing suicides and/or identifying potential suicidal inmates.

Lesson Plan Guide: The lesson plan shall include the following:

1. Notify supervisor and request appropriate resources

2. Maintain a safe position while communicating with person and observe for weapons and need for universal precautions in case of biohazards

a. Try to calm down the person

b. Try to identify problems

c. Try to intervene with person as much as possible

d. Suggest resources for the person to help solve the problems

3. Document all proceedings

4. Discuss suicide prevention including the following:

a. Types of inmates that may be suicide risks in jails.

b. Pre-disposing factors that may have occurred with the inmate that may contribute to suicide.

c. Factors of the jail environment that may have an impact on suicidal behavior.

d. Signs and symptoms that a potentially suicidal inmate may exhibit.

e. Common methods that inmates use in jail suicide attempts.

f. The benefits of intake screening and classification in preventing suicides and/or identifying potential suicidal inmates.

5. Using a case scenario, identify policy and procedures helpful in preventing suicide.

Instructor Note: Ask if trainees have been instructed on biohazards and if not, define biohazards and what might be present at a suicide attempt.

Performance Outcome 3.8.

Write reports.

Training Objective Related to 3.8.

1. Given a practical exercise depicting a jail incident, write a report.

Criteria: The trainee shall be tested on the following:

3.8.1. Type of offense (What)

3.8.2. Subject(s) information and description (Who)

3.8.3. Victim(s) information and description (Who)

3.8.4. Date/time of incident/ location (When and where)

3.8.5. Circumstances surrounding the incident (What and How)

3.8.6. Complainant/reporting party information (What and Why)

3.8.7. Witness(es) information (What and Why)

3.8.8. Action taken.

Lesson Plan Guide: The lesson plan shall include the following:

1. Types of reports used in a jail.

a. Logs

b. Forms

c. Incident reports

d. Memoranda

e. Letters

2. Write an incident report to include the following:

a. Basic data

1. Name(s)

2. Inmate number

3. Cell number

4. Date/time of day

b. Proper use of grammar

c. Accurate statements of facts to include quotes.

1. Exculpatory statements

2. Inculpatory statements

d. Complete and detailed representation of facts

e. Impartial, clear and concise language

3. Review the report to verify that answers to the questions who, what, where, when, why and how are included in the report.

Instructor Note: Emphasize to class that <u>all</u> written reports may be subpoenaed to court. It is critical to document in writing all factors related to an incident and present these in a professional manner that anyone can read and understand.

<u>Performance Outcome 3.9.</u>

Prepare written reports to record injuries to inmates, an officer, and an employee or a civilian.

Training Objective 3.9.

1. Given a written or practical exercise, prepare a written report to document injuries to an inmate, an officer, and an employee or a civilian.

Criteria: The trainee shall be tested on the following:

3.9.1. Documenting need for medical treatment in general.

3.9.2. Documenting need for psychiatric treatment.

3.9.3. Documenting need for treatment after chemical or pepper spray.

3.9.4. Documenting need for treatment after use of force.

3.9.5. Documenting need for treatment after inmate confrontation or fight.

3.9.5.1. Question the staff in regards to the injury.

3.9.5.2. Question the injured inmate.

3.9.5.3. Question other inmates in regards to the injury.

3.9.5.4. Perform a safety inspection in accordance with established policies.

3.9.5.5. Document the information on appropriate forms.

3.9.6. Complete a written report documenting injuries for general medical treatment of an inmate, an officer, and an employee or a civilian.

3.9.7. Identify the procedure to ensure that documentation is provided to supervisor/administrator regarding staff injuries per agency policy.

Lesson Plan Guide: The lesson plan shall include the following:

1. Need for medical treatment in general, after use of force, or after an inmate confrontation or fight.

a. Observe, identify and document any injuries

1. Top down review

2. Front and back review

3. Photograph if possible

4. Transport to hospital if necessary or medical unit as appropriate

5. Identify source of injury (weapons, etc.)

6. Extent/seriousness of injury

7. Location on body

8. Identify all parties involved

9. If and how the inmate was treated

10. Inquire about non-visible injuries (eyes, ears, elsewhere)

11. O.C. spray use – note specifically where on the body the inmate was sprayed

b. Document circumstances surrounding the injuries and indicate if a justifiable use of force was necessary.

2. Need for psychiatric treatment

a. Observe for abnormal behaviors that may suggest mental health concerns

b. Document the behaviors and communicate this information to other appropriate individuals who will interact with inmate.

3. Need for treatment after chemical or pepper spray

a. Observe for reactions to chemical or pepper spray.

b. Treat for chemical or pepper spray reactions according to manufacturer's instructions.

c. Document circumstances surrounding the use of a spray and reasons this level of force was necessary.

4. Complete a written report documenting injuries for general medical treatment for an inmate, an officer, and an employee or a civilian.

a. Question the staff in regards to the injury.

b. Question the injured inmate.

c. Question other inmates in regards to the injury.

d. Perform a safety inspection in accordance with established policies.

e. Document the information on appropriate forms.

5. Identify the procedure to ensure that documentation is provided to supervisor/administrator regarding staff injuries per agency policy.

Instructor Note: A separate form (Employer's First Report of Accident) MUST be completed related to injuries that occur to officers or employeespromptly after the accident occurs. Delayed reporting of an injury may result in failure to qualify for worker's compensation.

Performance Outcome 3.10.

Prepare for court testimony and testify in court; in a legal and an administrative proceeding; before grand juries; in criminal trials; in evidence suppression hearings; at probable cause hearings.

Training Objective Related to 3.10.

1. Given a written exercise, identify basic steps an officer should take to prepare for court testimony.

2. Given a practical exercise, prepare for and demonstrate courtroom testimony

Criteria: The trainee shall be tested on the following:

3.10.1. Preparation for court testimony in general:

3.10.1.1. Review notes and reports

3.10.1.2. Consult Commonwealth or City Attorney if necessary

3.10.1.3. Review physical evidence and lab results

3.10.1.4. Ensure professional appearance

3.10.1.5. Formulate and articulate the facts of an inmate assault court case

3.10.2. Preparation for testimony at a probable cause hearing:

3.10.2.1. Officer appears before a judge, magistrate or clerk of the court

3.10.2.2. Officer identifies suspect

3.10.2.3. Officer describes facts and circumstances that lead one to believe that a crime has been committed and the person named is the perpetrator and provides this information on an accurately completed affidavit

3.10.2.4. Officer swears or affirms to the accuracy of the statement before the judge, magistrate, or clerk of the court

3.10.3. Demonstrate courtroom testimony.

Lesson Plan Guide: The lesson plan shall include the following:

Related to general court testimony:

1. Knowledge of law relating to testimony, probable cause, and arrest.

2. Knowledge of facts of the case (confer with prosecutor as needed)

3. Review written notes and reports

a. Officer may not read notes into court testimony, but only refer to them

b. Time between an incident/offense and court reduces the accuracy of memory

c. Accurate presentation of evidence in court is critical for convictions

4. Review physical evidence and lab results

5. Prepare mentally (present facts not make judgments)

6. Prepare to use calm and professional demeanor

7. Prepare to use good English skills

8. Be aware of body language

9. Use clear and calm voice tone in speech

10. Be truthful, accurate and objective in testimony

Related to probable cause hearings:

1. Knowledge of law relating to probable cause

a. Definition

b. Who can issue a warrant

1. Magistrate

2. Judge

3. Clerk of the court

c. Elements of probable cause

1. Physical evidence

2. Witness testimony

3. Close proximity

4. Possession of a stolen item

5. Time between event and apprehension or recovery of property

6. Admission/confession/incriminating statements

2. Knowledge of Virginia Code §19.2-72

3. Knowledge of facts of the case

a. Date and time of the incident

b. Articulate facts supporting probable cause that an offense was committed

4. Written notes (reference only)

5. Prepare mentally (testify to the probable cause, do not demand a warrant)

6. Prepare to use calm and professional demeanor

7. Prepare to use good English skills

8. Be aware of body language

9. Use clear and calm voice tone in speech

10. Be truthful, accurate, and objective in testimony

11. Provide accurate and complete affidavit to conclude testimony

erformance Outcome 3.11.

Verbally communicate with people with different levels of understanding.

Training Objective Related to 3.11.

1. Given a practical exercise, verbally communicate with people with awareness of different levels of understanding

Criteria: The trainee shall be tested on the following:

3.11.1. Identify audiences that may need the officer to adjust manner of communication

3.11.2. Identify adjustments that may be needed when communicating with various audiences.

3.11.2.1. Persons under the influence of alcohol or drugs

3.11.2.2. Culturally diverse people

3.11.2.3. Persons with mental disabilities

3.11.2.4. Person's suffering from dementia including Alzheimer's Disease

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify reasons to consistently use professional language and plain speaking

2. Identify audiences that may need the officer to adjust manner of communication

a. Juveniles of various ages

1. Ways to respond to questions with age appropriate answers

a. Be honest but use language the juvenile is most likely to comprehend.

b. Emphasize the positive in whatever the juvenile is discussing, if possible.

b. Generational differences (person in a generation different from the deputy/jail officer)

c. Culturally diverse people

1. Determine language person speaks, if not English (if possible); obtain services of an interpreter, if possible.

2. Choose a quiet environment or setting to speak, if possible

3. Use a variety of terms to determine what the recipient may understand, then choose the terms most easily understood; do **NOT** use derogatory terms or language.

4. Choose a rate of speech helpful to the recipient

5. Use body language or gestures that enhance verbal communication

6. Pronounce words clearly and accurately

7. Encourage recipient to ask questions for clarification

d. Educated people

e. Uneducated people

f. Mentally disabled people

g. Emotionally upset people

h. Physically disabled or elderly person with mobility problem

1. Ask if you may be of assistance

2. Ask the person the best way to assist them (if appropriate)

3. Be aware of hearing impairments

i. Homeless people

3. Identify adjustments that may be needed when communicating with various audiences.

a. Voice tone

b. Language use/simplification

c. Body stances/gestures

d. Cultural awareness

1. identify the variety of cultures living in jurisdiction

2. identify particular considerations of these cultures with which to be familiar that may be helpful in conducting an interview of an inmate

3. Identify resources to assist with language translation for the variety of cultures in the jurisdiction.

e. Facial expressions

f. Eye contact

g. Local customs

4. Identify conversation that helps to promote the positive services of jails.

5. Specific audiences that may require a deputy/jail officer to adjust manner of communication.

a. Persons who are intellectually challenged

b. Persons with mental illness

c. Persons suffering from dementia including Alzheimer's Disease (AD).

1. Identify physical, mental, behavioral symptoms and consequences of AD

2. Identify situations where a person with AD may be encountered.

3. Identify specific intervention techniques for managing the person with AD.

4. Identify potential resources that assist in responding to persons with AD or dementia: Alzheimer's Association, Safe Return Program, Project Lifesaver.

6. Cultural awareness knowledge that may assist in adjusting communication with audiences.

a. Define culture and cultural groupings.

b. Define ethnicity and ethnic groups.

c. Identify the variety of cultures living in jurisdiction.

d. Identify the variety of cultures whose members may visit or travel through the jurisdiction.

e. Define ethnocentrism.

f. Define stereotype.

g. Identify the particular considerations of the cultures with which it will help a deputy/jail officer to be familiar in order to conduct an interview of an inmate.

h. Identify resources to assist with language translation for the variety of cultures in the jurisdiction.

Performance Outcome 3.12.

Manage stress professionally.

Training Objective Related to 3.12.

1. Given a written or practical exercise, identify or demonstrate the necessary skills and techniques to respond to stressful situations professionally.

Criteria: The trainee shall be tested on the following:

3.12.1. Define crisis, victim and stress.

3.12.2. Identify three stages of stress reactions.

3.12.3. Identify common characteristics of stress.

3.12.4. Identify methods of handling stress.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define crisis, victim and stress.

a. Crisis – a crisis is a decisive or crucial time, stage or event that represents a turning point in the course of anything.

b. Victim – a person who is harmed by or suffers a loss through some act, condition, or circumstance.

c. Stress is the body's non-specific response to any demand placed on it. (Hans Seyle, M.D.)

Individuals should learn as much as possible about their individual reactions to stress as this will provide the basis for enhancing their ability to manage their stress. What are some non-specific responses that your body gives in reaction to demands you place on it?

2. Coping with crisis (stress reactions)

a. Five general coping behaviors

1. Cognitive strategies (thinking ahead or pre-planning how you would act if faced with a certain situation)

2. Verbal strategies (talking your way out of a situation)

3. Physical strategies (fight or flight)

4. Psychological defense (fight or flight)

5. Physiological reaction (numerous possibilities – crying, red face, clenched teeth or fists, etc.)

b. Six observable coping strategies exhibited by victims

1. High anxiety (emotional state at crisis impact)

2. Denial (can't believe it's happening)

3. Anger (upset because they did not deserve this)

4. Remorse (feeling of guilt. . .could have possibly prevented it "if only I had not. . .")

5. Grief (abject sadness, helplessness, and hopelessness felt by victim)

6. Reconciliation – After working through grief the desire to "put it behind" and go on with life.

3. Identify three stages of stress reactions.

a. The alarm stage. This occurs when the body reacts to the stressor with a physical reaction. These include the following:

1. Increased breathing rate

2. Increased heart rate

3. Increased metabolism rate

4. Increased oxygen in the blood

5. Increased sugar in the blood

6. Increased serum lipids

7. Increased serum cholesterol

8. Increased blood flow to the muscles

9. Increased clotting mechanism of the blood

10. Decreased digestion

11. Decreased inflammatory response

12. Decreased immune response

b. The resistance stage: This occurs after the stressor is gone and the body works to repair the damage caused by stress.

c. The exhaustion stage: This occurs when stressors are prolonged and the body remains in an alarm stage condition with no time to repair itself exhaustion sets in.

4. Identify common characteristics of stress.

a. Mental or physical tension

b. Sense of pressure or urgency

5. Identify methods of handling stress.

a. Physical activity helps to manage stress. Keeping your body in good shape as a general rule gives you confidence in your physical skills and assists with mental alertness. Simple exercises to relieve muscles that may tense up from working long periods in certain positions are also helpful. Shoulder rolls, head rolls, standing, stretching, arm circles, etc., can be done periodically throughout the day to help provide some physical relief. This, in turn, helps to manage stress.

b. Communicate with co-workers or loved ones about the stress of a work day. Just be sure not to break confidentiality of information when doing so. Giving and receiving support through sharing stressful feelings helps in managing stress.

c. Recognize limits. If a situation at work is beyond your control and cannot be changed, learn to accept this.

d. Take care of yourself. Eat and sleep properly. Good nutrition and proper rest are important factors for everyone in managing stress. Lack of proper nutrition affects mental capability. Lack of proper rest may quickly make a person less tolerant of situations that otherwise would be manageable.

e. Have fun. Time for things you enjoy doing is important for relaxation and helping to keep a balanced outlook. Without this, you may react much more negatively to calls for service than is appropriate.

f. Breathe. Taking slow, deep breaths periodically can both help you relax and help keep you calm in a crisis situation. Use this breathing technique to aid your mental focus.

g. Cry. When a situation has deeply affected you, tears provide a good release for anxiety. When you have shed these, you will be better able to cope.

h. Use mental imagery. You can create a special, quiet place in your mind that will help you manage stress. You can go there even when you are working and use that imagery to help you get through a difficult caller or situation.

i. Avoid self-medication. Avoid drugs in general, but if you are taking any prescription drugs, follow the directions and do not take extras. Drugs, even non-prescription ones, can be habit forming and create more stress than they relieve.

j. Be positive. Focus on the good things about the world, life, and people. Negative thinking may result in negative talking and negative feelings that simply are not healthy for you, your co-workers, and your workplace. When there are differences, work in a proactive manner to resolve these.

k. Use positive self-talk. Think good thoughts about yourself. Give yourself a pat on the back when you've done something good. Positive thinking is one of the best tools you can use that will ultimately help you manage stress productively.

6. Identify resources that may be available to staff to help manage stress.

a. Doctors

b. Faith base services

c. Community Services Board

d. Support services

Jail Operations

Performance Outcome 4.1.

Commit a prisoner to a jail.

Training Objective Related to 4.1.

1. Given a written or practical exercise, identify the steps required to commit a prisoner into a jail.

Criteria: The trainee shall be tested on the following:

4.1.1. Conduct a full search of inmate for weapons and contraband and document chain of custody for evidence.

4.1.2. Summon medical staff for body cavity search, if needed.

4.1.3.Examine the physical condition of the prisoner to determine the need for medical attention.

4.1.4. Process forms to determine a legal commitment to the jail:

4.1.4.1. Commitment order from magistrate or court

4.1.4.2. Parole Board warrant / PO Signature

4.1.4.3. Governor Warrant from Virginia

4.1.4.4. Federal Form 41

4.1.4.5. Bond revocation/surety capias (bonding company/bondsman)

4.1.5. Verify the inmate's identity through warrant, prior commitments and personal documents as applicable.

4.1.6. Review appropriate inmate records as applicable:

4.1.6.1. Inmate Data Base at the jail

4.1.6.2. Committal records from court or magistrate

4.1.6.3. VCIN/NCIC printouts

4.1.6.4. Local Inmate Data System DNA Databank, if available

4.1.6.5. Current or prior arrest warrants

4.1.6.6. Sentencing Orders from the court

4.1.6.7. Detainers from other jurisdictions

4.1.7. Inventory and issue personal property receipt/securing property as required by local policy.

4.1.8. Identify high risk inmates such as medical, mental, suicidal and violent/disruptive.

4.1.9. Maintain formal log of initial inmate calls in accordance with policy.

4.1.10. Issue and review jail rules to ensure inmate's understanding to include phone calls, medical care, co-pays and attorney visits.

4.1.11. Question inmate regarding the existence of illnesses, injuries and medications and secure both prescription and non-prescription medicine brought by prisoner. Notify medical staff of medical information and medication brought in by prisoner.

4.1.12. Detainers:

4.1.12.1. Definition

4.1.12.2. Requirements

4.1.13. Serve or execute return of service on any court documents arriving after inmate is incarcerated.

Lesson Plan Guide: The lesson plan shall include the following:

1. Conduct a full search of inmate for weapons and contraband and contraband and document chain of custody for evidence.

2. Summon medical staff for body cavity search, if needed.

3. Examine the physical condition of the inmate to determine the need for medical attention.

4. Process forms to determine a legal commitment to the jail:

a. Commitment order from magistrate or court

b. Parole Board warrant / PO Signature

c. Governor Warrant from Virginia

d. Federal Form 41

e. Bond revocation/surety capias (bonding company/bondsman)

5. Verify the inmate's identity through warrant, prior commitments and personal documents as applicable.

6. Review appropriate inmate records.

7. Inventory and issue personal property receipt/securing property as required by department policy.

8. Identify high risk inmates such as medical, mental, suicidal, and violent/disruptive.

9. Maintain formal log of initial inmate calls in accordance with policy.

10. Issue and review jail rules in order to ensure inmate's understanding.

11. Question inmate regarding the existence of illnesses, injuries and medications and secure both prescription and non-prescription medicine brought by inmate. Notify medical staff of medical information and medication brought in by inmate.

12. Detainers:

a. Definition

b. Requirements:

1. In-state

2. Out-of-state

3. Federal

4. Other:

a. Teletype

b. Fax

c. Electronic transmittal (printable document)

13. Serve or execute return of service on any court documents arriving after person is incarcerated.

Instructor Note: VCIN/NCIC Check to be conducted upon commitment or release depending on department policy.

Performance Outcome 4.2.

Supervise an inmate within a jail according to classification criteria.

Training Objective Related to 4.2.

1. Given a written or practical exercise, identify the steps required to properly supervise an inmate within the jail according to classification criteria.

Criteria: The trainee shall be tested on the following:

4.2.1. Supervision of inmate activities and programs.

4.2.2. Completion of an objective jail classification exercise.

4.2.3. Document concern for potential behavioral problem by inmate.

4.2.4. Requirements for service as a member of a disciplinary hearing/ adjustment board.

4.2.5. Orientation of inmates on facility rules and regulations and the penalties for non-compliance.

4.2.6. Operational elements of canteen operation.

4.2.7. Procedures for receiving, securing and disbursing funds from inmate's personal account according to law.

Lesson Plan Guide: The lesson plan shall include the following:

1. Supervision of inmate activities and programs.

2. Completion of an objective jail classification exercise.

3. Documentation of concern for potential behavioral problems by inmate.

4. Requirements for service as a member of a disciplinary hearing/ adjustment board.

5. Orientation of inmates on facility rules and regulations and the penalties for non-compliance.

6. Operational elements of canteen operation.

7. Procedures for receiving, securing and disbursing funds from inmate's personal account according to law.

Performance Outcome 4.3.

Monitor visitors and inmates.

Training Objective Related to 4.3.

1. Given a written and/or practical exercise, identify methods for monitoring visitors and inmates to ensure prevention of contraband entering the facility during visits.

Criteria: The trainee shall be tested on the following:

4.3.1. Identify methods for monitoring visitors and inmates:

4.3.1.1. Personal observation

4.3.1.2. Electronic surveillance

4.3.2. Identify behavior that may be questionable and lead to attempted passage of contraband to an inmate:

4.3.2.1. Body language that appears to be secretive

4.3.2.2. The way a person speaks

4.3.2.3. Inappropriate dress

4.3.2.4. Inappropriate packages or luggage

4.3.2.5. Uncooperative, agitated, nervous, or very demanding persons

4.3.2.6. Attempts to go into unauthorized areas (may be a diversionary tactic)

4.3.2.7. Potential for the visitor to be under the influence of alcohol/drugs

4.3.3. Identify methods to prevent passage of contraband between visitors and inmates:

4.3.3.1. Search property left for inmates

4.3.3.2. Inventory property left for inmates

4.3.3.3. Inspect/search all areas and containers of any type used by visitors before inmates remove these

4.3.3.4. Confiscate contraband if found

4.3.4. Inspect perimeter of jail after visitation for items that may be dropped.

4.3.5. Search any unattended packages.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify methods for monitoring visitors and inmates:

a. Personal observation

b. Electronic surveillance

2. Identify behavior that may be questionable and lead to attempted passage of contraband to an inmate:

a. Body language that appears to be secretive

b. The way a person speaks

c. Inappropriate dress

d. Inappropriate packages or luggage

e. Uncooperative, agitated, nervous, or very demanding persons

f. Attempts to go into unauthorized areas (may be a diversionary tactic)

g. Potential for the visitor to be under the influence of alcohol/drugs

3. Identify methods to prevent passage of contraband between visitors and inmates:

a. Search property left for inmates

b. Inventory property left for inmates

c. Inspect/search all areas and containers of any type used by visitors before inmates remove these

d. Confiscate contraband if found

4. Inspect perimeter of jail after visitation for items that may be dropped.

5. Search any unattended packages.

Performance Outcome 4.4.

Observe and supervise inmates within and outside of a jail.

Training Objective Related to 4.4.

1. Given a written or practical exercise, identify the steps required to supervise and observe inmates in a jail.

2. Given a written or practical exercise, identify the steps required to observe and supervise inmates outside of a jail.

Criteria: The trainee shall be tested on the following:

4.4.1. Observe inmate's behavior and conduct interviews to recognize/determine deception, deceit, and manipulation.

4.4.2. Observe inmate for signs of drug, alcohol or other substances.

4.4.3. Identify abnormal and/or suspicious behavior of an inmate.

4.4.4. Identify inmates who are afraid of being victims of an assault and/or manipulation.

4.4.5. Observe inmate after violent confrontation to assess medical condition.

4.4.6. Monitor high risk inmates and/or inmates with health problems and provide access to sick calls.

4.4.7. Observe/monitor inmates on suicide watch.

4.4.8. Identify group agitators and threat groups among inmates.

4.4.9. Verify the authorization of inmate movement within the facility.

4.4.10. Supervise cleaning details and inmate workers.

4.4.11. Supervise inmates and inmate activities.

4.4.12. Attend to the special needs of inmates.

4.4.13 Verbally reprimand inmates for rules violations.

4.4.14. Provide for inmate privileges according to the Minimum Standards for Local Jails and Lockups.

4.4.15. Take away inmate privileges as a method of discipline.

4.4.16. Patrol housing unit, secured areas and perimeters.

4.4.17. Inspect facility to ensure that sanitary conditions are maintained.

4.4.18. Conduct irregularly timed security inspections.

4.4.19. Supervise inmates outside of the facility and maintain security post at hospital if inmate is hospitalized.

4.4.20. Supervise juveniles according to law.

4.4.21. Direct inmates in the event of an emergency or in a disaster drill.

4.4.22. Conduct head counts and record in designated areas.

4.4.23. Supervise food service and control of dishes, beverage containers, and utensils.

4.4.24. Take custody of and record lost or found property.

4.4.25. Initiate contact with employers on the status of work release inmates.

4.4.26. Regulate accumulation of items in inmate's housing unit.

Lesson Plan Guide: The lesson plan shall include the following:

1. Observe inmate's behavior and conduct interviews to recognize/determine deception, deceit and manipulation.

2. Observe inmate for signs of drug, alcohol or other substances.

3. Identify abnormal and/or suspicious behavior of an inmate.

4. Identify inmates who are afraid of being victims of an assault and/or manipulation.

5. Observe inmate after violent confrontation to assess medical condition.

6. Monitor high risk inmates and/or inmates with health problems and provide access to sick calls.

7. Receive and follow instructions from medical staff about an inmate's medical condition.

8. Observe/monitor inmates on suicide watch.

9. Identify group agitators and threat groups among inmates:

a. Threat groups:

1. Religious based

2. Ethnic gangs

3. Other gangs

b. Tattoos/markings

c. Signs (hand/body positions)

d. Initiation practices

e. Structured style of dress (colors, clothing type, headgear, location of clothing – right or left)

10. Identify and confiscate dangerous items in the inmates' possession.

11. Investigate complaints from inmates.

12. Verify the authorization of inmate movement within the facility.

13. Supervise cleaning details and inmate workers.

14. Supervise inmates and inmate activities.

15. Attend to the special needs of inmates and assist disabled inmates.

16. Verbally reprimand inmates for rules violations.

17. Provide for inmate privileges according to the Minimum Standards for Local Jails and Lockups.

18. Take away inmate privileges as a method of discipline.

19. Patrol housing unit, secured areas and perimeters.

20. Inspect facility to ensure that sanitary conditions are maintained.

21. Conduct irregularly timed security inspections.

22. Supervise inmates outside of the facility and maintain security post at hospital if inmate is hospitalized.

23. Supervise juveniles according to law and agency policy.

24. Direct inmates in the event of an emergency or in a disaster drill:

a. Fire

b. Disaster (flood, hurricane, tornado)

c. Hostage situations, riot or other disturbances

d. Chemical agents

e. Escape

f. Mass arrests

25. Conduct head counts and record in designated areas.

26. Supervise food service, control of dishes, beverage containers and utensils.

27. Take custody of and record lost or found property.

28. Initiate contact with employers on the status of work release inmates.

29. Regulate accumulation of items in inmate's housing unit.

Performance Outcome 4.5.

Transfer and/or release an inmate from a jail.

Training Objective Related to 4.5.

1. Given a written or practical exercise, identify the steps required to perform the transfer and/or release of an inmate from a jail.

Criteria: The trainee shall be tested on the following:

4.5.1. Return inmate personal property as required by local policy.

4.5.2. Collect linen, bedding and jail clothing.

4.5.3. Ensure that a VCIN/NCIC check for wants and warrants is conducted prior to transfer and/or release.

4.5.4. Check to ensure the release is legal and within agency policy.

4.5.5. Verify release document:

4.5.5.1. Release order from court/magistrate

4.5.5.2. Disposition from court; verify time computation/sentence served:

4.5.5.3. Parole Board warrant pulled by Probation Officer or action of parole board to release

4.5.5.4. Detainers (cross reference 4.1.12)

4.5.6. Ensure that the documentation package needed to transfer an inmate is given to the transportation officer.

4.5.7. Verify the identity of an inmate by comparing the photograph of the inmate to the inmate, if applicable.

4.5.8. Notify an agency holding a warrant/detainer on an inmate regarding transfer or release.

Lesson Plan Guide: The lesson plan shall include the following:

1. Return inmate personal property as required by local policy.

2. Collect linen, bedding and jail clothing.

3. Ensure that a VCIN/NCIC check for wants and warrants is conducted prior to transfer and/or release.

4. Check to ensure the release is legal and within agency policy.

5. Verify release document:

a. Release order from court/magistrate.

b. Disposition from court; verify time computation/sentence served.

c. Parole Board warrant pulled by Probation Officer or action of parole board to release.

d. Detainers (cross reference 4.1.13).

6. Ensure that the documentation package needed to transfer an inmate is given to the transportation officer.

7. Verify the identity of an inmate by comparing the photograph of the inmate to the inmate, if applicable.

8. Notify an agency holding a warrant/detainer on an inmate regarding transfer or release.

Performance Outcome 4.6.

Protect inmates as needed and control violent or unruly inmates.

Training Objective 4.6.

1. Given a written exercise, identify the procedures to be followed to protect inmates who feel threatened and/or have been assaulted.

2. Given a written exercise, identify the steps needed to request assistance or to provide backup assistance to control violent inmates in accordance with officer safety procedures.

Criteria: The trainee shall be tested on the following:

4.6.1. Identify procedures to provide protection to inmates who feel threatened and/or have been assaulted.

4.6.2. Identify the steps needed to request assistance or provide assistance (backup) to control violent or unruly inmates in accordance with officer safety procedures.

4.6.3. Identify methods to secure the scene when a critical incident has occurred.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify procedures to provide protection to inmates who feel threatened and/or have been assaulted.

2. Identify the steps needed to request assistance to control violent or unruly inmates in accordance with officer safety procedures.

3. Identify methods to secure the scene when a critical incident has occurred.

Performance Outcome 4.7.

Respond to injuries to inmates and administer cardio-pulmonary resuscitation (CPR) and basic first aid, if needed.

Training Objectives Related to 4.7.

1. Successfully complete an approved course for cardio-pulmonary resuscitation (CPR).

2. Successfully complete an approved course for basic first aid.

3. Demonstrate ability to assist a person to prevent falling, move the person to a place of safety and support the person to a safe position.

4. Successfully complete an approved course for using an automatic external defibrillator (AED).

5. Respond to a medical emergency/injury to an inmate.

Criteria: The trainee shall be tested on the following:

4.7.1. Testing provided by approved CPR course provider.

4.7.2. Testing provided by approved basic first aid provider.

4.7.3. Assisting a person to prevent falling, move the person to a place of safety if needed, and support the person to a safe position.

4.7.4. Testing provided by an approved automatic external defibrillator (AED) course provider.

4.7.5. Respond to a medical emergency/injury to an inmate.

4.7.5.1. Approach emergency site carefully in case of deception.

4.7.5.2. Assess the emergency/injury.

4.7.5.3. Render first aid/CPR according to approved practices.

4.7.5.4. Transfer the inmate to medical services.

4.7.5.5. Follow universal precautions

Lesson Plan Guide: The lesson plan shall include the following:

1. An approved course for cardio-pulmonary resuscitation.

2. An approved course for basic first aid that covers the following at a minimum:

3. Assist a person to prevent falling, move the person to a place of safety and support the person to a safe position.

a. Protecting head and shoulders of person to the extent possible

b. Use of upper body strength

c. Use of base strength (hip and legs)

d. Use of torso/trunk strength (back and abdomen)

4. An approved course for using an automatic external defibrillator (AED).

5. Respond to a medical emergency/injury to an inmate:

a. Approach emergency site carefully in case of deception

b. Assess the emergency/injury

c. Render first aid/CPR according to approved practices

d. Transfer the inmate to medical services

e. Follow universal precautions

Instructor Note: Approving entities for First Aid/CPR instruction include the American Heart Association, American Red Cross, Virginia Department of Health, National Safety Council, American Safety & Health Institute or a program approved by the Operational Medical Director of a local Emergency Medical Services (EMS) provider.

Performance Outcome 4.8.

Identify applicable laws, definitions and background information related to terrorism.

Training Objectives Related to 4.8.

1. Given a written exercise, define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.

2. Given a written or practical exercise, identify the differences between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment.

3. Given a written or practical exercise identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:

a. Background information

1. International

2. Domestic (Intra-national)

b. Strategies/current trends

1. Propaganda

2. Internet resources

3. Complex coordinated attacks intended to overwhelm the local jurisdiction and initiate a regional /statewide response

a. Three or more attackers

b. Simultaneous attack of two or more sites

4. Other as identified

c. Primary objectives

d. Potential targets

Criteria: The trainee shall be tested on the following:

4.8.1. Define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.

4.8.2. Identify the difference between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment

4.8.3. Identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:

4.8.3.1. Extreme political groups (Sovereign Citizens)

4.8.3.2. Race-based hate groups (White Supremacist, Black Separatists)

4.8.3.3. Religious-based hate groups (Christian Identity, Westboro Baptist Church)

4.8.3.4. Special interest groups (anti-abortion, animal rights)

4.8.3.5. Foreign Terrorist Organizations (al Qaeda, ISIS, Boko Haram)

4.8.3.6. Identify the primary objectives of terrorists:

4.8.3.6.1. Recognition

4.8.3.6.2. Coercion

4.8.3.6.3. Intimidation

4.8.3.6.4. Provocation

4.8.3.6.5. Insurgency Support

4.8.3.7. Potential targets

Lesson Plan Guide: The lesson plan shall include the following:

1. Define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.

2. Identify the difference between extremist beliefs and terrorist activity acts/speech protected by the First Amendment (i.e. subject has radical beliefs which are not a violation of law until they act upon them)

a. Identify the radicalization process and the behavioral factors influencing the process

b. Terrorist recruitment cycle and socialization activities

3. Identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:

a. Extreme political groups (Sovereign Citizens)

b. Race-based hate groups (White Supremacist, Black Separatists) Religious-based hate groups (Christian Identity, Westboro Baptist Church)

c. Special interest groups (anti-abortion, animal rights)

d. Foreign Terrorist Organizations (al Qaeda, ISIS, Boko Haram)

4. Identify types of organizations and individuals engaging in acts of terrorism.

a. Background information

1. International

2. Domestic (Intra-national)

b. Strategies/current trends

1. Propaganda

2. Internet resources

3. Complex coordinated attacks intended to overwhelm the local jurisdiction and initiate a regional /statewide response

a. Three or more attackers

b. Simultaneous attack of two or more sites

c. Primary objectives

d. Potential targets

Performance Outcome 4.9.

Identify common precursors associated with the production of hazardous devices accessible through legal and illegal means.

Training Objective Related to 4.9.

1. Given a written or practical exercise, identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:

a. Chemical agents

b. Biological agents

c. Radiological devices

d. Explosive devices

e. Weapons of mass destruction

2. Given a written or practical exercise, identify the responsibilities of the first officer on the scene of an act of terrorism.

Criteria: The trainee shall be tested on the following:

4.9.1. Identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:

4.9.1.1. Chemical agents

4.9.1.2. Biological agents

4.9.1.3. Radiological devices

4.9.1.4. Explosive devices

4.9.1.5. Weapons of mass destruction

4.9.2. Recognize and evaluate the situation.

4.9.3. Avoid and isolate the area.

4.9.4. Notify appropriate agencies and request assistance.

4.9.5. If and when determined, proceed to evacuate/shelter in place.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:

a. Chemical agents

b. Biological agents

c. Radiological devices

d. Explosive devices

e. Weapons of mass destruction

2. Recognize and evaluate the situation.

3. Avoid and isolate the area.

4. Notify appropriate agencies and request assistance.

5. If and when determined, proceed to evacuate/shelter in place.

Performance Outcome 4.10.

Identify the impact of social media on today's terrorism activities.

Training Objective Related to 4.10.

1. Given a written or practical exercise, identify the impact various forms of social media have on today's terrorist activity.

Criteria: The trainee shall be tested on the following:

4.10.1. Identify the impact of social media on terrorist activities.

4.10.1.1. Monitor social media during the event, as applicable

4.10.1.2. Utilizing social media for distribution of information

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the impact of social media on terrorist activities.

a. Monitor social media during the event, as applicable

b. Utilizing social media for distribution of information

Performance Outcome 4.11.

Identify behavior(s) and indicators of suspicious non-criminal and criminal activity that may alert law enforcement to acts of terrorism and identify resources capable of providing assistance.

Training Objectives Related to 4.11.

1. Given a written or practical exercise, identify behavior(s) and indicators of suspicious noncriminal and criminal terrorist activity.

2. Given a written or practical exercise identify federal, state, and local resources.

Criteria: The trainee shall be tested on the following:

4.11.1. Identify behaviors and indicators of suspicious non-criminal and criminal activities.

4.11.2. Identify federal, state, and local resources.

4.11.2.1. Federal

4.11.2.1.1. Joint Terrorism Task Force

4.11.2.1.2. Terrorist Screening Center (TSC)

4.11.2.1.3. National Joint Terrorism Task Force

4.11.2.2. State Police – Fusion Center

4.11.2.3. Local resources

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify behavior(s) and indicators

a. Suspicious non-criminal

b. Criminal

2. Identify federal, state, and local resources.

a. Federal

1. Joint Terrorism Task Force

2. Terrorist Screening Center (TSC)

3. National Joint Terrorism Task Force

b. State Police – Fusion Center

c. Local resources

Investigations

Performance Outcome 5.1.

Investigate complaints from inmates.

Training Objective Related to 5.1.

1. Given a written or practical exercise, identify the steps to investigate complaints from inmates.

Criteria: The trainee shall be tested on the following:

5.1.1. Review written or verbal complaints received from inmates.

5.1.2. Research complaints from inmates:

5.1.2.1. Review policy in reference to the type of complaints

5.1.2.2. Interview inmates making the complaints

5.1.2.3. If necessary, take complaint to a supervisor

5.1.3. Provide information to the inmate in accordance with agency policy.

5.1.4. Document the response to the written requests or grievances of inmates:

5.1.4.1. Make note in the daily log of response to inmate complaint or write on separate form and place in inmate file

5.1.4.2. Include inmate name, response to complaint, your name, date and time of response, and inmate reaction to response (acceptance, argumentative, etc.).

Lesson Plan Guide: The lesson plan shall include the following:

1. Review written or verbal complaints received from inmates.

2. Research complaints from inmates:

a. Review policy in reference to the type of complaints

b. Interview inmates making the complaints

c. If necessary, take complaint to a supervisor.

3. Provide information to the inmate in accordance with agency policy and Board of Corrections Minimum Standards for Jails and Lockups, if applicable.

4. Document the response to the written requests or grievances of inmates:

a. Make note in the daily log of response to inmate complaint or write on separate form and place in inmate file

b. Include inmate name, response to complaint, your name, date and time of response, and inmate reaction to response (acceptance, argumentative, etc.).

Instructor Note: Advise trainees that they must identify their agency's policy on providing information/forms to inmates upon return to their agency.

Performance Outcome 5.2.

Use structured problem solving method to identify and alleviate the causes of problems within the jail.

Training Objective Related to 5.2.

1. Given a written or practical exercise, the trainee will use structured problem solving method to identify and alleviate the causes of problems within the jail setting.

Criteria: The trainee shall be tested on the following:

5.2.1. Use structured problem solving methods to identify causes of jail problems:

5.2.1.1. Functional approach

5.2.1.2. Analytical approach.

5.2.2. Ways to address or alleviate causes of jail problems:

5.2.2.1. Immediately notify supervisor of any physical/structural damage to facility

5.2.2.2. Notify the maintenance department or supervisor in accordance with policy to report problems and make repairs as necessary

5.2.2.3. Relocate inmates to other housing pods/units/cells to alleviate medical problems, overcrowding or deal with disruptive inmates and report same to supervisor

5.2.2.4. Use medical services to solve inmate mental/physical health issues, e.g. suspected contagious diseases

5.2.2.5. Use force as required and in accordance with policy to maintain control of the inmates

5.2.2.6. Request a mental health evaluation for inmate:

5.2.2.6.1. Notify supervisor of abnormal behavior observed

5.2.2.6.2. Follow policy to have inmate transferred to mental health facility.

Lesson Plan Guide: The lesson plan shall include the following:

1. Use structured problem solving methods to identify causes of jail problems:

a. Functional approach requires deputy/jail officer to identify type of problem based on whether or not either a physical item in the jail is or is not working properly:

1. Includes physical/structural problems of the jail, e.g., water leakage after heavy rain, etc.

2. Includes maintenance/mechanical problems of the jail, e.g., lights out, plumbing stuck, etc.

3. Any other type of problem the instructor may use to illustrate this approach.

b. Analytical approach requires deputy/jail officer to identify type of problem based on whether or not an individual or program is functioning properly:

1. Includes overcrowding in cell blocks

*2***.** Includes behavioral problems with inmates

3. Includes mental/physical health issues with inmates

4. Any other type of problem the instructor may use to illustrate this approach.

2. Ways to alleviate causes of jail problems:

a. Notify supervisor of any physical/structural damage to facility

b. Notify the maintenance department in accordance with department policy to make repairs

c. Move inmates to other housing to alleviate medical problems, overcrowding, or deal with disruptive inmates

d. Use of medical services to solve inmate mental/physical health issues, e.g. suspected contagious diseases

e. Use force in accordance with policy to maintain control of the inmates

f. Request a mental health evaluation for inmate:

1. Notify supervisor of abnormal behavior observed

2. Follow policy to have inmate transferred to mental health facility.

Performance Outcome 5.3.

Observe individual to recognize signs of abnormal behavior/mental illness.

Training Objective Related to 5.3.

Given a written or practical exercise, the trainee will recognize signs of abnormal behavior/ mental illness.

1. Identify behaviors that may indicate possible mental illness or other maladaptive and/or dangerous speech or actions that require deputy/jail officer intervention.

2. Identify behaviors that may indicate possible dementia or Alzheimer's Disease that may require deputy/jail officer intervention.

3. Identify procedure to take into involuntary custody a person displaying behavior that gives the deputy/jail officer probable cause to believe that mental illness exists using the appropriate Code of Virginia requirements.

Criteria: The trainee shall be tested on the following:

5.3.1. Signs of abnormal behavior or dementia/Alzheimer's disease of an inmate:

5.3.1.1. Abnormal behaviors and physical signs that may be observed by deputy/jail officer

5.3.1.2. Possible danger to officer from inmate behaving abnormally

5.3.1.3. Appropriate action to be taken related to abnormal behavior observed

5.3.1.4. Communication to jail staff of any statements or behavioral observations that indicate danger to the inmate or others.

5.3.2. Identify procedure to take into involuntary custody a person displaying behavior that gives the deputy/jail officer probable cause to believe that mental illness exists using the appropriate Code of Virginia requirements:

5.3.2.1. Identify and be able to articulate conditions that assist mental health evaluators in obtaining an emergency custody order

5.3.2.2. Identify and be able to articulate conditions for a temporary detention order

5.3.2.3. Identify procedures for obtaining an emergency custody order or temporary detention order.

5.3.3. Identify procedure for securing, searching, and transporting a person who meets the criteria of an emergency custody order or temporary detention order.

Lesson Plan Guide: The lesson plan shall include the following:

1. Examples of abnormal behaviors or dementia/Alzheimer's Disease of an inmate.

a. Disorders commonly responsible for abnormal behavior:

1. Bipolar disorder

2. Schizophrenic

3. Severely depresses

4. Suicidal tendencies

5. Alzheimer's/dementia

6. Autism

7. Mental retardation.

b. Abnormal behaviors and physical signs that may be observed by deputy/jail officer:

1. The mannerisms displayed by someone who is Bipolar:

a. Mood swings

b. Delusions of greatness/grandeur

c. Rapid speech.

2. The mannerisms displayed by someone who is schizophrenic:

a. Hearing voices

b. Seeing others not there in reality

c. Delusions.

3. The mannerisms displayed by someone who is severely depressed:

a. Going from talkative to quiet

b. Giving away their personal effects

c. Extreme sadness

d. Excessive sleeping

e. Noncompliance with jail rules

f. Neglect of personal hygiene.

4. The mannerisms displayed by someone who has suicidal tendencies:

a. Same as above for depression

b. Talking of taking his life

c. Hoarding of medications

d. Attempts at suicide.

5. The mannerisms displayed by someone who has Alzheimer's:

a. Usually elderly

b. The "forgetfulness"

c. Not understanding their situation regarding incarceration

d. Physical behaviors such as pacing, problems with walking or mobility, wandering, poor eyesight, etc.

*6***.** The mannerisms displayed by someone who is autistic:

a. Non-verbal

b. Echolalia

c. Unnatural use or association of items

d. The strange verbal noises uttered

e. The need for uniformity and a regular routine

f. The physical movements, (e.g.: rocking, snapping fingers, waving hands) associated with autism

g. The inability to meet personal needs.

7. The mannerisms displayed by someone who is intellectually challenged:

a. Low IQ evident in verbal or written communication

b. Misunderstanding of even simple commands

c. Not able to do even simple tasks

d. Not able to meet personal needs

c. Possible danger to officer from an inmate behaving abnormally

d. Appropriate sources and types of information useful in assessing an inmate's behavior

e. Importance of seeking help for inmates suffering from an emotional crisis

f. Appropriate action to be taken related to abnormal behavior observed

g. Communication to the jail staff of any statements or behavioral observations that indicate danger to the inmate or others

h. Monitor those in your custody who exhibit abnormal behavior to ensure their safety and the safety of others.

2. Take into involuntary custody an inmate displaying behavior that gives the deputy/jail officer probable cause to believe that mental disability exists using the appropriate Code of Virginia requirements:

a. Identify and be able to articulate conditions that assist mental health evaluators in an emergency custody order

b. Identify and be able to articulate conditions for a temporary detention order

c. Identify procedures for obtaining an emergency custody order or temporary detention order

d. Identify procedure for securing, searching, and transporting an inmate who meets the criteria of an emergency custody order or temporary detention order.

3. Identify potential for multi-jurisdictional transportation of persons under an ECO or TDO.

Instructor Note: Advise trainees that they will need to identify department policy related to taking into involuntary custody a person who displays abnormal behavior and to identify locations to deliver this person as part of department training.

Performance Outcome 5.4.

Investigate unusual odors and sounds.

Training Objective Related to 5.4.

1. Given a written or practical exercise, the trainee will be able to investigate the source of unusual odors and/or sounds in a safe manner.

Criteria: The trainee shall be tested on the following:

5.4.1. Investigating unusual odors:

5.4.1.1. Making rounds and smelling unusual odors

5.4.1.2. Emergency decisions to be made if needed (fire emergency)

5.4.1.3. Notifying the proper authorities to correct the problems.

5.4.2. Investigating unusual sounds:

5.4.2.1. Making rounds hearing unusual sounds

5.4.2.2. Emergency decisions to be made if needed

5.4.2.3. Notifying the proper authorities to correct the problems.

Lesson Plan Guide: The lesson plan shall include the following:

1. Making rounds and investigating unusual odors:

a. Smoke from a fire either electrical or material

b. Cigarette, tobacco products smoke – to include illegal drugs

c. Chemical spills (e.g. inmate throws cleaning solution)

d. Powder smells (baby powder to hide cigarette smell)

e. Homemade mash, wine, alcohol

f. Overflowing toilets/backed up sewer systems

g. Inmate vomiting

h. Gas smells

i. Others as instructor may identify.

2. Emergency decisions to be made if needed:

a. Evacuation in case of fire or hazmat incident

b. Notifying supervisor and/or coworkers

c. Notifying proper responding units and/or agencies, if needed.

3. Notify proper authorities to correct problems (such as maintenance, medical, etc.).

4. Making rounds and investigating unusual sounds:

a. Sounds of scraping and or knocking against exterior/interior walls

b. Sounds of inmate in distress

c. Sounds of inmates involved in fight and/or illegal activities.

5. Making emergency decisions if needed:

a. Secure area if escape attempt discovered

b. Secure area if crime scene and act on violations.

Defensive Tactics/Use of Force

Performance Outcome 6.1.

Search juvenile(s), visitor(s), subject(s), arrested person(s) or inmate(s).

Training Objective Related to 6.1.

1. Given a written exercise, identify factors to consider in conducting a search of a juvenile(s), visitor(s), subject(s), arrested person(s) or inmate.

2. Given a practical exercise, demonstrate the technique of conducting a search of a juvenile(s), visitor(s), subject(s), arrested person(s) or inmate.

Criteria: The trainee shall be tested on the following:

6.1.1. Define a search

6.1.2. Legal requirements/conditions of types of searches:

6.1.2.1. Frisk

6.1.2.2. Thorough clothed search

6.1.2.3. Strip search

6.1.2.4. Body cavity search

6.1.2.5. Electronic search

6.1.3. Identification of those places on males and females where dangerous weapons or contraband may be concealed

6.1.4. Identification of concealed weapon clues

6.1.5. Identification of pre-assault indicators

6.1.6. Identification of contact and cover principles for safe approach to single and multiple subjects

6.1.7. Demonstrate the techniques of conducting a search:

6.1.7.1. Verbal directions to give

6.1.7.2. Placement of single or multiple subjects in a pre-search position

6.1.7.3. Placement of single or multiple subjects in a standing, kneeling and prone search position.

6.1.7.4. Control and subject security during a search

6.1.7.5. Safely retrieving and securing weapons or contraband that are identified during a search

6.1.7.6. Communicating relevant information to the cover Deputy/Jail Officer

6.1.8. Secure and record any items taken during a custodial search

6.1.9. Use of personal protective equipment during a search

Lesson Plan Guide: The lesson plan shall include the following:

1. Define a search

2. Legal requirements/conditions of types of searches:

a. Frisk

b. Thorough clothed search

c. Strip search

d. Body cavity search

e. Electronic search

3. Identification of those places on males and females where dangerous weapons or contraband may be concealed

4. Identification of concealed weapon clues

5. Identification of pre-assault indicators

6. Identification of contact and cover principles for safe approach to single and multiple subjects

7. Demonstrate the techniques of conducting a search and a search:

a. Verbal directions to give

b. Placement of single or multiple subjects in a pre-search position

c. Placement of single or multiple subjects in a standing, kneeling and prone search position.

d. Control and subject security during a search and a search

e. Safely retrieving and securing weapons or contraband that are identified during a search and a search

f. Communicating relevant information to the cover Deputy/Jail Officer

8. Secure and record any items taken during a custodial searc

9. Use of personal protective equipment during a search:

a. Use latex gloves to prevent contact with potential infectious diseases

b. Use mask if potential for air borne pathogen is identified

Performance Outcome 6.2.

Restrain intoxicated, disruptive or violent individuals.

Training Objective Related to 6.2.

1. Given a practical exercise, demonstrate techniques regarding restraint of intoxicated, disruptive persons, violent individuals and/or inmate(s).

Criteria: The trainee shall be tested on the following:

6.2.1. Deputy/Jail Officer safety considerations:

6.2.1.1. Key planning elements related to isolating a disruptive individual from others

6.2.1.2. Use of available backup deputies/jail officer(s)

6.2.2. Command presence (stance, posture, eye contact)

6.2.3. Communication skills to minimize antagonistic responses

6.2.4. Appropriate escalation/de-escalation on a force continuum

6.2.5. Restraint procedures

6.2.6. Effecting an arrest (if necessary)

Lesson Plan Guide: The lesson plan shall include the following:

1. Officer safety considerations:

a. Key planning elements related to isolating a disruptive individual from others

b. Use of available backup deputies/jail officer(s)

2. Command presence (stance, posture, eye contact)

3. Communication skills to minimize antagonistic responses

4. Appropriate escalation/de-escalation on a force continuum

5. Restraint procedures

6. Effecting an arrest (if necessary)

Performance Outcome 6.3.

Participate in cell and area searches.

Training Objective Related to 6.3.

1. Given a written or practical exercise, identify three considerations for participating in a cell and area searches.

Criteria: The trainee shall be tested on the following:

6.3.1. Importance of intelligence gathering/planning for cell and/or area searches

6.3.2. Pre-cell/pre-area search briefing

6.3.3. On-scene command and control of all cell and/or area search aspects including interagency communications

6.3.4. Demonstrate techniques for cell and area searches

6.3.5. Chain of custody concerns

6.3.6. Logistical requirements

6.3.7. Reasons for secrecy

Lesson Plan Guide: The lesson plan shall include the following:

1. Importance of intelligence gathering/planning for cell and/or area searches

2. Pre-cell/pre-area search briefing

3. On-scene command and control of all cell and/or area search aspects:

a. Booby trap identification

b. Room entry techniques (proper movement and recognition)

4. Techniques for cell and area searches:

a. 360 degree search

b. Bend over/kneel to search under stationary objects (bed, behind toilets, etc.)

c. Grid search of areas (dividing areas into grids to search every inch)

d. Use of mechanical devices available in your agency to assist with searches

e. Demonstrate ability to extend arm to reach and search tight spaces

f. Hold a flashlight in various positions while performing a cell/area/building search

g. Identify other resources available to your agency to perform searches, i.e., bomb or drug sniffing dogs, robots, etc.

5. Chain of custody concerns

6. Logistical requirements

7. Identify reasons for secrecy (need to know basis)

8. Interagency communications, policy differences, and personnel identification:

a. Interagency communications: Discuss the importance of communicating the situation and possible concerns to other agencies as needed and according to policy. Multi-agency efforts in appropriate situations may be utilized to quickly remedy a public safety threat.

b. Policy Issues: Discuss the need to have established policies to address support and shared resources in the event of a situation requiring outside agency assistance. This helps to avoid duplication or overlap of efforts and helps to minimize the potential for mistakes when a situation arises requiring multi-agency involvement.

c. Personnel Identification: Discuss the requirement that staff not in uniform with the agency, or with other agencies must have their agency approved identification. This helps to avoid to possibility of mistaken identity and potential injury.

Instructor Note: Advise trainees that they must identify department policy and procedures for participating in searches with multiple agencies during department training.

Performance Outcome 6.4.

Extract subject out of a vehicle and a cell.

Training Objective Related to 6.4.

1. Given a practical exercise, identify or demonstrate techniques for extracting a resisting subject out of both a transport vehicle and a cell.

Criteria: The trainee shall be tested on the following:

6.4.1. Deputy/jail officer safety considerations

6.4.2. Use appropriate extraction techniques for cell and vehicle (extract from rear of transport vehicle)

6.4.3. Maintain control of suspect

6.4.4. Use appropriate level of force

6.4.5. Use appropriate restraints

Lesson Plan Guide: The lesson plan shall include the following:

1. Deputy/jail officer safety considerations

2. Use extraction techniques (cell and rear of transport vehicle)

3. Maintain control of suspect

4. Use appropriate level of force

5. Use appropriate restraints

Instructor Note: Practice at least one extraction of a subject from the rear of a transport vehicle.

Performance Outcome 6.5.

Approach people on foot and from department vehicle.

Training Objective Related to 6.5.

1. Given a practical exercise, identify safe approaches to people on foot and from department vehicle.

Criteria: The trainee shall be tested on the following:

6.5.1. Evaluate risk to public and Deputy/Jail Officer:

6.5.1.1. People in area/inmates in area

6.5.1.2. Easily accessed buildings/areas

6.5.1.3. Potential escape routes

6.5.1.4. Cover

6.5.1.5. Potential for situation to escalate

6.5.1.6. Back-up

6.5.2. Techniques of safe approach

Lesson Plan Guide: The lesson plan shall include the following:

1. Evaluate risk to public and Deputy/Jail Officer:

a. People in area/inmates in area

b. Easily accessed buildings/area

c. Potential escape routes

d. Cover

e. Potential for situation to escalate

f. Back-up

g. Other items as may be identified

2. Techniques of safe approach:

a. Observe area before approach

b. Look for irregularities

c. Be mindful of vehicles in area

d. Be aware of citizens moving too closely to you

e. Be conscious of weapon retention

f. Be courteous but pass citizens as quickly as possible

Instructor Note: Discuss a variety of situations when inmates may be escorted outside the facility where public contact may occur and the need for awareness and safe approach techniques.

Performance Outcome 6.6.

Identify necessary and appropriate use of force.

Training Objective Related to 6.6.

1. Given a written or practical exercise, identify the factors that affect the use of force.

2. Given a written or practical exercise, identify the factors that affect the deputy/jail officers' decision to use deadly force.

Criteria: The trainee shall be tested on the following:

6.6.1. Factors affecting the use of force:

6.6.1.1. Subject actions

6.6.1.2. Intent

6.6.1.3. Ability

6.6.1.4. Means

6.6.1.5. Opportunity

6.6.1.6. Deputy/Jail Officer perception of the need for force

6.6.1.7. Situation and environmental circumstances

6.6.1.8. Deputy/Jail officer safety considerations

6.6.2. Factors affecting the use of deadly force:

6.6.2.1. Likelihood of serious bodily harm or death:

6.6.2.1.1. Perceived or announced intent of subject

6.6.2.1.2. Ability

6.6.2.1.3. Means

6.6.2.1.4. Opportunity

6.6.2.2. Legal criteria

6.6.3. General considerations for use of force:

6.6.3.1. Key elements for appropriate response for situations or environmental circumstances where a violent or resistant reaction is foreseen, e.g., multiple deputies/jail officers/backup.

6.6.3.2. Elements of command presence (stance, posture, eye contact)

6.6.3.3. Avoiding unintentional and/or unnecessarily antagonistic and provoking verbal and nonverbal factors by the deputy/jail officer

6.6.3.4. Primary aspects of proper verbalization (invoke authority, instructions on behavior compliance, clarity)

6.6.3.5. Appropriate escalation/de-escalation in use of force

6.6.3.6. Application of handcuffs and additional restraints

6.6.4. Deputy will identify the use of a vehicles as a force on the force continuum

6.6.5. Deputy will evaluate a moving target as an immediate deadly force threat and that the deputy has no alternative but to shoot at the moving target:

6.6.5.1. Shooting at a moving target is the last resort available.

Example: Shooting at the driver of a moving vehicle must be the last resort available due to the possibility of the loss of control of the vehicle if the driver is shot.

6.6.6. Identify the extreme hazards to be encountered in attempting to shoot while in motion.

Example: Shooting from a moving vehicle.

6.6.6.1. The practice of shooting from a moving vehicle is in most cases not practical and places the deputy and public in severe danger.

6.6.6.2. Alternative measures should be employed by the deputy if at all possible, such as seeking cover, slowing their vehicle if being shot at by an adjacent vehicle, etc.

6.6.6.3. The danger deputies place themselves and the public in by shooting from a moving vehicle includes the reduced ability to aim a firearm at the threat and perform a fine motor skill such as directing aimed, deliberate gun-fire while operating a moving vehicle in a safe and responsible manner.

6.6.6.4. The risk to the deputy and the public must be greatly outweighed by the benefit of trying to stop a person who is an immediate deadly threat to the deputy or the public in order for an officer to make an attempt to stop that person by firing from a moving vehicle.

6.6.7. Describe reasons why warning shots should not be fired:

6.6.7.1. The discharge of a firearm normally constitutes deadly force. The deadly force standard is for the preservation of life or to prevent serious physical injury.

6.6.7.2. Shooting is normally a last resort option.

6.6.7.3. There is no ability to determine the effect of a warning shot on the person.

6.6.7.4. The deputy is accountable for where the round goes or ends up:

6.6.7.4.1. Bullet may ricochet

6.6.7.4.2. Deputy cannot determine where bullet will land

6.6.7.4.3. May be illegal in some circumstances.

6.6.8. Identify at least three potential deadly force scenarios.

6.6.9. Identify other alternatives that the deputy may consider using before using deadly force.

Lesson Plan Guide: The lesson plan shall include the following:

1. Factors affecting the use of force:

a. Subject actions

b. Intent

c. Ability

d. Means

e. Opportunity

f. Deputy/Jail Officer perception of the need for force

g. Situation and environmental circumstances

h. Deputy/Jail officer safety considerations

2. Factors affecting the use of deadly force:

a. Likelihood of serious bodily harm or death:

1. Perceived or announced intent of subject

2. Ability

3. Means

4. Opportunity

b. Legal criteria

3. General considerations for use of force:

a. Key elements for appropriate response for situations or environmental circumstances where a violent or resistant reaction is foreseen, e.g., multiple deputies/jail officers/backup.

b. Elements of command presence (stance, posture, eye contact)

c. Avoiding unintentional and/or unnecessarily antagonistic and provoking verbal and nonverbal factors by the deputy/jail officer

d. Primary aspects of proper verbalization (invoke authority, instructions on behavior compliance, clarity)

e. Appropriate escalation/de-escalation on a use of force continuum:

1. Define use of force.

2. Identify the decision making process in using force.

f. Application of handcuffs and additional restraints

4. Deputy will identify the use of a vehicles as a force on the force continuum.

5. Deputy will evaluate a moving target as an immediate deadly force threat and that the deputy has no alternative but to shoot at the moving target:

a. Shooting at a moving target is the last resort available.

Example: Shooting at the driver of a moving vehicle must be the last resort available due to the possibility of the loss of control of the vehicle if the driver is shot.

6. Identify the extreme hazards to be encountered in attempting to shoot while in motion:

Example: Shooting from a moving vehicle.

a. The practice of shooting from a moving vehicle is in most cases not practical and places the deputy and public in severe danger.

b. Alternative measures should be employed by the deputy if at all possible, such as seeking cover, slowing their vehicle if being shot at by an adjacent vehicle, etc.

c. The danger deputies place themselves and the public in by shooting from a moving vehicle includes the reduced ability to aim a firearm at the threat and perform a fine motor skill such as directing aimed, deliberate gun-fire while operating a moving vehicle in a safe and responsible manner.

d. The risk to the deputy and the public must be greatly outweighed by the benefit of trying to stop a person who is an immediate deadly threat to the deputy or the public in order for an officer to make an attempt to stop that person by firing from a moving vehicle.

7. Describe reasons why warning shots should not be fired:

a. The discharge of a firearm normally constitutes deadly force. The deadly force standard is for the preservation of life or to prevent serious physical injury.

b. Shooting is normally a last resort option.

c. There is no ability to determine the effect of a warning shot on the person.

d. The deputy is accountable for where the round goes or ends up:

1. Bullet may ricochet

2. Deputy cannot determine where bullet will land

3. May be illegal in some circumstances.

8. Identify at least three potential deadly force scenarios.

9. Identify other alternatives that the deputy may consider using before using deadly force.

Instructor Note: Advise trainees that they must identify department policy related to the use of force, physical restraints, and weapons as part of department training.

Performance Outcome 6.7.

Break up fights between two or more persons.

Training Objective Related to 6.7.

1. Given a practical exercise, demonstrate techniques for breaking up fights between two or more persons during a simulation exercise.

Criteria: The trainee shall be tested on the following:

6.7.1. Evaluate the situation

6.7.2. Intervene verbally

6.7.3. Use the appropriate level of force

6.7.4. Use officer safety procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Evaluate the situation

2. Intervene verbally using communication skills and voice commands:

a. Establish contact with the hostile persons

b. Ascertain the reason(s) for their hostility

c. Use calming techniques to reduce emotions and restore rational thought

d. Communicate the officer's position and responsibilities in the situation

e. State any applicable laws and rules and consequences of continued acts

3. Use the appropriate level of force when verbal intervention fails.

4. Use officer safety procedures:

a. Monitor the individuals' activities

b. Wait for appropriate back-up per department policy

c. Assess the individuals' propensity toward violence

d. Determine the nature of their weapons

e. Intervene using the quickest defensive tactics to restrain and control individuals.

Performance Outcome 6.8.

Use weaponless techniques to subdue a person resisting arrest or to control a person.

Training Objective Related to 6.8.

1. Given a written exercise, identify the psychological and physiological effects of sudden stress. (Criteria 6.8.1 and 6.8.2)

2. Given a practical exercise, demonstrate technique of approach, blocking principles to neutralize attack and weaponless techniques to subdue a person resisting arrest or to control a person. (Criteria 6.8.3, 6.8.4, 6.8.5)

Criteria: The trainee shall be tested on the following:

6.8.1. Identification of psychological and physiological effects of sudden stress related to each effect and reaction using an anatomical chart or volunteer

6.8.2. Identification of basic principles and fundamentals of defensive tactics:

6.8.2.1. Target identification

6.8.2.2. Access to target

6.8.3. Demonstration of technique of approach

6.8.4. Demonstration of blocking principles designed to neutralize attack:

6.8.4.1. Low outside

6.8.4.2. Low inside

6.8.4.3. Middle outside

6.8.4.4. Middle inside

6.8.4.5. High

6.8.4.6. Blocks to include both sides

6.8.5. Demonstration of weaponless techniques to control subject:

6.8.5.1. Effective communications

6.8.5.2. Weaponless (empty hand) control techniques:

6.8.5.2.1. Safe contact and initial control:

6.8.5.2.1.1. Front

6.8.5.2.1.2. Side

6.8.5.2.1.3. Back

6.8.5.2.2. Decentralization to prone position with minimal risk of injury to resisting subject

6.8.5.2.3. Stabilization in prone position for cuffing or to await backup deputies/jail officers

6.8.6. Demonstrate blocking techniques with a partner using safety equipment in a controlled environment that provides for minimizing potential injury to the trainee or partner.

6.8.7. Demonstrate techniques to prevent a takedown to the ground:

6.8.7.1. Demonstrate techniques to minimize injury when falling.

6.8.7.2. Demonstrate ground defense techniques to take control of a person from the ground in order to escape and create distance or to position for handcuffing.

6.8.8. Demonstrate ability to protect the firearm and other weapons on the duty belt while on the ground.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of psychological and physiological effects of sudden stress related to each effect and reaction using an anatomical chart and/or volunteer.

2. Identification of basic principles and fundamentals of defensive tactics:

a. Target identification

b. Access to target

3. Demonstration of approach techniques

4. Demonstration of blocking principles designed to neutralize attack:

a. Low outside

b. Low inside

c. Middle outside

d. Middle inside

e. High

f. Blocks to include both sides

5. Demonstration of weaponless techniques to control subject:

a. Efective communications

b. Weaponless (empty hand) control techniques:

1. Safe contact and initial control:

a. Front

b. Side

c. Back

2. Decentralization to prone position with minimal risk of injury to resisting subject

3. Stabilization in prone position for cuffing or to await backup deputies/jail officers

6. Demonstrate blocking techniques with a partner using safety equipment in a controlled environment that provides for minimizing potential injury to the trainee or partner.

7. Demonstrate techniques to prevent a takedown to the ground:

a. Demonstrate techniques to minimize injury when falling.

b. Demonstrate ground defense techniques to take control of a person from the ground in order to escape and create distance or to position for handcuffing.

8. Demonstrate ability to protect the firearm and other weapons on the duty belt while on the ground.

Safety Equipment Note: Safety equipment must be utilized appropriately during demonstrations.

Performance Outcome 6.9.

Subdue a physically attacking person.

Training Objective Related to 6.9.

1. Given a practical exercise, demonstrate a technique for defending oneself against a physically attacking person and subduing a person during a simulation exercise using a volunteer and/or instructor.

Criteria: The trainee shall be tested on the following:

6.9.1. Identification of weapon considerations of subject and deputy/jail officer

6.9.2. Demonstration of defensive strategy designed to protect deputy/jail officers' vulnerable targets

6.9.3. Demonstration of weapon control by the deputy/jail officer

6.9.4. Demonstration of offensive active countermeasures designed to neutralize aggressor for de-escalation

6.9.5. Demonstration of de-escalation by:

6.9.5.1. Decentralizing suspect to prone position for cuffing

6.9.5.2. Disengaging from suspect

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of weapon considerations of subject and deputy/jail officer

2. Demonstration of defensive strategy designed to protect deputy/jail officers' vulnerable targets

3. Demonstration of weapon control by the deputy/jail officer

4. Demonstration of offensive active countermeasures designed to neutralize aggressor for de-escalation

5. Demonstration of de-escalation by:

a. Decentralizing suspect to prone position for cuffing

b. Disengage from suspect

6. Demonstration of escalation in life and death struggle by:

a. Making transition to weapon to stop aggressor

b. Utilizing extreme physical techniques to stop aggressor

Performance Outcome 6.10.

Subdue a non-compliant subject/inmate and place in a prone position.

Training Objective Related to 6.10.

1. Given a practical exercise, demonstrate proper methods of subduing and placing a non-compliant subject/inmate in a prone position.

Criteria: The trainee shall be tested on the following:

6.10.1. Assessment of threat by the subject/inmate.

6.10.2. Demonstration of safe contact and initial control.

6.10.3. Demonstration of weapon control by the deputy/jail officer

6.10.4. Demonstration of decentralization to prone position with minimal risk of subject injury.

6.10.5. Demonstration of stabilization in prone position for cuffing procedure.

6.10.6. Demonstration of bringing a handcuffed subject to his or her feet.

Lesson Plan Guide: The lesson plan shall include the following:

1. Assessment of threat by the subject/inmate.

2. Demonstration of safe contact and initial control.

3. Demonstration of weapon control by the deputy/jail officer

4. Demonstration of decentralization to prone position with minimal risk of subject injury.

5. Demonstration of stabilization in prone position for cuffing procedure.

6. Demonstration of bringing a handcuffed subject/inmate to his or her feet.

Performance Outcome 6.11.

Pursue a fleeing subject/inmate on foot and subdue the subject/inmate when apprehended.

Training Objective Related to 6.11.

1. Given a practical exercise, demonstrate a technique for subduing a subject after a foot pursuit.

Criteria: The trainee shall be tested on the following:

6.11.1. Assessment of threat by the subject.

6.11.2. Identification of weapon considerations of subject and deputy/jail officer.

6.11.3. Demonstration of weapon control by the deputy/jail officer.

6.11.4. Demonstration of contact and initial control.

6.11.5. Demonstration of decentralization to prone position with minimal risk of resisting suspect injury.

6.11.6. Demonstration of stabilization in prone position for cuffing procedures.

Lesson Plan Guide: The lesson plan shall include the following:

1. Assessment of threat by the subject

2. Identification of weapon considerations of subject and deputy/jail officer

3. Demonstration of weapon control by the deputy/jail officer

4. Demonstration of contact and initial control

5. Demonstration of decentralization to prone position with minimal risk of resisting subject injury

6. Demonstration of stabilization in prone position for cuffing procedures

Performance Outcome 6.12.

Use touch pressure or striking pressure to control a subject/inmate.

Training Objective Related to 6.12.

1. Given a written, audio-visual, or practical exercise, identify body pressure points.

2. Given a practical exercise, demonstrate pressure point techniques.

Criteria: The trainee shall be tested on the following:

6.12.1. Identification of body pressure points:

6.12.1.1. identify carotid choke hold as deadly force

6.12.2. Demonstration of pressure point techniques:

6.12.2.1. Touch pressure

6.12.2.2. Strike

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of body pressure points:

a. Identify carotid choke hold as deadly force

2. Demonstration of pressure point techniques:

a. Touch pressure

b. Strike

Performance Outcome 6 13.

Disarm an armed subject.

Training Objective Related to 6 13.

1. Given a written exercise, identify factors to consider when attempting to disarm a subject.

2. Given a practical exercise, demonstrate techniques for disarming an armed subject.

Criteria: The trainee shall be tested on the following:

6.13.1. Identification of factors to consider when assessing whether an attempt to disarm subject is appropriate:

6.13.1.1. Distance/cover

6.13.1.2. Type of weapon

6.13.1.3. Obstacles

6.13.1.4. Will the attempt jeopardize life or personal safety

6.13.2. Demonstration of a trapping and disarming sequence regarding a handgun and long gun:

6.13.2.1. Handgun:

6.13.2.1.1. Front

6.13.2.1.2. Side

6.13.2.1.3. Rear

6.13.2.2 Long gun

6.13.3. Demonstration of a takedown or control of subject armed with handgun or long gun:

6.13.3.1. stopping movement of the handgun or long gun using deputy/jail officer’s personal weapons against aggressor’s vulnerable targets to:

6.13.3.1.1. Disarm and control subject

6.13.3.1.2. Take down to prone position and restrain

6.13.4. Demonstration of a takedown or control of subject armed with edged weapon:

6.13.4.1. Range of attack and officer awareness

6.13.4.2. Position for disengagement or escalation depending upon range and relative position

6.13.4.3. Stopping/deflecting movement of the edged weapon and using deputy/jail officer’s personal weapons against aggressor’s vulnerable targets to:

6.13.4.3.1. Disarm and control subject

6.13.4.3.2. Takedown to prone position and restrain

6.13.5. Demonstration of a takedown or control of subject armed with bludgeon instrument:

6.13.5.1. Stopping/deflecting movement of the bludgeon weapon and using deputy/jail officer’s personal weapons against aggressor’s vulnerable targets to:

6.13.5.1.1. Disarm and control subject

6.13.5.1.2. Take down to prone position and restrain

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of factors to consider when assessing whether an attempt to disarm a subject is appropriate:

a. Distance/cover

b. Type of weapon

c. Obstacles

d. Will the attempt jeopardize life or personal safety

2. Demonstration of a trapping and disarming sequence regarding a handgun and long gun:

a. Hand gun:

1. Front

2. Side

3. Rear

b. Long gun

3. Demonstration of a takedown or control of subject armed with handgun or long gun:

a. Stopping movement of the handgun or long gun using officer's personal body weapons against aggressor's vulnerable targets to:

1. Disarm and control subject

2. Take down to prone position and restrain

4. Demonstration of a takedown or control of subject armed with edged weapon:

a. Range of attack and officer awareness

b. Zoning to the outside position for disengagement and escalation or depending upon range and relative position

c. Stopping movement of the edged weapon and using officer's personal body weapons against aggressor's vulnerable targets to:

1. Disarm and control subject

2. Take down to prone position and restrain

5. Demonstration of a takedown or control of subject armed with bludgeon instrument:

a. Stopping movement of the bludgeon weapon and using officer's personal body weapons against aggressor's vulnerable targets to:

1. Disarm and control subject

2. Take down to prone position and restrain

Performance Outcome 6.14.

Handcuff subject(s) and apply restraints.

Training Objective Related to 6.14.

1. Given a written exercise, define positional asphyxia.

2. Given a practical exercise, demonstrate safe and effective handcuffing of subject(s) and apply leg restraints to arrestees.

Criteria: The trainee shall be tested on the following:

6.14.1. Safe and effective handcuffing of cooperative single and multiple subjects.

6.14.2. Safe and effective handcuffing of a subject in the following positions:

6.14.2.1. Standing

6.14.2.2. Kneeling

6.14.2.3. Prone

6.14.3. Safe and effective handcuffing of a subject after having performed a learned control/take down technique in standing, kneeling, and prone positions.

6.14.4. Application of leg irons or other devices that restrain legs or torso avoiding force levels and methods that present unnecessary injury potential to the deputy/jail officer and subject.

6.14.5. Definition of positional asphyxia:

6.14.5.1. Identify primary medical dangers associated with sudden restraint of violent person.

6.14.5.2. Primary medical dangers associated with positional asphyxia.

Lesson Plan Guide: The lesson plan shall include the following:

1. Safe and effective handcuffing of cooperative single and multiple subjects.

2. Safe and effective handcuffing of a subject in the following positions:

a. Standing

b. Kneeling

c. Prone

3. Safe and effective handcuffing of a subject after having performed a learned control/take down technique in standing, kneeling, and prone positions.

4. Application of leg irons or other devices that restrain legs or torso avoiding force levels and methods that present unnecessary injury potential to the deputy/jail officer and subject.

5. Definition of positional asphyxia:

a. Identify primary medical dangers associated with sudden restraint of violent subject.

b. Primary medical dangers associated with positional asphyxia.

Instructor Note: Advise trainees that they must identify department policy related to the use of force, physical restraints, and weapons use as part of department training.

Performance Outcome 6.15.

Use chemical agents and other crowd management equipment.

Training Objective Related to 6.15.

1. Given a written exam or during a simulation, identify and/or demonstrate where required the techniques of using chemical agents and other crowd management equipment.

Criteria: The trainee shall be tested on the following:

6.15.1. Description of types of chemical agents, aerosol sprays and pyrotechnics used in criminal justice systems and methods of deployment.

6.15.2. Identification of the proper application of chemical agents and aerosol sprays.

6.15.3. Identification of side effects on persons sprayed with chemical or aerosol spray:

6.15.3.1. Short-term

6.15.3.2. Long-term

6.15.4. Description of first aid or aftercare to use when contaminated with chemical agents or aerosol sprays according to type and density of the contamination.

6.15.5. Description of methods of structural decontamination of chemical or aerosol agents.

6.15.6. Description of methods of restraint and transportation of person sprayed with chemical or aerosol agent; be aware of danger of positional asphyxia for a subject who has ingested a chemical or aerosol agent.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of the ethical consideration involved and legal constraints related to use of chemical agents, aerosol sprays and pyrotechnics.

2. Description of types of chemical agents and aerosol sprays used in law enforcement and methods of deployment

3. Identification of the proper application of chemical agents and aerosol sprays.

4. Identification of side effects on persons sprayed with chemical or aerosol spray:

a. Short-term

b. Long-term

5. Description of first aid or aftercare to use when contaminated with chemical agents or aerosol sprays according to type and density of the contamination.

6. Description of methods of structural decontamination of chemical or aerosol agents.

7. Description of methods of restraint and transportation of person sprayed with chemical or aerosol agent; be aware of danger of positional asphyxia for a subject who has ingested a chemical or aerosol agent.

Performance Outcome 6.16.

Control non-violent inmate groups, hostile groups, and/or disorderly assemblies, and when necessary, physically restrain a crowd or confront in tactical formation.

Training Objective Related to 6.16.

1. Given a written and/or a practical exercise, identify factors to consider when controlling non-violent or hostile groups.

Criteria: The trainee shall be tested on the following:

6.16.1. Three factors for controlling non-violent groups, i.e., peaceable assemblies

6.16.2. Three factors to consider when dealing with hostile groups

Lesson Plan Guide: The lesson plan shall include the following:

1. Three factors for controlling non-violent groups, i.e., peaceable assemblies:

a. Officer safety considerations

b. Command presence

c. Communication skills

d. Boundaries within which crowd must remain or move along

e. Patterns of movement for crowd for control and safety

f. Emergency access/exit

2. Three factors to consider when dealing with hostile groups:

a. Identify techniques of detecting violations of state laws/local ordinances/jail rules and regulations (sources of disturbance in a crowd by noise and movements)

b. Identify high risk areas (dark areas or areas where inmate may hide)

c. Identify conditions that will indicate a law/jail rule violation

d. Identify appropriate steps to enforce the law and jail policies:

1. Deputy/ Jail Officer safety considerations:

a. Monitor the group's activity

b. Wait for appropriate back-up

c. Assess the group's propensity toward violence

d. Determine the nature of their weapons and contraband

e. Identify which subjects are believed to be leaders

2. Command presence:

a. Safely approach the hostile group

b. Identify appropriate formations for potential riot

c. Identify emergency escape routes

d. Coordinate cover and contact responsibilities

3. Communication skills and voice commands:

a. Establish contact with the hostile group

b. Formally identify the group leaders

c. Ascertain the reason(s) for their hostility

d. Use calming techniques to reduce emotions and restore rational "group thought"

e. Evaluate the group's proposed solutions to determine their specific "needs"

f. Communicate the deputy/jail officer's position and responsibilities in the situation

g. Relate any applicable laws, rules, regulations and consequences of continued acts

h. Explain the group's option to comply with the law/jail rules and pursue legal/administrative resolutions

i. Reassure the group of deputy/jail officer commitment to resolve the group's problems and restore peace and order to the area and/or facility.

4. Techniques of group control:

a. Smaller hostile groups

b. Larger hostile groups or rioters

c. Use stretched out arms to indicate a barrier when appropriate

d. Use shield, barricade, impact weapon, riot baton or other item to block group when appropriate

5. Move group to break it up using authorized and appropriate use of force.

6. Arrest procedures

7. Transportation of inmates

8. Medical needs

Instructor Note: The following should be done as indicated:

Lesson Plan Guide items 2. a, b, c, d (1) – written exercise; 2 d (2)a – practical demonstration; 2. d (2) b, c, d – written exercise.

Lesson Plan Guide items 3. a – i – written exercise.

Lesson Plan Guide items 4. a, b – written exercise; c, d – practical demonstration.

Driver Training

Performance Outcome 8.1.

Operate agency vehicle on various road surfaces and conditions if assigned by agency.

Training Objective Related to 8. 1.

1. Given a written exercise, identify factors to consider related to the operation of a vehicle, if assigned by agency.

2. Given a practical exercise, identify or demonstrate methods of control of a vehicle while driving on dry, wet, icy, or snow covered pavement; dirt or loose gravel road; or skidpan, if assigned by agency.

3. Demonstrate the techniques for recovery from off road at various speeds during a written or practical exercise, if assigned by agency.

Criteria: The trainee shall be tested on the following:

Given a written exercise:

8.1.1. Identify the three components of defensive driving and their effect on vehicle accidents.

8.1.1.1. Driver

8.1.1.2. Vehicle

8.1.1.3. Environment

8.1.2. Identify the five steps of defensive driving

8.1.2.1. Scan

8.1.2.2. Identify

8.1.2.3. Predict

8.1.2.4. Decide

8.1.2.5. Execute

8.1.3. Identify driving movements that most frequently contribute to vehicle accidents.

8.1.4. Identify the importance of seat belts, air bags, and other vehicle safety devices.

8.1.5. Identify the different characteristics of low light driving to daytime driving and how the human eye is affected.

8.1.6. Identify factors that influence the overall stopping distance of a vehicle.

8.1.7. Identify the effect speed on observation and perception during transport.

8.1.8. Identify causes and steps to correct skids

8.1.9. Identify liability issues related to operating a transport vehicle.

8.1.10. Identify the Code of Virginia requirements related to using emergency equipment (lights and siren).

8.1.11. Identify the requirement of vehicle operators to obey all traffic laws.

8.1.12. Identify the time limits for vehicle operators (number of hours permitted to drive within a 24 hour period).

Given a practical exercise:

8.1.13. Demonstrate a physical and visual inspection of an agency vehicle.

8.1.14. Demonstrate the proper usage of a safety belt in the operation of an agency vehicle.

8.1.15. Demonstrate the proper techniques of acceptable steering methods for an agency vehicle.

8.1.15.1. hand position on the steering wheel

8.1.15.2. shuffle steering

8.1.16. Demonstrate the proper techniques in braking (with or without ABS) a transport vehicle.

8.1.16.1. Heat/cool

8.1.16.2. Threshold

8.1.16.3. Anti-lock braking systems

8.1.17. Demonstrate the proper techniques in backing a transport vehicle.

8.1.18. Demonstrate control a transport vehicle using acceptable techniques in the following vehicle movements:

8.1.18.1. Parking

8.1.18.2. “Y” turn

8.1.18.3. Backing

8.1.19. Operate an agency vehicle in night conditions.

8.1.20. Skid control techniques

8.1.21. Braking control techniques

8.1.22. Steering control techniques

8.1.23. The techniques in correct order for recovery for two wheels off road to four wheels on road.

8.1.24. The techniques for four wheels off road to four wheels on road.

8.1.25. The areas of reduced traction.

NOTE: Academy supplied van or agency supplied transport vehicle shall be used for practical demonstrations.

NOTE: This standard is “if assigned by agency”, i.e., a trainee shall be trained under this standard if his/her employer is assigning him/her to drive the agency vehicle. Anyone assigned to drive the agency vehicle must complete a driver training program that meets this standard, however, this may not be necessary during basic academy.

Lesson Plan Guide: The lesson plan shall include the following:

1. The components of a physical and visual inspection of an agency vehicle.

2. The three components of defensive driving and their effect on transport vehicle accidents.

a. Driver

b. Vehicle

c. Environment

3. The five steps of defensive driving:

a. Scan

b. Identify

c. Predict

d. Decide

e. Execute

4. Driving movements that most frequently contribute to vehicle accidents.

5. The importance of seat belts, air bags, and other vehicle safety devices.

6. The different characteristics of low light driving to daytime driving and how the human eye is affected.

7. Factors that influence the overall stopping distance of a vehicle.

8. The effect speed on observation and perception during transport.

9. Causes and steps to correct skids

10. Liability issues related to operating a transport vehicle

11. Identify the Code of Virginia requirements related to using emergency equipment (lights and siren).

12. Identify the requirement of transport vehicle operators to obey all traffic laws.

13. Identify the time limits for transport vehicle operators (number of hours permitted to drive within a 24 hour period). (Code of Virginia §46.2-812)

Practice:

14. Demonstration of a physical and visual inspection of a transport vehicle.

15. Demonstration of the proper usage of a safety belt in the operation of law enforcement vehicle.

16. Demonstration of the proper techniques of acceptable steering methods.

a. Hand position on the steering wheel

b. Shuffle steering

17. Demonstration of proper techniques in braking (with/without ABS) a transport vehicle.

a. Heat/cool

b. Threshold

c. Anti-lock braking systems

18. Demonstration of the proper techniques in backing a transport vehicle.

19. Demonstration of the control of a transport vehicle using acceptable techniques in the following vehicle movements:

a. Parking

b. "Y" turn

c. Backing

20. Operation of a transport vehicle in night conditions

21. Skid control techniques

22. Braking control techniques

23. Steering control techniques

24. The techniques in correct order for recovery for two wheels off road to four wheels on road.

25. The techniques for four wheels off road to four wheels on road.

26. The areas of reduced traction.

NOTE: This standard is "if assigned by agency", i.e., a trainee shall be trained under this standard if his/her employer is assigning him/her to drive the agency vehicle. Anyone assigned to drive the agency vehicle must complete a driver training program that meets this standard, however, this may not be necessary during basic academy.

Performance Outcome 8.2.

Transport person(s) to various locations outside of the institution.

Training Objective Related to 8.2.

1. Given a written or practical exercise, identify the steps involved in transporting person(s) not in custody.

2. Given a written or practical exercise, identify the steps involved in transporting person(s) in custody to various locations outside of the institution.

Criteria: The trainee shall be tested on the following:

8.2.1. Identify proper procedures for transporting and escorting person(s) not in custody.

8.2.2. Identify proper escort techniques during movement by foot and vehicle from place to place for person(s) in custody.

8.2.2.1. Secure subject with multiple restraints (handcuffs, leg irons, waist belt or chain).

8.2.2.2. Ensure subject has been properly searched.

8.2.2.3. Allow reaction space if possible.

8.2.2.4. Check security of transport vehicle before and after transport including entire interior.

8.2.2.5. Vehicle with cage

8.2.2.5.1. Place subject in right rear with proper restraints and seatbelt.

8.2.2.5.2. Adjust inside mirror to provide visual observation of subject.

8.2.2.6. Vehicle without cage

8.2.2.6.1. **Option One**:

8.2.2.6.1.1. Place in right front seat with proper restraints (cuffs, leg chains, waist chain) and seatbelt.

8.2.2.6.1.2. Make sure weapon is secure or placed away from potential access by subject.

8.2.2.6.2. **Option Two:**

8.2.2.6.2.1. Place in right rear seat with proper restraints (cuffs, leg chains, waist chain) and seatbelt.

8.2.2.6.2.2. Make sure weapon is secure or placed away from potential access by subject.

8.2.2.6.2.3. Adjust the rearview mirror to allow surveillance of inmate movement.

8.2.2.7. Upon arriving at destination, visually check area for possible security risks then unload subject and move inmate to appropriate area.

8.2.2.8. Observe subject and surroundings to ensure security and officer safety.

8.2.2.9. **Do not** allow yourself to be distracted from subject observation and control.

8.2.2.9.1. **Do not** relax after cuffing.

8.2.2.9.2. **Do not** let prisoner out of your sight.

8.2.3 Identify any statements or behavioral observations that indicate danger by the subject to him/herself or to others and the need to communicate these to person assuming custody.

Lesson Plan Guide: The lesson plan shall include the following:

1. Use proper procedures for transporting and escorting person(s) not in custody.

a. Identify department policy and procedure for transporting individuals in other non-custody circumstances, i.e., ride-alongs, jurors, government officials, etc.

*1***.** Release of liability

*2***.** Security of criminal history information.

2. Use proper escort techniques during movement by foot and vehicle from place to place for person(s) in custody.

a. Handcuff subject with hands to rear if injury/illness permits, otherwise restrain as appropriate (on gurney, if needed).

b. Ensure subject has been properly searched.

c. Allow reaction space if possible.

d. Load into transport vehicle checking security of entire interior.

e. Vehicle with cage

1. Place in right rear with proper restraints and seatbelt.

2. Adjust inside mirror to provide visual observation of prisoner.

f. Vehicle without cage

Option One:

1. Place in right front seat with proper restraints (cuffs, leg chains, waist chain) and seatbelt.

2. Make sure weapon is secure or placed away from potential access by subject.

Option Two:

1. Place in right rear seat with proper restraints (cuffs, leg irons, waist chain) and seatbelt

2. Make sure weapon is secure or placed away from potential access by subject

3. Adjust the rearview mirror to allow surveillance of inmate movement

g. Upon arriving at destination, visually check area for possible security risks then unload and move inmate to appropriate medical area.

h. Observe subject and surroundings to ensure security and officer safety.

i. Do not allow yourself to be distracted from inmate observation and control.

1. Do not relax after cuffing.

2. Do not let prisoner out of your sight.

3. Identify any statements or behavioral observations that indicate danger by the subject to him/herself or to others and the need to communicate these to person assuming custody.

a. It is critical to communicate the statements or behavioral observations to person assuming custody since the individual being transported may attempt to do violence to him/herself or others.

b. If no one appears to be paying attention to the information you are giving, write it down and leave it. Make a field note regarding this. This will provide some protection with respect to liability.

Performance Outcome 8.3.

Transport ill or injured subject to receive medical care.

Training Objective Related to 8.3.

1. Given a written exercise, identify the steps involved to transport an ill or injured subject to receive medical care.

Criteria: The trainee shall be tested on the following:

8.3.1. Identify appropriate medical and biohazard precautions to take should subject possibly have an airborne or bloodborne pathogen (tuberculosis, HIV, etc.).

8.3.1.1. Protective masks and personal protective equipment

8.3.1.2. Cleaning hands, face, masks and vehicle after transport

8.3.2. Secure subject as injury/illness permits.

8.3.3. Use all other security practices noted in standard 8.2.

8.3.4. **Do not** allow yourself to be distracted from subject observation and control even though responding to a medical need of the subject.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify appropriate medical and biohazard precautions to take should subject possibly have an airborne or blood borne pathogen.

a. Protective masks and personal protective equipment

b. Cleaning hands, face, masks and vehicle after transport

2. Secure subject as injury/illness permits.

3. Use all other security practices noted in standard 8.2.

4. Do not allow yourself to be distracted from inmate observation and control even though responding to a medical need of the subject.

Instructor Notes: 1. Advise trainees to identify department policy related to medical transports involving rescue squad or other non-agency vehicle. 2. Advise trainees to identify department policy related to non-traditional medical transports, i.e. pregnant inmate, disabled inmate (various disabilities).

Field Training

In conjunction with completing basic academy training, the deputy/jail officer must identify requirements related to the employing agency, and community resources and agencies that may assist a person in need. Expected performance outcomes include this basic knowledge and cover the following:

9.1 – 9.30 Policies, Procedures and Operations

9.1. Identify agency policy regarding professional appearance related to clothing and grooming.

9.2. Identify agency policy and procedures for handling violations of professional, ethical, or legal standards of conduct by fellow deputies/jail officers.

9.3. Identify agency policies related to commitment and treatment of prisoners.

9.4. Identify agency policy and procedure related to treatment of juvenile offenders.

9.5. Identify agency policy and procedure related to communicating information about a prisoner to internal and external authorities.

9.6. Identify agency policy and procedure for obtaining assistance for communicating with various cultural backgrounds or with various disabilities.

9.7. Identify agency policy and procedure related to receiving, securing, and disbursing funds from an inmate’s personal account.

9.8. Identify agency policy related to file and retrieving records in agency system.

9.9. Identify agency policy related to removing a report from agency records system as appropriate and required by law and when assigned to make this removal.

9.10. Identify agency policy for reporting maintenance problems.

9.11. Identify agency policy for performing a safety inspection.

9.12. Identify agency policy and procedures for participating in searches with multiple agencies.

9.13. Identify agency policy and procedure for conducting interrogations.

9.14. Identify agency policy regarding the communication of emergency messages.

9.15. Identify agency policy and procedure for documenting proceedings related to dealing with emotionally upset individuals.

9.16. Identify agency policy and procedure for documenting proceedings related to a inmate who commits suicide.

9.17. Identify agency policy and procedures for obtaining an emergency custody order or temporary detention order.

9.18. Identify department policy related to explaining a violation of county or municipal ordinance(s) that is the basis for issuing a summons to a violator.

9.19. Identify department policy relating to use of discretion regarding a violation of law or ordinance.

9.20. Identify agency policy and procedure for establishing and tracking chain of custody of evidence.

9.21. Identify agency policy, procedure, and documentation required for return of property held as evidence when lawfully released.

9.22. Identify agency policy and procedure for making a warrantless arrest.

9.23. Identify agency policy regarding information that may be given to families of adult defendants.

9.24. Identify agency policy and procedure to initiate inmate disciplinary actions.

9.25. Identify agency policy and procedure to issue and document provision of non- prescription and prescription medicine in the absence of medical staff.

9.26. Identify agency policy related to sexual harassment in the workplace.

9.27. Identify agency policy and procedure related to operation of emergency vehicles.

9.28. Identify agency policy and procedures to follow upon the death of an inmate.

9.29. Identify agency policy and procedure for interrogations.

9.30. Identify agency policy and procedure for transporting and escorting a person for the purpose of obtaining personal property from a person under a restraining order.

9.31 – 9.37 Use of Force, Weapons Use

9.31. Identify agency policy related to use of force.

9.32. Identify agency policy related to use of restraints, weapons (including impact weapons), electronic immobilization devices, and chemical sprays.

9.33. Identify agency policy and procedure for documenting injuries to a prisoner.

9.34. Identify agency policy and procedure for documenting injuries to staff.

9.35. Identify agency policy and procedure for documenting incidents that required a use of force.

9.36. Identify agency policy related to carrying a firearm while off duty.

9.37. Use an impact weapon to control a subject.

9.37.1. Identify primary, secondary and lethal target areas.

9.37.2. Demonstrate offensive and defensive stances.

9.37.3. Demonstrate the proper verbalization and touch/striking techniques for primary, secondary and the non-lethal target areas.

9.38 – 9.40 Transporting Prisoners

9.38. Identify agency policy related to medical transports involving rescue squads or other non-agency vehicle.

9.39. Identify agency policy related to non-traditional medical transports, i.e., pregnant inmate, disabled inmate (various disabilities), etc.

9.40. Identify agency policy and procedure for searching, securing, and transporting a prisoner to mental health facility.

9.41 – 9.44 Safety Training

9.41. Complete the Virginia Occupational Safety and Health training related to exposure to blood borne pathogens.

9.42. Demonstrate use of protective gear for air borne pathogens and the use of a protective mask to enter a simulated contaminated area following prescribed method and determine when safe to remove mask and exit area.

9.43. Notify persons exposed to blood or body fluids while assisting a deputy or jail officer that they have a right to the test results for HIV or hepatitis.

9.44. Identify procedure for a deputy or jail officer to follow to obtain a blood sample from an individual related to a blood exposure.

9.45 – 9.61 General Tasks

9.45. Stand, walk or sit for more than half of work shift.

9.46. Perform duties while wearing heavy equipment other than a gun belt (SCBA, Scott Air Pack, Ballistic Vest, Riot Gear).

9.47. Participate in drills (fire, disaster, hostage situations, and/or evacuations).

9.48. Facilitate group meetings within facility, if assigned.

9.49. Review incoming and outgoing mail and distribute mail.

9.50. Operate controls and radios for facility.

9.51. Inspect security devices and report deficiencies.

9.52. Maintain security of keys and tools and report discrepancies.

9.53. Report and document need for repairs to any equipment or tools used in the facility.

9.54. Inspect/wear emergency response equipment and protective gear/apparatus of agency and report any deficiencies.

9.55. Operate agency fire extinguisher to extinguish fires.

9.56. Check audio/video communications equipment for proper operation and report any deficiencies.

9.57. Discuss any personal or on-the-job problems with your supervisor.

9.58. Inspect electrical wiring, plugs, and receptacles for operation and safety.

9.59. Inventory forms and other supplies.

9.60. Test emergency power supply when directed.

9.61. Fingerprint subject for commitment to jail if assigned.

9.62 - 9.66 Records

9.62. Identify the records, documents and reports used within a jail.

9.63. Identify various agency records including directories, inventories, warrants served and bonds as assigned.

9.64. File and retrieve documents in agency records systems in accordance with agency policy.

9.65. Identify the forms and the steps required to act upon the forms, documents, and orders generated by the courts or other legal entities, i.e., disposition, continuance, changes in charges, hold cards or detainers, etc.

9.66. Identify other operational forms and documents used within the jail, i.e., canteen form, grievance forms, inmate requests, serious incident report (SIR) forms, post logs, supply requisitions, etc.

9.67 – 9.69 Public Safety Response to Terrorism

9.67. Complete IS-700 NIMS Introductory training course and provide certificate of completion to supervisor.

9.68. Complete ICS 100 Introductory training course and provide certificate of completion to supervisor.

9.69. (Repealed)

Weapons

CATEGORY 7 - WEAPONS

Performance Outcome 7.1.

Clean and inspect weapons system. (revolver, semi-automatic weapon)

Training Objectives Related to 7.1.

1. Given a written exercise, identify nomenclature of weapons. (revolver, semi-automatic weapon)

2. Given a practical exercise, demonstrate prescribed procedure for cleaning weapon. (revolver, semi-automatic weapon)

Criteria: The trainee shall be tested on the following:

7.1.1. Identification of the correct terms to identify weapons and parts of weapons. (revolver, semi-automatic weapon)

7.1.2. Demonstration of prescribed procedure to prepare weapon for cleaning. (revolver, semi-automatic weapon)

7.1.2.1. Remove magazine or empty cylinder

7.1.2.2. Remove round from chamber

7.1.2.3. Double check weapon to make sure it is empty

7.1.3. Identification of weapon cleaning equipment. (revolver, semi-automatic weapon)

7.1.4. Demonstration of the use of weapon cleaning equipment. (revolver, semi-automatic weapon)

7.1.4.1. Field strip weapon

7.1.4.2. Clean components

7.1.4.3. Inspect for damage and imperfections

7.1.4.4. Lubricate

7.1.4.5. Reassemble

7.1.4.6. Safely test for proper function

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of the correct terms to identify weapons and parts of weapons. (revolver, semi-automatic weapon)

2. Demonstration of prescribed procedure to prepare weapon for cleaning. (revolver, semi-automatic weapon)

a. Remove magazine or empty cylinder

b. Remove round from chamber

c. Double check weapon to make sure it is empty

3. Identification of weapon cleaning equipment. (revolver, semi-automatic weapon)

4. Demonstration of the use of weapon cleaning equipment. (revolver, semi-automatic weapon)

a. Field strip weapon

b. Clean components

c. Inspect for damage and imperfections

d. Lubricate

e. Reassemble

f. Safely test for proper function

Performance Outcome 7.2.

Using proper hand grip and observation, draw department issued weapon from holster. (revolver or semi-automatic weapon)

Training Objectives Related to 7.2.

1. Given practical exercises, use a good and consistent combat grip with a safe and efficient draw from the holster following prescribed drawing techniques using the officer's approved handgun and holster. (revolver or semi-automatic weapon)

Criteria: The trainee shall be tested on the following:

7.2.1. Draw and fire

7.2.2. Draw to a ready position

7.2.3. Draw to a "cover mode" simulating the covering of a suspect together with the issuance of the verbal order "Police - Don't Move!"

7.2.4. Using standing, kneeling, and prone positions

7.2.5. Use of covering and concealment while maintaining visual contact with the threat

7.2.6. Reloading while concentrated on the threat and not the weapon

7.2.7. Clear handgun stoppages

7.2.8. Reholster weapon

Lesson Plan Guide: The lesson plan shall include the following:

1. Draw and fire

2. Draw to a ready position

3. Draw to a "cover mode" simulating the covering of a suspect together with the issuance of the verbal order "Police - Don't Move!"

4. Using standing, kneeling and prone positions

5. Use of covering and concealment while maintaining visual contact with the threat

6. Reloading while concentrated on the threat and not the weapon

7. Clear handgun stoppages

8. Reholster weapon

Definitions:

a. Gripping: using sufficient strength to hold a weapon on a plane so that the projectile will travel on a line to the target

b. Lifting: having adequate strength to lift the weapon to eye level while maintaining safe control

c. Range of vision: should be such that a person can focus on one object (sights) and still see an image of the target

d. Strength: overall strength should be a minimum of being able to perform normal task without fatiguing quickly

e. Breathing: holding breath for a minimal time in order to complete the task of firing the weapon

f. Cover mode: finger outside the trigger guard until you are on target and have decided to fire

Performance Outcome 7.3.

Clear stoppage in semi-automatic pistols and revolvers. Demonstrate safe handling of weapons on the range and on and off duty.

Training Objectives Related to 7.3.

Given a practical exercise:

1. Demonstrate the techniques for clearing stoppages in pistols or revolvers.

2. Demonstrate safe handling of weapons on the range and how to do so on and off duty.

Criteria: The trainee shall be tested on the following:

7.3.1. Techniques for clearing stoppages:

7.3.1.1. Semi-automatic pistol

7.3.1.1.1. Failure to fire

7.3.1.1.2. Failure to feed

7.3.1.1.3. Failure to eject

7.3.1.1.4. Failure to extract

7.3.1.2. Revolver

7.3.1.2.1. When trigger is pulled and revolver does not fire

7.3.1.2.2. When trigger gets tight and cylinder will not turn

7.3.1.2.3. When there is a squib load

7.3.2. Demonstration of safe handling of weapons on the range and identification of safe handling of weapons on and off duty.

Lesson Plan Guide: The lesson plan shall include the following:

1. Techniques for clearing stoppages:

a. Semi-automatic pistol

1. Failure to fire

2. Failure to feed

3. Failure to eject

4. Failure to extract

b. Revolver

1. When trigger is pulled and revolver does not fire

2. When trigger gets tight and cylinder will not turn

3. When there is a Squib load

2. Demonstration of safe handling procedures of weapon while on the range and identification of safe handling procedures of weapon on and off duty.

Performance Outcome 7.4.

Fire a hand gun in various combat situations using issued equipment.

Training Objectives Related to 7.4.

1. Fire the officer's issued/approved weapon during daytime/low light and/or night time combat range exercises using issued/approved loading device, issued/approved holster and flashlight with 70% accuracy on two of the approved courses of fire.

Criteria: The trainee shall be tested on the following:

7.4.1. Demonstrate dry firing and basic shooting principles.

7.4.2. Using proper marksmanship and reloading fundamentals, fire a minimum of 200 rounds with issued (or equal to this) ammunition in daylight conditions using issued/approved weapon prior to qualification.

7.4.3. Qualify on two of the below selected courses with approved targets under daylight conditions using issued (or equal to this) duty ammunition, weapon, duty belt and holster:

7.4.3.1. Virginia Modified Double Action Course for Semi-automatic Pistols and Revolvers, 60 rounds, 7, 15, 25 yards shooting. (See Appendix A)

7.4.3.2. Virginia Modified Combat Course I, 60 rounds, 25, 15, 7 yards shooting (See Appendix B)

7.4.3.3. Virginia Modified Combat Course II, 60 rounds, 25, 15, 7, 5, 3 yards shooting (See Appendix C)

7.4.3.4. Virginia Qualification Course I, 50 rounds, 25 to 5 yards shooting (See Appendix D)

7.4.3.5. Virginia Qualification Course II, 60 rounds, 3 to 25 yards shooting (See Appendix E)

7.4.3.6. Virginia Tactical Qualification Course I, 50 rounds, 5 or 7, 25 yards shooting (See Appendix F)

7.4.3.7. Virginia Tactical Qualification Course II, 36 rounds, 3 to 25 yards shooting (See Appendix G)

7.4.3.8. Virginia Tactical Qualification Course III, 50 rounds, 1/3 to 25 yards shooting (See Appendix H)

7.4.3.9. Virginia Tactical Qualification Course IV, 60 rounds, 1/3 to 25 yards shooting (See Appendix I)

7.4.3.10. Virginia Tactical Qualification Course V, 50 rounds, 1/3 to 25 yards shooting (See Appendix J)

7.4.4. Fire a minimum of 25 rounds on a low light and/or a minimum of 25 rounds on a nighttime course for practice prior to qualification using the agency issued or approved handgun, duty holster and loading device.

7.4.4.1. Fire a minimum of 25 rounds on a low light and/or a minimum of 25 rounds on a nighttime qualification course with a 70% qualification score on each course.

7.4.4.2. Fire a minimum of 12 rounds with use of a flashlight in Appendix B or Appendix C above.

7.4.4.2.1. Identify the advantages and disadvantages of three methods of flashlight use with a weapon.

7.4.4.2.2. Identify the correct target threat by using flashlight techniques and weapon in hand.

7.4.4.3. Low light and nighttime practice and qualifications courses with time limitations and distances will be established by the school, agency, or academy board.

7.4.4.4. Fire from point shoulder positions, cover down positions and barricade positions.

7.4.4.5. Fire using strong and weak hand as appropriate:

7.4.4.5.1. Standing position

7.4.4.5.2. Kneeling position

7.4.4.5.3. Prone position

7.4.4.6. Reload the weapon with emphasis on utilizing tactical reloads where appropriate

7.4.4.7. Correct any weapon stoppages that may occur

7.4.5. Fire familiarization drills using a minimum of 50 rounds (10 per position) with issued (or equal to this) ammunition to include:

7.4.5.1. Moving forward and backward (officer and/or target).

7.4.5.2. Moving side to side (officer and/or target).

7.4.5.3. Use of cover and concealment.

7.4.5.4. Shove and shoot.

7.4.5.5. Seated straight/90 degrees to simulate shooting from a vehicle.

Performance Outcome 7.5.

Secure weapons while off duty. (revolvers, semi-automatic weapons)

Training Objectives Related to 7.5.

1. Given a written exercise, identify reasons for and methods for avoiding firearms accidents while off duty.

Criteria: The trainee shall be tested on the following:

7.5.1. Reasons for security

7.5.1.1. Prevent injury and unauthorized access (§18.2-56.2)

7.5.1.2. Minimize theft opportunity (separate ammunition from the weapons)

7.5.2. Methods for security

7.5.2.1. Lock box

7.5.2.1.1. Loaded

7.5.2.1.2. Unloaded

7.5.2.2. Trigger lock

7.5.2.2.1. Unloaded

7.5.2.3. Cable lock

7.5.2.3.1. Unloaded

7.5.2.4. Disassemble weapon

Lesson Plan Guide: The lesson plan shall include the following:

1. Reasons for security

a. Prevent injury and unauthorized access (§18.2-56.2)

b. Minimize theft opportunity (separate ammunition from the weapons)

2. Methods for security

a. Lock box

1. Loaded

2. Unloaded

b. Trigger lock

1. Unloaded

c. Cable lock

1. Unloaded

d. Disassemble weapon

Performance Outcome 7.6.

Carry a firearm when off duty. (revolver, semi-automatic weapon)

Training Objectives Related to 7.6.

1. Given a written exercise, identify the factors to consider when carrying a firearm while off duty. (revolver, semi-automatic weapon)

Criteria: The trainee shall be tested on the following:

7.6.1. Identification that an officer must comply with department policy relating to carrying a firearm while off duty and qualifying with the off duty firearm.

7.6.2. Identification of statutes that regulate the carrying of firearms while off duty.

7.6.3. Identification of the impact that alcohol consumption may have on judgment relating to use of firearms while off duty.

7.6.4. Identification of conditions that should be maintained while carrying a firearm off duty.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification that an officer must comply with department policy relating to carrying a firearm while off duty and qualifying with the off duty firearm.

2. Identification of statutes that regulate the carrying of firearms while off duty.

3. Identification of the impact that alcohol consumption may have on judgment relating to use of firearms while off duty.

4. Identification of conditions that should be maintained while carrying a firearm off duty

a. Concealed

b. Cecure (retaining device)

c. Accessible

d. Law enforcement identification with weapon

e. Jurisdiction

f. Training

5. Identification of response to being stopped by on-duty officer:

a. Upon being challenged, members will remain motionless unless given a positive directive otherwise.

b. Members will obey the commands of the challenging member, whether or not he/she is in uniform. This may entail submission to arrest.

c. Members will not attempt to produce identification unless and until so instructed.

d. If circumstances permit, members may verbally announce their identity and state the location of their badge and credentials.

e. Members should ask the challenger to repeat any directions or questions that are unclear and should never argue with challenger.

f. Challenged members will follow all instructions received until recognition is acknowledged.

WEAPONS PERFORMANCE OUTCOMES

APPENDIX A

VIRGINIA MODIFIED DOUBLE ACTION COURSE FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS

Targets- B-21, B-21X, B-27, Q

60 ROUNDS, 7 - 25 YARDS

Qualification Score: 70%

Each officer is restricted to the number of magazines carried on duty. Magazines shall be loaded to their full capacity. Range instructor shall determine when magazines will be changed.

PHASE 1 - 7 YARD LINE: With loaded magazine, on command fire 1 round in 2 seconds or fire 2 rounds in 3 seconds, make weapon safe, holster, repeat until 6 rounds have been fired.

1. On command draw and fire 2 rounds in 3 seconds, make weapon safe, holster, repeat until 6 rounds have been fired.

2. On command draw and fire 6 rounds strong hand and 6 rounds weak hand in 20 seconds for semi-auto and 30 seconds for revolver, make weapon safe and holster.

PHASE 2 -15 YARD LINE: Point Shoulder Position

1. On command draw and fire 1 round in 2 seconds or 2 rounds in 3 seconds, make weapon safe, holster, repeat until 6 rounds have been fired.

2. On command draw and fire 2 rounds in 3 seconds, holster and repeat until 6 rounds have been fired.

3. On command draw and fire 6 rounds in 12 seconds, make weapon safe and holster.

PHASE 3 - 25 YARD LINE: On command fire 6 rounds from prone, 6 rounds from kneeling and 6 rounds from standing until 18 rounds have been fired in 75 seconds for semi-auto, strong hand; for revolver,

90 seconds, strong hand. The order of position and use of cover/concealment and decocking is optional with the instructor.

SCORING - B21, B21X targets - use indicated K value with a maximum 300 points divided by 3 to obtain percent.

B27 target - 8,9,10,X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent.

Q target - 5 points inside the bottle, 3 points outside the bottle on the target. Divide by 3 to obtain percent.

INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN CHALLENGING THE TARGET.

APPENDIX B

VIRGINIA MODIFIED COMBAT COURSE I

Targets - B21, B21X, B27, Q

60 ROUNDS, 25 - 7 YARDS

Qualification Score 70% Moving Course

Range instructor to determine when to load.

PHASE 1 - 3 Minute Course - at the 50 YARD LINE.

Officer/Deputy on command runs to the **25 YARD LINE,** fires 12 rounds with strong hand kneeling, fires 12 rounds prone strong hand, 6 rounds standing strong hand, barricades may be used for cover/concealment. Order of positions and use of cover/concealment and decocking is optional per instructor.

PHASE 2 - 1 Minute - at the 25 Yard Line:

Officer/Deputy on command runs to the **15 YARD LINE** fires 12 rounds standing strong hand, reloads and fires 6 rounds kneeling.

PHASE 3 - 25 Seconds - at the 15 Yard Line:

Officer/Deputy on command runs to the **7 YARD LINE,** fires 6 rounds strong hand and 6 rounds weak hand.

SCORING - B21, B21X, targets - used indicated K value with a maximum 300 points divided by 3 to obtain percent.

B27 targets - 8, 9,10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent.

Q targets - 5 points inside the bottle, 3 points outside the bottle on the target. Divide by 3 to obtain percent.

INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN CHALLENGING THE TARGET.

APPENDIX C

VIRGINIA MODIFIED COMBAT COURSE II

FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS

Targets - B21, B21X, B27, Q

60 ROUNDS, 25 - 3 YARDS

Qualification Score 70% Moving Course

Range Instructor to determine when to load.

PHASE 1 - 90 seconds for **REVOLVERS,** 70 seconds FOR **SEMI-AUTOMATICS - at** the 50 Yard Line:

Officer/Deputy on command runs to the **25 YARD LINE** and fires 6 rounds standing, fires 6 rounds from the prone and 6 rounds kneeling using strong hand. The order of positions and use of cover/concealment and decocking in between is optional with the instructor.

PHASE 2 - 30 seconds - at the 25 Yard Line:

Officer/Deputy on command runs to the **15 YARD LINE,** fires 6 rounds standing, 6 rounds kneeling.

PHASE 3 - 25 seconds - at the 15 Yard Line:

Officer/Deputy on command runs to the **7 YARD LINE,** fires 6 rounds strong hand and 6 rounds weak hand.

PHASE 4 - at the **5 Yard Line**.

On command draw and fire 12 rounds in any sequence, i.e. 1 round, 2 rounds, 3 rounds or staggered sequence.

PHASE 5 - at the **1 or 2 Yard Line,** hip shooting.

On command draw and fire 6 rounds in any sequence, i.e. 1 round, 2 rounds, 3 rounds or staggered.

SCORING - B21, B21X targets-use indicated K value with a maximum 300 points divided by 3 to obtain percent.

B27 targets - 8, 9, 10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent.

Q targets - 5 points inside the bottle, 3 points outside the bottle on the target. Divide by 3 to obtain percent.

INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN CHALLENGING THE TARGET.

APPENDIX D

VIRGINIA QUALIFICATION COURSE I

FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS

Targets - B21, B21X, B27, Q

50 ROUNDS, 25 - 5 YARDS

Qualification Score 70%

PHASE 1 - At the **25 yard line**, 75 seconds for pistols, 95 seconds for revolvers.

On command with a fully loaded weapon fire 6 rounds prone, 6 rounds kneeling strong hand, 6 rounds standing strong hand. The order of the positions and use of cover/concealment and decocking in between is optional per instructor.

PHASE 2 - At the **25 Yard Line,** 8 Seconds for pistol or revolver.

On command move to the **15 Yard Line,** draw and fire 2 rounds and stay at cover down position.

PHASE 3 - Stay on the **15 Yard Line,** 3 seconds for pistols or revolvers.

On command from cover down position fire 2 rounds, recover, maintain cover down position, repeat four times for 8 rounds.

PHASE 4 - 20 seconds for pistols, 25 seconds for revolvers.

At the 15 Yard Line on command move to the **7 Yard Line,** draw and fire 12 rounds with a MANDATORY RELOAD.

PHASE 5 - 20 seconds for pistols, 25 seconds for revolvers

On command at the 7 YARD LINE move to the **5 Yard Line,** draw and fire 5 rounds strong hand, **Reload** and fire 5 rounds weak hand.

SCORING - B21, B21X targets **-** use indicated K value with a maximum 250 points multiplied by .4 to obtain percent.

B27 targets **-** 8, 9,10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points multiply by .4 to obtain percent.

Q targets **-** 5 points inside the bottle, 3 points outside the bottle on the target, multiply by .4. to get percent.

INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN TO CHALLENGE THE TARGET.

APPENDIX E

VIRGINIA QUALIFICATION COURSE II

FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS

Targets - B21, B21X, B27, Q

60 Rounds, 3 - 25 YARDS

Qualification Score 70%

PHASE 1 - 20 seconds - at the **3 Yard Line,** on command draw and fire 6 Rounds standing with strong hand, **MAGAZINE CHANGE/RELOAD**, Fire 6 rounds standing with weak hand.

PHASE 2 - at the **7 Yard Line,** on command draw and fire 2 rounds in 3 seconds, holster, repeat until 12 rounds have been fired.

PHASE 3 - 10 seconds, at the **7 Yard Line,** On command draw and fire 6 rounds kneeling.

PHASE 4 - 37 seconds, At the **15 Yard Line,** on command fire 12 rounds standing, 6 rounds kneeling. SEMI-AUTOS must have MAGAZINE CHANGE.

ACADEMIES MUST CHOOSE ONE OF THE FOLLOWING PHASES FOR SCORING:

PHASE 5A - 45 seconds - at the **25 Yard Line,** on command fire 12 rounds, 6 rounds kneeling using barricade and 6 rounds standing using barricade for cover.

OR

PHASE 5B - 25 YARD LINE**,** 60 seconds for pistols, 60 seconds for revolvers. On command, fire 4 shots standing strong side, 4 shots kneeling strong side, and 4 shots prone strong side.

SCORING - B21, B21X, targets - use indicated K value with a maximum 300 points divided by 3 to obtain percent.

B27 targets - 8, 9,10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent.

Q targets - 5 points inside the bottle, 3 points out of the bottle on the target. Divide by 3 to obtain percent.

INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY TO USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.

APPENDIX F

VIRGINIA TACTICAL QUALIFICATION COURSE I

FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS

Targets - B21, B21X, B27, Q

50 Rounds, 5/7 - 25 YARDS

Qualification Score 70%

Each officer/deputy restricted to number of magazines carried on duty. Magazines fully loaded. Instructor shall determine magazine changes.

PHASE 1 - At **5, 7 OR FRACTION THEREOF**, point shoulder shooting, fire 2 rounds in 3 seconds for 12 rounds. After each two rounds, holster, repeat until 12 rounds have been fired.

1. On command draw and fire 6 rounds in 8 seconds, point shoulder position.

2. On command draw and fire 4 rounds in 8 seconds, strong hand only, point shoulder.

3. On command fire 4 rounds in 10 seconds, weak hand point shoulder.

PHASE 2 - At **15 Yard Line,** point shoulder position

1. On command draw and fire 2 rounds in 3 seconds for 6 rounds. (Optional to holster after each 2 rounds)

2. On command draw and fire 6 rounds in 12 seconds.

ACADEMIES MUST CHOOSE ONE OF THE FOLLOWING PHASES FOR SCORING:

PHASE 3A - at **25 Yard Line,** 45 seconds for pistols, 60 seconds for revolvers.

1. On command assume kneeling position, draw and fire 6 rounds behind a barricade.

2. Fire 6 rounds, strong hand standing barricade position.

PHASE 3B - at 25 Yard Line, 60 seconds for pistols, 60 seconds for revolvers. On command, fire 4 shots standing strong side, 4 shots kneeling strong side, and 4 shots prone strong side.

SCORING - B21, B21X targets - use indicated K value with a maximum 250 points multiply by .4 to obtain percent.

B27 targets - 8, 9,10,X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points multiply by .4 to obtain percent.

Q targets - 5 points inside the bottle, 3 points out of the bottle on the target, multiply by .4 to obtain percent.

INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.

APPENDIX G

VIRGINIA TACTICAL QUALIFICATION COURSE II

FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS

Targets - B21, B21X, B27, Q

36 ROUNDS, 3 - 25 YARDS

Qualification Score 70%

Course begins with a charged and fully loaded weapon, all shots fired standing with strong hand, weapon at eye level with all shots placed high in the chest area unless directed otherwise by the instructor. Weapons WILL NOT BE holstered until the target has edged or whistle has blown. At the end of each phase of fire, a tactical/combat reload will be executed before holstering. If a reload is required it will be accomplished by using a combat or speed reloading technique.

Prior to the start of the course at the 7 YARD LINE, semi-auto pistol shooters will be advised to keep one magazine empty and load as directed by instructor in order to evaluate slide lock back, chamber empty and combat loads. Revolver shooters will have reload time increased by 2 seconds at all stages of fire.

PHASE 1 - At **3 Yard Line,** on command draw and fire 2 rounds in 3 seconds, one round in the body, one round in the head or groin and holster. Repeat 3 more times until 8 rounds have been fired.

REVOLVER shooter will reload before firing last four rounds.

PHASE 2 - At 7 Yard Line, (Prior to firing this stage, pistol shooters will be directed to do an in holster magazine exchange placing a magazine with 2 rounds in the pistol). On command draw and fire 2 rounds strong hand, execute a combat or speed reload, transfers weapon to weak hand and fires 1 additional round in 10 seconds. Weapon remains out held in weak hand only and on command fires 3 rounds in 3 seconds and safely holsters. Total rounds fired 6.

PHASE 3 - At 7 Yard Line, draw and fire 4 rounds in 5 seconds and safely holster. Repeat again for a total of 8 rounds. (Revolvers, top off cylinder before firing last 4 rounds).

PHASE 4 - At 15 Yard Line, standing, draw weapon to READY GUN and wait command to fire. On command fire 2 rounds in 3 seconds, return to READY GUN. On command fire 2 rounds, execute a combat or speed reload fire 2 additional rounds and return to READY GUN.

12 SECONDS allotted to fire rounds 3 & 4, reload and fire 2 additional rounds. On command fire 2 rounds in 3 seconds, safely holster. Total rounds fired 8.

PHASE 5 - AT 25 Yard Line, Shooter stands beside cover (barricade), On command retreats behind cover, draws on the move and from behind cover, assumes strong side kneeling position, leans out from behind the cover, fires 2 rounds strong side kneeling in 12 seconds and holsters.

Shooter stands beside cover (barricade) and on command shooter retreats behind cover and assumes strong side standing position, leans out from behind cover and fires 2 rounds, strong side standing in 12 seconds and holsters.

Shooter again retreats behind cover, assumes weak side standing position, leans out from behind cover and fire 2 rounds weak side standing and holsters.

WHEN SHOOTER RETREATS BEHIND COVER, ALL WEAPONS WILL BE DECOCKED AND TRIGGER FINGER PLACED OUTSIDE AND ABOVE THE TRIGGER GUARD. FAILURE TO DO SO IS A SAFETY VIOLATION AND NONE OF THE ROUNDS FIRED WILL BE SCORED. This course of fire is to teach looking for and moving to cover.

SCORING - B21, B21X, B27 targets - used indicated K value with a maximum 180 points divide by 1.8 to obtain percent.

B27 target - 8, 9, 10, X rings = 5 points, 7 rings = 4 points, hits on silhouette = 3 points, divide by 1.8 to obtain percent.

Q targets - 5 points inside the bottle, 3 points out of the bottle and on the target divide by 1.8 to obtain percent.

INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.

APPENDIX H

VIRGINIA TACTICAL QUALIFICATION COURSE III

FOR SEMI-AUTOMATIC PISTOLS

Targets-B21, B21x, B27, Q – 99

50 ROUNDS, 1/3-25 YARDS

Qualification Score 70%

Each officer/deputy restricted to number of magazines carried on duty. Magazines may be partially loaded during course of fire to induce a malfunction at instructor's discretion. Instructor may determine magazine exchanges. Course may be run from the 25 to the 1/3 yard line, or 1/3 yard line to the 25 yard line. Lateral, fore or aft movement during any phase at the instructor's discretion.

Phase 1-At the 25 Yard Line, for a total of 6 rounds.

On command, draw and fire 3 rounds standing, and 3 rounds kneeling in 25 seconds. (Option use barricade or simulated cover)

Phase 2-At the 15 Yard Line, for a total of 6 rounds.

On command, draw and fire 2 rounds in 4 seconds. (3x for total of 6 rounds) (Option, shoot then step laterally)

Phase 3-At the 7 Yard Line, for a total of 6 rounds.

On command, draw and fire 2 rounds in 3 seconds. (3x for total of 6 rounds) (Option, step laterally as you draw)

Use either 4a or 4b

Phase 4a-At the 7 Yard Line, for a total of 12 rounds.

On command, draw and fire 6 rounds, perform a reload, then fire an additional 6 rounds in 12 seconds. (Option, step laterally while reloading)

Phase 4b-At the 7 Yard Line, for a total of 12 rounds.

On command, draw as you move to the 5 yard line,

1. Fire 2 rounds in 3 seconds, (3x for total of 6 rounds)

2. Fire 6 rounds in 6 seconds.

Phase 5-At the 5 Yard Line, for a total of 14 rounds, on command, draw and fire (Option, step laterally as you draw)

1. Rounds in 3 seconds (3x for total of 6 rounds)

2. Rounds in 6 seconds, strong hand only

3. Rounds in 8 seconds, weak hand only.

Phase 6-At the 1-3 Yard Line, for a total of 6 rounds.

On command, draw and fire 3 rounds in 3 seconds using close quarter/hip technique. (Option, shove and shoot and/or 1-2 steps to the rear after shooting)

SCORING- B21, B21x targets-use indicated K value with maximum 25 points multiplied by .4 to obtain percent.

B27 targets-8, 9, 10, X rings=5 points, 7 ring=4 points, hits on silhouette=3 points multiply by .4 to obtain percent.

Q targets-5 points inside the bottle, 3 points outside the bottle on target multiply by .4 to get percent.

INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.

APPENDIX I

VIRGINIA TACTICAL QUALIFICATION COURSE IV

FOR SEMI-AUTOMATIC PISTOLS

Targets-B21, B21x, B27, Q

60 ROUNDS, 1/3-25 YARDS

Qualification Score 70%

Each officer/deputy restricted to number of magazines carried on duty. 25 yard line phase calls for rounds fired from 2 different positions (chosen from standing, kneeling, prone) for a total of 12 rounds. Mandated reloads or staging magazines to induce a malfunction at the instructor's discretion. When utilizing barricade or simulated cover position, Instructor option to begin behind cover or seek cover to begin phase. (Example: Shooter draws as he/ she steps behind cover) Close quarter/hip shooting portion can be run from three yards and in, utilizing close quarter shooting techniques. Lateral movement during draw or after shots may be introduced during any phase of fire at the instructor's discretion. Instructor option to substitute 5 Yard line stage with: draw and fire 4 rounds strong hand, safely transfer weapon to weak hand and immediately fire 4 rounds weak hand in 10 sec.

Phase 1-At the 25 Yard Line, for a total of 12 rounds.

On command, draw and fire 6 rounds from position 1; from position 2, fire 6 rounds in 45 seconds behind cover.

Phase 2-At the 15 Yard Line, for a total of 18 rounds. (Option for lateral movement)

1. On command, draw and fire 2 rounds in 4 seconds (3x for total of 6 rounds)

2. On command, draw and fire 6 rounds, combat reload, then fire 6 more rounds in 25 seconds.

Phase 3-At the 10 Yard Line, for a total of 6 rounds. (Option for lateral movement)

1. On command, draw and fire 2 rounds in 3 seconds, then go to ready gun.

2. From ready gun, on command, fire 2 rounds in 3 seconds.

3. From ready gun, on command, fire 2 rounds in 3 seconds.

Phase 4-At the 7 Yard Line, for a total of 12 rounds. (Option for lateral movement)

1. On command, draw and fire 2 rounds in 3 seconds.

2. On command, draw and fire 2 rounds in 3 seconds.

3. On command, draw and fire 2 rounds in 3 seconds.

4. On command, draw and fire 3 rounds in 4 seconds.

5. On command, draw and fire 3 rounds in 4 seconds.

Use either 5a or 5b

Phase 5a-At the 5 Yard Line, for a total of 8 rounds. (Option for lateral movement)

1. On command, draw and fire 4 rounds in 6 seconds, strong hand only then assess, scan and holster.

2. On command, draw and fire 4 rounds in 8 seconds, weak hand only. Reload and holster.

Phase 5b-At the 5 Yard Line, for a total of 8 rounds.

On command, draw and fire 4 rounds strong hand only, safely transfer to weak hand, then fire 4 more rounds weak hand only in 10 seconds.

Phase 6-At the 3 Yard Line or Closer, for a total of 4 rounds.

1. On command, draw and fire using close quarter/hip technique 2 rounds in 3 seconds. (Option, shove and shoot and/or 1-2 steps to the rear after shooting).

2. On command, draw and fire using close quarter/hip technique 2 rounds in 3 seconds. (Option, shove and shoot and/or 1-2 steps to the rear after shooting).

SCORING-B21, B21x targets-use indicated K value with maximum 300 points divided by 3 to obtain percent.

B27 target-8, 9, 10, X rings=5 points, 7 ring=4 points, hits on silhouette=3 points divided by 3 to obtain percent.

Q target-5 points inside the bottle, 3 points outside the bottle on target, divide by 3 to get percent.

INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.

APPENDIX J

VIRGINIA TACTICAL QUALIFICATION COURSE V

FOR SEMI-AUTOMATIC PISTOLS

Targets-B21, B21x, B27, Q

50 ROUNDS, 1/3-25 YARDS

Qualification Score 70%

Each officer/deputy restricted to number of magazines carried on duty 25 yard line calls for rounds fired from 2 different positions (chosen from standing, kneeling, prone) for a total of 6 rounds. (Example: 3 standing and 3 kneeling) Mandated reloads or staging magazines to induce a malfunction/reload at instructor's discretion. When utilizing barricade or simulated cover position, instructor option to begin behind cover or seek cover to begin phase. (Example: Shooter draws as he/she steps behind cover) Lateral movement during draw or after shots may be introduced during any phase of fire at the instructor's discretion. Close quarter/hip shooting portion can be run from three yards and in, utilizing close quarters shooting techniques. Instructor option to substitute 5 yard line stage with: draw and fire 4 rounds strong hand only, safely transfer weapon to weak hand and immediately fire 4 rounds weak hand only in 12 sec.

Phase 1-At the 25 Yard Line, for a total of 6 rounds.

On command, draw and fire 3 rounds from position 1; from position 2, fire 3 rounds in 25 seconds behind cover.

Phase 2-At the 15 Yard Line, for a total of 12 rounds.

1. Have shooters draw to Ready Gun position. On command fire 2 rounds in 3 seconds, assess, scan and return to Ready Gun. Repeat two (2) more times for a total of 6 rounds. Reload and holster.

2. On command, draw and fire 6 rounds in 12 seconds. Assess, scan and holster.

Phase 3-At the 10 Yard Line, for a total of 12 rounds.

On command, draw and fire 6 rounds, reload, and immediately fire 6 more rounds in 20 seconds.

Phase 4-At the 7 Yard Line, for a total of 6 rounds.

On command, draw and fire 2 rounds in 3 seconds. Repeat 2 more times for a total of 6 rounds.

Use either 5a or 5b

Phase 5a-At the 5 Yard Line, for a total of 8 rounds.

1. On command, draw and fire 4 rounds in 6 seconds strong hand only, assess, scan and holster.

2. On command, draw and fire 4 rounds in 8 seconds weak hand only.

Phase 5b-At the 5 Yard Line, for a total of 8 rounds.

On command, draw and fire 4 rounds strong hand only, safely transfer weapon to weak hand, and immediately fire 4 rounds weak hand only in 12 seconds.

Phase 6-At the 3 Yard Line or Closer, for a total of 6 rounds.

On command, draw and fire using close quarter/hip technique 3 rounds in 4 seconds. Repeat again for a total of 6 rounds. (Option shove and shoot and/or 1-2 steps to the rear after shooting.)

SCORING-B21, B21x targets-use indicated K value with maximum 250 points multiplied by .4 to obtain percent.

B27 target-8, 9, 10, X rings=5 points, 7 ring=4 points, hits on silhouette=3 points multiply by .4 to obtain percent.

Q target-5 points inside the bottle, 3 points outside the bottle on target, multiply by .4 to get percent.

INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.

Performance Outcomes For Law Enforcement Officers

Professionalism

Performance Outcome 1.1

Maintain knowledge of law enforcement work.

Training Objective Related to 1.1.

1. Given a written exercise, identify reasons why a law enforcement officer should maintain knowledge of law enforcement work, and resources available to assist with this.

Criteria: The trainee shall be tested on the following:

1.1.1. Three reasons to maintain knowledge of law enforcement work.

1.1.2. Three resources and materials which a law enforcement officer could utilize to maintain knowledge of law enforcement work.

Lesson Plan Guide: The lesson plan shall include the following:

1. Reasons to maintain knowledge of law enforcement work:

a. Current information may impact on legality of arrests

b. New methods and technologies may offer improvements to procedures

c. Desire and dedication to doing a job well requires current knowledge

d. Professionalism comes through to the public from a knowledgeable officer

e. Current knowledge impacts the ability to move for career development

f. Knowledge of new techniques and procedures may enhance the ability to assist prosecutors in obtaining convictions

2. Resources and materials which a law enforcement officer could utilize to maintain knowledge of law enforcement work:

a. Code of Virginia

b. Periodicals

c. Attorney General opinions

d. Federal, state Supreme Court decisions

e. Networking with other officers

f. FBI law enforcement bulletin

g. Magistrates Handbook (code index)

h. Gould book

i. Bureau of National Affairs law enforcement officer pocket manual

j. Department library/counsel/publications/policies and procedures

k. Legislative updates/selected acts

l. Virginia Supreme Court summaries of case decisions

m. In-service schools

n. Local ordinances

o. National Criminal Justice Reference Service

p. Department of Criminal Justice Services

q. Others as may be identified

Performance Outcome 1. 2.

Maintain a professional appearance with respect to clothing, grooming, and equipment.

Training Objectives Related to 1. 2.

1. Given a practical exercise, the trainee will be inspected to meet academy standards for clothing, grooming, and equipment.

Criteria: The trainee shall be tested on the following:

1.2.1. Professional appearance for a law enforcement officer regarding clothing and grooming.

1.2.2. Professional appearance for a law enforcement officer regarding personal equipment.

Lesson Plan Guide: The lesson plan shall include the following:

1. Professional appearance for a law enforcement officer regarding clothing and grooming.

2. Professional appearance for a law enforcement officer regarding personal equipment.

3. The importance to public perception of professionalism by presenting a well-groomed appearance for clothing and equipment.

4. The importance of establishing departmental esprit de corps by presenting a well-groomed appearance.

Performance Outcome 1.3.

Attend briefings or roll calls.

Training Objectives Related to 1.3.

1. Given a written exercise, identify the purpose for conducting briefings or roll calls.

Criteria: The trainee shall be tested on the following:

1.3.1. Reasons for attendance at briefings or roll calls:

1.3.1.1. Communication exchanges between shifts as preparation for patrol

1.3.1.2. Duty assignments and/or changes

1.3.1.3. Current information covered

1.3.1.4. Opportunity for questions/clarification

1.3.1.5. Others as may be identified.

Lesson Plan Guide: The lesson plan shall include the following:

1. Reasons for attendance at briefings or roll calls:

a. Communication exchanges between shifts as preparation for patrol

b. Duty assignments and/or changes

c. Current information covered

d. Opportunity for questions/clarification

e. Others as may be identified.

Performance Outcome 1. 4.

Maintain a courteous relationship with the public to foster a positive community relationship.

Training Objectives Related to 1. 4.

1. Given a written exercise, identify the impact that common courtesy may have regarding the relationship between law enforcement and the community.

Criteria: The trainee shall be tested on the following:

1.4.1. Reasons to foster a positive relationship between law enforcement and the public.

Lesson Plan Guide: The lesson plan shall include the following:

1. Reasons to foster a positive relationship between law enforcement and the public:

a. Develop and maintain open communications between law enforcement and the community

b. Reduce fear and mistrust by some members of the public, especially recent immigrants whose experience with law enforcement in other countries has been negative

c. Enhance the officer's ability to function as effectively as possible in carrying out daily duties

d. Others, as may be identified.

2. Consequences that may result from a failure of common courtesy:

a. Lack of respect on the part of the officer toward a member of the public has a ripple effect beyond the immediate situation, i.e., the public may fail to call for assistance for an officer in trouble or ignore reporting crime

b. Negative attitudes toward law enforcement in general may develop from the actions of one officer

c. The officer's ability to function effectively in carrying out daily duties will diminish should the officer become known as lacking in common courtesy

d. Others, as may be identified.

Performance Outcome 1. 5.

Behave in a fair and positive manner to develop and maintain a trust relationship with the citizenry.

Training Objectives Related to 1. 5.

Given a written exercise:

1. Identify the requirements for professionalism in law enforcement that impact the officer's knowledge, skill, and ability to behave in a fair and positive manner.

2. Identify the requirements that will assist in developing and maintaining a trust relationship with the citizenry.

Criteria: The trainee shall be tested on the following:

1.5.1. Principles that define a profession.

1.5.2. Historical evolution of law enforcement in the United States.

1.5.3. Three elements of the criminal justice system.

1.5.4. The place of law enforcement and criminal justice in the structure of government.

1.5.5. The role of ethics in law enforcement:

1.5.5.1. General principles of ethics

1.5.5.2. Law Enforcement Code of Ethics:

1.5.5.2.1. Officer behavior

1.5.5.2.2. Officer dedication

1.5.5.2.3 Career development.

1.5.6. Methods of handling violations of professional, ethical, or legal standards of conduct on the part of fellow officers.

1.5.7. Positive and negative aspects of discretionary enforcement of laws.

1.5.8. Positive and negative influences of a law enforcement career on an officer's personal life.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify principles that define a profession.

2. Identify the historical evolution of law enforcement in the United States:

a. Establishment of police force

b. Oath of office

c. Constitution and Bill of Rights.

3. Identify the three elements of the criminal justice system:

a. Courts:

1. Federal system:

a. U. S. District Court

b. U. S. Court of Appeals for the # Circuit (example: U. S. Court of Appeals for the 4th Circuit – Virginia is in this circuit)

c. U.S. Supreme Court

2. State system:

a. Magistrates

b. General District Courts

c. Circuit Courts

d. Virginia Court of Appeals

e. Virginia Supreme Court

b. Law Enforcement:

1. Federal officers (in general)

2. Sheriffs

3. Police (local and state)

4. Other law enforcement agents

c. Corrections:

1. Local corrections (jails, detention facilities)

2. State corrections.

4. Identify the place of law enforcement and criminal justice in the structure of government.

5. Define the role of ethics in law enforcement:

a. Identify two general principles of ethics that may assist an officer in making ethical judgments.

b. Review the Law Enforcement Code of Ethics and its impact on the following:

1. Officer behavior on duty:

a. Reverence for the law

b. Crime prevention

c. Respect for the public

d. Impartial law enforcement

e. Attempt to use minimum force necessary to effect an arrest

f. Report only the truth

g. Testify only the truth

h. Never use public office for private gain

i. Strive to perform at maximum efficiency

j. Never misuse police resources or confidential information.

2. Officer behavior off-duty:

a. Practice good citizenship, i.e., youth volunteer work, assist neighbors, be active in schools, etc.

b. Maintain self-control, fair play and discipline in such areas as avoiding disputes, excessive use of alcohol, prejudicial conduct or interaction with people of different ethnic, religious, sexual and similar preferences, illegal gambling and others that may be identified.

3. Officer dedication:

a. Self (taking care of you will help you care for others)

b. Family

c. Office

d. Community

e. State

f. Country

4. Career development:

a. In-service training

b. Resources for individual efforts:

1. Reading

2. Seeking out other law enforcement training

3. Using educational resources such as college courses

4. Others that may be identified.

6. Identify methods of handling violations of professional, ethical, or legal standards of conduct on the part of fellow officers.

7. Identify the positive and negative aspects of discretionary enforcement of laws.

a. Positive aspect: Give consideration to the violation and the violator, i.e., an elderly citizen on a fixed income may inadvertently run a red light and will benefit from a verbal warning rather than a ticket.

b. Negative aspect: Citizens watching an officer may conceive his enforcement of traffic laws is unfair when the officer allows a prominent citizen driving under the influence to simply park his vehicle and take a cab rather than arresting the violator.

8. Identify positive and negative influences of a law enforcement career on an officer's personal life:

a. Positive influences include, but are not limited to:

1. Providing a role model to citizens, especially children

2. Saving lives

3. Preventing crime

4. Safeguarding the principles of our nation as noted in the Constitution and the Bill of Rights

5. Others as may be identified.

b. Negative influences include, but are not limited to:

1. Constantly facing the possibility of death or serious injury

2. Divorce or strains on family relationships

3. Alcoholism

4. Mental health problems ranging from chronic stress to depression with the possibility of suicide

5. Others, as may be identified.

c. Bias:

1. Define bias

2. Define discrimination

3. Identify consequences of bias based policing

4. Identify consequences of impartial law enforcement

5. Identify methods that an officer may use to prevent bias from determining a law enforcement intervention.

Legal Issues

Performance Outcome 2. 1.

Respond to request for service by determining whether the facts are civil or criminal.

Training Objectives Relating to 2. 1.

1. Given a written exercise, identify actions as civil or criminal matters.

Criteria: The trainee shall be tested on the following:

2.1.1. Define civil matter as an act that neither affects the common interest nor the community, nor does it violate a law or ordinance.

2.1.2. Define criminal matter as a violation of any law or ordinance that subjects the offender to public punishment.

2.1.3. Evaluate facts of a situation to determine if it is a civil or criminal matter by complying with statutory definitions of civil vs. criminal.

2.1.4. Identify the resources for assistance in a civil matter.

2.1.5. Identify parameters for use of discretion by a law enforcement officer relating to a violation of law.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define civil matter as an act that neither affects the common interest nor the community, nor does it violate a law or ordinance.

Case reference: Commonwealth v. Webb, 27 Va. (6 Rand.) 726 (1928).

2. Define criminal matter as a violation of any law or ordinance that subjects the offender to public punishment.

Case reference: Jernigan v. Commonwealth, 104 Va. 850, 52 SE 361 (1905).

3. Evaluate facts of a situation to determine if it is a civil or criminal matter by complying with statutory definitions of civil vs. criminal.

4. Identify the resources for assistance in a civil matter.

a. The person may go to the clerk of the district court or an attorney for assistance.

5. Identify parameters for use of discretion by a law enforcement officer relating to a violation of law.

Instructor Note: Advise trainees that they must identify department policy relating to explaining a violation of county or municipal ordinances that is the basis for a summons to the violator. Advise trainees that they must identify department policy relating to use of discretion regarding a violation of law.

Performance Outcome 2. 2.

Research and acquire necessary information from relevant legal materials.

Training Objectives Related to 2. 2.

1. Given a written or practical exercise, identify crimes, code sections, classes of felonies and classes of misdemeanors.

Criteria: The trainee shall be tested on the following:

2.2.1. Given a written or practical exercise where the trainee is given the facts of a crime, identify the crime and code section using the Code of Virginia.

2.2.2. Given a written exercise, identify the classes of felonies and their punishments.

2.2.3. Given a written exercise, identify the classes of misdemeanors and their punishments.

Lesson Plan Guide: The lesson plan shall include the following:

1. The types of laws and general subjects contained within the Code of Virginia:

a. Identify the classes of felonies and their punishments.

b. Identify the classes of misdemeanors and their punishments.

c. Differentiate between actual and attempted felonies and misdemeanors.

2. Index to the Code of Virginia.

3. The impact of case law on statutory law.

4. The difference between common law and statutory law.

Performance Outcome 2.3

Identify legal documents as civil or criminal in nature to determine the correct law enforcement response.

Training Objectives Related to 2.3

1. Given a written or practical exercise, identify court and legal documents as civil or criminal in nature and determine the correct law enforcement response.

Criteria: The trainee shall be tested on the following:

2.3.1. Family Abuse Orders:

2.3.1.1. Emergency Protective Orders (including telephonic orders)

2.3.1.2. Preliminary Protective Orders

2.3.1.3. Permanent Protective Orders

2.3.2. Lease

2.3.3. Mental Health Involuntary Commitment Orders:

2.3.3.1. Emergency Commitment Order

2.3.3.2. Temporary Detention Order

Lesson Plan Guide: The lesson plan shall include the following:

1. Family Abuse Orders:

a. Emergency Protective Orders (including telephonic orders)

b. Preliminary Protective Orders

c. Permanent Protective Orders

2. Lease

3. Mental Health Involuntary Commitment Orders:

a. Emergency Commitment Order

b. Temporary Detention Order

4. Consult with supervisor if uncertain about any court or legal document.

Instructor Note: Advise trainees that they must identify filing and record keeping procedures for court and legal documents within their department as part of their department training.

Performance Outcome 2. 4.

Obtain an arrest warrant from proper authority.

Training Objectives Related to 2. 4.

1. Given a written or practical exercise, identify the proper authority from whom to obtain an arrest warrant, the information that must be presented to support a warrant, and return requirements.

Criteria: The trainee shall be tested on the following:

2.4.1. Identify the proper authorities from which an arrest warrant may be obtained according to 19.2-71 and Rule 3A:3 of the Rules of the Supreme Court of Virginia.

2.4.2. Identify the information that must be provided to support a warrant.

2.4.3. Return arrest warrant conforming to statutory requirements.

2.4.4. Circumstances under which a felony warrant may be issued by a magistrate on a citizen complaint.

Lesson Plan Guide: The lesson plan shall include the following:

1. The proper authorities from which an arrest warrant may be obtained according to 19.2-71 and Rule 3A:3 of the Rules of the Supreme Court of Virginia:

a. Judge

b. Clerk of any circuit, general district, or family court

c. Magistrate

2. The information that must be provided to support a warrant:

a. The crime

b. The facts that support probable cause

c. How these facts relate to the suspect(s)

3. Return of arrest warrant conforming to statutory requirements:

a. Officer endorsement of the warrant

b. Return to a judicial officer with authority to grant bail

4. Circumstances under which a felony warrant may be issued by a magistrate on a citizen complaint.

Performance Outcome 2. 5.

Answer questions regarding the progress of a case according to rules of privacy and security controlling access to records.

Training Objectives Relating to 2. 5.

1. Given a written exercise, identify basic laws governing rules of privacy and security to control access to records.

Criteria: The trainee shall be tested on the following:

2.5.1. Freedom of Information Act principles.

2.5.2. Privacy Act principles.

2.5.3. Statutes relating to criminal history records/juvenile information.

2.5.4. Statutes relating to release of information through NCIC or VCIN.

Lesson Plan Guide: The lesson plan shall include the following:

1. Freedom of Information Act principles (§§2.2-3704, 2.2-3705.2, 2.2-3706, and 2.2-3714).

2. Privacy Act principles (§2.2-3800).

3. Statutes relating to criminal history records/juvenile information (§§15.2-1722, 16.1-300, 16.1-301, 19.2- 389, and 19.2-389.1).

4. Statutes relating to release of information through NCIC or VCIN (§§19.2-389 and 19.2- 389.1).

Performance Outcome 2. 6.

Take juvenile offenders into custody.

Training Objectives Relating to 2. 6.

1. Given a written exercise, identify constitutional and Code of Virginia requirements for taking juvenile offenders into custody.

Criteria: The trainee shall be tested on the following:

2.6.1. Define child in need of services and child in need of supervision with Code citations (§16.1-228):

2.6.1.1. Purpose and intent of juvenile law

2.6.1.2. Child in need of supervision or delinquent child

2.6.2. Identify the only instances when a juvenile may be taken into immediate custody according to Code:

2.6.2.1. With a written detention order

2.6.2.2. When the juvenile is in need of services and there is a clear danger to the child's life or health

2.6.2.3. For a crime committed in the officer's presence and the officer believes it necessary for the protection of the public

2.6.2.4. For (i) shoplifting, (ii) assault and battery, and (iii) weapon on school property

2.6.2.5. When the juvenile has committed an offense which would be a felony if committed by an adult

2.6.2.6. Runaway or escape from a residential child care facility or home where placed by the Courts or other agency

2.6.2.7. When the juvenile is in need of inpatient treatment for mental illness

2.6.2.8. Runaway from home or where there is no adult supervision at such hours and under such circumstances where there is a substantial danger to the child's welfare

2.6.2.9. Curfew violations

2.6.3. Identify the two instances in which a warrant may be issued for a juvenile by a magistrate:

2.6.3.1. On an appeal from a decision of an intake officer

2.6.3.2. When a juvenile is in need of services or delinquent and the court is not open or intake officer is not reasonably available, which means neither the judge nor the intake officer could arrive within one hour after contacted

2.6.4. Identify the procedures to be taken after a juvenile has been placed in custody:

2.6.4.1. When in custody by way of written petition, take juvenile before judge or intake officer

2.6.4.2. When in custody by reason of need of services, protection of the public, or shoplifting, take juvenile before intake officer

2.6.4.3. Warrant is to be delivered forthwith to the Juvenile & Domestic Relations Court

2.6.4.4. Summonses to be given to child and parents and/or guardians

2.6.5. Identify the requirements for the separation of juveniles from other prisoners:

2.6.5.1. Child must be kept entirely separate and removed from adult jail population

2.6.5.2. Child must be transported separately from adults.

2.6.6. Identify the requirement of advising a juvenile of his/her constitutional rights when conducting a custodial interrogation:

2.6.6.1. Juvenile to be advised of right to counsel

2.6.6.2. Same Miranda rights apply as to those of adults, except it is recommended that parent/guardian be present if possible.

2.6.6.3. Statements given at intake are NOT admissible.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define child in need of services and child in need of supervision with Code citations (§16.1-228):

a. Purpose and intent of juvenile law, §16.1-227

b. Child in need of supervision or delinquent child, §16.1-228

2. The only instances when a juvenile may be taken into immediate custody according to Code §16.1-246:

a. With a written detention order

b. When the juvenile is in need of services and there is a clear danger to the child's life or health

c. For a crime committed in the officer's presence and the officer believes it necessary for the protection of the public

d. For (i) shoplifting, (ii) assault and battery, and (iii) weapon on school property

e. When the juvenile has committed an offense that would be a felony if committed by an adult

f. Runaway or escape from a residential child care facility or home where placed by the Courts or other agency

g. When the juvenile is in need of inpatient treatment for mental illness

h. Runaway from home or where there is no adult supervision at such hours and under such circumstances where there is a substantial danger to the child's welfare

i. Curfew violations

3. The two instances in which a warrant may be issued for a juvenile by a magistrate (§16.1-256):

a. On an appeal from a decision of an intake officer

b. When a juvenile is in need of services or delinquent and the court is not opened or intake officer is not reasonably available, (meaning neither the judge nor the intake officer could arrive within one hour after contacted)

4. The procedures to be taken after a juvenile has been placed in custody (§16.1-260 and 16.1-247):

a. When in custody by way of written petition, take juvenile before judge or intake officer

b. When in custody by reason of need of services, protection of the public, or shoplifting, take juvenile before intake officer

c. Warrant is to be delivered forthwith to the J & DR Court

d. Summonses to be given to child and parents and/or guardians (§16.1-263)

e. Fingerprinting and photographing juveniles (§16.1-299).

5. The requirements for the separation of juveniles from other prisoners (§16.1-249(E) and 16.1-254):

a. Child must be kept entirely separate and removed from adult jail population

b. Child must be transported separately from adults.

6. The requirement of advising a juvenile of his/her constitutional rights when conducting a custodial interrogation (§16.1-263):

a. Juvenile to be advised of right to counsel

b. Same Miranda rights apply as to those of adults, except it is recommended that parent/guardian be present if possible.

c. Statements given at intake are NOT admissible (§16.1-261).

Instructor Note: Advise trainees that they will need to identify department policy and procedure related to handling juvenile complaints and treatment of juvenile offenders as part of department training.

****Special Note: In 2004, the Code of Virginia was amended to require that all duly constituted police authorities shall take fingerprints and photographs of any juvenile who is taken into custody and charged with a delinquent act for which, if committed by an adult, is required to be reported to the Central Criminal Records Exchange pursuant to subsection A of § 19.2-390.***

Performance Outcome 2. 7.

Serve mental health commitment papers.

Training Objectives Relating to 2. 7.

1. Given a written exercise, identify Code of Virginia requirements for serving mental health commitment papers (emergency custody orders or temporary detention orders only).

Criteria: The trainee shall be tested on the following:

2.7.1. Define emergency custody orders and temporary detention orders and situations in which these would be utilized.

2.7.2. Identify persons having authority to issue an emergency custody order or temporary detention order.

2.7.3. Identify procedures for emergency custody order or temporary detention order return of service.

Lesson Plan Guide: The lesson plan shall include the following:

1. Definition of emergency custody orders and temporary detention orders and situations in which these would be utilized.

2. Identification of persons having authority to issue an emergency custody order or temporary detention order (judge or magistrate).

3. Procedures for emergency custody order or temporary detention order return of service.

a. Return service promptly to the clerk's office stating the date and manner of service and to whom service was made

4. Service of mental health commitment papers is the same as service and return of any other civil judicial process.

5. Service is not restricted but is applicable statewide (§8.01-292).

6. Copy of papers must be served to the person to be committed or to a person found at the normal place of abode (§37.2-808 and 37.2-809).

7. Emergency commitments (involuntary detention), (§§37.2-808, 37.2-809, 37.2-810).

Instructor Note: Advise trainees that they must identify department policy related to administrative handling of cases involving mental illness/abnormal behavior as part of their department training.

Performance Outcome 2. 8.

Apply knowledge of law related to a death.

Training Objectives Relating to 2. 8.

1. Given a written exercise, identify elements of crimes relating to death.

Criteria: The trainee shall be tested on the following:

2.8.1. Define various types of crimes related to death with elements of the crime and Code citations:

2.8.1.1. Capital murder

2.8.1.2. First and second degree murder

2.8.1.3. Felony homicide

2.8.1.4. Voluntary manslaughter

2.8.1.5. Involuntary manslaughter

2.8.2. Define suicide.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define various types of crimes related to death with elements of the crime and Code citations:

a. Capital murder, §18.2-31

b. First and second degree murder, §18.2-32 (case law definitions)

c. Felony homicide, §18.2-33

d. Voluntary manslaughter, §18.2-35

e. Involuntary manslaughter, §18.2-36, 18.2-36.1, 18.2-36.2

2. Define suicide.

Performance Outcome 2. 9.

Apply knowledge of law related to a rape or sexual assault.

Training Objectives Relating to 2. 9.

1. Given a written exercise, identify the elements of and crime classifications for various types of sexual assault.

Criteria: The trainee shall be tested on the following:

2.9.1. Define various types of sexual assault investigations and crime classifications of the offenses with Code citations:

2.9.1.1. Rape

2.9.1.2. Carnal knowledge of a child age 13 up to age15

2.9.1.3. Forcible sodomy

2.9.1.4. Inanimate sexual object penetration

2.9.1.5. Aggravated sexual battery

2.9.1.6. Sexual battery

Lesson Plan Guide: The lesson plan shall include the following:

1. Define various types of sexual assault investigations, elements of the crimes, and crime classifications of the offenses:

a. Rape, §18.2-61

b. Carnal knowledge of a child age 13 up to age 15, §18.2-63

c. Forcible sodomy, §18.2-67.1

d. Inanimate sexual object penetration, §18.2-67.2

e. Aggravated sexual battery, §18.2-67.3

f. Sexual battery, §18.2-67.4

Performance Outcome 2.10.

Apply knowledge of the law related to robbery.

Training Objectives Relating to 2.10.

1. Given a written exercise, identify elements and crime classifications of robbery with Code citations.

Criteria: The trainee shall be tested on the following:

2.10.1. Define robbery and the elements of the crime.

2.10.2. Define carjacking and elements of the crime.

Lesson Plan Guide: The lesson plan guide should include the following:

1. Define robbery, the elements of the crime, and the punishments. (§18.2-58).

2. Define carjacking, the elements of the crime and the punishments. (§18.2-58.1).

Performance Outcome 2.11.

Apply knowledge of the law related to felony wounding or misdemeanor assault and battery.

Training Objectives Relating to 2.11.

1. Given a written exercise, identify elements of and crime classification for felony wounding or misdemeanor assault and battery with Code citations.

Criteria: The trainee shall be tested on the following:

2.11.1. Identify elements of felony wounding or battery.

2.11.2. Identify the elements of misdemeanor assault and battery.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify elements of felony wounding or battery with Code citations:

a. Malicious wounding or battery (§18.2-51)

b. Unlawful wounding:

1. Shoot, stab, cut, wound or cause bodily injury

2. With intent to maim, disfigure, disable or kill

3. With malice vs. unlawful

2. Identify the elements of misdemeanor assault and battery:

a. Assault: an attempted battery, or threat with the present ability to carry out the threat.

b. Battery: any rude, angry, or vengeful touching; unlawful touching of persons the age of 13 or over may constitute common law assault and battery (cross-reference sexual battery).

Performance Outcome 2.12.

Apply knowledge of the law related to a residential, commercial, or industrial burglary.

Training Objectives Relating to 2.12.

1. Given a written exercise, identify elements of and crime classifications for a residential, commercial, or industrial burglary.

Criteria: The trainee shall be tested on the following:

2.12.1. Identify categories related to burglary offenses and the elements of the crimes with Code citations.

2.12.2. Identify elements of trespassing.

2.12.3. Identify elements of unlawful entry.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify categories related to burglary offenses and the elements of the crimes with Code citations:

a. Burglary, §18.2-89

b. Entering dwelling house with intent to commit murder, rape, or robbery, §18.2-90

c. Entering dwelling house with intent to commit larceny, assault and battery or other felony, §18.2-91

d. Breaking and entering dwelling house with intent to commit assault or other misdemeanor, §18.2-92

e. Possession of burglarious tools, etc., §18.2-94.

2. Identify elements of trespassing §18.2-119 to 18.2-136.1.

3. Identify elements of unlawful entry §18.2-121.

Performance Outcome 2.13.

Apply knowledge of the law related to a larceny, motor theft, extortion, and embezzlement.

Training Objectives for 2.13.

1. Given a written exercise, identify the elements and crime classifications of larceny, attempted or actual motor vehicle theft, extortion, and embezzlement with Code citations.

Criteria: The trainee shall be tested on the following:

2.13.1. Define various types of larceny and elements of the crimes.

2.13.2. Distinguish between larceny of a vehicle, unauthorized use of a vehicle and embezzlement of a vehicle.

2.13.3. Define the elements of the crime of receiving, concealing, or buying stolen property.

2.13.4. Identify punishments associated with the crime of receiving, concealing or buying stolen property.

2.13.5. Define extortion and elements of the crime.

2.13.6. Identify punishments associated with the crime of extortion.

2.13.7. Define embezzlement and elements of the crime.

2.13.8. Identify punishments associated with the crime of embezzlement.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define various types of larceny and elements of the crimes with Code citations:

a. Grand larceny, §18.2-95

1. Distinguish between grand larceny of a vehicle, unauthorized use, and embezzlement, §18.2-102, §18.2-108, §18.2-111

b. Petit larceny, §18.2-96

1. Third offense a felony

c. Shoplifting and concealing merchandise.

2. Define the elements of the crime involving stolen property with Code citations:

a. Concealing stolen property, §18.2-108

b. Shoplifting, §18.2-103 - 18.2-105

c. Distinguish between the presumption of larceny arising from recent unexplained possession of stolen property and the crime of receiving, buying or concealing stolen property.

3. Identify punishments associated with the crime of larceny:

a. Felony if value is equal to or greater than $500

b. Misdemeanor if value is less than $500

c. Subsequent offenses

4. Define extortion and elements of the crime, §18.2-59.

5. Identify punishments associated with the crime of extortion.

6. Define embezzlement and elements of the crime, §18.2-111.

7. Identify punishments associated with the crime of embezzlement.

Instructor Note: Advise trainees that they will need to identify department policy relating to the handling of shoplifting complaints as part of department training.

Performance Outcome 2.14.

Apply knowledge of the law relating to trespassing, destruction of property/vandalism, or a hate crime.

Training Objectives Relating to 2.14.

1. Given a written exercise, identify the elements of trespassing/destruction of property/vandalism, and hate crimes with Code citations.

Criteria: The trainee shall be tested on the following:

2.14.1. Define malicious mischief/destruction of property and elements of the crime.

2.14.2. Identify elements of trespassing.

2.14.3. Identify enhanced penalties that may accompany certain crimes based on motives.

2.14.4. Identify other crimes to which §18.2-121 may apply.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define trespassing and elements of the crime with Code citations:

a. Damaging property, §18.2-121 and §18.2-137

b. Unlawfully destroy, deface, damage, or remove without intent to steal another's property

2. Class I misdemeanor if less than $1000 value.

3. Class 6 felony if $1000 or more.

4. Identify enhanced penalties that may accompany certain crimes based on motives (§18.2-57, §18.2-420, §18.2-121).

5. Identify other crimes to which §18.2-121 may apply.

6. Identify elements of trespassing §18.2-119 to 18.2-136.1 and §18.2-160.2 related to trespassing on public transportation.

Performance Outcome 2.15.

Apply knowledge of the law related to suspicious fires.

Training Objectives Relating to 2.15.

1. Given a written exercise, identify the elements of crimes related to suspicious fires.

Criteria: The trainee shall be tested on the following:

2.15.1. Define arson and elements of the crime.

2.15.2. Define threat or use of illegal explosive devices and elements of the crime.

2.15.3. Identify other offenses involving burning or use of explosive devices.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define arson and elements of the crime with Code citations, §18.2-77 to §18.2-82.

2. Define threat or use of illegal explosive devices and elements of the crime with Code citations, §18.2-83 to §18.2-85.

3. Identify other offenses involving burning or use of explosive devices.

Performance Outcome 2.16.

Apply knowledge of the law relating to forgery/uttering and counterfeiting.

Training Objectives Relating to 2.16.

1. Given a written exercise, identify the elements and crime classifications relating to forgery/uttering and counterfeiting.

Criteria: The trainee shall be tested on the following:

2.16.1. Define forgery and uttering and elements of the crime.

2.16.2. Define counterfeiting and elements of the crime.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define forgery and uttering and elements of the crime with Code citations, §18.2-172 .

2. Define counterfeiting and elements of the crime with Code citations, §18.2-170.

Performance Outcome 2.17.

Apply knowledge of the law relating to fraud.

Training Objectives Relating to 2.17.

1. Given a written exercise, identify the elements and crime classifications of fraud.

Criteria: The trainee shall be tested on the following:

2.17.1. Define fraud and elements of the crime.

2.17.2. Department of Motor Vehicles Fraud § 46.2-105.2

Lesson Plan Guide: The lesson plan shall include the following:

1. Define fraud and elements of the crime with Code citations, §18.2-186.

2. Department of Motor Vehicles Fraud § 46.2-105.2

Performance Outcome 2.18.

Apply knowledge of the law relating to a weapons/firearm offenses.

Training Objectives Relating to 2.18.

1. Given a written exercise, identify the elements and crime classifications relating to weapons/firearms offenses.

Criteria: The trainee shall be tested on the following:

2.18.1. Define weapons/firearms offenses and elements of the crimes.

2.18.1.1. Concealed weapons

2.18.1.2. Sawed-off shotguns

2.18.1.3. Possession of firearm by convicted felon

2.18.1.4. Possession of firearm coincident with Schedule I or II drug offense

2.18.1.5. Possession of firearm during commission of a felony

2.18.1.6. Possession of a firearm while under a protective order

2.18.1.7. Possession of ammunition by a convicted felon.

2.18.2. Prohibition of purchase of firearm by person adjudicated legally incompetent or mentally incompetent (§18.2-308.1:2) or involuntarily admitted to an inpatient facility or involuntarily ordered to outpatient treatment and prohibited from purchasing a firearm pursuant to § 18.2-308.1:3

2.18.3. Prohibition of possession of firearm by person who committed felonies while a juvenile (§18.2-308.2)

2.18.4. Prohibition of possession of firearm by persons not lawfully in United States (§18.2- 308.2:01)

2.18.5. Identify how to determine whether or not a suspect has been subject to involuntary commitment, mandatory outpatient treatment, or been released from voluntary admission after issuance from a temporary detention order and had purchased a weapon, possessed a weapon, or transported a weapon and if so, notify the Central Criminal Records Exchange.

2.18.6. Identify how to determine whether or not a suspect is in violation of §18.2-308.2 (juvenile offender records)

2.18.7. Identify how to determine if the suspect is in violation of §18.2-308.2:01 (illegal alien restrictions)

Lesson Plan Guide: The lesson plan shall include the following:

1. Define weapons/firearms offenses and elements of the crimes with Code citations,

a. Concealed weapons, §18.2-308

b. Sawed-off shotguns, §18.2-299 to 18.2-307

c. Possession of firearm by convicted felon, §18.2-308.2

d. Possession of firearm coincident with Schedule I or II drug offense, §18.2-308.4

e. Possession of firearm during commission of a felony, §18.2-53.1

f. Possession of a firearm while under a protective order, §18.2-308.1:4

g. Possession of a machete (§18.2-308) or brandishing a machete (§18.2-282.1)

h. Possession of ammunition by a convicted felon (§18.2-308.2)

2. Prohibition of purchase of firearm by person adjudicated legally incompetent or mentally incompetent (§18.2-308.1:2) or involuntarily admitted to an inpatient facility or involuntarily ordered to outpatient treatment and prohibited from purchasing a firearm pursuant to §18.2-308.1:3

3. Prohibition of possession of firearm by person who committed felonies while a juvenile (§18.2-308.2)

4. Prohibition of possession of firearm by persons not lawfully in United States (§18.2-308.2:01)

5. Identify the legal basis that allows retired officers in good standing to carry a weapon anywhere in the United States and the procedure for identifying oneself as a retired officer.

6. Identify how to determine whether or not a suspect has been subject to involuntary commitment, mandatory outpatient treatment, or been released from voluntary admission after issuance from a temporary detention order and had purchased a weapon, possessed a weapon, or transported a weapon and if so, notify the Central Criminal Records Exchange.

7. Identify how to determine whether or not a suspect is in violation of §18.2-308.2 (juvenile offender records)

8. Identify how to determine if the suspect is in violation of §18.2-308.2:01 (illegal alien restrictions)

Performance Outcome 2.19.

Apply knowledge of the law relating to prostitution and sex offenses.

Training Objectives Relating to 2.19.

1. Given a written exercise, identify the elements of and crime classifications relating to prostitution and other sex offenses.

Criteria: The trainee shall be tested on the following:

2.19.1. Define sex offenses and elements of the crimes.

2.19.1.1. Fornication

~~2.19.1.2. Lewd and lascivious cohabitation~~ (Repealed)

2.19.1.3. Keeping, residing in or frequenting a bawdy place

2.19.1.4. Aiding prostitution or illicit sexual intercourse

2.19.1.5. Using vehicles to promote prostitution or unlawful sexual intercourse

2.19.1.6. Receiving money for procuring person

2.19.1.7. Receiving money from earnings of male or female prostitute

2.19.1.8. Transporting person for purpose of a sex offense

2.19.1.9. Crimes against nature

2.19.2. Define sex offenses against children and elements of the crime (§18.2-370 through §18.2-371)

2.19.3. Identify components of unlawful filming, videotaping or photographing of another (§18.2-386.1)

Lesson Plan Guide: The lesson plan shall include the following:

1. Define sex offenses and elements of the crimes.

a. Fornication, §18.2-344

~~b. Lewd and lascivious cohabitation, §18.2-345~~ (Repealed)

c. Keeping, residing in or frequenting a bawdy place, §18.2-347

d. Aiding prostitution or illicit sexual intercourse, §18.2-346 - §18.2-348

e. Using vehicles to promote prostitution or unlawful sexual intercourse, §18.2-349

f. Receiving money for procuring person, §18.2-356

g. Receiving money from earnings of male or female prostitute, §18.2-357

h. Transporting person for purpose of a sex offense, §18.2-348

i. Crimes against nature, §18.2-361

2. Define sex offenses against children and elements of the crime (§18.2-370 through §18.2-371)

3. Identify components of unlawful filming, videotaping or photographing of another (§18.2-386.1)

Performance Outcome 2.20.

Apply knowledge of the law relating to gambling.

Training Objectives Relating to 2.20.

1. Given a written exercise, identify the elements of crime classifications relating to gambling offenses.

Criteria: The trainee shall be tested on the following:

2.20.1. Define gambling and elements of the crime.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define gambling and elements of the crime, §18.2-325

Performance Outcome 2.21.

Apply knowledge of the law relating to controlled substances.

Training Objectives Relating to 2.21.

1. Given a written exercise, identify the elements of and crime classifications relating to controlled substances.

Criteria: The trainee shall be tested on the following:

2.21.1. Define controlled substances and elements of the crimes.

Lesson Plan Guide: The lesson plan guide should include the following:

1. Define controlled substances and elements of the crimes, §18.2-248 to §18.2-265.

Performance Outcomes 2.22.

Apply knowledge of the law relating to disorderly conduct.

Training Objectives Relating to 2.22.

1. Given a written exercise, identify the elements relating to disorderly conduct.

Criteria: The trainee shall be tested on the following:

2.22.1. Define disorderly conduct and identify elements of the crime.

2.22.2. Distinguish between disorderly conduct and breach of the peace.

2.22.3. Distinguish between Code of Virginia and local ordinances.

2.22.4. Identify offenses related to use of profane, threatening or indecent language over public airways or by computer or text.

2.22.5. Describe the relationship between disorderly conduct and all other provisions of Title 18.2 as set out in Battle v. Commonwealth, 50 Va. App. 135 (2007).

Lesson Plan Guide: The lesson plan shall include the following:

1. Define disorderly conduct and identify elements of the crime with Code citations, §18.2-415

2. Distinguish between disorderly conduct and breach of the peace. Breach of the peace is a more general phrase and referenced in the Code in a variety of places: §8.01-45, §18.2-416, §18.2-417, §18.2-464, §18.2-463.

3. Distinguish between Code of Virginia and local ordinances as appropriate.

4. Identify offenses related to use of profane, threatening or indecent language over public airways or by computer or text.

5. Describe the relationship between disorderly conduct and all other provisions of Title 18.2 as set out in Battle v. Commonwealth, 50 Va. App. 135 (2007).

Performance Outcome 2.23 is retired. Key components were moved to other standards.

Performance Outcome 2.24.

Apply knowledge of the law relating to stalking.

Training Objectives Relating to 2.24.

1. Given a written exercise, identify the elements of stalking.

Criteria: The trainee shall be tested on the following:

2.24.1. Define stalking and identify elements of the crime with Code citations.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define stalking and identify elements of the crime with Code citations. §18.2-60.3

Performance Outcome 2.25.

Apply knowledge of the law relating to establishing local ordinances.

Training Objectives Relating to 2.25.

1. Given a written exercise, identify the Code related to establishing local ordinances.

2. Given a written exercise, identify the Code providing localities the authority to establish local ordinances relating to loitering and curfews.

Criteria: The trainee shall be tested on the following:

2.25.1. Identify the Code citation enabling local counties, cities, and towns to establish local ordinances.

2.25.2. Identify the Code citation enabling local counties, cities, and towns to establish local ordinances that affect loitering and curfew violations.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the Code citation enabling local counties, cities, and towns to establish local ordinances. (§15.2-1425) (§15.2-1429)

2. Identify the Code citation enabling local counties, cities, and towns to establish local ordinances that affect loitering/curfew violations. (§15.2-926)

Performance Outcome 2.26.

Apply knowledge of the law relating to firearm related incidents.

Training Objectives Relating to 2.26.

1. Given a written exercise, identify elements of crimes relating to firearms incidents.

Criteria: The trainee shall be tested on the following:

2.26.1. Identify possible crimes associated with firearms with Code citations

2.26.1.1. Reckless handling of a firearm

2.26.1.2. Discharge of a firearm in an occupied dwelling

2.26.1.3. Brandishing a firearm

2.26.1.4. Hunting while under the influence of alcohol

2.26.1.5. Shooting near a roadway

2.26.1.6. Failure to secure weapons resulting in injury to a child

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify possible crimes associated with firearms with Code citations

a. Reckless handling of a firearm, §18.2-56.1

b. Discharge of a firearm in an occupied dwelling, §18.2-279

c. Brandishing a firearm, §18.2-282

d. Hunting while under the influence of alcohol, §18.2-285

e. Shooting near a roadway, §18.2-286

f. Failure to secure weapons resulting in an injury to a child, §18.2-56.2

Performance Outcome 2.27.

Apply knowledge of the law relating to a public drinking violation.

Training Objectives Relating to 2.27.

1. Given a written exercise, identify criminal violations relating to public drinking violations.

Criteria: The trainee shall be tested on the following:

2.27.1. Open container of alcoholic beverage in motor vehicles

2.27.2. Drinking in a public place

2.27.3. Possession of alcohol by minors

2.27.4. Sale of alcohol to minors

2.27.5. Public intoxication

2.27.6. Possession of alcohol on school grounds

Lesson Plan Guide: The lesson plan shall include the following:

1. Open container of alcoholic beverage in motor vehicles, §18.2-323.1

2. Drinking in a public place, §4.1-308

3. Possession of alcohol by minors, § 4.1-305

4. Sale of alcohol to minors, § 4.1-304

5. Public intoxication, §4.1-308

6. Possession of alcohol on school grounds, §4.1-309

Performance Outcome 2.28.

Apply knowledge of the law relating to an abducted person.

Training Objectives Relating to 2.28.

1. Given a written exercise, identify elements of the crimes relating to abducted persons.

Criteria: The trainee shall be tested on the following:

2.28.1. Define the various types of criminal violations related to abduction:

2.28.1.1. Abduction as an element of Capital Murder

2.28.1.2. Imprisonment as an element of first degree murder

2.28.1.3. Defining abduction/kidnapping

2.28.1.4. Abduction with intent to extort money or for immoral purposes

2.28.1.5. Abduction by a prisoner

2.28.1.6. Threatening, attempting, or assisting in such abduction

2.28.1.7. Parental abduction

2.28.1.8. Requirement to disclose information and assist law enforcement

2.28.1.9. Emergency control of telephone in hostage situation

2.28.1.10. Abduction with intent to subject a person to forced labor or services

Lesson Plan Guide: The lesson plan shall include the following:

1. Define the various types of criminal violations related to abduction:

a. Abduction as an element of Capital Murder, §18.2-31

b. Imprisonment as an element of first degree murder, §18.2-32

c. Defining abduction/kidnapping, §18.2-47

d. Abduction with intent to extort money or for immoral purposes, §18.2-48

e. Abduction by a prisoner, §18.2-48.1

f. Threatening, attempting, or assisting in such abduction, §18.2-49

g. Parental abduction, §18.2-49.1

h. Requirement to disclose information and assist law enforcement, §18.2-50

i. Emergency control of telephone in hostage situation, §18.2-50.2

j. Abduction with intent to subject a person to forced labor or services, §18.2-47

Performance Outcome 2.29.

Apply knowledge of the law to crimes related to family abuse or family offenses.

Training Objectives Related to 2.29.

1. Given a written exercise, identify elements of the crimes related to family abuse or family offenses.

Criteria: The trainee shall be tested on the following:

2.29.1. Define the following:

2.29.1.1. Family abuse

2.29.1.2. Family offenses

2.29.1.3. Family or household member

2.29.2. Identify the elements of the statutes that provide relevant law

2.29.2.1. Definitions

2.29.2.2. Jurisdiction

2.29.2.3. Venue

2.29.2.4. Preliminary protective order

2.29.2.5. Preliminary protective orders in cases of family abuse

2.29.2.6.Violations of provisions of protective orders

2.29.2.7. Emergency protective orders authorized in cases of family abuse

2.29.2.8. Criminal jurisdiction; protective orders; family offenses

2.29.2.9. Protective order in cases of family abuse

2.29.2.10. Purchase or transportation of firearms by person subject to protective orders

2.29.2.11. Assault and battery against a household member

2.29.2.12. Stalking

2.29.2.13. Arrest without warrant authorized in certain cases

2.29.2.14. Arrest without a warrant authorized in cases of assault and battery against a family member and for violations of protective orders

2.29.2.15. Court orders pending suit for divorce, custody, visitation; entry into VCIN

2.29.2.16. Emergency protective order authorized in cases of stalking

2.29.2.17. Preliminary protective order authorized in cases of stalking

2.29.2.18. Protective order authorized in cases of stalking

Lesson Plan Guide: The lesson plan shall include the following:

1. Definitions for the following:

a. Fmily abuse

b. Family offenses

c. Household or family member

2. Statutes that provide relevant law

a. Definitions, §16.1-228

b. Jurisdiction, §16.1-241

c. Venue, §16.1-243

d. Preliminary protective order, §16.1-253

e. Preliminary protective orders in cases of family abuse, §16.1-253.1

f. Violations of provisions of protective orders, §16.1-253.2

g. Emergency protective orders authorized in cases of family abuse, ?§16.1-253.4

h. Criminal jurisdiction; protective orders; family offenses, §16.1-278.14

i. Protective order in cases of family abuse, § 16.1-279.1

j. Purchase or transportation of firearms by person subject to protective orders, §18.2-308.1:4

k. Assault and battery against a household member, § 18.2-57.2

l. Stalking, §18.2-60.3

m. Arrest without warrant authorized in certain cases, §19.2-81

n. Arrest without a warrant authorized in cases of assault and battery against a family member and for violations of protective orders, §19.2-81.3

o. Court orders pending suit for divorce, custody, visitation; entry into VCIN, §20-103

p. Emergency protective order authorized in cases of stalking, §19.2-152.8

q. Preliminary protective order authorized in cases of stalking, §19.2-152.9

r. Protective order authorized in cases of stalking, §19.2-152.10

Performance Outcome 2.30.

Apply knowledge of law to obtain information from a suspect conforming to constitutional requirements.

Training Objectives Related to 2.30.

1. Given a written or practical exercise, identify constitutional requirements to obtain information from a suspect.

Criteria: The trainee shall be tested on the following:

2.30.1. Identify constitutional issues related to detention and questioning of a suspect vs. a non-suspect.

2.30.2. Identify the relevant cases regarding suspect interrogation:

2.30.2.1. Malloy v. Hogan, 378 U.S. 1 (1964)

2.30.2.2. Miranda v. Arizona, 384 U.S. 436 (1966)

2.30.2.3. Massiah v. United States, 377 U.S. 201 (1964)

2.30.3. Identify the two conditions which together trigger the necessity for Miranda warnings.

2.30.4. Explain the difference between an exculpatory and inculpatory statement and the necessity for documenting both.

2.30.5. Identify the conditions by which a confession will be judged to be admissible.

Lesson Plan Guide: The lesson plan shall include the following:

1. The rights of an arrested person as guaranteed by the U. S. Constitution.

2. Identify constitutional issues related to detention and questioning of a suspect vs. a non-suspect.

3. Identify the relevant cases regarding suspect interrogation:

a. Malloy v. Hogan, 378 U.S. 1 (1964)

b. Miranda v. Arizona, 384 U.S. 436 (1966)

c. Massiah v. United States, 377 U.S. 201 (1964)

d. Ford v. Commonwealth, 503 S.E.2d 803, 28 Va. App 249, (1998)

e. Novak v. Commonwealth, 457 S.E. 2d 402, 20 Va. App.373, (1995)

f. Wass v. Commonwealth, 359 S.E. 2d 836, 5 Va. App. 27, (1987)

g. Lanier v. Commonwealth, 394 S.E. 2d 495, 10 Va. App. 541, (1990)

4. Identify the two conditions which together trigger the necessity for Miranda warnings:

a. In custody **AND**

b. Police interrogation.

5. Identify use of consent forms and waiver forms

6. Explain the difference between an exculpatory and inculpatory statement and the necessity for documenting both.

7. Identify the conditions by which a confession will be judged to be admissible.

8. Identify the constitutional basis for the Miranda warning and read the warning

a. Identify the point at which the suspect should be advised of constitutional rights.

b. Read the complete Miranda warning.

9. Identify the consequences for a person who gives a false identity to a law enforcement officer after having been lawfully detained and requested to identify himself, §19.2-82.1.

Performance Outcomes 2.31.

Conduct searches and seizures under the following conditions: with and without a warrant, incident to hot pursuit, with or without consent, incident to arrest, confer with the local Commonwealth's Attorney under unusual search and seizure circumstances, identify procedures for obtaining records from an electronic communication service or remote computing service (including foreign corporations) pursuant to a search warrant.

Training Objectives Relating to 2.31.

Given a written or practical exercise:

1. Identify those search and seizure situations in which the 4th Amendment mandates a warrant,

2. Identify search and seizure situations in which a warrantless search may be legally conducted.

3. Identify situations that warrant conferring with the local Commonwealth's Attorney for guidance.

4. Complete an affidavit for a search warrant.

5. Identify proper authority for obtaining the warrant.

6. Identify return requirements.

7. Identify the circumstances under which an out-of-state warrant may be served by electronic means.

8. Identify procedures for obtaining records from an electronic communication service or remote computing service (including foreign corporations) pursuant to a search warrant.

Criteria: The trainee shall be tested on the following:

2.31.1. Identify the reason that searches generally require a warrant.

2.31.2. Identify the reason that search warrants must be obtained for crime scenes except in emergency circumstances.

2.31.3. Identify the proper authorities from which a search warrant may be obtained:

2.31.3.1. Judge

2.31.3.2. Magistrate

2.31.3.3. Other person with authority to issue criminal warrants in the jurisdiction of the place to be searched

2.31.4. Complete a sample affidavit:

2.31.4.1. Description of place, thing, or person to be searched

2.31.4.2. Description of things or persons to be searched for

2.31.4.3. The offense causing the search

2.31.4.4. Thing(s) being searched for is/are evidence of the offense

2.31.4.5. Any other material facts that show probable cause to issue search warrant

2.31.5. State facts and circumstances that would lead a reasonable person to believe the seizable items are located in the area to be searched.

2.31.6. Identify Code of Virginia requirements for return of search warrant:

2.31.6.1. Date of execution of warrant, signature, and time noted on warrant

2.31.6.2. Under oath, inventory all property seized

2.31.6.3. ~~File in circuit court clerk's office of the jurisdiction where the search warrant was served within three days the search warrant, inventory, and affidavit~~ Retired

2.31.6.4. The officer who seized the property or executed the search warrant, or his designee or agent, may file the warrant, inventory, and accompanying affidavit by delivering them in person, or by mailing them certified mail, return receipt requested, or delivering them by electronically transmitted facsimile.

2.31.6.5. Identify requirements for a return in accordance with §19.2-56 and §19.2-57.

2.31.6.5.1. location for filing the return: executed and issued

2.31.6.5.2. timeline for filing and computation exceptions

2.31.7. Identify requirements for warrantless search of premises or property for suspect incident to hot pursuit conforming to constitutional requirements and Code of Virginia:

2.31.7.1. Define the hot pursuit exception to warrant requirements.

2.31.7.2. Identify the circumstances that justify hot pursuit.

2.31.7.3. Define the scope of a search incident to hot pursuit.

2.31.8. Identify the circumstances under which an out-of-state warrant may be served by electronic means.

2.31.9. Identify procedures for obtaining records from an electronic communication service or remote computing service (including foreign corporations) pursuant to a search warrant.

Lesson Plan Guide: The lesson plan shall include the following:

1. Unless an exception is identified, searches require a warrant if a reasonable expectation of privacy exists.

2. Search warrants must be obtained for crime scenes except in emergency circumstances (suspect is possibly on premises), on public property, or consent is given. Searches require a warrant if a reasonable expectation of privacy exists.

3. Identify the proper authorities from which a search warrant may be obtained according to §19.2-52:

a. Judge

b. Magistrate

c. Other person with authority to issue criminal warrants in the jurisdiction of the place to be searched

4. Complete a sample affidavit according to §19.2-54 covering:

a. Description of place, thing, or person to be searched

b. Description of things or persons to be searched for

c. The offense causing the search

d. Thing(s) being searched for is/are evidence of the offense

e. Any other material facts that show probable cause to issue search warrant

5. State facts and circumstances that would lead a reasonable person to believe the seizable items are located in the area to be searched.

6. Return search warrant conforming to Code of Virginia §19.2-57 requirements:

a. Date of execution of warrant, signature and time noted on warrant

b. Under oath, inventory all property seized

c. Requirements for a return in accordance with §19.2-56 and §19.2-57. The location for filing the return both where executed and issued, the timeline for filing and the computations for exceptions.

d. The officer who seized the property or executed the search warrant, or his designee or agent, may file the warrant, inventory, and accompanying affidavit by delivering them in person, or by mailing them certified mail, return receipt requested, or delivering them by electronically transmitted facsimile.

7. Identify requirements for warrantless search of premises or property for suspect incident to hot pursuit conforming to constitutional requirements and Code of Virginia §19.2-59.

a. Define the hot pursuit exception to warrant requirements.

b. Identify the circumstances that justify hot pursuit.

c. Define the scope of a search incident to hot pursuit.

8. Identify the circumstances under which an out-of-state warrant may be served by electronic means.

9. Identify procedures for obtaining records from an electronic communication service or remote computing service (including foreign corporations) pursuant to a search warrant.

10. Case references:

a. U.S. v. Santana 427 US 38 (1976)

b. Warden v. Hayden 387 US 294 (1967)

c. Terry v. Ohio 392 US 1 (1968)

d. California v. Hodari D. 499 US 621 (1991)

e. Michigan v. Chesternut 486 US 567 (1988)

f. Carroll v. United States 267 US 132 (1925)

g. California v. Acevedo 111 S.Ct. 1982 (1991)

h. Maryland v. Buie 58 LW 4281 (1990)

i. New York v. Belton 453 US 454 (1981)

Case references related to consent searches:

a. Florida v. Royer 460 US 491 (1983)

b. Illinois v. Rodriquez 497 US 177 (1990)

c. Florida v. Jimeno 500 US 248 (1991)

Performance Outcome 2.32.

Use probable cause to search a vehicle.

Training Objectives Relating to 2.32.

1. Given a written exercise, identify factors to consider to legally search a vehicle.

Criteria: The trainee shall be tested on the following:

2.32.1. Identify legal criteria for a vehicle search.

2.32.1.1. Reasonable suspicion

2.32.1.2. Probable cause

2.32.1.3. Inventory

2.32.1.4. Carroll doctrine

2.32.1.5. Consent

2.32.2. Identify the parameters for the scope of a vehicle search.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify legal criteria for a vehicle search under probable cause:

a. Reasonable suspicion

b. Probable cause

c. Inventory

d. Carroll doctrine

e. Consent

2. Identify the parameters for the scope of a vehicle search.

Performance Outcome 2.33.

Pat down a suspect or search an arrested person.

Training Objectives Relating to 2.33

Given a written exercise,

1. Identify the parameters under which a pat down of a suspect may be conducted.

2. Identify the parameters under which the search of an arrested person may be conducted.

Criteria: The trainee shall be tested on the following:

2.33.1. The elements of a detention and arrest.

2.33.2. The scope of the search of the arrested person and the circumstances when the search may be extended beyond the person.

2.33.3. The relevant legal principles.

2.33.3.1. Terry v. Ohio

Lesson Plan Guide: The lesson plan shall include the following:

1. The elements of a detention and arrest.

2. The scope of the search of the arrested person and the circumstances when the search may be extended beyond the person.

3. The relevant legal principles:

a. Terry v. Ohio

b. Relevant Code section

Performance Outcome 2.34.

Seize contraband, weapons, or stolen property from a suspect.

Training Objectives Relating to 2.34.

Given a written exercise:

1. Identify the legal requirements relating to seizure of contraband, weapons, or stolen property from suspects.

2. Identify items subject to asset forfeiture laws.

Criteria: The trainee shall be tested on the following:

2.34.1. Elements of the seizure of property.

2.34.2. Items subject to asset forfeiture laws.

2.34.3. Legal basis for seizing personal property related to illegal drug dealing or manufacture for forfeiture.

2.34.4. Identify the need to document items seized related to illegal drug dealing or manufacture as evidence for prosecution prior to forfeiture:

2.34.4.1. Identify the need to connect cash or other property seized with the illegal drug dealing or manufacture.

2.34.4.2. Identify the need to establish the connection as quickly as possible.

Lesson Plan Guide: The lesson plan shall include:

1. Identifying the elements of the seizure of property: (Code of Virginia §19.2-53)

a. Probable cause to believe the property is fruits of a crime, contraband, or evidence

b. Instrumentality (weapons, other items)

2. Identify items subject to asset forfeiture laws.

a. Situations where assets may be seized:

1. Autos used to transport more than $500. of stolen goods §19.2-386.16

2. Autos used to transport illegal alcohol

3. Identify the legal basis for seizing personal property related to illegal drug dealing or manufacture for forfeiture. (Code of Virginia, §19.2-386.22)

a. The property was used in substantial connection with the manufacture, sale, or distribution of illegal drugs.

4. Identify what property may be forfeited if the legal basis can be proven.

a. Money, medical equipment, laboratory equipment, motor vehicles and all other property of any kind or character.

5. Identify the need to document items seized related to illegal drug dealing or manufacture as evidence for prosecution prior to forfeiture:

a. Identify the need to connect cash or other property seized with the illegal drug dealing or manufacture.

b. Identify the need to establish the connection as quickly as possible.

Instructor Note: Advise trainees that they will need to identify the department procedure to contact Commonwealth's Attorney so that necessary paperwork related to seizing assets may be initiated.(Department training)

Performance Outcome 2.35.

Identify, establish custody of, and record a chain of custody for evidence, seized or detained property, or recovered property.

Training Objectives Related to 2.35.

1. Given a written exercise, identify legal requirements to identify, establish custody of, and document a chain of custody for evidence, seized or detained property, or recovered property.

2. Given a written exercise, identify the legal requirements for proper disposition of unclaimed personal property in possession of law enforcement that is neither needed for evidence not is subject to forfeiture.

Criteria: The trainee shall be tested on the following:

2.35.1. Define evidence

2.35.2. Define the types of evidence

2.35.3. Define the chain of custody

2.35.4. Identify the minimum tests that an item of evidence must successfully pass before admission to any criminal court

2.35.5. Identify methods used for initially considering that an item may be evidence

2.35.6. Identify procedure to establish and track chain of custody of evidence:

2.35.6.1. Establish custody by marking with proper tags and securing or protecting

2.35.6.2. Document all persons handling the evidence or property

2.35.6.3. Document all persons handling the evidence or property during recovery, removal, transport, storage, and release

2.35.7. Identify reason to document return of property when lawfully released for later recovery

2.35.8. Identify the lawful disposition of ordinary unclaimed personal property.

2.35.9. Identify the lawful disposition of unclaimed firearms.

2.35.10. Identify the lawful disposition of drugs and drug paraphernalia not needed as evidence.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define evidence.

2. Define the types of evidence:

a. Documentary (written items)

b. Trace

c. Real

d. Circumstantial

e. Physical

f. Confessions

g. Photographic

3. Define the chain of custody.

4. Identify the minimum tests that an item of evidence must successfully pass before admission to any criminal court: (Rules of Evidence)

a. Legal relevance

b. Logical relevance

5. Methods used to initially identify evidence:

a. Personal observation

b. Discovery through a valid search warrant

6. Identify methods used for initially considering that an item may be evidence.

7. Identify procedure to establish and track chain of custody of evidence:

a. Establish custody by marking with proper tags and securing or protecting

b. Document all persons handling the evidence or property

c. Document all persons handling the evidence or property during recovery, removal, transport, storage, and release.

8. Identify reason to document return of property when lawfully released for later recovery

9. Distinguish between property in possession of law enforcement and property in possession of the court.

10. Identify methods to determine that an item is not needed in evidence and the role of the case officer or investigator in this process (§15.2-1719 (local officers), (§52-11.4 (State Police))

11. Identify the role of the Commonwealth's Attorney in the destruction or disposal of unclaimed personal property.

12. Identify the role of the court in the following:

a. Disposition of unclaimed property

b. Disposition of unclaimed firearms (§19.2-386.29)(§15.2-1721 and §52-11.4 (State Police))

c. Disposition of drugs and drug paraphernalia not needed as evidence (§19.2-386.23)

13. Identify the role of the State Treasurer in the destruction or other disposition of personal property other than drugs or drug paraphernalia.

Performance Outcome 2.36.

Identify legal basis for use of force by a law enforcement officer.

Training Objective Related to 2.36.

1. Given a written exercise, identify elements of case law and statutory law pertaining to use of force by law enforcement officers in the performance of duty.

Criteria: The trainee shall be tested on the following:

2.36.1. Preservation of life:

2.36.1.1. Case law

2.36.1.2. Statutory law

2.36.2. Preservation of property

Lesson Plan Guide: The lesson plan shall include the following:

Case law and statutory law pertaining to use of force by law enforcement officers in the performance of duty.

1. Preservation of life:

a. Case law:

1. Graham v. Connor

2. Tennessee v. Garner

3. Objective reasonableness

4. Deliberate indifference (Canton v. Harris)

b. Statutory law

2. Preservation of property

Performance Outcome 2.37.

Identify the circumstances under which a suspect is fingerprinted.

Training Objectives Relating to 2.37.

Given a written exercise:

1. Identify the circumstances under which a suspect shall be fingerprinted.

2. Identify requirements related to fingerprinting juveniles.

Criteria: The trainee shall be tested on the following:

2.37.1. The circumstances under which a suspect should be fingerprinted:

2.37.1.1. Charged with a felony

2.37.1.2. Charged with a class I or class II misdemeanor

2.37.1.3. Convicted of the above

2.37.2. The statutory requirements related to fingerprinting juveniles:

2.37.2.1. Age

2.37.2.2. Type of crime

2.37.2.3. Charged with certain types of crimes

2.37.2.4. Maintain juvenile fingerprint records separately from adult records

2.37.2.5. Destruction of juvenile fingerprint records

Lesson Plan Guide: The lesson plan shall include the following:

1. The circumstances under which a suspect shall be fingerprinted: (§19.2-390)

a. Charged with a felony

b. Charged with a class I or class II misdemeanor - release on summons after arrest unless charged with 18.2-266 Driving Under the Influence

c. Convicted of a class I or class II misdemeanor (§19.2-74)

d. Effective January 1, 2006, a photograph of the arrestee must accompany fingerprints submitted to the Central Criminal Records Exchange.

2. The requirements related to fingerprinting juveniles: §16.1-299

a. Age

b. Type of crime

c. Charged with certain types of crimes

d. Maintain juvenile fingerprint records separately from adult records

e. Destruction of juvenile fingerprint records

Performance Outcome 2.38.

Take into custody a person who has been detained by a citizen.

Training Objectives Relating to 2.38.

Given a written exercise:

1. Identify the legal authority under which a citizen can detain another person.

2. Identify the legal authority for private security personnel to arrest.

3. Identify the legal authority for a bail bondsman or his agent to arrest.

Criteria: The trainee shall be tested on the following:

2.38.1. The legal authority under which a citizen can detain another person.

2.38.2. The legal authority for private security personnel to arrest.

2.38.3. The legal authority for a bail bondsman or his agent to arrest.

2.38.4. Identify the point at which the suspect must be advised of constitutional rights under these circumstances.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the legal authority under which a citizen can detain another person.

2. Identify the legal authority for private security personnel to arrest.

3. Identify the legal authority for a bail bondsman or his agent to arrest.

4. Identify the point at which the suspect must be advised of constitutional rights under these circumstances.

Performance Outcome 2.39.

Arrest persons with a warrant.

Training Objectives Relating to 2.39.

1. Given a written exercise, identify constitutional and statutory requirements to arrest a person with a warrant.

Criteria: The trainee shall be tested on the following:

2.39.1. Define arrest.

2.39.2. Identify the mandatory contents of a valid warrant.

2.39.3. Identify the territorial limitations of an officer's power to arrest.

2.39.4. Identify the consequences of an illegal arrest.

2.39.5. Identify the process of executing an arrest warrant.

2.39.6. Identify the limits of an arrest warrant in searching residence listed on the warrant and residences of third parties.

Lesson Plan Guide: The lesson plan shall include the following:

Code of Virginia, §19.2-71 to §19.2-83.1

1. Define arrest.

2. Identify who may issue a warrant for the arrest of a person charged with a criminal offense.

3. Identify the mandatory contents of a valid warrant:

a. It shall be directed to an appropriate officer

b. It shall name the accused or set forth a description by which he/she can be identified

c. It shall describe the offense charged with reasonable certainty

d. It shall command that the accused be arrested and brought before a court of appropriate jurisdiction

e. It shall be signed by the issuing officer

4. Identify the territorial limitations of an officer's power to arrest.

5. Identify the consequences of an illegal arrest.

6. Identify the process of executing an arrest warrant:

a. Arrest the accused

b. Inform the accused of the offense charged and that a warrant has been issued

c. Endorse and date the warrant

d. Deliver a copy of the warrant to the accused as soon as possible

7. Identify the limits of an arrest warrant in searching residence listed on the warrant and residences of third parties.

Performance Outcome 2.40.

Arrest persons without a warrant.

Training Objectives Relating to 2.40.

1. Given a written exercise, identify constitutional and statutory requirements to arrest a person without a warrant.

Criteria: The trainee shall be tested on the following:

2.40.1. Identify the requirement for warrantless felony arrest under §19.2-81.

2.40.2. Identify the general requirement for a warrantless misdemeanor arrest.

2.40.3. Given narrative examples of arrest situations, determine if the warrantless arrest is legal (include as one situation an officer observing a crime while off duty and in plain clothes).

2.40.4. Identify three situations whereby an officer may make a warrantless arrest according to the Code of Virginia.

2.40.5. Identify when a police officer may enter a private dwelling in order to make a warrantless arrest.

2.40.6. Identify the requirement of an officer to show his badge when not in uniform and attempting to make an arrest.

Lesson Plan Guide: The lesson plan shall include the following:

Code of Virginia, §19.2-81 to 19.2-83.1

1. Identify the requirement for warrantless felony arrest under §19.2-81.

2. Identify the general requirement for a warrantless misdemeanor arrest.

3. Define probable cause for arrest.

4. Given narrative examples of arrest situations, determine if the warrantless arrest is legal (include as one situation an officer observing a crime while off duty and in plain clothes).

5. Identify the situations whereby an officer may make a warrantless arrest according to the Code of Virginia:

a. Crime committed in presence (§19.2-81)

b. At the scene of an accident

c. Upon information that the individual is wanted in another jurisdiction through electronic messages (fax, teletype and radio messages)

d. A shoplifting offense

e. Assault and battery

f. Escapee from a mental institution

g. A probation or parole violation, etc.

h. Concealed weapon in school

i. Vandalism to commercial property

j. Taking into custody a person detained by a citizen

k. Traffic misdemeanor arrest (§19.2-82)

l. Failure to surrender (§19.2-298)

6. Identify when a police officer may enter a private dwelling in order to make a warrantless arrest:

a. Exigent circumstances

b. Consent

c. Hot pursuit

7. Identify the Virginia State Code sections pertaining to warrantless arrests:

a. Escape, flight and pursuit, arrest anywhere in Commonwealth (§19.2-77)

b. Arrest by officers of other states in close pursuit (§19.2-79)

c. Arrest without warrant authorized in certain cases (§19.2-81)

d. Arrest of an illegal aliennwithout a warrant (§ 19.2-81.6)

e. Procedure for arrest without warrant (§19.2-82)

8. Identify the requirement for an officer to show his badge when not in uniform and attempting to make an arrest. (§19.2 - 81)

Instructor Note: Advise trainees that they will need to identify department policy for self-identification as a law enforcement officer.

Performance Outcome 2.41.

Demonstrate knowledge of general liability attached to performance of law enforcement duties related to privacy and security of person(s) and information.

Training Objective Related to 2.41.

1. Given a written exam, identify general liability attached to performance of enforcement duties related to privacy and security of person(s) and information.

Criteria: The trainee shall be tested on the following:

2.41.1. General liability related to privacy and security of person(s).

2.41.2. General liability related to privacy and security of information.

Lesson Plan Guide: The lesson plan shall include the following:

1. General liability attached to performance of law enforcement duties related to privacy and security of person(s) and information.

Performance Outcome 2.42.

Demonstrate knowledge of general liability attached to performance of law enforcement duties related to use of force (physical restraint, weapons, and emergency vehicle operation).

Training Objective Related to 2.42.

1. Given a written exam, identify general liability attached to performance of law enforcement duties related to use of force (physical restraint, weapons, and emergency vehicle operation).

Criteria: The trainee shall be tested on the following:

2.42.1. General liability related to use of force regarding physical restraint.

2.42.2. General liability related to use of force regarding weapons.

2.42.3. General liability related to use of force regarding emergency vehicle operation.

Lesson Plan Guide: The lesson plan shall include the following:

1. General liability attached to performance of law enforcement duties related to use of force (physical restraint, weapons, and emergency vehicle operation).

Performance Outcome 2.43.

Demonstrate knowledge of general liability attached to performance of law enforcement duties related to false arrest, false imprisonment, and use of warnings vs. arrest.

Training Objective Related to 2.43.

1. Given a written exam, identify general liability attached to performance of law enforcement duties related to false arrest/false imprisonment/use of warnings vs. arrest (discretionary arrest authority).

Criteria: The trainee shall be tested on the following:

2.43.1. Definition of false arrest.

2.43.2. Definition of false imprisonment.

2.43.3. Definition of discretionary arrest.

Lesson Plan Guide: The lesson plan shall include the following:

1. Definition of false arrest

2. The duty to release person arrested in error as promptly as possible and place in a position as good as or better than prior to arrest

3. Definition of false imprisonment

4. Definition of discretionary arrest (using a warning instead of making an arrest) and the limitations inherent to this

5. Documentation of circumstances related to a false arrest

6. Documentation of circumstances related to discretionary arrest (using a warning instead of making an arrest)

Instructor Note: Advise trainees that they will need to identify their department policy related to the use of discretionary arrest (giving a warning instead of making an arrest) during field training.

Performance Outcome 2.44.

Demonstrate knowledge of general liability attached to performance of law enforcement duties related to treatment of suspects and arrestees.

Training Objective Related to 2.44.

1. Given a written exam, identify general liability attached to performance of law enforcement duties related to treatment of suspects and arrestees.

Criteria: The trainee shall be tested on the following:

2.44.1. Assessment for medical treatment.

2.44.2. Assessment for psychiatric treatment.

2.44.3. Assessment of treatment after chemical or pepper spray.

Lesson Plan Guide: The lesson plan shall include the following:

1. Assessment for medical treatment:

a. Observe and identify any injuries:

1. Top down review

2. Front and back review

3. Pphotograph if possible

4. Transport to hospital

5.Identify source of injury (weapons, etc.)

6. Extent/seriousness of injury

7. Location on body

8. Identify all parties involved

9. If and how the arrestee was treated

10. Inquire about non-visible injuries (eyes, ears, elsewhere)

11. O.C. spray use

b. Document circumstances surrounding the injuries and indicate if a justifiable use of force was necessary.

2. Assessment for psychiatric treatment

3. Assessment of treatment after chemical or pepper spray

Performance Outcome 2.45.

Demonstrate knowledge of general liability attached to performance of law enforcement duties related to law enforcement vehicle operations.

Training Objective Related to 2.45.

1. Given a written exam, identify general liability attached to performance of law enforcement duties related to law enforcement vehicle operations.

Criteria: The trainee shall be tested on the following:

2.45.1. General liability related to law enforcement vehicle operations.

Lesson Plan Guide: The lesson plan shall include the following:

1. General liability related to law enforcement vehicle operations.

Performance Outcome 2.46.

Demonstrate knowledge of general liability issues attached to performance of law enforcement duties.

Training Objective Related to 2.46.

1. Given a written exam, identify Virginia Sovereign Immunity and relevant federal civil rights law.

Criteria: The trainee shall be tested on the following:

2.46.1. Virginia Doctrine of Sovereign Immunity

2.46.2. Federal civil rights law as follows:

2.46.2.1. 18 U.S.C. § 241

2.46.2.2. 18 U.S.C. § 242

2.46.2.3. 42 U.S.C. § 1983

Lesson Plan Guide: The lesson plan shall cover the following:

1. Virginia Doctrine of Sovereign Immunity, relevant parts of § 8.01-195 through 8.01-195.9.

2. Federal civil rights law as follows:

a. 18 U.S.C. § 241

b. 18 U.S.C. § 242

c. 42 U.S.C. § 1983

3. Other areas as may be identified by the instructor as liable law enforcement actions.

Communication

Performance Outcome 3.1.

Determine deception, deceit and manipulation through verbal and non-verbal behavioral activities.

Training Objectives Relating to 3.1.

1. Given a written, audio-visual, or practical exercise, identify unusual behavior characteristics to determine if a suspect is trying to deceive or manipulate the interviewer.

Criteria: The trainee shall be tested on the following:

3.1.1. Identification of unusual behavior characteristics of a suspect:

3.1.1.1. Questioning.

3.1.1.2. Body posture/gestures:

3.1.1.2.1. Speech behavior

3.1.1.2.2. Eye position

3.1.1.2.3. Lip behavior

3.1.1.2.4. Hand movements.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of typical behavior characteristics:

a. Speech

b. Body posture

c. Questioning

d. Eye movements

e. Lip behavior

f. Hand positions

2. Identify unusual behavior characteristics to determine if a suspect is trying to deceive or manipulate the interviewer:

a. Speech

1. Slurred words

2. Skipping around sentences abruptly

3. Restarting sentences in the middle

4. Leaving off ends of sentences

b. Body posture

1. Slouches

2. Sits stiff and rigid

3. Faces to the side

4. Shies away from interviewer

5. Moves frequently and rapidly

6. Arms close to side and crossed

7. Head slumped

8. Legs stretched out in front of one another

9. Rub back of neck (stress)

c. Questioning

1. Hesitates before answering

2. Changes or hedges his/her answers

3. Asks for clarification on question

4. Religious references

d. Eye position

1. Stares at interviewer

2. Excessive eye shifting

3. Prolonged eye contact

4. Abnormal eye contact

5. Be aware of cultural differences regarding eye contact

e. Lip behavior

1. Bites lips

2. Squeezes lips together

3. Continues to lick lips to wet them

4. Saliva comes from corner of lips

f. Hand movements

1. Clutching hands

2. Palms upward

3. Rubbing nose.

Performance Outcome 3.2.

Conduct a conference with parent(s) and juvenile(s) to obtain or provide information.

Training Objectives Relating to 3.2.

1. Given a written exercise, identify factors to consider when notifying parent/guardian of a juvenile that is either a suspect, victim, or witness of a crime.

Criteria: The trainee shall be tested on the following:

3.2.1. Identification of factors relating to communication skills that promote non-aggressive interaction:

3.2.1.1. Timely notification

3.2.1.2. Awareness that parents may be defensive, upset, or accusatory depending on the situation

3.2.1.3. Presentation of facts and consequences in a non-judgmental manner if the juvenile is a suspect

3,2.1.4. Using appropriate degree of sensitivity for type of crime while obtaining information

3.2.1.5. Provision of information to parents on juvenile justice system procedures.

Lesson Plan Guide: The lesson plan shall include the following:

1. Obtain information relating to misdemeanors or felonies (juvenile may be victim or suspect):

a. Who

b. What

c. Where

d. When

e. Why

f. How

2. Provide information relating to misdemeanors and felonies (juvenile may be victim or suspect):

a. Arrest

b. Detention

c. Hearing

d. Victim services

e. Answer general questions

3. Use communication skills that promote non-aggressive interaction:

a. Provide timely notification

b. Be mindful that parents may be defensive, upset, or accusatory depending on the situation

c. Present facts and consequences in a non-judgmental manner if the juvenile is a suspect

d. Obtain information using appropriate degree of sensitivity for type of crime

e. Provide information to parents on juvenile justice system procedures.

Performance Outcome 3.3.

Stop or delay persons attempting to commit suicide.

Training Objectives Relating to 3.3.

1. Given a written, audio-visual, or practical exercise, identify factors to consider when communicating with persons who threaten to commit suicide.

Criteria: The trainee shall be tested on the following:

3.3.1. Notify supervisor and request appropriate resources.

3.3.2. Maintain a safe position while communicating with person:

3.3.2.1. Try to calm down the person

3.3.2.2. Try to identify problem

3.3.2.3. Try to delay person as much as possible

3.3.2.4. Suggest resources for the person to help solve the problems.

3.3.3. Document all proceedings.

Lesson Plan Guide: The lesson plan shall include the following:

1. Notify supervisor and request appropriate resources.

2. Maintain a safe position while communicating with person:

a. Try to calm down the person

b. Try to identify problems

c. Try to delay person as much as possible

d. Suggest resources for the person to help solve the problems.

3. Document all proceedings.

Performance Outcome 3.4.

Prepare for court testimony and testify in traffic court, in a legal and an administrative proceeding; before grand juries; in criminal trials; in evidence suppression hearings; in implied consent hearings; at probable cause hearings.

Training Objectives Relating to 3.4.

1. Given a written exercise, identify basic steps an officer should take to prepare for court testimony.

2. Given a practical exercise:

a. Prepare for and demonstrate courtroom testimony

b. Present probable cause to obtain a warrant of arrest.

Criteria: The trainee shall be tested on the following:

3.4.1. Preparation for court testimony in general:

3.4.1.1. Review field notes

3.4.1.2. Consult Commonwealth Attorney

3.4.1.3. Review physical evidence and lab results

3.4.1.4. Ensure professional appearance

3.4.1.5. Formulate and articulate the facts of a traffic court case.

3.4.2. Preparation for testimony at a probable cause hearing:

3.4.2.1. Officer appears before a judge, magistrate or clerk of the court

3.4.2.2. Officer identifies suspect

3.4.2.3. Officer describes facts and circumstances that lead officer to believe that a crime has been committed and the person named is the perpetrator and provides this information on an accurately completed affidavit

3.4.2.4. Officer swears or affirms to the accuracy of the statement before the judge, magistrate, or clerk of the court.

Lesson Plan Guide: The lesson plan shall include the following:

Related to general court testimony:

1. Knowledge of law relating to testimony, probable cause, arrest, and implied consent.

2. Knowledge of Virginia Code §18.2-268.2.

3. Knowledge of facts of the case (confer with prosecutor as needed).

4. Review written notes and reports:

a. Officer may not read notes into court testimony, but only refer to them

b. Time between an incident/offense and court reduces the accuracy of memory

c. Accurate presentation of evidence in court is critical for convictions.

5. Review physical evidence and lab results.

6. Prepare mentally (present facts not make judgments).

7. Prepare to use calm and professional demeanor.

8. Prepare to use good English skills.

9. Be aware of body language.

10. Use clear and calm voice tone in speech.

11. Be truthful, accurate, and objective in testimony.

Related to probable cause hearings:

1. Knowledge of law relating to probable cause:

a. Definition

b. Who can issue a warrant:

1. Magistrate

2. Judge

3. Clerk of the court

c. Elements of probable cause:

1. Physical evidence

2. Witness testimony

3. Close proximity

4. Possession of a stolen item

5. Time between event and apprehension or recovery of property

6. Admission/confession/incriminating statements

2. Knowledge of Virginia Code §19.2-72.

3. Knowledge of facts of the case:

a. Date and time of the incident

b. Facts supporting probable cause that an offense was committed.

4. Written notes (reference only)

5. Prepare mentally (testify to the probable cause, do not demand a warrant).

6. Prepare to use calm and professional demeanor.

7. Prepare to use good English skills.

8. Be aware of body language.

9. Use clear and calm voice tone in speech.

10. Be truthful, accurate and objective in testimony.

11. Provide accurate and complete affidavit to conclude testimony.

Performance Outcome 3.5.

Obtain information about a complaint or service request from members of the public by telephone.

Training Objectives Relating to 3.5.

1. Given a practical exercise, demonstrate the steps to interview members of the public by telephone to obtain information about complaints or request for service.

Criteria: The trainee shall be tested on the following:

3.5.1. Answer call promptly with courteous and professional demeanor.

3.5.2. Evaluate nature of call and collect information.

3.5.3. Respond in a timely manner with appropriate action.

3.5.4. Close the conversation.

Lesson Plan Guide: The lesson plan shall include the following:

1. Answer call promptly with courteous and professional demeanor.

2. Evaluate nature of call and collect information:

a. Emergency

b. Concerned citizen information

c. Past disturbance

d. Procedure for complaints against law enforcement personnel.

3. Basic information to collect:

a. Who

b. What

c. Where

d. When

e. Why (if known)

f. How.

4. Respond in a timely manner with appropriate action:

a. Route call to other service provider if necessary:

1. Identify services that provide citizen assistance

2. Identify the best way for the citizen to access the services.

b. Dispatch officer or other emergency service.

c. Collect additional information for report, if possible.

5. Close the conversation:

a. Courteously terminate the call

b. Clearly state what action will be taken

c. Make certain action stated is completed.

Instructor Note: Advise trainees that they will need to identify local services and department procedures for advising citizens about complaints or service requests as part of their department training.

Performance Outcome 3.6.

Describe persons to other officers.

Training Objective Relating to 3.6.

1. Given a practical exercise, describe persons to other officers.

Criteria: The trainee shall be tested on the following:

3.6.1. Physical characteristics from the top down.

3.6.2. Clothing.

3.6.3. Mode of travel (if known).

3.6.4. Reason for look out.

3.6.5. Officer safety considerations.

Lesson Plan Guide: The lesson plan shall include the following:

1. Physical characteristics from the top down:

a. Gender

b. Hair color/style

c. Skin color/tone

d. Facial hair

e. Eye color, glasses

f. Estimated height

g. Estimated weight

h. Estimated age

i. Jewelry/accessories observed

j. Weapon used

k. Tattoos, scars, marks

l. Race/ethnic background

m. Voice characteristics:

1. Accent

2. Level (deep, high, etc.)

3. Lisp, unusual word pronunciations

2. Clothing:

a. Color

b. Style

3. Mode of travel (if known).

4. Reason for look out.

5. Officer safety considerations.

Performance Outcome 3.7.

Request verification of an arrest warrant.

Training Objective Relating to 3.7.

1. Given a written exercise, identify factors to consider when verifying a warrant on file:

Criteria: The trainee shall be tested on the following:

3.7.1. Check name, date of birth, social security number.

3.7.2. Check information on warrant.

3.7.3. Check description of suspect.

3.7.4. Check whether custodial arrest authorized or if a summons.

Lesson Plan Guide: The lesson plan shall include the following:

1. Check name, date of birth, social security number.

2. Check information on warrant.

3. Check description of suspect.

4. Check whether custodial arrest authorized or if a summons.

Performance Outcome 3.8.

Calm emotionally upset individuals, and communicate an emergency message.

Training Objectives Relating to 3.8.

1. Given a practical exercise, use techniques of positive verbal skills and body language to talk with people who are emotionally upset in a manner to calm them, or to communicate an emergency message.

Criteria: The trainee shall be tested on the following:

3.8.1. Voice:

3.8.1.1. Volume

3.8.1.2. Tone

3.8.1.3. Control.

3.8.2. Body stances.

Lesson Plan Guide: The lesson plan shall include the following:

1. Facial expressions.

2. Body stances.

3. Eye contact.

4. Voice:

a. Volume

b. Tone

c. Control.

5. Language use:

a. Direct, commonly used terms

b. Avoid slang or jargon

c. State information factually.

d. Offer assistance:

1. Call someone to aid person

2. Take somewhere appropriate.

6. Cultural awareness.

7. Local customs.

* Examples of emergency messages that an officer may have to deliver: missing child, injured spouse, accidental death, murder.

Performance Outcome 3.9.

Calm a situation or convey a message.

Training Objectives Relating to 3.9.

1. Given a practical exercise, use communication skills projecting control and self assurance to calm a situation or convey a message.

Criteria: The trainee shall be tested on the following:

3.9.1. Evaluate the words and behavior of parties involved.

3.9.2. Safely approach the hostile parties.

3.9.3. Establish contact with the hostile parties.

3.9.4. Use appropriate voice inflection and projection.

Lesson Plan Guide: The lesson plan shall include the following:

1. Evaluate the words and behavior of parties involved.

2. Safely approach the hostile parties.

3. Establish contact with the hostile parties:

a. Ascertain the reason(s) for their hostility

b. Use calming techniques to reduce emotions and restore rational thought

1. Appropriate posture and gestures:

a. Remain calm and encourage them to be calm

b. Remember officer safety and watch carefully

2. Appropriate voice inflection and projection:

a. As authoritative, directive, and forceful as needed

b. Polite and patient

c. Maintain voice control.

3. Appropriate eye contact.

4. Proper grammar.

5. Awareness of audience (age, education level, cultural diversity, etc.).

6. Knowledge of subject matter:

a. Help them go from problem to solution orientation.

b. Help them understand options and consequences.

c. Communicate the officer’s position and responsibilities in the situation.

d. Relate any applicable laws and consequences of continued acts.

e. Explain the parties option: comply with the law and pursue legal actions.

Performance Outcome 3.10.

Verbally communicate with people with awareness of different levels of understanding.

Training Objectives Relating to 3.10.

1. Given a practical exercise, verbally communicate with people with awareness of different levels of understanding.

Criteria: The trainee shall be tested on the following:

3.10.1. Identify audiences that may need the officer to adjust manner of communication.

3.10.2. Identify adjustments that may be needed when communicating with various audiences:

3.10.2.1. Culturally diverse people

3.10.2.2. Person's suffering from dementia including Alzheimer's Disease.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify reasons to consistently use professional language.

2. Identify audiences that may need the officer to adjust manner of communication:

a. Juveniles of various ages:

1. Reasons that law enforcement officers are role models.

2. Ways to make children feel important

a. Pay attention when they speak

b. Physically move down to eye contact with juvenile if possible

c. Give praise for asking questions

d. Compliment the good things you know about the children

e. Treat older juveniles in a more adult manner.

3. Ways to respond to questions with age appropriate answers:

a. Be honest but use language the juvenile is most likely to comprehend

b. Emphasize the positive in whatever the juvenile is discussing, if possible.

b. Older people.

c. Culturally diverse people:

1. Determine language person speaks, if not English (if possible)

2. Choose a quiet environment or setting to speak, if possible

3. Use a variety of terms to determine what the recipient may understand, then choose the terms most easily understood

4. Choose a rate of speech helpful to the recipient.

5. Use body language or gestures that enhance verbal communication.

6. Pronounce words clearly and accurately.

7. Encourage recipient to ask questions for clarification.

8. For less serious offenses, utilize appropriate gestures and tools (cuffs, etc.).

9. For serious offenses, obtain services of an interpreter after taking control of suspect.

d. Educated people.

e. Uneducated people.

f. Mentally disabled people.

g. Emotionally upset people

h. Physically disabled or elderly person with mobility problem:

1. Ask if you may be of assistance

2. Ask the person the best way to assist them (if appropriate)

3. Be aware of hearing impairments.

i. Homeless people

3. Identify adjustments that may be needed when communicating with various audiences:

a. Voice tone

b.Language use/simplification

c. Body stances/gestures

d. Cultural awareness:

1. Identify the variety of cultures living in jurisdiction

2. Identify particular considerations of these cultures with which to be familiar that may be helpful in conducting an interview of a victim or suspect

3. Identify resources to assist with language translation for the variety of cultures in the jurisdiction.

e. Facial expressions.

f. Eye contact.

g. Local customs.

4. Identify conversation that helps to promote the positive services of law enforcement.

5. Specific audiences that may require an officer to adjust manner of communication:

a. Persons with mental retardation

b. Persons with mental illness

c. Persons suffering from dementia including Alzheimer's Disease (AD):

*1. I*dentify physical, mental, behavioral symptoms and consequences of AD

2. Identify situations where a person with AD may be encountered

3. Identify specific intervention techniques for managing the person with AD

4. Identify potential resources that assist in responding to persons with AD or dementia: Alzheimer's Association, Safe Return Program, Project Lifesaver.

6. Cultural awareness knowledge that may assist in adjusting communication with audiences:

a. Define culture and cultural groupings

b. Define ethnicity and ethnic groups

c. Identify the variety of cultures living in jurisdiction

d. Identify the variety of cultures whose members may visit or travel through the jurisdiction

e. Define ethnocentrism

f. Define stereotype

g. Identify the particular considerations of the cultures with which it will help a law enforcement officer to be familiar in order to conduct an interview of a victim or suspect

h. Identify resources to assist with language translation for the variety of cultures in the jurisdiction.

Performance Outcome 3.11.

Communicate the nature of the complaint to the offender.

Training Objectives Relating to 3.11.

1. Given a practical exercise, communicate the nature of complaint(s) to offender(s).

Criteria: The student shall be tested on the following:

3.11.1. Officer safety considerations.

3.11.2. Accurate information on nature of complaint(s).

3.11.3. Communication skills.

3.11.4. Patience with offender.

Lesson Plan Guide: The lesson plan shall include the following:

1. Officer safety considerations.

2. Professionalism.

3. Accurate information on nature of complaint(s).

4. Communication skills:

a. Voice control

b. Eye contact

c. Body stance

d. Language choice

5. Cultural awareness.

6. Patience with offender.

Instructor Note: Advise trainees that they will need to identify department policy regarding explanation of the nature of a complaint to offender(s) during department training.

Performance Outcome 3.12.

Communicate with a barricaded subject relating to the release of hostages and encourage surrender.

Training Objectives Relating to 3.12.

1. Identify the role of the first responding officer at the scene of a hostage/barricaded subject situation.

Criteria: The trainee shall be tested on the following:

3.12.1. Notify supervisor/request assistance.

3.12.2. Maintain position of cover.

3.12.3. Contain the suspect.

3.12.4. Coordinate with responding units to secure perimeter.

3.12.5. Consider evacuation of nearby buildings and surrounding area.

3.12.6. Attempt to establish:

3.12.6.1. Barricaded subject needs

3.12.6.2. Barricaded subject wants.

Lesson Plan Guide: The lesson plan shall include the following:

1. Notify supervisor/request assistance.

2. Maintain position of cover.

3. Contain the suspect.

4. Coordinate with responding units to secure perimeter.

5. Consider evacuation of nearby buildings and surrounding area.

6. Attempt to establish:

a. Barricaded subject needs

b. Barricaded subject wants.

7. Method for surrender:

a. Armed individual

b. Unarmed with explosives close

c. Possible suicidal individual.

Performance Outcome 3.13.

Demonstrate conflict resolution skills to maintain calm and prevent a situation from becoming worse.

Training Objectives Relating to 3.13.

1. Given a written exercise, define negotiation, mediation and arbitration and identify the steps of each conflict management technique.

2. Given a practical exercise, negotiate, mediate or arbitrate a conflict or crisis situation.

Criteria: The trainee shall be tested on the following:

3.13.1. Definition of negotiation, mediation and arbitration.

3.13.2. The steps involved in each type of the above conflict management techniques.

3.13.3. Evaluation of the conflict or crisis scene.

3.13.4. Maintaining officer safety precautions.

3.13.5. Negotiating, mediating or arbitrating the conflict or crisis situation.

Lesson Plan Guide: The lesson plan shall include the following:

1. Definition of negotiation, mediation, and arbitration.

2. The steps involved in each type of the above conflict management techniques.

3. Evaluation of the conflict or crisis scene.

4. Maintaining officer safety precautions.

5. Negotiating, mediating, or arbitrating the conflict or crisis situation:

a. Identify that no physical violence has taken place. If physical violence has taken place, follow procedures for the type of crime committed

b. Maintain all officer safety precautions. Back up arriving on scene must not disrupt efforts of first officer, but should take direction and support the first officer. Primary goal is to keep the peace and not let parties become physically violent

c. Diffuse the situation by separating the parties and explaining that you need to know the facts relating to the dispute. Each person will have a chance to speak, but you will set the rules for talking

d. Listen carefully to the explanation by each party separately to identify what their common interest is. Identify some alternatives to which both might agree. Officers should confer before reuniting the parties

e. Bring the parties back together to discuss alternatives that may resolve the dispute

f. Recognize when conflict management techniques will not produce the desired result and take any law enforcement action that is appropriate

g. If conflict management techniques are producing the desired result, refer them to additional services that may be helpful for the type of dispute they had, i.e., family mediation/counseling, landlord/tenant mediation, dispute resolution services, etc.

Performance Outcome 3.14.

Interview a child victim of crime.

Training Objective Relating to 3.14.

1. Given a written or practical exercise (practical preferred method for testing), identify factors to consider when interviewing a child victim of a crime.

Criteria: The trainee shall be tested on the following:

3.14.1. Identify language ability level of victim.

3.14.2. Identify emotional and physical capability of victim to be interviewed.

3.14.3. Communicate in a compassionate and non-judgmental manner.

3.14.4. Ensure victim is comfortable and understands the purpose of the interview (officer needs to learn what happened to hurt the victim).

3.14.5. Adjust language as needed to help victim understand questions.

3.14.6. Identify special circumstances and assistance needed to interview a mentally challenged victim.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify language ability level of victim.

2. Identify emotional capability of victim to be interviewed.

3. Communicate in a compassionate and non- judgmental manner.

4. Ensure victim is comfortable and understands the purpose of the interview (officer needs to learn what happened to hurt the victim).

5. Adjust language as needed to help victim understand questions.

6. Identify special circumstances and assistance needed to interview a mentally challenged victim.

Performance Outcome 3.15.

Interview an elderly victim of crime.

Training Objective Relating to 3.15.

1. Given a practical exercise, identify factors to consider when interviewing an elderly victim of a crime.

Criteria: The trainee shall be tested on the following:

3.15.1. Identify language ability level of victim.

3.15.2. Identify emotional and physical capability of victim to be interviewed.

3.15.3. Communicate in a compassionate and non-judgmental manner.

3.15.4. Ensure victim is comfortable and understands the purpose of the interview (officer needs to learn what happened to hurt the victim).

3.15.5. Adjust language as needed to help victim understand questions.

3.15.6. Identify special circumstances and assistance needed to interview a mentally challenged victim.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify language ability level of victim.

2. Identify emotional capability of victim to be interviewed.

3. Communicate in a compassionate and non-judgmental manner.

4. Ensure victim is comfortable and understands the purpose of the interview (officer needs to learn what happened to hurt the victim).

5. Adjust language as needed to help victim understand questions.

6. Identify special circumstances and assistance needed to interview a mentally challenged victim.

Performance Outcome 3.16.

Talk with family of adult defendants to advise, inform, and notify.

Training Objective Relating to 3.16.

1. Given a written exercise, identify the information that an officer may provide to the family of an arrested person.

Criteria: The trainee shall be tested on the following:

3.16.1. Type of charge.

3.16.2. Consequences of actions (where held).

3.16.3. Court procedures.

3.16.4. Location of magistrate.

Lesson Plan Guide: The lesson plan shall include the following:

1. Type of charge.

2. Consequences of actions (where held).

3. Court procedures.

4. Location of magistrate.

Instructor Note: Advise trainees that they will need to identify department policy regarding information that may be given to the family of adult defendants as part of their department training.

Performance Outcome 3.17.

Prepare incident/offense reports and related paperwork in order to facilitate a misdemeanor or felony prosecution.

Training Objectives Relating to 3.17.

1. Given a practical exercise, prepare an incident/offense report and related paperwork using descriptive sentences in a narrative style.

2. Identify other documentation that should be submitted with the offense report to facilitate prosecution.

Criteria: The trainee shall be tested on the following:

3.17.1. Incident/offense report information:

3.17.1.1. Offense

3.17.1.2. Date/location

3.17.1.3. Time

3.17.1.4. Description of details of offense

3.17.1.5. Victim(s) description(s)

3.17.1.6. Suspect(s) description(s)

3.17.1.7. Complainant/Reporting Party information

3.17.1.8. Witness(es) information.

3.17.2. Other information to be submitted with incident/offense report:

3.17.2.1. Suspect(s), victim(s), witness(es) statements, if any

3.17.2.2. Lab reports and lab analysis should be attached

3.17.2.3. Investigative or follow-up reports to be attached

3.17.2.4. All document should be typewritten or printed.

3.17.3. Prepare a complete case file that would be submitted to a Commonwealth’s attorney.

Lesson Plan Guide: The lesson plan shall include the following:

1. Offense.

2. Date/location.

3. Time.

4. Description of details of incident/offense.

5. Victim(s) description(s):

a. Full name(s)

b. Address/phone number (include cellular, pager, fax, if available)

c. Date of birth

d. Social security number

e. Employer's name, address, phone number (include cellular, pager, fax, if available).

6. Suspect's description(s):

a. Full name(s)

b. Address/phone number

c. Date of birth

d. Social security number

e. Any prior criminal history

f. Injuries defendant may have received during arrest (if any)

g. Documentation of circumstances surrounding the injuries and indication if a justifiable use of force was necessary.

7. Complainant/Reporting Party Information:

a. Full name

b. Address/phone number.

8. Witness(es) Information:

a. Full name(s)

b. Addresses/phone numbers

c. Statements.

9. Narrative style:

a. Proper use of grammar

b. Accurate statements of facts

c. Complete and detailed representation of facts

d. Impartial, clear, and concise language

e. Chronological order

f. Past tense

g. Active voice.

10. Other information to be submitted to a Commonwealth's Attorney with the incident/offense report as part of a case file:

a. Suspect(s), victim(s), witness(es) statements, if any

b. Lab reports and lab analysis should be attached

c. Investigative or follow-up reports to be attached

d. All document should be typewritten or printed.

Performance Outcome 3.18.

Write a field intelligence/interview report.

Training Objectives Relating to 3.18.

1. Given a practical exercise depicting an investigative stop, write a field intelligence/interview report.

Criteria: The trainee shall be tested on the following:

3.18.1. Subject information and description.

3.18.2. Location/date/time of stop.

3.18.3. Circumstances surrounding the stop.

Lesson Plan Guide: The lesson plan shall include the following:

1. Basic data:

a. Name(s)

b. Address(s)

c. Phone number(s)

d. Date/time of day.

2. Proper use of grammar.

3. Accurate statements of facts.

4. Complete and detailed representation of facts.

5. Impartial, clear, and concise language.

Performance Outcome 3.19.

Write concise word for word statements from suspects, victims and witnesses for admission as evidence.

Training Objectives Related to 3.19.

1. Given a practical exercise, write concise word for word statements from suspects, victims and witnesses for admission as evidence.

Criteria: The trainee shall be tested on the following:

3.19.1. The statement is made under conditions that provide for no duress, threats, or promises.

3.19.2. The statement is written concisely and represents what is said.

3.19.3. The person making the statement is allowed to read and make any corrections.

3.19.4. The person signs the statement voluntarily.

3.19.5. The statement is witnessed.

3.19.6. The date and time of the statement are included.

Lesson Plan Guide: The lesson plan shall include the following:

1. The statement is made under conditions that provide for no duress, threats, or promises.

2. The statement is written concisely and represents what is said.

3. The person making the statement is allowed to read and make any corrections.

4. The person signs the statement voluntarily.

5. The statement is witnessed.

6. The date and time of the statement are included.

Patrol

Performance Outcome 4.1.

Conduct photographic line-up to identify arrestee/suspects.

Training Objective Related to 4.1.

1. Given a written exercise, list factors to consider when doing a photographic lineup.

Criteria: The trainee will be tested on the following:

4.1.1. Same sex

4.1.2. Similar size, build, color, race, ethnic background

4.1.3. Similar background in photo

4.1.4. Using the number of photos specified in the reference “Eyewitness Evidence, a Guide for Law Enforcement” published by the U.S. Department of Justice, present each photo individually in a sequential manner. Use either black/white photos for all or color photos for all.

4.1.5. Descriptors that victim or witnesses provide (instructor to provide for class)

4.1.6. Do not use photos that reflect bias toward one person, i.e. mug shots for some and not all.

Lesson Plan Guide: The lesson plan shall include the following:

1. Photographic line-up factors:

a. Same sex

b. Similar size, build, color, race, ethnic background

c. Similar background in photo

d. Using the number of photos specified in the reference "Eyewitness Evidence, a Guide for Law Enforcement" published by the U.S. Department of Justice, present each photo individually in a sequential manner. Use either black/white photos for all or color photos for all.

e. Descriptors that victim or witnesses provide (instructor to provide for class)

f. Do not use photos that reflect bias toward one person, i.e. mug shots for some and not all.

2. Approaches for using photo identification

a. Preparing a group of photographs for the witness to review

b. Presenting each photograph individually to the witness

Instructor Note: Advise trainees that they will be expected to demonstrate a photographic line-up using the above factors correctly during department training. *Reference "Eyewitness Evidence, A Guide for Law Enforcement" published by the U.S. Dept. of Justice.

Performance Outcome 4.2.

Assess need to evacuate buildings and surrounding areas endangered by threat of explosion or by toxic gases, liquids or other hazardous spilled materials.

Training Objective Related to 4.2.

1. Given a written exercise, identify the responsibilities of the first officer on the scene of a hazardous spilled materials incident.

2. Given a written exercise, identify use of weapons of mass destruction (WMD) as a hazmat incident.

Criteria: The trainee shall be tested on the following:

4.2.1. Evaluate the situation.

4.2.2. Identify appropriate agencies to notify and request assistance.

4.2.3. Attempt to establish contact with responsible party for property involved.

4.2.4. Secure the perimeter.

4.2.5. If and when determined such assistance is needed, proceed to evacuate the designated building and areas.

4.2.6. Identify indicators and effects of weapons of mass destruction (WMD) on individuals and property.

4.2.7. Identify signs and symptoms common to initial victims of a WMD hazmat incident.

Lesson Plan Guide: The lesson plan shall include the following:

1. Evaluate the situation.

2. Identify appropriate agencies to notify and request assistance.

3. Attempt to establish contact with responsible party for property involved.

4. Secure the perimeter.

5. If and when determined such assistance is needed, proceed to evacuate the designated building and areas.

6. Identify indicators and effects of weapons of mass destruction (WMD) on individuals and property.

7. Identify signs and symptoms common to initial victims of a WMD hazmat incident.

Performance Outcome 4.3.

Locate vehicle identification number.

Training Objective Related to 4.3.

1. Given a written, audio-visual, or practical exercise, inspect a vehicle to locate vehicle identification number.

Criteria: The trainee shall be tested on the following:

4.3.1. Locate a vehicle identification number (VIN).

4.3.2. Identify locations of hidden VIN numbers.

Lesson Plan Guide: The lesson plan shall include the following:

1. Typical vehicle identification number locations for several models.

2. Locations for hidden VIN numbers.

Instructor Note: Reference the National Auto Theft Book to explain meanings of numbers and letters of vehicle identification numbers.

Performance Outcome 4.4.

Inspect motor vehicle to identify safety violations.

Training Objective Related to 4.4.

1. Given a written exam, inspect motor vehicle to identify safety violations.

Criteria: The trainee shall be tested on the following:

4.4.1. Identify procedure for visually inspecting a non-commercial vehicle for safety and equipment violations.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify procedure for visually inspecting a non-commercial vehicle for safety and equipment violations.

2. Review current state inspection receipt.

3. Identify the exception: Commercial vehicles requiring a commercial driver's license.

Performance Outcome 4.5.

Patrol areas restricted due to man-made or natural disasters.

Training Objective Related to 4.5.

1. Given a written exercise, identify the factors to consider related to controlling movement of individuals and vehicles in a restricted area.

Criteria: The trainee shall be tested on the following:

4.5.1. Identify boundaries in disturbance area.

4.5.2. Identify restrictions on an individual passing through area.

4.5.3. Identify restrictions on vehicles passing through area.

4.5.4. Identify curfew limitations.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify boundaries in disturbance area.

2. Identify restrictions on an individual passing through area.

3. Identify restrictions on vehicles passing through area.

4. Identify curfew limitations.

Instructor Note: Advise trainees of §15.2-1714 related to members of the press being permitted to cross police lines unless this may interfere with evidence, police, firefighters, or emergency personnel in the performance of their duties. However, a record of entry and exit of such persons MUST be made as part of normal procedure.

Performance Outcome 4.6.

Establish a security perimeter.

Training Objective Related to 4.6.

1. Given a written or practical exercise, identify the procedure to follow to establish a security perimeter.

Criteria: The trainee shall be tested on the following:

4.6.1. Assign an officer to possible points of entry/exit to restrict unauthorized entry or exit.

4.6.2. Assign an officer to record everyone who enters or exits.

4.6.3. Rope off crime scene areas.

Lesson Plan Guide: The lesson plan shall include the following:

1. Assign an officer to possible points of entry/exit to restrict unauthorized entry or exit.

2. Assign an officer to record everyone who enters or exits.

3. Rope off crime scene areas.

Instructor Note: Advise trainees of §15.2-1714 related to members of the press being permitted to cross police lines unless this may interfere with evidence, police, firefighters, or emergency personnel in the performance of their duties. However, a record of entry and exit of such persons MUST be made as part of normal procedure.

Performance Outcome 4.7.

Develop and maintain field contacts and intelligence sources.

Training Objective Related to 4.7.

1. Given a written exam, identify methods to develop and maintain field contacts and intelligence sources.

Criteria: The trainee shall be tested on the following:

4.7.1. Positive/negative elements of field contacts/intelligence sources.

4.7.2. Methods to make and/or maintain contact.

4.7.3. Factors that affect the usefulness of information.

Lesson Plan Guide: The lesson plan shall include the following:

1. Positive/negative elements of field contacts/intelligence sources:

a. Drug users/Dealers

b. Thieves

c. Street people

d. Neighbors/residents/shop owners

e. Service personnel

f. Fellow officers

g. Gangs (rivals)

h. Others as may be identified

2. Methods to make and/or maintain contact:

a. Safety of officer and contact:

1. Phone contacts (limit use of names)

2. Personal contacts

b. Third party contacts

3. Factors that affect the usefulness of information:

a. Timeliness

b. Validity of information

Performance Outcome 4.8.

Investigate a suspicious vehicle.

Training Objective Related to 4.8.

1. Given a written, audio-visual, or practical exercise, identify factors to consider to investigate suspicious vehicles.

Criteria: The trainee shall be tested on the following:

4.8.1. Identification of a suspicious vehicle.

4.8.2. Approach to a suspicious vehicle.

4.8.3. Location of a suspicious vehicle.

4.8.4. Safety considerations.

4.8.5. Time of day.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of a suspicious vehicle.

2. Approach to a suspicious vehicle.

3. Location of a suspicious vehicle.

4. Safety considerations.

5. Time of day.

Performance Outcome 4.9.

Request use of a police dog appropriately.

Training Objective Related to 4.9.

1. Given a written exercise, identify factors to consider related to use of a K-9.

Criteria: The trainee shall be tested on the following:

4.9.1. Appropriate uses of a K-9:

4.9.1.1. Searches for people, evidence, and contraband.

4.9.1.2. Crowd control.

4.9.1.3. Apprehension of suspect.

4.9.2. Factors which affect ability of a K-9 to track:

4.9.2.1. Scent obtainable.

4.9.2.2. Area not trampled by numerous people.

Lesson Plan Guide: The lesson plan shall include the following:

1. Appropriate uses of a K-9:

a. Searches for people, evidence, and contraband.

b. Crowd control.

c. Apprehension of suspect.

2. Factors which affect ability of a K-9 to track:

a. Scent obtainable.

b. Area not trampled by numerous people.

3. The legal issues involved with using a police dog.

4. Multiple types of tracking used by K-9s:

a. Ground scent

b. Air scent

c. Note differences in use of bloodhounds and patrol canines and capabilities of both.

5. Officer safety concerns:

a. Role of K-9 handler in controlling canine.

b. K-9 confusion possibilities when several people run at the same time.

Instructor Note: Advise trainees that they will be expected to identify their department policy related to use of a K-9 during their department training.

Performance Outcome 4.10.

Restore peace at a loud party.

Training Objective Related to 4.10.

1. Given a written or practical exercise, identify appropriate response to reduce noise or restore peace at loud parties.

Criteria: The trainee shall be tested on the following:

4.10.1. Identify Code of Virginia statutes related to noise violations or disturbing the peace.

4.10.2. Identify the person who is responsible for the premises on which the noise violation occurs.

4.10.3. Identify communication skills useful to enforcing noise ordinances.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify Code of Virginia statutes related to noise violations or disturbing the peace (§15.2-1220; §15.2-1700).

2. Identify the person who is responsible for the premises on which the noise violation occurs.

3. Identify communication skills useful to enforcing noise ordinances.

Instructor Note: Advise trainees that they will need to identify local ordinances related to noise violations during department training.

Performance Outcome 4.11.

Provide building security.

Training Objective Related to 4.11.

1. Given a written or practical exercise, identify factors to consider when performing non-business hours building security checks.

Criteria: The trainee shall be tested on the following:

4.11.1. Observe area before approach.

4.11.2. Foot vs. mobile approach.

4.11.3. Look for irregularities.

4.11.4. Check vehicles in lots.

Lesson Plan Guide: The lesson plan shall include the following:

1. Observe area before approach.

2. Foot vs. mobile approach.

3. Make a physical check of the building, looking and testing for irregularities (unlocked or open doors & windows, broken glass, nonsecure deadbolts, items in disarray, suspicious persons, etc.)

4. Check vehicles in lots.

5. Check rear view mirror when leaving.

Instructor Note: Advise trainees that they will need to identify department policy related to false alarms as part of their department training.

Performance Outcome 4.12.

Observe individual to recognize signs of abnormal behavior. Assess need for mental or medical evaluation, or help and resources from another source. Take into involuntary custody a person displaying behavior that gives the officer probable cause to believe that mental illness exists using the appropriate Code of Virginia requirements.

Training Objective Related to 4.12.

Given a written and practical exercise:

1. Identify behaviors that may indicate possible mental illness or other maladaptive and/or dangerous speech or actions that require law enforcement intervention.

2. Identify behaviors that may indicate possible dementia or Alzheimer's Disease that may require law enforcement intervention.

3. Take into involuntary custody a person displaying behavior that gives the officer probable cause to believe that mental illness exists using the appropriate Code of Virginia requirements.

4. Given a written exercise, identify relevant law enforcement issues relating to homeless

Criteria: The trainee shall be tested on the following:

4.12.1. Signs of abnormal behavior or dementia/Alzheimer's disease of a person or arrestee.

4.12.1.1. Abnormal behaviors and physical signs that may be observed by officers.

4.12.1.2. Possible danger to officer from person or arrestee behaving abnormall.y

4.12.1.3. Appropriate action to be taken related to abnormal behavior observed.

4.12.1.4. Communication to the booking officer and/or jailor of any statements or behavioral observations that indicate danger to the arrestee or others.

4.12.2. Identify legal requirements to take into involuntary custody a person displaying behavior that gives the officer probable cause to believe that mental illness exists using the appropriate Code of Virginia requirements:

4.12.2.1. Identify and be able to articulate conditions for an emergency custody order.

4.12.2.2. Identify and be able to articulate conditions for a temporary detention order.

4.12.2.3. Identify procedures for obtaining an emergency custody order or temporary detention order.

4.12.2.4. Identify procedure for securing, searching, and transporting a person who meets the criteria of an emergency custody order or temporary detention order including a change of voluntary consent for transport to placement under emergency custody while in transport.

4.12.2.5. Identify conditions that provide a law enforcement officer the ability to obtain health care records under § 32.1-127/1:03.D.2.

4.12.2.6. Identify conditions for transfer of custody of person under emergency custody order under §37.2-808 E.

4.12.3. Identify relevant law enforcement issues relating to homeless persons.

Lesson Plan Guide: The lesson plan shall include the following:

1. Examples of abnormal behaviors or dementia/Alzheimer's Disease of a person or arrestee:

a. Disorders commonly responsible for abnormal behavior.

b. Abnormal behaviors and physical signs that may be observed by officers.

c. Possible danger to officer from person or arrestee behaving abnormally.

d. Appropriate sources and types of information useful in assessing a person's behavior.

e. Importance of seeking help for persons suffering from an emotional crisis.

f. Appropriate action to be taken related to abnormal behavior observed.

g. Communication to the booking officer and/or jailor of any statements or behavioral observations that indicate danger to the arrestee or others.

h. Monitor those in your custody who exhibit abnormal behavior to ensure their safety and the safety of others.

2. Identify legal requirements to take into involuntary custody a person displaying behavior that gives the officer probable cause to believe that mental illness exists using the appropriate Code of Virginia requirements:

a. Identify and be able to articulate conditions for an emergency custody order.

b. Identify and be able to articulate conditions for a temporary detention order.

c. Identify procedures for obtaining an emergency custody order or temporary detention order.

d. Identify procedure for securing, searching, and transporting a person who meets the criteria of an emergency custody order or temporary detention order including a change of voluntary consent for transport to placement under emergency while in transport (§ 37.2-808(H)).

e. Identify conditions that provide a law enforcement officer the ability to obtain health care records under §32.1-127/1:03.D.2.

f. Identify conditions for transfer of custody of person under emergency custody order under §37.2-808 E.

3. Identify relevant law enforcement issues relating to homeless persons.

Instructor Note: Advise trainees that they will need to identify department policy related to taking into involuntary custody a person who displays abnormal behavior and to identify locations to deliver this person as part of department training.

Performance Outcome 4.13.

Respond to and conduct a preliminary, follow-up or continuing investigation (when assigned) of family disturbances, family offenses, or family abuse.

Training Objective Related to 4.13.

1. Given a written exercise, define the following:

a. Family disturbances

b. Family offenses

c. Family abuse

d. Family or household member

2. Given a written exercise, define the meaning of the following legal papers:

a. Emergency Protective Order

b Preliminary Protective Order

c. Permanent Protective Order

3. Given a written exercise, identify the correct procedures for service of the following legal papers:

a. Emergency Protective Order (including telephonic order)

b. Preliminary Protective Order

c. Permanent Protective Order

4. Given a practical exercise, respond to and conduct a preliminary, follow-up, or continuing investigation of family disturbances, family offenses, or family abuse.

Criteria: The trainee shall be tested on the following:

4.13.1. Definition of the following:

4.13.1.1. Family disturbances

4.13.1.2. Family offenses

4.13.1.3. Family abuse

4.13.1.4. Family or household member

4.13.2. Definition of the following legal papers:

4.13.2.1. Emergency Protective Order

4.13.2.2. Preliminary Protective Order

4.13.2.3. Permanent Protective Order

4.13.3. Identification of the correct procedures for service of the following:

4.13.3.1. Emergency Protective Order (including telephonic order)

4.13.3.2. Preliminary Protective Order

4.13.3.3. Permanent Protective Order

4.13.4.The appropriate law enforcement response to these calls:

4.13.4.1. Evaluate the scene.

4.13.4.2. Provide aid and assistance as may be needed, including officer's responsibility for making arrangements for transporting victim.

4.13.4.3. Interview victim (determining willingness to cooperate with investigation if adult, however, other evidence may be used if victim is unwilling), witness(es) (if any) and suspect(s) (if and/or when identified).

4.13.4.4. Identify, record, collect and/or preserve physical evidence.

4.13.4.5. Determine the offense, the predominant physical aggressor, and appropriate charges.

4.13.4.6. Arrest the predominant physical aggressor.

4.13.4.7. Make referrals for help services, i.e., Child Protective Services, social services, rape counseling, domestic violence shelters, etc.

4.13.4.8. Get warrant for the arrest; petition for an emergency protective order for the victim; if issued serve the emergency protective order then take to the communications center and take appropriate steps to have entered into VCIN.

4.13.4.9. Record findings on standard report forms to assist investigation in determining what, if any, crime has occurred.

Lesson Plan Guide: The lesson plan shall include the following:

1. Definition of the following terms:

a. Family disturbances

b. Family offenses

c. Family abuse

d. Family or household member

2. The appropriate law enforcement response to these calls:

a. Evaluate the scene.

b. Provide aid and assistance as may be needed (include officer's responsibility for making arrangements for transporting victim).

c. Interview victim (determine willingness to cooperate with investigation; if adult, however, other evidence may be used if victim is unwilling); witness(es) (if any); suspect(s) (if and/or when identified).

d. Identify, record, collect and/or preserve physical evidence.

e. Determine offense, predominant physical aggressor, & appropriate charges.

f. If probable cause exists, petition for an emergency protective order (by telephone if necessary).

g. Arrest the predominant physical aggressor and take before a magistrate:

1. Identify "Special Circumstances" for not making an arrest

h. Get warrant for the arrest; petition for an emergency protective order for the victim; if issued serve the emergency protective order then take to the communications center and take appropriate steps to have entered into VCIN.

i. Research all records for past reported case history (may ask for this en route)

j. Make referrals for help services, i.e., Child Protective Services, social services, rape counseling, domestic violence shelters, etc.

k. Subpoena medical records if needed.

L. Record findings on standard report forms to assist investigation in determining what, if any, crime has occurred.

3. Define the meaning of the following legal papers:

a. Emergency Protective Order

b. Preliminary Protective Order

c. Permanent Protective Order

4. Identify the correct procedures for service of the following legal papers:

a. Emergency Protective Order (including telephonic order)

b. Preliminary Protective Order

c. Permanent Protective Order

5. Identify circumstances to make a custodial arrest in lieu of a summons.

a. Court order exists

b. Continuing threat of violence

Instructor Note: Advise trainees that they will need to identify department policy related to family abuse issues as part of department training:

a. ***Special circumstances for not making an arrest***

b. ***Officer's responsibility for making arrangements for transporting victim***

Performance Outcome 4.14.

Respond to and conduct a preliminary investigation of events related to destruction of property.

Training Objective Related to 4.14.

1. Given a written exercise, identify the duties of the first responding officer to investigate events related to destruction of property.

Criteria: The trainee shall be tested on the following:

4.14.1. Notify proper authorities.

4.14.2. Protect the crime scene according to requirements of the nature of the crime.

4.14.3. Locate witnesses.

4.14.4. Assist as needed on scene.

4.14.5. Complete necessary reports.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define destruction of property as willful or malicious destruction or defacement of public or private property.

2. Notify proper authorities.

3. Protect the crime scene according to requirements of the nature of the crime.

4. Locate witnesses.

5. Assist as needed on scene.

6. Complete necessary reports.

Performance Outcome 4.15.

Conduct a preliminary investigation of controlled substances offenses, and follow-up investigation when assigned.

Training Objective Related to 4.15.

1. Given a written exercise, identify factors to consider related to investigation of controlled substances.

Criteria: The trainee shall be tested on the following:

4.15.1. Characteristics of commonly abused controlled and non-controlled substances:

4.15.1.1. Marijuana

4.15.1.2. Hallucinogens

4.15.1.3. Barbiturates/amphetamines

4.15.1.4. Opiates

4.15.1.5. Inhalants

4.15.1.6. Abused prescriptions

4.15.2. Common street packaging of controlled substances for illegal sale:

4.15.2.1. Marijuana

4.15.2.2. Hallucinogens

4.15.2.3. Barbiturates/amphetamines

4.15.2.4. Opiates

4.15.2.5. Inhalant

4.15.2.6. Abused prescriptions

4.15.3. Identification of various forms of drug paraphernalia.

4.15.4. Identification of the factors to consider in a controlled substances investigation, arrest, and prosecution.

Lesson Plan Guide: The lesson plan shall include the following:

1. Characteristics of commonly abused controlled and non-controlled substances:

a. Marijuana

b. Hallucinogens

c. Barbiturates/amphetamines

d. Opiates

e. Inhalants

f. Abused prescriptions

2. Common street packaging of controlled substances for illegal sale:

a. Marijuana -- 1/4 oz. or 1/2 oz., ounces to pounds usually plastic baggies; kilos can be plastic to paper, usually wrapped with duct tape.

b. Powder Cocaine -- grams, 8-balls, quarter oz., half oz., corners cut from baggies to whole baggies for larger amounts.

c. Heroin -- tin foil packages for small amounts; also small zip lock bags to whole baggies for larger amounts; Richmond glassine paper.

d. PCP (phencyclidine) -- tin foil for small amounts; vanilla extract bottles for liquid; large amounts -- baggies to mason jars.

e. Methamphetamine -- sold in similar containers as cocaine.

f. Crack Cocaine -- sold in similar containers as powder.

g. GHBs, Ecstasy -- usually sold in capsules.

h. Mushrooms -- baggies

i. LSD -- paper (usually blotter type).

j. Pills -- no set packaging.

k. Hash oil -- small jars (usually amber in color).

Note: Most street sales will use the small baggies -- usually corners cut from a sandwich baggie and a twisty to close it. There are other indicators: people hanging on corners, vehicles stopping for a short time, hand signals, etc. Usually an officer won't see an exchange of the dope because the amounts are small and can be palmed. They will probably see money come back, but not always. Keep in mind that the training and experience of the officer is what the court looks at in its decisions. New officers should realize that basic training is an introduction to investigation of controlled substances and plan on additional training as they gain experience.

3. Identification of various forms of drug paraphernalia.

4. Identification of the factors to consider in a controlled substances investigation and prosecution:

a. Establishing probable cause for arrest.

b. Evidence handling package (see Division of Forensic Science (DFS) "Evidence Handling Guide").

c. Evidence preservation.

d. Evidence submission (to forensic lab).

e. Suitability of field test use.

f. Filing of search warrant.

g. Suspect history/prior record.

h. Suspect/witness relationship.

i. Obtain lab analysis report information and file lab report with clerk of the court at least 7 days prior to trial.

j. Prepare for grand jury or court presentation.

k. Prepare for pre-trial conference (with commonwealth's attorney).

l. Prepare seizure reports (money, vehicles, guns, etc.).

m. Dispose of drugs (court order).

n. Check with informants/concerned citizens.

o. Testimony regarding field tests related to controlled substances (§19.2-188.1).

5. Identify the hazards involved in dealing with a clandestine lab and describe the safety precautions which an officer should take under these circumstances.

Performance Outcome 4.16.

Respond to and conduct a preliminary investigation of events related to an animal complaint.

Training Objective Related to 4.16.

Given a written exercise:

1. Identify criminal violations related to animal behavior.

2. Identify criminal violations related to cruelty to animals.

3. Identify criminal violations related to animal fighting.

Criteria: The trainee shall be tested on the following:

4.16.1. Statute on complaints related to animal behavior.

4.16.2. Statute on complaints about cruelty to animals.

4.16.3. Steps for responding to complaints: (§3.2-6571):

4.16.3.1. If not an immediate threat to officer or public, notify animal control or proper authority.

4.16.3.2. If an immediate threat, the officer must control the situation taking precautions that no bystanders will be endangered.

4.16.3.3. Identify equipment or weapons needed to control the situation given the size, speed, strength, and aggression of animal(s) with knowledge that intermediate impact weapons (such as batons) are not recommended.

4.16.3.3.1. If the animal is aggressive and the officer has time and the necessary resources or equipment the officer should attempt to put a physical barrier (i.e. trashcan or vehicle) between himself and the animal while redirecting the animals attention or subduing the animal using less lethal tactics (i.e. food, treats, chemical spray, conducted electronic weapon discharged sideways, discharge of a fire extinguisher or lit flare).

4.16.3.3.2. If the animal is charging or attacking, the officer is permitted to protect the public and defend himself through the use of force to include lethal force.

4.16.3.4. Identify methods for destruction of injured animals when no animal control officer is available.

4.16.4. Animal fighting:

4.16.4.1. Identify animal fighting activities and/or venues and work with animal control officers (where available) in responding to any related criminal activity.

4.16.4.2. Identify possible criminal activity associated with animal fighting.

Lesson Plan Guide: The lesson plan shall include the following:

1. Complaints related to animal behavior (§3.2-6540).

2. Complaints about cruelty to animals (§18.2-403.1, §3.2-6570):

a. If not an immediate threat to officer or public, notify animal control or proper authority.

b. If an immediate threat, the officer must control the situation taking precautions that no bystanders will be endangered.

c. Identify equipment or weapons needed to control the situation given the size, speed, strength, and aggression of animal(s) .

1. If the animal is aggressive and the officer has time and the necessary resources or equipment the officer should attempt to put a physical barrier (i.e. trashcan or vehicle) between himself and the animal while redirecting the animals attention or subduing the animal using less lethal tactics (i.e. food, treats, chemical spray, conducted electronic weapon discharged sideways, discharge of a fire extinguisher or lit flare).

2. If the animal is charging or attacking, the officer is permitted to protect the public and defend himself through the use of force to include lethal force .

3. Identify methods for destruction of injured animals when no animal control officer is available.

d. Identify methods for destruction of injured animals when no animal control officer is available.

3. Animal fighting (§ 3.2-6571)

a. Identify animal fighting activities and/or venues and work with animal control officers (where available) in responding to any related criminal activity.

b. Identify possible criminal activity associated with animal fighting:

1. Animal cruelty

2. Unlawful wagering

3. Controlled substances

4. Grand or petit larceny

5. Unlawful transportation of animals

6. Conspiracy to commit criminal acts

7. Others as instructor may identify

Instructor Note: Advise trainees that they will need to identify local ordinances and department policy related to animal complaints as part of their department training.

Performance Outcome 4.17.

Respond to and conduct preliminary investigation of events related to lost/missing/abducted person.

Training Objective Related to 4.17.

1. Given a written or practical exercise, identify the duties of the first officer to conduct a preliminary investigation of events related to lost, missing or abducted person.

Criteria: The trainee shall be tested on the following:

4.17.1. Complete identification of a person:

4.17.1.1. Name

4.17.1.2. Age/Date of Birth

4.17.1.3. Date, time last seen

4.17.1.4. Description/photo

4.17.1.5. Others with him/her, if any

4.17.1.6. First time or repeat

4.17.1.7. Known frequented locations

4.17.1.8. *Repealed*

4.17.1.9. Special or secret hide-a-way (even old ones)

4.17.1.10. Conversations about leaving residence

4.17.2. Special or suspicious circumstances under which to notify a supervisor immediately for determination of getting additional resources.

4.17.2.1. Missing child (52-32).

4.17.2.2. Elderly/persons with dementia specific illnesses or Alzheimer's Disease.

4.17.2.3. Missing adult with mental or physical disabilities or needing medication and critically missing adults 15.2-1718.2.

4.17.2.4. Danger due to weather.

4.17.2.5. (*Repealed)*

4.17.2.6. Review definition of abducted child (52-34 and the criteria for issuing an Amber Alert (52-34.3 and Senior Alert (52-34.6).

4.17.3. Search last known location first, surrounding area, nearby hazards, and vehicles.

4.17.4. Crime scene protection, if needed.

4.17.5. Collect, preserve, and maintain evidence.

4.17.6. Use a Virginia State Police Missing Children Information Clearinghouse Form (State Police Form SP-183) to report a missing child as defined by the Code of Virginia 52-32. Access the Virginia State Police Amber Alert Activation Request website or submit an Amber Alert Form to initiate an Alert for an abducted child. Use an affidavit for missing person age 21or over (State Police Form SP-67) to report a missing adult. Use the Virginia State Police Senior Alert Program Form to request a local, regional, or statewide notification of a missing senior adult.

Lesson Plan Guide: The lesson plan shall include the following:

1. Statutory requirements for searching for missing persons.

2. Complete the identification of the person:

a. Name

b. Age/date of birth

c. Date, time last seen

d. Description/photo

e. Others with him/her, if any

f. First time or repeat

g. Known frequented locations

h. (*Repealed)*

i. Special or secret hide-a-way (even old ones)

j. Conversations about leaving residence

3. Special or suspicious circumstances under which to notify a supervisor immediately:

a. Missing child (§ 52-32)

b. Elderly /persons with dementia specific illnesses or Alzheimer's Disease

c. Missing adult with mental or physical disabilities or needing medication and critically missing adults (§ 15.2-1718.2)

d. Danger due to weather

e. *(Repealed)*

f. Search/canine teams possibly useful

g. Identify the statutory requirements and criteria for issuing a local, regional, or statewide Amber Alert § 52-34.1 and § 52-34.3. 39

h. Identify the statutory requirements and criteria for issuing a local, regional, or statewide Senior Alert § 52-34.4 of the Code of Virginia.

4. Search last known location first, surrounding area, nearby hazards, and vehicles.

5. Search homes of relatives and friends.

6. Search frequented locations.

7. Conduct neighborhood canvas.

8. Involvement of Department of Emergency Services.

9. Crime scene protection, if needed.

10. Collect, preserve, and maintain evidence.

11. Use a Virginia State Police Missing Children Information Clearinghouse Form (State Police Form SP-183) to report a missing child as defined by the Code of Virginia § 52-32. Access the Virginia State Police Amber Alert Activation Request website or submit an Amber Alert Form to initiate an Alert for an abducted child. Use an affidavit for missing person age 21 or over (State Police Form SP- 67) to report a missing adult. Use the Virginia State Police Senior Alert Program Form to request a local, regional, or statewide notification of a missing senior adult.

12. Search protocol for person's suffering from Alzheimer's Disease or dementia:

a. Identify reasons that cause AD subjects to become lost easily.

b. Identify reasons that initiating a search effort is urgent.

c. Identify search crucials:

1. Treat the point last seen as a crime scene and keep people out.

2. Check house and immediate grounds even if done already.

3. Notify media and ask for public assistance.

4. Notify post office and ask letter carriers to be on alert.

5. Alert local government people who are outside when working.

6. Search at night.

7. Point last seen provides the best clues for searchers and dogs.

8. Others as may be noted by the instructor.

d. Identify characteristics of the lost/wanderer.

e. Identify critical initial actions including collection of search data.

f. Identify possible resources to aid in conducting a search:

1. Safe Return

2. Search and Rescue

3. Project Lifesaver

4. Tracking dogs

5. Others as may be identified by instructor

Instructor Note: Advise trainees that they will need to identify and follow department procedures to enter information into NCIC and VCIN as well as identify department policy and procedures on searches and will learn these as part of their department training.

1. Complete all documentation related to a lost person for entry into NCIC and VCIN.

2. Complete all documentation related to a missing person for entry into NCIC and VCIN.

3. Complete all documentation related to a kidnapped person for entry into NCIC and VCIN.

Performance Outcome 4.18.

Respond to a residential alarm and an in-progress alarm.

Training Objective Related to 4.18.

1. Given a written, audio-visual, or practical exercise, identify or demonstrate appropriate actions for a residential alarm and an in-progress alarm.

Criteria: The trainee shall be tested on the following:

Residential alarm:

4.18.1. Coordinate response with back-up units.

4.18.2. Use tactical approach:

4.18.2.1. Vehicle placement

4.18.2.2. Cover and concealment

4.18.2.3. Observe area

4.18.2.4. Avoid “police noises,” i.e., jangling keys, squeaky leather, radio.

4.18.3. Security check of area.

4.18.4. Contact complainant or responsible party.

In-progress alarm:

4.18.5. Coordinate units responding to the call.

4.18.6. Use tactical approach:

4.18.6.1. Vehicle placement

4.18.6.2. Cover and concealment

4.18.6.3. Observe area.

4.18.6.4. Avoid “police noises,” i.e., jangling keys, squeaky leather, radio.

4.18.6.5. Methods for responding to crimes in progress and an example for each method.

4.18.6.6. Factors to be considered when determining the method to be utilized in response to crimes in progress.

4.18.6.7. Factors upon which an officer should base the selection of a response route.

4.18.6.8. Tactical responsibilities of the primary unit responding to a crime in progress.

4.18.7. Communicate with the manager or person in charge through dispatch or telephone to determine if the suspect is still on the premises or has left.

4.18.8. If suspect is still on premises, maintain cover position and treat as hostage situation from this point.

Lesson Plan Guide: The lesson plan shall include the following:

Residential alarm:

1. Coordinate response with back-up units.

2. Use tactical approach:

a. Vehicle placement

b. Cover and concealment

c. Observe area

d. Avoid “police noises,” i.e., jangling keys, squeaky leather, radio.

3. Security check of area.

4. Contact complainant or responsible party.

Instructor Note: Advise trainees that they will need to identify department policy on false alarms as part of department training.

In-progress alarm:

1. Coordinate units responding to the call.

2. Use tactical approach

a. Vehicle placement

b. Cover and concealment

c. Observe area.

d. Avoid "police noises," i.e., jangling keys, squeaky leather, radio.

e. Methods for responding to crimes in progress and an example for each method.

f. Factors to be considered when determining the method to be utilized in response to crimes in progress.

g. Factors upon which an officer should base the selection of a response route.

h. Tactical responsibilities of the primary unit responding to a crime in progress.

3. Communicate with the manager or person in charge through dispatch or telephone to determine if the suspect is still on the premises or has left.

4. If suspect is still on premises, maintain cover position and treat as hostage situation from this point.

Performance Outcome 4.19.

Investigate suspicious person or activity.

Training Objective Related to 4.19.

1. Given a written, audio-visual or practical exercise, identify the legal requirements and procedures for stopping and interviewing a person related to suspicious activity.

Criteria: The trainee shall be tested on the following:

4.19.1. Define suspicious activity.

4.19.2. Identify and describe factors that make a specific activity suspicious.

4.19.3. Identify a consensual stop vs. investigative detention.

4.19.4. Define the purpose of a field interview.

4.19.5. Identify the legal basis for stopping and interviewing a person.

4.19.6. Identify three factors of those in the lesson plan that may lead to investigation of suspicious activity.

4.19.7. Identify procedures to be followed when interviewing a suspect who is part of the investigation of suspicious activity.

4.19.8. Identify enforcement options when dealing with juveniles who have committed offense(s.)

4.19.9. Identify procedures for responding to a prowler complaint.

4.19.10. Describe or conduct a field interview of a suspicious person conforming to constitutional requirements.

4.19.11. Identify factors that may contribute to biased policing.

4.19.12. Identify resources available to assist in the investigation of suspicious activity.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define suspicious activity.

2. Identify and describe factors that make a specific activity suspicious (reasonable belief based on articulable facts that a person is guilty of a crime).

3. Identify a consensual stop vs. investigative detention.

4. Define the purpose of a field interview.

5. Identify the legal basis for stopping and interviewing a person:

a. Identify factors that permit conducting a pat down.

6. Identify factors that may lead to investigation of suspicious activity:

a. Sounds or noise out of place for the circumstances or environment.

b. Police observation of suspicious conduct.

c. Complaint of suspicious conduct.

d. Specific information from an informant that the suspect is committing or about to commit a crime.

e. A corroborated anonymous tip.

f. Refusal to leave an area secured by police officers.

g. The characteristics where the investigation occurs.

h. The time of the occurrence (day or night).

i. Any suspicious conduct of the person under investigation, such as an attempt to avoid officers on the discovery of their presence.

j. The character of the offense of which the individual is suspected:

1. Talking with the suspect

7. Identify procedures to be followed when interviewing a suspect who is part of the investigation of suspicious activity:

a. Define the purpose of field interviews.

b. Identify the legal basis for stopping and interviewing a person.

c. Identify and determine age of suspect.

d. Identify if a crime has occurred.

e. Check for wants and warrants through VCIN and NCIC.

f. Take enforcement action and/or document field interview.

8. Identify enforcement options when dealing with juveniles who have committed offense(s):

a. Notify and release to parent/guardian or other responsible party.

b. Transport to juvenile intake.

c. Transport to juvenile detention.

9. Identify procedures for responding to a prowler complaint:

a. Coordinate response with back-up units.

b. Use tactical approach:

1. Vehicle placement

2. Cover and concealment

3. Observe area

c. Security check of area.

d. Contact complainant or responsible party.

10. Identify factors that may contribute to biased policing:

a. Family influence

b. Culture

c. Religion

d. Race

e. Gender

f. Environment/geographic influences

g. Socio-economic influences

h. Others as instructor may identify

11. Identify resources available to assist in the investigation of suspicious activity:

a. Terrorist Screening Center

b. Virginia Fusion Center

Performance Outcome 4.20.

Search for a person in a building or environment.

Training Objective Related to 4.20.

1. Given a written or practical exercise, identify procedures to search for a person in a building or environment as applicable.

Criteria: The trainee shall be tested on the following:

4.20.1. Observe the scene.

4.20.2. Request backup/appropriate resources (such as canine or tactical unit).

4.20.3. Use appropriate search methods as applicable to building or environment.

4.20.4. Conduct search using officer safety procedures.

4.20.5. Proceed through building or area until person is found or building/area confirmed empty.

Lesson Plan Guide: The lesson plan shall include the following:

1. Observe the scene.

2. Request backup/appropriate resources (such as canine or tactical unit.)

3. Use appropriate search methods as applicable:

a. Grid

b. Line

c. Area

d. Expanding circle

4. Conduct search using officer safety procedures.

5. Proceed through building or area until person is found or building/area confirmed empty.

Performance Outcome 4.21.

Identify and document signs of gang activity.

Training Objective Related to 4.21.

1. Given a written, audio-visual, or practical exercise, identify/document signs of gang activity.

Criteria: The trainee shall be tested on the following:

4.21.1. Common characteristics of youth gangs including but not limited to:

4.21.1.1. Initiation practices

4.21.1.2. Hand signals

4.21.1.3. Structured style of dress (colors, clothing type, headgear, etc.)

4.21.1.4. Markings, tattoos

4.21.1.5. Specific geographic territorial claim or identifiable leadership

4.21.1.6. Association with three or more individuals, one of whom is a juvenile, who identify themselves as a group by name or symbol and are involved in a pattern of recurrent felonious criminal conduct

4.21.1.6.1. Includes certain drug sales, distribution, transportation, possession and manufacturing crimes

4.21.1.6.2. Includes recruitment of juveniles into a street gang.

4.21.2. Define unlawful hazing of youth gang members.

4.21.2.1.Causing bodily injury by hazing of youth gang members or person seeking to become a gang member unlawful;

4.21.2.2. Recklessly or intentionally endanger the health or safety of a person to inflict bodily injury on a person in connection with or for the purpose of initiation, admission into or affiliation with or as a condition of continued membership in a youth gang or criminal street gang.

4.21.3. Information to record in VCIN for statutory reporting requirements.

4.21.4. Information to request of Department of Juvenile Justice regarding a juvenile's potential involvement in street gang activity.

4.21.5. Identify gang free zones.

Lesson Plan Guide: The lesson plan shall include the following:

1. Common characteristics of youth gangs including but not limited to:

a. Initiation practices

b. Hand signals

c. Structured style of dress (colors, clothing type, headgear, etc.)

d. Markings, tattoos

e. Specific geographic territorial claim or identifiable leadership

f. Association with three or more individuals, one of whom is a juvenile, who identify themselves as a group by name or symbol and are involved in a pattern of recurrent felonious criminal conduct:

1. Includes certain drug sales, distribution, transportation, possession and manufacturing crimes

2. Includes recruitment of juveniles into a street gang.

2. Define unlawful hazing of youth gang members:

a. Causing bodily injury by hazing of youth gang members or person seeking to become a gang member unlawful.

b. Recklessly or intentionally endanger the health or safety of a person to inflict bodily injury on a person in connection with or for the purpose of initiation, admission into or affiliation with or as a condition of continued membership in a youth gang or criminal street gang.

3. Information to record in VCIN for statutory reporting requirements. (§52-8.6 and 18.2-46.1).

4. Information to request of Department of Juvenile Justice regarding a juvenile's potential involvement in street gang activity.

5. Identify gang free zones (Code of Virginia 18.2-46.3:3).

Performance Outcome 4.22.

Handle a runaway complaint.

Training Objective Related to 4.22.

1. Given a written or practical exam, identify procedures to handle a runaway complaint.

Criteria: The trainee shall be tested on the following:

4.22.1. Information to obtain for a runaway complaint:

4.22.1.1. Name

4.22.1.2. Age of runaway

4.22.1.3. Date, time last seen

4.22.1.4. Description/photo

4.22.1.5. Associates with him/her, if any

4.22.1.6. Previous incidents of running away

4.22.1.7. Suspicious circumstances

4.22.1.8. Known frequented locations

4.22.1.9. Conversations about running away and where the youth would go

4.22.1.10. Complete a Virginia State Police Missing Children Information Clearinghouse Form (State Police Form SP-183) to report a missing child person as defined by the Code of Virginia § 52-32 and enter the data into the Virginia Criminal Information Network and the National Crime Information Center Systems.

4.22.1.11 (*Repealed)*

Lesson Plan Guide: The lesson plan shall include the following:

1. Information to obtain for a runaway complaint:

a. Name

b. Age of runaway

c. Date, time last seen

d. Description/photo

e. Associates with him/her, if any

f. Previous incidents of running away

g. Suspicious circumstances

h. Known frequented locations

i. Conversations about running away and where the youth would go

j. Complete Virginia State Police Missing Children Information Clearinghouse Form (State Police Form SP-183) to report a missing child as defined by the Code of Virginia § 52-32 and enter the data into the Virginia Criminal Information Network and the National Crime Information Center Systems.

k. (*Repealed)*

2. Cross-reference standard 2.6 regarding circumstances for dealing with juveniles and emphasize those areas where a detention order is not needed to pick up a juvenile and return him or her to his or her domicile.

Instructor Note: Advise trainees that they will need to identify department policy related to handling a runaway complaint as part of their department training.

Performance Outcome 4.23.

Search a suspect vehicle with probable cause or incident to arrest. Transport and escort arrestees or prisoners to various destinations, searching patrol vehicles before and after transport.

Training Objective Related to 4.23.

1. Given a practical exercise, search a vehicle for weapons, contraband or evidence.

2. Given a written or practical exercise, identify or demonstrate the procedures for escorting and transporting arrestees or prisoners.

Criteria: The trainee shall be tested on the following:

4.23.1. Search of a vehicle with probable cause or incident to arrest.

4.23.1.1. Identify techniques to search a vehicle for the following:

4.23.1.1.1. Weapons

4.23.1.1.2. Contraband

4.23.1.1.3. Evidence

4.23.2. Transport and escort of arrestees or prisoners to various destinations.

4.23.2.1. Search and secure arrestee prior to departure to an outside destination and prior to leaving facility to return to place of incarceration:

4.23.2.1.1. Handcuff arrestee/prisoner with hands to rear.

4.23.2.1.2. Search waistband and pockets for weapons.

4.23.2.1.3. Search head to toe.

4.23.2.1.4. Move to the patrol vehicle:

4.23.2.1.4.1. Protect head while placing arrestee/prisoner in vehicle.

4.23.2.1.4.2. Fasten seatbelt around arrestee/prisoner.

4.23.2.2. Vehicle with cage:

4.23.2.2.1. Place in right rear, handcuffed behind the back, and seatbelted in.

4.23.2.2.2 Adjust mirror to provide visual observation of arrestee/prisoner.

4.23.2.3. Vehicle without cage:

4.23.2.3.1. Place in right front seat, handcuffed behind the back and seatbelted in (use leg restraints if permitted by department policy).

4.23.2.3.2. Make sure weapon is secure or placed away from potential access by arrestee or prisoner.

4.23.2.3.3. Use peripheral vision to observe arrestee or prisoner.

4.23.2.4. Search vehicle after transport of every arrestee or prisoner.

4.23.2.5. Identify appropriate medical and biohazard precautions to take should arrestee possibly have an airborne or bloodborne pathogen:

4.23.2.5.1. Protective masks and personal protective equipment.

4.23.2.5.2. Cleaning hands, face, masks and vehicle after transport.

4.23.2.6. Use proper escort techniques during movement by foot from place to place.

4.23.2.6.1. Handcuff arrestee/prisoner with hands to rear.

4.23.2.6.2. Search waistband and pockets for weapons.

4.23.2.6.3. Search head to toe.

4.23.2.6.4. Walk behind the arrestee/prisoner with weapon side away.

4.23.2.6.5. Allow reaction space if possible.

4.23.2.6.6. Observe arrestee/prisoner at each destination.

4.23.2.7. Meet federal requirements for movement of arrestees/prisoners through public transportation such as train or plane.

4.23.2.8. Overall:

4.23.2.8.1. Do not let arrestee/prisoner out of your sight.

4.23.2.8.2 Do not relax after cuffing.

4.23.2.8.3. Use additional restraints or flex cuffs according to department policy.

4.23.2.8.4. Make contact with arm of an arrestee/prisoner if needed for arrestee/prisoner balance.

Lesson Plan Guide: The lesson plan shall include the following:

1. Search of a vehicle under probable cause or incident to arrest:

a. Reference legal section (2. 32.)

b. Identify techniques for a vehicle search.

1. Weapons

2. Contraband

3. Evidence

2. Transport and escort of arrestees or prisoners to various destinations.

a. Search and secure arrestee prior to departure to an outside destination and prior to leaving facility to return to place of incarceration:

1. Handcuff arrestee/prisoner with hands to rear.

2. Search waistband and pockets for weapons.

3. Search head to toe (Use appropriate techniques for cross-gender searches.).

4. Move to the patrol vehicle:

a. Protect head while placing arrestee/prisoner in vehicle.

b. Fasten seatbelt around arrestee/prisoner.

5. Vehicle with cage:

a. Place in right rear, handcuffed and seatbelted in.

b. Adjust mirror to provide visual observation of arrestee/prisoner.

6. Vehicle without cage:

a. Place in right front seat, handcuffed behind the back and seatbelted in (use leg restraints if permitted by department policy).

b. Make sure weapon is secure or placed away from potential access by arrestee or prisoner.

c. Use peripheral vision to observe arrestee or prisoner.

b. Search vehicle after transport of every arrestee or prisoner.

c. Identify appropriate medical and biohazard precautions to take should arrestee possibly have an airborne or bloodborne pathogen:

1. Protective masks and personal protective equipment.

2. Cleaning hands, face, masks and vehicle after transport.

d. Use proper escort techniques during movement by foot from place to place:

1. Handcuff arrestee/prisoner with hands to rear.

2. Search waistband and pockets for weapons.

3. Search head to toe.

4. Walk behind the arrestee/prisoner with weapon side away.

5. Allow reaction space if possible.

6. Observe arrestee/prisoner while at each destination.

e. Meet federal requirements for transportation of arrestees/prisoners through public transportation such as train or plane.

f. Overall:

1. Do not let suspect/arrestee out of your sight.

2. Do not relax after cuffing.

3. Use additional restraints or flex cuffs according to department policy.

4. Contact with arm of an arrestee/prisoner may be made if needed for arrestee/prisoner balance.

Instructor Notes: Advise trainees that they will need to identify department policy on transporting intoxicated persons to detox, jail or lockup during department training. Advise trainees that they will need to identify department policy on use of restraints and safety equipment while transporting arrestees during department training.

Performance Outcome 4.24.

Conduct stationary and moving surveillance of individuals, vehicles, specific activities, etc.

Training Objective Related to 4.24.

1. Given a written exercise, identify factors to consider in conducting stationary and moving surveillance of individuals, vehicles, specific activities, etc.

Criteria: The trainee shall be tested on the following:

4.24.1. Identify reasons to conduct stationary surveillance.

4.24.2. Identify locations from which surveillance may be conducted.

4.24.3. Identify equipment that may assist in a surveillance.

4.24.4. Identify ways to stay alert during surveillance.

4.24.5. Identify methods for initiating, conducting, and concluding a moving surveillance of individuals, vehicles, activities, etc.,

4.24.6. Identify reasons to conclude a surveillance.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify reasons to conduct stationary surveillance:

a. Locate a suspect.

b. Identify and locate specific illegal activity.

c. Protect persons or property.

d. Others as may be identified.

2. Identify locations from which surveillance may be conducted:

a. Using a car.

b. Using another building near the one where person or activity may be located.

c. Using natural surroundings (trees, bushes, etc.).

3. Identify equipment that may assist in a surveillance:

a. Binoculars/telescope

b. Camera

c. Radio communications

d. Disguises

e. Newspapers, books, maps, etc.

4. Identify ways to stay alert during surveillance:

a. Review photo in order to identify a person being sought from a distance.

b. Frequently check for person or for a specific activity (such as a drug buy or graffiti starting).

c. Change positions with moves that are appropriate for the surveillance setting.

5. Identify methods for initiating, conducting, and concluding a moving surveillance of individuals, vehicles, activities, etc.:

a. Identify why the individual(s) are wanted.

b. Identify numbers of people and/or vehicles needed to conduct the moving surveillance.

c. Identify the communications coordination needed.

d. Identify the approach to be used as a coordinated effort to effect arrest.

e. Document the information related to the surveillance from start to end.

6. Identify reasons to conclude a surveillance:

a. Recognize the person or activity that is in violation of the law.

b. Move to make the arrest or direct an arrest team as part of a coordinated effort.

c. Determine that the person or activity is not in violation of the law and end the surveillance.

Performance Outcome 4.25.

Pursue a suspected offender on foot.

Training Objective Related to 4.25.

1. Given a written or practical exercise, identify considerations for safely pursuing a suspected offender on foot.

Criteria: The trainee shall be tested on the following:

4.25.1. Secure vehicle.

4.25.2. Use radio to give location, description of suspect.

4.25.3. Be aware of hazards (natural and manmade).

4.25.4. Coordinate pursuit with responding units.

Lesson Plan Guide: The lesson plan shall include the following:

1. Secure vehicle.

2. Use radio to give location, description of suspect.

3. Be aware of hazards (natural and manmade).

4. Coordinate pursuit with responding units.

a. Back-up

b. K-9 (if available)

c. Aviation (if available)

d. Any other special units available

Performance Outcome 4.26.

Instruct bystanders to assist.

Training Objective Related to 4.26.

1. Given a written exercise, identify the Code of Virginia section related to refusal to assist a law enforcement officer and the circumstances wherein an officer may call upon a bystander to assist.

Criteria: The trainee shall be tested on the following:

4.26.1. The Code of Virginia section related to refusal to assist a law enforcement officer (§18.2-463).

4.26.2. The circumstances wherein an officer may call upon a bystander for assistance:

4.26.2.1. Life of the officer or other person may be saved by bystander assistance.

4.26.2.2. A crime may be prevented and the risk to the bystander and public is not grave.

Lesson Plan Guide: The lesson plan shall include the following:

1. The Code of Virginia section Related to refusal to assist a law enforcement officer (§18.2-463).

2. The circumstances wherein an officer may call upon a bystander for assistance:

a. Life of the officer or other person may be saved by bystander assistance.

b. A crime may be prevented and the risk to the bystander and public is not grave.

Performance Outcome 4.27.

Direct actions of officers or other emergency personnel arriving to assist.

Training Objective Related to 4.27.

1. Given a written or practical exercise, identify factors to be considered when directing actions of officer(s) or other emergency personnel arriving to assist.

Criteria: The trainee shall be tested on the following:

4.27.1. Type of incident

4.27.2. Location

4.27.3. Number of suspects

4.27.4. Weapon(s) involved

4.27.5. Citizens/vehicles in area

4.27.6. Number of officers available

Lesson Plan Guide: The lesson plan shall include the following:

1. Type of incident

2. Location

3. Number of suspects

4. Weapon(s) involved

5. Citizens/vehicles in area

6. Number of officers available

Performance Outcome 4.28.

Guard an arrested suspect.

Training Objective Related to 4.28.

1. Given a written or practical exercise, identify safety and security considerations and techniques related to guarding an arrested subject.

Criteria: The trainee shall be tested on the following:

4.28.1. Officer and arrestee safety:

4.28.1.1. Officer safety precautions:

4.28.1.1.1. Secure weapons.

4.28.1.1.2. Do not relax after cuffing.

4.28.1.1.3. Be aware of others not under arrest who may attempt to assist arrestee.

4.28.1.2. Arrestee safety precautions:

4.28.1.2.1. Possible injuries during arrest.

4.28.1.2.2. Possible attempts by others to injure the arrestee.

4.28.2. Techniques related to guarding an arrested subject:

4.28.2.1. Handcuff arrestee/prisoner with hands to rear.

4.28.2.2.. Search waistband and pockets for weapons.

4.28.2.3. Walk behind the arrestee with weapon side away.

4.28.2.4. Allow reaction space, if possible.

4.28.2.5. Observe arrestee at all times.

4.28.2.6. Use additional restraints or flex cuffs if needed and according to department policy.

4.28.2.7. Make contact with arm of an arrestee if needed.

4.28.2.8. Be aware of surroundings and other persons.

4.28.2.9. Move arrested subject(s) to a safe location for his/her physical safety.

Lesson Plan Guide: The lesson plan shall include the following:

1. Officer and arrestee safety:

a. Officer safety precautions:

1. Secure weapons.

2. Do not relax after cuffing.

3. Be aware of others not under arrest who may attempt to assist arrestee.

b. Arrestee safety precautions:

1. Possible injuries during arrest.

2. Possible attempts by others to injure the arrestee.

2. Techniques:

1. Handcuff arrestee/prisoner with hands to rear.

2. Search waistband and pockets for weapons.

3. Walk behind the arrestee with weapon side away.

4. Allow reaction space, if possible.

5. Observe arrestee at all times.

6. Use additional restraints or flex cuffs if needed and according to department policy.

7. Make contact with arm of an arrestee if needed.

8. Be aware of surroundings and other persons.

9. Move arrested subject(s) to a safe location for his/her physical safety.

Performance Outcome 4.29.

Verify that a warrant is valid on its face.

Training Objective Related to 4.29.

1. Given a written exercise, identify the factors to be present for a valid warrant.

Criteria: The trainee shall be tested on the following:

4.29.1. For a search warrant:

4.29.1.1. Check dates.

4.29.1.2. Check description of location and/or address.

4.29.1.3. Check affidavit information.

4.29.1.4. Check articles to be searched fo.r

4.29.1.5. Check criminal code violation.

4.29.1.6. Check for signature of judge, magistrate or clerk of the court.

4.29.2. For an arrest warrant:

4.29.2.1. Date

4.29.2.2. Charge

4.29.2.3. Identifying information of person to be arrested

4.29.2.4. Signature of magistrate, judge or clerk of court

Lesson Plan Guide: The lesson plan shall include the following:

1. For a search warrant:

a. Check dates.

b. Check description of location and/or address.

c. Check affidavit information.

d. Check articles to be searched for.

e. Check criminal code violation.

f. Check for signature of judge, magistrate or clerk of the court.

2. For an arrest warrant:

a. Date

b. Charge

c. Identifying information of person to be arrested.

d. Signature of magistrate, judge or clerk of court.

3. No changes are to be made to either a search or arrest warrant after it is signed and issued by the judge, magistrate or clerk of the court.

Performance Outcome 4.30.

Conduct a preliminary investigation of events related to fraud.

Training Objective Related to 4.30.

1. Given a written or practical exercise, identify the duties of the first responding officer to events related to fraud.

Criteria: The trainee shall be tested on the following:

4.30.1. Notify proper authorities.

4.30.2. Protect the crime scene according to requirements of the nature of the crime.

4.30.3. Locate witnesses.

4.30.4. Assist as needed on scene.

4.30.5. Complete necessary reports.

Lesson Plan Guide: The lesson plan shall include the following:

1. Notify proper authorities.

2. Protect the crime scene according to requirements of the nature of the crime.

3. Locate witnesses.

4. Assist as needed on scene.

5. Complete necessary reports:

a. Determining if false ID was used.

b. Victim statement

c. Witness statement (if any)

d. Other evidence (if any)

Performance Outcome 4.31.

Respond to and conduct a preliminary investigation of events related to gambling.

Training Objective Related to 4.31.

1. Given a written exercise, identify the duties of the first responding officer to events related to gambling.

Criteria: The trainee shall be tested on the following:

4.31.1. Notify proper authorities.

4.31.2. Protect the crime scene according to requirements of the nature of the crime.

4.31.3. Locate witnesses.

4.31.4. Assist as needed on scene.

4.31.5. Complete necessary reports.

Lesson Plan Guide: The lesson plan shall include the following:

1. Notify proper authorities.

2. Protect the crime scene according to requirements of the nature of the crime.

3. Locate witnesses.

4. Assist as needed on scene.

5. Complete necessary reports.

Performance Outcome 4.32.

Respond to and conduct a preliminary investigation of events related to prostitution and sexual offenses.

Training Objective Related to 4.32.

1. Given a written or practical exercise, identify the duties of the first responding officer to events related to prostitution and sexual offenses.

Criteria: The trainee shall be tested on the following:

4.32.1. Notify proper authorities.

4.32.2. Protect the crime scene according to requirements of the nature of the crime.

4.32.3. Locate witnesses.

4.32.4. Assist as needed on scene.

4.32.5. Complete necessary reports.

Lesson Plan Guide: The lesson plan shall include the following:

1. Notify proper authorities.

2. Protect the crime scene according to requirements of the nature of the crime.

3. Locate witnesses.

4. Assist as needed on scene.

5. Complete necessary reports.

Performance Outcome 4.33.

Conduct a preliminary investigation of events related to forgery/uttering and counterfeiting, and follow-up when assigned.

Training Objective Related to 4.33.

1. Given a written exercise, identify the duties of the first responding officer to conduct a preliminary investigation of events related to forgery/uttering and counterfeiting.

Criteria: The trainee shall be tested on the following:

4.33.1. Notify proper authorities.

4.33.2. Protect the crime scene according to requirements of the nature of the crime.

4.33.3. Locate witnesses.

4.33.4. Assist as needed on scene.

4.33.5. Complete necessary reports.

Lesson Plan Guide: The lesson plan shall include the following:

1. Notify proper authorities.

2. Protect the crime scene according to requirements of the nature of the crime.

3. Locate witnesses.

4. Assist as needed on scene.

5. Complete necessary reports.

Performance Outcome 4.34.

Inform a crime victim about the procedures to file a claim.

Training Objectives Related to 4.34.

1. Given a written or practical exercise, identify information to provide to victims about procedures to file claims pursuant to the Victim/Witness Assistance Program.

Criteria: The trainee shall be tested on the following:

4.34.1. Victim/Witness Assistance Program.

4.34.2. Requirement to provide written information to victims under the Code of Virginia.

Lesson Plan Guide: The lesson plan shall include the following:

1. Victim/Witness Assistance Program.

2. Requirement to provide written information to victims under the Code of Virginia, §19.2-11.01(a).

Instructor Note: Contact the DCJS Victim/Witness Assistance Program for materials useful to developing a detailed lesson plan for this objective.

Performance Outcome 4.35.

Inform a crime victim about the procedures to pursue prosecution.

Training Objectives Related to 4.35.

1. Given a written, audio-visual, or practical exercise, provide information to crime victims about the procedures to pursue prosecution.

Criteria: The trainee shall be tested on the following:

4.35.1. Procedures to obtain a warrant.

4.35.2. General process that occurs in prosecuting an arrested person.

Lesson Plan Guide: The lesson plan shall include the following:

1. Procedures to obtain a warrant.

2. General process that occurs in prosecuting an arrested person.

Performance Outcome 4.36.

Determine the need for and type of assistance required related to a medical aid call.

Training Objectives Related to 4.36.

1. Given a written or practical exercise, identify the responsibilities of the first responding officer for a medical aid call.

Criteria: The trainee shall be tested on the following:

4.36.1. Render basic first aid or CPR, if needed.

4.36.2. Communicate with emergency services regarding victim.

4.36.3. Interview witnesses.

4.36.4. Record findings in a standard report to assist investigation in determining what, if any, crime has occurred.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define aid call or medical assistance and statutory coverage (§8.01-225).

2. Render medical assistance in accordance with training:

a. Recognize bio-hazard possibilities.

b. Use appropriate precautions.

3. Maintain awareness of potential criminal activity and if identified, respond accordingly.

4. Communicate with emergency services regarding victim.

5. Interview witnesses.

6. Record findings in a standard report to assist investigation in determining what, if any, crime has occurred.

Instructor Note: Emphasize using appropriate equipment.

Performance Outcome 4.37.

Assess the need of an arrestee for medical attention.

Training Objectives Related to 4.37.

1. Given a written exercise, identify steps to cover in assessing the physical condition of an arrestee to determine need for medical attention.

Criteria: The trainee shall be tested on the following:

4.37.1. Visually inspect for visible injuries.

4.37.2. Question arrestee on past history, i.e., diabetes, epilepsy, severe allergies.

4.37.3. Observe conduct for abnormal behavior.

4.37.4. If in doubt, contact medical personnel.

Lesson Plan Guide: The lesson plan shall include the following:

1. Visual inspection for visible injuries using appropriate precautions.

2. Questions to ask arrestee on past history, i.e., diabetes, epilepsy, severe allergies.

3. Observing conduct for abnormal behavior.

4. In doubt, contact medical personnel.

Performance Outcome 4.38.

Respond to calls for service related to disasters and various rescue operations.

Training Objectives Related to 4.38.

1. Given a written exercise, identify the role of law enforcement personnel at the scene of a disaster.

2. Given a written exercise, identify the functions of the patrol officer/first responder as part of the Incident Command System.

Criteria: The trainee shall be tested on the following:

4.38.1. Identify and explain the Code section enabling local counties, cities, and towns to establish local ordinances that deal with disaster.

4.38.2. Define what generally constitutes a disaster.

4.38.3. Identify factors related to handling disasters (air crashes, etc.) and various rescue operations involving the military.

4.38.4. Define the Incident Command System (ICS):

4.38.4.1. Identify the components of ICS.

4.38.4.2. Identify the structure of ICS.

4.38.4.3. Identify the purpose of unified command under ICS.

4.38.4.4. Identify the role of the first responding patrol officer under ICS.

4.38.4.5. Identify communications protocol under ICS.

4.38.4.6. Identify the transfer of command by the first responding patrol officer under ICS.

4.38.5. Explain the purpose of the National Incident Management System (NIMS):

4.38.5.1. Identify the Executive Order of the Governor requiring NIMS in Virginia.

4.38.5.2. Identify the presidential directive related to NIMS.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify and explain the Code section enabling local counties, cities, and towns to establish local ordinances that deal with disaster. (§15.2 and §44-146.19).

2. Define what generally constitutes a disaster.

3. Identify factors related to handling disasters (air crashes, etc.) and various rescue operations involving the military.

4. Define the Incident Command System (ICS):

a. Identify the components of ICS.

b. Identify the structure of ICS.

c. Identify the purpose of unified command under ICS.

d. Identify the role of the first responding patrol officer under ICS.

e. Identify communications protocol under ICS.

f. Identify the transfer of command by the first responding patrol officer under ICS.

5. Explain the purpose of the National Incident Management System (NIMS):

a. Identify the Executive Order of the Governor requiring NIMS in Virginia.

b. Identify the presidential directive related to NIMS.

Instructor Note: Advise trainees that they will identify components of department emergency response plan for disasters as part of their department training.

Special Note: Completion of the four-hour training Incident Command System – Awareness Level will accomplish the goals of number 4 and 5 of this lesson plan guide and prepare the trainee to be tested on it.

Performance Outcome 4.39.

Direct drivers using flashlight, illuminated baton, whistle or hand signals while controlling traffic and use proper body mechanics for directing multiple lanes of traffic.

Training Objectives Related to 4.39.

Given a practical exercise:

1. Direct traffic using hand signals and whistle to instruct drivers.

2. Demonstrate techniques for directing traffic using a flashlight or illuminated baton.

3. Demonstrate proper body mechanics to direct multiple lanes of traffic.

Criteria: The trainee shall be tested on the following:

4.39.1. Procedures for stopping traffic.

4.39.2. Procedures for starting traffic.

4.39.3. Procedures for slowing traffic.

4.39.4. Body mechanics for twisting in any direction.

4.39.5. Flexion/extension of arm and hand (pulling in or extending arm and hand).

4.39.6. Rotation of arm and hand.

4.39.7. Abduction/adduction of arm (movement of arm toward body and away from body).

4.39.8. Circumlocution of arm (circular movement of arm).

4.39.9. Sustaining repetitive upper extremity movement for a prolonged period.

4.39.10. Use of whistle for directing traffic.

Lesson Plan Guide: The lesson plan shall include the following:

1. Techniques for using hand signals, flashlight, or illuminated baton to direct traffic following correct procedures:

a. Procedures for stopping traffic.

b. Procedures for starting traffic.

c. Procedures for slowing traffic.

d. Procedures for changing direction of traffic.

e. Procedures for merging traffic.

2. Proper body mechanics for directing multiple lanes of traffic:

a. Body mechanics for twisting in any direction.

b. Flexion/extension of arm and hand (pulling in or extending arm and hand).

c. Rotation of arm and hand.

d. Abduction/adduction of arm (movement of arm toward body and away from body).

e. Circumlocution of arm (circular movement of arm).

f. Sustaining repetitive upper extremity movement for a prolonged period.

3. Working traffic control at special functions:

a. Identify pedestrian control techniques to utilize.

b. Identify emergency procedures for unexpected situations.

c. Identify procedures for controlling traffic and pedestrians in the area for the duration of the function.

4. DO NOT use traffic flares to direct traffic in place of a flashlight or lighted baton at any time. The phosphorus on the flare creates additional hazards.

Performance Outcome 4.40.

Conduct a traffic stop resulting in an enforcement action.

Training Objective Related to 4.40.

1. Given a practical exercise, conduct a traffic stop resulting in an enforcement action.

Criteria: The trainee shall be tested on the following:

4.40.1. Follow suspect vehicle to observe traffic violations conforming to constitutional requirements and accepted motor vehicle safety rules:

4.40.1.1. Identify traffic offenses that would support a stop.

4.40.1.1.1. Identify location and traffic flow requirements.

4.40.1.1.2. Select position that provides best observation and access point.

4.40.1.1.3. Identify possible violations in a traffic flow.

4.40.1.1.4. Identify time of day.

4.40.1.1.5. Identify actions to take.

4.40.1.1.6. Identify any hazards that would hinder or prevent any officer from enforcing traffic laws.

4.40.1.1.7. Definition of a pretext stop.

4.40.1.2. Identify situations in which there is no basis for a stop:

4.40.1.2.1. Bias based stop.

4.40.1.2.2. Inappropriately stopping a motorist because of:

4.40.1.2.2.1. Race

4.40.1.2.2.2. Color

4.40.1.2.2.3. Religion

4.40.1.2.2.4. Sex

4.40.1.2.2.5. National origin

4.40.1.2.2.6. Disability

4.40.1.2.3. Inappropriate uses of a pretext stop.

4.40.2. Identify procedures for initiating a traffic stop and execute a stop:

4.40.2.1. Communications

4.40.2.2. Location

4.40.2.3. Traffic hazards

4.40.2.4. Patrol car position and use of equipment

4.40.2.5. Safe approach to stopped vehicle observing for suspicious actions by occupants:

4.40.2.5.1. Officer/public safety concerns

4.40.2.5.2. Criminal activity signs:

4.40.2.5.2.1. Location

4.40.2.5.2.2. Actions

4.40.2.5.2.3. Odors

4.40.2.5.2.4. Time of day

4.40.2.5.2.5. Plain view

4.40.2.5.3. Evaluate activity and determine if and what type of additional law enforcement response is needed.

4.40.2.5.4. Identify if any probable cause would allow the officer to conduct a search of any part or all of the vehicle.

4.40.3. Identify the steps of initial officer/violator contact:

4.40.3.1. Professional demeanor.

4.40.3.2. Ask for driver's license and vehicle registration/explain reason for the stop.

4.40.3.3. Provide instructions to driver and occupants to remain until you return.

4.40.4. Identify the steps of determining appropriate enforcement action:

4.40.4.1. Observe a license for defects that suggest tampering.

4.40.4.2. Verify the validity of the license with communications to determine if it is currently valid, suspended, or revoked:

4.40.4.2.1. Check for legal presence in the United States.

4.40.4.2.2. Look for a "9" in the restriction field.

4.40.4.2.3. Check wording on the reverse side that says "9: Limited Duration" (see expiration date on front).

4.40.4.2.4. Any driver whose license shows a violation of legal presence shall be treated as driving without a valid license. These individuals will have to show proof of legal presence again to DMV to obtain another license or ID card.

4.40.4.3. Check VCIN, NCIC, DMV.

4.40.4.4. Evaluate facts of the situation to determine if verbal warning or summons is appropriate:

4.40.4.4.1. Nature of Offense

4.40.4.4.2. Explanation for action

4.40.4.4.3. Traffic conditions

4.40.4.4.4. Roadway conditions

4.40.4.4.5. Weather

4.40.4.4.6. Time of day

4.40.4.4.7. Based on actions, not attitude

4.40.4.4.8.. Unusual circumstances:

4.40.4.4.8.1. Diplomat

4.40.4.4.8.2. Legislator

4.40.4.4.8.3. Foreign nationals

4.40.4.4.9. Ignition interlock requirements

4.40.5. Safely approach vehicle to return license and registration and give warning:

4.40.5.1. Articulate possible dangers/consequences of violation.

4.40.5.2. Articulate police concern for safety of motorists.

4.40.6. Complete and safely approach vehicle to deliver a Virginia Uniform Traffic Summons:

4.40.6.1. Complete all information prompts on summons.

4.40.6.2. Select correct Virginia Code section.

4.40.6.3. Fully explain the summons to the violator:

4.40.6.3.1. Reason for the summons (charge) according to state motor vehicle code.

4.40.6.3.2. Signature is a promise to appear or pay fine before the court date.

4.40.6.3.3. Signature is not an admission of guilt.

4.40.6.3.4. Procedure for pleading guilty and paying fine.

4.40.6.3.5. Procedure for court appearance.

4.40.6.4. Obtain signature/explain consequences of failure to sign.

4.40.6.5. Issue the appropriate copy to the violator.

4.40.7. Identify items to document in field notes pertaining to a traffic stop:

4.40.7.1. Description of the violation.

4.40.7.2. Conditions related to the violation.

4.40.7.3. Violator actions.

4.40.7.4. Enforcement action.

4.40.7.5 Description of any equipment or procedures used in the action.

Lesson Plan Guide: The lesson plan shall include the following:

1. Follow suspect vehicle to observe traffic violations conforming to constitutional requirements and accepted motor vehicle safety rules:

a. Identify traffic offenses that would support a stop:

1. Identify location and traffic flow requirements.

2. Select position that provides best observation and access point.

3. Identify possible violations in a traffic flow.

4. Identify time of day.

5. Identify actions to take.

6. Identify any hazards that would hinder or prevent any officer from enforcing traffic laws.

7. Definition of a pretext stop: Use of any violation of law, no matter how trivial, as a basis for stopping a motorist for the purpose of further some other legitimate law enforcement function.

Example: Law enforcement receives a tip that a certain vehicle is transporting three kilos of cocaine. Because the information is unsubstantiated, an officer cannot make a stop based on it, but the officer can stop the vehicle for going 26 MPH in a 25 MPH zone.

b. Identify situations in which there is no basis for a stop:

1. Bias based stop

2. Inappropriately stopping a motorist because of:

a. Race

b. Color

c. Religion

d. Sex

e. National origin

f. Disability

c. Inappropriate uses of a pretext stop – stopping a vehicle using a 26 MPH in a 25 MPH zone not to engage in further a legitimate law enforcement function or having a purpose such as provoking someone or to provide cover for bias based policing.

2. Identify procedures for initiating a traffic stop and execute a stop:

a. Communications

b. Location

c. Traffic hazards

d. Patrol car position and use of equipment

e. Safe approach to stopped vehicle observing for suspicious actions by occupants:

1. Officer/public safety concerns

2. Criminal activity signs:

a. Location

b. Actions

c. Odors

d. Time of day

e. Plain view

3. Evaluate activity and determine if and what type of additional law enforcement response is needed.

4. Identify if any probable cause would allow the officer to conduct a search of any part or all of the vehicle.

3. Identify the steps of initial officer/violator contact:

a. Professional demeanor/courteous communication skills.

b. Ask for driver's license and vehicle registration/explain reason for the stop.

c. Provide instructions to driver and occupants to remain until you return.

4. Identify the steps of determining appropriate enforcement action:

a. Observe a license for defects that suggest tampering.

b. Verify the validity of the license with communications to determine if it is currently valid, suspended, or revoked:

1. Check for legal presence in the United States.

2. Look for a "9" in the restriction field.

3. Check wording on the reverse side that says "9: Limited Duration" (see expiration date on front).

4. Any driver whose license shows a violation of legal presence shall be treated as driving without a valid license. These individuals will have to show proof of legal presence again to DMV to obtain another license or ID card.

c. Check VCIN, NCIC, DMV

d. Evaluate facts of the situation to determine if verbal warning or summons is appropriate:

1. Nature of Offense

2. Explanation for action

3. Traffic conditions

4. Roadway conditions

5. Weather

6. Time of day

7. Based on actions, not attitude

8. Unusual circumstances

a. Diplomat

b. Legislator

c. Foreign nationals

9. Ignition interlock requirements (§18.2-272)

5. Safely approach vehicle to return license and registration and give warning

a. Articulate possible dangers/consequences of violation

b. Articulate police concern for safety of motorists

c. Courteously disengage from the stop if no further action is needed.

6. Complete and safely approach vehicle to deliver a Virginia Uniform Traffic Summons

a. Complete all information prompts on summons

b. Select correct Virginia Code section

c. Fully explain the summons to the violator

1. Reason for the summons (charge) according to state motor vehicle code

2. Signature is a promise to appear or pay fine before the court date

3. Signature is not an admission of guilt

4. Procedure for pleading guilty and paying fine

5. Procedure for court appearance

d. Obtain signature/explain consequences of failure to sign

e. Issue the appropriate copy to the violator

f. Courteously disengage from the stop.

7. Identify items to document in field notes pertaining to a traffic stop:

a. Description of the violation.

b. Conditions related to the violation.

c. Violator actions.

d. Enforcement action.

e. Description of any equipment or procedures used in the action.

Instructor Note: With respect to determining legal presence on a driver's license, officers should be aware that this does NOT require that the officer inquire into the immigration status of the driver. The officer will treat the driver as driving without a valid driver's license as noted in the standard. Officers should follow agency policy with respect to the enforcement of immigration laws for any other circumstances arising related to the traffic stop.

Performance Outcome 4.41.

Make a high risk motor vehicle stop.

Training Objectives Related to 4.41.

1. Given a written exercise, identify factors to consider in making a high risk motor vehicle stop.

2. Given a practical exercise, demonstrate the techniques to be used to effect a high risk stop.

Criteria: The trainee shall be tested on the following:

4.41.1. Identification of the circumstances under which high risk stop techniques can be used.

4.41.2. Identification of the officer and public safety considerations in high risk stop.

4.41.3. Demonstration of the techniques to be used to effect a high risk stop:

4.41.3.1. Evaluate traffic pattern.

4.41.3.2. Communication and coordination between primary and backup officers.

4.41.3.3. Vehicle position

4.41.3.4. Control stop for a safe area.

4.41.3.5. Do not approach car.

4.41.3.6. Necessary backup present

4.41.3.7. Supply commands to secure suspect vehicle.

4.41.3.8. Keys thrown out.

4.41.3.9. Supply commands to evacuate suspect vehicle.

4.41.3.10. Persons in car to exit one-by-one.

4.41.3.11. Control traffic in area.

4.41.3.12. Remove suspects from car, if uncooperative

4.41.3.13. Appropriate level of force exercised to control occupants.

4.41.3.14. Coordinate separation/security of occupants.

4.41.3.15. Coordinate safety search of occupants and vehicle.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of the circumstances under which high risk stop techniques can be used.

2. Identification of the officer and public safety considerations in high risk stop.

3. Demonstration of the techniques to be used to effect a high risk stop:

a. Evaluate traffic pattern.

b. Communication and coordination between primary and backup officers..

c. Vehicle position

d. Control stop for a safe area.

e. Do not approach car.

f. Necessary backup present

g. Supply commands to secure suspect vehicle.

h. Keys thrown out.

i. Supply commands to evacuate suspect vehicle.

j. Persons in car to exit one-by-one.

k. Control traffic in area.

l. Remove suspects from car, if uncooperative

m. Appropriate level of force exercised to control occupants.

n. Coordinate separation/security of occupants.

o. Coordinate safety search of occupants and vehicle.

Performance Outcome 4.42.

Place emergency traffic control signs/signals or place barricades, flares, or traffic cone patterns on roadway to direct traffic, protect area, vehicle, etc.

Training Objectives Related to 4.42.

1. Given a written, audio-visual or practical exercise, identify placement of emergency traffic control signs/signals or place barricades, flares, or traffic cone patterns on roadway to direct traffic, protect area, vehicle, etc.

Criteria: The trainee shall be tested on the following:

4.42.1. Identify effectiveness of each piece of equipment for rerouting traffic:

4.42.1.1 Consider typical volume of traffic.

4.42.1.2. Consider weather conditions.

4.42.1.3. Hazardous conditions

4.42.2. Identify appropriate placement of barricades, flares, or cones.

4.42.3. Identify appropriate distance and location of placement for each.

4.42.4. Identify impact on traffic after placement.

4.42.5. Identify removal procedures after no longer needed.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify effectiveness of each piece of equipment for rerouting traffic:

a. Consider typical volume of traffic.

b. Consider weather conditions.

c. Hazardous conditions

2. Identify appropriate placement of barricades, flares, or cones.

3. Identify appropriate distance and location of placement for each.

4. Identify impact on traffic after placement.

5. Identify removal procedures after no longer needed.

Performance Outcome 4.43.

Ensure proper functioning of traffic control devices.

Training Objectives Related to 4.43.

1. Given a written, audio-visual, or practical exercise, identify the duties of an officer who discovers a malfunctioning traffic control device to ensure proper functioning.

Criteria: The trainee shall be tested on the following:

4.43.1. Identification of malfunctioning traffic control device.

4.43.2. Notification and information to provide proper authority:

4.43.2.1. Location of device

4.43.2.2. Defect

4.43.2.3. Urgency

4.43.2.4. Traffic flow

4.43.3. Control of traffic direction, if needed.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify malfunctioning traffic control device.

2. Notification and information to provide proper authority:

a. Location of device

b. Defect

c. Urgency

d. Traffic flow

3. Take control of traffic direction if needed.

4. If knowledgeable about restarting or repairing, perform needed action.

Performance Outcome 4.44.

Assist stranded motorists and remove vehicles obstructing traffic.

Training Objectives Related to 4.44.

1. Given a written exercise, identify steps to assist stranded motorists and direct removal of vehicles obstructing traffic.

Criteria: The trainee shall be tested on the following:

4.44.1. Identify the type of problem.

4.44.2. Radio for proper assistance if impractical or unable to render assistance.

4.44.3. Set up proper protection for motorist.

4.44.4. Answer questions and make appropriate referrals.

4.44.5. Provide necessary traffic control.

4.44.6. Take applicable enforcement action.

4.44.7. Notify appropriate tow agency.

4.44.8. Notify owner of location of towed vehicle.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the type of problem.

2. Radio for proper assistance if impractical or unable to render assistance.

3. Set up proper protection for motorist.

4. Answer questions and make appropriate referrals.

5. Provide necessary traffic control.

6. Take applicable enforcement action.

7. Notify appropriate tow agency.

8. Notify owner of location of towed vehicle.

Instructor Note: Advise trainees that they will need to identify department policy related to transportation of person(s) needing assistance as part of their department training.

Performance Outcome 4.45.

Identify and enforce traffic laws.

Training Objectives Related to 4.45.

1. Given a written exercise, identify Code of Virginia authority to enforce motor vehicle laws and the elements of the motor vehicle offenses noted in criteria.

Criteria: The trainee shall be tested on the following:

4.45.1. Identify the authority to enforce Code of Virginia motor vehicle laws.

4.45.2. Identify the elements of the following motor vehicle offenses:

4.45.2.1. Speed limits

4.45.2.2. Child safety seats

4.45.2.3. Reckless driving

4.45.2.4. Involuntary manslaughter

4.45.2.5. Habitual offender

4.45.2.6. Driver/passenger seat belt usage/equipment violations

4.45.2.7. Registration

4.45.2.8. Licenses

4.45.2.9. Proof of insurance for any type of vehicle

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the authority to enforce Code of Virginia motor vehicle laws.

2. Identify the elements of the following motor vehicle offenses:

a. Speed limits

b. Child safety seats

c. Reckless driving (§46.2-862 Code of Virginia has changed this definition to 20 mph in excess of applicable maximum speed limit or in excess of 80 mph regardless of applicable maximum speed limit).

d. Involuntary manslaughter

e. Habitual offender

f. Driver/passenger seat belt usage/equipment violations

g. Registration

h. Licenses (§46.2-221.2 Code of Virginia has changed this definition related to members of the armed services and diplomatic services of the United States).

i. Proof of insurance for any type of vehicle

3. Identify the offenses covered by the Motor Vehicle Code §46.2.

4. Identify the responsibility of officers to clarify by discussing with a supervisor any uncertainty regarding motor vehicle infractions.

Performance Outcome 4.46.

Respond to and conduct preliminary or follow-up investigation of Driving Under the Influence -- Intoxicants/ Drugs.

Training Objectives Related to 4.46.

1. Given a written exercise, identify the elements of Driving Under the Influence (DUI) related statutes of the Code of Virginia and the procedures for obtaining a blood test.

2. Given a practical exercise, conduct investigation of events related to Driving Under the Influence - intoxicants/drugs.

Criteria: The trainee shall be tested on the following:

4.46.1. Definition of Driving Under the Influence - (intoxicants/drugs) and elements of the crimes with Code citations

4.46.2. Observation of operator behavior to evaluate capability to operate vehicle safely

4.46.3. Communication with dispatch

4.46.4. Initiation of traffic stop

4.46.5. Initial contact and observation for signs of impairment

4.46.6. Conduct standardized field sobriety tests to include in accordance with the 24-hour NHTSA/IACP DWI: Horizontal Gaze Nystagmus, Walk and Turn and One Leg Stand. (effective January 1, 2014):

4.46.6.1. If driver agrees, administer preliminary breath test.

4.46.6.2. If driver disagrees, evaluate for probable cause for a Driving Under the Influence arrest, if probable cause exists then arrest and advise of implied consent rights.

4.46.6.3. If probable cause exists for a DUI arrest and the driver has been taken to a medical facility for treatment or evaluation of his medical condition, the arresting officer may issue a summons for the violation while on the premises of the medical facility.

4.46.7. If unable to obtain breath sample and driver agrees, follow these procedures for obtaining a blood sample:

4.46.7.1 Take to hospital or lab

4.46.7.2. Have blood sample taken by certified medical personnel to include technician or nurse designated by the Circuit Court

4.46.7.3. Blood vials to be packaged, handled and submitted in accordance with the Department of Forensic Science “Breath Alcohol Rules and Regulations.”

4.46.7.3.1. If breath test administered indicates an alcohol level of .08 or greater, complete documentation for administrative license suspension.

4.46.7.3.2. If breath test administered indicates an alcohol level of .02 or greater on a restricted license, charge the person with driving after forfeiture or DUI conviction. (§18.2-267)

4.46.8. If driver has been arrested and refuses the breath or blood test (Birchfield v. North Dakota, 136 S. Ct. 2160 (2016)):

4.46.8.1. Refusal of breath: 1st refusal civil offense. Subsequent refusals within 10 years criminal offense - Class 1 misdemeanor.

4.46.8.2. Refusal of blood: Always a civil offense.

4.46.8.3. Advise of implied consent rights

4.46.8.4. Arresting officer shall advise DUI arrestee from a form provided by the Office of the Executive Secretary of the Supreme Court and that the arresting officer shall acknowledge on such form that he has read the form to the arrestee.

4.46.8.5. Complete documentation for administrative license suspension.

4.46.8.6 Take the arrestee to the magistrate. Give the magistrate the executed advisement form to attach to the warrant or summons.

4.46.9. Prepare field notes for prosecution for Driving Under the Influence (DUID) case and submit a copy to the forensic laboratory.

Lesson Plan Guide: The lesson plan shall include the following:

1. Definition of DWI - (intoxicants/drugs) and elements of the crimes with Code citations §18.2-271, §18.2-266, §18.2-267, §18.2-269, §46.2-301, §46.2-341.3 thru 46.2-341.32, §46.2-390.1, §46.2-391.

2. Observation of operator behavior to evaluate capability to operate vehicle safely:

a. Swerving for no apparent reason

b. Head nodding to possibly indicate sleepiness

c. Approaching other cars too closely

d. Running off road on to shoulder of road

e. Driving too slowly

f. Others as may be identified

3. Communication with dispatch

4. Initiation of traffic stop

5. Initial contact and observation for signs of impairment

6. Identify methods for preliminary breath testing of blood alcohol content and procedures to follow for each method for accurate results

7. Conduct field sobriety tests in accordance with the 24-Hour NHTSA/IACP DWI Detection and Standardized Field Sobriety Tests:

a. If driver agrees, administer preliminary breath test to test blood alcohol content

b. If driver disagrees, evaluate for probable cause for a Driving Under the Influence arrest, if probable cause exists then arrest and advise of implied consent rights

c. If probable cause exists for a DUI arrest and the driver has been taken to a medical facility for treatment or evaluation of his medical condition, the arresting officer may issue a summons for the violation while on the premises of the medical facility.

8. If driver disagrees, evaluate for probable cause for a DUI arrest, if probable cause exists then arrest and advise of implied consent rights

9. If unable to obtain breath sample and driver agrees, follow these procedures for obtaining a blood sample:

a. Take to hospital or lab

b. Have blood sample taken by certified medical personnel to include technician or nurse designated by the Circuit Court.

c. Blood vials to be packaged, handled and submitted in accordance with the Division of Forensic Science “Breath Alcohol Rules and Regulations”

d. If breath test administered indicates an alcohol level of .08 or greater, complete documentation for administrative license suspension**.** If breath test administered indicates an alcohol level of .02 or greater on a restricted license, charge the person with driving after forfeiture or DUI conviction.

10. If driver has been arrested and refuses the breath or blood test (Birchfield v. North Dakota, 136 S. Ct. 2160 (2016)):

a. Refusal of breath: 1st refusal civil offense. Subsequent refusals within 10 years criminal offense - Class 1 misdemeanor.

b. Refusal of blood: Always a civil offense.

c. Advise of implied consent rights

d. Arresting officer shall advise DUI arrestee from a form provided by the Office of the Executive Secretary of the Supreme Court and that the arresting officer shall acknowledge on such form that he has read the form to the arrestee.

e. Complete documentation for administrative license suspension.

f. Take the arrestee to the magistrate. Give the magistrate the executed advisement form to attach to the warrant or summons.

e. *Repeal*. ~~If the driver has been taken to a medical facility for treatment or evaluation of his medical condition and refuses to take a blood or breath test, the arresting officer may issue a summons for the violation while on the premises of the facility.~~

11. Prepare field notes for prosecution (for DUID case submit a copy to the forensic laboratory):

a. Precise reason for stop

b. Weather and road conditions

c. Suspect's physical appearance and demeanor

d. Suspect's performance of field sobriety test (if done)

e. Exact times of all pertinent events (stop, arrest, test)

12. Receive instruction on a standardized field sobriety test.

Instructors Note: Advise trainees that they will need to identify department policy related to obtaining a search warrant when a blood or breath test is refused.

Performance Outcome 4.47.

Conduct a traffic checking detail.

Training Objectives Related to 4.47.

1. Given a written or practical exercise, identify steps to conduct and properly document a traffic checking detail according to legal requirements.

Criteria: The trainee shall be tested on the following:

4.47.1. Identify legal requirements

4.47.2. Identify procedures to set up and conduct a traffic checking detail

4.47.3. Record results in a standard report

Lesson Plan Guide: The lesson plan shall include the following:

1. Legal requirements for traffic checking (Lowe v. Commonwealth, 230 Va. 346, 337 S.E. 2d 273 (1985))

2. Procedures to set up and conduct a traffic checking detail

3. Recording results in a standard report

Instructor Note: Advise trainees that they will need to identify department policy related to traffic checking details as part of their department training.

Performance Outcome 4.48.

Investigate general traffic accidents and those involving personal injury, fatality, or vehicular assault and inspect vehicles involved to assess damage, determine cause, and test operability of vehicle(s).

Training Objectives Related to 4.48.

1. Given a practical exercise simulating a traffic accident involving personal injury, fatality, or vehicular assault, investigate to determine cause, inspect vehicle(s) to assess damage, and test operability of vehicle(s).

Criteria: The trainee shall be tested on the following:

4.48.1. Evaluate scene and response needed:

4.48.1.1. Observe vehicle placards for possible hazardous materials exposure

4.48.1.2. Identify and request any other emergency assistance needed appropriate to accident, i.e., hazmat

4.48.1.3. Render first aid to victims until relieved

4.48.1.4. Coordinate other responding units to set up traffic control

4.48.2. Protect accident scene by controlling access

4.48.3. Demonstrate procedures for general accident investigation:

4.48.3.1. Interview and subpoena witnesses

4.48.3.2. Obtain statements from drivers and identification of vehicle owner using correct communications procedure

4.48.3.3. Walk the scene to determine layout

4.48.3.4. Search for, collect and preserve physical evidence

4.48.3.4.1. Recognize physical evidence that is in danger due to weather conditions, too many people roaming scene, or other factors

4.48.3.4.2. Identify methods to protect physical evidence under various circumstances

4.48.3.4.2.1. Precipitation

4.48.3.4.2.2. People/animals in area

4.48.3.4.2.3. Fire

4.48.3.4.3. Identify methods to collect, preserve, and maintain chain of evidence from an accident

4.48.3.4.4. Use basic math functions related to gathering evidence where needed

4.48.3.5. Prepare field sketch and document damage

4.48.3.6. Complete traffic accident (FR 300) and Driver Information Exchange Forms

4.48.3.7. Determine violations and charges and accurately complete and deliver summons charging the appropriate parties with reference to appropriate Code section(s)

4.48.3.8. Assess damage and test operability of vehicle(s)

4.48.3.9. Remove debris from accident scene to ensure safe and efficient vehicular passage or call for assistance to remove debris

4.48.4. Demonstrate procedures unique to conducting an investigation of accidents involving injuries or fatalities, or vehicular assault:

4.48.4.1. Interviews with victim prior to death

4.48.4.2. Dying declaration elements

4.48.4.3. Rescue personnel interviews

4.48.4.4. Fire department personnel interviews

4.48.4.5. Describe items to be photographed with and without cars in place

4.48.4.5.1. All vehicle damage

4.48.4.5.2. All evidentiary marks on pavement and other fixed objects

4.48.4.5.3. Debris in road from the point of impact

4.48.4.5.4. Long distance photograph

4.48.4.5.5. License plates and other vehicle identification

4.48.4.5.6. Bodies:

4.48.4.5.6.1. Close-up identification

4.48.4.5.6.2. Long view

4.48.4.5.6.3. Body in respect to vehicle/scene.

4.48.4.5.7. Presence/non-presence or damaged traffic control devices

4.48.4.5.8. Any evidence on or about vehicles or roadways that could have contributed to the accident or help determine vehicular assault:

4.48.4.5.8.1. Forensics related to the vehicle

4.48.4.5.8.2. Type and style (single or multiple)

4.48.4.5.8.3. One or more than one perpetrator indicated

4.48.4.5.9. Close-ups where necessary to detail

4.48.4.5.10. Viewpoint from each driver

4.48.4.5.11. Obstructions to visibility at approach to scene

4.48.4.6. Establish and document measurable reference points at scene

4.48.4.7. Measure observable tire marks of involved vehicles

4.48.4.8. Prepare a detailed field diagram

4.48.4.9. Complete and submit required fatal accident state report forms

4.48.4.10. Identify any special requirements related to investigating traffic accidents involving law enforcement vehicles

Lesson Plan Guide: The lesson plan shall include the following:

1. Evaluate scene and response needed:

a. Observe vehicle placards for possible hazardous materials exposure

b. Identify and request any other emergency assistance needed appropriate to accident, i.e., hazmat:

1. Complete Department of Emergency Services Hazardous Materials Training -- Awareness Level

c. Render first aid to victims until relieved

d. Coordinate other responding units to set up traffic control

2. Protect accident scene by controlling access:

a. Identify effective traffic flow pattern around accident scene

b. Identify placement of officer(s)

c. Identify barriers needed to protect evidence

d. Identify when road should be closed

3. Demonstrate procedures for general accident investigation:

a. Interview and subpoena witnesses

b. Obtain statements from drivers and identification of vehicle owner using correct communications procedure

c. Walk the scene to determine layout

d. Search for, collect and preserve physical evidence:

1. Recognize physical evidence that is in danger due to weather conditions, too many people roaming scene, or other factors

2. Identify methods to protect physical evidence under various circumstances

a. Precipitation

b. People/animals in area

d. Fire

3. Identify methods to collect, preserve, and maintain chain of evidence from an accident

4. Use basic math functions related to gathering evidence where needed

e. Prepare field sketch and document damage:

1. Vehicles (numbers, types, points of impact)

2. People

3. Obstacles

4. Correct road names, intersections, landmarks

5. Take measurements taken so that a scale diagram may be created at a later time

f. Complete traffic accident and Driver Information Exchange Forms:

1. State requirements for reporting accident damage

2. Various types of damage and costs associated with each

g. Determine violations and charges and accurately complete and deliver summons charging the appropriate parties with reference to appropriate Code section(s).

h. Assess damage and test operability of vehicle(s):

1. Previous damage(s) from current damage

2. Defect(s) of vehicle(s)

3. Driver(s) previous conditions

4. Driver(s) actions

5. Operable vehicle

6. Inoperable vehicle

i. Remove debris from accident scene to ensure safe and efficient vehicular passage or call for assistance to remove debris

j. Identify any special requirements related to investigating traffic accidents involving law enforcement vehicles

4. Demonstrate procedures unique to conducting an investigation of accidents involving injuries or fatalities:

a. Describe items to be photographed with and without cars in place:

1. All vehicle damage

2. All evidentiary marks on pavement and other fixed objects

3. Debris in road from the point of impact

4. Long distance photograph

5. License plates and other vehicle identification

6. Bodies:

a. Close-up identification

b. Long view

c. Body in respect to vehicle/scene.

7. Presence/non-presence or damaged traffic control devices

8. Any evidence on or about vehicles or roadways that could have contributed to the accident or help determine vehicular assault:

a. Forensics related to the vehicle

b. Type and style (single or multiple)

c. One or more than one perpetrator indicated

9. Close-ups where necessary to detail

10. Viewpoint from each driver

11. Obstructions to visibility at approach to scene

b. Establish and document measurable reference points at scene.

c. Measure observable tire marks of involved vehicles.

d. Prepare a detailed field diagram.

e. Complete and submit required fatal accident state report forms.

Performance Outcome 4.49.

Respond to general information questions from public.

Training Objectives Related to 4.49.

1. Given a written, audio-visual, or practical exercise, identify methods and approaches that respond to general information questions from the public.

Criteria: The trainee shall be tested on the following:

4.49.1. Identify the basic concepts of public service:

4.49.1.1. Service orientation

4.49.1.2. Partnerships within a community

4.49.1.3. Resource and referral access through law enforcement

4.49.2. Identify ways an officer can individually contribute to promoting success in a public service effort.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the basic concepts of public service:

a. Service orientation

b. Partnerships within a community

c. Resource and referral access through law enforcement

2. Identify ways an officer can individually contribute to promoting success in a public service effort.

Performance Outcome 4.50.

Advise residents/business people about ways to secure their homes/facilities.

Training Objectives Related to 4.50.

1. Given a written, audio-visual, or practical exercise, identify topics to discuss with residents/business people about ways to secure their facilities.

Criteria: The trainee shall be tested on the following:

4.50.1. Doors

4.50.2. Windows

4.50.3. Shrubbery

4.50.4. Locks

4.50.5. Lights

4.50.6. Sliding glass

4.50.7. Vents

4.50.8. Dropped ceilings

4.50.9. Alarms

Lesson Plan Guide: The lesson plan shall include the following:

Ways to properly secure the following:

1. Doors

2. Windows

3. Shrubbery

4. Locks

5. Lights

6. Sliding glass

7. Vents

8. Dropped ceilings

9. Alarms

Performance Outcome 4.51.

Identify ways to assist in preventing crime.

Training Objectives Related to 4.51.

1. Given a written, audio-visual, or practical exercise, identify structured problem solving methods to identify and assist in preventing causes of crime, e.g., street lights, traffic patterns, lack of recreation, etc.,

Criteria: The student shall be tested on the following:

4.51.1. Identify the crime(s) occurring in an area

4.51.2. Identify root cause(s)

4.51.3. Identify local resources

4.51.4. Identify possible solution(s)

Lesson Plan Guide: The lesson plan shall include the following:

1. Use of structured problem solving technique(s)

2. Identification of the crime(s) occurring in an area

3. Identification of the root cause(s)

4. Identification of possible resources

5. Identification of possible solution(s)

6. How to initiate action using

a. Police

b. Parks & recreation

c. Zoning

d. Commissioner of revenue

e. Roads and grounds repair

f. Highway signs

g. Others as may be identified

7. Crime Prevention through Environmental Design program

8. Crime Triangle Analysis

a. Desire

b. Ability

c. Opportunity

Performance Outcome 4.52.

Conduct vehicle and foot patrol.

Training Objectives Related to 4.52.

1. Identify patterns of conducting vehicle patrols.

2. Identify patterns of conducting foot patrols.

Criteria: The trainee shall be tested on the following:

4.52.1. Identify at least three patterns of conducting vehicle patrols.

4.52.2. Identify at least three patterns for conducting foot patrol in residential and business areas.

Lesson Plan Guide: The lesson plan shall include the following:

1. Reasons that patrol assists in crime prevention and detection

2. Vehicle patrol patterns

3. Foot patrol patterns for residential and business areas.

4. Specialized patrol methods and applications for these:

a. Bicycle

b. Motorcycle

c. Airplane/helicopter

d. Boats

Performance Outcome 4.53.

Determine need for specialized assistance at a crime scene.

Training Objectives Related to 4.53.

1. Given a written, audio-visual, or practical exercise, identify the factors the first responding officer should consider before requesting specialized assistance at a crime scene.

Criteria: The trainee shall be tested on the following:

4.53.1. Availability of resources

4.53.2. Nature of the crime

Lesson Plan Guide: The lesson plan shall include the following:

1. Availability of resources

2. Nature of the crime:

a. Type

1. Police dog (make sure conditions are still good for a dog to work; help identify a starting point if possible)

2. Forensic specialist:

a. Lack of visible evidence in any crime

b. More than just a few items of evidence

3. Expert in that type of crime:

a. Monetary amount in a burglary

b. Monetary crimes

c. Computer crimes

d. *Art, antiques, gems, etc.*

e. Others as may be identified

b. Scene integrity

c. Safety considerations

Performance Outcome 4.54.

Administer cardio-pulmonary resuscitation (CPR) and basic first aid.

Training Objectives Related to 4.54.

1. Successfully complete an approved course for cardio-pulmonary resuscitation (CPR).

2. Successfully complete an approved course for basic first aid.

3. Demonstrate ability to assist a person to prevent falling, move the person to a place of safety and support the person to a safe position.

4. Successfully complete an approved course for using an automatic external defibrillator (AED).

Criteria: The trainee shall be tested on the following:

4.54.1. Testing provided by approved CPR course provider.

4.54.2. Testing provided by approved basic first aid provider.

4.54.3. Assisting a person to prevent falling, move the person to a place of safety if needed, and support the person to a safe position.

4.54.4. Testing provided by an approved automatic external defibrillator (AED) course provider.

Lesson Plan Guide: The lesson plan shall include the following:

1. An approved course for cardio-pulmonary resuscitation.

2. An approved course for basic first aid.

3. Assist a person to prevent falling, move the person to a place of safety and support the person to a safe position:

a. Protecting head and shoulders of person to the extent possible

b. Use of upper body strength

c. Use of base strength (hip and legs)

d. Use of torso/trunk strength (back and abdomen)

4. An approved course for using an automatic external defibrillator (AED).

5. Use of bio-hazard protections.

Instructor Note: Approving entities for First Aid/CPR instruction include the American Heart Association, American Red Cross, Virginia Department of Health, National Safety Council, American Safety & Health Institute, or a program approved by the Operational Medical Director of a local Emergency Medical Services (EMS) provider.

Performance Outcome 4.55.

Assist with an emergency delivery of a baby.

Training Objectives Related to 4.55.

1. After receiving video instruction, identify basic steps for emergency delivery of a baby given a written exam covering the following:

Criteria: The trainee shall be tested on the following:

4.55.1. Positioning the mother for delivery considering the circumstances creating the emergency.

4.55.2. Checking for and assisting the baby from the birth canal:

4.55.2.1. Support head and neck

4.55.2.2 Check for breathing and assist if necessary

4.55.3. Protect the baby from the elements:

4.55.3.1. Importance of wrapping the baby and keeping the baby warm

4.55.3.2. Placement on mother

4.55.4. Tying off the cord (cutting the cord can usually wait for medical assistance)

4.55.5. Ejection of placenta

4.55.6. Preparing mother and baby for transport to hospital

Lesson Plan Guide: The lesson plan shall include the following:

1. Position the mother for delivery considering the circumstances creating the emergency.

2. Check for and assisting the baby from the birth canal:

a. Support head and neck

b. Check for breathing and assist if necessary

3. Protect the baby from the elements:

a. Importance of wrapping the baby and keeping the baby warm

b. Placement on mother

4. Tie off the cord (cutting the cord can usually wait for medical assistance)

5. Ejection of placenta

6. Prepare mother and baby for transport to hospital

7. Use personal protective equipment.

Performance Outcome 4.56.

Use protective gear to prevent contact with infectious diseases.

Training Objectives Related to 4.56.

1. Given a practical exercise for criteria 1 and 2, identify protective gear to use to prevent contact with infectious diseases.

2. Given a written or practical exercise for criteria 3, provide notice to persons exposed to blood or body fluids while assisting an officer that they have a right to the test results for HIV or hepatitis.

Criteria: The trainee shall be tested on the following:

4.56.1. Complete the Virginia Occupational Safety and Health training related to exposure to blood borne pathogens.

4.56.2. Demonstrate use of protective gear for air borne pathogens.

4.56.3. Notify persons exposed to blood or body fluids while assisting an officer that they have a right to the test results for HIV or hepatitis.

4.56.4 Identify procedure for an officer to follow to obtain a blood sample from an individual related to a blood exposure.

Lesson Plan Guide: The lesson plan shall include the following:

1. Complete the Virginia Occupational Safety and Health training related to exposure to blood borne pathogens.

2. Demonstrate use of protective gear for air borne pathogens.

3. Notify persons exposed to blood or body fluids while assisting an officer that they have a right to the test results for HIV or hepatitis. (§32.1-45.1)

4. Identify procedure for an officer to follow to obtain a blood sample from an individual related to a blood exposure.

Performance Outcome 4.57.

Identify applicable laws, definitions and background information related to terrorism.

Training Objectives Related to 4.57.

1. Given a written exercise, define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.

2. Given a written or practical exercise, identify the differences between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment.

3. Given a written or practical exercise identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:

a. Background information

1. International

2. Domestic (Intra-national)

b. Strategies/current trends

1. Propaganda

2. Internet resources

3. Complex coordinated attacks intended to overwhelm the local jurisdiction and initiate a regional /statewide response

a. Three or more attackers

b. Simultaneous attack of two or more sites

4. Other as identified

c. Primary objectives

d. Potential targets

Criteria: The trainee shall be tested on the following:

4.57.1. Define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.

4.57.2. Identify the difference between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment

4.57.3. Identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:

4.57.3.1. Extreme political groups (Sovereign Citizens)

4.57.3.2. Race-based hate groups (White Supremacist, Black Separatists)

4.57.3.3. Religious-based hate groups (Christian Identity, Westboro Baptist Church)

4.57.3.4. Special interest groups (anti-abortion, animal rights)

4.57.3.5. Foreign Terrorist Organizations (al Qaeda, ISIS, Boko Haram)

4.57.3.6. Identify the primary objectives of terrorists:

4.57.3.6.1. Recognition

4.57.3.6.2. Coercion

4.57.3.6.3. Intimidation

4.57.3.6.4. Provocation

4.57.3.6.5. Insurgency Support

4.57.3.7. Potential targets

Lesson Plan Guide: The lesson plan shall include the following:

1. Define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.

2. Identify the difference between extremist beliefs and terrorist activity acts/speech protected by the First Amendment (i.e. subject has radical beliefs which are not a violation of law until they act upon them)

a. Identify the radicalization process and the behavioral factors influencing the process

b. Terrorist recruitment cycle and socialization activities

3. Identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:

a. Extreme political groups (Sovereign Citizens)

b. Race-based hate groups (White Supremacist, Black Separatists) Religious-based hate groups Christian Identity, Westboro Baptist Church)

c. Special interest groups (anti-abortion, animal rights)

d. Foreign Terrorist Organizations (al Qaeda, ISIS, Boko Haram)

4. Identify types of organizations and individuals engaging in acts of terrorism.

a. Background information

1. International

2. Domestic (Intra-national)

b. Strategies/current trends

1. Propaganda

2. Internet resources

3. Complex coordinated attacks intended to overwhelm the local jurisdiction and initiate a regional /statewide response

a. Three or more attackers

b. Simultaneous attack of two or more sites

c. Primary objectives

d. Potential targets

Performance Outcome 4.58.

Identify behavior(s) and indicators of suspicious non-criminal and criminal activity that may alert law enforcement to acts of terrorism and identify resources capable of providing assistance.

Training Objectives Related to 4.58.

1. Given a written or practical exercise, identify behavior(s) and indicators of suspicious noncriminal and criminal terrorist activity.

2. Given a written or practical exercise identify federal, state, and local resources.

Criteria: The trainee shall be tested on the following:

4.58.1. Identify behaviors and indicators of suspicious non-criminal and criminal activities.

4.58.2. Identify federal, state, and local resources.

4.58.2.1. Federal

4.58.2.1.1. Joint Terrorism Task Force

4.58.2.1.2. National Joint Terrorism Task Force

4.58.2.2. State

4.58.2.3. Local

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify behavior(s) and indicators

a. Suspicious non-criminal

b. Criminal

2. Identify federal, state, and local resources.

a. Federal

1. Joint Terrorism Task Force

2. National Joint Terrorism Task Force

b. State

c. Local

Performance Outcome 4.59.

Identify common precursors associated with the production of hazardous devices accessible through legal and illegal means.

Training Objective Related to 4.59.

1. Given a written or practical exercise, identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:

a. Chemical agents

b. Biological agents

c.Radiological devices

d. Explosive devices

e. Weapons of mass destruction

2. Given a written or practical exercise, identify the responsibilities of the first officer on the scene of an act of terrorism.

Criteria: The trainee shall be tested on the following:

4.59.1. Identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:

4.59.1.1. Chemical agents

4.59.1.2. Biological agents

4.59.1.3. Radiological devices

4.59.1.4. Explosive devices

4.59.1.5. Weapons of mass destruction

4.59.2. Recognize and evaluate the situation.

4.59.3. Avoid and isolate the area.

4.59.4. Notify appropriate agencies and request assistance.

4.59.5. If and when determined, proceed to evacuate/shelter in place.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:

a. Chemical agents

b. Biological agents

c. Radiological devices

d. Explosive devices

e. Weapons of mass destruction

2. Recognize and evaluate the situation.

3. Avoid and isolate the area.

4. Notify appropriate agencies and request assistance.

5. If and when determined, proceed to evacuate/shelter in place.

Performance Outcome 4.60.

Identify the impact of social media on today's terrorism activities.

Training Objective Related to 4.60.

1. Given a written or practical exercise, identify the impact various forms of social media have on today's terrorist activity.

Criteria: The trainee shall be tested on the following:

4.60.1 Identify the impact of social media on terrorist activities.

4.60.1.1. Monitor social media during the event, as applicable

4.60.1.2. Utilizing social media for distribution of information

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the impact of social media on terrorist activities.

a. Monitor social media during the event, as applicable

b. Utilizing social media for distribution of information

Investigations

Performance Outcome 5.1.

Analyze and compare incidents of criminal behavior relating to modus operandi.

Training Objectives Relating to 5.1.

1. Given a written exercise, identify the factors to consider in analyzing and comparing criminal behavior to establish a modus operandi (m.o.) as a first responder.

Criteria: The trainee shall be tested on the following:

5.1.1. Define modus operandi ("m.o.") and how it is used.

5.1.2. Identify three indicators to help establish m.o.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define modus operandi ("m.o.") and how it is used.

2. Identify procedures to provide information to investigators as part of a preliminary report.

3. Identify information to provide:

a. Type of weapon

b. Condition of the victim(s)

c. Kind of injuries

d. Statement(s) given by victim

e. Previous reports

f. Target

g. Date/Time

h. Location

i. Talk with law enforcement personnel for additional information

j. Other suggestions as may be identified.

Performance Outcome 5.2.

Conduct a field suspect identification ("show-up").

Training Objectives Relating to 5.2.

1. Given a written exercise, identify the factors to consider in conducting a field suspect identification ("show-up") as a first responder.

Criteria: The trainee shall be tested on the following:

5.2.1. Define a field suspect identification ("show-up").

5.2.2. Identify three evidentiary elements to be considered when conducting a "showup."

5.2.3. List procedures for conducting a field suspect identification (“show-up”).

Lesson Plan Guide: The lesson plan shall include the following:

1. Define a field suspect identification (“show-up”) as the procedure to take the victim or witness to the location where the suspect may be for purpose of identification.

2. Identify evidentiary elements to be considered when conducting a “show-up.”

a. The opportunity of the witness to view the criminal at the time of the crime

b. The witness’ degree of attention

c. The accuracy of the witness’ prior description of the criminal

d. The level of certainty demonstrated by the witness at the confrontation

e. The length of time between the crime and the confrontation

f. The length of time related to distance from the crime scene

g. Constitutional limitations

h. Physical and mental capacity of witnesses

3. List procedures for conducting a field suspect identification (“show-up”).

a. Determine ability of victim or witness to visually make an identification from a vehicle

b. Identify safety concerns related to taking the victim or witness to the location of the suspect

c. Call for assistance to be ready to make the arrest should a positive identification be made

d. Take the victim or witness to the location of the suspect; ask only if he or she can identify the person who committed the crime.

Performance Outcome 5.3.

Communicate with law enforcement personnel within the agency or with other agencies to exchange information in order to obtain or provide assistance in an investigation.

Training Objectives Related to 5.3.

1. Given a written exercise, identify the types of information and sources for obtaining information useful to any agency conducting an investigation.

Criteria: The trainee shall be tested on the following:

5.3.1. Identify three types of information available within your agency or with other agencies to obtain or to provide in order to render assistance in an investigation.

5.3.1.1. Descriptive information about a suspect

5.3.1.2. Information about other crimes suspect may have committed

5.3.1.3. Knowledge of possible whereabouts of suspect

5.3.1.4. Family, friends, associates, co-workers of suspect

5.3.1.5. Behavior patterns of suspect

5.3.1.6. Occupation

5.3.1.7. Modus operandi (cross reference to 5.1.)

5.3.1.8. Peculiarities of suspect

5.3.1.9. Others as may be identified.

5.3.2. Identify three various sources that may be used to obtain information relevant to an investigation.

5.3.2.1. National Crime Information Network (NCIC)

5.3.2.2. Virginia Crime Information Network (VCIN)

5.3.2.3. Department of Motor Vehicles (DMV)

5.3.2.4. Probation and Parole

5.3.2.5. Criminal Histories

5.3.2.6. Arrest Records

5.3.2.7. Retail Merchant Credit Checks

5.3.2.8. Utilities Inquiries

5.3.2.9. Public Records

5.3.2.10. U.S. Postal Service

5.3.2.11. Military Records

5.3.2.12. Other Law Enforcement Agencies

5.3.2.13. Financial Institutions

5.3.2.14. Crime Analysis Information Exchanges

5.3.2.15. Automatic Fingerprint Identification System (AFIS)

5.3.2.16. Surveillance

5.3.2.17. Health care records as noted in §32.1-127.1:03.

Lesson Plan Guide: The lesson plan shall include the following:

1. Types of information available within your agency or with other agencies to obtain or to provide in order to render assistance in an investigation.

a. Descriptive information about a suspect

b. Information about other crimes suspect may have committed

c. Knowledge of possible whereabouts of suspect

d. Family, friends, associates, co-workers of suspect

e. Behavior patterns of suspect

f. Occupation

g. Modus operandi (cross reference to 5.1.)

h. Peculiarities of suspect

i. Others as may be identified.

2. Various sources that may be used to obtain information relevant to an investigation.

a. National Crime Information Network (NCIC)

b. Virginia Crime Information Network (VCIN)

c. Department of Motor Vehicles (DMV)

d. Probation and Parole

e. Criminal Histories

f. Arrest Records

g. Retail Merchant Credit Checks

h. Utilities Inquiries

i. Public Records

j. U.S. Postal Service

k. Military Records

l. Other Law Enforcement Agencies

m. Financial Institutions

n. Crime Analysis Information Exchanges

o. Automatic Fingerprint Identification System (AFIS)

p. Surveillance

q. Health care records as noted in §32.1-127.1:03.

Performance Outcome 5.4.

Conduct a neighborhood canvas to collect crime related information.

Training Objectives Relating to 5.4.

1. Given a written exercise, identify the procedure to conduct a neighborhood canvas.

Criteria: The trainee shall be tested on the following:

5.4.1. Identify the scope of the area to canvas.

5.4.2. Canvas the neighborhood on the same day of the week and time of day/night that the crime was committed.

5.4.3. Document every contact or attempted contact for every house, business, and person in the area.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the scope of the area to canvas.

2. Canvas the neighborhood on the same day of the week and time of day/night that the crime was committed.

3. Document every contact or attempted contact for every house, business, and person in the area.

4. Identify how all collected canvas information can be used to help solve a crime.

5. Identify how information may be organized to help solve a crime.

6. Plan and coordinate information to determine:

a. Who

b. What

c. Where

d. When

e. Why

f. How

7. Contact crime prevention personnel and intelligence officers for possible relevant information in case any worked in the area of the crime.

8. Canvas the neighborhood at different times of day or night.

9. Document the contact of every house and person in an area.

Performance Outcome 5.5.

Locate crime witness(es) and suspects and eliminate suspects to a crime.

Training Objectives Relating to 5.5.

1. Given a written exercise, identify the resources used to locate witnesses or suspects to a crime and/or eliminate suspects.

Criteria: The trainee shall be tested on the following:

5.5.1. Identify three resources to locate witnesses or suspects.

Lesson Plan Guide: The lesson plan shall include the following:

Resources to locate witnesses or suspects:

1. Neighborhood canvas

2. Phone records/911 tapes

3. Answering machine messages/caller identification

4. Family, friends, co-workers

5. If crime was committed around time of mail delivery, check with letter carriers, cable company workers

6. Children in neighborhood

7. Drivers of regular routes in a specific area

8. Neighborhood watch

9. Taxi companies

10. Store surveillance

11. Records and pictures that may help identify or eliminate suspects

12. Share information with other resources that may provide assistance:

a. Other agencies

b. News media

c. Crime Stoppers

d. Informants

e. Officers serving that patrol area

f. Wanted posters

g. Virginia Association of Law Enforcement Intelligence Documentation (VALID) or other similar networks of professionals

h. Neighborhood watch

i. Family

j. Victims

k. Witnesses

l. Others as may be identified.

13. When located, use appropriate method to subpoena to court.

Performance Outcome 5.6.

Investigate cases of child abuse and neglect or elder abuse and neglect.

Training Objectives Relating to 5.6.

1. Identify the duties of the first responding officer to investigate cases of child abuse and neglect or elder abuse and neglect and notify Department of Social Services when appropriate.

Criteria: The trainee shall be tested on the following:

5.6.1. Code of Virginia requirements for reporting suspected child abuse or neglect.

5.6.2. Identify three duties of first responding officer for investigating cases of child abuse or neglect.

5.6.2.1. Ensure the safety of the child or elder person and seek medical attention if needed.

5.6.2.2. Determine if a crime has been committed.

5.6.2.3. Make proper notifications.

5.6.3. Identify potential warning signs of child abuse or neglect.

5.6.4. Identify people who may provide relevant information.

5.6.5. Identify Code of Virginia requirements for reporting suspected elder abuse or neglect.

5.6.6. Identify three potential warning signs of elder abuse or neglect.

5.6.6.1. Mental state of victim

5.6.6.2. Reports of frequent hunger

5.6.6.3. Inappropriate clothing for weather

5.6.6.4. Frequent/suspicious bruising or injuries; past signs of abuse/neglect

5.6.6.5. Possible sexual assault

5.6.6.6. Witness(es) to abuse or neglect

5.6.6.7. Lack of caretaker for elder person.

Lesson Plan Guide: The lesson plan shall include the following:

1. Code of Virginia requirements for reporting suspected child abuse or neglect (§63.2-1509).

2. Identify three duties of first responding officer for investigating cases of child or elder abuse or neglect.

a. Ensure the safety of the child or elder person and seek medical attention if needed.

b. Determine if a crime has been committed.

c. Make proper notifications.

3. Identify potential warning signs of child abuse or neglect.

a. Frequent hunger

b. Inappropriate clothing for weather

c. Frequent/suspicious bruising or injuries

d. Inappropriate sexual behavior

e. Lack of adult supervision for child frequently getting into mischief

f. Drug/alcohol use

g. Runaways/incorrigibles

h. Others as may be identified.

4. Identify people who may provide relevant information.

a. Victim child (interview separately)

b. Doctors/hospital personnel

c. Child protective services (obtain psychiatric evaluation)

d. School personnel

e. Neighbors

f. Other children

g. Interview parents separately (check custody arrangements and interview all parties with access to the child).

5. Identify Code of Virginia requirements for reporting suspected elder abuse or neglect (§ 63.2-1606).

6. Identify three potential warning signs of elder abuse or neglect.

a. Mental state of victim

b. Reports of frequent hunger

c. Inappropriate clothing for weather

d. Frequent/suspicious bruising or injuries; past signs of abuse/neglect

e. Possible sexual assault

f. Witness(es) to abuse or neglect

g. Lack of caretaker for elder person.

Performance Outcome 5.7.

Conduct preliminary investigation of events related to a death, and follow-up investigation when assigned. Review with the medical examiner the circumstances related to a death.

Training Objectives Relating to 5.7.

Given a written or practical exercise:

1. Identify or demonstrate the duties of the first responding officer at the scene a death.

2. Identify the elements to cover in a review with the medical examiner regarding the circumstances of a death.

Criteria: The trainee shall be tested on the following:

First responder duties:

5.7.1. Make a preliminary determination of a death to be caused from natural or unnatural causes.

5.7.2. Determine if a suspect may still be on the premises.

5.7.3. Protect the crime scene.

5.7.4. Make proper notifications.

5.7.5. Collect and maintain chain of evidence (when assigned); assist as needed and record your activities.

5.7.6. Record findings on standard report form.

5.7.7. Locate witnesses and record statements.

For review with the medical examiner:

5.7.8. Provide all details observed at scene.

5.7.9. Information related to the manner of death.

5.7.10. Information related to the health of the victim.

5.7.11. Relevant medical information received from victim’s doctor (some will sign death certificate).

Lesson Plan Guide: The lesson plan shall include the following:

For first responder duties:

1. Make a preliminary determination of a death to be caused from natural or unnatural causes (if not clearly related to natural causes, all deaths are to be investigated as homicides until determined otherwise).

2. Determine if a suspect may still be on the premises.

3. Protect the crime scene.

4. Make proper notifications.

5. Collect and maintain chain of evidence (when assigned); assist as needed and record your activities.

6. Record findings on standard report form.

a. Position of body

b. Position of weapon

c. Type of wound

d. Location of wound

e. Ligature marks

f. Post mortem signs

g. Presence of note

h. Dying declaration elements.

7. Locate witnesses and record statements.

8. Identify factors to consider in relationship to a follow-up and continuing investigation of a homicide (when assigned).

a. Type and style of homicide (single or multiple)

b. One or more than one perpetrator indicated

c. Method of death (using a blunt object, drowning, gunshot, etc.)

d. Preliminary witness interviews

e. Interviews with victim prior to death

f. Dying declaration elements

g. Rescue personnel interviews

h. Fire department personnel interviews

i. Medical examiner information re: manner & cause of death

j. Victimology

k. Motive (if identified)

l. Opportunity

m. Ability

n. Time (season, day, night).

9. Identify factors to consider in relationship to determining death by suicide.

a. Define suicide

b. Medical examiner information re: manner and cause of death

c. Autopsy

d. Witness interview(s) (if any available)

e. Family member interview(s)

f. Possible motivation

g. Analysis of victim's mental and physical health at time of death

h. Document activities accurately

i. Crime scene search considerations (was suicide possible based on physical evidence)

j. Steps of investigation that lead to a determination of suicide

1. Conduct the steps of a death investigation

2. If homicide or natural cause are eliminated as the cause of death, then suicide is the finding.

For review with the medical examiner:

1. Provide all details observed at scene.

2. Information related to the manner of death.

3. Information related to the health of the victim.

4. Relevant medical information received from victim's doctor (some will sign death certificate).

Performance Outcome 5.8.

Conduct preliminary investigation of a rape or sexual offense, and follow-up investigation when assigned.

Training Objectives Related to 5.8.

1. Given a written or practical exercise, identify or demonstrate the duties of the first responding officer investigating a rape or sexual offense.

Criteria: The trainee shall be tested on the following:

5.8.1. Determine if the crime is in progress, if the suspect is still on the premises, or how much time has elapsed since the rape.

5.8.2. Calm the victim and seek appropriate medical attention.

5.8.3. Identify and separate witnesses.

5.8.4. Secure the crime scene and protect evidence.

5.8.5. Notify the appropriate investigating agency.

5.8.6. Provide referrals to services that assist victims of sex crimes.

5.8.7. Identify the evidentiary value of a PERK (Physical Evidence Recovery Kit).

5.8.8. Complete necessary reports.

5.8.9. Identify procedures to follow should a polygraph or similar truth-telling examination be requested of a victim of a sex offense (§19.2-9.1).

5.8.10. Provide the appropriate notifications in accordance with ***§19.2-11.11.***

Lesson Plan Guide: The lesson plan shall include the following:

1. Determine if the crime is in progress, if the suspect is still on the premises, or how much time has elapsed since the rape.

2. Calm the victim and seek appropriate medical attention.

a. Arrange for PERK (Physical Evidence Recovery Kit) administration

3. Identify and separate witnesses.

4. Secure the crime scene and protect evidence.

5. Notify the appropriate investigating agency

6. Provide referrals to services that assist victims of sex crimes.

7. Identify the evidentiary value of a PERK (Physical Evidence Recovery Kit).

8. Complete necessary reports.

9. Identify procedures to follow should a polygraph or similar truth-telling examination be requested of a victim of a sex offense. (§19.2-9.1).

10. Provide the appropriate notifications in accordance with ***§19.2-11.11.***

Performance Outcome 5.9.

Conduct preliminary investigation of events related to a robbery.

Training Objectives Relating to 5.9.

1. Given a written or practical exercise, identify or demonstrate the duties of the first responding officer to investigate events relating to a robbery.

Criteria: The trainee shall be tested on the following:

5.9.1. Check for injury/death.

5.9.2. Notify proper authorities.

5.9.3. Protect the crime scene according to requirements of the nature of the crime.

5.9.4. Locate witnesses.

5.9.5. Assist as needed on scene.

5.9.6. Check with supervisor to determine if follow-up is needed.

5.9.7. Complete necessary reports.

5.9.8. Determine if the crime is in progress, if the suspect is still on the premises, or how much time has elapsed since the crime.

Lesson Plan Guide: The lesson plan shall include the following:

1. Check for injury/death.

2. Notify proper authorities.

3. Protect the crime scene according to requirements of the nature of the crime.

4. Locate witnesses.

5. Assist as needed on scene.

6. Check with supervisor to determine if follow-up is needed.

7. Complete necessary reports.

8. Determine if the crime is in progress, if the suspect is still on the premises, or how much time has elapsed since the crime.

Performance Outcome 5.10.

Conduct a preliminary investigation of a burglary, and follow-up investigation when assigned.

Training Objectives Relating to 5.10.

1. Given a written or practical exercise, identify or demonstrate the duties of the first responding officer to investigate events relating to a burglary.

Criteria: The trainee shall be tested on the following:

5.10.1. Check for injury/death.

5.10.2. Notify proper authorities.

5.10.3. Locate point of entry/exit.

5.10.4. Protect the crime scene according to requirements of the nature of the crime.

5.10.5. Locate witnesses.

5.10.6. Assist as needed on scene.

5.10.7. Check with supervisor to determine if follow-up is needed.

5.10.8. Complete necessary reports.

5.10.9. Determine if the crime is in progress, if the suspect is still on the premises, or how much time has elapsed since the crime.

Lesson Plan Guide: The lesson plan shall include the following:

1. Check for injury/death.

2. Notify proper authorities.

3. Locate point of entry/exit.

4. Protect the crime scene according to requirements of the nature of the crime.

5. Locate witnesses.

6. Assist as needed on scene.

7. Check with supervisor to determine if follow-up is needed.

8. Complete necessary reports.

9. Determine if the crime is in progress, if the suspect is still on the premises, or how much time has elapsed since the crime.

Performance Outcome 5.11.

Conduct a preliminary investigation of an assault, and follow-up investigation when assigned.

Training Objectives Relating to 5.11.

1. Given a written or practical exercise, identify or demonstrate the duties of the first responding officer to investigate events relating to an assault.

Criteria: The trainee shall be tested on the following:

5.11.1. Check for injury/death.

5.11.2. Notify proper authorities.

5.11.3. Protect the crime scene according to requirements of the nature of the crime.

5.11.4. Locate witnesses.

5.11.5. Assist as needed on scene.

5.11.6. Check with supervisor to determine if follow-up is needed.

5.11.7. Complete necessary reports.

5.11.8. Determine if the crime is in progress, if the suspect is still on the premises, or how much time has elapsed since the crime.

Lesson Plan Guide: The lesson plan shall include the following:

1. Check for injury/death.

2. Notify proper authorities.

3. Protect the crime scene according to requirements of the nature of the crime.

4. Locate witnesses.

5. Assist as needed on scene.

6. Check with supervisor to determine if follow-up is needed.

7. Complete necessary reports.

8. Determine if the crime is in progress, if the suspect is still on the premises, or how much time has elapsed since the crime.

Performance Outcome 5.12.

1. Conduct a preliminary investigation of a larceny, and follow-up investigation when assigned.

2. Estimate and record the value of stolen or recovered goods. Conduct an investigation to locate, identify, and return stolen property.

Training Objectives Relating to 5.12.

Given a written or practical exercise:

1. Identify or demonstrate the duties of the first responding officer to investigate events relating to a larceny.

2. Identify sources which can be utilized to assist in estimating and recording the value of stolen or recovered goods.

3. Identify methods to determine if property is stolen and identifiers that help to trace stolen property.

Criteria: The trainee shall be tested on the following:

For first responder duties:

5.12.1. Check for injury/death.

5.12.2. Notify proper authorities.

5.12.3. Protect the crime scene according to requirements of the nature of the crime.

5.12.4. Locate witnesses.

5.12.5. Assist as needed on scene.

5.12.6. Check with supervisor to determine if follow-up is needed.

5.12.7. Complete necessary reports.

5.12.8. Determine if the crime is in progress, if the suspect is still on the premises, or how much time has elapsed since the crime.

For estimating and recording the value of stolen goods:

5.12.9. Identify three sources from the lesson plan list.

For tracing stolen property:

5.12.10. Identify three methods to determine if property is stolen and how to trace it.

5.12.11. List three unique identifiers of stolen goods that assist in conducting a trace.

Lesson Plan Guide: The lesson plan shall include the following:

First responder duties:

1. Check for injury/death.

2. Notify proper authorities.

3. Protect the crime scene according to requirements of the nature of the crime.

4. Locate witnesses.

5. Assist as needed on scene.

6. Check with supervisor to determine if follow-up is needed.

7. Complete necessary reports.

8**.** Determine if the crime is in progress, if the suspect is still on the premises, or how much time has elapsed since the crime.

Sources that assist in estimating and recording the value of stolen goods:

1. National Automobile Dealers Association (NADA) Books (for vehicles and boats).

2. American Insurance Association

3. Personal Property Tax Records

4. Pawn Shop Blue Books

5. Replacement cost estimates

6. Appraisal lists by experts

7. Insurance adjusters

Tracing stolen property:

1. Methods to determine if property is stolen and how to trace it.

a. Check Virginia Crime Information Network (VCIN)/National Crime Information Network (NCIC) entries

b. Checking of teletypes and pawn shop lists

c. Attempt restoration of serial/model numbers

d. Check Vehicle Identification Number (VIN) assist for vehicles

e. Check manufacturer lot numbers

f. Check for social security number

g. Check with informants/concerned citizens

h. Others as may be identified.

2. Unique identifiers of stolen goods that assist in conducting a trace

a. Serial numbers

b. Model numbers

c. Etched numbers

d. Social security number

e. Unique descriptors of the goods (marks, dents, etc.)

f. Easily seen

g. Obliterated

h. Hidden

i. Others as may be identified.

Performance Outcome 5.13.

Conduct a preliminary investigation of a hate crime, and follow-up investigation when assigned.

Training Objectives Relating to 5.13.

1. Given a written or practical exercise, identify or demonstrate the duties of the first responding officer to investigate events relating to a hate crime.

Criteria: The trainee shall be tested on the following:

5.13.1. Check for injury/death.

5.13.2. Notify proper authorities.

5.13.3. Protect the crime scene according to requirements of the nature of the crime.

5.13.4. Locate witnesses.

5.13.5. Assist as needed on scene.

5.13.6. Check with supervisor to determine if follow-up is needed.

5.13.7. Complete necessary reports (including required state forms that must be completed related to investigation of a hate crime).

5.13.8. Determine if the crime is in progress, if the suspect is still on the premises, or how much time has elapsed since the crime.

Lesson Plan Guide: The lesson plan shall include the following:

1. Check for injury/death.

2. Notify proper authorities.

a. Fire marshal (when appropriate)

b. ATF (when appropriate)

3. Protect the crime scene according to requirements of the nature of the crime.

4. Locate witnesses.

5. Assist as needed on scene.

6. Check with supervisor to determine if follow-up is needed.

7. Complete necessary reports (including required state forms that must be completed related to investigation of a hate crime).

8. Determine if the crime is in progress, if the suspect is still on the premises, or how much time has elapsed since the crime.

Performance Outcome 5.14.

Conduct a preliminary investigation of suspicious fires, and follow-up investigation when assigned.

Training Objectives Relating to 5.14.

1. Given a written or practical exercise, identify or demonstrate the duties of the first responding officer to investigate events relating to a suspicious fire.

Criteria: The trainee shall be tested on the following:

5.14.1. Check for injury/death.

5.14.2. Notify proper authorities.

5.14.3. Protect the crime scene according to requirements of the nature of the crime.

5.14.4. Locate witnesses.

5.14.5. Assist as needed on scene.

5.14.6. Check with supervisor to determine if follow-up is needed.

5.14.7. Complete necessary reports.

5.14.8. Determine if the crime is in progress, if the suspect is still on the premises, or how much time has elapsed since the crime.

Lesson Plan Guide: The lesson plan shall include the following:

1. Check for injury/death.

2. Notify proper authorities.

3. Protect the crime scene according to requirements of the nature of the crime.

4. Locate witnesses.

5. Assist as needed on scene.

6. Check with supervisor to determine if follow-up is needed.

7. Complete necessary reports.

8. Determine if the crime is in progress, if the suspect is still on the premises, or how much time has elapsed since the crime.

Performance Outcome 5.15.

Conduct preliminary investigation of weapons/firearms offenses, and follow-up investigation when assigned.

Training Objectives Relating to 5.15.

1. Given a written exercise, identify the duties of the first responding officer to investigate events relating to weapons/firearms offenses.

Criteria: The trainee shall be tested on the following:

5.15.1. Check for injury/death.

5.15.2. Notify proper authorities.

5.15.3. Protect the crime scene according to requirements of the nature of the crime.

5.15.4. Locate witnesses.

5.15.5. Assist as needed on scene.

5.15.6. Check with supervisor to determine if follow-up is needed.

5.15.7. Complete necessary reports and comply with the U.S. Department of Justice and State Police (§ 52-25.1) reporting requirements.

5.15.8. Determine if the crime is in progress, if the suspect is still on the premises, or how much time has elapsed since the crime.

Lesson Plan Guide: The lesson plan shall include the following:

1. Check for injury/death.

2. Notify proper authorities (ATF when appropriate).

3. Protect the crime scene according to requirements of the nature of the crime.

4. Locate witnesses.

5. Assist as needed on scene.

6. Check with supervisor to determine if follow-up is needed.

7. Complete necessary reports.

8. Determine if the crime is in progress, if the suspect is still on the premises, or how much time has elapsed since the crime.

Performance Outcome 5.16.

Observe, protect and preserve wounds, injuries and evidence pertaining to dead bodies and notify proper authority.

Training Objectives Relating to 5.16.

1. Given a written or practical exercise, identify or demonstrate techniques used to protect and preserve wounds, injuries and evidence pertaining to dead bodies.

Criteria: The trainee shall be tested on the following:

5.16.1. Techniques to protect a body and other evidence to prevent crime scene contamination or alteration.

5.16.2. Identify three items or procedures that may be used to make an identification of a dead body.

Lesson Plan Guide: The lesson plan shall include the following:

1. Techniques to protect a body and other evidence to prevent crime scene contamination or alteration.

a. Assumption of control over the body by the investigating officer

b. Type of materials acceptable to cover a body (tent over body not touching it is preferred)

c. If, when, and what materials to use to protect evidence on hands and feet (paper is preferred)

d. Preserving blood evidence

e. Preserving evidence on weapons

f. Preserving evidence in extremely hot, wet, or cold conditions

g. Preserving evidence in or on vehicles

h. Using universal precautions

i. Using protective gloves, jacket, shoes

j. Using needed equipment (blood containers, protective bags, etc.)

2. Identify procedures that may be used to make an identification of a dead body.

a. Wallet

b. Vehicle

c. Another person

d. Fingerprints

e. Dental records

f. Hospital records (note: x-rays are not kept forever, but may be on microfiche)

g. Facial reconstruction

h. Tattoos

i. Unique characteristics of deoxyribonucleic acid (DNA)

j. Rings/jewelry

k. Eye glass prescriptions

1. Other methods as may be added

3. Investigate all deaths from this point as a homicide until proven otherwise.

Performance Outcome 5.17.

Photograph or videotape crime scene for evidence documentation and scene depiction.

Training Objective Relating to 5.17.

1. Given a written or audio-visual exercise, identify types of photographs that should be taken at a crime scene for evidence documentation and scene depiction.

Criteria: The trainee shall be tested on the following:

5.17.1. Close-up

5.17.2. Mid-range

5.17.3. Overall

Lesson Plan Guide: The lesson plan shall include the following:

1. Close-up

2. Mid-range

3. Overall

4. Available lighting

5. Photographs & scales

Instructor Note: Advise trainees that they will be instructed in the use of the department camera during field training if assigned to take photographs.

Performance Outcome 5.18.

Record locations of all evidence recovered from a crime scene.

Training Objectives Relating to 5.18.

1. Given a practical exercise, record the location of all evidence in a crime scene sketch.

Criteria: The trainee shall be tested on the following:

5.18.1. Record on paper

5.18.1.1. Date

5.18.1.2. Time

5.18.1.3. Officer’s name

5.18.1.4. Location and identification of evidence

5.18.1.5. Case number

5.18.1.6. Crime scene location

5.18.1.7. Type of offense

5.18.1.8. Directional indicators (N, S, E, W)

Lesson Plan Guide: The lesson plan shall include the following:

1. Record on paper

a. Date

b. Time

c. Officer’s name

d. Location and identification of evidence

e. Case number

f. Crime scene location

g. Type of offense

h. Directional indicators (N, S, E, W)

Performance Outcome 5.19.

Identify investigative and potential laboratory value of evidence from crime scenes, and crime lab analyses that help investigative efforts.

Training Objectives Relating to 5.19.

Given a written exercise:

1. Identify items observed from crime scenes as having potential value for investigative and laboratory analysis that may result in evidence.

2. Identify types of forensic analyses that can be conducted to assist investigations.

Criteria: The trainee shall be tested on the following:

5.19.1. Identification of three items on the lesson plan guide as having investigative or laboratory analysis value.

5.19.2. Identification of three types of forensic analysis from the lesson plan guide.

Lesson Plan Guide: The lesson plan shall include the following:

1. Firearms

2. Toolmarks

3. Fingermarks

4. Automobile lamps and other parts

5. Blood/Body Fluid

6. Drugs/Drug substances/Drug paraphernalia

7. Hair

8. Fingerprints

9. Questioned documents (checks, wills, etc.)

10. Bloodstain patterns

11. Paint

12. Synthetic fibers/clothing

13. Glass

14. Gunshot residue (GSR)

15. Fire debris

16. Footwear and tire impressions

17. Anatomical features (impressions)

18. Post mortem lividity

19. Vegetation under or around body

20. Insects under or around body

21. Bite marks

22. PERK (Physical Evidence Recovery Kit)

23. Ligature marks

24. Skin coloring (e.g. carbon monoxide)

25. Amount of swelling

26. Temperature

27. Weather

28. Humidity

29. Cartridge Cases

30. NIBIN (National Integrated Ballistics Information Network)

31. Projectiles

32. General debris

33. DNA

34. Toxicology

35. Arson/explosive/chemical residue

Performance Outcome 5.20.

Locate, evaluate, collect or protect evidence from a crime scene. Prepare fingerprints, questioned documents and other evidence for lab submission.

Training Objectives Relating to 5.20.

1. Given a practical exercise, describe and demonstrate the collection and packaging of evidence as prescribed by the state laboratory. (Division of Forensic Science “Evidence Handling Guide”).

2. Given a practical exercise, locate, evaluate, and collect latent prints from the following surfaces: glass, plastic, and aluminum.

3. Given a written or practical exercise, identify surfaces that should be taken directly to the lab or processed by a technician for latent print recovery.

Criteria: The trainee shall be tested on the following:

5.20.1. Collection

5.20.2. Packaging

5.20.3. Lab submission forms completion

5.20.4. The process for lifting latent prints from glass, plastic, and aluminum.

5.20.5. The process to search for prints by use of appropriate lighting techniques (flashlight to alternate light source).

5.20.6. Identification of the surfaces from the following list that should be taken directly to the lab or processed by a technician:

5.20.6.1. Crinkled surfaces (metal, wood, plastic)

5.20.6.2. Moist surfaces

5.20.6.3. Galvanized metal

5.20.6.4. Paper

5.20.6.5. Unpainted wood

5.20.6.6. Prints in blood, paint and other liquids

5.20.6.7. Plastic bags (lab)

5.20.6.8. Ferris metal (lab)

5.20.6.9. Painted wood - non-porous surface (lab)

5.20.6.10. Items containing other types of evidence such as blood

5.20.6.11. Textured surfaces, i.e., typewriter case, computers, etc.

Lesson Plan Guide: The lesson plan shall include the following:

1. Collection of latent prints.

2. Packaging of latent prints.

3. Lab submission forms completion.

4. The process for lifting latent prints from glass, plastic, and aluminum.

5. The process to search for prints by use of appropriate lighting techniques (flashlight to alternate light source).

6. Identification of the surfaces from the following list that should be taken directly to the lab or processed by a technician:

a. Crinkled surfaces (metal, wood, plastic)

b. Moist surfaces

c. Galvanized metal

d. Paper

e. Unpainted wood

f. Prints in blood, paint and other liquids

g. Plastic bags (lab)

h. Ferris metal (lab)

i. Painted wood - non-porous surface (lab)

j. Items containing other types of evidence such as blood

k. Textured surfaces, i.e., typewriter case, computers, etc.

Performance Outcome 5.21.

Identify the circumstances under which a suspect may be lawfully fingerprinted, and obtain classifiable fingerprints for the purpose of subject identification.

Training Objectives Relating to 5.21.

1. Given a written and practical exercise, identify the circumstances which lawfully permit fingerprinting a suspect, and obtain classifiable fingerprints.

Criteria: The trainee shall be tested on the following:

5.21.1. Identify the circumstances under which a suspect may be lawfully fingerprinted.

5.21.2. Identify the purpose of elimination fingerprints.

5.21.3. Obtain classifiable fingerprints for the purpose of subject identification in a practical demonstration utilizing proper fingerprinting techniques and equipment.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the circumstances under which a suspect may be lawfully fingerprinted.

a. Charged with a felony

b. Charged with a class I or class II misdemeanor

c. Convicted of the above

d. Juveniles

2. Identify the purpose of elimination fingerprints.

3. Obtain classifiable fingerprints for the purpose of subject identification in a practical demonstration utilizing proper fingerprinting techniques and equipment.

a. Rolling

b. Livescan (where available).

Performance Outcome 5.22.

Interview a complainant, witness, victim or suspect.

Training Objectives Relating to 5.22.

1. Given a written exercise, identify factors to consider in conducting a suspect interview.

2. Given a practical exercise:

a. Interview a complainant, a witness or a victim.

b. Interview a suspect combining legal requirements and interview techniques.

Criteria: The trainee shall be tested on the following:

For a complainant, a witness or a victim:

5.22.1. Professional demeanor

5.22.2. Use of open-ended questions.

5.22.3. Recording of information necessary to complete a report.

For a suspect:

5.22.4. Three considerations of conducting an interview.

5.22.5. Three interview styles

5.22.6. A strategy and questions to ask prior to the questioning.

Lesson Plan Guide: The lesson plan shall include the following:

For a complainant, a witness or a victim:

1. Professional demeanor

2. Use of open-ended questions.

3. Information necessary to complete a report.

4. Complainants and witnesses should be interviewed separately and early in the case.

5. Statements are made under conditions that provide for no duress, threats, or promises.

6. The focus is on details that bring out the facts of the case and build on these.

a. Be aware of perceptions of the public about police interviews.

7. Complainants and witnesses are informed that they may be re-interviewed later for information that they may not remember at the moment or about information subsequently developed.

8. Complainants and witnesses are thanked for their information and/or assistance.

9. Identify when/if interview shifts from an interview to an interrogation or becomes accusatory.

For a suspect:

1. Identify three considerations of conducting an interview:

a. Timing

b. Location

c. Physical and emotional needs

d. Drug and alcohol effects

e. Preparation

f. Privacy

g. Physical barriers

h. Juvenile/adult.

2. Identify three interview styles:

a. Factual

b. Sympathetic

c. Hostile

d. Apathetic

e. Face-saving

f. Complimentary.

3. Identify a strategy and questions to ask prior to the questioning to determine as much as possible who, what, where, when, why and how.

4. Given a practical exercise combining legal requirements and interview techniques, conduct a suspect interview.

a. Introduction and purpose of the interview

b. Question for desired information

c. Adhere to legal requirements

d. Conclude

Performance Outcome 5.23.

Interview medical personnel to obtain information.

Training Objectives Relating to 5.23.

1. Given a written exercise, identify three types of information that may be provided by medical personnel.

Criteria: The trainee shall be tested on the following:

5.23.1. Identification of three types of information that may be provided by medical personnel from the list in the lesson plan guide.

Lesson Plan Guide: The lesson plan shall include the following:

1. Type(s) of injury

2. Seriousness of injury

3. Weapon used

4. Presence of physical evidence

5. Any statements by victim

6. Where victim was at time of crime.

7. How victim was situated (sitting, standing, prone).

8. Others as may be identified.

Performance Outcome 5.24.

Ensure full understanding of the words of an interviewee, suspect, victim.

Training Objectives Relating to 5.24.

1. Given a practical exercise, complete an accurate written report based on an interview.

Criteria: The trainee shall be tested on the following:

5.24.1. Facts related to the crime.

5.24.2. Events preceding the crime.

5.24.3. Write a synopsis of the information gained during the interview.

Lesson Plan Guide: The lesson plan shall include the following:

1. Facts related to the crime.

2. Events preceding the crime.

3. Identification of good listening techniques that encourage the person to talk.

4. Clarification of words or slang.

5. Use of open-ended questions.

6. Use of simple and focused language.

7. Use of “listening” body language

a. Casual observation

b. Feedback language

c. Gaining complete information about interviewee

8. Write a synopsis of the information gained during the interview

a. Summarize the statements of witnesses and complainants to answer who, what, where, when, why, and how of an incident

b. Use a functional rather than a literary style

c. Be accurate, reliable, and objective

d. Remove grammar and spelling errors

e. Cover as completely as possible what the witness sees or knows.

Performance Outcome 5.25

Examine public records or records that are available only for law enforcement purposes to help locate missing or wanted persons.

Training Objectives Relating to 5.25

1. Given a written exercise, identify public records or records that are only for law enforcement purposes which should be examined to help locate missing or wanted persons.

Criteria: The trainee shall be tested on the following:

5.25.1. Identification of three types of public records that help to locate missing or wanted persons from the list on the lesson plan.

5.25.2. Identification of three types of records that are only for law enforcement purposes that should be examined to help locate missing or wanted persons from the list on the lesson plan.

Lesson Plan Guide: The lesson plan shall include the following:

1. National Crime Information Network (NCIC)

2. Virginia Crime Information Network (VCIN)

3. Department of Motor Vehicles (DMV)

4. Probation and Parole

5. Criminal Histories

6. Arrest Records

7. Retail Merchants Credit Checks

8. Utilities Inquiries

9. U. S. Postal Service

10. Property Tax Records

11. Assessors Records

12. Social Service Records

13. Court Records

14. Public School Records

15. Military Records

16. Financial Records

17. Other Law Enforcement Agencies

18. Unemployment Compensation Records

19. Police Reports

20. ROCIC (Regional Organized Crime Information Center)

21. MAGLOCEN (Mid-Atlantic Great Lakes Organized Crime Law Enforcement Network) - similar to Homicide Assessment & Lead Tracking (HALT) and Violent Criminal Apprehension Program (VICAP) but for northern states)

22. Virginia Association of Law Enforcement Intelligence Documentation (VALID) (publication and networking groups)

23. State Police Fugitive Unit

24. Others as may be identified.

Instructor Note: Advise trainees that they must identify department policy regarding privacy and security of persons and information as part of department training.

Performance Outcome 5.26.

Determine reliability and credibility of witnesses.

Training Objectives Relating to 5.26.

1. Given a written exercise, identify resources to help determine the reliability and credibility of witnesses.

Criteria: The trainee shall be tested on the following:

5.26.1. Identification of three resources that help determine reliability and credibility of witnesses from the list on the lesson plan guide.

Lesson Plan Guide: The lesson plan shall include the following:

1. National Crime Information Network (NCIC)

2. Virginia Crime Information Network (VCIN)

3. Department of Motor Vehicles (DMV)

4. Probation and Parole

5. Criminal Histories

6. Arrest Records

7. Retail Merchant Credit Checks

8. Utilities Inquiries

9. Public Records

10. U.S. Postal Service

11. Military Records

12. Other Law Enforcement Agencies

13. Financial Institutions

14. Crime Analysis Information Exchanges

15. Automatic Fingerprint Identification (AFIS)

16. Employers, former employers

17. Others as may be identified.

Instructor Note: Advise trainees that they must identify department policy regarding privacy and security of persons and information as part of department training.

Defensive Tactics/Use of Force

Performance Outcome 6.1.

Pat down suspect(s) or search arrested person(s).

Training Objectives Related to 6.1.

1. Given a written exercise, identify factors to consider in conducting a pat down of a suspect and search of an arrested person.

2. Given a practical exercise, demonstrate the technique of conducting a pat down of a suspect and search of an arrested person.

Criteria: The trainee shall be tested on the following:

6.1.1. Definition of a pat down and a search

6.1.2. Identification of those places on males and females where dangerous weapons or contraband may be concealed

6.1.3. Identification of concealed weapon clues

6.1.4. Identification of pre-assault indicators

6.1.5. Identification of contact and cover principles for safe approach to single and multiple suspects.

6.1.6. The techniques of conducting a pat down and a search.

6.1.6.1. Verbal directions to give

6.1.6.2. Placement of single or multiple suspects in a pre-pat down position

6.1.6.3. Placement of single or multiple subjects in a standing, kneeling and prone search position.

6.1.6.4. Control and suspect security during a pat down and a search

6.1.6.5. Safely retrieving and securing weapons or contraband that are identified during a pat down and a search

6.1.6.6. Communicating relevant information to the cover officer

Lesson Plan Guide: The lesson plan shall include the following:

1. Definition of a pat down and a search

2. Identification of those places on males and females where dangerous weapons or contraband may be concealed

3. Identification of concealed weapon clues

4. Identification of pre-assault indicators

5. Identification of contact and cover principles for safe approach to single and multiple suspects

6. The techniques of conducting a pat down and a search.

a. Verbal directions to give

b. Placement of single or multiple suspects in a pre-pat down position

c. Placement of single or multiple subjects in a standing, kneeling and prone search position.

d. Control and suspect security during a pat down and a search

e. Safely retrieving and securing weapons or contraband that are identified during a pat down and a search

f. Communicating relevant information to the cover officer

Performance Outcome 6.2.

Restrain publicly intoxicated, disruptive or violent individuals.

Training Objectives Related to 6. 2.

1. Given a practical exercise, demonstrate techniques regarding restraint of publicly intoxicated, disruptive persons or violent individuals.

Criteria: The trainee shall be tested on the following:

6.2.1. Officer safety considerations

6.2.1.1. Key planning elements related to isolating a disruptive individual from other members of the public

6.2.1.2. Use of available backup officer(s)

6.2.2. Command presence (stance, posture, eye contact)

6.2.3. Communication skills to minimize antagonistic responses

6.2.4. Appropriate escalation/de-escalation on a force continuum

6.2.5. Restraint procedures

6.2.6. Effecting an arrest

Lesson Plan Guide: The lesson plan shall include the following:

1. Officer safety considerations

a. Key planning elements related to isolating a disruptive individual from other members of the public

b. Use of available backup officer(s).

2. Command presence (stance, posture, eye contact)

3. Communication skills to minimize antagonistic responses

4. Appropriate escalation/de-escalation on a force continuum

5. Restraint procedures

6. Effecting an arrest

Performance Outcome 6.3.

Participate in raids and searches when assigned.

Training Objectives Related to 6.3.

1. Given a written exam, identify three considerations for participating in raids and searches.

Criteria: The trainee shall be tested on the following:

6.3.1. Importance of intelligence gathering/planning for raids or searches

6.3.2. Pre-raid/pre-search briefing

6.3.3. On-scene command and control of all raid or search aspects

6.3.4. Interagency communications, policy differences and personnel identification

6.3.5. Chain of custody concerns

6.3.6. Logistical requirements

Lesson Plan Guide: The lesson plan shall include the following:

1. Importance of intelligence gathering/planning for raids or searches

2. Pre-raid/pre-search briefing

3. On-scene command and control of all raid or search aspects

a. Booby trap identification

b. Room entry techniques (proper movement and recognition)

4. Interagency communications, policy differences, and personnel identification

5. Chain of custody concerns

6. Logistical requirements

7. Identify reasons for secrecy (need to know basis)

Instructor Note: Advise trainees that they must identify department policy and procedures for participating in raids and searches with multiple agencies during department training.

Performance Outcome 6. 4.

Extract a person out of a vehicle who is resisting arrest.

Training Objectives Related to 6. 4.

1. Given a written or practical exercise, identify or demonstrate techniques for extracting a person out of a vehicle who is resisting arrest.

Criteria: The trainee shall be tested on the following:

6.4.1. Use appropriate extraction techniques

6.4.2. Maintain control of suspect

6.4.3. Use appropriate level of force

6.4.4. Use appropriate restraints

Lesson Plan Guide: The lesson plan shall include the following:

1. Use extraction techniques

2. Maintain control of suspect

3. Use appropriate level of force

4. Use appropriate restraints

Performance Outcome 6.5.

Approach pedestrian suspects/subjects on foot and from patrol vehicle.

Training Objective Related to 6.5.

1. Given a practical exercise, safely approach pedestrian suspects/subjects on foot and from patrol vehicle.

Criteria: The trainee shall be tested on the following:

6.5.1. Evaluate risk to public and officer

6.5.1.1. People in area

6.5.1.2. Easily accessed buildings

6.5.1.3. Potential escape routes

6.5.1.4. Cover

6.5.1.5. Potential for situation to escalate

6.5.1.6. Back-up

6.5.2. Techniques of safe approach

Lesson Plan Guide: The lesson plan shall include the following:

1. Evaluate risk to public and officer

a. people in area

b. easily accessed buildings

c. potential escape routes

d. cover

e. potential for situation to escalate

f. back-up

g. other items as may be identified

2. Techniques of safe approach

Performance Outcome 6.6.

Identify the use of force necessary and appropriate to law enforcement services.

Training Objectives Related to 6.6.

1. Given a written or practical exercise, identify the factors that affect the use of reasonable and necessary force.

2. Given a written or practical exercise, identify the factors that affect the officers' decision to use deadly force.

Criteria: The trainee shall be tested on the following:

6.6.1. Factors affecting the use of force

6.6.1.1. Subject actions

6.6.1.2. Officer perception

6.6.2. Factors affecting the use of deadly force

6.6.2.1. Intent

6.6.2.2. Ability

6.6.2.3. Means

6.6.2.4. Opportunity

6.6.2.5. Legal criteria

6.6.3. General considerations for use of force

6.6.3.1. Key elements for appropriate response for situations where a violent reaction to law enforcement service is foreseen, e.g., multiple officers/backup.

6.6.3.2. Elements of command presence (stance, posture, eye contact)

6.6.3.3. Avoiding unintentional and/or unnecessarily antagonistic and provoking verbal and nonverbal factors by the officer

6.6.3.4. Primary aspects of proper verbalization (invoke authority, announcement of arrest, clarity)

6.6.3.5. Appropriate escalation/de-escalation on a use of force continuum

6.6.3.6. Application of handcuffs and additional restraints

Lesson Plan Guide: The lesson plan shall include the following:

1. Factors affecting the use of force

a. Subject actions

b. Officer perception

2. Factors affecting the use of deadly force

a. Intent

b. Ability

c. Means

d. Opportunity

e. Legal criteria

3. General considerations for use of force

a. Key elements for appropriate response for situations where violent reaction to law enforcement service is foreseen, e.g., multiple officers/backup

b. Elements of command presence (stance, posture, eye contact)

c. Avoiding unintentional and/or unnecessarily antagonistic and provoking verbal and nonverbal factors by the officer

d. Primary aspects of proper verbalization (invoke authority, announcement of arrest, clarity)

e. Appropriate escalation/de-escalation on a use of force continuum

1. Define a use of force continuum

2. Identify the decision making process based on a use of force continuum

f. Application of handcuffs and additional restraints

Instructor Note: Advise trainees that they must identify department policy related to the use of force, physical restraints and weapons as part of department training.

Performance Outcome 6.7.

Control non-violent groups, hostile groups, and/or disorderly assemblies, and when necessary physically restrain a crowd or confront in riot formation.

Training Objectives Related to 6.7.

1. Given a written and/or a practical exercise, identify factors to consider when controlling non-violent or hostile groups.

Criteria: The trainee shall be tested on the following:

6.7.1. The elements of the following offenses:

6.7.1.1. Unlawful assembly

6.7.1.2. Disturbing the peace

6.7.1.3. Incitement to riot

6.7.1.4. Disorderly conduct in public places

6.7.2. Three factors for controlling non-violent groups, i.e., peaceable assemblies

6.7.3. Three factors to consider when dealing with hostile groups

Lesson Plan Guide: The lesson plan shall include the following:

1. The elements of the following offenses:

a. Unlawful assembly (§18.2-406)

b. Disturbing the peace (§18.2-406)

c. Incitement to riot (§18.2-408)

d. Disorderly conduct in public places (§18.2-415)

2. Three factors for controlling non-violent groups, i.e., peaceable assemblies

a. Officer safety considerations

b. Command presence

c. Communication skills

d. Boundaries within which crowd must remain or move along

e. Patterns of movement for crowd for ease of traffic flow

f. Emergency access/exit

3. Three factors to consider when dealing with hostile groups

a. Identify techniques of detecting violations of state laws/local ordinances (sources of disturbance in a crowd by noise and movements)

b. Identify high risk areas (behind bleachers; dark areas)

c. Identify conditions that will document a law violation

d. Identify appropriate steps to enforce the law

1. Officer safety considerations

a. Monitor the groups activity

b. Wait for appropriate back-up

c. Assess the group's propensity toward violence

d. Determine the nature of their weapons

e. Identify which subjects are believed to be leaders

2. Command presence

a. Safely approach the hostile group

b. Identify appropriate formations for potential riot

c. Identify emergency escape routes

d. Position police vehicles to maximize cover

e. Coordinate cover and contact responsibilities

3. Communication skills and voice commands

a. Establish contact with the hostile group

b. Formally identify the group leaders

c. Ascertain the reason(s) for their hostility

d. Use calming techniques to reduce emotions and restore rational "group thought"

e. Evaluate the group's proposed solutions to determine their specific "needs."

f. Communicate the officer's position and responsibilities in the situation

g. Relate any applicable laws and consequences of continued acts

h. Explain the group's option: comply with the law and pursue legal resolutions.

i. Reassure the group of police commitment to resolve the group's problems and restore peace and tranquility to the area

4. Techniques of crowd control

a. Smaller hostile groups

b. Larger hostile groups or rioters

c. Use stretched out arms to indicate a barrier when appropriate

d. Use shield, barricade, impact weapon, riot stick, or other item to block crowd when appropriate

5. Move crowd using authorized and appropriate use of force.

6. Arrest procedures

7. Transportation of arrestees

8. Medical needs

Performance Outcome 6.8.

Break up fights between two or more persons.

Training Objectives Related to 6.8.

1. Given a practical exercise, demonstrate techniques for breaking up fights between two or more persons during a simulation exercise.

Criteria: The trainee shall be tested on the following:

6.8.1. Evaluate the situation

6.8.2. Intervene verbally

6.8.3. Use the appropriate level of force

6.8.4. Use officer safety procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Evaluate the situation

2. Intervene verbally

3. Use the appropriate level of force

4. Use officer safety procedures

Performance Outcome 6.9.

Determine the need for use of deadly force and take appropriate action.

Training Objectives Related to 6.9.

1. Given a practical exercise or case scenario(s) using the following criteria, evaluate person(s) as an immediate deadly force threat, use judgment as to when to draw a weapon, cover a suspect, and/or use the weapon while utilizing a safe position, providing verbal direction to the suspect and using available cover.

Criteria: The trainee shall be tested on the following:

6.9.1. Officer will determine whether or not use of deadly force is necessary.

6.9.1.1. Intent

6.9.1.2. Ability

6.9.1.3. Means

6.9.1.4. Opportunity

6.9.2. Officer will determine whether or not the use of a firearm would be justified.

6.9.3. Officer will identify the use of a vehicles as a force on the force continuum.

6.9.4. Officer will evaluate a moving target as an immediate deadly force threat and that the officer has no alternative but to shoot at the moving target

6.9.4.1. Shooting at a moving target is the last resort available.

Example: Shooting at the driver of a moving vehicle must be the last resort available due to the possibility of the loss of control of the vehicle if the driver is shot.

6.9.5. Identify the extreme hazards to be encountered in attempting to shoot while in motion.

Example: Shooting from a moving vehicle.

6.9.5.1. The practice of shooting from a moving vehicle is in most cases not practical and places the officer and public in severe danger.

6.9.5.2. Alternative measures should be employed by the officer if at all possible, such as seeking cover, slowing their vehicle if being shot at by an adjacent vehicle, etc.

6.9.5.3. The danger officers place themselves and the public in by shooting from a moving vehicle includes the reduced ability to aim a firearm at the threat and perform a fine motor skill such as directing aimed, deliberate gunfire while operating a moving vehicle in a safe and responsible manner.

6.9.5.4. The risk to the officer and the public must be greatly outweighed by the benefit of trying to stop a person who is an immediate deadly threat to the officer or the public in order for an officer to make an attempt to stop that person by firing from a moving vehicle.

6.9.6. Describe reasons why warning shots should not be fired.

6.9.6.1. The discharge of a firearm normally constitutes deadly force. The deadly force standard is for the preservation of life or to prevent serious physical injury.

6.9.6.2. Shooting is normally a last resort option.

6.9.6.3. There is no ability to determine the effect of a warning shot on the person.

6.9.6.4. The officer is accountable for where the round goes or ends up.

6.9.6.4.1. Bullet may ricochet

6.9.6.4.2. Officer cannot determine where bullet will land

6.9.6.5. May be illegal in some circumstances.

6.9.7. Identify at least three potential deadly force scenarios.

6.9.8. Identify other alternatives that the officer may consider using before using deadly force.

Lesson Plan Guide: The lesson plan shall include the following:

1. Officer will determine whether or not use of deadly force is necessary.

a. Intent

b. Ability

c. Means

d. Opportunity

2. Officer will determine whether or not the use of a firearm would be justified.

3. Officer will identify the use of a vehicle as a force on the force continuum.

4. Officer will evaluate a moving target as an immediate deadly force threat and that the officer has no alternative but to shoot at the moving target

a. Shooting at a moving target is the last resort available.

Example: Shooting at the driver of a moving vehicle must be the last resort available due to the possibility of the loss of control of the vehicle if the driver is shot.

5. Identify the extreme hazards to be encountered in attempting to shoot while in motion.

Example: shooting from a moving vehicle.

a. The practice of shooting from a moving vehicle is in most cases not practical and places the officer and public in severe danger.

b. Alternative measures should be employed by the officer if at all possible, such as seeking cover, slowing their vehicle if being shot at by an adjacent vehicle, etc.

c. The danger officers place themselves and the public in by shooting from a moving vehicle includes the reduced ability to aim a firearm at the threat and perform a fine motor skill such as directing aimed, deliberate gunfire while operating a moving vehicle in a safe and responsible manner.

d. The risk to the officer and the public must be greatly outweighed by the benefit of trying to stop a person who is an immediate deadly threat to the officer or the public in order for an officer to make an attempt to stop that person by firing from a moving vehicle.

6. Describe reasons why warning shots should not be fired.

a. The discharge of a firearm normally constitutes deadly force. The deadly force standard is for the preservation of life or to prevent serious physical injury.

b. Shooting is normally a last resort option.

c. There is no ability to determine the effect of a warning shot on the person.

d. The officer is accountable for where the round goes or ends up.

1. bullet may ricochet

2. officer cannot determine where bullet will land

e. Firing warning shots may be illegal in some circumstances.

7. Identify at least three potential deadly force scenarios.

8. Identify other alternatives that the officer may consider using before using deadly force.

Instructor Note: Advise trainees that they will need to identify department policy related to shooting at or from a moving vehicle and firing warning shots as part of their department training.

Performance Outcome 6.10.

Use weaponless techniques to subdue a person resisting arrest or to control a person.

Training Objectives Related to 6.10.

1. Given a written and practical exercise, demonstrate weaponless techniques to subdue a person resisting arrest or to control a person.

Criteria: The trainee shall be tested on the following:

6.10.1. Identification of psychological and physiological effects of sudden stress related to each effect and reaction using an anatomical chart or volunteer

6.10.2. Identification of basic principles and fundamentals of defensive tactics

6.10.3. Demonstration of technique of approach

6.10.4. Demonstration of blocking principles designed to neutralize attack

6.10.4.1. Low outside

6.10.4.2. Low inside

6.10.4.3. Middle outside

6.10.4.4. Middle inside

6.10.4.5. High

6.10.4.6. Blocks to include both sides

6.10.5. Demonstration of weaponless techniques to control person

6.10.5.1. Effective communications

6.10.5.2. Weaponless (empty hand) control techniques

6.10.5.2.1. Safe contact and initial control

6.10.5.2.1.1. Front

6.10.5.2.1.2. Side

6.10.5.2.1.3. Back

6.10.5.2.2. Decentralization to prone position with minimal risk of injury to resisting suspect

6.10.5.2.3. Stabilization in prone position for cuffing or to await backup officers

6.10.6. Demonstrate blocking techniques with a partner using safety equipment in a controlled environment that provides for minimizing potential injury to the trainee or partner.

6.10.7. Demonstrate techniques to prevent a takedown to the ground.

6.10.7.1. Demonstrate techniques to minimize injury when falling.

6.10.7.2. Demonstrate ground defense techniques to take control of a person from the ground in order to escape and create distance or to position for handcuffing.

6.10.8. Demonstrate ability to protect the firearm and other weapons on the duty belt while on the ground.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of psychological and physiological effects of sudden stress related to each effect and reaction using an anatomical chart or volunteer

2. Identification of basic principles and fundamentals of defensive tactics

3. Demonstration of technique of approach

4. Demonstration of blocking principles designed to neutralize attack

a. Low outside

b. Low inside

c. Middle outside

d. Middle inside

e. High

f. Blocks to include both sides

5. Demonstration of weaponless techniques to control person

a. Effective communications

b. Weaponless (empty hand) control techniques

1. Safe contact and initial control

a. Front

b. Side

c. Back

2. decentralization to prone position with minimal risk of injury to resisting suspect

3. stabilization in prone position for cuffing or to await backup officers

6. Demonstrate blocking techniques with a partner using safety equipment in a controlled environment that provides for minimizing potential injury to the trainee or partner.

7. Demonstrate techniques to prevent a takedown to the ground.

a. Demonstrate techniques to minimize injury when falling.

b. Demonstrate ground defense techniques to take control of a person from the ground in order to escape and create distance or to position for handcuffing.

8. Demonstrate ability to protect the firearm and other weapons on the duty belt while on the ground.

Performance Outcome 6.11.

Subdue a physically attacking person.

Training Objectives Related to 6.11.

1. Given a practical exercise, demonstrate a techniques for defending oneself against a physically attacking person and subduing a person during a simulation exercise using a volunteer or instructor.

Criteria: The trainee shall be tested on the following:

6.11.1. Identification of weapon considerations of suspect and officer

6.11.2. Demonstration of defensive strategy designed to protect officers' vulnerable targets

6.11.3. Demonstration of offensive active countermeasures designed to neutralize aggressor for de-escalation

6.11.4. Demonstration of de-escalation by:

6.11.4.1. Decentralizing suspect to prone position for cuffing

6.11.4.2. Disengage from suspect

6.11.5. Demonstration of escalation in life and death struggle by:

6.11.5.1. Making transition to weapon to stop aggressor

6.11.5.2. Utilizing extreme physical techniques to stop aggressor

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of weapon considerations of suspect and officer

2. Demonstration of defensive strategy designed to protect officers' vulnerable targets

3. Demonstration of offensive active countermeasures designed to neutralize aggressor for de-escalation

4. Demonstration of de-escalation by:

a. Decentralizing suspect to prone position for cuffing

b. Disengage from suspect

5. Demonstration of escalation in life and death struggle by:

a. Making transition to weapon to stop aggressor

b. Utilizing extreme physical techniques to stop aggressor

Performance Outcome 6.12.

Subdue a resisting suspect and place in a prone position.

Training Objectives Related to 6.12.

1. Given a practical exercise, demonstrate proper methods of subduing and placing a resisting suspect in a prone position.

Criteria: The trainee shall be tested on the following:

6.12.1. Demonstration of safe contact and initial control.

6.12.2. Demonstration of decentralization to prone position with minimal risk of suspect injury.

6.12.3. Demonstration of stabilization in prone position for cuffing procedure.

6.12.4. Demonstration of bringing a handcuffed person to his or her feet.

Lesson Plan Guide: The lesson plan shall include the following:

1. Demonstration of safe contact and initial control.

2. Demonstration of decentralization to prone position with minimal risk of suspect injury.

3. Demonstration of stabilization in prone position for cuffing procedure.

4. Demonstration of bringing a handcuffed person to his or her feet.

Performance Outcome 6.13.

Pursue a fleeing suspect on foot and subdue the suspect when apprehended..

Training Objectives Related to 6.13.

1. Given a practical exercise, demonstrate a technique for subduing a suspect after a foot pursuit.

Criteria: The trainee shall be tested on the following:

6.13.1. Assessment of threat by the suspect

6.13.2. Identification of weapon considerations of suspect and officer

6.13.3. Demonstration of weapon control by the officer

6.13.4. Demonstration of contact and initial control

6.13.5. Demonstration of decentralization to prone position with minimal risk of resisting suspect injury.

6.13.6. Demonstration of stabilization in prone position for cuffing procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Assessment of threat by the suspect

2. Identification of weapon considerations of suspect and officer

3. Demonstration of weapon control by the officer

4. Demonstration of contact and initial control

5. Demonstration of decentralization to prone position with minimal risk of resisting suspect injury

6. Demonstration of stabilization in prone position for cuffing procedures

Performance Outcome 6.14.

Use touch pressure or striking pressure to control a person.

Training Objectives Related to 6.14.

1. Given a written, audio-visual, or practical exercise, identify body pressure points.

2. Given a practical exercise, demonstrate pressure point control techniques.

Criteria: The trainee shall be tested on the following:

6.14.1. Identification of body pressure points

6.14.1.1. Identify carotid choke hold as deadly force

6.14.2. Demonstration of pressure point control techniques

6.14.2.1. Touch

6.14.2.2. Strike

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of body pressure points

a. Identify carotid choke hold as deadly force

2. Demonstration of pressure point control techniques

a. Touch

b. Strike

Performance Outcome 6.15.

Disarm an armed suspect.

Training Objectives Related to 6.15.

1. Given a written exercise, identify factors to consider when attempting to disarm a suspect.

2. Given a practical exercise, demonstrate techniques for disarming an armed suspect.

Criteria: The trainee shall be tested on the following:

6.15.1. Identification of factors to consider when assessing whether an attempt to disarm a suspect is appropriate.

6.15.1.1. Distance/cover

6.15.1.2. Type of weapon

6.15.1.3. Obstacles

6.15.1.4. Will attempt jeopardize life or personal safety

6.15.2. Demonstration of a trapping and disarming sequence regarding a handgun and long gun

6.15.2.1. Front

6.15.2.2. Side

6.15.2.3. Rear

6.15.3. Demonstration of a takedown or control of subject armed with handgun or long gun

6.15.3.1. Stopping movement of the handgun or long gun using officer’s personal weapons against aggressor’s vulnerable targets to:

6.15.3.1.1. Disengage and escalate

6.15.3.1.2. Decentralize to prone position for safe disarming

6.15.4. Demonstration of a takedown or control of subject armed with edged weapon

6.15.4.1. Range of attack and officer awareness

6.15.4.2. Zoning to the outside position for disengagement and escalation or depending upon range and relative position

6.15.4.3. Stopping movement of the edged weapon and using officer’s personal weapons against aggressor’s vulnerable targets to:

6.15.4.3.1. Disengage and escalate

6.15.4.3.2. Decentralize to prone position for safe disarming

6.15.5. Demonstration of a takedown or control of subject armed with bludgeon instrument

6.15.5.1. Stopping movement of the bludgeon weapon and using officer's personal weapons against aggressor's vulnerable targets to:

6.15.5.1.1. Disengage and escalate

6.15.5.1.2. Decentralize to prone position for safe disarming

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of factors to consider when assessing whether an attempt to disarm a suspect is appropriate.

a. Distance/cover

b. Type of weapon

c. Obstacles

d. Will attempt jeopardize life or personal safety

2. Demonstration of a trapping and disarming sequence regarding a handgun and long gun

a. Front

b. Side

c. Rear

3. Demonstration of a takedown or control of subject armed with handgun or long gun

a. Stopping movement of the handgun or long gun using officer's personal weapons against aggressor's vulnerable targets to:

1. Disengage and escalate

2. Decentralize to prone position for safe disarming

4. Demonstration of a takedown or control of subject armed with edged weapon

a. Range of attack and officer awareness

b. Zoning to the outside position for disengagement and escalation or depending upon range and relative position

c. Stopping movement of the edged weapon and using officer's personal weapons against aggressor's vulnerable targets to:

1. Disengage and escalate

2. Decentralize to prone position for safe disarming

5. Demonstration of a takedown or control of subject armed with bludgeon instrument

a. Stopping movement of the bludgeon weapon and using officer's personal weapons against aggressor's vulnerable targets to:

1. Disengage and escalate

2. Decentralize to prone position for safe disarming

Performance Outcome 6.16.

Use an impact weapon to control a person.

Training Objectives Related to 6.16.

1. Given a written exam and practical scenarios, identify and demonstrate techniques for using an impact weapon to control a person.

Criteria: The trainee shall be tested on the following:

6.16.1. Identification of the primary, secondary, and lethal target areas

6.16.2. Demonstration of offensive and defensive stances

6.16.3. Demonstration of the proper verbalization and striking techniques for primary, secondary, and the non-lethal target areas

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of the primary, secondary and lethal target areas

2. Demonstration of offensive and defensive stances

3. Demonstration of the proper verbalization and striking techniques for primary, secondary and the lethal target areas

Performance Outcome 6.17.

Handcuff suspect(s) or arrestees and apply leg restraints to arrestee(s).

Training Objectives Related to 6.17.

1. Given a written and practical exercise, identify and demonstrate the techniques of handcuffing suspect(s) or arrestee(s) and applying leg restraints to arrestee(s).

Criteria: The trainee shall be tested on the following:

6.17.1. Safe and effective handcuffing of cooperative single and multiple suspect(s)

6.17.2. Safe and effective handcuffing of a suspect in the following positions:

6.17.2.1. Standing

6.17.2.2. Kneeling

6.17.2.3. Prone

6.17.3. Safe and effective handcuffing of a suspect after having performed a learned control/take down technique in standing, kneeling, and prone positions

6.17.4. Application of leg irons and “flex cuffs” or other devices that restrain legs or torso avoiding force levels and methods that present unnecessary injury potential to the officer and subject

6.17.5. Definition of positional asphyxia

6.17.5.1. Identify primary medical dangers associated with sudden restraint of violent person

6.17.5.2. Primary medical dangers associated with “hog-tying” a person (positional asphyxia)

6.17.5.3. Identify liability

Lesson Plan Guide: The lesson plan shall include the following:

1. Safe and effective handcuffing of cooperative single and multiple suspect(s)

a. Hands to be cuffed behind the back unless a medical reason prohibits.

2. Safe and effective handcuffing of a suspect in the following positions:

a. Standing

b. Kneeling

c. Prone

3. Safe and effective handcuffing of a suspect after having performed a learned control/take down technique in standing, kneeling, and prone positions

4. Application of any combination of hand, waist or leg restraints using force levels and methods that avoid unnecessary injury potential to the officer and subject.

5. Definition of positional asphyxia

a. Identify primary medical dangers associated with sudden restraint of violent person

b. Primary medical dangers associated with “hog-tying” a person (positional asphyxia)

c. Identify liability

Instructor Note: Advise trainees that they must identify department policy related to the use of force, physical restraints, and weapons use as part of department training.

Performance Outcome 6.18.

Use chemical agents and other crowd management equipment.

Training Objectives Related to 6.18.

1. Given a written exam or during a simulation, identify and/or demonstrate where required the techniques of using chemical agents and other crowd management equipment.

Criteria: The trainee shall be tested on the following:

6.18.1. Description of types of chemical agents and aerosol sprays used in law enforcement and methods of deployment

6.18.2. Identification of the proper application of chemical agents and aerosol sprays.

6.18.3. Identification of side effects on persons sprayed with chemical or aerosol spray

6.18.3.1. Short-term

6.18.3.2. Long-term

6.18.4. Demonstration of the use a protective mask to enter a simulated contaminated area following prescribed method and determine when safe to remove mask and exit area

6.18.5. Description of first aid or aftercare to use when contaminated with chemical agents or aerosol sprays according to type and density of the contamination

6.18.6. Description of methods of structural decontamination of chemical or aerosol agents

6.18.7. Description of methods of restraint and transportation of person sprayed with chemical or aerosol agent

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of the ethical consideration involved and legal constraints related to use of chemical agents and aerosol sprays.

2. Description of types of chemical agents and aerosol sprays used in law enforcement and methods of deployment

3. Identification of the proper application of chemical agents and aerosol sprays.

4. Identification of side effects on persons sprayed with chemical or aerosol spray

a. Short-term

b. Long-term

5. Demonstration of the use a protective mask to enter a simulated contaminated area following prescribed method and determine when safe to remove mask and exit area

6. Description of first aid or aftercare to use when contaminated with chemical agents or aerosol sprays according to type and density of the contamination

7. Description of methods of structural decontamination of chemical or aerosol agents

8. Description of methods of restraint and transportation of person sprayed with chemical or aerosol agent

Driver Training

Performance Outcome 8.1.

Identify factors to consider when engaging in pursuit driving or emergency response driving.

Training Objectives Related to 8.1.

1. Given a written exercise, identify factors to consider when engaging in pursuit driving or emergency response driving.

Criteria: The trainee shall be tested on the following:

8.1.1. Identify five factors to be considered when making a decision to initiate a pursuit.

8.1.2. Identify five common hazards associated with pursuit or emergency response driving in a congested area or on an open road.

8.1.3. Identify factors that impact terminating a vehicle pursuit.

8.1.4. Identify legal considerations for emergency response driving.

8.1.4.1. Code of Virginia

8.1.4.2. Case law

8.1.4.3. Department policy (department training)

Lesson Plan Guide: The lesson plan shall include the following:

1. Factors to be considered when making a decision to initiate a pursuit:

a. Priorities for the seriousness of the violation

b. Congested area

c. Open road

d. Environmental conditions

e. Speed of other vehicles

2. Common hazards associated with pursuit or emergency response driving in a congested area or on an open road:

a. Children

b. Walkers

c. Skateboarders

d. In-line skaters

e. Bicyclists

f. Cars

g. Buses

h. Mopeds

i. Trains

j. Hazards of proceeding through intersections

3. Factors that impact terminating a vehicle pursuit

4. Legal considerations for emergency response driving

a. Code of Virginia

b. Case law

c. Department policy (department training)

Performance Outcome 8.2.

Recover from high speed response driving and pursuit driving off road at various speeds.

Training Objectives Related to 8.2.

1. Identify and/or demonstrate the techniques for recovery from high speed response driving and pursuit driving off road at various speeds during a written or practical exercise.

Criteria: The trainee shall be tested on the following:

8.2.1. The techniques in correct order for recovery for two wheels off road to four wheels on road.

8.2.2. The techniques for four wheels off road to four wheels on road.

8.2.3. The areas of reduced traction.

Lesson Plan Guide: The lesson plan shall include the following:

1. The techniques in correct order for recovery for two wheels off road to four wheels on road.

2. The techniques for four wheels off road to four wheels on road.

3. The areas of reduced traction.

Performance Outcome 8.3.

Demonstrate the techniques of pursuit driving and emergency response driving on an open road.

Training Objectives Related to 8.3.

1. Given a written exercise, identify the factors to consider for pursuit and response driving on an open road.

2. Given a practical exercise, demonstrate proper techniques used during various driving.

Criteria: The trainee shall be tested on the following:

Written exercise:

8.3.1. “Due regard for safety”

8.3.2. The psychological factors that affect the driver in high speed response driving

8.3.2.1. Stress involved with lengthy high speed pursuit

8.3.2.2. Managing lengthy high speed chases

8.3.3. The physiological factors that affect the driver in high speed driving of a law enforcement vehicle (effect of speed on observation and perception)

8.3.4. The Code of Virginia statutes pertaining to the operation of an emergency vehicle

8.3.5. The Code of Virginia statutes pertaining to emergency equipment and other permissible lights

8.3.6. The effect of the laws of nature on a vehicle

8.3.7. The importance of traction and the effect the tires have on maintaining proper traction

8.3.8. The relevance of converting miles per hour (mph) into feet per second (ft./sec.)

8.3.9. The effect that speed has on the kinetic energy produced by a vehicle

8.3.10. The vehicle dynamics and changes in weight transfer of a vehicle in high speed driving

8.3.11. The legal aspects (civil liability) and use of force considerations of vehicle operations especially in emergency operations of a vehicle

Practical exercise:

8.3.12. Steering techniques

8.3.13. Braking techniques (with or without ABS)

8.3.14. Cornering techniques

8.3.15. Emergency equipment usage

Lesson Plan Guide: The lesson plan shall include the following:

1. The techniques of pursuit and response driving on an open road:

a. "Due regard for safety"

b. The psychological factors that affect the driver in high speed response driving

1. Stress involved with lengthy high speed pursuit

2. Managing lengthy high speed chases

c. The physiological factors that affect the driver in high speed driving of a law enforcement vehicle (effect of speed on observation and perception)

d. The Code of Virginia statutes pertaining to the operation of an emergency vehicle

e. The Code of Virginia statutes pertaining to emergency equipment and other permissible lights

Note: Emergency vehicles and their operators are not exempt from stopping for stopped school buses.

f. The effect of the laws of nature on a vehicle

g. The importance of traction and the effect the tires have on maintaining proper traction

h. The relevance of converting miles per hour (mph) into feet per second (ft./sec.)

i. The effect that speed has on the kinetic energy produced by a vehicle

j. The vehicle dynamics and changes in weight transfer of a vehicle in high speed driving

k. The legal aspects (civil liability) and use of force considerations of vehicle operations especially in emergency operations of a vehicle

2. Demonstrate proper techniques used during various driving

a. Steering techniques

b. Braking techniques (with or without ABS)

c. Cornering techniques

d. Emergency equipment usage

Performance Outcome 8.4.

Control vehicle on various road surfaces and conditions.

Training Objectives Related to 8.4.

1. Given a written or practical exercise, identify or demonstrate methods of control of a patrol vehicle while driving on wet, icy, snow covered pavement, dirt or loose gravel road, or skidpan.

Criteria: The trainee shall be tested on the following:

8.4.1. Skid control techniques

8.4.2. Braking control techniques

8.4.3. Steering control techniques

Lesson Plan Guide: The lesson plan shall include the following:

1. Skid control techniques

2. Braking control techniques

3. Steering control techniques

Performance Outcome 8.5.

Operate a patrol vehicle

Training Objectives Related to 8.5.

1. Given a written exercise, identify factors to consider related to the operation of a patrol vehicle.

2. Given a practical exercise, demonstrate operation of a patrol vehicle.

Criteria: The trainee shall be tested on the following:

Given a written exercise:

8.5.1. Identify the three components of defensive driving and their effect on vehicle accidents.

8.5.1.1. Driver

8.5.1.2. Vehicle

8.5.1.3. Environment

8.5.2. Identify the five steps of defensive driving

8.5.2.1. Scan

8.5.2.2. Identify

8.5.2.3. Predict

8.5.2.4. Decide

8.5.2.5. Execute

8.5.3. Identify driving movements which most frequently contribute to vehicle accidents.

8.5.4. Identify factors that contribute to the effective use of a police radio.

8.5.5. Identify the importance of seat belts, air bags, and other vehicle safety devices.

8.5.6. Identify the different characteristics of night driving to daytime driving and how the human eye is affected.

8.5.7. Identify factors that influence the overall stopping distance of a vehicle.

8.5.8. Identify the effect speed on observation and perception during patrol.

8.5.9. Identify causes and steps to correct skids.

8.5.10. Identify liability issues related to operating a patrol vehicle.

Given a practical exercise:

8.5.11. Demonstrate a physical and visual inspection of a law enforcement vehicle.

8.5.12. Demonstrate the proper usage of a safety belt in the operation of law enforcement vehicle.

8.5.13. Demonstrate the proper techniques of acceptable steering methods.

8.5.13.1. Hand position on the steering wheel

8.5.13.2. Shuffle steering

8.5.14. Demonstrate the proper techniques in braking (with or without ABS)

8.5.14.1. Heat/cool

8.5.14.2. Threshold

8.5.14.3. Anti-lock braking systems

8.5.15. Demonstrate the proper techniques in backing a vehicle.

8.5.16. Demonstrate control a vehicle using acceptable techniques in the following vehicle movements:

8.5.16.1. Parking

8.5.16.2. “Y” turn

8.5.16.3. Backing

8.5.17. Operate a law enforcement vehicle in night conditions.

Lesson Plan Guide: The lesson plan shall include the following:

1. The components of a physical and visual inspection of a law enforcement vehicle

2. The three components of defensive driving and their effect on vehicle accidents.

a. Driver

b. Vehicle

c. Environment

3. The five steps of defensive driving

a. Scan

b. Identify

c. Predict

d. Decide

e. Execute

4. Driving movements which most frequently contribute to vehicle accidents

5. Factors that contribute to the effective use of a police radio

6. The importance of seat belts, air bags, and other vehicle safety devices

7. The different characteristics of night driving to daytime driving and how the human eye is affected

8. Factors that influence the overall stopping distance of a vehicle

9. The effect speed on observation and perception during patrol

10. Causes and steps to correct skids

11. Liability issues related to operating a patrol vehicle

Practice:

a. Demonstration of a physical and visual inspection of a law enforcement vehicle

b. Demonstration of the proper usage of a safety belt in the operation of law enforcement vehicle

c. Demonstration of the proper techniques of acceptable steering methods

1. Hand position on the steering wheel

2. Shuffle steering

e. Demonstration of the proper techniques in braking (with or without ABS)

1. Heat/cool

2. Threshold

3 Anti-lock braking systems

f. Demonstration of the proper techniques in backing a vehicle

g. Demonstration of the control a vehicle using acceptable techniques in the following vehicle movements:

1. Parking

2. "Y" turn

3. Backing

h. Operation of a law enforcement vehicle in night conditions

Instructor Note: Advise trainees that they will need to identify department policy related to use of patrol vehicles as part of department training.

Performance Outcome 8.6.

Demonstrate physical skills needed to operate a patrol vehicle.

Training Objective Related to 8.6.

1. Given a physical exercise, demonstrate physical skills required to properly operate a patrol vehicle.

Criteria: The trainee shall be tested on the following:

8.6.1. One and two-hand gripping of steering wheel

8.6.2. Leg/brake coordination for safe stopping of vehicle at varying speeds

8.6.3. Hand/eye coordination to operate radio communication/seatbelt removal/drawing weapon if needed

8.6.4. Lift feet interchangeably to use brake and accelerator or shift gears

8.6.5. Hear/speak with clarity for radio communications

8.6.6. Rotate shoulders to permit observation to sides and rear as needed

8.6.7. Bend to get in and out of car

Lesson Plan Guide: The lesson plan shall include the following:

1. One and two-hand gripping of steering wheel

2. Leg/brake coordination for safe stopping of vehicle at varying speeds

3. Hand/eye coordination to operate radio communication/seatbelt removal/drawing weapon if needed

4. Lifting feet interchangeably to use brake and accelerator or shift gears

5. Hearing/speaking with clarity for radio communications

6. Rotating shoulders to permit observation to sides and rear as needed

7. Bending to get in and out of car

Performance Outcome 8.7.

Establish a stationary roadblock using a patrol vehicle to assist in apprehending a suspect.

Training Objective Related to 8.7.

1. Given a written exercise, identify factors to consider when establishing a stationary roadblock using a patrol vehicle.

Criteria: The trainee shall be tested on the following:

8.7.1. Nature/severity of crime

8.7.2. Location

8.7.3. Terrain

8.7.4. Number of officers/vehicles available

Lesson Plan Guide: The lesson plan shall include the following:

1. Nature/severity of crime

2. Location (least amount of risk to public)

3. Terrain

4. Number of officers/vehicles available

5. Choose a level surface

6. Do not use curves, hill crests, or blind spots

7. As the driver, place the patrol vehicle at a 45 degree angle to the oncoming car.

8. If using two patrol vehicles, form a V.

Instructor Note: Advise trainees that they will need to identify department policy related to establishing stationary roadblocks as part of their department training.

Physical Training (Optional)

Performance Outcome 9.1.

Crawl under an obstacle.

Training Objectives Related to 9.1.

1. Given a physical exercise, demonstrate ability to crawl under an obstacle.

Criteria: The trainee shall be tested on the following:

9.1.1. Crawl under an obstacle of 24 inches or less for 10 feet without becoming caught or injured.

Lesson Plan Guide: The lesson plan shall include the following:

1. Technique for low crawl

Performance Outcome 9.2.

Sprint at full speed for a distance of 50 yards.

Training Objective Related to 9.2.

1. Given a physical exercise, sprint at full speed for a distance of 50 yards.

Criteria: The trainee shall be tested on the following:

9.2.1. Response to a visual cue

9.2.2. Body position for sprinting

9.2.3. Breathing techniques

Lesson Plan Guide: The lesson plan shall include the following:

1. Body position for sprinting

2. Breathing techniques

3. Warm-up during training

Performance Outcome 9.3.

Run a distance of 1/2 mile.

Training Objectives Related to 9.3.

1. Given a physical exercise, run a distance of 1/2 mile using techniques to help minimize injury.

Criteria: The trainee shall be tested on the following:

9.3.1. Running positions

9.3.2. Breathing techniques for running

Lesson Plan Guide: The lesson plan shall include the following:

1. Running positions to minimize injury potential

2. Breathing techniques for running

3. Warm-up for running

Performance Outcome 9.4.

Run a course through varying terrain.

Training Objectives Related to 9.4.

1. Given a physical exercise, run a course through varying terrain appropriate to locality.

Criteria: The trainee shall be tested on the following:

9.4.1. Complete an obstacle course representing various terrain while running, jumping, turning, and crawling.

9.4.1.1. Run at least 1/2 mile during the course

9.4.1.2. Jump over a 3 foot ditch or similar obstacle

9.4.1.3. Vault over three different types of obstacles typical of the locale

9.4.1.4. Crawl under an obstacle of 24 inches in height for at least 10 feet

9.4.1.5. Turn three times during the course

9.4.2. Use of breathing techniques appropriate to each type of physical effort.

Lesson Plan Guide: The lesson plan shall include the following:

1. Techniques for running, jumping, turning, and crawling as part of obstacle course training.

a. Run at least 1/2 mile during the course

b. Jump over a 3 foot ditch or similar obstacle

c. Vault over three different types of obstacles typical of the locale

d. Crawl under an obstacle of 24 inches in height for at least 10 feet

e. Turn three times during the course

2. Breathing techniques appropriate to each type of physical effort.

Performance Outcome 9.5.

Climb four flights of stairs.

Training Objectives Related to 9.5.

1. Given a physical exercise, climb four flights of stairs.

Criteria: The trainee shall be tested on the following:

9.5.1. Climbing techniques

9.5.2. Breathing techniques

9.5.3. Leg strength development

9.5.4. Aerobic endurance

Lesson Plan Guide: The lesson plan shall include the following:

1. Climbing techniques

2. Breathing techniques

3. Leg strength development

4. Aerobic endurance

Instructor Note: This exercise may be completed by using one flight of at least thirteen (13) steps and climbing up and down four times, or any other combination that equals this. Climbing single steps do not equal a flight of steps.

Performance Outcome 9.6.

Extend arm to reach and search tight spaces.

Training Objectives Related to 9.6.

1. Given a physical exercise, demonstrate ability to extend arm to reach and search tight spaces.

Criteria: The trainee shall be tested on the following:

9.6.1. Arm extension to avoid injury to muscles of upper back and shoulder

9.6.2. Range of motion for shoulder rotation

9.6.3. Flexibility

Lesson Plan Guide: The lesson plan shall include the following:

1. Arm extension to avoid injury to muscles of upper back and shoulder

2. Range of motion for shoulder rotation

3. Flexibility

Performance Outcome 9.7.

Assist person to prevent falling, move to a place of safety and support person to a safe position.

Training Objectives Related to 9. 7.

1. Given a physical exercise, assist person to prevent falling, move to a place of safety and support person to a safe position.

Criteria: The trainee shall be tested on the following:

9.7.1. Protect head and shoulders of person to the extent possible

9.7.2. Use upper body strength

9.7.3. Use torso/trunk strength (back and abdominal)

9.7.4. Use base strength (hip and legs)

Lesson Plan Guide: The lesson plan shall include the following:

1. Protecting head and shoulders of person to the extent possible

2. Use of upper body strength

3. Use of torso/trunk strength (back and abdomen)

4. Use of base strength (hip and legs)

Performance Outcome 9.8.

Hold flashlight in various positions while performing various law enforcement duties.

Training Objectives Related to 9.8.

1. Given a physical exercise, hold flashlight in various positions while performing various law enforcement duties.

Criteria: The trainee shall be tested on the following:

9.8.1. Grip strength

9.8.2. Range of motion

9.8.3. Shoulder flexibility

Lesson Plan Guide: The lesson plan shall include the following:

1. Grip strength

2. Range of motion

3. Shoulder flexibility

Performance Outcome 9.9.

Push open an unlocked door that is partially blocked with shoulder/arm movement to gain entry using techniques to help minimize injury.

Training Objectives Related to 9.9.

1. Given a physical exercise, push open an unlocked door that is partially blocked with shoulder/arm movement to gain entry using techniques to help minimize injury.

Criteria: The trainee shall be tested on the following:

9.9.1. Push against a door with 26 - 50 pounds of resistance

9.9.1.1. Facing door, use shoulder/arm movement with legs to assist

9.9.1.2. Sideways to door, use shoulder/arm movement with legs to assist

9.9.1.3. Back to door, use shoulder/arm movement with legs to assist

Lesson Plan Guide: The lesson plan shall include the following:

1. Techniques for pushing against a door with 26 - 50 pounds of resistance

a. Facing door, use shoulder/arm movement with legs to assist

b. Sideways to door, use shoulder/arm movement with legs to assist

c. Back to door, use shoulder/arm movement with legs to assist

Performance Outcome 9.10.

Kick open a door using techniques to help minimize injury.

Training Objectives Related to 9.10.

1. Given a physical exercise, identify places on a door to aim a kick and simulate the kicking open of a door to gain entry while using techniques for kicking that will help to minimize injury.

Criteria: The trainee shall be tested on the following:

9.10.1. Places on door to aim the kick

9.10.2. Technique using a good base for a front kick

9.10.3. Technique using a good base for a back kick

Lesson Plan Guide: The lesson plan shall include the following:

1. Places on door to aim the kick

2. Technique using a good base for a front kick

3. Technique using a good base for a back kick

Performance Outcome 9.11.

Climb up and down 8 feet on a vertical ladder using techniques to help minimize injury.

Training Objectives Related to 9.11.

1. Given a physical exercise, climb up and down 8 feet on a vertical ladder using techniques to help minimize injury.

Criteria: The trainee shall be tested on the following:

9.11.1. Body positions for ascending and descending

9.11.2. Maintaining contact of ladder against object to climb

Lesson Plan Guide: The lesson plan shall include the following:

1. Body positions for ascending and descending

2. Maintaining contact of ladder against object to climb

Performance Outcomes 9.12.

Jump down without use of hands from a height of 2 feet and drop down with use of hands from a height of 4 feet using techniques to help minimize injury.

Training Objectives Related to 9.12.

1. Given a physical exercise, jump down without use of hands from a height of 2 feet and drop down with use of hands from a height of 4 feet using techniques to help minimize injury.

Criteria: The trainee shall be tested on the following:

9.12.1. Jump down without use of hands from a height of 2 feet using techniques to help minimize injury.

9.12.2. Drop down with use of hands from a height of 4 feet using techniques to help minimize injury.

Lesson Plan Guide: The lesson plan shall include the following:

1. Jump down without use of hands from a height of 2 feet using techniques to help minimize injury.

a. Technique for starting and landing a jump

b. Technique for falling if landing off balance

2. Drop down with use of hands from a height of 4 feet using techniques to help minimize injury.

a. Technique for using hands to drop down from a height

b. Technique for falling if landing off balance

Performance Outcome 9.13.

Cross over a fence of a minimum of 4 feet or according to heights permitted by local ordinance; jump or vault over obstacles of various heights using techniques to help minimize injury.

Training Objective Related to 9.13.

Given a physical exercise:

1. Cross over a fence of a minimum of 4 feet or according to heights permitted by local ordinance using techniques to help minimize injury.

2. Jump or vault over a fence, wall, or other barrier of 4 feet in height while using hands and techniques to help minimize injury.

3. Vault over obstacles typical of a work environment of 30 inches in height while running using techniques to help minimize injury.

Criteria: The trainee shall be tested on the following:

9.13.1. Techniques suitable to crossing various types of fences for climbing, jumping, or vaulting

9.13.2. Positioning hands and feet

9.13.3. Body positions for take off

9.13.4. Body positions for landing

9.13.5. Body position going over fence

9.13.6. Falling position if landing off balance

Lesson Plan Guide: The lesson plan shall include the following:

1. Techniques suitable to crossing various types of fences for climbing, jumping or vaulting

a. Chain link

b. Brick

c. Wood

d. Others as may be identified

2. Positioning hands and feet

3. Body positions for take off

4. Body positions for landing

5. Body position going over fence

6. Falling position if landing off balance

Performance Outcomes 9.14.

Climb through a window or other similar opening using techniques to minimize injury.

Training Objectives Related to 9.14.

1. Given a physical exercise, climb or hoist self up at least 3 feet from ground level and go through an opening of 36” wide and 27” in height and down the other side of the opening using techniques to minimize injury.

Criteria: The trainee shall be tested on the following:

9.14.1. Body position for ascending

9.14.2. Body position for passing through opening

9.14.3. Body position for descending

Lesson Plan Guide: The lesson plan shall include the following:

1. Body position for ascending

2. Body position for passing through opening

3. Body position for descending

Performance Outcome 9.15.

Drag or push a heavy object other than a vehicle or, when necessary, extract a person from a vehicle to effect a rescue.

Training Objectives Related to 9.15.

1. Given a physical exercise, extract a 125 pound object from a vehicle to simulate effecting a rescue, and drag or push a heavy object other than a vehicle weighing 125 pounds for a distance of 25 feet.

Criteria: The trainee shall be tested on the following:

9.15.1. Body alignment

9.15.2. Breathing techniques

9.15.3. Various types of surfaces

9.15.4. Lifting technique for up to 125 pounds and 25 foot distance

9.15.5. Carrying technique for humans, animals, and inanimate objects

9.15.6. Dragging technique for up to 125 pounds and 25 foot distance.

9.15.7. Pushing technique for up to 125 pounds and 25 foot distance.

9.15.8. Bend, reach, grab hold of person at point most helpful to extraction from a vehicle under prevailing conditions using proper body mechanics

Lesson Plan Guide:

The lesson plan shall include the following:

1. Body alignment

2. Breathing techniques

3. Various types of surfaces

a. Concrete

b. Grass

c. Asphalt

d. Indoor tile

4. Lifting technique for up to 125 pounds and 25 foot distance

5. Carrying technique(s) for up to 125 pounds and 25 foot distance

6. Dragging technique for up to 125 pounds and 25 foot distance

7. Pushing technique for up to 125 pounds and 25 foot distance

8. Bend, reach, grab hold of person at point most helpful to extraction from a vehicle under prevailing conditions using proper body mechanics

Performance Outcome 9.16.

Push a motor vehicle by yourself out of a lane of traffic at least 25 feet using techniques to minimize injury.

Training Objectives Related to 9.16.

1. Given a physical exercise, push a motor vehicle by yourself out of a lane of traffic at least 25 feet using techniques to minimize injury.

Criteria: The trainee shall be tested on the following:

9.16.1. Evaluation of scene

9.16.2. Control of traffic

9.16.3. Gear placement to move car

9.16.4. Steering needs

9.16.5. Simulate various road conditions

9.16.6. Body alignment

9.16.7. Breathing technique

Lesson Plan Guide:

The lesson plan shall include the following:

1. Evaluation of scene

2. Control of traffic

3. Gear placement to move car

4. Steering needs

5. Simulate various road conditions

a. Dry

b. Wet

c. Icy

6. Body alignment

7. Breathing technique

Instructor Note: Techniques for pushing vehicles are taught in order that an officer may do so in a manner to minimize injury should exigent circumstances require this task of the officer. In ordinary circumstances, the officer will wait for a car with push bars or a tow truck. Advise trainees that they will also need to identify department policy related to pushing vehicles as part of their department training.

Performance Outcome 9.17.

Push a motor vehicle with another person out of a lane of traffic at least 25 feet using techniques to minimize injury.

Training Objectives Related to 9.17.

1. Given a physical exercise, push a motor vehicle with another person out of a lane of traffic at least 25 feet using techniques to injury.

Criteria: The trainee shall be tested on the following:

9.17.1. Evaluation of scene

9.17.2. Control of traffic

9.17.3. Placement of each person moving car

9.17.4. Gear placement to move car

9.17.5. Steering needs

9.17.6. Simulate various road conditions

9.17.7. Body alignment

9.17.8. Breathing technique

Lesson Plan Guide:

The lesson plan shall include the following:

1. Evaluation of scene

2. Control of traffic

3. Placement of each person moving car

4. Gear placement to move car

5. Steering needs

6. Various road conditions

a. Dry

b. Wet

c. Icy

7. Body alignment

8. Breathing technique

Instructor Note: Techniques for pushing vehicles are taught in order that an officer may do so in a manner to minimize injury should exigent circumstances require this task of the officer. In ordinary circumstances, the officer will wait for a car with push bars or a tow truck. Advise trainees that they will also need to identify department policy related to pushing vehicles as part of their department training.

Field Training

In conjunction with responding to calls for law enforcement service, the officer must identify requirements related to the employing law enforcement agency, local court systems, local government structures, and community resources and agencies which may assist a person in need. Expected performance outcomes include this basic knowledge and cover the following:

10.1 - 10.46 Department Policies, Procedures, and Operations (General Law Enforcement)

10.1. Identify department policy and procedure related to handling traffic accidents with injuries and/or fatalities.

10.2. Identify department policy and procedure related to handling traffic accidents without injuries and/or fatalities.

10.3. Identify department policy and procedure relating to giving warning notices for and/or impounding abandoned vehicles.

10.4. Identify department policy regarding assistance to motorists by starting vehicles using jumper cables.

10.5. Identify department policy regarding transportation of persons needing assistance.

10.6. Identify department policy regarding vehicle operations.

10.7. Identify department policy regarding high risk motor vehicle stops.

10.8. Identify department policy regarding emergency response driving.

10.9. Identify department policy regarding use of a patrol vehicle as a barrier to assist in apprehending a suspect.

10.10. Identify department policy regarding traffic checking details.

10.11. Identify department policy regarding any special requirements associated with investigation of accidents involving law enforcement vehicles.

10.12. Identify department policy for notifying proper authority to direct removal of vehicles obstructing traffic.

10.13. Identify department policy and procedure to check patrol vehicle speedometer calibration.

10.14. Identify department procedure to repair or replace non-functioning equipment.

10.15. Identify department procedure to prioritize and document telephone interviews about complaints or requests for service.

10.16. Identify department procedure for handling complaints about law enforcement personnel.

10.17. Identify department policy relating to explanation of the nature of complaints to offenders.

10.18. Identify department policy and procedure relating to the use of restraints, safety equipment, and transporting arrestees.

10.19. Identify department policy regarding discretionary arrest.

10.20. Identify department policy regarding use of force issues, physical restraints, and weapons.

10.21. Identify department policy regarding issues of false arrest.

10.22. Identify department policy regarding treatment of arrestee(s).

10.23. Identify department policy regarding privacy and security of person(s) and information.

10.24. Identify department policy and procedure regarding strip searches of arrestees.

10.25. Identify department policy regarding taking intoxicated persons to detox, jail or a lockup.

10.26. Identify department policy regarding false alarms.

10.27. Identify department policy regarding shoplifting complaints.

10.28. Identify department policy relating to visual checks of homes or businesses to ensure security.

10.29. Identify department policy relating to escorting money, valuables, or people to provide security.

10.30. Identify department policy and procedure relating to a found person.

10.31. Identify department policy and procedures relating to lost property.

10.32. Identify department policy and procedures relating to found property.

10.33. Identify department policy regarding family abuse/domestic violence issues.

10.34. Identify department policy relating to hostage negotiations.

10.35. Identify department policy relating to barricaded subjects.

10.36. Identify department policy and procedure to follow when participating in aids involving multiple agencies.

10.37. Identify department policy and components of emergency disaster response plans.

10.38. Identify department policy regarding when to check with supervisors regarding follow-up investigations.

10.39. Identify department policy relating to carrying a firearm when off duty.

10.40. Identify department policy regarding self-identification as a law enforcement officer.

10.41. Identify department policy on providing information to persons participating in ride-along programs.

10.42. Identify department policy related to the use of a K-9.

10.43. Identify department policy related to use of speed enforcement devices to clock rated speed when assigned.

10.44. Identify department policy related to use of a patrol vehicle.

10.45. Read and comprehend department policies and apply same to law enforcement practices.

10.46. Identify department recruitment policies and be able to explain these.

10.47 - 10.52 Local Government Structure and Local Ordinances

10.47. Upon request, explain to a violator the county or municipal ordinance that is the basis for a summons.

10.48. Identify violations which are reportable to proper authority of an educational institution (e.g., truancy, drinking, etc.).

10.49. Identify local ordinances related to loitering, panhandling, nuisances, and other behaviors not specifically covered in the Code of Virginia.

10.50. Identify local ordinances related to animal complaints.

10.51. Identify local ordinances related to noise violations.

10.52. Issue citations for violations of various ordinances.

10.53 - 10.56 Court Systems, Personnel, Functions and Locations

10.53. Identify procedures which help to maintain effective relations with court personnel officials.

10.54. Explain court procedures to suspects, victims, and witnesses.

10.55. Identify local resources that may assist an arrestee in obtaining bail.

10.56. Identify how to contact the office of the commonwealth attorney with questions regarding prosecution.

10.57 - 10.59 Resources and Referrals

10.57. Identify and provide referral to appropriate social services or help agencies according to need.

10.58. Identify local agencies available to assist victims of rape and/or other sex crimes.

10.59. Provide street directions in patrol and jurisdiction areas.

10.60 - 10.68 Records and Documentation

10.60. Identify court and legal papers for filing and record keeping.

10.61. Identify department policy and procedure relating to access to department records and NCIC or VCIN.

10.62. Identify department procedure to contact Commonwealth’s Attorney regarding paperwork for seizure of items related to asset forfeiture.

10.63. Identify department format for entering data on cards for filing.

10.64. Identify department procedures to initial, mark, and label evidence and seized, detained or recovered property to establish chain of custody and maintain inventory storage requirements.

10.65. Identify department policy and procedure for disposition of property and evidence (release or destruction).

10.66. Identify department procedures to file and retrieve documents in records system.

10.67. Identify department policy and procedure relating to VCIN and NCIC entry for lost, missing, or abducted person.

10.68. Provide mutual assistance in reviewing reports for completeness and accuracy when requested.

10.69 - 10.72 Administrative Handling of Mental Cases

10.69. Identify department policy related to handling cases of mental illness/abnormal behavior and taking into custody when necessary.

10.70. Identify department procedure to serve mental health commitment papers (emergency custody orders or temporary detention orders only).

10.71. Identify department procedure regarding pick-up, transport, delivery locations and processing of mental patients.

10.72. Identify department procedures for contacting mental health resources.

10.73 - 10.77 Local Juvenile Procedures

10.73. Identify department policy related to local juvenile procedures.

10.74. Identify department policy relating to the apprehension of juvenile offenders and placement in custody.

10.75. Identify department policy regarding advising juveniles of their constitutional rights without a parent present.

10.76. Identify department policy relating to the transportation of juveniles to a home or a detention center.

10.77. Identify department policy for handling a juvenile complaint.

10.78 - 10.81 Detention Facilities and Booking Procedures

10.78. Identify department procedures for booking an arrested person.

10.79. Identify department procedures for photographing the arrested person from front and side views.

10.80. Observe and evaluate physical condition of arrestee to assess need for medical attention.

10.81. Recognize signs of mental illness/disability to assess need for psychiatric attention.

10.82 - 10.89 Facilities and Territory Familiarization

10.82. Identify streets in patrol and jurisdiction areas.

10.83. Demonstrate patrol procedures during department training.

10.84. Identify components of department emergency response plan for disasters.

10.85. Investigate damage to roadways to assess safety, repair needs, etc.

10.86. Issue parking tickets.

10.87. Analyze weather and road conditions to assess need for emergency equipment such as snow plow, sand trucks, etc.

10.88. Investigate unusual odors.

10.89. Investigate unusual sounds or noises.

10.90 - 10.95 Miscellaneous

10.90. Sit, stand, or walk for 4 hours or more out of an 8 hour time frame on a non-continuous basis without pain or fatigue.

10.91. Identify radio codes or communications language used by the department.

10.92. Operate the department's preliminary breath test equipment to test blood alcohol content.

10.93. Demonstrate or explain use of department camera to photograph accident scene or crime scene.

10.94. Demonstrate a photographic line-up.

10.95. Test operate communications equipment to be sure it is in working order.

Weapons

CATEGORY 7 - WEAPONS

Performance Outcome 7.1.

Clean and inspect weapons system. (revolver, semi-automatic weapon)

Training Objectives Related to 7.1.

1. Given a written exercise, identify nomenclature of weapons. (revolver, semi-automatic weapon)

2. Given a practical exercise, demonstrate prescribed procedure for cleaning weapon. (revolver, semi-automatic weapon)

Criteria: The trainee shall be tested on the following:

7.1.1. Identification of the correct terms to identify weapons and parts of weapons. (revolver, semi-automatic weapon)

7.1.2. Demonstration of prescribed procedure to prepare weapon for cleaning. (revolver, semi-automatic weapon)

7.1.2.1. Remove magazine or empty cylinder

7.1.2.2. Remove round from chamber

7.1.2.3. Double check weapon to make sure it is empty

7.1.3. Identification of weapon cleaning equipment. (revolver, semi-automatic weapon)

7.1.4. Demonstration of the use of weapon cleaning equipment. (revolver, semi-automatic weapon)

7.1.4.1. Field strip weapon

7.1.4.2. Clean components

7.1.4.3. Inspect for damage and imperfections

7.1.4.4. Lubricate

7.1.4.5. Reassemble

7.1.4.6. Safely test for proper function

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of the correct terms to identify weapons and parts of weapons. (revolver, semi-automatic weapon)

2. Demonstration of prescribed procedure to prepare weapon for cleaning. (revolver, semi-automatic weapon)

a. Remove magazine or empty cylinder

b. Remove round from chamber

c. Double check weapon to make sure it is empty

3. Identification of weapon cleaning equipment. (revolver, semi-automatic weapon)

4. Demonstration of the use of weapon cleaning equipment. (revolver, semi-automatic weapon)

a. Field strip weapon

b. Clean components

c. Inspect for damage and imperfections

d. Lubricate

e. Reassemble

f. Safely test for proper function

Performance Outcome 7.2.

Using proper hand grip and observation, draw department issued weapon from holster. (revolver or semi-automatic weapon)

Training Objectives Related to 7.2.

1. Given practical exercises, use a good and consistent combat grip with a safe and efficient draw from the holster following prescribed drawing techniques using the officer's approved handgun and holster. (revolver or semi-automatic weapon)

Criteria: The trainee shall be tested on the following:

7.2.1. Draw and fire

7.2.2. Draw to a ready position

7.2.3. Draw to a "cover mode" simulating the covering of a suspect together with the issuance of the verbal order "Police - Don't Move!"

7.2.4. Using standing, kneeling, and prone positions

7.2.5. Use of covering and concealment while maintaining visual contact with the threat

7.2.6. Reloading while concentrated on the threat and not the weapon

7.2.7. Clear handgun stoppages

7.2.8. Reholster weapon

Lesson Plan Guide: The lesson plan shall include the following:

1. Draw and fire

2. Draw to a ready position

3. Draw to a "cover mode" simulating the covering of a suspect together with the issuance of the verbal order "Police - Don't Move!"

4. Using standing, kneeling and prone positions

5. Use of covering and concealment while maintaining visual contact with the threat

6. Reloading while concentrated on the threat and not the weapon

7. Clear handgun stoppages

8. Reholster weapon

Definitions:

a. Gripping: using sufficient strength to hold a weapon on a plane so that the projectile will travel on a line to the target

b. Lifting: having adequate strength to lift the weapon to eye level while maintaining safe control

c. Range of vision: should be such that a person can focus on one object (sights) and still see an image of the target

d. Strength: overall strength should be a minimum of being able to perform normal task without fatiguing quickly

e. Breathing: holding breath for a minimal time in order to complete the task of firing the weapon

f. Cover mode: finger outside the trigger guard until you are on target and have decided to fire

Performance Outcome 7.3.

Clear stoppage in semi-automatic pistols and revolvers. Demonstrate safe handling of weapons on the range and on and off duty.

Training Objectives Related to 7.3.

Given a practical exercise:

1. Demonstrate the techniques for clearing stoppages in pistols or revolvers.

2. Demonstrate safe handling of weapons on the range and how to do so on and off duty.

Criteria: The trainee shall be tested on the following:

7.3.1. Techniques for clearing stoppages:

7.3.1.1. Semi-automatic pistol

7.3.1.1.1. Failure to fire

7.3.1.1.2. Failure to feed

7.3.1.1.3. Failure to eject

7.3.1.1.4. Failure to extract

7.3.1.2. Revolver

7.3.1.2.1. When trigger is pulled and revolver does not fire

7.3.1.2.2. When trigger gets tight and cylinder will not turn

7.3.1.2.3. When there is a squib load

7.3.2. Demonstration of safe handling of weapons on the range and identification of safe handling of weapons on and off duty.

Lesson Plan Guide: The lesson plan shall include the following:

1. Techniques for clearing stoppages:

a. Semi-automatic pistol

1. Failure to fire

2. Failure to feed

3. Failure to eject

4. Failure to extract

b. Revolver

1. When trigger is pulled and revolver does not fire

2. When trigger gets tight and cylinder will not turn

3. When there is a Squib load

2. Demonstration of safe handling procedures of weapon while on the range and identification of safe handling procedures of weapon on and off duty.

Performance Outcome 7.4.

Fire a hand gun in various combat situations using issued equipment.

Training Objectives Related to 7.4.

1. Fire the officer's issued/approved weapon during daytime/low light and/or night time combat range exercises using issued/approved loading device, issued/approved holster and flashlight with 70% accuracy on two of the approved courses of fire.

Criteria: The trainee shall be tested on the following:

7.4.1. Demonstrate dry firing and basic shooting principles.

7.4.2. Using proper marksmanship and reloading fundamentals, fire a minimum of 200 rounds with issued (or equal to this) ammunition in daylight conditions using issued/approved weapon prior to qualification.

7.4.3. Qualify on two of the below selected courses with approved targets under daylight conditions using issued (or equal to this) duty ammunition, weapon, duty belt and holster:

7.4.3.1. Virginia Modified Double Action Course for Semi-automatic Pistols and Revolvers, 60 rounds, 7, 15, 25 yards shooting. (See Appendix A)

7.4.3.2. Virginia Modified Combat Course I, 60 rounds, 25, 15, 7 yards shooting (See Appendix B)

7.4.3.3. Virginia Modified Combat Course II, 60 rounds, 25, 15, 7, 5, 3 yards shooting (See Appendix C)

7.4.3.4. Virginia Qualification Course I, 50 rounds, 25 to 5 yards shooting (See Appendix D)

7.4.3.5. Virginia Qualification Course II, 60 rounds, 3 to 25 yards shooting (See Appendix E)

7.4.3.6. Virginia Tactical Qualification Course I, 50 rounds, 5 or 7, 25 yards shooting (See Appendix F)

7.4.3.7. Virginia Tactical Qualification Course II, 36 rounds, 3 to 25 yards shooting (See Appendix G)

7.4.3.8. Virginia Tactical Qualification Course III, 50 rounds, 1/3 to 25 yards shooting (See Appendix H)

7.4.3.9. Virginia Tactical Qualification Course IV, 60 rounds, 1/3 to 25 yards shooting (See Appendix I)

7.4.3.10. Virginia Tactical Qualification Course V, 50 rounds, 1/3 to 25 yards shooting (See Appendix J)

7.4.4. Fire a minimum of 25 rounds on a low light and/or a minimum of 25 rounds on a nighttime course for practice prior to qualification using the agency issued or approved handgun, duty holster and loading device.

7.4.4.1. Fire a minimum of 25 rounds on a low light and/or a minimum of 25 rounds on a nighttime qualification course with a 70% qualification score on each course.

7.4.4.2. Fire a minimum of 12 rounds with use of a flashlight in Appendix B or Appendix C above.

7.4.4.2.1. Identify the advantages and disadvantages of three methods of flashlight use with a weapon.

7.4.4.2.2. Identify the correct target threat by using flashlight techniques and weapon in hand.

7.4.4.3. Low light and nighttime practice and qualifications courses with time limitations and distances will be established by the school, agency, or academy board.

7.4.4.4. Fire from point shoulder positions, cover down positions and barricade positions.

7.4.4.5. Fire using strong and weak hand as appropriate:

7.4.4.5.1. Standing position

7.4.4.5.2. Kneeling position

7.4.4.5.3. Prone position

7.4.4.6. Reload the weapon with emphasis on utilizing tactical reloads where appropriate

7.4.4.7. Correct any weapon stoppages that may occur

7.4.5. Fire familiarization drills using a minimum of 50 rounds (10 per position) with issued (or equal to this) ammunition to include:

7.4.5.1. Moving forward and backward (officer and/or target).

7.4.5.2. Moving side to side (officer and/or target).

7.4.5.3. Use of cover and concealment.

7.4.5.4. Shove and shoot.

7.4.5.5. Seated straight/90 degrees to simulate shooting from a vehicle.

Performance Outcome 7.5.

Secure weapons while off duty. (revolvers, semi-automatic weapons)

Training Objectives Related to 7.5.

1. Given a written exercise, identify reasons for and methods for avoiding firearms accidents while off duty.

Criteria: The trainee shall be tested on the following:

7.5.1. Reasons for security

7.5.1.1. Prevent injury and unauthorized access (§18.2-56.2)

7.5.1.2. Minimize theft opportunity (separate ammunition from the weapons)

7.5.2. Methods for security

7.5.2.1. Lock box

7.5.2.1.1. Loaded

7.5.2.1.2. Unloaded

7.5.2.2. Trigger lock

7.5.2.2.1. Unloaded

7.5.2.3. Cable lock

7.5.2.3.1. Unloaded

7.5.2.4. Disassemble weapon

Lesson Plan Guide: The lesson plan shall include the following:

1. Reasons for security

a. Prevent injury and unauthorized access (§18.2-56.2)

b. Minimize theft opportunity (separate ammunition from the weapons)

2. Methods for security

a. Lock box

1. Loaded

2. Unloaded

b. Trigger lock

1. Unloaded

c. Cable lock

1. Unloaded

d. Disassemble weapon

Performance Outcome 7.6.

Carry a firearm when off duty. (revolver, semi-automatic weapon)

Training Objectives Related to 7.6.

1. Given a written exercise, identify the factors to consider when carrying a firearm while off duty. (revolver, semi-automatic weapon)

Criteria: The trainee shall be tested on the following:

7.6.1. Identification that an officer must comply with department policy relating to carrying a firearm while off duty and qualifying with the off duty firearm.

7.6.2. Identification of statutes that regulate the carrying of firearms while off duty.

7.6.3. Identification of the impact that alcohol consumption may have on judgment relating to use of firearms while off duty.

7.6.4. Identification of conditions that should be maintained while carrying a firearm off duty.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification that an officer must comply with department policy relating to carrying a firearm while off duty and qualifying with the off duty firearm.

2. Identification of statutes that regulate the carrying of firearms while off duty.

3. Identification of the impact that alcohol consumption may have on judgment relating to use of firearms while off duty.

4. Identification of conditions that should be maintained while carrying a firearm off duty

a. Concealed

b. Cecure (retaining device)

c. Accessible

d. Law enforcement identification with weapon

e. Jurisdiction

f. Training

5. Identification of response to being stopped by on-duty officer:

a. Upon being challenged, members will remain motionless unless given a positive directive otherwise.

b. Members will obey the commands of the challenging member, whether or not he/she is in uniform. This may entail submission to arrest.

c. Members will not attempt to produce identification unless and until so instructed.

d. If circumstances permit, members may verbally announce their identity and state the location of their badge and credentials.

e. Members should ask the challenger to repeat any directions or questions that are unclear and should never argue with challenger.

f. Challenged members will follow all instructions received until recognition is acknowledged.

WEAPONS PERFORMANCE OUTCOMES

APPENDIX A

VIRGINIA MODIFIED DOUBLE ACTION COURSE FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS

Targets- B-21, B-21X, B-27, Q

60 ROUNDS, 7 - 25 YARDS

Qualification Score: 70%

Each officer is restricted to the number of magazines carried on duty. Magazines shall be loaded to their full capacity. Range instructor shall determine when magazines will be changed.

PHASE 1 - 7 YARD LINE: With loaded magazine, on command fire 1 round in 2 seconds or fire 2 rounds in 3 seconds, make weapon safe, holster, repeat until 6 rounds have been fired.

1. On command draw and fire 2 rounds in 3 seconds, make weapon safe, holster, repeat until 6 rounds have been fired.

2. On command draw and fire 6 rounds strong hand and 6 rounds weak hand in 20 seconds for semi-auto and 30 seconds for revolver, make weapon safe and holster.

PHASE 2 -15 YARD LINE: Point Shoulder Position

1. On command draw and fire 1 round in 2 seconds or 2 rounds in 3 seconds, make weapon safe, holster, repeat until 6 rounds have been fired.

2. On command draw and fire 2 rounds in 3 seconds, holster and repeat until 6 rounds have been fired.

3. On command draw and fire 6 rounds in 12 seconds, make weapon safe and holster.

PHASE 3 - 25 YARD LINE: On command fire 6 rounds from prone, 6 rounds from kneeling and 6 rounds from standing until 18 rounds have been fired in 75 seconds for semi-auto, strong hand; for revolver,

90 seconds, strong hand. The order of position and use of cover/concealment and decocking is optional with the instructor.

SCORING - B21, B21X targets - use indicated K value with a maximum 300 points divided by 3 to obtain percent.

B27 target - 8,9,10,X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent.

Q target - 5 points inside the bottle, 3 points outside the bottle on the target. Divide by 3 to obtain percent.

INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN CHALLENGING THE TARGET.

APPENDIX B

VIRGINIA MODIFIED COMBAT COURSE I

Targets - B21, B21X, B27, Q

60 ROUNDS, 25 - 7 YARDS

Qualification Score 70% Moving Course

Range instructor to determine when to load.

PHASE 1 - 3 Minute Course - at the 50 YARD LINE.

Officer/Deputy on command runs to the **25 YARD LINE,** fires 12 rounds with strong hand kneeling, fires 12 rounds prone strong hand, 6 rounds standing strong hand, barricades may be used for cover/concealment. Order of positions and use of cover/concealment and decocking is optional per instructor.

PHASE 2 - 1 Minute - at the 25 Yard Line:

Officer/Deputy on command runs to the **15 YARD LINE** fires 12 rounds standing strong hand, reloads and fires 6 rounds kneeling.

PHASE 3 - 25 Seconds - at the 15 Yard Line:

Officer/Deputy on command runs to the **7 YARD LINE,** fires 6 rounds strong hand and 6 rounds weak hand.

SCORING - B21, B21X, targets - used indicated K value with a maximum 300 points divided by 3 to obtain percent.

B27 targets - 8, 9,10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent.

Q targets - 5 points inside the bottle, 3 points outside the bottle on the target. Divide by 3 to obtain percent.

INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN CHALLENGING THE TARGET.

APPENDIX C

VIRGINIA MODIFIED COMBAT COURSE II

FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS

Targets - B21, B21X, B27, Q

60 ROUNDS, 25 - 3 YARDS

Qualification Score 70% Moving Course

Range Instructor to determine when to load.

PHASE 1 - 90 seconds for **REVOLVERS,** 70 seconds FOR **SEMI-AUTOMATICS - at** the 50 Yard Line:

Officer/Deputy on command runs to the **25 YARD LINE** and fires 6 rounds standing, fires 6 rounds from the prone and 6 rounds kneeling using strong hand. The order of positions and use of cover/concealment and decocking in between is optional with the instructor.

PHASE 2 - 30 seconds - at the 25 Yard Line:

Officer/Deputy on command runs to the **15 YARD LINE,** fires 6 rounds standing, 6 rounds kneeling.

PHASE 3 - 25 seconds - at the 15 Yard Line:

Officer/Deputy on command runs to the **7 YARD LINE,** fires 6 rounds strong hand and 6 rounds weak hand.

PHASE 4 - at the **5 Yard Line**.

On command draw and fire 12 rounds in any sequence, i.e. 1 round, 2 rounds, 3 rounds or staggered sequence.

PHASE 5 - at the **1 or 2 Yard Line,** hip shooting.

On command draw and fire 6 rounds in any sequence, i.e. 1 round, 2 rounds, 3 rounds or staggered.

SCORING - B21, B21X targets-use indicated K value with a maximum 300 points divided by 3 to obtain percent.

B27 targets - 8, 9, 10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent.

Q targets - 5 points inside the bottle, 3 points outside the bottle on the target. Divide by 3 to obtain percent.

INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN CHALLENGING THE TARGET.

APPENDIX D

VIRGINIA QUALIFICATION COURSE I

FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS

Targets - B21, B21X, B27, Q

50 ROUNDS, 25 - 5 YARDS

Qualification Score 70%

PHASE 1 - At the **25 yard line**, 75 seconds for pistols, 95 seconds for revolvers.

On command with a fully loaded weapon fire 6 rounds prone, 6 rounds kneeling strong hand, 6 rounds standing strong hand. The order of the positions and use of cover/concealment and decocking in between is optional per instructor.

PHASE 2 - At the **25 Yard Line,** 8 Seconds for pistol or revolver.

On command move to the **15 Yard Line,** draw and fire 2 rounds and stay at cover down position.

PHASE 3 - Stay on the **15 Yard Line,** 3 seconds for pistols or revolvers.

On command from cover down position fire 2 rounds, recover, maintain cover down position, repeat four times for 8 rounds.

PHASE 4 - 20 seconds for pistols, 25 seconds for revolvers.

At the 15 Yard Line on command move to the **7 Yard Line,** draw and fire 12 rounds with a MANDATORY RELOAD.

PHASE 5 - 20 seconds for pistols, 25 seconds for revolvers

On command at the 7 YARD LINE move to the **5 Yard Line,** draw and fire 5 rounds strong hand, **Reload** and fire 5 rounds weak hand.

SCORING - B21, B21X targets **-** use indicated K value with a maximum 250 points multiplied by .4 to obtain percent.

B27 targets **-** 8, 9,10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points multiply by .4 to obtain percent.

Q targets **-** 5 points inside the bottle, 3 points outside the bottle on the target, multiply by .4. to get percent.

INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN TO CHALLENGE THE TARGET.

APPENDIX E

VIRGINIA QUALIFICATION COURSE II

FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS

Targets - B21, B21X, B27, Q

60 Rounds, 3 - 25 YARDS

Qualification Score 70%

PHASE 1 - 20 seconds - at the **3 Yard Line,** on command draw and fire 6 Rounds standing with strong hand, **MAGAZINE CHANGE/RELOAD**, Fire 6 rounds standing with weak hand.

PHASE 2 - at the **7 Yard Line,** on command draw and fire 2 rounds in 3 seconds, holster, repeat until 12 rounds have been fired.

PHASE 3 - 10 seconds, at the **7 Yard Line,** On command draw and fire 6 rounds kneeling.

PHASE 4 - 37 seconds, At the **15 Yard Line,** on command fire 12 rounds standing, 6 rounds kneeling. SEMI-AUTOS must have MAGAZINE CHANGE.

ACADEMIES MUST CHOOSE ONE OF THE FOLLOWING PHASES FOR SCORING:

PHASE 5A - 45 seconds - at the **25 Yard Line,** on command fire 12 rounds, 6 rounds kneeling using barricade and 6 rounds standing using barricade for cover.

OR

PHASE 5B - 25 YARD LINE**,** 60 seconds for pistols, 60 seconds for revolvers. On command, fire 4 shots standing strong side, 4 shots kneeling strong side, and 4 shots prone strong side.

SCORING - B21, B21X, targets - use indicated K value with a maximum 300 points divided by 3 to obtain percent.

B27 targets - 8, 9,10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent.

Q targets - 5 points inside the bottle, 3 points out of the bottle on the target. Divide by 3 to obtain percent.

INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY TO USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.

APPENDIX F

VIRGINIA TACTICAL QUALIFICATION COURSE I

FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS

Targets - B21, B21X, B27, Q

50 Rounds, 5/7 - 25 YARDS

Qualification Score 70%

Each officer/deputy restricted to number of magazines carried on duty. Magazines fully loaded. Instructor shall determine magazine changes.

PHASE 1 - At **5, 7 OR FRACTION THEREOF**, point shoulder shooting, fire 2 rounds in 3 seconds for 12 rounds. After each two rounds, holster, repeat until 12 rounds have been fired.

1. On command draw and fire 6 rounds in 8 seconds, point shoulder position.

2. On command draw and fire 4 rounds in 8 seconds, strong hand only, point shoulder.

3. On command fire 4 rounds in 10 seconds, weak hand point shoulder.

PHASE 2 - At **15 Yard Line,** point shoulder position

1. On command draw and fire 2 rounds in 3 seconds for 6 rounds. (Optional to holster after each 2 rounds)

2. On command draw and fire 6 rounds in 12 seconds.

ACADEMIES MUST CHOOSE ONE OF THE FOLLOWING PHASES FOR SCORING:

PHASE 3A - at **25 Yard Line,** 45 seconds for pistols, 60 seconds for revolvers.

1. On command assume kneeling position, draw and fire 6 rounds behind a barricade.

2. Fire 6 rounds, strong hand standing barricade position.

PHASE 3B - at 25 Yard Line, 60 seconds for pistols, 60 seconds for revolvers. On command, fire 4 shots standing strong side, 4 shots kneeling strong side, and 4 shots prone strong side.

SCORING - B21, B21X targets - use indicated K value with a maximum 250 points multiply by .4 to obtain percent.

B27 targets - 8, 9,10,X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points multiply by .4 to obtain percent.

Q targets - 5 points inside the bottle, 3 points out of the bottle on the target, multiply by .4 to obtain percent.

INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.

APPENDIX G

VIRGINIA TACTICAL QUALIFICATION COURSE II

FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS

Targets - B21, B21X, B27, Q

36 ROUNDS, 3 - 25 YARDS

Qualification Score 70%

Course begins with a charged and fully loaded weapon, all shots fired standing with strong hand, weapon at eye level with all shots placed high in the chest area unless directed otherwise by the instructor. Weapons WILL NOT BE holstered until the target has edged or whistle has blown. At the end of each phase of fire, a tactical/combat reload will be executed before holstering. If a reload is required it will be accomplished by using a combat or speed reloading technique.

Prior to the start of the course at the 7 YARD LINE, semi-auto pistol shooters will be advised to keep one magazine empty and load as directed by instructor in order to evaluate slide lock back, chamber empty and combat loads. Revolver shooters will have reload time increased by 2 seconds at all stages of fire.

PHASE 1 - At **3 Yard Line,** on command draw and fire 2 rounds in 3 seconds, one round in the body, one round in the head or groin and holster. Repeat 3 more times until 8 rounds have been fired.

REVOLVER shooter will reload before firing last four rounds.

PHASE 2 - At 7 Yard Line, (Prior to firing this stage, pistol shooters will be directed to do an in holster magazine exchange placing a magazine with 2 rounds in the pistol). On command draw and fire 2 rounds strong hand, execute a combat or speed reload, transfers weapon to weak hand and fires 1 additional round in 10 seconds. Weapon remains out held in weak hand only and on command fires 3 rounds in 3 seconds and safely holsters. Total rounds fired 6.

PHASE 3 - At 7 Yard Line, draw and fire 4 rounds in 5 seconds and safely holster. Repeat again for a total of 8 rounds. (Revolvers, top off cylinder before firing last 4 rounds).

PHASE 4 - At 15 Yard Line, standing, draw weapon to READY GUN and wait command to fire. On command fire 2 rounds in 3 seconds, return to READY GUN. On command fire 2 rounds, execute a combat or speed reload fire 2 additional rounds and return to READY GUN.

12 SECONDS allotted to fire rounds 3 & 4, reload and fire 2 additional rounds. On command fire 2 rounds in 3 seconds, safely holster. Total rounds fired 8.

PHASE 5 - AT 25 Yard Line, Shooter stands beside cover (barricade), On command retreats behind cover, draws on the move and from behind cover, assumes strong side kneeling position, leans out from behind the cover, fires 2 rounds strong side kneeling in 12 seconds and holsters.

Shooter stands beside cover (barricade) and on command shooter retreats behind cover and assumes strong side standing position, leans out from behind cover and fires 2 rounds, strong side standing in 12 seconds and holsters.

Shooter again retreats behind cover, assumes weak side standing position, leans out from behind cover and fire 2 rounds weak side standing and holsters.

WHEN SHOOTER RETREATS BEHIND COVER, ALL WEAPONS WILL BE DECOCKED AND TRIGGER FINGER PLACED OUTSIDE AND ABOVE THE TRIGGER GUARD. FAILURE TO DO SO IS A SAFETY VIOLATION AND NONE OF THE ROUNDS FIRED WILL BE SCORED. This course of fire is to teach looking for and moving to cover.

SCORING - B21, B21X, B27 targets - used indicated K value with a maximum 180 points divide by 1.8 to obtain percent.

B27 target - 8, 9, 10, X rings = 5 points, 7 rings = 4 points, hits on silhouette = 3 points, divide by 1.8 to obtain percent.

Q targets - 5 points inside the bottle, 3 points out of the bottle and on the target divide by 1.8 to obtain percent.

INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.

APPENDIX H

VIRGINIA TACTICAL QUALIFICATION COURSE III

FOR SEMI-AUTOMATIC PISTOLS

Targets-B21, B21x, B27, Q – 99

50 ROUNDS, 1/3-25 YARDS

Qualification Score 70%

Each officer/deputy restricted to number of magazines carried on duty. Magazines may be partially loaded during course of fire to induce a malfunction at instructor's discretion. Instructor may determine magazine exchanges. Course may be run from the 25 to the 1/3 yard line, or 1/3 yard line to the 25 yard line. Lateral, fore or aft movement during any phase at the instructor's discretion.

Phase 1-At the 25 Yard Line, for a total of 6 rounds.

On command, draw and fire 3 rounds standing, and 3 rounds kneeling in 25 seconds. (Option use barricade or simulated cover)

Phase 2-At the 15 Yard Line, for a total of 6 rounds.

On command, draw and fire 2 rounds in 4 seconds. (3x for total of 6 rounds) (Option, shoot then step laterally)

Phase 3-At the 7 Yard Line, for a total of 6 rounds.

On command, draw and fire 2 rounds in 3 seconds. (3x for total of 6 rounds) (Option, step laterally as you draw)

Use either 4a or 4b

Phase 4a-At the 7 Yard Line, for a total of 12 rounds.

On command, draw and fire 6 rounds, perform a reload, then fire an additional 6 rounds in 12 seconds. (Option, step laterally while reloading)

Phase 4b-At the 7 Yard Line, for a total of 12 rounds.

On command, draw as you move to the 5 yard line,

1. Fire 2 rounds in 3 seconds, (3x for total of 6 rounds)

2. Fire 6 rounds in 6 seconds.

Phase 5-At the 5 Yard Line, for a total of 14 rounds, on command, draw and fire (Option, step laterally as you draw)

1. Rounds in 3 seconds (3x for total of 6 rounds)

2. Rounds in 6 seconds, strong hand only

3. Rounds in 8 seconds, weak hand only.

Phase 6-At the 1-3 Yard Line, for a total of 6 rounds.

On command, draw and fire 3 rounds in 3 seconds using close quarter/hip technique. (Option, shove and shoot and/or 1-2 steps to the rear after shooting)

SCORING- B21, B21x targets-use indicated K value with maximum 25 points multiplied by .4 to obtain percent.

B27 targets-8, 9, 10, X rings=5 points, 7 ring=4 points, hits on silhouette=3 points multiply by .4 to obtain percent.

Q targets-5 points inside the bottle, 3 points outside the bottle on target multiply by .4 to get percent.

INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.

APPENDIX I

VIRGINIA TACTICAL QUALIFICATION COURSE IV

FOR SEMI-AUTOMATIC PISTOLS

Targets-B21, B21x, B27, Q

60 ROUNDS, 1/3-25 YARDS

Qualification Score 70%

Each officer/deputy restricted to number of magazines carried on duty. 25 yard line phase calls for rounds fired from 2 different positions (chosen from standing, kneeling, prone) for a total of 12 rounds. Mandated reloads or staging magazines to induce a malfunction at the instructor's discretion. When utilizing barricade or simulated cover position, Instructor option to begin behind cover or seek cover to begin phase. (Example: Shooter draws as he/ she steps behind cover) Close quarter/hip shooting portion can be run from three yards and in, utilizing close quarter shooting techniques. Lateral movement during draw or after shots may be introduced during any phase of fire at the instructor's discretion. Instructor option to substitute 5 Yard line stage with: draw and fire 4 rounds strong hand, safely transfer weapon to weak hand and immediately fire 4 rounds weak hand in 10 sec.

Phase 1-At the 25 Yard Line, for a total of 12 rounds.

On command, draw and fire 6 rounds from position 1; from position 2, fire 6 rounds in 45 seconds behind cover.

Phase 2-At the 15 Yard Line, for a total of 18 rounds. (Option for lateral movement)

1. On command, draw and fire 2 rounds in 4 seconds (3x for total of 6 rounds)

2. On command, draw and fire 6 rounds, combat reload, then fire 6 more rounds in 25 seconds.

Phase 3-At the 10 Yard Line, for a total of 6 rounds. (Option for lateral movement)

1. On command, draw and fire 2 rounds in 3 seconds, then go to ready gun.

2. From ready gun, on command, fire 2 rounds in 3 seconds.

3. From ready gun, on command, fire 2 rounds in 3 seconds.

Phase 4-At the 7 Yard Line, for a total of 12 rounds. (Option for lateral movement)

1. On command, draw and fire 2 rounds in 3 seconds.

2. On command, draw and fire 2 rounds in 3 seconds.

3. On command, draw and fire 2 rounds in 3 seconds.

4. On command, draw and fire 3 rounds in 4 seconds.

5. On command, draw and fire 3 rounds in 4 seconds.

Use either 5a or 5b

Phase 5a-At the 5 Yard Line, for a total of 8 rounds. (Option for lateral movement)

1. On command, draw and fire 4 rounds in 6 seconds, strong hand only then assess, scan and holster.

2. On command, draw and fire 4 rounds in 8 seconds, weak hand only. Reload and holster.

Phase 5b-At the 5 Yard Line, for a total of 8 rounds.

On command, draw and fire 4 rounds strong hand only, safely transfer to weak hand, then fire 4 more rounds weak hand only in 10 seconds.

Phase 6-At the 3 Yard Line or Closer, for a total of 4 rounds.

1. On command, draw and fire using close quarter/hip technique 2 rounds in 3 seconds. (Option, shove and shoot and/or 1-2 steps to the rear after shooting).

2. On command, draw and fire using close quarter/hip technique 2 rounds in 3 seconds. (Option, shove and shoot and/or 1-2 steps to the rear after shooting).

SCORING-B21, B21x targets-use indicated K value with maximum 300 points divided by 3 to obtain percent.

B27 target-8, 9, 10, X rings=5 points, 7 ring=4 points, hits on silhouette=3 points divided by 3 to obtain percent.

Q target-5 points inside the bottle, 3 points outside the bottle on target, divide by 3 to get percent.

INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.

APPENDIX J

VIRGINIA TACTICAL QUALIFICATION COURSE V

FOR SEMI-AUTOMATIC PISTOLS

Targets-B21, B21x, B27, Q

50 ROUNDS, 1/3-25 YARDS

Qualification Score 70%

Each officer/deputy restricted to number of magazines carried on duty 25 yard line calls for rounds fired from 2 different positions (chosen from standing, kneeling, prone) for a total of 6 rounds. (Example: 3 standing and 3 kneeling) Mandated reloads or staging magazines to induce a malfunction/reload at instructor's discretion. When utilizing barricade or simulated cover position, instructor option to begin behind cover or seek cover to begin phase. (Example: Shooter draws as he/she steps behind cover) Lateral movement during draw or after shots may be introduced during any phase of fire at the instructor's discretion. Close quarter/hip shooting portion can be run from three yards and in, utilizing close quarters shooting techniques. Instructor option to substitute 5 yard line stage with: draw and fire 4 rounds strong hand only, safely transfer weapon to weak hand and immediately fire 4 rounds weak hand only in 12 sec.

Phase 1-At the 25 Yard Line, for a total of 6 rounds.

On command, draw and fire 3 rounds from position 1; from position 2, fire 3 rounds in 25 seconds behind cover.

Phase 2-At the 15 Yard Line, for a total of 12 rounds.

1. Have shooters draw to Ready Gun position. On command fire 2 rounds in 3 seconds, assess, scan and return to Ready Gun. Repeat two (2) more times for a total of 6 rounds. Reload and holster.

2. On command, draw and fire 6 rounds in 12 seconds. Assess, scan and holster.

Phase 3-At the 10 Yard Line, for a total of 12 rounds.

On command, draw and fire 6 rounds, reload, and immediately fire 6 more rounds in 20 seconds.

Phase 4-At the 7 Yard Line, for a total of 6 rounds.

On command, draw and fire 2 rounds in 3 seconds. Repeat 2 more times for a total of 6 rounds.

Use either 5a or 5b

Phase 5a-At the 5 Yard Line, for a total of 8 rounds.

1. On command, draw and fire 4 rounds in 6 seconds strong hand only, assess, scan and holster.

2. On command, draw and fire 4 rounds in 8 seconds weak hand only.

Phase 5b-At the 5 Yard Line, for a total of 8 rounds.

On command, draw and fire 4 rounds strong hand only, safely transfer weapon to weak hand, and immediately fire 4 rounds weak hand only in 12 seconds.

Phase 6-At the 3 Yard Line or Closer, for a total of 6 rounds.

On command, draw and fire using close quarter/hip technique 3 rounds in 4 seconds. Repeat again for a total of 6 rounds. (Option shove and shoot and/or 1-2 steps to the rear after shooting.)

SCORING-B21, B21x targets-use indicated K value with maximum 250 points multiplied by .4 to obtain percent.

B27 target-8, 9, 10, X rings=5 points, 7 ring=4 points, hits on silhouette=3 points multiply by .4 to obtain percent.

Q target-5 points inside the bottle, 3 points outside the bottle on target, multiply by .4 to get percent.

INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.

Performance Outcomes for Dispatchers

Communication

Performance Outcome 1.1.

Obtain information related to complaints and/or requests for service from the public, field units, and other agencies.

Training Objective 1.1.

Given a written scenario or practical exercise:

1. Identify two purposes of emergency services communications.

2. Identify five primary functions of emergency dispatching.

3. Obtain basic information from caller to send appropriate response unit(s).

4. Use effective interpersonal skills in crisis situations.

Criteria for Testing: The trainee shall be tested on the following:

1.1.1. Identify two purposes of emergency services communications.

1.1.2. Identify five primary functions of emergency dispatching.

1.1.3. Identify the basic information required to determine which response unit(s) to send.

1.1.3.1. Law enforcement

1.1.3.2. Medical

1.1.3.3. Fire

1.1.4. Identify characteristics of a person in crisis.

1.1.5. Demonstrate collection of information from a caller related to a crime, traffic incident, medical emergency, fire emergency, animal complaints and safety hazard. (This may be done in one combined exercise or several separate ones.)

Lesson Plan Guide: The lesson plan shall include the following at a minimum:

1. Identify two purposes of emergency services communications:

a. To provide the key link between the public needing assistance and the emergency service provider(s) in the field.

b. To facilitate communications between field units and others to expedite the completion of the service to the public.

2. Identify five primary functions of emergency dispatching:

a. Communication between the public and the department.

b. Communication between members of the department.

c. Communication between other public safety departments or other public service agencies.

d. Coordination of the response of emergency services personnel.

e. Record-keeping.

3. Receive in-person complaints and requests for service from the public and other agencies.

4. Receive officer initiated calls for service and requests from field units.

5. Answer and route routine business calls.

6. Identify characteristics of a person in crisis.

7. Obtain initial complaint-screening information from callers or in-person:

a. Victims

b. Witnesses

c. General public

d. Other agencies

e. Field personnel

8. Obtain additional information from complainants or witnesses.

9. Obtain complete/detailed information for law enforcement emergencies and other requests.

10. Obtain complete/detailed information for dispatching to assist with medical emergencies.

a. Public Access Defibrillation awareness §8.01-225

11. Obtain complete detailed information for dispatching to assist with fire emergencies.

12. Obtain complete/detailed information for dispatching to assist with safety hazards.

13. Obtain complete/detailed information for dispatching to assist with complaints from anonymous callers.

14. Obtain complete/detailed information for dispatching to assist with complaints regarding animals.

Performance Outcome 1.2.

Perform multiple tasks related to receiving information and dispatching appropriate response units.

Training Objective 1.2.

1. Given a written scenario and practical exercise, perform multiple tasks related to receiving information and dispatching appropriate response units.

Criteria for Testing: The trainee shall be tested on the following:

1.2.1. Demonstrate active listening skills to obtain needed information.

1.2.2. Demonstrate method used to read, transmit, enter/record information, and speak to response units.

1.2.3. Demonstrate method used to monitor and respond to radio transmissions from law enforcement units.

1.2.4. Demonstrate method used to monitor and respond to radio transmissions from fire department units, if applicable.

1.2.5. Demonstrate method used to monitor and respond to radio transmissions from emergency medical units, if applicable.

Lesson Plan Guide: The lesson plan shall include the following at a minimum:

1. Active listening skills to obtain needed information.

2. Methods that may be used to read, transmit, enter/record information and speak to response units.

3. Methods that may be used to monitor and respond to radio transmissions from law enforcement units.

4. Methods that may be used to monitor and respond to radio transmissions from fire department units.

5. Methods that may be used to monitor and respond to radio transmissions from emergency medical units.

Performance Outcome 1.3.

Apply standard communication techniques in receiving and transmitting information via radio and telephone.

Training Objective 1.3.

Given a practical exercise:

1. Identify general radio codes and general terminology to communicate with response units.

2. Apply standard communication techniques in receiving and transmitting information via radio and telephone.

Criteria for Testing: The trainee shall be tested on the following:

1.3.1. Use of words and terms associated with effective interpersonal skills.

1.3.2. Clear and distinct speech using common radio/telephone terminology.

1.3.3. Identification of standard codes, military time and/or phonetic alphabet to conduct police communications/transmissions.

1.3.4. Demonstration of effective techniques to calm the emotionally upset citizen and communicate with him or her.

1.3.5. Receipt and transmission of information to coordinate communications between field units.

1.3.6. Explanation of the critical need for and control of radio traffic.

1.3.7. Use of clear speech to broadcast all points bulletins.

1.3.8. Identification of information and items of importance about which to brief incoming dispatch personnel to ensure their knowledge of current activities.

Lesson Plan Guide: The lesson plan shall include the following at a minimum:

1. Developing effective interpersonal skills:

a. Verbal communication

b. Non-verbal communication (body language)

c. Written communication

d. Listening skills

2. How to speak clearly and distinctly.

3. Use of standard codes, military time and/or phonetic alphabet to conduct police communications/transmissions.

4. Use of effective techniques to calm an emotionally upset person.

5. Receiving and transmitting information to coordinate communications between field units.

6. Explaining the critical need for and controlling radio traffic.

7. Use of clear speech to broadcast all points bulletins, including review of "breaking" technique for broadcasting BOL's.

8. Briefing incoming dispatch personnel to ensure their knowledge of current activities.

9. Attending communication meetings, briefings and debriefings relevant to dispatch operations:

a. Importance of information presented at meetings and transmitting this to communications staff as a whole

b. Sensitivity and timeliness of some information, e.g., raids, recognition signals, etc.

c. Information on major events

d. Critical Incident Stress Management (CISM) meetings

e. Others as may be identified by the instructor

Instructor Note: Advise trainees that they may learn the use of electronic mail, fax communications and other similar equipment unique to their agency during on-the-job training.

Performance Outcome 1.4.

Disseminate information to the public, field units, and other agencies using standard communication and dispatching techniques.

Training Objective 1.4.

1. Given a written scenario or practical exercise, identify or demonstrate methods to disseminate information to the public, field units, and other agencies using standard communication and dispatching techniques.

Criteria for Testing: The trainee shall be tested on the following:

1.4.1. Method(s) to provide non-confidential information to the public

1.4.2. Communication with officer(s) by radio or computer to check status and safety

1.4.3. Providing descriptive information of missing person(s), suspect(s), vehicle(s), etc.

1.4.4. Summarizing incident information received for dispatching calls for service via radio:

1.4.4.1. Listen to caller

1.4.4.2. Read recorded information

1.4.4.3. Transmit information to field units and receive information from field units

1.4.4.4. Document required information

1.4.4.5. Relay, provide, and update incident information to field units

1.4.4.6. Dispatch field units to calls for service

Lesson Plan Guide: The lesson plan shall include the following at a minimum:

1. Method(s) to provide non-confidential information to the public

2. Communication with field units to check status and safety

3. Providing descriptive information of missing person(s), suspect(s), vehicle(s):

a. Person description:

1. Ethnic background/color of skin

2. Gender

3. Approximate age

4. Approximate height/weight/build

5. Hair color/facial hair (beard, mustache)

6. Eye color/glasses

7. Clothing (generally try to describe person from head to toe):

a. Headwear (baseball cap, ski mask, hat with brim, etc.)

b. Coat/jacket (type and color)

c. Shirt/blouse color (long or short sleeved)

d. Pants/belt/dress/skirt color (type – jeans, mini-skirt, etc.)

e. Shoes (type and color) (white Nike, black pumps, etc.)

8. Any known medical conditions

9. Direction of travel/location last seen

10. Weapon seen/type/description

11. Distinguishing characteristics:

a. Scars, marks, tattoos

b. Voice characteristics

c. Any others that help with identification

b. Vehicle - the acronym CYMBALS may help a trainee to remember to ask for the first seven items listed:

1. Color (top to bottom – burgundy top, black bottom, etc.)

2. Year

3. Make/Model (Toyota Camry; Ford Taurus, etc.)

4. Body style (sports car, sedan, station wagon, van, etc.)

5. Additional information:

a. Unusual markings (anything unusual on the vehicle that will help identify it)

b. Number of occupants

6. License Plate Number (or partial)

7. State

8. Direction of travel

4. Summarizing incident information received for dispatching calls for service via radio:

a. Listen to caller

b. Read recorded information

c. Transmit information to field unit and receive information from field unit.

d. Type in required information

e. Relay, provide, and update incident information to field units

f. Dispatch field units to calls for service

g. Issue case or incident number, if applicable, and other information as required

Instructor Note: Advise trainees that they will learn department policy on safety checks and policy on information release during on-the-job training.

Performance Outcome 1.5.

Apply standard communication techniques when handling specialized situations via radio, telephone and in person.

Training Objective 1.5.

1. Given a written scenario or practical exercise, identify or demonstrate the steps involved in receiving, handling and dispatching complaints or requests related to specialized situations identified in the criteria for testing.

2. Given a written scenario or practical exercise, identify or demonstrate the steps involved in handling callers involved in specialized situations identified in the criteria for testing.

Criteria for Testing: The trainee shall be tested on the following:

1.5.1. Contacting other agencies to obtain information and resources for the following types of incidents via radio, telephone or other electronic media:

1.5.1.1. Mutual aid

1.5.1.2. Officer safety

1.5.1.3. Incident status

1.5.1.4. Restricted and confidential information

1.5.1.5. General assistance

1.5.1.6. Miscellaneous requests

1.5.2. Obtaining information, dispatching and coordinating units for responding to two of the following specialized calls and incidents simultaneously:

1.5.2.1. SWAT

1.5.2.2. K-9

1.5.2.3. Investigations

1.5.2.4. High speed pursuits

1.5.2.5. Hazmat

1.5.2.6. Water rescue

1.5.2.7. Prison/jail breaks

1.5.2.8. Disaster drills and situations

1.5.2.9. Aviation crash

1.5.2.10. Missing person in unusual terrain

1.5.3. Communicating effectively and maintaining contact with persons involved in the following specialized calls:

1.5.3.1. Crisis and/or panic situations

1.5.3.2. Mentally impaired, unstable or suicidal caller

1.5.3.3. Intoxicated caller/irate or abusive caller

1.5.3.4. Child caller

1.5.3.5. Elderly caller

1.5.3.6. Non-English speaking caller

1.5.3.7. False or nuisance calls

1.5.3.8. Media calls

1.5.3.9. Silent calls (TDD)

1.5.3.10. Cell phone caller unable to identify location

Lesson Plan Guide: The lesson plan shall include the following at a minimum:

1. Contacting other agencies to obtain information and resources for the following types of incidents via radio or telephone:

a. Mutual aid

b. Officer safety

c. Incident status

d. Restricted and confidential information

e. General assistance

f. Miscellaneous requests

2. Obtaining information, dispatching and coordinating units for the following specialized calls and incidents:

a. SWAT

b. K-9

c. Investigations

d. High speed pursuits

e. Hazmat

f. Water rescue

g. Prison/jail breaks

h. Disaster drills and situations

i. Aviation crash

j. Missing person in unusual terrain

k. Train wrecks

l. Hostage/barricade calls

m. Cell phone caller unable to identify location

3. Communicating effectively and maintaining contact with persons involved in the following specialized calls:

a. Crisis and/or panic situations

b. Mentally impaired, unstable or suicidal caller

c. Intoxicated caller

d. Child caller

e. Elderly caller

f. Non-English speaking caller

g. False or nuisance calls

h. Media calls

4. Monitoring and responding to alarm systems, if applicable.

Instructor Note: Advise trainees of the importance of becoming familiar with resources available in their jurisdiction.

Performance Outcome 1.6.

Assist caller(s) by providing initial emergency medical care information (pre-arrival instructions) to victims of accidents, illness and/or crimes. (**On-the-job training, if applicable)**

Training Objective 1.6.

1. Given a practical exercise, provide initial emergency medical instructions/information (pre-arrival instructions) to victims of an accident.

2. Given a practical exercise, provide initial emergency medical care instructions/information (pre-arrival instructions) to victims of an illness.

3. Given a practical exercise, provide initial emergency medical care instructions/information (pre-arrival instructions) to victims of a crime.

Criteria for Testing: The trainee shall be tested on the following:

1.6.1. Obtaining information and dispatching appropriate emergency medical unit(s).

1.6.2. Identifying appropriate protocol based upon caller information.

1.6.3. Reading verbatim medical protocol to provide assistance to caller until help arrives.

NOTE: This standard may be achieved by completing an approved course for training emergency medical dispatchers. Approved courses include: APCO/NENA, Medical Priority, Power Phone, National Communications Institute or a program approved by the Operational Medical Director of a local emergency medical services (EMS) provider.

Lesson Plan Guide: The lesson plan shall include the following at a minimum:

1. Obtaining information and dispatching emergency medical unit(s):

a. 911 – where is your emergency?

b. Listen to the caller because the person will often be in a panic and give you a lot of information without asking. Calm person and ask questions to fill in anything you need to determine type of medical emergency. Dispatch appropriate medical response units as soon as you have enough information to judge type of response needed. Initial key questions include:

1. Where is the person who needs assistance? (specific location)

2. Is the person conscious?

3. Is person breathing? Bleeding?

4. What is the person's approximate age?

5. Can you tell me what type of injury the person has?

6. Is the person taking any medications? If so, what type and how much? Can someone gather the medications and have them available for the EMS personnel?

2. Read verbatim a medical protocol (pre-arrival instructions) to provide assistance to caller until help arrives:

a. Read the guide accurately and clearly

b. Get feedback from caller and repeat steps when necessary

Instructor Note: Advise trainees that they will provide emergency medical care information/instructions (pre-arrival instructions) based on the protocol approved by their agency.

Performance Outcome 1.7.

Respond to a report of a disaster.

Training Objective 1.7.

1. Given a written exercise, identify the dispatcher's response to disaster situations.

Criteria for Testing: The trainee will be tested on the following:

1.7.1. The relevance of emergency communications plans for dispatchers and other emergency service providers.

1.7.2. Three specific examples of law enforcement, fire services and emergency medical service situations that require a pre-planned response.

1.7.3. The specific role of dispatchers in law enforcement, fire services and emergency medical services, emergency management plans.

1.7.4. An example of a local incident that could result in a response by federal emergency resources by declaration of emergency.

1.7.5. Emergency warning communications systems and the dispatcher's role when a national emergency has been reported to the communications center.

1.7.6. Definitions of the following:

1.7.6.1. Warning

1.7.6.2. Weather warning, weather watch and weather advisory

1.7.6.3. Man-made disaster (e.g., riot, bombings, etc.)

1.7.6.4. Natural disaster

1.7.6.5. Nuclear/biological disaster

Lesson Plan Guide: The lesson plan shall include the following at a minimum:

1. The relevance of emergency communications plans for dispatchers and other emergency service providers.

2. Three specific examples of law enforcement, fire services, and emergency medical service situations that require a pre-planned response.

3. The specific role of dispatcher's in law enforcement, fire services, and emergency medical services, and emergency management plans.

4. An example of a local incident that could result in a response by federal emergency resources by declaration of emergency.

5. Emergency warning communications systems and the dispatcher's role when a national emergency has been reported to the communications center.

a. Monitoring and responding civil defense networks and warning systems.

6. Definitions of the following:

a. Warning

b. Weather warning vs. weather watch

c. Man-made disaster

d. Natural disaster

Instructor Note: Advise trainees to become familiar with their agency's Emergency Operations Plan and know where to find it.

Dispatcher Judgment

Performance Outcome 2.1.

Receive, prioritize and handle multiple tasks related to emergency call taking and dispatching using judgment based on policies and procedures.

Training Objectives 2.1.

1. Given three written scenarios or practical exercises, identify or demonstrate the steps involved in receiving, prioritizing and handling multiple tasks related to 911 call taking and dispatching:

Criteria for Testing: The trainee shall be tested on the following:

2.1.1. Service Greeting - Answer a 911 call: "911 – where is your emergency?"

2.1.2. Obtain information relevant to the call by asking multiple questions related to:

2.1.2.1. Where

2.1.2.2. What

2.1.2.3. Who

2.1.2.4. When

2.1.2.5. How

2.1.2.6. Why

2.1.3. Provide information to caller based on situation and risk assessment.

2.1.4. Exercise judgment to prioritize response to the call

2.1.4.1. Type of call (protocol for case classification)

2.1.4.2. What type of response(s) (initial personnel and resources to dispatch)

2.1.4.3. Single or multiple units

2.1.4.4. Special teams

2.1.4.5. Notifications to other authorities

2.1.5. Send information to dispatch station or dispatch while taking call.

2.1.6. Document the call and response(s), e.g., units assigned based on location and availability.

2.1.7. Document additional information sent to response units, e.g., weapon seen, hostage taken, suspect description, etc.

Lesson Plan Guide: The lesson plan shall include the following at a minimum:

1. Service greeting - answer a call –"[agency name] 911 – where is your emergency?" If the caller information indicates the call does not relate to an emergency, use non-emergency call procedures. However, you should always get the answer to "where" first since a call may be disconnected accidentally and you may not have this information on a screen, or the caller may be calling from a phone that is not where the emergency is located.

2. Elicit information relevant to the call by asking multiple questions related to:

a. Where

b. What

c. Who

d. When

e. How

f. Why (depending on the type of call, any information that is offered or obtained relating to the motive behind what is going on may need to be passed on to units responding. Such motives may reveal a higher risk for those responding and officers, in particular, should be alerted to the possibility of a potential violent confrontation that may occur suddenly.)

3. Provide instructions to caller based on situation and risk assessment:

a. Fire

b. Chemical spills in closed and open areas

c. Intruder in residence

d. Hostage situation/crisis situations

e. Multi-vehicle crash

f. Weather related hazards

g. Bio-hazards

h. Others as may be determined by the instructor (remind trainees of the use of resources available. NCIC hazardous materials file is a good one.)

4. Exercise judgment to prioritize response to the call:

a. Type of call:

1. Accidents (traffic, industrial, household, poison control, etc.)

2. Fire

3. Medical emergency (including medical alarms)

4. Alarms:

a. Residential

b. Business

5. Animals

6. Misdemeanor calls

7. Felony calls

8. Abnormal behavior reports (mental disability of some type possible; suicide threats)

9. Missing persons

10. Unusual phone calls (annoying, threatening, harassing, etc.)

11. Traffic violations

12. Vehicle violations

13. Juveniles

14. Non-emergency call that is received on 911

15. Officer needs assistance

16. Referral of information only call.

b. Unit(s) to respond to call:

1. Police

2. Fire

3. Rescue

4. Combination

c. Location of response units (need and geographic location of response unit)

d. Single or multiple units

e. Special teams:

1. Hazmat

2. Crisis negotiation

3. Disaster

4. Search and rescue

f. Notifications to other authorities, e.g., any agencies impacted by the need to respond to the call.

5. Send information to dispatch station or dispatch while taking call.

6. Document the call and response(s), e.g. units assigned based on location and availability.

7. Provide additional information to units assigned as it becomes available.

8. Document additional information sent to response units, e.g. weapon seen, hostage taken, suspect description, etc.

Instructor Note: Provide examples of misdemeanor and felony reports to help explain differences in call responses.

Performance Outcome 2.2.

Receive and handle various types of non-emergency complaints and requests from the public or other agencies by using judgment based on policies and procedures.

Training Objective 2.2.

Given a written scenario or practical exercise, identify or demonstrate the steps involved in receiving and providing service for non-emergency calls including the following types of complaints and requests from the public:

1. In-person complaints and requests

2. Telephone complaints and requests

3. Complaints and requests from other agencies

4. False and/or nuisance call

5. Business calls

Criteria for testing: The trainee will be tested on the following:

2.2.1. Service-oriented greeting

2.2.2. Prioritize non-emergency call

2.2.3. Questions asked to elicit basic information regarding type of call

2.2.4. Responses designed to handle complaint, request, or routine business based on protocol

2.2.5. Call classification

2.2.6. Units assigned (if call not referred elsewhere)

2.2.7. Documentation of false and/or nuisance calls

Lesson Plan Guide: The lesson plan shall include the following at a minimum:

1. Answer call promptly with courteous and professional demeanor:

a. Identify yourself or agency according to policy and “How may I help you,” or similar greeting.

2. Evaluate nature of call, prioritize and collect information:

a. Listen attentively to what the person tells you is the complaint or request.

b. Concerned citizen information

c. Past disturbance

d. Complaint against law enforcement, dispatching, or other agency personnel

e. Other

3. Basic information to collect:

a. Where

b. What

c. Who

d. When

e. How

f. Why (if known)

4. Respond in a timely manner with appropriate action:

a. Inform the person regarding the process that will be followed to handle the complaint or request, e.g., will send an officer to take a report, this type of complaint is not handled here and the agency to call is (provide name and number), etc.

b. Route call to other service provider if necessary:

1. Identify services that provide citizen assistance

2. Identify the best way for the citizen to access the services

c. Classify the call for service response and record-keeping.

d. Dispatch officer or other service (if appropriate).

e. Collect additional information for report, if possible.

5. Close the conversation:

a. Courteously terminate the call

b. Clearly state what action will be taken without a definite time line

c. Make certain action stated is completed

6. Handle business calls with the same attentiveness and courtesy as complaints and requests are handled.

7. Document false and nuisance calls by type and areas of origination. This may help identify the caller for action at some time. Response unit must be dispatched regardless of prior history with a person or location. Follow department policy.

Performance Outcome 2.4.

Recognize and understand the dynamics of active shooter incidents and apply standard communication techniques during incident/s.

Training Objectives related to 2.4. :

1. Given a written or practical exercise, identify the vital and primary functions of a dispatcher during an active shooter event(s).

2. Given a written or practical exercise, demonstrate an understanding of the roles of law enforcement, EMS, and fire service during active shooter events.

3. Given a written or practical exercise, define active shooter in accordance with the U.S. Department of Justice and the FBI and identify early warning signs of an active shooter event.

4. Given a written or practical exercise, identify appropriate information/guidance to be provided to other law enforcement agencies offering assistance or asking questions during an event.

5. Given a written or practical exercise, identify the potential for a secondary event or multiple events to be associated with the initial primary active shooting:

a. Distraction (i.e. pulling fire alarm or setting off security alarms)

b. Drawing in first responders.

6. Given a written or practical exercise, identify potential weapons and hazards that may be encountered by first responders:

a. Hand gun and/or long gun:

1. Number of firearms

2. Number of shots fired

3. Where

4. When

b. Explosives, bombs, booby traps, or other distraction devices

c. Knives, machetes, hatchets

d. Entry/exits compromised (e.g. blocked, chained, booby-trapped)

e. Others as identified

7. Given a written or practical exercise, screen calls and relay the information required to obtain the location and description of suspect(s):

a. Location of suspect(s):

1. Transportation mode

2. Type of vehicle (use CYMBALS):

a. Car/truck/motorcycle

b. Armored

c. Boat

d. Others as identified

1. On premises

2. Off premises / direction of travel

3. Ingress /egress points for first responders

b. Suspect(s)

1. Known (obtain name)

2. Number

3. Head to toe description

a. Any special clothing or protective vest/armor

b. Any remarkable or outstanding physical markings

c. Possible bomb (i.e. visible wires, suicide vest, backpack, remote detonator, packages)

4. Did he/she say anything (i.e. group affiliation, mental stability)

5. Targeting specific groups or individuals (i.e. religion, culture, gender orientation, race)

6. Any other information obtained

8. Given a written or practical exercise, analyze, prioritize, and relay pertinent information regarding hostages, and injured /uninjured victims:

a. Hostages:

1. Location (i.e. room number, building name, access points for law enforcement)

2. Number

3. Any suspect’s demands

4. Injuries

b. Injured/casualties:

1. Location(s)

2. Number

3. Types of injuries

4. Triage

c. Uninjured victims:

1. Location(s)

2. Number

9. Given a written or practical exercise, determine if civilians are secure and safe and if the facility/agency has an active shooter plan.

10. Given a written or practical exercise, identify possible contingencies during a system failure.

11. Given a written or practical exercise, demonstrate an understanding of the analysis and prioritization of the following:

a. Additional call taking and screening for service

b. Documentation timely and pertinent/updates CAD

c. Incident Command/Unified Command

12. Given a written or practical exercise, identify how the use of social media impacts today's shooter and active shooter activities.

13. Given a written or practical exercise, identify dispatcher's role and interaction with the Media.

14. Given a written or practical exercise, identify emotional impact and the resources available for stress management including Critical Incident Stress Management.

15. Given a written or practical exercise, demonstrate an understanding of the community impact.

16. Given a written or practical exercise, identify the characteristics of a law enforcement response:

a. Approach

b. Positioning

c. Situational awareness

d. Breaching awareness

e. Scene control:

1. Traffic

2. Towing

3. Media

4. Family reunification

f. Officer safety

g. Force on force

h. Avoidance (i.e. self-dispatching, solo entry without a plan, armed citizens, improvised explosive devices)

i. Emergency medical services /fire roles, responsibilities and safety:

1. High Threat Response Team (i.e. team of law enforcement and fire/ EMS personnel)

2. Zones:

a. Hot

b. Warm

c. Cold

Criteria: The trainee shall be tested on the following:

2.4.1. Identify the primary functions of a dispatcher during an active shooter event(s):

2.4.1.1. Call taking/texting:

2.4.1.1.1. Recognizing or suspecting an active shooter event

2.4.1.1.2. Identify accurate location

2.4.1.2. Coaching and/or direction:

2.4.1.2.1. Civilian(s)

2.4.1.2.2. Armed civilian(s)

2.4.1.2.3. Off duty law enforcement

2.4.1.2.4. Fire and emergency medical services personnel

2.4.1.3. Screening, gathering, and documenting information

2.4.1.4. Dispatching and disseminating information to responding units:

2.4.1.4.1. Radio control

2.4.1.4.2. Immediate and pertinent updates

2.4.1.4.3. Acknowledging responding units

2.4.1.5. Managing responding resources

2.4. 2. Identify the roles of law enforcement, EMS, and fire service during active shooter event(s):

2.4.2.1. Law Enforcement:

2.4.2.1.1. Locating, containing, neutralizing suspect

2.4.2.1.2. Securing scene

2.4.2.1.3. Establishing casualty collection point

2.4.2.1.4. Perimeter management

2.4.2.2. Emergency Medical Services:

2.4.2.2.1. Triage

2.4.2.2.2. Transporting

2.4.2.3. Fire:

2.4.2.3.1. Scene assessment (i.e. hazmat)

2.4.2.3.2. Triage

2.4.3.3.3. Perimeter management

2.4.3. Define active shooter in accordance with the U.S. Department of Justice and the FBI and identify early warning signs of an active shooter event:

2.4.3.1. Sudden influx of calls

2.4.3.2. Suspicious person calls not involving shots fired

2.4.3.3. Calls for law enforcement and /or fire that seem unrelated but begin to form a pattern around a centralized location/activity

2.4.3.4. Open line calls

2.4.3.5. Hearing gun shots in the background of a call

2.4.4. Identify appropriate information/guidance to be provided to other law enforcement agencies offering assistance or asking questions during an event:

2.4.4.1. Maintain phone line(s) and radio control (i.e. channels and phones lines should be clear to obtain and disseminate pertinent information).

2.4.4.2. Determine what and if information is authorized for release.

2.4.4.3. Direct callers seeking information to public information officer or assigned spokesperson.

2.4.5. Identify the potential for a secondary event or multiple events to be associated with the initial primary active shooting:

2.4.5.1. Secondary distractions (i.e. pulling fire alarm or setting off security alarms)

2.4.5.2. Drawing in first responders

2.4.5.3. Multiple shooters

2.4.6. Identify potential weapons used and other hazards for first responders during an active shooter incident:

2.4.6.1. Hand gun and/or long gun:

2.4.6.1.1. Number of firearms

2.4.6.1.2. Number of shots fired

2.4.6.1.3. Where

2.4.6.1.4. When

2.4.6.2. Explosives, bombs, booby traps, or other distraction devices

2.4.6.3. Knives, machetes, hatchets

2.4.6.4. Entry/ exits compromised (e.g. blocked, chained, booby-trapped)

2.4.6.5. Others as identified

2.4.7. Demonstrate screening calls, gathering information, and relaying the location of suspect(s) and mode(s) of transportation:

2.4.7.1. On premises

2.4.7.2. Off premises / direction of travel

2.4.7.3. Ingress/egress points for law enforcement

2.4.7.4. Transportation mode:

2.4.7.4.1. Type of vehicle (use CYMBALS)

2.4.7.4.2. Car/truck/motorcycle

2.4.7.4.3. Armored

2.4.7.4.4. Boat

2.4.7.4.5. On foot

2.4.7.4.6. Others as identified

2.4.7.5. Description of suspect(s):

2.4.7.5.1. Known (obtain name)

2.4.7.5.2. Number

2.4.7.5.3. Head to toe description:

2.4.7.5.3.1. Any special clothing or protective vest/armor

2.4.7.5.3.2. Any remarkable or outstanding physical markings

2.4.7.5.3.3. Possible bomb (i.e. visible wires, suicide vest, backpack, remote detonator, packages)

2.4.7.5.4. Did he/she say anything (i.e. group affiliation, mental stability)

2.4.7.5.5. Targeting specific groups or individuals (i.e. religion, culture, gender orientation, race)

2.4.7.5.6. Any other information obtained

2.4.8. Demonstrate the ability to analyze, prioritize, and relay pertinent information regarding hostages, injured and uninjured victims:

2.4.8.1. Hostages:

2.4.8.1.1. Location (s) (i.e. room number, building name, access points for law enforcement)

2.4.8.1.2. Number

2.4.8.1.3. Any suspect's demands

2.4.8.1.4. Injuries

2.4.8.2. Injured/casualties:

2.4.8.2.1. Location(s)

2.4.8.2.2. Number

2.4.8.2.3. Types of injuries

2.4.8.2.4. Triage

2.4.8.3. Uninjured:

2.4.8.3.1. Location(s)

2.4.8.3.2. Number

2.4.9. Demonstrate the ability to determine if civilians are secure and safe and if the facility/agency has an active shooter plan:

2.4.9.1. Escape

2.4.9.2. Avoid

2.4.9.3. Deny

2.4.9.4. Defend

2.4.10. Identify possible contingencies during a system failure:

2.4.10.1. Implementation of MOA/MOU

2.4.10.2. Back-up systems

2.4.10.3. Radios /Cache

2.4.11. Demonstrate an understanding of the analysis and prioritization of the following:

2.4.11.1. Additional call taking and screening for service

2.4.11.2. Documentation timely and pertinent/updates computer aided dispatch

2.4.11.3. Incident Command/Unified Command

2.4.12. Identify how the use of social media impacts today's shooter and active shooter activities:

2.4.12.1. Monitor social media during the event, as applicable

2.4.12.2. Impact on scene control

2.4.12.3. Utilizing social media for distribution of information

2.4.13. Identify the dispatcher's role and interaction with the Media:

2.4.13.1. Inform individuals to contact the public information officer or the individual serving in that capacity.

2.4.13.2. Types of Media:

2.4.13.2.1.Local (quick response to scene; priority is community and community healing)

2.4.13.2.2. Major affiliates (National /international 6-9 hour response to scene; priority is headlines secondary is victims and community healing)

2.4.13.3. Awareness of surroundings and individuals (i.e. press) when privately discussing incident in public/private locations

2.4.14. Identify emotional impact and the resources available for stress management including Critical Incident Stress Management and services are available within the community:

2.4.14.1. Employee Assistance Program/Human Resources

2.4.14.2 Critical Incident Systems Management Teams

2.4.14.3. Community Services Board (CSB)

2.4.14.4. Others as identified

2.4.15. Identify active shooter incident's impact on first responders and community:

2.4.15.1. Suicides

2.4.15.2. Alcoholism

2.4.15.3. Abuse

2.4.15.4. Increased use of sick leave

2.4.15.5. Service calls (i.e. suspicious person and welfare checks)

2.4.15.6. Depleted resources (funding, staff, equipment, etc.)

2.4.16. Given a written or practical exercise, identify the characteristics of a law enforcement response:

2.4.16.1. Approach

2.4.16.2. Positioning

2.4.16.3. Situational awareness

2.4.16.4. Breaching awareness

2.4.16.5. Scene control:

2.4.16.5.1. Traffic

2.4.16.5.2. Towing

2.4.16.5.3. Media

2.4.16.5.4. Family reunification

2.4.16.6. Officer safety

2.4.16.7. Force on force

2.4.16.8. Avoidance (i.e. self-dispatching, solo entry without a plan, armed citizens, improvised explosive devices)

2.4.16.9. Emergency medical services /fire roles, responsibilities and safety:

2.4.16.9.1. High Threat Response Team (i.e. team of law enforcement and fire/ EMS personnel)

2.4.16.9.2. Zones:

2.4.16.9.2.1. Hot

2.4.16.9.2.2. Warm

2.4.16.9.2.3. Cold

Lesson Plan Guide:

1. Identify the primary functions of a dispatcher during an active shooter event(s):

a. Call taking/texting:

1. Recognizing or suspecting an active shooter event

2. Identify accurate location

b. Coaching and/or direction:

1. Civilian(s)

2. Armed civilian(s)

*3. O*ff duty law enforcement

4. Fire and emergency medical services personnel

c. Gathering information and documentation

d. Dispatching and disseminating information to responding units:

1. Radio control

2. Immediate updates of pertinent information to field units

e. Acknowledging responding units

f. Managing responding resources

2. Identify the roles of law enforcement, emergency medical services, and fire service during active shooter event(s):

a. Law Enforcement:

1. Locating, containing, neutralizing suspect

2. Securing scene

3. Establishing casualty collection point

4. Perimeter management

b. Emergency Medical Services:

1. Triage

2. Transporting

c. Fire:

1. Scene assessment (i.e. hazmat)

2. Triage

3. Perimeter management

3. Define active shooter and identify early warning signs of an active shooter event:

a. Early warning signs:

1. Sudden influx of calls

*2. S*uspicious person calls not involving shots fired

3. Calls for law enforcement and /or fire that seem unrelated but begin to form a pattern around a centralized location/activity

4. Open line calls

5. Hearing gun shots in the background of a call

b. Timelines:

1. Average active shooter event lasts twelve minutes

2. Dispatchers goal should be to put the call out in less than one minute

3. Average response time puts an officer at the scene in three minutes

4. Identify appropriate information and/or guidance to be provided to other law enforcement agencies offering assistance or asking questions during an active shooter event:

a. Maintain phone line(s) and radio control (i.e. channels and phones lines should be clear to obtain and disseminate pertinent information).

b. Determine what and if information is authorized for release.

c. Direct callers seeking information to public information officer or assigned spokesperson.

5. Identify the potential for secondary or multiple events to be associated with the initial primary active shooting incident(s) and relay the possibility of potential of danger to responding units:

a. Booby trap(s)

b. Multiple shooters

c. Secondary distractions

d. Drawing in first responders

e. Others as identified

6. Identify the potential for the use of multiple weapons and other hazards for first responders during an active shooter incident:

a. Hand gun and/or long gun:

1. Number of firearms

2. Number of shots fired

3. Where

4. When

b. Explosives, bombs, booby traps, or other distraction devices

c. Knives, machetes, hatchets

d. Entry/ exits compromised (e.g. blocked, chained, booby-trapped)

e Others as identified

7. Given a written or practical exercise, screen calls and relay the description of suspect(s) and suspect's location:

a. Known (obtain name)

b. Number

c. Head to toe description:

1. Any special clothing or protective vest/armor

2. Any remarkable or outstanding physical markings

3. Possible bomb (i.e. visible wires, suicide vest, backpack, remote detonator, packages)

d. Did he/she say anything (i.e. group affiliation, mental stability)

e. Targeting specific groups or individuals (i.e. religion, culture, gender orientation, race)

f. Transportation mode/Direction of travel:

1. Type of vehicle (use CYMBALS)

2. Car/truck/motorcycle

3. Armored

4. Boat

5. On foot

g. On premises

h. Off premises/ direction of travel

i. Possible access points for law enforcement

j. Other suspect descriptions or location information obtained.

8. Given a written or practical exercise, analyze, prioritize, and relay pertinent information regarding hostages, injured and uninjured victims:

a. Hostage(s):

1. Location(s) (i.e. room number, building name)

2. Number

3. Any suspect's demands

4. Injuries

b. Injured/casualties:

1. Location(s)

2. Number

3. Types of injuries

c. Uninjured:

1. Location(s)

2. Number

9. Demonstrate the process of determining if civilians are secure and safe and if the facility/agency has an active shooter plan:

a. Escape

b. Avoid

c. Deny

d. Defend

10. Identify possible contingencies for system failure:

a. Implementation of MOA/MOU

b. Back-up systems

c. Radios/Cache

11. Demonstrate an understanding of the analysis and prioritization of the following:

a. Additional call taking and screening for service

b. Documentation timely and pertinent/updates CAD

c. Incident Command/Unified Command

12. Identify the impact of social media on today's shooter and active shooter activities:

a. Monitor social media during the event, as applicable

b. Impact on scene control

c. Utilizing social media for distribution of information

13. Identify the dispatcher's role and interaction with the Media:

a. Inform individuals to contact the public information officer or the individual serving in that capacity.

b. Types of Media:

1. Local (quick response to scene; priority is community and community healing)

2. Major affiliates (National /international 6-9 hour response to scene; priority is headlines secondary is community healing)

c. Awareness of surroundings and individuals (i.e. press) when privately discussing incident in public/private locations

14. Identify emotional impact and the resources available for stress management including Critical Incident Stress Management and services are available within the community:

a. Employee Assistance Program/Human Resources

b. Critical Incident Systems Management Teams

c. Community Services Board

d. Others as identified

15. Identify active shooter incident's impact on the community's first responders:

a. Increases suicides

b. Increase alcoholism

c. Increased use of sick leave

d. ncreases suspicious person and welfare check calls

e. Depleted resources (funding, staff, equipment, etc.)

16. Given a written or practical exercise, identify the characteristics of a law enforcement response:

a. Approach

b. Positioning

c. Situational awareness

d. Breaching awareness

e. Scene control:

1. Traffic

2. Towing

3. Media

4. Family reunification

f. Officer safety

g. Force on force

h. Avoidance (i.e. self-dispatching, solo entry without a plan, armed citizens, improvised explosive devices)

i. Emergency medical services /fire roles, responsibilities and safety:

1. High Threat Response Team (i.e. team of law enforcement and fire/ EMS personnel)

2. Zones:

a. Hot

b. Warm

c. Cold

Legal

Performance Outcome 3.1.

Apply federal/state laws, local ordinances and rules and regulations established for dispatch operations.

Training Objectives 3.1.

1. Given written exercises, identify relevant federal and state laws, rules and regulations that govern dispatch operations.

Criteria for Testing: The trainee shall be tested on the following:

3.1.1. Communications Act of 1934

3.1.2. Federal Communications Commission Rules and Regulations

3.1.3. The Federal Privacy Act

3.1.4. The Federal Freedom of Information Act

3.1.5. Virginia Privacy Act (2.2-3800 Government Data collection and Dissemination Practices Act)

3.1.6. Virginia Freedom of Information Act (2.2-3700 et al.)

3.1.7. Differences between criminal, civil and traffic violations as provided by the Code of Virginia.

3.1.8. Identify, explain and determine the existence and validity of legal documents:

3.1.8.1. Arrest warrants

3.1.8.2. Capias

3.1.8.3. Psychiatric/Medical Detention/Commitment Orders

3.1.8.4. Subpoena

3.1.8.5. Summons

3.1.8.6. Protective orders

3.1.8.7. Determining existence and validity of warrants.

3.1.9. The Missing Children's Clearinghouse Act (§52-31)

Lesson Plan Guide: The lesson plan shall include the following at a minimum:

1. Communications Act of 1934

2. Federal Communications Commission Rules and Regulations

3. The Federal Privacy Act

4. The Federal Freedom of Information Act

5. Virginia Privacy Act (2.2-3800 Government Data collection and Dissemination Practices Act)

6. Virginia Freedom of Information Act (2.2-3700 et al.)

7. Differences between criminal, civil and traffic violations as provided by the Code of Virginia.

8. Identify, explain and determine the existence and validity of legal documents:

a. Arrest warrants

b. Capias

c. Psychiatric/medical detention/commitment orders

d. Subpoena

e. Summons

f. Protective orders

g. Determining existence and validity of warrants:

1. Identify location of arrest warrants in files.

2. Verify arrest warrants regarding the accuracy of the information on the warrant. False arrest humiliates the person being arrested and embarrasses all legal authorities involved. Due diligence will avoid this if at all possible:

a. Name of the accused (and aliases)

b. Date of birth (if known)

c. Social Security Number (if known)

d. Or warrant provides a description by which the person can be identified with reasonable certainty.

e. Describes the offense (include state or county code)

f. Commands the accused to be arrested (given), and brought before the appropriate Court:

1. Check the warrant to see if it is to be served as an arrest or as a summons.

g. Is signed by the issuing officer - judge, clerk or magistrate, not the police officer).

h. Is dated

i. Any other information on warrant

j. Include if the warrant is releasable on a summons

3. Officers and communications personnel should use all available information to ensure proper identification for determination of arrest. Review a bad warrant and a valid warrant to illustrate differences.

9. The Missing Children's Clearinghouse Act (§52-31)

Performance Outcome 3.2.

Perform the duties of a dispatcher with awareness of liability applicable to this job.

Training Objective 3.2.

1. Given a written exercise, identify the areas of potential liability that apply to dispatchers in the performance of their job.

Criteria for Testing: The trainee shall be tested on the following:

3.2.1. Concept of general and special duty to the public in the communication center

3.2.2. Liability of dispatchers related to performance of duties as covered by the following acts:

3.2.2.1. The Virginia Tort Claims Act (§8.01-195.1)

3.2.2.2. The Virginia Good Samaritan Act (§8.01-225)

Lesson Plan Guide: The lesson plan shall include the following at a minimum:

1. General duty to the public in the communication center:

a. What potential liability to the public arises from a general duty?

b. How does a dispatcher avoid creating liability?

2. Special duty to the public in the communications center:

a. What potential liability to the public arises from a special duty?

3. Liability of dispatchers related to performance of duties as covered by the following acts:

a. The Virginia Tort Claims Act (§8.01-195.1):

1. Failure to respond:

a. Requires thought and choice to not respond

b. Injury occurs

c. Allows punitive as well as compensatory damages

2. Negligent response (four elements needed):

a. Legal duty to respond

b. Breach of the duty

c. Was the proximate cause (by fault of the negligent person)

d. Of injury (civil case with damages)

b. The Virginia Good Samaritan Act (§8.01-225)

4. Four areas of supervisory liability.

5. Four types of damages that may arise from civil litigation.

6. Vicarious liability.

Performance Outcome 3.3.

Testify in court.

Training Objective 3.3.

1. Given a written scenario or practical exercise, identify documents and materials to prepare for court testimony:

Criteria for Testing: The trainee shall be tested on the following:

3.3.1. Basic preparation for court testimony and/or deposition

3.3.2. Characteristics of professionally presented testimony in court

Lesson Plan Guide: The lesson plan shall cover the following at a minimum:

1. Basic preparation for general court testimony and/or deposition:

a. Review your knowledge of law relating to the following:

1. Testimony:

Giving testimony involves taking an oath that the person is telling the truth, the whole truth and nothing but the truth. To lie by commission (tell an untruth) or omission (leave out information relevant to the truthful presentation of information about the case) may lead to charges of perjury.

The simple definition of perjury is to lie under oath. Suborning perjury is asking another person to lie under oath. Relevant Code: §18.2-434

A dispatcher tells the truth to the fullest extent of his or her knowledge of the facts regarding the matter on which he or she is testifying.

2. Knowledge of facts of the case (confer with Commonwealth's Attorney as needed). Review the facts of the case and go over any details that should be reviewed with the Commonwealth's Attorney. Review procedures used throughout case for potential legal loopholes (technicalities) and be ready to respond to these. Review general rules of testimony.

3. Review written notes and reports. Review tape of the incident if available. Be aware of what you may and may not read as part of court testimony. Refresh your memory by reviewing your notes and reports:

a. Notes should only referred to and not be read into court testimony.

b. Time between an incident and court reduces the accuracy of memory.

c. Accurate presentation of evidence in court is critical.

b. Characteristics of professionally presented testimony in court:

1. Dress professionally.

2. Prepare mentally (present facts, not make judgments) You are testifying to the facts that led to the case brought into court. Stay focused on this during your testimony regardless of your personal feelings about the case. Answer only those questions asked.

3. Prepare to use calm demeanor. A calm and professional demeanor is always best for court testimony. Anything else distracts from a fair hearing for all parties involved.

4. Prepare to use proper English skills. The courtroom is a place for your best communication skills. Well spoken English in giving testimony is your goal. Preparing what you intend to say in advance will help you give your testimony clearly and effectively.

5. Be aware of body language. You can send mixed signals in court testimony as well as anywhere else. When jury members are interviewed after a trial, they often say they didn't believe someone testifying for reasons that often have to do with the fact that the person's body language on the stand is not consistent with the testimony. When you tell the truth, your body language reflects this.

6. Use clear and calm voice tone in speech. You are there to carry out this aspect of your responsibilities as a dispatcher. It is simply part of your job. When you testify in court, keep this in mind and speak clearly and calmly.

7. Be truthful, accurate and objective in testimony. There is never an excuse for being other than truthful, accurate and objective in your testimony.

Professionalism

Performance Outcome 4.1.

Respond to stressful situations professionally.

Training Objective 4.1.

1. Given a written or practical exercise, identify or demonstrate the necessary skills and techniques to respond to stressful situations professionally.

Criteria for Testing: The trainee shall be tested on the following:

4.1.1. Define crisis, victim and stress.

4.1.2. Identify two aspects of victimization.

4.1.3. Identify three stages of stress reactions.

4.1.4. Identify common characteristics of stress.

4.1.5. Identify methods of handling stress.

4.1.6. Define Critical Incident Stress Management (CISM) and its use in communication centers.

4.1.7. Identify techniques that allow dispatchers to maintain control of situations.

4.1.8. Identify intervention techniques used to assist victims over the phone.

Lesson Plan Guide: The lesson plan shall include the following at a minimum:

1. Define crisis, victim and stress:

a. Crisis – a crisis is a decisive or crucial time, stage or event that represents a turning point in the course of anything.

b. Victim – a person who is harmed by or suffers a loss through some act, condition or circumstance.

c. Stress is the body's non-specific response to any demand placed on it. (Hans Seyle, M.D.) Each individual should learn as much as possible about their individual reactions to stress as this will provide the basis for enhancing their ability to manage their stress. What are some non-specific responses that your body gives in reaction to demands you place on it?

2. Identify two aspects of victimization:

a. Perception of the victim – it is very important for dispatchers to be constantly mindful that a distressed person making a 911 call has a different perception of the situation they are describing to you than you may have. Even when you are responding in a way to help calm the person, it is important that you do not minimize the situation about which they are calling. Be sure the victim understands what you said in the way that you mean it.

b. System responses – it is important to give victims fair and accurate information when they call. 911 is often the first contact they will have in asking for help and your response is important in helping them to deal with their crisis. In the past, victims have often felt "revictimized" by a system that focuses more on the perpetrator than the victim. This has changed to a certain extent, and more effort is being made in this area.

Victims need immediate help when they call 911, but also need information when a case proceeds to trial. Know where to refer victims if they call you for this information. Understand the loss they have experienced and the trauma they must endure to convict a perpetrator. Generally, one in five calls involves a crisis situation, so the more you know about the workings of the criminal justice system, the more you will be able to assist victims.

3. Coping with crisis:

a. Five general coping behaviors:

1. Cognitive strategies (thinking ahead, or pre-planning how you would act if faced with a certain situation)

2. Verbal strategies (talking your way out of a situation)

3. Physical strategies (fight or flight)

4. Psychological defense (fight or flight)

5. Physiological reaction (numerous possibilities – crying, red face, clenched teeth or fists, etc.)

b. Six observable coping strategies exhibited by victims:

1. High anxiety (emotional state at crisis impact)

2. Denial (can't believe it's happening)

3. Anger (upset because they did not deserve this)

4. Remorse (feeling of guilt. . .could have possibly prevented it "if only I had not. . .")

5. Grief (abject sadness, helplessness, and hopelessness felt by victim)

6. Reconciliation – After working through grief the desire to "put it behind" and go on with life.

c. Dispatchers and first response units will often encounter the three or four phases or a mix of them. Investigators, public defenders, victim/witness counselors and others will usually encounter the victim in some combination of the last three. However, there is no fixed time frame for these behaviors, and some victims

will move back to earlier strategies before moving forward.

4. Identify three stages of stress reactions:

a. The alarm stage: This occurs when the body reacts to the stressor with a physical reaction. These include the following:

1. Increased breathing rate

2. Increased heart rate

3. Increased metabolism rate

4. Increased oxygen in the blood

5. Increased sugar in the blood

6. Increased serum lipids

7. Increased serum cholesterol

8. Increased blood flow to the muscles

9. Increased clotting mechanism of the blood

10. Decreased digestion

11. Decreased inflammatory response

12. Decreased immune response

b. The resistance stage: This occurs after the stressor is gone and the body works to repair the damage caused by stress.

c. The exhaustion stage: This occurs when stressors are prolonged and the body remains in an alarm stage condition with no time to repair itself exhaustion sets in.

d. The purpose and use of Critical Incident Stress Management (CISM) teams. (Contact the regional office of Emergency Medical Services to find a local team; call the state office for phone numbers if necessary. Local mental health may be a part of the team or if not, able to help, also.)

5. Identify common characteristics of stress.

6. Identify methods of handling stress:

a. Physical activity helps to manage stress. Keeping your body in good shape as a general rule gives you confidence in your physical skills and assists with mental alertness. Simple exercises to relieve muscles that may tense up from working long periods in certain positions are also helpful. Shoulder rolls, head rolls, standing, stretching, arm circles, etc., can be done periodically throughout the day to help provide some physical relief. This, in turn, helps to manage stress.

b. Communicate with co-workers or loved ones about the stress of a work day. Just be sure not to break confidentiality of information when doing so. Giving and receiving support through sharing stressful feelings helps in managing stress.

c. Recognize limits. If a situation at work is beyond your control and cannot be changed, learn to accept this.

d. Take care of yourself. Eat and sleep properly. Good nutrition and proper rest are important factors for everyone in managing stress. Lack of proper nutrition affects mental capability. Lack of proper rest may quickly make a person less tolerant of situations that otherwise would be manageable.

e. Have fun. Time for things you enjoy doing is important for relaxation and helping to keep a balanced outlook. Without this, you may react much more negatively to calls for service than is appropriate.

f. Breathe. Taking slow, deep breaths periodically can both help you relax and help keep you calm in a crisis situation. Use this breathing technique to aid your mental focus.

g. Cry. When a situation has deeply affected you, tears provide a good release for anxiety. When you have shed these, you will be better able to cope.

h. Use mental imagery. You can create a special, quiet place in your mind that will help you manage stress. You can go there even when you are working and use that imagery to help you get through a difficult caller or situation.

i. Avoid self-medication. Avoid drugs in general, but if you are taking any prescription drugs, follow the directions and do not take extras. Drugs, even non-prescription ones, can be habit forming and create more stress than they relieve.

j. Be positive. Focus on the good things about the world, life, and people. Negative thinking may result in negative talking and negative feelings that simply are not healthy for you, your co-workers, and your workplace. When there are differences, work in a proactive manner to resolve these.

k. Use positive self-talk. Think good thoughts about yourself. Give yourself a pat on the back when you've done something good. Positive thinking is one of the best tools you can use that will ultimately help you manage stress productively.

7. Identify techniques that allow dispatchers to maintain control of situations:

a. Direct the conversation to elicit essential information.

b. Be courteous but assertive in focusing the caller to provide the information you need to send the correct response.

c. Stay on the subject but do not intimidate the caller.

d. Ask the caller not to hang up until instructed to do so.

8. Identify intervention techniques used to assist victims over the phone:

a. Answer all calls professionally regardless of the information that the caller is telling you. Do not appear to disbelieve what a caller is telling you – this sets a bad tone with victims and may affect the case. The reality is simply that you have no way of knowing the facts of any call, so always treat every caller with courtesy, respect, and the appropriate professional response.

b. As one of the initial responders, the dispatcher may help relieve the guilt and anxiety of the victim that the victim may have experienced as part of the trauma. Be empathetic and validating of the actions the victim took during the trauma.

c. There are seven general goals that dispatchers try to meet while assisting victims over the phone:

1. Help the victim regain control. The person may be in shock and you need to help him or her be able to help himself or herself until emergency response units arrive.

*2***.** Help the victim understand the situation in which he/she is involved. If the situation relates to a crime (such as rape), or an accident with injuries/fatalities, the victim needs to know the steps to take that will help him or her as well as assist the criminal justice process.

3. Get the victim to speak freely and frankly. This can only happen if the dispatcher is empathetic and supportive to the victim. If the victim is reluctant, then don't push too hard. The officer will get additional background information.

4. Obtain standard information needed to generate an emergency response while this is happening. You may need to interface supportive remarks such as "You're doing fine, please keep helping me so I can get help to you," or other such phrases as you get the basics.

5. Help the victim focus on what is important in the PRESENT situation. After a trauma, particularly a crime, some victims start worrying about what other people will think (spouses, family, friends, etc.) instead of focusing on what needs to be done now.

6. Assist the victim with alternatives that will help resolve problems.

7. Assist the victim in mobilizing resources. You may contact a relative, friend, or other person for the victim or refer him or her to appropriate victim services.

d. Effective intervention has five components:

1. Assessment – the dispatcher determines what immediate help is needed and identifies the crisis requests of the victim.

2. Plan of action – determine what needs to be done to accommodate the victim's crisis requests and formulate possible ways to do this. Crisis requests often include the following:

a. Police intervention – victims see police as "official" and expect their help.

b. Medical intervention – if injured, treatment is first on the minds of victims. Assurance that injury is not permanent is most desired.

c. Psychological intervention – victim wants to talk about feelings (ventilate and validate).

d. Control/support – victim needs to make minor decisions to begin regaining control and will often want family or friend contacted for support.

e. Uncertainty – victim may be unsure what his/her needs are and wants information.

3. Implementation – take immediate action based upon the plan.

4. Effect – positive or negative? If negative, reevaluate and try a different strategy.

5. Recap – explain to victim what has happened, what will be done now, what will happen next.

Performance Outcome 4.2.

Respond to abusive callers or difficult people professionally.

Training Objective 4.2.

1. Given a written and practical exercise, identify and demonstrate the steps that assist with handling abusive callers or difficult people.

Criteria for Testing: The trainee shall be tested on the following:

4.2.1. Identify the five steps that assist in handling abusive callers or difficult people.

4.2.2. Demonstrate handling an abusive caller in a practical scenario.

Lesson Plan Guide: The lesson plan guide shall include the following at a minimum:

1. Helpful background to deal with abusive callers or difficult people:

a. Awareness of five common characteristics of difficult people:

1. A predictable, abrasive style of behavior

2. Experienced as difficult by most people

3. Blame others, not themselves

4. Rob you of time and energy

5. Behavior is often out of proportion to the problem

b. Four pitfalls to avoid in handling difficult people:

1. Do not excuse their behavior.

2. Do not ignore their behavior.

3. Do not try to change their personalities.

4. Do not collude with their behavior (do not fight, run away, or play games).

2. Five positive steps to use in dealing with abusive callers or difficult people:

a. Stand up or project verbally.

b. Talk straight – words, tone, and behavior must be consistent. State what you need and what are the consequences if they do not respond.

c. Listen attentively but set time limits as needed.

d. Avoid "triangling," e.g., bringing in third parties.

e. Move to problem solving as quickly as possible.

3. Use positive problem solving steps:

a. Identify the emotional climate.

b. Identify the problem.

c. Stay on the problem.

d. Do not engage in "blaming" when you are problem solving.

e. Do not "put down" the other person.

f. Identify alternatives that may help resolve the problem.

g. Evaluate the alternatives.

h. Select the alternative that is fairest to all parties involved.

i. Be clear about the procedure to be followed to implement the solution.

j. Evaluate the success of the solution.

On the Job Training

Equipment Use

5.1. Demonstrate ability to utilize agency equipment to handle 911 call taking and dispatching duties.

5.2. Quickly and accurately recording information into CAD and/or on cards.

5.3. Use maps and street files to identify locations and proper codes (hard copy and/or computerized, if available).

5.4. Accurately type information received verbally.

5.5. Transmit the complaint to radio dispatch by computer/telephone, or personally dispatch appropriate response unit(s).

5.6. Use written information or computer-aided dispatch to assign law enforcement, fire, and rescue units.

5.7. Monitor and update status of incidents and status of field units.

5.8. Update the field units regarding incident and status information.

5.9. Use written information or computer-aided dispatch to redirect incidents to another dispatcher.

5.10. Monitor, respond, and dispatch by radio, computer transmission, or written information to and from field units.

5.11. Basic concepts and differences between basic and enhanced 9-1-1 telecommunications systems.

5.12. Conference phone lines to enable communications.

5.13. Monitor transferred call until connection is established.

5.14. Receive and handle TDD calls.

5.15. Hold phone line to complete a telephone trace.

5.16. Use ANI/ALI to locate and identify caller, if applicable.*

5.17. Complete ANI/ALI forms to update entries, if applicable.*

5.18. Use call check system to replay "difficult" calls, if applicable.*

5.19. Use "emergency ring down" phones, if applicable.*

*These criteria must be tested if the agency utilizes this telecommunications equipment.

5.20. Conduct/monitor civil defense test.

5.21. Enter data into a record system.

5.22. Generate reports.

5.23. Restart the computer system, if applicable.

5.24. Transcribe and/or copy a tape recording, if applicable.

5.25. Operate radio equipment

5.26. Operate paging equipment

5.27. Patch radio frequencies

5.28. Perform radio frequency tests.

5.29. Use of alternative communication methods if regular radio is down.

VCIN/NCIC

5.30. Using NCIC or other manuals for assistance (if applicable)

5.31. Transmitting emergency bulletins by TTY (if applicable)

5.32. Query vehicle (if applicable)

5.33. Query Computerized Criminal History (CCH) (if applicable)

5.34. Query stored vehicles (if applicable)

5.35. Query driver's license (if applicable)

5.36. Enter administrative license suspension (if applicable)

5.37. Query stolen articles (if applicable)

5.38. Query gun (if applicable)

5.39. Query wanted/missing persons (if applicable).

5.40. Clearing entries (if applicable)

5.41. Enter/query protective orders (if applicable).

5.42. Modify information in computer database (if applicable)

5.43. Hit confirmation process (to include placing locate)

5.44. Informal and formal messages (if applicable)

Note: Trainee must complete VCIN/NCIC training prior to being tested on the job by criteria numbers 5.31 through 5.44.

General

5.45. Answer, refer, and route calls/messages to proper departmental unit.

5.46. Prepare a general broadcast bulletin

5.47. Complete data entry forms (if applicable)

5.47.1. Wanted or missing person

5.47.2. Stolen vehicle

5.48. Prepare an activity log

5.49. Prepare a summary report

5.50. Prepare an intra-departmental memo

5.51. Monitor alarm/security systems, if applicable.

5.52. Receive opening/closing calls, if applicable.

5.53. Maintain equipment within the communications center.

5.54. Troubleshoot equipment problems.

5.55. Document equipment problems.

5.56. Identify local ordinances affecting dispatch operations.

5.57. Use and maintain maps and cross street directories.

5.58. Demonstrate map reading skills to include street directions.

5.59. Use and maintain log shift rosters of assigned field units.

5.60. Use and maintain department files for warrants and/or other citations.

5.61. Use and maintain complaint history files.

5.62. Use and maintain specialized logs or data bases, e.g. medical incidents, problem addresses, restraining orders, etc.

5.63. Use and maintain towing agency rotation logs.

5.64. Use and maintain business directories.

5.65. Use and maintain a directory of services provided by other agencies.

5.66. Answer an anonymous witness line, e.g., Crime Stoppers, if applicable.

5.67. Provide information, refer and/or transfer calls to appropriate departments or agencies as a general service to the public.

5.68. Provide requested information to authorized departments or agencies, per department policy.

5.69. Maintain general resource material in the Communications Center.

5.70. Maintain order and cleanliness in the Communications Center

Performance Outcomes for Juvenile Corrections Officer

Security and Supervision

Performance Outcome 1.1.

Identify counting, inspections, security and search procedures.

Training Objective Related to 1.1.

1. Given a written or practical exercise, identify:

a. Counting and discrepancies procedures

b. Security procedures

c. Rearches and check procedures

d. Entry and inspection procedures

e. Resident releases and transfers procedures

f. Perimeter security procedures

g. Resident movement procedures

h. Entrance and/or exit of vehicles procedures

i. Gate and/or door movement procedures

j. Supervision procedures

k. Enforcement and disciplinary rules and regulations

l. Documentation and reporting

Criteria: The trainee shall be tested on the following:

1.1.1. Identify and demonstrate counting and discrepancies procedures

1.1.2. Identify and demonstrate security procedures

1.1.3. Identify and demonstrate search and check procedures

1.1.4. Identify and demonstrate entry and inspection procedures

1.1.5. Identify procedures when releasing and/or transferring resident(s)

1.1.6. Identify procedures to detect and correct actual or potential security breaches

1.1.7. Identify and demonstrate procedures to control movement in and out of the facility

1.1.8. Identify procedures for admitting and releasing vehicles from the facility

1.1.9. Identify and demonstrate techniques and proper procedures control of movement through a gate and/or door

1.1.10. Identify and demonstrate group movement procedures

1.1.11. Identify and demonstrate documentation and reporting procedures

1.1.12. Identify rules and regulations

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the agency's security procedures to count population;

a. Facility/unit/institution/pod/room/living/common/work areas

1. Roster

2. Time frames

3. Discrepancies

4. Procedures

5. Locations

6. Log entries

7. All clear

8. Reporting

9. Verification

2. Identify security checks and actions to be taken regarding any escapes or absences without permission;

a. Areas

1. Pods/dormitories/facility/unit/room/living/common/work areas

2. Room

3. Fixtures

4. Locks

5. Windows

6. Doors

7. Verify locations

8. Mail

9. Others as identified

10. Reporting and documentation

3. Identify procedures to search resident(s), staff, and visitors;

a. Security and supervision

1. Illegal activities

2. Authorized and unauthorized searches

3. Weapons (homemade, improvised, etc.)

4. Drug contraband

5. Types of searches and guidelines and procedures for each search

6. Reporting/documentation

7. Sight supervision

4. Identify procedures when releasing and/or transferring resident(s) to another facility and/or to law enforcement personnel;

a. Movement

1. Requirements

2. Reporting

3. Others as identified

5. Identify rules and regulations for resident(s), disciplinary actions, monitoring and security procedures, visitation, escorting and supervision of residents;

a. Enforcing rules and regulations

b. Disciplinary actions

c. Resident activities

1. Directing

2. Controlling

3. Hygiene

4. Recreation

5. Work detail

6. On site and off site

7. Documentation

d. Resident movement

1. Security procedures

2. Documentation

3. Transporting

e. Mandatory incident reporting

1. Accurate

2. Timely

3. Legible, clear, concise

4. Follows chain of command

f. Supervision of

1. Resident's activities

2. Staff

3. Sight

4. Opposite sex

g. Monitoring

1. Control of activity

2. Intervention alerts

h. Security precautions/awareness

i. Post orders or shift duties

6. Describe the techniques and proper procedures to maintain security of the perimeter by detecting and correcting actual or potential security breaches.

7. Identify control movement techniques in and out of the facility.

8. Identify procedures for admitting and releasing vehicles from the facility in order to prevent escapes and passage of contraband.

9. Identify movement procedures in and out of the visiting room;

a. Monitor

b. Maintain security

c. Identification verification

d. Limitations

1. Visitors

2. Residents

e. Situations

1. Suspicious or improper activities

2. Actions to be taken

f. Recognize behavioral/psychological situations

10. Describe procedures required to maintain security through control of movement through a gate.

11. Identify group movement procedures within the facility;

a. Escorting

b. Monitoring and or observations

c. Criteria

d. Security

e. Control room

f. Log books

g. Reporting of incidents

h. Emergencies

i. Special considerations for vulnerable populations

Performance Outcome 1.2.

Identify the established federal, state, and local standards for the prevention and detection of, and response to sexual abuse, sexual assault, and or juvenile rape and comply with § 63.2-1509 Code of Virginia requirements and the agency's written procedures.

Training Objectives Related to 1.2.

1. Given a written exercise, identify:

a. Federal and state statutes

b. Reporting requirements for any case of suspected abuse

c. Prevention and detection

d. Medical and mental health services and programs

Criteria: The trainee shall be tested on the following:

1.2.1. Identify the Prison Rape Elimination Juvenile Facility Standards Act 28 C.F.R Part 115 and Code of Virginia § 63.2-1509

1.2.2. Identify prevention and detection procedures

1.2.3. Identify reporting and documentation requirements

1.2.4. Identify medical and mental health care programs

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify Prison Rape Elimination Act Juvenile Facility Standards (28 C.F.R Part 115), Code of Virginia § 63.2-1509 and 6VAC35-71-70 requirements.

2. Identify procedures for reporting suspected child abuse or neglect;

a. Notify director or his/her designee

b. Inform court services

c. Contact resident's parent or legal guardian, as appropriate and applicable

d. Mandatory reporting

e. Resident's file copy

f. Respond to accusations of child abuse or neglect, including those made against staff

g. Report and document suspected child abuse or neglect to the local child protective services unit

h. Investigations

i. Cooperation

j. Ensure safety of the resident(s) and staff

3. Identify detection and prevention procedures;

a. Screening

b. Reporting

c. Responsive planning

d. Investigations

e. Disciplinary actions

f. Medical and mental health care

g. Grievances

h. Audits

i. Vulnerable population

j. Resident/resident sexual abuse

k. Resident/staff sexual abuse

l. Physical assault

m. Injuries

n. Therapeutic interventions

o. Recognition of victim characteristics

p. Perpetrators

q. Physical victimization through

1. Personal attacks/bullying

2. Property damage

3. Use of weapon(s)

4. Confinement –no escape

5. Intimidation

6. Retaliation

r. Psychological consequences

Performance Outcome 1.3

Identify vulnerable populations, 6VAC35-71-555.

Training Objectives Related to 1.3.

1. Given a written exercise, identify:

a. Types of vulnerable populations.

b. Precautions needed for supervision.

Criteria: The trainee shall be tested on the following:

1.3.1. Identify vulnerable populations

1.3.2. Identify services available to residents

1.3.3. Identify precautions needed for supervision

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify vulnerable populations;

a. Sexual orientation

1. Heterosexual

2. Homosexual

3. Bisexual

4. Pansexual (gender blind)

5. Polysexual (many sexualities)

6. Asexual

b. Transgender

1. Roles

2. Characteristics

3. Transsexuality

c. Physical impairments

d. Mental disabilities/emotional

2. Identify procedures for working with vulnerable populations;

a. Precautions

b. Special supervision

c. Additional safety precautions

d. Assessment for special housing assignments.

e. Reporting and documentation

Performance Outcome 1.4

Enforce a structured daily routine and maintain continuous supervision of residents, 6VAC35-71-740

Training Objectives Related to 1.4.

1. Given a written or practical exercise, identify:

a. Purposes for a comprehensive, planned, and structured daily routine;

1. Appropriate supervision

2. Physical and emotional needs of residents

3. Program services for residents

4. Individual service plan

5. Residents' rights

6. Opportunities to participate in programming, as applicable, upon admission to the facility.

Criteria: The trainee shall be tested on the following:

1.4.1. Identify components of a comprehensive, planned and structured daily routine

1.4.1.1. Appropriate supervision

1.4.1.2. Physical and emotional needs of residents

1.4.1.3. Program services for residents

1.4.1.4. Individual service plan

1.4.1.5. Residents' rights

1.4.1.6. Opportunities to participate in programming, as applicable, upon admission to the facility.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the components of a comprehensive, planned, and structured daily routine including appropriate supervision, designed to;

a. Meet the resident's physical and emotional needs.

b. Provide protection, guidance, and supervision.

c. Ensure the delivery of program services.

d. Meet the objectives of any individual service plan.

e. Ensure protection of residents' rights.

Performance Outcome 1.5.

Identify components of the approved behavior management program, identify the principles, and methods employed to help/assist a resident to achieve positive behavior and to address and correct a resident's inappropriate behavior, 6VAC35-71-745.

Training Objectives Related to 1.5.

1. Given a written or practical exercise, identify:

a Components of an approved behavior management program

b. Principles and methods used to help/assist a resident to achieve positive behavior

c. Procedures to address and correct a resident's inappropriate behavior

Criteria: The trainee shall be tested on the following:

1.5.1. Identify the approved behavior management program

1.5.2. Identify principles and methods used to help/assist a resident to achieve positive behavior

1.5.3. Identify procedures to address and correct a resident's inappropriate behavior

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the components of the approved behavior management program, and the principles and methods employed to help/assist a resident to achieve positive behavior and to address and correct a resident's inappropriate behavior.

Performance Outcome 1.6.

Identify rules of conduct, 6VAC35-71-1110

Training Objectives Related to 1.6.

1. Given a written or practical exercise, identify:

a. Procedures for handling resident misbehavior;

1. Informal and or formal process

2. Violates rules of conduct.

b. Procedures for writing a disciplinary report;

1. Detailing the alleged rule violation

2. Documentation requirements.

c. Steps to resolve the rule violation(s)

Criteria: The trainee shall be tested on the following:

1.6.1. Identify steps and procedures for handling resident's misbehavior using an informal and or formal process for instances when a resident(s) violates rules of conduct.

1.6.2. Identify requirements for writing a disciplinary report detailing the alleged rule violation and identify the requirements for documentation.

1.6.3. Identify process for resolving rule violation(s).

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the procedures for handling resident's misbehavior using an informal process for instances when a resident(s) violates rules of conduct;

a. Graduated sanctions

b. Staff and resident orientation and training

2. Describe a disciplinary report detailing the alleged rule violation.

3. Requirements for documentation and reporting.

4. Process to resolve rule violation(s);

a. Hearing

b. Time frame

c. Postponement

d. Impartial and objective staff

1. Admissible evidence

2. Guilt or innocence of the resident

3. Sanctions to be imposed

e. Rights of resident(s)

f. Statements

1. Evidence

2. Witnesses

g. Representation

1. Requested staff member

2. Appointed staff member

3. Resident advisor

h. Documentation

1. Written record of hearing disposition

2. Written record of supporting evidence

3. Proceedings kept on file

4. Resident will be informed in writing

a. Guilty

b. Innocent

c. Appeal

5. Case record

6. Administrative review

a. Conformity

b. Procedures and regulations

i. Confinement

1. Protection

2. Safety

Performance Outcome 1.7.

Identify procedures designed to reduce or eliminate inappropriate or problematic behavior by a resident(s) and criteria for removal of the resident(s) and placement in room confinement for a predetermined timeout period.

Training Objectives Related to 1.7.

1. Given a written exercise, the officer will identify the procedures designed to reduce or eliminate inappropriate or problematic behavior and the criteria for removal of the resident(s) to assigned special housing.

Criteria: The trainee shall be tested and assessed on the following:

1.7.1 Identify procedures designed to reduce or eliminate inappropriate or problematic behavior by a resident(s) and the criteria for removal of the resident(s) and placement in room confinement of a predetermined timeout period.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify procedures designed to reduce or eliminate inappropriate or problematic behavior by a resident(s) and the criteria for removal of the resident(s) to a specific location for predetermined period of time or until the problem behavior has subsided.

a. Inappropriate or problematic behavior by a resident(s)

b. Communication

c. Safety checks by staff

d. Reporting and documentation

Performance Outcome 1.8

Identification of gangs and gang activities, definitions, statutes, statistics, and related gang management procedures.

Training Objectives Related to 1.8.

1. Given a written exercise, identify indicators of resident gang activities and gang management procedures.

Criteria: The trainee shall be tested on the following:

1.8.1. Identify gangs and gang activities

1.8.2. Identify Code of Virginia § 18.2-46.3

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify resident gangs and gang activities;

a. Awareness

1. Body modifications

2. Graffiti

3. Activity

4. Behavior

5. Violence

6. Characteristics

7. Appearance

8. Hand signs

9. Inappropriate activity

10. Disturbance

11. Drug use

12. Alcohol use

13. Securing evidence

14. Behavior changes

15. Photograph

b. Identification

1. Categories/classifications

2. Levels

3. Gang mentality

4. Signs and behavior

5. Lifestyle

6. Joining

7. Affiliation

8. Violence

9. Prevention

10. Procedures

11. Stereotyping

2. Identify gang policy and procedures;

a. Documentation

b. Code of Virginia § 18.2-46.3

1. Definitions

2. Statutes

3. Statistics

a. National

b. State

*c.*Local

4. Acts of Violence § 19.2-297.1

5. Prohibited criminal street gang participation

6. Role of the gang management unit.

3. Identify prohibited behaviors.

4. Identify mandatory reporting and documentation procedures.

Performance Outcome 1.9

Identify security and supervision guidelines for residents who are identified with special needs status or classifications.

Training Objectives Related to 1.9.

1. Given a written or practical exercise, identify safeguards designed to protect residents who have special needs status or classifications.

Criteria: The trainee shall be tested on the following:

1.9.1. Identify characteristics and safeguards to protect residents who are identified with special needs status or classification.

1.9.2. Identify residents with special needs and/or classification status

1.9.3. Identify medical and/or mental health programs availability

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify security guidelines;

a. Security risks

b. Medical

c. Psychological

d. Educational

e. Others as identified

2. Identify safeguards;

a. Special housing

b. Special protocols

c. Activity restrictions

d. Others as identified

3. Identify special needs status and or classification.

Communications

Performance Outcome 2.1.

Utilize effective interpersonal verbal and non-verbal communication skills.

Training Objectives Relating to 2.1.

1. Given a written, audio-visual, or practical exercise, identify:

a. Effective interpersonal verbal and non-verbal communication characteristics and their importance

b. Distracting behaviors

c. Effective responses to be used with residents

Criteria: The trainee shall be tested on the following:

2.1.1. Identify effective verbal and non-verbal communications skills

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify effective verbal and non-verbal communication skills.

2. Describe distracting behaviors.

3. Identify possible responses to be used with residents.

Performance Outcome 2.2.

Identify procedures used to obtain and/or provide information involving a resident(s).

Training Objectives Relating to 2.2.

1. Given a written or practical exercise, identify factors to consider when obtaining and/or providing information relating to an incident(s) involving resident(s).

Criteria: The trainee shall be tested on the following:

2.2.1. Identify procedures used to obtain and/or provide information

2.2.2. Identify incident reporting and documentation procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify how to obtain and/or provide information relating to an incident(s);

a. Who

b. What

c. Where

d. How

e. When

2. Identify reporting and documentation procedures;

a. Narrative style

b. Proper use of grammar

c. Accurate statements of facts

d. Complete and detailed representation of facts

e. Impartial, clear, and concise language

f. Chronological order

3. Other information as identified;

a. Resident(s), (suspect(s), witness (es) statements, if any

b. Investigative or follow-up reports to be attached, if any

c. All documents should be typewritten or legibly printed

Performance Outcome 2.3.

Prepare disciplinary reports and related paperwork.

Training Objectives Relating to 2.3.

1. Given a practical exercise, prepare a disciplinary report and related paperwork.

Criteria: The trainee shall be tested on the following:

2.3.1. Identify and prepare disciplinary reports

2.3.2. Identify reporting and documentation requirements

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify;

a. Offense and/or disciplinary action and/or rule infraction

b. Date, location, and time

c. Description of details of disciplinary incident

d. Victim(s) description(s)

e. Resident(s) file number, if applicable

f. Resident(s) description

g. Full name(s) of resident(s) and others involved

h. Injuries resident(s) may have received

i. Detention

j. Restrictions

k. Privileges

l. Juvenile justice

m. Appeals/Review

n. Decisions

o. Notifications

p. Exceptions

q. Continuances

r. Reporting and documentation procedures

Performance Outcome 2.4.

Demonstrate effective court testimony and follow agency policy and procedures.

Training Objectives Relating to 2.4.

1. Given a practical exercise, demonstrate effective court testimony.

Criteria: The trainee shall be tested on the following:

2.4.1. Demonstrate effective testimony in general and legal/administrative proceedings

Lesson Plan Guide: The lesson plan shall include the following:

Related to general court testimony:

1. Identify agency guidelines.

2. Identify steps in reviewing facts and preparing for court.

3. Identify effective skills used in court testimony.

Performance Outcome 2.5.

Identify differences in levels of understanding.

Training Objectives Relating to 2.5.

1. Given a practical exercise, use verbal communication to relay messages to resident(s), staff, and public while maintaining awareness of possible differences in their levels of understanding.

Criteria: The trainee shall be tested on the following:

2.5.1 Use verbal communication skills to relay messages to resident(s), staff, and public verbal

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify communication skills to relay messages to a resident, staff, and public.

2. Identify audiences that may need adjustments in communications styles;

a. Age range

b. Culturally diverse

c. Educational levels

d. Intellectual disability

e. Emotionally upset

f. Visually impaired and or hearing impaired

g. Physically challenged

h. Language translation

i. Communication techniques

3. Identify the need for language transition or other communication techniques.

Performance Outcome 2.6.

Identify conflict resolution skills.

Training Objectives Relating to 2.6.

1. Given a written or practical exercise, define negotiation, mediation, and arbitration.

2. Given a written exercise, identify the steps of each conflict management technique.

3 Given a practical exercise, negotiate, mediate, or arbitrate a conflict and/or crisis situation.

4. Given a written exercise, identify procedures for evidenced based supervision strategies.

5. Given a written exercise, identify causes of resident's behavior, i.e. physical and/or mental health

Criteria: The trainee shall be tested on the following:

2.6.1. Define negotiation, mediation, and arbitration

2.6.2. Identify steps involved in conflict management techniques;

2.6.2.1. Negotiation

2.6.2.2. Mediation

2.6.2.3. Arbitration

2.6.3. Identify safety and security precautions

2.6.4. Identify evidence based supervision strategies

2.6.5. Identify causes of resident's behavior, i.e. physical and/or mental health

Lesson Plan Guide: The lesson plan shall include the following:

1. Define negotiation, mediation, and arbitration.

2. Identify steps involved in conflict management techniques.

3. Identify and evaluate the conflict or crisis scene.

4. Identify officer security and safety procedures.

5. Identify causes of resident's behavior, i.e. physical and/or mental health

Performance Outcome 2.7.

Compile and complete all forms, log entries and inventories in a comprehensible and precise layout.

Training Objectives Related to 2.7.

1. Given a written or practical exercise, identify:

a. Reporting and documentation procedures

Criteria: The trainee shall be tested on the following:

2.7.1. Identify various types of log entries

2.7.2. Identify and demonstrate reporting and documentation procedures

2.7.3. Identify and demonstrate inventory procedures.

Lesson Plan Guide:

1. Identify required reporting;

a. Log entries

b. Inventory (ies)

c. Forms

d. Others as identified

2. Define types of communications (logs, forms, inventories, etc).

3. Identify guidelines for report writing;

a. Recognize common errors

b. Compare fact versus opinion

c. List seven essentials

d. Use 6 C's of communications

1. Clear

2. Concise

3. Complete

4. Chronological

5. Correct

6. Confidential

e. Required timelines

4. Identify and demonstrate inventory procedures.

Performance Outcome 2.8.

Use radio equipment, telephone communications and related agency protocols.

Training Objectives Related to 2.8.

1. Given a written or practical exercise, identify:

a. Proficiency in relaying message(s)

b. Working knowledge of radio equipment and agency protocols.

c. 10-codes and/or plain talk.

Criteria: The trainee shall be tested on the following:

2.8.1. Identify techniques and procedures in relaying message(s)

2.8.2. Identify components and functions of radio equipment

2.8.3. Identify telephone and radio protocols

Lesson Plan Guide

1. Describe types of verbal and written communiqués.

2. Identify types of agency radio equipment.

3. Identify portable or mobile radio usage guidelines.

4. Describe radio and telephone protocols.

Safety

Performance Outcome 3.1.

Use restraints.

Training Objective Related to 3.1.

1. Given a practical exercise, identify restraints (mechanical, medical, and/or electronic, etc).

2. Given a practical exercise, identify safe and effective restraining procedures.

Criteria: The trainee shall be tested on the following:

3.1.1. Identify restraints (mechanical, medical, and/or electronic, etc)

3.1.2. Demonstrate use of restraining device(s)

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify restraints (mechanical, medical and/or electronic, etc).

2. Identify and demonstrate effective restraining procedures.

Performance Outcome 3.2.

Identify drug possession and evidence collection procedures.

Training Objective Related to 3.2.

1. Given a written or practical exercise, identify potential drugs and indicators of possible drug contraband possession by resident, staff, and/or visitors:

a. Drug use in the facility

b. Drug use and abuse by user

1. Concerns

2. Controls

c. Narcotics, other controlled or abused substances, tobacco, and alcohol

1. Appearance

2. Effect

d. Behaviors associated with narcotics, other controlled or abused substances, tobacco and alcohol

1. Hallucinogens

2. Barbiturates

3. Amphetamines

4. Methamphetamine (ICE)

5. Inhalants

6. Dextromethorphan (DMX)

7. PCP

8. LSD

9. Marijuana

10. Jimsom Weed

11. Bath Salts

12. Spice

13. Gravel

14. Over the counter

15. Alcohol

16. Tobacco products

17. Intoxicants

a. List

b. Availability

c. Materials

e. Methods of introduction

f. Dependency

g. Signs and symptoms

2. Given a written exercise, identify procedures and techniques for removing, preserving, protecting, and properly documenting contraband as evidence:

a. Remove

b. Preserve

c. Protect

d. Reporting and documentation

e. Types

f. Chain of custody

Criteria: The trainee shall be tested on the following:

3.2.1. Identify indications that a resident(s), visitor(s), and/or staff has possession of contraband

3.2.2. Identify contraband evidence collection procedures (drugs, needles, syringes etc.)

3.2.3. Identify narcotics and other controlled abused substances

3.2.4. Identify inhalants and OTC drugs

3.2.5. Identify other illegal drugs or substances

3.2.6. Demonstrate evidence collection procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify indicators of possible possession of contraband;

a. Drug use in the facility

b. Drug use and abuse by user

c. Concerns

d. Controls

e. Narcotics and other controlled or abused substances, tobacco, and alcohol products

1. Appearance

2. Effect

3. Behaviors

4. Description

5. Odor

6. Slang/street names

f. Methods of introduction

1. Dependency

2. Signs and symptoms

2. Identify procedures and techniques for removing, preserving, protecting, and properly documenting contraband as evidence;

a. Remove

b. Preserve

c. Protect

d. Reporting and documentation

e. Types

Performance Outcome 3.3.

Identify homemade and/or improvised weapons.

Training Objective Related to 3.3.

1. Given a written exercise, identify methods and material readily available to create homemade and/or improvised weapons.

2. Given a written exercise, identify procedures for removing, preserving, protecting, and properly documenting homemade materials and weapons.

3. Given a written exercise, identify safety techniques to safe guard staff, visitors, and residents.

Criteria: The trainee shall be tested on the following:

3.3.1. Identify methods and materials to create homemade and/or improvised weapons

3.3.2. Identify and demonstrate procedures for removing, preserving, protecting, and properly documenting homemade materials and weapons.

3.3.3. Identify safety techniques to safe guard staff, visitors, and residents.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify methods and material to create homemade weapons.

2. Identify procedures for removing, preserving, protecting, and properly documenting homemade materials and weapons.

3. Identify safety techniques to safe guard staff, visitors, and residents.

Performance Outcome 3.4.

Transport residents inside and/or outside of the facility.

Training Objective Related to 3.4.

1. Given a written or practical exercise, identify the proper procedures and techniques related to the operation of a vehicle, if assigned.

Criteria: The trainee shall be tested on the following:

3.4.1. Identify escort and transport procedures in and/or outside facility

3.4.2. Identify search procedures

3.4.3. Identify security procedures including interior and exterior checks

3.4.3.1. Rearview mirror and/or camera system to allow for observation

3.4.3.2. Observe surroundings to ensure security and safety.

3.4.3.3. Application of restraints

3.4.3.4. Behavioral observations

3.4.3.5. Communication capabilities

3.4.3.6. Sight and physical supervision of agency vehicle

Lesson Plan Guide: The lesson plan shall include the following:

1. Demonstrate and identify procedures to safely and efficiently transport resident(s) inside and/or outside the facility;

a. Transportations

1. Court

2. Other facilities

3. Others as identified

b. Procedures

1. Prior

2. During

3. After

4. Safety

5. Security

6. Search/searches

a. Resident

b. Property

7. Identification

8. Loading and/or unloading

9. Reporting and documentation

10. Notification of breaches, discrepancies, and/or incidents

11. Assistance

c. Transporting

1. Restraint(s), as applicable

2. Loading and/or unloading

3. Returning

4. Transport vehicle

a. Inspection

b. Search

5. Others as identified

d. Awareness and/or observation of resident and surroundings

1. Control disruptive resident

2. Distractions

3. Risks

2. Identify and demonstrate methods to observe residents and surroundings to ensure security and safety.

3. Demonstrate how to avoid disturbances and/or distractions.

4. Identify statements or behavioral observations that indicate danger by resident(s) to himself or to others, and be able communicate/document these observations.

Performance Outcome 3.5.

Transport ill or injured resident(s) to receive medical care.

Training Objective Related to 3.5.

1. Given a written or practical exercise, identify:

a. Steps to transport an ill or injured resident(s)

b. Medical and biohazard precautions

c. Airborne or blood borne pathogen

d. Safety precautions and procedures;

1. Protective masks and personal protective equipment

2. Methods of cleaning hands, face, masks, and vehicle after transport

e. Security procedures

Criteria: The trainee shall be tested on the following:

3.5.1. Identify appropriate medical and biohazard precautions;

3.5.1.1. Protective masks and personal protective equipment

3.5.1.2. Cleaning hands, face, masks, and vehicle after transport

3.5.2. Identify techniques to secure/restrain resident as injury/ illness permits

3.5.3. Identify security procedures

3.5.4. Identify possible pitfalls when responding to a resident who is in medical need

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the agency's safety and security procedures to be followed when transporting an ill or injured resident(s) to receive medical care;

a. Use of proper techniques to secure/restrain resident as injury/illness permits

b. Pitfalls and precautions when responding to a resident who is in medical need

2. Identify appropriate medical and biohazard precautions to take should subject possibly have an airborne or blood borne pathogen;

a. Protective masks and personal protective equipment

b. Cleaning hands, face, masks, and vehicle after transport

3. Identify steps to avoid disturbances and or distractions.

Instructor Notes: 1. Advise trainees to identify department policy related to medical transports involving rescue squad or other non-agency vehicle. 2. Advise trainees to identify department policy related to non-traditional medical transports, i.e. pregnant resident, disabled resident (various disabilities).

Performance Outcome 3.6.

Inventory and control of all types of tools and equipment; to include security, recreational, and maintenance.

Training Objective Related to 3.6.

1. Given a written or practical exercise, identify:

a. Inventory and control of all tools and equipment procedures

b. Safety rules and maintenance procedures

c. Reporting and documentation procedures

Criteria: The trainee shall be tested on the following:

3.6.1. Identify and demonstrate accountability and control of all tools and equipment procedures

3.6.2. Identify safety and maintenance procedures for operating assigned tools and power equipment.

3.6.3. Identify and demonstrate reporting and documentation procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Demonstrate and identify procedures for managing the inventory and control of all types of tools and equipment; to include security, maintenance, and recreational.

2. Identify safety and maintenance procedures for operating assigned tools and power equipment.

3. Identify reporting and documentation procedures.

Performance Outcome 3.7.

Identify medical equipment and supplies inventory procedures.

Training Objective Related to 3.7.

1. Given a written or practical exercise, identify procedures governing inventory and control of all medical equipment and supplies.

2. Given a written exercise, identify safety procedures.

4 Given a written exercise, identify medical equipment supplies and disposal procedures

Criteria: The trainee shall be tested on the following:

3.7.1. Identify inventory and control procedures

3.7.2. Identify medical equipment supplies and disposal procedures

3.7.3. Identify safety procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify procedures governing inventory and control of all medical equipment

2. Identify safety rules and maintenance procedures

3. Identify disposal procedures

Performance Outcome 3.8.

Move residents within the facility.

Training Objective Related to 3.8.

1. Given a practical exercise, identify movement procedures within the facility.

Criteria: The trainee shall be tested on the following:

3.8.1. Identify resident movement procedures

3.8.2. Identify security and safety procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify resident movement procedures and process within facility.

2. Identify security and safety procedures.

Performance Outcome 3.9.

Identify necessary and appropriate use of force.

Training Objective Related to 3.9.

1. Given a written or practical exercise, identify appropriate actions to take prior to any use of force.

2. Given a written or practical exercise, identify when it is necessary to use physical force to control a resident.

3. Given a written or practical exercise, identify anticipated or preplanned use of force.

Criteria: The trainee shall be tested on the following:

3.9.1 Identify appropriate actions to take prior to any use of force

3.9.2 Identify when it is necessary to use physical force to control resident

3.9.3 Identify anticipated or preplanned use of force

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify appropriate actions to take prior to any use of force.

2. Identify when it is necessary to use physical force to control a resident.

3. Identify anticipated and/or preplanned use of force.

Performance Outcome 3.10.

Disperse fights between two or more residents.

Training Objective Related to 3.10.

1. Given a practical exercise, identify approved techniques for breaking ups fights between two or more residents during a simulation exercise.

Criteria: The trainee shall be tested on the following:

3.10.1. Use of appropriate level of force

3.10.1.1. Safety procedures

3.10.1.2. Medical follow-up procedures

3.10.1.3. Reporting and documentation procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify how to evaluate the situation.

2. Identify intervention steps;

a. Communications skills and voice commands

b. Establish contact with the hostile residents

c. Reason(s) for his/her/their hostility

d. Use calming techniques to reduce emotions and restore order

e. Trainee's position and responsibilities in the situation

f. State any applicable laws and rules and consequences of continued acts

g. Reporting and documentation

3. Identify the appropriate level of force when verbal intervention fails.

4. Describe trainee safety procedures;

a. Monitor activities

1. Individual

2. Group

b. Wait for appropriate back-up per agency's policy and procedures

c. Assess the individual/individuals' propensity toward violence.

d. Determine presence of weapon (s)

e. Intervention

1. Tactics

2. Restrain

3. Control

5. Identify medical follow-up procedures.

6. Identify documentation and reporting procedures.

Safety Equipment Note: Safety equipment must be utilized appropriately during demonstrations.

Performance Outcome 3.11.

Subdue a physically attacking resident.

Training Objective Related to 3.11.

1. Given a practical exercise, identify techniques for defending oneself against a physically attacking resident by subduing the resident during a simulation exercise using a volunteer and/or instructor.

Criteria: The trainee shall be tested on the following:

3.11.1. Identify potential weapons used by residents

3.11.2. Demonstrate countermeasures designed to deflect aggressor

3.11.3. Identify defensive techniques

3.11.4. Demonstrate how to subdue a resident

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify potential weapons used by residents

2. Demonstrate defensive strategy designed to protect the trainee's vulnerable targets.

3. Demonstrate countermeasures designed to deflect aggressor for de-escalation.

4. Demonstrate de-escalation by;

a. Decentralizing resident to prone position for restraining

b. Disengaging from resident

5. Identify physical techniques to stop aggressor.

Performance Outcome 3.12.

Disarm an armed resident.

Training Objective Related to 3.12.

1. Given a written or practical exercise, identify:

a. Factors to consider when attempting to disarm a resident

b. Techniques for disarming an armed resident

Criteria: The trainee shall be tested on the following:

3.12.1. Identify factors/appropriateness

3.12.1.1. Distance/cover

3.12.1.2. Type of weapon

3.12.1.3. Obstacles

3.12.1.4. Safety

3.12.2. Identify the procedures and techniques used to disarm a resident;

3.12.2.1. Disarming sequence and procedures

3.12.2.2. Restraining procedures, as applicable

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify factors to consider when assessing whether an attempt to disarm a resident is appropriate;

a. Distance/cover

b. Type of weapon

c. Obstacles

d. Life or personal safety.

2. Demonstrate a takedown or control of resident armed with edged weapon;

a. Range of attack and trainee awareness

b. Position for disengagement depending upon range and relative position

c. Stopping/deflecting movement of the edged weapon and using aggressor's vulnerable targets to;

1. Disarm and control resident

2. Takedown to prone position and restrain.

3. Demonstrate takedown or control of resident armed with bludgeon instrument;

a. Stopping/deflecting movement of the bludgeon weapon and using aggressor's vulnerable targets to;

1. Disarm and control resident.

2. Take down to prone position and restrain.

Instructor Note: Advise trainees that they must identify department policy and procedures related to the use of less than lethal force and physical restraints.

Performance Outcome 3.13.

Report suspected abuse and/or neglect of a resident.

Training Objective Related to 3.13.

1. Given a written exercise, identify:

a. Reason(s) to suspect that a resident has been abused and/or neglected as required by

§ 63.2-1509 of the Code of Virginia, and 6VAC35-71-70 and 6VAC35-71-75

b. Reporting requirements for criminal activity by resident(s), visitors, and staff

Criteria: The trainee shall be tested on the following:

3.13.1. Identify Code of Virginia § 63.2-1509, 6VAC35-71-70 and 6VAC35-71-75

3.13.2. Identify signs that a resident has been abused and/or neglected.

3.13.3. Identify required steps to report criminal activity

3.13.4. Identify resident abuse and neglect procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify signs that a resident has been abused and or neglected.

2. Identify the required steps to report and document all known criminal activity within time constraints.

3. Identify procedures to report of abused and/or neglected resident and how to report known criminal activity by resident(s), visitor(s), and/or staff.

4. Identify state statutes.

Emergency Response

Performance Outcome 4.1

Identify major disturbances, incidents, and/or riot procedures.

Training Objective Related to 4.1.

1. Given a written or practical exercise, identify:

a. Agency procedures to be implemented during and after major disturbances, riots, and/or incidents

b. Causes of major disturbances, riots, and/or incidents, and preventive techniques

c. How to determine whether to isolate, move, and/or evacuate groups of residents

Criteria: The trainee shall be tested on the following:

4.1.1 Identify response procedures to major disturbances, incidents, riots and how to react and respond accordingly

4.1.2. Identify notification and request for assistance procedures

4.1.3. Identify documentation and reporting procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify agency procedures to be implemented during and after major disturbances, riots and/or incidents.

2. Identify causes of major disturbances, riots, and/or incidents, and identify preventive techniques.

3. Identify procedures needed to isolate, move, and/or evacuate resident and/or groups of residents.

Performance Outcome 4.2.

Identify emergencies

Training Objective Related to 4.2.

1. Given a written or practical exercise, identify:

a. Nature and human made emergencies

b. Security and safety measures

c. Isolation

d. Containment

e. Prevention

f. Structural damage and/or failure

g. Work stoppage and/or shortage

h. Incident management.

Criteria: The trainee shall be tested on the following:

4.2.1. Identify nature and human made indicators and levels of severity

4.2.2. Identify response and management procedures

4.2.3. Identify containment procedures

4.2.4. Identify group movement

4.2.5. Identify safety procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify nature and/or human made emergencies;

a. Indicators

b. Levels of severity

2. Identify hazmat incident(s), bomb(s), and/or improvised explosive device(s) or bomb threat(s).

3. Identify safety procedures and measures to protect residents, staff and visitors.

4. Identify procedures in the control of a fire(s).

5. Identify procedures to be employed during power failure, loss of heat, loss of water, structural failure, etc.

Performance Outcome 4.3.

Identify hostage situations.

Training Objective Related to 4.3.

1. Given a written or practical exercise, identify:

a. Hostage situation(s)

b. Principles of survival

c. Security and safety procedures and techniques

d. Response procedures

Criteria: The trainee shall be tested on the following:

4.3.1. Identify psychological parameters of the hostage situation(s)

4.3.2. Identify survival principles

4.3.3. Identify security and safety procedures and techniques

4.3.4. Identify response procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify psychological parameters of hostage situation(s).

2. Identify procedures in hostage situations(s).

3. Identify principles of survival for a hostage(s), residents, and/or staff.

4. Identify actions by hostage(s), residents, and/or staff which contribute to their safety and survival.

Performance Outcome 4. 4.

Monitoring and using emergency equipment and conducting and participating in emergency drills and exercises.

Training Objective Related to 4.4.

1. Given a written or practical exercise, identify:

a. Procedures for monitoring and using emergency equipment appropriately

b. Procedures for participating in emergency drills and exercises

Criteria: The trainee shall be tested on the following:

4.4.1. Identify procedures for monitoring and using emergency equipment

4.4.2. Participate in emergency drills and exercises.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify how to monitor and use emergency equipment.

2. Identify how to participate in and conduct emergency drills and exercises.

Performance Outcome 4. 5.

Identify and demonstrate first aid and CPR.

Training Objective Related to 4.5.

1. Given a written test and practical exercises, successfully:

a. Complete a first aid course

b. Complete a CPR course

Criteria: The trainee shall be tested and assessed on the following:

4.5.1. Demonstrate first aid techniques

4.5.2. Demonstrate CPR techniques

Lesson Plan Guide: The lesson plan shall include the following:

1. Demonstrate first aid techniques.

2. Demonstrate CPR techniques.

Performance Outcome 4. 6

Identify Emergency and Evacuation Procedures 6VAC35-71-460

Training Objective Related to 4.6.

1. Given a written or practical exercise, identify:

a. Proper techniques for operating and maintaining emergency equipment

b. Process to alert emergency personnel and implement evacuation procedures

Criteria: The trainee shall be tested on the following:

4.6.1. Use, operation and the maintenance of emergency equipment

4.6.2. Identify procedures for the following;

4.6.2.1. Emergencies

4.6.2.2. Alarms

4.6.2.3. Alerting emergency personnel, staff and supervisor(s)

4.6.2.4. Implementing evacuation procedures

4.6.2.5. Measures to be taken during an emergency.

Lesson Plan Guide: The lesson plan shall include the following:

1. Demonstrate use and maintenance of emergency equipment.

2. Identify procedures for the following;

a. Emergencies

b. Alarms

c. Alerting emergency personnel, staff, and supervisor(s)

d. Implementing evacuation procedures

e. Measures to be taken during an emergency

Performance Outcome 4.7.

Complete a Terrorism Awareness training course.

Training Objective Related to 4.7.

1. Given a written or practical exercise, complete

a. Terrorism Awareness training course

b. FEMA IS-700 National Incident Management System (NIMS) Introductory training

c. ICS 100 Introductory training

Criteria: The trainee shall be tested on the following:

4.7.1. Identify indicators and effect of incidents to include CBRN (E) – chemical, radiological, nuclear, and explosive devices or weapons—on individuals and property

4.7.2. Identify signs and symptoms common to initial victims of a CBRN (E) incident

4.7.3. Identify and complete IS-700 NIMS Introductory training course

4.7.4. Identify and complete ICS 100 Introductory training course

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify and complete a terrorism awareness training course.

2. Complete IS-700 NIMS Introductory training course.

3. Complete ICS 100 Introductory training course.

Conflict and Crisis Management

Performance Outcome 5.1

Identify resident culture, environment, and background; and how it impacts behavior, resident/officer/staff relationships, and their environment.

Training Objective Related to 5.1.

1. Given a written or practical exercise, identify:

a. Components of the residential environment;

1. Community

2. Culture

b. Behavioral styles in;

1. Normal, everyday situations

2. Stressful or emotional situations

Criteria: The trainee shall be tested on the following:

5.1.1. Identify elements of the residential environment

5.1.2. Identify residents with alternative lifestyles and varying cultural backgrounds and languages

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the residential lifestyles, cultures, and social interactions.

2. Identify behavioral styles in normal, everyday situations, and behavioral styles in a stressful or emotional situation.

3. Identify residents with alternative lifestyles and varying cultural backgrounds and languages;

a. Cultural diversity

b. Common resident slang

Performance Outcome 5.2

Identify high risk behavior including self-injurious tendencies and behavior.

Training Objectives Related to 5.2.

1. Given a written or practical exercise, identify:

a. High risk behavior characteristics to include self-injurious tendencies

b. Procedures taken when presented with non-coping or high risk behavior

c. Documentation and reporting process

d. Psychiatric treatment

e. Need for treatment

f. Medical treatment

1. Resident

2. Staff

3. Civilian

Criteria: The trainee shall be tested on the following:

5.2.1. Identify indicators and characteristics of high risk behavior;

5.2.1.1. Self-injurious tendencies and behavior

5.2.1.2. Intervention and prevention techniques

5.2.2. Identify mental and/or medical procedures for;

5.2.2.1. General medical treatment

5.2.2.2. Psychiatric treatment

5.2.2.3. Treatment after use of force

5.2.2.4. Treatment after resident confrontation and/or fight

5.2.3. Identify reporting and documentation procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify characteristics and signs that a resident is displaying non-coping behaviors which may result in high risk behavior and/or self injurious behavior.

2. Identify signs of possible self-injurious tendencies and behavior

3. Identify procedures related to residents displaying high risk or self injurious behavior.

4. Identify provisions and/or referrals for intervention and medical and mental health treatment.

5. Identify documentation and reporting procedures.

Performance Outcome 5.3.

Identify suicide prevention and intervention procedures, 6VAC35-71-805

Training Objectives Relating to 5.3

1. Given a written or practical exercise, identify:

a. Strategies to use when communicating with a resident who threatens to commit or exhibits suicidal tendencies

b. Suicidal behavior risk factors

c. Alert levels, threats, and watches

d. Prevention and intervention procedures

e. Indicators, high risk periods and ideation or intent

f. Reporting and documentation procedures

g. Notification procedures

h. Process for requesting appropriate assistance and resources

i. Emergency response procedures

Criteria: The trainee shall be tested on the following:

5.3.1. Identify prevention and intervention program according to 6VAC35-71-805

5.3.2. Identify strategies used when communicating with a resident who threatens to commit or exhibits suicidal tendencies

5.3.3. Identify behavior risk factors

5.3.4. Identify alerts, threats, and watches

5.3.5. Identify suicide indicators, high risk periods and ideation or intent

5.3.6. Identify prevention and intervention procedures

5.3.7. Identify documentation and reporting procedures

5.3.8. Identify notification procedures

5.3.9. Identify process for requesting assistance and resources

5.3.10. Identify emergency response procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify strategies to use when communicating with a resident who threatens to commit or exhibits suicidal tendencies.

2. Identify suicide indicators, risk factors, high risk periods and ideation or intent

3. Describe process for notification of supervisors.

4. Describe the procedures for requesting appropriate assistance and resources.

5. Identify suicide alerts, threats, and watches.

6. Identify prevention and intervention guidelines.

7. Identify suicide precautions and safety procedures.

8. Identify reporting and documentation requirements and procedures.

9. Describe emergency response procedures.

Performance Outcome 5.4.

Identify conflict management and crisis intervention.

Training Objective Related to 5.4.

1. Given a written or practical exercise, identify:

a. Conflict management and crisis intervention.

b. Factors that contribute to a conflict and/or crisis.

c. Actions that could reduce tension and reduce the probability of conflict/crisis situations.

d. Available resources and referral services

e. Requirements for use of physical force and the facts of the incident.

Criteria: The trainee shall be tested on the following:

5.4.1. Identify conflict management and crisis intervention procedures

5.4.2. Use of physical force techniques and procedures

5.4.3. Demonstrate techniques to reduce tensions

5.4.4. Identify prevention and intervention procedures

5.4.5. Identify safety precautions

5.4.6. Identify referral services and assistance

5.4.7. Identify reporting and documentation

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify conflict management and crisis intervention.

2. Describe factors that contribute to a conflict and/or crisis.

3. Identify how the correct interpretation of a resident's verbal and non-verbal communication may prevent or reduce the number and intensity of conflict/crisis situations.

4. Demonstrate conflict management and crisis intervention skills in role-play exercises.

5. Identify available resources and referral services within the institution for resident assistance and the limitations of each.

6. Identify use of physical force procedures.

Performance Outcome 5.5.

Recognize resident abnormal and/or unusual behavior.

Training Objective Related to 5.5.

1. Given a written or practical exercise, identify:

a. Information critical to officers' areas of responsibility

b. How stress affects the emotional intensity of the situation

c. Non-verbal indicators of a stressful or emotionally intense situation

d. Synopsis of events and how to effectively communicate key information

e. Safety procedures

Criteria: The trainee shall be tested on the following:

5.5.1. Identify abnormal and/or unusual behavior

5.5.2. Identify factors affecting abnormal and/or unusual behavior

5.5.3. Identify degree of urgency

5.5.4. Identify effective communication skills and ability to relay key information to other staff/supervisor

5.5.5. Identify safety procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify information that is of critical interest to officers' areas of responsibility.

2. Identify how stress affects the emotional intensity of the situation.

3. Describe non-verbal indicators of a stressful or emotionally intense situation.

4. Describe key events that may occur during a shift and how to effectively communicate key information.

5. Identify safety procedures.

Performance Outcome 5.6.

Relay clear and concise information to supervisor and/or other authority.

Training Objective Related to 5.6.

1. Given a written or practical exercise, identify:

a. Procedures when relaying information to a supervisor

b. Degree of urgency

c. Situations that should be communicated

d. Procedures to ensure that critical/key information is conveyed accurately

Criteria: The trainee shall be tested on the following:

5.6.1. Demonstrate ability to relay objective, clear and concise information in an efficient and timely manner.

5.6.2. Identify degree of urgency

5.6.3. Identify reporting and documentation procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify procedures for and the importance of relaying information to a supervisor and the factors that determine the degree of urgency.

2. Describe situation(s) that should be communicated to a supervisor and/or other authority.

3. Describe key/critical information that must be conveyed to ensure effective communication.

4. Describe steps to ensure that critical information is conveyed accurately.

5. Identify situations where a verbal prompt/correction would be a better response to minor misbehavior than "writing-up" an offense.

6. Identify situations, incidents or conflicts, to determine facts, attempt resolution, and identify charges, if any.

Performance Outcome 5.7.

Identify and demonstrate documentation procedures for resident misbehavior.

Training Objective Related to 5.7.

1. Given a written exercise, identify appropriate forms to document resident conduct

Criteria: The trainee shall be tested on the following:

5.7.1. Recognize resident misbehavior procedures

5.7.2. Identify reporting and documenting procedures.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify resident misbehavior.

2. Identify reporting and documentation procedures.

Performance Outcome 5.8.

Identify discrimination and harassment.

Training Objective Related to 5.8.

1. Given a written or practical exercise, identify:

a. Sexual harassment procedures

b. Quid pro quo sexual harassment and hostile work environments

c. Avenues of support

d. Supervisor's responsibilities when an employee reports offensive or discriminatory behavior

e. Alternatives that a victim may choose in response to an offensive behavior

Criteria: The trainee shall be tested on the following:

5.8.1. Define sexual harassment

5.8.2. Identify procedures for prevention of sexual harassment and enforcement of violations

5.8.3. Identify sexual harassment procedures

5.8.4. Identify avenues of support

5.8.5. Identify alternatives to offensive behavior

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify agency's sexual harassment policy and procedure.

2. Identify and differentiate between quid pro quo sexual harassment and hostile work environments.

3. Identify and document sexual harassment by staff and supervisors.

4. Identify responses to offensive behavior.

5. Identify officer's and supervisor's responsibilities for prevention of discrimination and harassment.

Performance Outcome 5.9.

Identify adolescent development and behavior.

Training Objective Related to 5.9.

1. Given a written exercise, identify:

a. Adolescent behavior

1. Resident development and impacts

2. Cognitive development

3. Social/emotional development

4. Social/sexual development

b. Strategies for responding to these developmental differences

Criteria: The trainee shall be tested on the following:

5.9.1. Definition of adolescence

5.9.2. Identify characteristics of:

5.9.2.1. Cognitive development

5.9.2.2. Social/emotional development

5.9.2.3. Social/physical/sexual development

Lesson Plan Guide: The lesson plan shall include the following:

1. Define adolescence.

2. Describe the basics of adolescent development;

a. Cognitive development

b. Social/emotional development

c. Social/sexual development

d. Impacts

e. Best practices

f. Issues as identified

3. Identify the impact that the adolescent developmental stages have on resident behavior and the need for appropriate responses to these developmental differences.

Law and Legal Issues

Performance Outcome 6.1.

Identify causes and prevention of negligence and thereby reduce the incidents of violations resulting in criminal or civil liability in the course of performing one's duties.

Training Objective Related to 6.1.

1. Given a written or practical exercise, identify:

a. Define civil and criminal liability

b. Civil rights guaranteed residents and staff under state and federal law

c. Behavior that could hold one liable for civil rights violation

d. Guidelines for dissemination of information as it pertains to confidentiality laws (HIPPA, FOIA, etc.)

e. Different types of defenses and resources available against civil liability

f. Define negligence:

1. Types

2. Consequences

g. Procedures for dealing with media.

h. Ways to prevent the occurrence of lawsuits

Criteria: The trainee shall be tested on the following:

6.1.1. Identify civil rights guaranteed to residents and staff

6.1.2. Identify liability in a criminal and civil suit

6.1.3. Identify procedures for dissemination of information as it relates to confidentiality laws

6.1.4. Define negligence

Lesson Plan Guide: The lesson plan shall include the following:

1. Define civil matter.

2. Define criminal matter.

3. Identify and evaluate a situation to determine if it is a civil or criminal matter by complying with statutory definitions of civil vs. criminal.

4. Describe the different types of defenses and resources available against civil liability.

5. Identify behavior which could result in a civil rights violation.

6. Describe the scope of liability in a civil suit.

7. Identify guidelines for dissemination of information as it relates to confidentiality laws.

8. Define negligence;

a. Types

b. Consequences

9. Identify media procedures.

10. Identify ways to prevent lawsuits.

11. Identify the components of the Virginia Court System;

a. Court Services Unit

1. Roles

2. Positions

b. Relationship to treatment

Performance Outcome 6.2.

Identify due process and legal protections afforded a resident when he violates rules and regulations.

Training Objectives Related to 6.2.

1. Given a written exercise, identify due process and legal protections.

Criteria: The trainee shall be tested and assessed on the following:

6.2.1. Due process and legal protections.

Lesson Plan Guide: The lesson plan shall include the following:

1. Describe due process;

a. Examples

b. Non-examples

2. Identify legal protection;

a. Physical force

b. Consequences

c. Constitution

d. Law

1. Federal

2. State

e. Negligence

1. Types

2. Occurrence

f. Confidentiality

g. Liability violation

h. Discrimination

i. Non-discrimination

j. Sanctions

1. Moderate

2. Major

k. Behaviors

1. Moderate offense

2. Major offense

Performance Outcome 6.3.

Identify steps in the Juvenile Justice Process.

Training Objectives Relating to 6.3.

1. Given a written or practical exercise, identify the Juvenile Justice Process steps.

Criteria: The trainee shall be tested on the following:

6.3.1. Identify Juvenile Justice Process and procedures.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the Juvenile Justice Process and procedures.

Performance Outcome 6.4.

Secure and safeguard a crime scene and to preserve and protect forensic evidence.

Training Objectives Relating to 6.4.

1. Given a written or practical exercise, identify the methods to secure and safeguard a crime scene and to preserve and protect forensic evidence.

Criteria: The trainee shall be tested on the following:

6.4.1. Identify techniques and procedures for preserving a crime scene and protecting forensic evidence

6.4.2. Identify how to maintain the chain of evidence and why

6.4.3. Recognize an alleged crime and items that constitute evidence

6.4.4. Identify methods for marking, preserving, and transferring evidence

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify techniques and procedures of preserving a crime scene and protecting forensic evidence.

2. Identify the chain of evidence and why it must be maintained.

3. Describe items associated with an alleged crime and those items that constitute evidence.

4. Identify methods for marking and preserving evidence.

5. Identify procedures for transferring evidence to;

a. Proper authorities

b. Evidence custodian

Performance Outcome 6.5.

Identify authority and limitations of Department of Juvenile Justice as constituted by the Code of Virginia and reporting of criminal activity in accordance with 6VAC35-71-75

Training Objectives Relating to 6.5.

1. Given a written or practical exercise, identify:

a. Compare and contrast the rights of residents, staff and citizens

b. Primary function, jurisdiction, and areas of potential mutual juvenile justice agencies assistance

c. Reporting procedures and requirements for criminal activity

Criteria: The trainee shall be tested on the following:

6.5.1. Identify criminal activity reporting procedures in accordance with 6VAC35-71-75

6.5.2. Identify rights of residents, staff, and citizens

6.5.3. Identify primary function, jurisdiction, and areas of potential mutual juvenile justice agencies assistance.

6.5.4. Identify reporting and documenting procedures.

Lesson Plan Guide: The lesson plan guide shall include the following:

1. Describe, compare, and contrast the rights of residents, staff, and citizens.

2. Identify primary function, jurisdiction, and areas of potential mutual juvenile justice agencies assistance of the following;

a. Federal

b. State

c. Local

3. Identify reporting criminal activity procedures in accordance with 6VAC35-71-75

Performance Outcome 6.6.

Demonstrate effective testimony in judicial proceedings.

Training Objectives Relating to 6.6.

1. Given a written or practical exercise, identify:

a. Communication elements needed when presenting effective and accurate testimony

b. Role-play testimony and the ability to listen well while exerting emotional control, and responding accurately and concisely to questions

c. Importance of professional appearance and demeanor

Criteria: The trainee shall be tested on the following:

6.6.1. Demonstrate communication elements of presenting effective and accurate testimony.

6.6.2. Demonstrate professional appearance and demeanor.

6.6.3. Identify court preparation.

Lesson Plan Guide: The lesson plan guide shall include the following:

1. Identify communication elements required when presenting effective and accurate testimony.

2. Describe the importance of being able to listen well while exerting emotional control when responding accurately and concisely to questions

3. Identify professional appearance and demeanor while presenting/giving testimonial evidence.

Duty Assignments and Responsibilities

Performance Outcome 7.1.

Identify mandatory reporting of suspected resident abuse and neglect in accordance with § 63.2-1509

Training Objectives Relating to 7.1.

1. Given a written or practical exercise, identify:

a. Appropriate assistance and response

b. Mandatory reporting requirements

c. Agency procedures and Code of Virginia

Criteria: The trainee shall be tested on the following:

7.1.1. Identify Code of Virginia § 63.2-1509

7.1.2. Identify agency procedures

7.1.3. Identify aid and assistances available to residents

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify available aid to residents;

a. Assistance to residents

1. Emergency response protocols

2. Medical assistance

3. Psychological counseling

b. Emotional considerations

c. Appropriate response to resident's needs

1. Resident's question(s)

2. Concerns

3. Complaints

4. Requests

2. Identify Code of Virginia and agency procedures;

a. Mandatory reporting and documentation guidelines

b. Timely manner

c. Legible/clear

d. Supervisor/chain of command

Performance Outcome 7.2.

Identify indications of inappropriate activities and other identified unusual behaviors.

Training Objectives Relating to 7.2.

1. Given a written or practical exercise, identify:

a. Inappropriate activities

b. High risk behavior(s)

c. Intervention procedures

d. Use of force procedures and techniques

e. Proper techniques used to investigate and report suspicious activities/incidents

Criteria: The trainee shall be tested on the following:

7.2.1. Identify resident inappropriate activities

7.2.2. Identify resident high risk behavior(s) and appropriate staff response

7.2.3. Identify intervention procedures

7.2.4. Use of force procedures and techniques

7.2.5. Identify reporting and documentation procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify indicators of inappropriate activity.

2. Identify investigative procedures and techniques.

3. Describe high risk behavior(s).

4. Identify intervention procedures.

5. Identify reporting and documentation procedures.

6. Identify use of force guidelines and techniques.

Instructor Note: Advise officers that they will need to identify agency services and department procedures for advising the public regarding complaints or service requests as part of their training.

Performance Outcome 7.3.

Identify intake, transfer and release procedures.

Training Objective Relating to 7.3.

1. Given a written or practical exercise, identify intake and release procedures and requirements.

Criteria: The trainee shall be tested on the following:

7.3.1. Identify intake procedures

7.3.2. Identify release procedures

7.3.3. Identify transfer procedures

7.3.4. Identify reporting and documentation procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify intake procedures;

a. Acceptance

b. Admission

c. Log books

d. Chain of command

e. Standard operating procedures

2. Identify release measures;

a. Requirements

b. Procedures

c. Documentation

d. Chain of command

e. Standard operating procedures

3. Identify transfer procedures.

4. Identify documentation and reporting procedures.

Performance Outcome 7.4.

Attend musters, briefings, and/or roll call procedures.

Training Objectives Relating to 7.4.

1. Given a written exercise, identify the purpose for conducting musters, briefings or roll calls.

Criteria: The trainee shall be tested on the following:

7.4.1. Identify musters, briefings, and/or roll call procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Demonstration, identification, and importance of attending and participating in musters, briefings or roll calls:

a. Communication exchanges between shifts as preparation for duty

b. Duty assignments and/or changes

c. Current information covered/reports

d. Opportunity for questions/clarification

e. Change of command

f. Others as may be identified

Professionalism

Performance Outcome 8.1.

Maintain a professional appearance with respect to clothing, hygiene, grooming, and equipment

Training Objectives Related to 8.1.

1. Given a practical exercise, the trainee will be inspected daily to meet academy standards for clothing, hygiene, grooming, and equipment.

Criteria: The trainee will be tested on the following:

8.1.1. Identify professional appearance, clothing, hygiene, and grooming.

8.1.2. Identify professional appearance for a trainee's personal equipment

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the importance of maintaining a professional appearance

a. Clothing

1. Authorized

2. Unauthorized

b. Hygiene

c. Grooming

d. Public perception

2. Identify requirements for the care and maintenance of authorized issued equipment

Performance Outcome 8.2.

Behave in a fair and positive manner to develop and maintain a trusting interaction with the staff, residents, community, and visitors.

Training Objectives Related to 8.2.

Criteria: The trainee shall be tested on the following:

8.2.1. Identify reasons to foster a positive relationship between the juvenile justice environment and the public

8.2.2. Identify principles that define a profession

8.2.3. Identify historical evolution of juvenile justice system in the United States

8.2.4. Identify three elements of the juvenile justice system

8.2.5. Identify the place of juvenile correctional facilities and juvenile justice in the structure of government

8.2.6. Identify general principles of ethics;

8.2.6.1. Code of ethics: dedication

8.2.6.2. Code of ethics: behavior

8.2.6.3. Code of ethics: career development

8.2.7. Identify methods of handling violations of professional, ethical, or legal standards of conduct on the part of fellow trainees, officers or staff

8.2.8. Identify positive and negative aspects of discretionary enforcement policies and procedures

8.2.9. Identify positive and negative influences of a juvenile justice career on a trainee/officer's personal life

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify principles that define a profession.

2. Identify the historical evolution of the juvenile system in the United States.

3. Identify the three elements of the juvenile justice system:

a. Courts

b. Sheriffs

c. Police (local and state)

4. Identify the place of the juvenile justice system and juvenile justice in the structure of government.

5. Identify and define the role of ethics and/or integrity:

a. Two general principles of ethics and/or integrity that may assist a trainee in making ethical judgments

b. Code of conduct and its impact on the following:

1. Behavior on duty

a. Reverence and obedience for the rules and regulations of the agency

b. Crime prevention

c. Respect for the staff, resident, community, and visitors

d. Impartial enforcement of agency rules and regulations

e. Attempt to use minimum force necessary to effect resolution to an incident

f. Report only the truth

g. Testify only the truth

h. Never use residents, staff, or position for private gain

i. Strive to perform at maximum efficiency

j. Never misuse juvenile correctional resources or confidential information

k. Encourage and reinforce positive behavior

2. Behavior off duty

a. Practice good citizenship, i.e., youth volunteer work, assist neighbors, be active in schools, etc

b. Maintain self-control and discipline avoiding disputes, excessive use of alcohol, illegal gambling and prejudicial conduct with people of different ethnic, religious, and sexual preferences, etc.

3. Dedication

a. Self (taking care of you will help you care for others)

b. Family

c. Agency

d. Community

e. State

f. Country

4. Career development

a. Training

b. Resources for individual efforts

1. Reading

2. Seeking out additional juvenile correctional officer training

3. Using educational resources such as college courses

*5***.** Identify three positive and negative influences on a trainee's personal life:

a. Positive influences include, but are not limited to

1. Being a role model to family and community

2. Honor and respect family, community, and its citizens

3. Obey laws, rules, and regulations

4. Safeguarding the principles of our nation and state

6. Others as may be identified

a. Negative influences include, but are not limited to

1. Mental and physical stress

2. Divorce or strains on family interactions

3. Alcoholism and/or drug abuse

4. Mental health problems ranging from chronic stress to depression with the possibility of suicide

5. Illegal gambling

6. Others as may be identified

c. Bias

1. Define bias

2. Define discrimination

3. Consequences of bias based supervision

4. Others as may be identified

Field Training

9.1 -- 9.10 Policies, Procedures and Operations

9.1 Identify procedures related to uniform and issued equipment:

9.1.1. Personal appearance

9.1.2. Duty belt accessories

9.1.3. Issued safety equipment/devices

9.1.4. Permissible items

9.1.5. Non-permissible items

9.1.6. Equipment/device inspections

9.1.7. Notification procedures

9.2 Identify agency procedure related to Post Orders.

9.3 Identify agency procedures related to proper radio and telephone communications:

9.3.1. Properly operate mobile radio

9.3.2. How to use radio in emergency situations/incidents/events

9.3.3. How to use the telephone in emergency situations/incidents/event

9.4 Identify agency procedures related to supervision of the opposite sex.

9.5 Identify agency procedures related to log books:

9.5.1. Log book procedures

9.5.2. Legal ramifications

9.6 Identify agency procedures related to reporting serious incidents.

9.7 Identify agency procedures related to resident grievance process 6VAC35-71-80.

9.8 Identify agency procedures related to sick call/medication operations:

9.8.1. Medical emergencies

9.8.2. Sick call procedures

9.8.3. Medication disbursements

9.9 Identify agency procedures related to proper management of resident behavior:

9.9.1. Self-mutilation (SIB)

9.9.2. Cell flooding

9.9.3. Suicide prevention and intervention

9.9.4. Suicide alert(s), threats and watches

9.10 Identify resident rules related to conduct:

9.10.1. Prohibited acts

9.10.2. Disciplinary actions

9.10.2.1. Sanctions

9.10.1.2. Interventions

9.11 -- 9.13 Use of Physical Force

9.11 Identify agency procedures, if applicable, related to use of less than physical force:

9.11.1. Policy for use

9.11.2. Types

9.11.3. Qualification requirements

9.12 Identify agency procedures related to the proper use of restraining devices:

9.12.1. Procedures

9.12.2. Application

9.12.3. Type of restraints

9.13 *Reserved, Not Used*

9.14 -- 9.16 Transporting Residents

9.14 Identify agency procedures related to resident transportation:

9.14.1. Restraints

9.14.2. Safety equipment

9.14.3. Escorting

9.14.4. Loading and unloading

9.15 Identify agency policy related to medical transports involving rescue squads or other non-agency vehicle.

9.16 Identify agency policy related to non-traditional medical transports, i.e. pregnant resident.

9.17 -- 9.34 General Tasks and Duties

9.17 Identify agency procedures related to the supervision of residents:

9.17.1. Positioning

9.17.2 Dining hall supervision

9.17.3. Supervision during education

9.17.4. Shower supervision

9.17.5. Night supervision

9.17.6. Recreation supervision

9.17.7. ID checks/procedures

9.17.8. Check in/out procedures

9.17.9. Accountability

9.17.9.1. Problems

9.17.9.2. Discrepancies

9.17.9.3. Reporting

9.17.9.4. Documentation

9.18 Identify agency procedures related to the movement of residents

9.19 Identify agency procedures related to resident personal property

9.19.1. Approved apparel

9.19.2. Authorized items

9.19.3. Inventory

9.20 Identify agency procedures related to resident telephone system

9.21 Identify agency procedures related to institutional mail operations, 6VAC35-71-560

9.21.1. Resident's legal mail

9.21.2. Pick up/distribution procedures

9.21.3. General/special purpose mail/package procedures

9.22 Identify agency procedures related to physical counts and controls

9.22.1 Types of counts

9.22.2. Control centers

9.22.3. Key controls

9.23 Identify agency procedures related to searches and inspections

9.23.1. Room area search

9.23.2. Housing area search

9.23.3. Shakedowns

9.23.4. Security inspections

9.23.4.1. Sally ports

9.23.4.2. Vehicles – loading/unloading

9.23.4.3. Cargo

9.23.4.4. Equipment

9.23.4.5. Lighting systems

9.23.4.6. Fence securities

9.23.4.7. Gates

9.23.4.8. Rooms

9.23.4.9. Doors

9.23.4.10. Exterior grounds

9.23.4.11. Work areas

9.23.4.12. Structural inspections

9.23.4.13. Patrols

9.23.4.14. Accountability

9.23.4.14.1. Problems

9.23.4.14.2. Discrepancies

9.23.4.14.3. Reporting

9.23.4.14.4. Documentation

9.24 Identify agency procedures related to resident, staff, and visitor searches

9.25 Identify agency procedures related to proper perimeter security

9.26 Identify agency procedures related to proper tool control:

9.26.1. Tool control procedure

9.26.2. Who can use and sign out tools

9.26.3. Tool issue procedures

9.26.4. Missing or damaged tool procedures

9.27 Identify agency procedures related to proper key control:

9.27.1. Key control procedure

9.27.2. Maintaining key control

9.27.3. Procedure for obtaining keys

9.27.4. Key assignments

9.27.5. Emergency keys

9.28 Identify agency procedures related to administrative and investigative hold

9.29 Identify agency procedures related to properly handling security threat groups (gangs)

9.30 Identify agency procedures related to riot prevention and lockdowns

9.31 Identify agency procedures related to visitation

9.32 Identify agency response to fire related procedures

9.33 Identify agency procedures related to emergency situations:

9.33.1. Incident management response/teams

9.33.2. Attempted escapes and escapes

9.33.3. Hostages situations

9.33.4. Barricaded resident(s)

9.33.5. Bomb threats/IEDs

9.33.6. Environmental disasters

9.33.7. Human made disasters

9.33.8. Hazardous materials/chemicals

9.33.9. Emergency response plans

9.33.10. Escape response plan

9.33.11. Evacuation response plan

9.33.12. Others as identified

9.34 Identify agency procedures related to contraband searches:

9.34.1. Agency procedure

9.34.2. Recognition

9.34.3. Control of contraband

9.34.4. Documentation and reporting

Field Training: 100 hours

Approved by the Criminal Justice Services Board Committee on Training December 11, 2014

Performance Outcomes for Basic Corrections Officer

Security and Supervision

Performance Outcome 1.1.

Identify counting, inspections, security and search procedures.

Training Objective Related to 1.1.

1. Given a practical exercise, identify:

a. Counting and discrepancies procedures

b. Security procedures

c. Search and check procedures

d. Entry and inspection procedures

e. Inmate releases and transfers procedures

f. Perimeter security procedures

g. Inmate movement procedures

h. Entrance and/or exit of vehicles procedures

i. Gate and/or door movement procedures

j. Supervision procedures

k. Enforcement and disciplinary rules and regulations

l. Documentation and reporting

Criteria: The trainee shall be tested on the following:

1.1.1. Identify and demonstrate counting and discrepancies procedures.

1.1.2. Identify and demonstrate security procedures.

1.1.3. Identify and demonstrate search and check procedures.

1.1.4. Identify and demonstrate entry and inspection procedures.

1.1.5. Identify procedures when releasing and/or transferring inmate(s).

1.1.6. Identify procedures to detect and correct actual or potential security breaches.

1.1.7. Identify and demonstrate procedures to control movement in and out of the facility.

1.1.8. Identify procedures for admitting and releasing vehicles from the facility.

1.1.9. Identify and demonstrate techniques and proper procedures control of movement through a gate and/or door.

1.1.10. Identify and demonstrate group movement procedures.

1.1.11. Identify and demonstrate documentation and reporting procedures.

1.1.12. Identify rules and procedures.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify and demonstrate counting and discrepancies procedures.

a. Facility/unit/institution/pod/room/living/common/work areas

1. Roster

2. Time frames

3. Discrepancies

4. Locations

5. Log books

6. All clear

7. Reporting

8. Verification

2. Identify and demonstrate security checks and actions to be taken regarding any escapes or absences without permission.

a. Areas

1. Pods/dormitories/facility/unit/room/living/common/work areas

2. Fixtures

3. Locks

4. Windows

5. Doors

6. Verify locations

7. Mail

8. Reporting and documentation

3. Identify and demonstrate procedures to search inmates, staff, and visitors.

a. Security and supervision

1. Illegal activities

2. Authorized and unauthorized searches

3. Weapons (homemade, improvised, etc.)

4. Drug contraband

5. Types of searches

a. Metal detectors

b. Frisk

c. Strip

d. Body cavity

6. Reporting and documentation

7. Sight supervision

4. Identify and demonstrate inspection procedures.

a. Personal and/or state property

b. Containers

c. Special inspections

d. Reporting and documentation

e. Inmate refusal/lack of cooperation

f. All contraband, including drugs, weapons and others as identified

5. Identify procedures when releasing and/or transferring inmate(s) to another facility and/or to law enforcement personnel.

a. Movement

1. Requirements

2. Reporting and documentation

6. Identify rules and procedures for inmates, disciplinary actions, monitoring and security procedures, visitation, escorting, and supervision of inmates.

a. Enforcing rules and procedures

b. Disciplinary actions

c. Inmate activities

1. Directing

2. Controlling

3. Hygiene

4. Recreation

5. Work detail

6. On and/or off site

7. Documentation

d. Inmate movement

1. Security procedures

a. Shakedown

b. Cell entry

c. Extrications

e. Mandatory incident reporting and documentation

1. Accurate

2. Timely

3. Legible, clear, concise

4. Follows chain of command

f. Supervision of

1. Inmate's activities

2. Staff

3. Sight

4. Opposite sex

g. Monitoring

1. Control of activity

2. Intervention alerts

h. Security precautions and/or awareness

i. Post orders and/or shift duties

7. Identify and demonstrate proper procedures to maintain security of the perimeter by detecting and correcting actual and/or potential security breaches.

8. Identify and demonstrate control movement techniques in and/or out of the facility.

9. Identify procedures for admitting and releasing vehicles from the facility in order to prevent escapes and/or passage of contraband.

10. Identify and demonstrate movement procedures in and/or out of the visiting room.

a. Monitor

b. Maintain security

c. Identification verification

d. Limitations

1. Visitors

2. Inmates

e. Situations

1. Suspicious and/or improper activities

2. Actions to be taken

f. Recognize behavioral and/or psychological situations

11. Identify and demonstrate procedures required to maintain security through control of movement through a gate and/or door.

a. Duties

b. Responsibilities

c. Log

12. Identify and demonstrate group movement procedures within the facility.

a. Escorting

b. Monitoring/observations

c. Criteria

d. Security

e. Control room

f. Log books

g. Reporting of incidents

h. Emergencies

i. Special considerations

13. Identify rules and procedures.

Performance Outcome 1.2.

Identify established federal, state, and local standards for the prevention, detection and response of sexual abuse, sexual assault and/or prison rape and comply with § 63.2-1509 Code of Virginia requirements and the agency's written procedures.

Training Objectives Related to 1.2.

1. Given a written or practical exercise, identify:

a. Federal and state statutes

b. Reporting requirements for any case of suspected abuse

c. Prevention and detection procedures

d. Vulnerable populations

e. Medical and mental health services and programs

Criteria: The trainee shall be tested on the following:

1.2.1. Identify the Code of Virginia and the Prison Rape Elimination Act 28 C.F.R Part 115

1.2.2. Identify the procedures for reporting cases of suspected abuse

1.2.3. Identify prevention and detection procedures

1.2.4. Identify vulnerable populations

1.2.5. Identify medical and mental health care programs

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify federal and state statutes and agency procedures.

2. Identify detection and prevention procedures.

a. Observation

b. Notifying/reporting inmate(s) activity(ies)

c. Responsive planning

d. Disciplinary actions

e. Medical and mental health care

f. Grievances

g. Audits

3. Identify vulnerable populations.

a. Lesbian

b. Gay

c. Bisexual

d. Transgender

e. Intersex

f. Gender nonconforming inmates

g. With disabilities

h. Limited English proficient

4. Identify inmate and staff sexual abuse.

5. Identify inmate and inmate sexual abuse.

6. Identify physical assault and potential injuries.

7. Identify therapeutic interventions.

8. Identify victim characteristics.

9. Identify physical victimization through.

a. Personal attacks and/or bullying/hazing

b. Property damage

c. Use of weapon(s)

d. Confinement–no escape

e. Intimidation

f. Retaliation

10. Identify psychological consequences.

Performance Outcome 1.3.

Identify inmates with different social cultural lifestyles.

Training Objectives Related to 1.3.

1. Given a written or practical exercise, identify:

a. Safety precautions

b. Different social cultural lifestyles of inmates

c. Appropriate security levels

d. Services available to inmates

Criteria: The trainee shall be tested on the following:

1.3.1. Identify social cultural lifestyle differences in a prison setting

1.3.2. Identify diverse population security precautions and procedures

1.3.3. Identify and demonstrate safety and security techniques and procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify social cultural lifestyle differences.

2. Identify and demonstrate safety and security techniques and procedures.

3. Identify vulnerable populations.

a. Small in stature

b. Limited English proficiency

c. Young inmate

d. Peer pressure

e. Self-injurious

f. History of being bullied

g. Sexual orientation

4. Describe appropriate security levels and services for inmates.

Performance Outcome 1.4.

Enforce structured daily routine and maintain continuous supervision of inmates.

Training Objectives Related to 1.4.

1. Given a written or practical exercise, identify a comprehensive, planned, and structured daily routine including appropriate supervision, designed to;

a. Meet the inmate's physical and emotional requirements

b. Provide protection and guidance

c. Ensure delivery of programs and/or services

d. Protect inmates' rights

1. Inmate opportunities to participate in programming, as applicable, upon admission

Criteria: The trainee shall be tested on the following:

1.4.1. Identify components of a comprehensive, planned, and structured daily routine

1.4.2. Identify inmate opportunities upon admission, as applicable

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify components of a comprehensive, planned, and structured daily routine including appropriate supervision,designed to:

a. Meet inmate's physical and emotional requirements;

b. Provide protection, guidance, and supervision;

c. Ensure delivery of program and/or services; and

d. Ensure protection of inmates' rights.

2. Identify inmate opportunities to participate in programming, as applicable, upon admission.

Performance Outcome 1.5.

Identify components of an approved research based behavior management program, and the principles, and methods employed to help and/or assist an inmate to adopt positive pro-social behaviors and to address and correct an inmate's behavior.

Training Objectives Related to 1.5.

1. Given a written exercise, identify:

a. Components of an approved research based behavior management program

b. Principles and methods used to help and/or assist an inmate to adopt pro-social positive behavior

c. Techniques and procedures to address and correct an inmate's behavior

Criteria: The trainee shall be tested on the following:

1.5.1. Identify approved behavior management programs

1.5.2. Identify techniques and procedures employed to help and/or assist pro-social positive behavior

1.5.3. Identify procedures and techniques to address and correct behavior

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify components of an approved behavior management program, and the principles and methods employed to help/assist an inmate to adopt pro-social positive behavior and to address and correct an inmate's behavior.

Performance Outcome 1.6.

Manage an inmate's misbehavior when he/she violates rules of conduct.

Training Objectives Related to 1.6.

1. Given a written or practical exercise, identify:

a. Procedures for handling inmate misbehavior using a graduated sanctions process

b. Violation of rules of conduct procedures.

c. Disciplinary report

d. Process to resolve rule violations

Criteria: The trainee shall be tested on the following:

1.6.1. Identify misbehavior and violation of rules of conduct procedures

1.6.2. Demonstrate writing disciplinary report detailing the alleged rule violation

1.6.3. Identify procedures to resolving rule violation(s)

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify procedures for handling inmate's misbehavior when he/she violates rules of conduct.

2. Identify a disciplinary report detailing the alleged rule violation.

3. Identify requirements for documentation.

4. Identify procedures to resolve rule violation(s).

a. Confinement

1. Protection

2. Safety

b. Documentation and reporting

Performance Outcome 1.7.

Reduce or eliminate inmate's inappropriate or problematic behavior and removal to a specific location for a predetermined period of time.

Training Objectives Related to 1.7.

1. Given a written or practical exercise, identify:

a. Means designed to reduce or eliminate inappropriate or problematic behavior.

b. Removal techniques

Criteria: The trainee shall be tested on the following:

1.7.1. Identify procedures to reduce or eliminate inappropriate or problematic behavior

1.7.2. Identify removal procedures and Identify assigned location

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify procedures designed to reduce or eliminate inappropriate or problematic behavior and removal to a specific and/or assigned location for a predetermined period of time or until the problem behavior has subsided:

a. Isolation, restriction, and condition

b. Segregation, restrictions, and conditions

c. Detention, restrictions, and conditions

d. Documentation and reporting procedures

Performance Outcome 1.8.

Identify gangs, definitions, statutes, statistics, and related gang management procedures.

Training Objectives Related to 1.8.

1. Given a written or practical exercise, identify indicators of inmate gang activities and gang management procedures.

Criteria: The trainee shall be tested on the following:

1.8.1. Identify indicators of inmate gangs and gang activities

1.8.2. Identify state gang statutes

1.8.3. Identify prohibited behavior (gambling, soliciting, recruiting, tattooing, etc.)

1.8.4. Identify documentation and reporting procedures

1.8.5. Identify gang management procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify inmate gangs and gang indicators.

a. Awareness

b. Activity

2. Identify statutes and procedures.

a. Gang identification

b. Documentation

c. Code of Virginia § 18.2-46.1

1. Definitions

2. Statutes

3. Statistics

a. National

b. State

c. Local

4. Acts of Violence § 18.2-46.1

5. Prohibited criminal street gang participation § 18.2-46.2

6. Role of the gang management unit

3. Identify inmate prohibited behaviors;

a. Evidence

1. Collect

2. Preserve

3. Prosecute

4. Document.

5. Secure scene

b. Photographs

4. Identify mandatory reporting and documentation procedures.

Performance Outcome 1.9.

Identify security and supervision procedures employed for inmates who are identified with special needs and/or classifications.

Training Objectives Related to 1.9.

1. Given a written or practical exercise, identify procedures designed to protect inmates identified special needs status and/or classifications.

Criteria: The trainee shall be tested on the following:

1.9.1. Identify procedures to safeguard and protect inmates with special needs status and/or classifications

1.9.2. Identify inmates with special needs and/or classification status

1.9.3. Identify medical and/or mental health program availability

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify special needs status and/or classifications.

a. Security risks

b. Activity restrictions

c. Medical

d. Psychological

e. Educational

2. Identify safeguards.

a. Special housing, facilities and/or units

b. Procedures

3. Identify medical and/or mental health programs available to inmates.

Communications

Performance Outcome 2.1.

Utilize effective interpersonal verbal and non-verbal communication skills consistently.

Training Objectives Relating to 2.1.

1. Given a written, audio-visual, or practical exercise, identify:

a. Effective interpersonal verbal and non-verbal communication skills

b. One-minute interchange

Criteria: The trainee shall be tested on the following:

2.1.1. Identify effective and non-effective interpersonal verbal and non-verbal communications skills.

2.1.2. Demonstration of verbal interchange of one-minute.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify effective verbal and non-verbal communication skills.

2. Demonstrate one-minute interchange.

Performance Outcome 2.2.

Demonstrate reporting and documentation procedures relating to an incident(s).

Training Objectives Relating to 2.2.

1. Given a written or practical exercise, identify factors to consider when obtaining and/or providing information relating to an incident(s) involving an inmate(s)

Criteria: The trainee shall be tested on the following:

2.2.1. Identify procedures to obtain and/or provide information.

2.2.2. Identify reporting and documentation procedures.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify and demonstrate how to obtain and/or provide information relating to an incident(s).

a. Who

b. What

c. Where

d. When

e. Why

f. How

g. Timely notification

h. Notify chain of command

2. Identify reporting and documentation procedures.

Performance Outcome 2.3.

Prepare a disciplinary report and related paperwork.

Training Objectives Relating to 2.3.

1. Given a written or practical exercise, prepare a disciplinary report and required documentation and/or forms to facilitate processing the disciplinary action or rule infraction.

Criteria: The trainee shall be tested on the following:

2.3.1. Disciplinary report preparation and procedures

2.3.2. Identify reporting and documentation requirements

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the elements of a disciplinary report and the accompanying documentation.

a. Offense and/or disciplinary action and/or rule infraction

b. Date, location, and time

c. Description of details of disciplinary incident

d. Victim(s) description(s)

e. Inmate(s) file number

f. Inmate(s) description

g. Full name(s) of inmate(s) and others involved

h. Injuries inmate(s) may have received

i. Detention

j. Restrictions

k. Privileges

l. Penalties

m. Appeals/Review

n. Decisions

o. Notifications

p. Exceptions

q. Continuances

r. Reporting and documentation procedures

Performance Outcome 2.4.

Demonstrate the ability to describe an escaped inmate.

Training Objective Relating to 2.4.

1. Given a practical exercise, describe inmate(s) to other staff members and professionals.

Criteria: The trainee shall be tested on the following:

2.4.1. Identify an inmate's physical characteristics

2.4.2. Identify public safety considerations and precautions

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify physical characteristics from the top down.

2. Identify apparel and/or clothing.

3. Identify mode of travel (if known).

4. Identify reason for look out.

5. Identify staff, inmate(s) and public safety considerations and precautions.

6. Identify security and safety procedures.

Performance Outcome 2.5.

Communicate with inmate(s), staff, and visitors while maintaining awareness of possible differences in their levels of understanding.

Training Objectives Relating to 2.5.

1. Given a written or practical exercise, identify:

a. Different levels of understanding

b. Effective communication skills

c. Safety and security procedures

Criteria: The trainee shall be tested on the following:

2.5.1. Identify and demonstrate communication skills

2.5.2. Identify different levels of understanding

2.5.3. Identify safety and security procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify and demonstrate possible situations where communication style adjustments may be needed or required;

a. Voice tone

b. Language use/simplification

c. Body stances/gestures

d. Cultural awareness

e. Facial expressions

f. Eye contact

2. Identify an understanding of the inmate's behavior.

3. Identify methods of safe approach and procedures.

4. Identify inmate audience (e.g. age, education level, cultural diversity, etc.)

5. Identify potential reasons for communication challenges (e.g. hearing impaired, intellectual disability etc.)

6. Identify safety and security procedures.

Performance Outcome 2.6.

Identify conflict resolution skills.

Training Objectives Relating to 2.6.

1. Given a written or practical exercise, define negotiation, mediation, and arbitration

2. Given a written exercise, identify the steps of each conflict management technique

3. Given a practical exercise, negotiate, mediate, or arbitrate a conflict and/or crisis situation

4. Given a written exercise, identify procedures for evidenced based supervision strategies

5. Given a written exercise, identify causes of inmate's behavior (i.e. physical and/or mental health)

Criteria: The trainee shall be tested on the following:

2.6.1. Define negotiation, mediation, and arbitration

2.6.2. Identify steps involved in conflict management techniques;

2.6.2.1. Negotiation

2.6.2.2. Mediation

2.6.2.3. Arbitration

2.6.3. Identify safety and security precautions

2.6.4. Identify evidence based supervision strategies

2.6.5. Identify causes of inmate's behavior (i.e. physical and/or mental health)

Lesson Plan Guide: The lesson plan shall include the following:

1. Define negotiation, mediation, and arbitration.

2. Identify steps involved in conflict management techniques.

3. Identify and evaluate the conflict or crisis scene.

4. Identify officer security and safety procedures.

5. Identify causes of inmate's behavior (i.e. physical and/or mental health)

Performance Outcome 2.7.

Compile and complete all forms, log entries, and inventories in a comprehensible and precise layout.

Training Objectives Related to 2.7.

1. Given practical exercises, identify types of documentation procedures for reports, forms, and log entries.

Criteria: The trainee shall be tested on the following:

2.7.1. Identify various types log entries

2.7.2. Identify and demonstrate reporting and documentation procedures

2.7.3. Identify and demonstrate inventory procedures

Lesson Plan Guide

1. Identify;

a. Log entries

b. Inventory(ies)

c. Forms

2. Identify and demonstrate reporting procedures.

a. Recognize common errors

b. Compare fact versus opinion

c. List seven essentials

d. Use 6 C's of communications

1. Clear

2 . Concise

3. Complete

4. Chronological

5. Correct

6. Confidential

e. Required timelines

3. Identify and demonstrate inventory procedures.

Performance Outcome 2.8.

Identify and recognize hostage and/or barricaded incidents.

Training Objectives Relating to 2.8.

1. Given a written or practical exercise, identify a hostage and/or barricaded incident.

Criteria: The trainee shall be tested on the following:

2.8.1. Identification and recognition of a hostage and/or barricaded incident

2.8.2. Identify officer communication skills

2.8.3. Identify how to notify and request assistance

2.8.4. Identify security and safety procedures

2.8.5. Identify documentation and reporting procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify a hostage and/or barricaded incident.

a. Procedures

b. Containment

c. Coordination

d. Evacuation

e. Contact

1. Barricaded subject's needs

2. Barricaded subject's wants

f. Method(s) for surrender:

g. Armed inmate(s)

h. Suicidal subject(s)

2. Identify reporting and documentation requirements.

3. Identify security and safety procedures.

4. Identify reporting and documentation procedures.

Performance Outcome 2.9.

Detect and report facility environmental changes and the associated impact on the facility.

Training Objective Relating to 2.9.

1. Given a written or practical exercise, identify, detect, and report nature or human made environmental changes.

Criteria: The trainee shall be tested on the following:

2.9.1. Identify environmental changes and the associated impact

2.9.2. Identify safety and security procedures

2.9.3. Identify reporting and documentation procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify environmental changes and the associated impact.

2. Identify security and safety procedures.

3. Identify reporting and documentation.

Performance Outcome 2.10.

Prepare and submit incident reports and/or related paperwork.

Training Objectives Relating to 2.10.

1. Given a practical exercise, identify:

a. Incident and/or offense report and other related paperwork

b. Day to day operation directives and post orders

c. Writing principles

Criteria: The trainee shall be tested on the following:

2.10.1. Identify incident reporting and documentation

2.10.2. Identify and demonstrate related paperwork

2.10.3. Identify directives and post orders

2.10.4. Identify and demonstrate principles of writing

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the requirements of incident reports and related paperwork.

a. Type of offense

b. Time/date/location

c. Circumstances – what and how

d. Action taken

e. Victim's description

f. Inmate's description

g. Complainant and reporting party Information

h. Witness(es) information

2. Demonstrate writing skills.

a. Narrative style

b. Proper use of grammar

c. Essential and accurate statements of facts

d. Complete and detailed representation of facts

e. Impartial, clear, and concise language

f. Chronological order

g. Past tense

h. Active voice

i. Submittal(s) to agency staff/law enforcement

j. Inmate's file

k. Legible

l. Grammatically correct

m. Properly punctuated

3. Identify post orders and directives.

Performance Outcome 2.11.

Identify and demonstrate evidence statement skills and comprehension.

Training Objectives Related to 2.11.

1. Given a practical exercise, write a concise statement from suspect(s), inmate(s), and witnesses for possible admission as evidence.

Criteria: The trainee shall be tested on the following:

2.11.1. Identify and demonstrate writing skills and comprehension

2.11.2. Identify an evidence statement

2.11.3. Identify submittal procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Demonstrate writing evidence statement(s):

a. Concise, factual, truthful, and represents what is said

b. Location, date, and time

2. Identify witness/evidence statement.

3. Identify submittal guidelines and procedures.

Performance Outcome 2.12.

Identify radio, telephone communications, and Statewide Agencies Radio System (STARS) equipment and demonstrate proficiency in communicating effectively through mechanical media.

Training Objectives Related to 2.12.

1. Given a practical exercise, demonstrate:

a. Proficiency in relaying verbal messages

b. Proper and effective use of portable or mobile radio, squelch, volume and proper channel selection

c. Plain talk or 10 codes

Criteria: The trainee shall be tested on the following:

2.12.1. Demonstration of verbal and written communiqués and/or messaging;

2.12.1.1. Radio and telephone equipment

2.12.1.2. STARS

2.12.1.3. Serious Incident Reports (SIRS)

2.12.1.4. Plain talk and/or 10 codes

Lesson Plan Guide:

1. Demonstrate types of verbal and written communiqués and/or messaging.

2. Demonstrate use of telephone, portable and/or mobile radio use and controls.

3. Identify STARs equipment use and procedures.

4. Identify SIRS procedures.

Performance Outcome 2.13.

Identify rules, procedures, expectations, violations and consequences to inmates.

Training Objectives Relating to 2.13.

1. Given a written or practical exercise, identify:

a. Institutional/facility rules and procedures

1. Expectations

2. Violations

3. Consequences

b. Appropriate response and assistance to inmates' questions, concerns, complaints, and requests

c. Listening skills

Criteria: The trainee shall be tested on the following:

2.13.1. Identify and enforce rules and procedures

2.13.2. Identify inmate expectations

2.13.3. Demonstrate communication skills

2.13.4. Identify violations and consequences

2.13.5. Identify appropriate problem solving responses and assistances

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify and relay institutional/facility rules and procedures to inmates.

2. Identify inmate expectations, violations, and consequences if inmates fail to comply.

3. Demonstrate communication skills to convey rules and procedures.

4. Identify and demonstrate listening skills/techniques when responding appropriately to inmates' questions, concerns, complaints, and requests.

5. Describe how staff can assist and provide appropriate problem solving assistance.

Safety

Performance Outcome 3.1.

Identify restraints and restraining procedures.

Training Objective Related to 3.1.

1. Given a practical exercise, identify restraints (mechanical, medical, and electronic, etc.)

2. Given a written exercise, define positional asphyxia.

3. Given a practical exercise, identify safe and effective restraining procedures.

4. Given a practical exercise, identify take down techniques and procedures.

Criteria: The trainee shall be tested on the following:

3.1.1. Identify safe and effective restraining procedures.

3.1.2. Identify control and/or take down technique(s) in standing, kneeling, and prone positions.

3.1.3. Identify restraining devices.

3.1.4. Identify and demonstrate the use of leg irons or other devices that restrain legs or the torso

3.1.5. Define positional asphyxia.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify and demonstrate safe and effective handcuffing of cooperative single and multiple inmates.

2. Identify and demonstrate safe and effective handcuffing in the following positions.

a. Standing

b. Kneeling

c. Prone

3. Identify and demonstrate a safe and effective handcuffing/restraining of an inmate after having performed a learned control and/or take down technique(s) in standing, kneeling and prone positions.

4. Identify and demonstrate application of leg irons or other devices that restrain legs or torso avoiding increased levels of force and methods that presents unnecessary injury potential to the trainee and inmate.

5. Definition of positional asphyxia.

a. Primary medical dangers associated with the sudden restrain of a violent inmate

b. Primary medical dangers associated with positional asphyxia.

Performance Outcome 3.2.

Identify drug possession and evidence collection procedures.

Training Objective Related to 3.2.

1. Given a written or practical exercise, identify potential drugs and indicators of possible drug contraband possession by inmate, staff and/or visitors:

a. Drug use in the institution

b. Drug use and abuse by user

1. Concerns

2. Controls

c. Narcotics, other controlled or abused substances, tobacco and alcohol

1. Appearance

2. Effect

d. Behaviors associated with narcotics, other controlled or abused substances, tobacco and alcohol

1. Hallucinogens

2. Barbiturates

3. Amphetamines

4. Methamphetamine (ICE)

5. Inhalants

6. Dextromethorphan (DMX)

7. PCP

8. LSD

9. Marijuana

10. Jimsom Weed

11. Bath Salts

12. Spice

13. Gravel

14. Over the counter

15. Alcohol

16. Tobacco products

e. Intoxicants

1. List

2. Availability

3. Materials

f. Methods of introduction

g. Dependency

h. Signs and symptoms

2. Given a written exercise, identify procedures and techniques for removing, preserving, protecting and properly documenting contraband as evidence:

a. Remove

b. Preserve

c. Protect

d. Reporting and documentation

e. Types

f. Chain of custody

Criteria: The trainee shall be tested on the following:

3.2.1. Identify indications that an inmate(s), visitor(s) and/or staff has possession of contraband

3.2.2. Identify contraband evidence collection procedures (drugs, needles, syringes etc.)

3.2.3. Identify narcotics and other controlled abused substances

3.2.4. Identify inhalants and OTC drugs

3.2.5. Identify of other illegal drugs or substances

3.2.6. Demonstrate evidence collection procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify indicators of possible possession of contraband.

a. Drug use in the institution

b. Drug use and abuse by user

c. Concerns

d. Controls

e. Narcotics and other controlled or abused substances, tobacco, or alcohol products

1. Appearance

2. Effect

3. Behaviors

4. Description

5. Odor

6. Slang/street names

7. Methods of introduction

a. Dependency

b. Signs and symptoms

2. Identify procedures and techniques for removing, preserving, protecting, and properly documenting contraband as evidence.

a. Remove

b. Preserve

c. Protect

d. Reporting and documentation

e. Types

Performance Outcome 3.3.

Identify homemade and/or improvised weapons.

Training Objective Related to 3.3.

1. Given a written exercise, identify methods and material readily available to create homemade and/or improvised weapons.

2. Given a written exercise, identify procedures for removing, preserving, protecting, and properly documenting homemade materials and weapons.

3. Given a written exercise, identify safety techniques to safe guard staff, visitors and inmates

Criteria: The trainee shall be tested on the following:

3.3.1. Identify methods and materials to create homemade and or improvised weapons

3.3.2. Identify and demonstrate procedures for removing, preserving, protecting and properly documenting homemade materials and weapons.

3.3.3. Identify safety techniques to safe guard staff, visitors, and inmates.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify methods and material to create homemade weapons.

2. Identify procedures for removing, preserving, protecting, and properly documenting homemade materials and weapons.

3. Identify safety techniques to safe guard staff, visitors, and inmates.

Performance Outcome 3.4.

Transport inmates inside and/or outside of the facility.

Training Objective Related to 3.4.

1. Given a written or practical exercise, identify the proper procedures and techniques related to the operation of a vehicle, if required to perform job responsibilities.

Criteria: The trainee shall be tested on the following:

3.4.1. Identify escort and transport procedures in and/or outside facility

3.4.2. Identify search procedures

3.4.3. Identify security procedures including interior and exterior checks

3.4.3.1. Rearview mirror and/or camera system to allow for observation

3.4.3.2. Observe surroundings to ensure security and safety.

3.4.3.3. Application of restraints

3.4.3.4. Behavioral observations

3.4.3.5. Communication capabilities

3.4.3.6. Sight and physical supervision of agency vehicle

Lesson Plan Guide: The lesson plan shall include the following:

1. Demonstrate and identify procedures to safely and efficiently transport inmate(s) inside and/or outside the facility.

a. Transportations

1. Bereavement visits

2. Court

3. Medical appointments

4. Other facilities

b. Procedures

1. Prior

2. During

3. After

4. Safety

5. Security

6. Search/searches

a. Inmate

b. Property

7. Identification

8. Loading and/or unloading

9. Reporting and documentation

10. Notification of breaches, discrepancies, and/or incidents

11. Assistance

a. Transporting

b. Restraint(s)

c. Weapons

c. Loading and/or unloading

d. Returning

e. Transport vehicle

1. Inspection

2. Search

f. Awareness and/or observation of inmate and surroundings

1. Controlling disruptive inmate

2. Distractions

3. Risks

2. Identify and demonstrate methods to observe inmates and surroundings to ensure security safety.

3. Demonstrate how to avoid disturbances and/or distractions.

a. Do not relax after restraining

b. Maintain sight supervision.

4. Identify statements or behavioral observations that indicate an inmate(s) is a danger to himself or to others, and be able communicate/document these observations.

Performance Outcome 3.5.

Identify routine and emergency transportation procedures; safety rules and guidelines; and vehicle maintenance checks.

Training Objective Related to 3.5.

1. Given a practical exercise, identify:

a. Routine and emergency transportation procedures

b. Statutory authority

c. Vehicle maintenance check procedures

Criteria: The trainee shall be tested on the following:

3.5.1. Identify sections of the Code of Virginia § 46.2-104, § 46.2-349, § 46.2-920 and § 46.2-1300.

3.5.2. Identify procedures for routine and/or emergency transports.

3.5.3. Identify maintenance standards and requirements.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify statutory authority.

2. Identify procedures for routine and/or emergency transports.

3. Identify vehicle maintenance check procedures.

Performance Outcome 3.6.

Transport ill or injured inmate(s).

Training Objective Related to 3.6.

1. Given a practical or written exercise, identify the steps to transport an ill or injured an inmate(s) to receive medical care.

Criteria: The trainee shall be tested on the following:

3.6.1. Identify medical and biohazard precautions;

3.6.1.1. Protective masks and personal protective equipment

3.6.1.2. Cleaning hands, face, masks, restraints, and vehicle after transport

3.6.2. Identify restraining procedures as injury and/or illness permits

3.6.3. Identify security procedures and risks

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify and demonstrate appropriate medical and biohazard precautions to take should subject possibly have an airborne or blood borne pathogen:

a. Protective masks, restraints, and personal protective equipment

b. Cleaning hands, face, masks, and vehicle after transport

2. Identify security procedures when transporting an inmate who is injured and/or ill, as permitted.

3. Identify steps to avoid disturbances and/or distractions.

4. Identify other safety and security procedures.

Instructor Notes: 1. Advise officers to identify department policy related to medical transports involving rescue squad or other non-agency vehicle. 2. Advise officers to identify department policy related to non-traditional medical transports, i.e. pregnant inmate, disabled inmate (various disabilities).

Performance Outcome 3.7.

Inventory and control all tools and equipment.

Training Objective Related to 3.7.

1. Given a written or practical exercise, identify procedures for managing the inventory and control of all tools and equipment; to include security, recreational, and maintenance.

2. Given a written exercise, identify safety rules and maintenance procedures when using assigned tools and power equipment.

Criteria: The trainee shall be tested on the following:

3.7.1. Identify and demonstrate accountability and control of all tools and equipment procedures

3.7.2. Identify safety rules and procedures

3.7.3. Identify maintenance procedures

3.7.4. Identification, documentation, and reporting procedures.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify procedures for managing the inventory and control of all types of tools and equipment; to include security, maintenance, and recreational.

2. Identify power equipment safety rules and maintenance procedures.

Performance Outcome 3.8.

Identify medical equipment and supplies.

Training Objective Related to 3.8.

1. Given a written and practical exercise, identify procedures governing inventory and control of all medical equipment, supplies and disposal.

2. Given a written exercise, identify safety procedures.

3. Given a written exercise, identify medical equipment supplies and disposal procedures.

Criteria: The trainee shall be tested on the following:

3.8.1. Identify inventory and control procedures

3.8.2. Identify medical equipment supplies and disposal procedures

3.8.3. Identify safety procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify procedures for governing inventory and control of all medical equipment.

2. Identify medical equipment safety rules and procedures.

3. Identify disposal procedures.

Performance Outcome 3.9.

Move inmates within the facility.

Training Objective Related to 3.9.

1. Given a practical exercise, identify movement procedures within the facility.

Criteria: The trainee shall be tested on the following:

3.9.1. Identify movement procedures within facility

3.9.2. Identify security and safety procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify inmate movement procedures within facility.

2. Identify security and safety procedures.

Performance Outcome 3.10.

Disperse fights between two or more inmates/visitors/persons.

Training Objective Related to 3.10.

1. Given a practical exercise, identify approved techniques for breaking up fights between two or more inmates.

Criteria: The trainee shall be tested on the following:

3.10.1. Evaluation of the situation

3.10.2. Verbal intervention

3.10.3. Use of appropriate level of force

3.10.4. Use and identification of safety procedures

3.10.5. Identification of medical follow-up procedures

3.10.6. Identification of reporting and documentation procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify how to evaluate the situation.

2. Identify intervention steps.

a. Intervene verbally using communications skills and voice commands

b. Establish contact with the hostile inmates/visitors/persons

c. Ascertain the reason(s) for his/her/their hostility

d. Use of calming techniques to reduce emotions and restore order

e. Communicate the trainee's position and responsibilities in the situation

f. State any applicable laws and rules and consequences of continued acts

g. Reporting/documentation.

3. Identify appropriate level of force when verbal intervention fails.

4. Identify safety procedures.

a. Monitor activities

1. Individual

2. Group

b. Observe and assess the inmate's/visitor's/person's propensity toward violence.

c. Determine presence of weapon(s)

d. Intervention

1. Tactics

2. Restrain

3. Control

5. Identify medical follow-up procedures.

6. Identify documentation and reporting procedures.

Performance Outcome 3.11.

Subdue a physically attacking inmate(s).

Training Objective Related to 3.11.

1. Given a practical exercise, identify and demonstrate techniques for defending oneself against a physically attacking inmate(s) and subduing the inmate(s) during a simulation exercise using a volunteer and/or instructor.

Criteria: The trainee shall be tested on the following:

3.11.1. Identify items that may be potential weapons used by inmate(s).

3.11.2. Demonstrate countermeasures designed to deflect aggressor.

3.11.3. Identify defensive techniques.

3.11.4. Demonstrate how to subdue an inmate.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify items that may be potential weapons used by inmate(s)

2. Demonstration of defensive strategy designed to protect the trainee's vulnerable targets.

3. Demonstration of countermeasures designed to deflect aggressor for de-escalation

4. Demonstration of de-escalation by:

a. Decentralizing inmate to prone position for restraining

b. Disengaging from inmate

5. Identify physical techniques to stop aggressor.

Performance Outcome 3.12.

Control a non-compliant inmate and place in a prone position.

Training Objective Related to 3.12.

1. Given a written exercise, identify threat.

2. Given a practical exercise, identify safe contact and initial control procedures.

3. Given a practical exercise, identify the proper techniques for controlling and placing a non-compliant inmate in a prone position.

4. Given a practical exercise, demonstrate cuffing and restraining techniques and procedures.

Criteria: The trainee shall be tested on the following:

3.12.1. Identify threat.

3.12.2. Identify safe contact and initial control procedures.

3.12.3. Identify and demonstrate procedures and techniques to place an inmate in a prone position.

3.12.4. Demonstrate cuffing and restraining procedures.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify assessment of threat by inmate.

2. Identify safe contact and initial control procedures.

3. Identify procedures and techniques to control and/or secure weapon.

4. Identify decentralization to prone position with minimal risk of inmate injury.

5. Identify restraining and cuffing procedures.

Performance Outcome 3.13.

Identify and demonstrate body pressure points and techniques.

Training Objective Related to 3.13.

1. Given a written, audio-visual, or practical exercise, identify:

a. Body pressure points

b. Pressure point techniques

Criteria: The trainee shall be tested on the following:

3.13.1. Identify body pressure points.

3.13.2. Demonstrate pressure point techniques.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify and demonstrate body pressure points.

2. Demonstrate pressure point techniques.

Performance Outcome 3.14.

Disarm an armed inmate(s).

Training Objective Related to 3.14.

1. Given a written or practical exercise, identify factors to be considered when making a disarming attempt.

2. Given a practical exercise, demonstrate techniques for disarming an armed inmate.

Criteria: The trainee shall be tested on the following:

3.14.1. Identify and demonstrate factors to consider when assessing whether to attempt a disarm;

3.14.1.1. Appropriate

3.14.1.2. Distance/cover

3.14.1.3. Type of weapon

3.14.1.4. Obstacles

3.14.1.5. Safety

3.14.2. Identify and demonstrate the procedures and techniques used to disarm an inmate;

3.14.2.1. Disarming sequence

3.14.2.2. Takedown and control

3.14.2.3. Prone position

3.14.2.4. Restrain.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify and demonstrate factors to consider when assessing whether an attempt to disarm an inmate is appropriate.

a. Distance/cover

b. Type of weapon

c. Obstacles

d. Life or personal safety

2. Identify and demonstrate a takedown or control of an inmate armed with edged and/or bludgeon instrument weapon.

a. Range of attack and awareness

b. Position for disengagement depending upon range and relative position

Instructor Notes: Advise officers that they must identify department policy and procedures related to the use of force, physical restraints, and weapons used as part of department training.

Performance Outcome 3.15.

Identify chemical agents and other crowd control equipment.

Training Objective Related to 3.15.

1. Given a written exam or during a simulation exercise, identify the techniques for using chemical agents and other crowd control/management equipment.

2. Given a practical exercise, identify first aid or aftercare procedures.

3. Given a practical exercise, identify decontamination procedures.

Criteria: The trainee shall be tested on the following:

3.15.1. Identify chemical agents, aerosol sprays and pyrotechnics and deployment methods.

3.15.2. Identify first aid or aftercare.

3.15.3. Identify decontamination techniques and procedures.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify types of chemical agents, aerosol sprays and pyrotechnics and methods of deployment.

2. Identify proper application of chemical agents and aerosol sprays.

3. Identify side effects on staff, visitors, and inmates sprayed with chemical or aerosol spray.

a. Short-term

b. Long-term

4. Identify the correct first aid or aftercare to use when contaminated with chemical agents or aerosol sprays according to type and density of the contamination.

5. Identify methods of structural decontamination of chemical or aerosol agents.

6. Identify methods of restraint and transportation of inmates sprayed with a chemical or aerosol agent; be aware of positional asphyxia for an inmate who has ingested a chemical or aerosol agent.

Performance Outcome 3.16.

Confront non-violent inmate groups, hostile groups, and/or disorderly assemblies.

Training Objective Related to 3.16.

1. Given practical exercises, demonstrate techniques to control/physically restrain and/or confront non-violent inmate groups, hostile groups, and/or disorderly assemblies.

Criteria: The trainee shall be tested on the following:

3.16.1. Identify three factors for controlling non-violent inmates, i.e., peaceable assemblies.

3.16.2. Identify three factors to consider when dealing with hostile inmates.

3.16.3. Identify safety and security procedures.

3.16.4. Identify communication skills and voice commands.

3.16.5. Identify and demonstrate command presence.

3.16.6. Identify controls and movement.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify three factors for controlling non-violent inmates, i.e., peaceable assemblies

a. Officer safety considerations

b. Command presence

c. Communication skills

d. Boundaries within which crowd must remain or move along

e. Patterns of movement for crowd for safety and control

f. Emergency access and/or exit.

2. Identify three factors to consider when dealing with hostile groups;

a. Techniques of detecting violations of facility rules and procedures (sources of disturbance in a crowd by noise and movements)

b. High risk areas

c. Conditions that will indicate rule violations

d. Appropriate steps to enforce procedures

1. Safety considerations

a. Monitor group activity

b. Wait for appropriate back-up

c. Determine the nature of their weapons and contraband

d. Known or suspected leaders

2. Command presence

a. Safely approach

b. Appropriate formations for potential crowd disturbance and/or riot

c. Emergency escapes routes

d. Coordinate cover and contact responsibilities

3. Communication skills and voice commands

a. Establish contact with hostile group

b. Identify the group leaders

c. Ascertain the reason(s) for their hostility

d. Evaluate the group's proposed solutions to determine their specific "needs"

e. Communicate the trainee's position and responsibilities in the situation

f. Relate any applicable laws, rules, regulations, policy and procedures, and consequences of continued acts

g. Explain the group's option to comply with the law and/or rules and pursue legal and/or administrative solutions

h. Reassure commitment to resolve the group's problems and/or issues and restore peace and/order

4. Techniques of group control

a. Small hostile groups

b. Larger hostile groups and rioters

c. Shield, barricade, impact weapon, and other items to block groups when appropriate

5. Move group to break it up using authorized and appropriate use of force

6. Disciplinary procedures

7. Transportation

8. Reporting and documentation

Performance Outcome 3.17.

Identify necessary and appropriate use of force.

Training Objective Related to 3.17.

1. Given a written or practical exercise, identify the factors that affect the use of force.

2. Given a written or practical exercise, identify the factors that affect the officers' decision to use deadly force.

Criteria: The trainee shall be tested on the following:

3.17.1. Factors affecting the use of force

3.17.1.1. Subject actions

3.17.1.2. Intent

3.17.1.3. Ability

3.17.1.4. Means

3.17.1.5. Opportunity

3.17.1.6. Officer perception of the need for force

3.17.1.7. Situation and environmental circumstances

3.17.2. Factors affecting the use of deadly force

3.17.2.1. Likelihood of serious bodily harm or death

3.17.2.2. Perceived or announced intent of subject

3.17.2.3. Ability

3.17.2.4. Means

3.17.2.5. Opportunity

3.17.2.6. Legal criteria

3.17.3. General considerations for use of force

3.17.3.1. Key elements for appropriate response for situations or environmental circumstances where a violent or resistant reaction is foreseen (e.g., multiple officers/backup)

3.17.3.2. Elements of command presence (e.g., stance, posture, eye contact)

3.17.3.3. Avoiding unintentional and or unnecessarily antagonistic and provoking verbal and nonverbal factors by the officer.

3.17.3.4. Primary aspects of proper verbalization (e.g., invoke authority, instructions on behavior compliance, clarity)

3.17.3.5. Appropriate escalation and or de-escalation in use of force

3.17.3.6. Application of handcuffs and additional restraints

3.17.4. Identify other alternatives that the officer may consider using before using deadly force.

Lesson Plan Guide: The lesson plan shall include the following:

1. Factors affecting the use of force.

a. Subject actions

b. Intent

c. Ability

d. Means

e. Opportunity

f. Officer perception of the need for force

g. Situation and environmental circumstances

h. Officer safety considerations

2. Factors affecting the use of deadly force.

a. Likelihood of serious bodily harm or death

1. Perceived or announced intent of subject

2. Ability

3. Means

4. Opportunity

b. Legal criteria

3. General considerations for use of force.

a. Key elements for appropriate response for situations or environmental circumstances where a violent or resistant reaction is foreseen (e.g., multiple officers/backup)

b. Elements of command presence (e.g., stance, posture, eye contact)

c. Avoiding unintentional and/or unnecessarily antagonistic and provoking verbal and nonverbal factors by the deputy/jail officer (e.g., invoke authority, instructions on behavior compliance, clarity)

d. Appropriate escalation/de-escalation on a use of force continuum

1. Define use of force.

2. Identify the decision making process in using force.

e. Application

4. Identify other alternatives that the officer may consider using before using deadly force.

Instructor Notes: The use of force options is for the preservation of life or to prevent serious bodily injury. Safety equipment must be utilized appropriately during demonstrations.

Performance Outcome 3.18.

Identify sudden stress and its effects.

Training Objective Related to 3.18.

1. Given a written exercise, identify the psychological and physiological effects of sudden stress when threatened with danger.

Criteria: The trainee shall be tested on the following:

3.18.1. Identify psychological and physiological effects of stress when threatened with danger

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify psychological and physiological effects of sudden stress when threatened with danger.

Performance Outcome 3.19.

Operate x-ray machines and specialized chairs designed to detect hidden contraband.

Training Objectives Relating to 3.19.

1. Given practical exercise, demonstrate the use of x-ray machines and chairs designed to detect hidden contraband.

Criteria: The trainee shall be tested on the following:

3.19.1. Identify X-ray machines and specialized chairs operation and procedures

3.19.2. Identify safety procedures

3.19.3. Identify reporting and documentation procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify and demonstrate the operation of x-ray machines and/or equipment and specialized chairs designed to detect hidden contraband.

2. Identify;

a. Distance

b. Shielding

c. Time

d. Monitoring

e. Analysis

f. Target hazards

g. Documentation and reporting

h. Securing contraband

i. Chain of evidence and/or custody

Emergency Response

Performance Outcome 4.1.

Identify emergencies.

Training Objective Related to 4.1.

1. Given a written exercise, identify:

a. Nature and human made emergencies

b. Security and safety measures

c. Isolation

d. Containment

e. Prevention

f. Structural damage and/or failure

g. Work stoppage and/or shortage

h. Incident management

Criteria: The trainee shall be tested on the following:

4.1.1. Identify indicators and levels of severity for nature and human made emergencies

4.1.2. Identify response and management procedures

4.1.3. Identify containment procedures

4.1.4. Identify group movement

4.1.5. Identify safety procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify nature and/or human made emergencies.

a. Indicators

b. Levels of severity

2. Identify hazmat incident(s), bomb(s) and/or improvised explosive device(s) or bomb threat(s).

3. Identify safety procedures and measures to protect inmates, staff and visitors.

4. Identify procedures for controlling fire(s).

5. Identify procedures to be employed during power failure; loss of heat; loss of water; structural failure, etc.

Performance Outcome 4.2.

Identify hostage situations.

Training Objective Related to 4.2.

1. Given a written or practical exercise, identify:

a. Hostage situation(s)

b. Principles of survival

c. Security and safety procedures and techniques

d. Response procedures

Criteria: The trainee shall be tested on the following:

4.2.1. Identify psychological parameters of the hostage situation(s)

4.2.2. Identify survival principles

4.2.3. Identify security and safety procedures and techniques

4.2.4. Identify response procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify psychological parameters of hostage situation(s).

2. Identify procedures in hostage situation(s).

3. Identify principles of survival for a hostage(s), inmates, and/or staff.

4. Identify actions by hostage(s), inmates, and/or staff which contribute to their safety and survival.

Performance Outcome 4.3.

Participate in emergency drills and exercises.

Training Objective Related to 4.3.

1. Given a practical exercise, participate in emergency drills and exercises.

Criteria: The trainee shall be tested on the following:

4.3.1. Identify emergency drills and exercises

4.3.2. Demonstrate duties and responsibilities during emergency drills and exercises

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify how to participate in and conduct emergency drills and exercises.

2. Demonstrate duties and responsibilities during drills and exercises.

Performance Outcome 4.4.

Identify and demonstrate first aid and CPR skills.

Training Objective Related to 4.4.

1. Given a written test and practical exercises, successfully:

a. Complete a first aid course

b. Complete CPR course

Criteria: The trainee shall be tested on the following:

4.4.1. Identify and demonstrate first aid techniques

4.4.2. Identify and demonstrate CPR techniques

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify and demonstrate first aid techniques.

2. Identify and demonstrate CPR techniques.

Performance Outcome 4.5.

Complete incident management training.

Training Objective Related to 4.5.

1. Given a written or practical exercise, complete:

a. (Repealed)

b. FEMA IS-700 National Incident Management System (NIMS) Introductory training

c. ICS 100 Introductory training

Criteria: The trainee shall be tested on the following:

4.5.1. Identify and complete IS-700 NIMS Introductory training course

4.5.2. Identify and complete ICS 100 Introductory training course

Lesson Plan Guide: The lesson plan shall include the following:

1. (*Repealed*)

2. Complete IS-700 NIMS Introductory training course.

3. Complete ICS 100 Introductory training course.

Performance Outcome 4.6.

Identify applicable laws, definitions and background information related to terrorism.

Training Objectives Related to 4.6.

1. Given a written exercise, define terrorism according to Title 16 U.S.C and applicable laws in the Code of Virginia.

2. Given a written or practical exercise, identify the differences between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment

3. Given a written or practical exercise identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:

a. Background information

1. International

2. Domestic (Intra-national)

b. Strategies/current trends

1. Propaganda

2. Internet resource

3. Complex coordinated attacks intended to overwhelm the local jurisdiction and initiate a regional /statewide response

a. Three or more attackers

b. Simultaneous attack of two or more sites

4. Other as identified

c. Primary objectives

d. Potential targets

Criteria: The trainee shall be tested on the following:

4.6.1. Define terrorism according to Title 16 U.S.C and applicable laws in the Code of Virginia.

4.6.2. Identify the difference between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment

4.6.3. Identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:

4.6.3.1. Extreme political groups (Sovereign Citizens)

4.6.3.2. Race-based hate groups (White Supremacist, Black Separatists)

4.6.3.3. Religious-based hate groups (Christian Identity, Westboro Baptist Church)

4.6.3.4. Special interest groups (anti-abortion, animal rights)

4.6.3.5. Foreign Terrorist Organizations (al Qaeda, ISIS, Boko Haram)

4.6.3.6. Identify the primary objectives of terrorists:

4.6.3.6.1. Recognition

4.6.3.6.2. Coercion

4.6.3.6.3. Intimidation

4.6.3.6.4. Provocation

4.6.3.6.5. Insurgency Support

4.6.3.7. Potential targets

Lesson Plan Guide: The lesson plan shall include the following:

1. Define terrorism according to Title 16 U.S.C and applicable laws in the Code of Virginia.

2. Identify the difference between extremist beliefs and terrorist activity acts/speech protected by the First Amendment (i.e. subject has radical beliefs which are not a violation of law until they act upon them)

a. Identify the radicalization process and the behavioral factors influencing the process

b. Terrorist recruitment cycle and socialization activities

3. Identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:

a. Extreme political groups (Sovereign Citizens)

b. Race-based hate groups (White Supremacist, Black Separatists)

c. Religious-based hate groups (Christian Identity, Westboro Baptist Church)

d. Special interest groups (anti-abortion, animal rights)

e. Foreign Terrorist Organizations (al Qaeda, ISIS, Boko Haram)

4. Identify types of organizations and individuals engaging in acts of terrorism.

a. Background information

1. International

2. Domestic (Intra-national)

b. Strategies/current trends

1. Propaganda

2. Internet resources

3. Complex coordinated attacks intended to overwhelm the local jurisdiction and initiate a regional /statewide response

a. Three or more attackers

b. Simultaneous attack of two or more sites

c. Primary objectives

d. Potential targets

Performance Outcome 4.7.

Identify common precursors associated with the production of hazardous devices accessible through legal and illegal means.

Training Objective Related to 4.7.

1. Given a written or practical exercise, identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:

a. Chemical agents

b. Biological agents

c. Radiological devices

d. Explosive devices

e. Weapons of mass destruction

2. Given a written or practical exercise, identify the responsibilities of the first officer on the scene of an act of terrorism.

Criteria: The trainee shall be tested on the following:

4.7.1. Identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:

4.7.1.1. Chemical agents

4.7.1.2. Biological agents

4.7.1.3. Radiological devices

4.7.1.4. Explosive devices

4.7.1.5. Weapons of mass destruction

4.7.2. Recognize and evaluate the situation.

4.7.3. Avoid and isolate the area.

4.7.4. Notify appropriate agencies and request assistance.

4.7.5. If and when determined, proceed to evacuate/shelter in place.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:

a. Chemical agents

b. Biological agents

c. Radiological devices

d. Explosive devices

e. Weapons of mass destruction

2. Recognize and evaluate the situation.

3. Avoid and isolate the area.

4. Notify appropriate agencies and request assistance.

5. If and when determined, proceed to evacuate/shelter in place.

Performance Outcome 4.8.

Identify the impact of social media on today's terrorism activities.

Training Objective Related to 4.8.

1. Given a written or practical exercise, identify the impact various forms of social media have on today's terrorist activity.

Criteria: The trainee shall be tested on the following:

4.8.1 Identify the impact of social media on terrorist activities.

4.8.1.1. Monitor social media during the event, as applicable

4.8.1.2. Utilizing social media for distribution of information

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the impact of social media on terrorist activities.

a. Monitor social media during the event, as applicable

b. Utilizing social media for distribution of information

Performance Outcome 4.9.

Identify behavior(s) and indicators of suspicious non-criminal and criminal activity that may alert law enforcement to acts of terrorism and identify resources capable of providing assistance.

Training Objectives Related to 4.9.

1. Given a written or practical exercise, identify behavior(s) and indicators of suspicious non-criminal and criminal terrorist activity.

2. Given a written or practical exercise identify federal, state, and local resources.

Criteria: The trainee shall be tested on the following:

4.9.1. Identify behaviors and indicators of suspicious non-criminal and criminal activities.

4.9.2. Identify federal, state, and local resources.

4.9.2.1. Federal

4.9.2.1.1. Joint Terrorism Task Force

4.9.2.1.2. Terrorist Screening Center (TSC)

4.9.2.1.3. National Joint Terrorism Task Force

4.9.2.2. State Police – Fusion Center

4.9.2.3. Local resources

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify behavior(s) and indicators

a. Suspicious non-criminal

b. Criminal

2. Identify federal, state, and local resources.

a. Federal

1. Joint Terrorism Task Force

2. Terrorist Screening Center (TSC)

3. National Joint Terrorism Task Force

b. State Police – Fusion Center

c. Local resources

Conflict and Crisis Management

Performance Outcome 5.1.

Apply knowledge of responsivity issues to include the inmate's culture, environment, and background; and how it impacts behavior, inmate and officer and/or staff relationships, and their environments.

Training Objective Related to 5.1.

1. Given a written or practical exercise, identify:

a. Components of an inmate's environment

b. Lifestyles differences, cultures, social interactions and languages

c. Pro-social values and behavior techniques

d. Security and supervision

2. Given a written exercise or role-play scenarios, recognize behavioral styles in daily occurrences/situations, and the same behavioral styles in stressful or emotionally situations.

Criteria: The trainee shall be tested on the following:

5.1.1. Identify inmate's environmental components

5.1.2. Identify pro-social and behavior techniques

5.1.3. Identify different life styles

5.1.4. Identify safety and supervision procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify and understand prison environment;

a. Community

b. Inmate backgrounds

c. Communications networks

d. Common patterns of behavior

e. Behavior pattern

1. Usefulness

2. Limitations

3. Stereotyping

2. Role-play scenarios, recognizing behavioral styles in daily occurrences/situations, and the same behavioral styles in a stressful or emotional situation.

3. Identify different lifestyles, cultures, social interactions, and languages.

4. Identify positive ways to supervise inmates with alternative lifestyles, culture backgrounds, and languages.

a. Social/cultural lifestyles

b. Cultural diversity

c. Common prison slang

Performance Outcome 5.2.

Identify high risk behavior including self-injurious tendencies and behaviors.

Training Objective Related to 5.2.

1. Given a written or practical exercise, identify:

a. High risk behavior characteristics to include self-injurious tendencies

b. Procedures taken when presented with non-coping or high risk behavior

c. Documentation and reporting process

d. Psychiatric treatment

e Need for treatment

f. Medical treatment

1. Inmate

2. Staff

3. Civilian

Criteria: The trainee shall be tested on the following:

5.2.1. Identify indicators and characteristics of high risk behaviors:

5.2.1.1. Self-injurious tendencies and behaviors

5.2.1.2. Intervention and prevention techniques

5.2.2. Identify mental and/or medical procedures for:

5.2.2.1. General medical treatment

5.2.2.2. Psychiatric treatment

5.2.2.3. Treatment after chemical or pepper spray

5.2.2.4. Treatment after use of force

5.2.2.5. Treatment after inmate confrontation and/or fight

5.2.3. Identify reporting and documentation procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify characteristics and signs that an inmate is displaying non-coping behaviors which may result in high risk behavior and/or self injurious behavior.

2. Identify signs of possible self-injurious tendencies and behavior

3. Identify procedures related to inmates displaying high risk or self injurious behavior.

4. Identify provisions and/or referrals for intervention and medical and mental health treatment.

5. Identify follow-up, documentation and reporting procedures.

Performance Outcome 5.3.

Identify suicide prevention and intervention procedures.

Training Objectives Relating to 5.3.

1. Given a written, audio-visual, or practical exercise, identify factors to consider when communication with inmates who threaten to commit suicide.

a. Notification procedures and request for resources

b. Maintain a safe position while communicating with inmate and observe for weapons and the need for universal precautions in case of biohazards

1. Calm inmate down

2. Delay as much as possible

c. Reporting and documentation

d. Environmental factors

e. Signs and symptoms

f. Prevention and intervention techniques

g. Suicide alert levels, threats, and watches

h. Suicide indicators, high risk period and ideation or intent

i. Reporting and documentation procedures.

Criteria: The trainee shall be tested on the following:

5.3.1. Identify communication strategies and techniques

5.3.2. Identify risk factors

5.3.3. Identify alerts, threats, and watches

5.3.4. Identify prevention and intervention procedures

5.3.5. Identify indicators, high risk period and ideation or intent

5.3.6. Identify security and safety precautions

5.3.7. Identify reporting requirements and procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify strategies to use when communicating with an inmate who threatens to commit suicide.

2. Identify suicide indicators, risk factors, high risk period and ideation or intent.

3. Identify process for notification of supervisors.

4. Identify procedures for requesting appropriate assistance and resources.

5. Identify suicide alerts, threats, and watches.

6. Identify prevention and intervention guidelines/measures/procedures.

7. Identify precautions and safety procedures.

8. Identify reporting and documentation requirements and procedures.

Performance Outcome 5.4.

Identify conflict management and crisis intervention procedures.

Training Objective Related to 5.4.

1. Given a written exercise, identify the importance of conflict management and crisis intervention.

2. Given a written exercise, identify the factors that contribute to a conflict and/or crisis.

3. Given audio/visual practical scenario, describe actions that could reduce tension and reduce the probability of conflict/crisis situations.

4. Given a practical exercise, identify conflict management and crisis intervention skills in role-play exercises.

5. Given a written exercise, identify available resources within the institution for inmate assistance.

Criteria: The trainee shall be tested on the following:

5.4.1. Identify conflict management and crisis intervention

5.4.2. Identify use of physical force requirements and/or procedures

5.4.3. Demonstrate techniques to reduce tensions

5.4.4. Identify prevention and intervention procedures

5.4.5. Identify safety precautions

5.4.6. Identify referral services and assistance

5.4.7. Identify reporting and documentation

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify and explain the importance of conflict management and crisis intervention.

2. Identify and describe the factors that contribute to a conflict and/or crisis.

3. Identify verbal and non-verbal interactions between the trainee and inmate(s); and description of actions that would reduce tension and the probability of conflict/crisis situations.

4. Identify an inmate's verbal and non-verbal communication and how it may prevent or reduce the number and intensity of conflict/crisis situations.

5. Identify conflict management and crisis intervention skills in role-play exercises.

6. Identify available resources and referral services within the institution for inmate assistance and state the limitations of each.

7. Identify the requirements for use of physical force according to procedures.

Performance Outcome 5.5.

Recognize inmate abnormal and/or unusual behavior.

Training Objective Related to 5.5.

1. Given a written exercise, identify information which is of critical interest to other officers' areas of responsibility and factors that determine the degree of urgency.

2. Given a written exercise, identify how stress affects the emotional intensity of the situation.

3. Given a written exercise, identify non-verbal indicators of a stressful or emotionally intense situation.

4. Given a written exercise, identify a synopsis of events that may occur during a shift and how to effectively communicate key information.

5. Given a written exercise, identify safety procedures.

Criteria: The trainee shall be tested on the following:

5.5.1. Identify abnormal and/or unusual behavior procedures

5.5.2. Identify the factors affecting abnormal and/or unusual behavior

5.5.3. Identify the degree of urgency

5.5.4. Identify effective communication skills and demonstrate the ability to relay key information to other staff/supervisor

5.5.5. Identify safety procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify information that is of critical interest to other officers' areas of responsibility.

2. Identify how stress affects the emotional intensity of the situation.

3. Identify non-verbal indicators of a stressful or emotionally intense situation.

4. Identify key events that may occur during a shift and how to effectively communicate information.

5. Identify safety procedures.

6. Identify the degree of urgency.

Performance Outcome 5.6.

Use discipline in a consistent, positive and effective manner.

Training Objective Related to 5.6.

1. Given written and practical exercises, list the elements of positive discipline and progressive discipline.

2. Given a practical exercise, role-play situations, incidents or conflicts, determine facts, attempt resolution, and identify appropriate charges, if any.

Criteria: The trainee shall be tested on the following:

5.6.1. Identify discipline skills

5.6.1.1. Consistent

5.6.1.2. Positive

5.6.1.3. Effective manner

5.6.2. Identify resolution skills

5.6.3. Identify discipline procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the elements of positive discipline and progressive discipline.

2. Identify the skills necessary to use discipline in a consistent, positive, and effective manner by enforcing rules and procedures.

Performance Outcome 5.7.

Identify inmate misconduct.

Training Objective Related to 5.7.

1. Given a written exercise, identify what happens at the disciplinary hearing.

2. Given a written exercise, identify the decision making power of the hearing officer to determine penalties and the inmate's right of appeal.

3. Given a written exercise, identify the forms that must be completed in order to "charge" an inmate according to the disciplinary process.

4. Given a written exercise, use the appropriate forms to document misconduct involving an inmate(s)

Criteria: The trainee shall be tested on the following:

5.7.1. Identify inmate misconduct

5.7.2. Identify appropriate discipline penalties

5.7.3. Identify inmate's right of appeal

5.7.4. Identify documentation procedures

5.7.5. Identify testimony procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify what happens at the disciplinary hearing.

2. Identify decision making power of the hearings officer to determine penalties and the inmate's right of appeal.

3. Identify the forms that must be completed in order to "charge" an inmate.

4. Identify reporting and documentation of inmate misconduct.

5. Identify testimony procedures.

Law and Legal Issues

Performance Outcome 6.1.

Identify causes and prevention of negligence and thereby reduce the incidents of violations resulting in criminal or civil liability in the course of performing one's duties.

Training Objective Related to 6.1.

1. Given a written or practical exercise, identify the requirements of Title 42, United State Code § 1983, Title 18 United States Code §§241 and 242 and tort law related to personal agency liability.

2. Given a written exercise, identify how the above mentioned laws apply to trainee in order to perform required duties and minimize liability.

3. Given a written exercise, identify negligence related to tort and § 1983 lawsuit.

4. Given a written exercise, identify the difference between Title 18 U. S. Code § 241 and Title 18 U.S. Code § 242.

5. Given a written exercise, identify how the Civil Rights of Institutionalized Persons Act (CRIPA) applies to correctional trainee.

6. Given a written exercise, identify confidentiality laws (HIPAA, FOIA, etc).

7. Given a written exercise, identify the Bill of Rights and Amendments: First, Second, Fourth, Fifth, Sixth and Eight.

Criteria: The trainee shall be tested on the following:

6.1.1. Identify elements that must be present for a person to file a § 1983 lawsuit

6.1.2. Identify common legal defenses against a § 1983 lawsuit

6.1.3. Identify levels of negligence related to tort and § 1983 lawsuit

6.1.4. Identify the difference between Title 18 U. S. Code § 241 and Title 18

U.S. Code § 242

6.1.5. Identify how the Civil Rights of Institutionalized Persons Act (CRIPA) applies

6.1.6. Identify confidentiality laws (HIPPA, FOIA, etc)

6.1.7. Identify the Bill of Rights and Amendments: First, Second, Fourth, Fifth, Sixth and Eight.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify requirements of Title 42, United State Code § 1983, Title 18 United States Code §§ 241 and 242 and tort law related to personal agency liability civil and criminal liability.

2. Identify how the Civil Rights of Institutionalized Persons Act (CRIPA) applies to a correctional traniee.

3. Identify levels of negligence related to tort and § 1983 lawsuit.

4. Identify the difference between Title 18 U. S. Code § 241 and Title 18 U.S. Code § 242.

5. Identify how the Civil Rights of Institutionalized Persons Act (CRIPA) applies.

6. Identify confidentiality laws (HIPA, FOIA, etc).

7. Identify the Bill of Rights and Amendments: First, Second, Fourth, Fifth, Sixth and Eight.

Performance Outcome 6.2.

Identify due process and legal protections afforded an inmate when he violates institutional rules and procedures.

Training Objectives Related to 6.2.

1. Given a written or practical exercise, identify due process and legal protections.

2. Given a written exercise, identify case law *Landman vs. Royster 1971* (354 F.Supp.621).

Criteria: The trainee shall be tested on the following:

6.2.1. Identify due process

6.2.2. Identify legal protections

6.2.3. Identify case law *Landman vs. Royster 1971*

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify due process.

a. Examples

b. Non-examples

2. Identify legal protections.

a. Physical force

b. Consequences

c. Constitution

d. Statutes

1. Federal

2. State

e. Negligence

1. Types

2. Occurrence

f. Confidentiality

g. Inmate and staff rights

h. Liability violation

i. Discrimination

j. Non-discrimination

k. Sanctions

1. Moderate

2. Major

l. Behaviors

1. Moderate offense

2. Major offense

m. Detain

1. Authority

2. Due process to detain

3. Probable cause

4. Good faith

3. Identify case law Landman vs. Royster 1971.

Performance Outcome 6.3.

Secure and safeguard a crime scene and preserve and protect forensic evidence.

Training Objectives Relating to 6.3.

1. Given a written or practical exercise, identify the procedures and techniques to secure and safeguard a crime scene and to preserve and protect forensic evidence.

Criteria: The trainee shall be tested on the following:

6.3.1. Identify procedures for preserving a crime scene and protecting forensic evidence

6.3.2. Identify chain of evidence and why it must be maintained

6.3.3. Identify items associated with an alleged crime and those items that constitute evidence

6.3.4. Identify procedures for marking, preserving, and transferring evidence

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify techniques and procedures of preserving a crime scene and protecting forensic evidence.

2. Identify chain of evidence and why it must be maintained.

3. Identify items associated with an alleged crime and those items that constitute evidence.

4. Identify procedures for marking and preserving evidence.

5. Identify procedures for transferring evidence to:

a. Proper authorities

b. Evidence custodian

Performance Outcome 6.4.

Understand the justification, authority, and limitations of the law as constituted by federal and state code and reporting of criminal activity in accordance with policy and procedures.

Training Objectives Relating to 6.4.

1. Given a written exercise, compare and contrast state and federal rights of inmates, staff, and citizens.

2. Given a written exercise, identify the primary function, jurisdiction and areas of potential mutual criminal justice agencies assistance.

3. Given a written exercise, identify reporting requirements for criminal activity.

Criteria: The officer shall be tested on the following:

6.4.1. Compare and contrast federal and state rights of inmates, staff, and citizens

6.4.2. Identify the primary function, jurisdiction and areas of potential mutual criminal justice agencies assistance

6.4.3. Identify how to report criminal activity in accordance with policy and procedures

6.4.4. Reporting procedures

Lesson Plan Guide: The lesson plan guide shall include the following:

1. Identification, comparison and contrasting state and federal rights of inmates, staff and citizens.

2. Identify the primary function, jurisdiction and areas of potential mutual criminal justice agencies assistance of the following:

a. Federal

b. State

c. Local

3. Identify the reporting criminal activity procedures.

Performance Outcome 6.5.

Demonstrate effective court testimony.

Training Objectives Relating to 6.5.

1. Given a written or practical exercise, identify:

a. Communication elements of presenting effective and accurate testimony

b. Role play testimony and the ability to listen

c. Importance of professional appearance and demeanor

Criteria: The trainee shall be tested on the following:

6.5.1. Identify effective and accurate testimony

6.5.2. Identify professional appearance and demeanor

6.5.3. Identify court preparation

Lesson Plan Guide: The lesson plan guide shall include the following:

1. Identify communication elements required when presenting effective and accurate testimony.

2. Identify the importance of being able to listen well while exerting emotional control when responding accurately and concisely to questions

3. Identify professional appearance and demeanor needed when presenting/giving testimonial evidence.

Duty Assignments and Responsibilities

Performance Outcome 7.1.

Enforce rules and disciplinary actions.

Training Objectives Relating to 7.1.

1. Given a written exercise, identify:

a. Rules and disciplinary action

b. Identify reporting and documentation requirements

c. Agency policy and procedures

Criteria: The trainee shall be tested on the following:

7.1.1. Identify rules and disciplinary actions.

7.1.2. Identify reporting and documentation requirements

7.1.3. Identify agency policy and procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify rules and disciplinary action

a. Expectations

b. Enforcement

c. Consequences

2. Identify agency policy and procedures.

3. Identify reporting and documentation requirements.

Performance Outcome 7.2.

Identify indicators of inmate inappropriate activity.

Training Objectives Relating to 7.2.

1. Given a written exercise, identify indication of inmate inappropriate activity(ies).

2. Given a written exercise, identify intervention and prevention skills to anticipate, monitor, assess, observe, and report.

3. Given a written exercise, identify how to identify and report suspicious activities.

Criteria: The trainee shall be tested on the following:

7.2.1. Identify indication of inmate inappropriate activities

7.2.2. Identify suspicious activities

7.2.3. Identify how to document suspicious activities

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify indications of inmate inappropriate activity.

2. Identify knowledge and skills to anticipate, monitor, assess, observe, refer and intervene.

a. Disputes

b. Disturbances

c. High risk/inappropriate/unusual behaviors

d. Crisis incidents

e. Emergencies

3. Identify and report suspicious activities.

a. Inappropriate behavior

b. Emergencies

c. Disturbances

1. Noises

2. Incidents

3. Behavior

d. Observations

e. Medical issues

f. Contraband

g. Gang

1. Hand signs

2. Terminology

3. Activity/affiliation

h. Incidents

i. Responses

1. Use of force

2. Emergencies

a. Fire

b. Bomb threat

c. Hazards

d. Medical

e. Evacuations

f. Lockdowns

g. Prevention

j. Alarms

Performance Outcome 7.3.

Search vehicles, inmates, staff, and visitors.

Training Objectives Relating to 7.3.

1. Given a practical exercise, identify procedures and techniques to safely search vehicles, inmates, staff, and visitors.

Criteria: The trainee shall be tested on the following:

7.3.1. Identify search procedures for vehicles, inmates, staff, and/or visitors

7.3.2. Identify personal protective equipment procedures

7.3.3. Identify evidence collection procedures

7.3.4. Identify reporting and documentation procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify procedures to safely search vehicles, inmates, staff, and/or visitors.

. **a.** Seize

b. Secure contraband

c. Preserve evidence

d. Dispose

e. Policy and procedures

f. Deny

2. Identify and demonstrate use of personal protective equipment.

3. Identify evidence collection procedures.

4. Identify and demonstrate reporting and documentation procedures.

Instructor Note: Advise officers that they will need to identify agency services and department procedures for advising the public regarding complaints or service requests as part of their training.

Performance Outcome 7.4.

Identify initial admission procedures.

Training Objectives Relating to 7.4.

1. Given a written exercise, identify the admission process of an inmate to the facility.

Criteria: The trainee shall be tested on the following:

7.4.1. Identify procedures to admit an inmate to the facility including procedures to register inmates with the Sex Offender and Crimes Against Minors Registry to ensure compliance with § 53.1-23.2.

7.4.2. Identify safety and security procedures

7.4.3. Identify documentation procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the inmate's initial admission process to the facility.

2. Identify safety and security procedures.

3. Demonstrate reporting and documentation procedures.

Performance Outcome 7.5.

Identify different levels of understanding and language barriers.

Training Objectives Relating to 7.5.

1. Given a written or practical exercise, identify communication skills with awareness of the different levels of understanding, language barriers, and conveyance.

Criteria: The trainee shall be tested on the following:

7.5.1. Identify procedures and techniques to communicate with inmates with different levels of understanding and language barriers

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify verbal communication skills with an awareness of the different levels of understanding and language barriers.

Performance Outcome 7.6.

Identify intake, transfer, and release procedures.

Training Objective Relating to 7.6.

1. Given a written or practical exercise, identify intake, transfer and release procedures and requirements.

Criteria: The trainee shall be tested on the following:

7.6.1. Identify intake procedures

7.6.2. Identify release procedures

7.6.3. Identify transfer procedures

7.6.4. Identify reporting and documentation procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the agency's intake procedures.

a. Acceptance

b. Admission

c. Log books

d. Chain of command

2. Identify release procedures.

a. Requirements

b. Procedures

c. Documentation

d. Chain of command

3. Identify agency's transfer procedures.

4. Identify documentation and reporting procedures.

Performance Outcome 7.7.

Identify emergency care procedures.

Training Objectives Relating to 7.7.

1 Given a written exercise, identify first responder procedures for providing emergency care

2. Given a written exercise, identify procedures transporting inmate.

3 Given a written exercise, identify reporting and documentation procedures.

4. Given a written exercise, identify personal protective equipment and measures.

Criteria: The trainee shall be tested on the following:

7.7.1. Identify emergency care procedures

7.7.2. Identify escorting and transporting procedures

7.7.3. Identify and demonstrate personal protective equipment and measures

7.7.4. Identify reporting and documentation procedures.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify first responder procedures for providing emergency care.

2. Identify procedures for transporting and escorting inmate.

3. Identify procedures for personal protective equipment use and biohazard counter measures.

4. Demonstrate reporting and documentation procedures.

Performance Outcome 7.8.

Identify medical care procedures.

Training Objectives Relating to 7.8.

1. Given a written exercise, identify the proper procedures for providing medical care.

2. Given a written exercise, identify procedures for storing and dispensing medications.

3. Given a written exercise, identify procedures to ensure distributed medication is taken.

Criteria: The trainee shall be tested on the following:

7.8.1. Identify proper procedures for providing medical care.

7.8.2. Identify procedures for storing and dispensing medication

7.8.3. Identify procedures to ensure distributed medication is taken

7.8.4. Identify reporting and documentation procedures.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the proper procedures for providing adequate medical care.

2. Identify the procedures for storing and dispensing medication.

3. Identify the procedures to ensure distributed medication is taken.

4. Identify the reporting and documentation procedures.

Performance Outcome 7.9.

Attend musters, briefings or roll calls.

Training Objectives Relating to 7.9.

1. Given a written exercise, identify the purpose for attending musters, briefings or roll calls.

Criteria: The trainee shall be tested on the following:

7.9.1. Identify musters, briefings and or roll call procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Demonstrate and identify the importance of attending and participating in musters, briefings or roll calls.

a. Communication exchanges between shifts as preparation for duty

b. Duty assignments and/or changes

c. Current information covered

d. Opportunity for questions/clarification

e. Change of command

Performance Outcome 7.10

Identify inspections and security checks.

Training Objective Relating to 7.10.

1. Given a written or practical exercise, demonstrate inspections and security checks.

Criteria: The officer shall be tested on the following:

7.10.1. Identify and demonstrate inspections techniques and security checks.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification and demonstration of inspections techniques and security checks.

a. Tools

b. Weapons

c. Equipment

d. Keys

e. Trays

f. Utensils

g. Property

h. Disposition

i. Inspections/assessments

Performance Outcome 7.11

Identify mail procedures.

Training Objective Relating to 7.11.

1. Given a written or practical exercise, demonstrate mail procedures.

Criteria: The officer shall be tested on the following:

7.11.1. Identify and demonstrate mail procedures.

7.11.1.1. Inspection

7.11.1.2. Distribution

7.11.1.3. Receiving/shipping

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification and demonstration of mail procedures.

Performance Outcome 7.12

Identify inmate telephone procedures.

Training Objective Relating to 7.12.

1. Given a written or practical exercise, demonstrate telephone procedures.

Criteria: The officer shall be tested on the following:

7.12.1 Identify and demonstrate telephone procedures

7.12.1.1. Privileges/rules

7.12.1.2. Constraints

Lesson Plan Guide: The lesson plan shall include the following:

1. Identification of inmate telephone procedures.

Professionalism

Performance Outcome 8.1.

Maintain a professional appearance with respect to clothing, hygiene, grooming, and equipment

Training Objectives Related to 8.1.

1. Given a practical exercise, the trainee will be inspected daily to meet academy standards for clothing, hygiene, grooming, and equipment.

Criteria: The trainee will be tested on the following:

8.1.1. Identify professional appearance, clothing, hygiene, and grooming

8.1.2. Identify professional appearance for a trainee's personal equipment

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the importance of maintaining a professional appearance.

a. Clothing

1. Authorized

2. Unauthorized

b. Hygiene

c. Grooming

d. Public perception

2. Identify requirements for the care and maintenance of authorized issued equipment.

Performance Outcome 8.2.

Behave in a fair and positive manner to develop and maintain a trust while interacting with the staff, inmates, community, and visitors.

Training Objectives Related to 8.2.

1. Given a written exercise, identify the impact that common courtesy may have regarding the relationship between a trainee and the community.

Criteria: The trainee shall be tested on the following:

8.2.1. Identify reasons to foster a positive relationship between the prison environment and the public

8.2.2. Identify principles that define a profession

8.2.3. Identify historical evolution of penal system in the United States

8.2.4. Identify three elements of the criminal justice system

8.2.5. Identify the place of correctional facilities and criminal justice in the structure of government

8.2.6. Identify general principles of ethics:

8.2.6.1. Code of ethics: dedication

8.2.6.2. Code of ethics: behavior

8.2.6.3. Code of ethics: career development

8.2.7. Identify methods of handling violation of professional, ethical, or legal standards of conduct on the part of fellow trainees, officers, or staff

8.2.8. Identify positive and negative aspects of discretionary enforcement policies and procedures

8.2.9. Identify positive and negative influences of a criminal justice career on a trainee/officer's personal life

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify principles that define a profession.

2. Identify the historical evolution of the penal system in the United States.

3. Identify the three elements of the criminal justice system:

a. Courts

b. Sheriffs

c. Police (local and state)

4. Identify the place of the penal system and criminal justice in the structure of government.

5. Identify and define the role of ethics and/or integrity.

a. Two general principles of ethics and/or integrity that may assist a trainee in making ethical judgments

b. Code of conduct and its impact on the following:

1. Behavior on duty

a. Reverence and obedience for the rules and regulations of the agency

b. Crime prevention

c. Respect for the staff, inmate, community and visitors

d. Impartial enforcement of agency rules and regulations

e. Use minimum force necessary to effect resolution to an incident

f. Report only the truth

g. Testify truthfully

i. Strive to perform at maximum efficiency

j. Never misuse correctional resources or confidential information

k. Encourage and reinforce positive behavior

2. Behavior off duty

a. Practice good citizenship (e.g., youth volunteer work, assist neighbors, be active in schools, etc)

b. Maintain self-control and discipline avoiding disputes, excessive use of alcohol, illegal gambling, prejudicial conduct towards people of different ethnic,
religious, and sexual preferences etc.

3. Dedication

a. Self (taking care of you will help you care for others)

b. Family

c. Agency

d. Community

e. State

f. Country

4. Career development

a. Training

b. Resources for individual efforts (e.g. reading, seeking out additional correctional officer training.

c. Using educational resources such as college courses

6. Identify three positive and negative influences on a trainee's personal life.

a. Positive influences include, but are not limited to

1. Being a role model to family and community

2. Honor and respect family, community, and its citizens

3. Obey laws, rules and regulations

4. Safeguarding the principles of our nation and state

b. Negative influences include, but are not limited to

1. Mental and physical stress

2. Divorce or strains on family interactions

3. Alcoholism and/or drug abuse

4. Mental health problems ranging from chronic stress to depression with the possibility of suicide

5. Illegal gambling

c. Bias

1. Define bias

2. Define discrimination

3. Consequences of bias based supervision

Basic Corrections Officer Firearms Training

Performance Outcome 9.1

Inspect and clean handgun.

Training Objective Related to 9.1

1. Given written exercises, identify nomenclature of weapon (handgun).

2. Given a practical exercise, demonstrate prescribed procedure for cleaning weapon (handgun).

Criteria: The trainee shall be tested on the following:

9.1.1. Identify the correct terms to identify weapons and parts of weapon

(handgun)

9.1.2. Demonstrate prescribed procedure to prepare weapon for cleaning

9.1.2.1. Remove magazine or empty cylinder

9.1.2.2. Remove round from chamber

9.1.2.3. Double check weapon to make sure it is empty

9.1.3. Identify weapon cleaning equipment (handgun)

9.1.4. Demonstrate the use of weapon cleaning equipment (handgun)

9.1.4.1. Field strip weapon

9.1.4.2. Clean components

9.1.4.3. Inspect for damage and imperfections

9.1.4.4. Lubricate

9.1.4.5. Reassemble

9.1.4.6. Safely test for proper function

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the correct terms to identify weapon and nomenclature of weapon (handgun).

2. Demonstrate the prescribed procedures to prepare weapon for cleaning (handgun).

a. Remove magazine or empty cylinder

b. Remove round from cylinder

c. Double check weapon to make sure it is empty

d. Safety precautions

3. Identify weapon cleaning equipment (handgun).

a. Field strip weapon

b. Cleaning components

c. Inspect for damage and imperfections

d. Lubricate

e. Disassemble

f. Reassemble

Performance Outcome 9.2.

Using proper hand grip and prescribed drawing techniques using the trainee's approved handgun and holster.

Training Objectives Related to 9.2.

1. Given a practical exercises, use a good and consistent combat grip with a safe and efficient draw from the holster following prescribed drawing techniques using the trainee's approved handgun and holster.

Criteria: The trainee shall be tested on the following:

9.2.1. Draw and fire

9.2.2. Draw to a ready position

9.2.3. Draw to a "cover mode" simulating the covering of an offender/suspect together with the issuance of the verbal order

9.2.4. Use standing position

9.2.5. Use of covering and concealment while maintaining visual contact with the threat

9.2.6. Demonstrate reloading while concentrated on the threat and not the weapon

9.2.7. Demonstrate clearing handgun

9.2.8. Reholster/secure weapon

Lesson Plan Guide: The lesson plan shall include the following:

1. Draw and fire.

2. Draw to a ready position.

3. Draw to a "cover mode" simulating the covering of an offender and/or suspect together with the issuance of the verbal order.

4. Using standing position.

5. Use of covering and concealment while maintaining visual contact with the threat.

6. Reloading techniques while concentrated on the threat and not the weapon.

7. Clear handgun stoppages.

a. Definitions:

1. Gripping: using sufficient strength to hold a weapon on a plane so that the projectile will travel on a line to the target

2. Lifting: having adequate strength to lift the weapon to eye level while maintaining safe control

3. Range of vision: should be such that a person can focus on one object (sights) and still see an image of the target

4. Strength: overall strength should be a minimum of being able to perform normal task without fatiguing quickly

5. Breathing: holding breath for a minimal time in order to complete the task of firing the weapon

6. Cover mode: finger outside the trigger guard until you are on target and have decided to fire

8. Identify reholster/secure weapon procedures.

Performance Outcome 9.3.

Identify basic knowledge and use of handgun.

Training Objectives 9.3.

1. Given a written or practical exercise, identify:

a. Historical evolution and use

b. Cycle of operation

c. Shooting fundamentals

d. Maximum effective range

e. Proficiency

f. Marksmanship

g. Lethality

h. Statutes § 53.1-29 *Code of Virginia*

Criteria: The trainee shall be tested on the following:

9.3.1. Identify historical evolution and use of handgun.

9.3.2. Identify cycle of operation

9.3.3. Demonstrate shooting positions using handgun, rifle, shotgun, crowd control gun, and impact weapon

9.3.4. Identify maximum effective range

9.3.5. Demonstrate tower and ground techniques

9.3.6. Demonstrate handling and safety measures

9.3.6.1. Authorized weapon(s)

9.3.6.2. Authorized ammunition

9.3.6.3. Authorized impact ammunition

9.3.6.4. Loading

9.3.6.5. Unloading

9.3.6.6. Cleaning and maintenance

9.3.7. Demonstrate shooting fundamentals

9.3.8. Demonstrate securing weapons before, during and/or after training and/or emergency incidents

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the basic knowledge and use of hand gun.

2. Identify cycle of operation.

3. Identify and demonstrate shooting positions using handgun.

4. Demonstrate tower and ground techniques

5. Demonstrate handling and safety measures

a. Authorized weapon(s) and accessories

b. Authorized ammunition

c. Authorized impact ammunition

1. Loading

2. Unloading

3. Cleaning and maintenance

4. Accountability

5. Storage

6. Range safety

6. Demonstrate shooting fundamentals

7. Identify use of force and/or firearms procedures.

Performance Outcome 9.4.

Demonstrate clearing stoppages and safety procedures (handgun).

Training Objectives Related to 9.4.

1. Given practical exercises, demonstrate:

a. Clearing stoppages procedures

b. Safety procedures for weapons on and off the range and while on duty

Criteria: The trainee shall be tested on the following:

9.4.1. Demonstrate clearing stoppages;

9.4.2. Identify safety and injury prevention procedures

Lesson Plan Guide: The lesson plan shall include the following for handgun:

1. Identify clearing stoppages procedures.

2. Identify drills and techniques for when the trigger is pulled and the weapon does not fire.

3. Identify safe handling procedures while on the range.

4. Identify the safety procedures of weapons while on duty.

Performance Outcome 9.5.

Fire a handgun using issued equipment, authorized ammunition and accessories.

Training Objectives Related to 9.5.

1. Fire issued/approved handgun, loading device and accessories during daytime and reduced light range exercises using approved/issued holster with 70% accuracy on two of the approved courses of fire.

Criteria: The trainee shall be tested on the following:

9.5.1. Demonstrate dry firing and basic shooting principles

9.5.2. Fire a minimum of 200 rounds with issued ammunition in daylight conditions using issued/ approved handgun and ammunition **prior to qualification**

9.5.3. Qualify on one of the below selected courses with approved targets under daylight conditions using issued ammunition, weapon, duty belt and holster:

9.5.3.1. DOC Double Action Course I for Semi-automatic Pistols, 60 rounds, 25, 15, 7 yards shooting.

(See Appendix A)

9.5.3.2. DOC Combat Course I for Semi-automatic Pistols, 60 rounds, 25, 15, 7, 5, 3 yards shooting (See Appendix B)

9.5.3.3. DOC Qualification Course I for Semi-automatic Pistols, 60 rounds, 25, 15, 10, 7, 5, 3 yards shooting.

(See Appendix C)

9.5.4. Fire a minimum of 25 rounds in reduced light on a reduced light qualification course with a 70% qualification score on each course.

9.5.5. Reduced light practice and qualification courses with time limitations and distances will be established by the training academy.

9.5.5.1. Fire from point shoulder positions

9.5.5.2. Fire using strong and weak hand as appropriate (standing)

9.5.5.3. Correct any malfunctions that may occur

Performance Outcome 9.6.

Apply the general principles of personal safety and security along with physical and mental awareness before, during, after an active shooter incident.

Training Objectives Related to 9.6.

1. Given a written or practical exercise, identify personal safety and security precautions along with physical and mental awareness before, during, and after an active shooter incident, have knowledge of basic first aid, and recognize signs and systems of posttraumatic stress disorder (PTSD).

Criteria: The trainee shall be tested on the following:

9.6.1. Identify use of force

9.6.1.1. § 53.1-10, § 53.1-29, *Code of Virginia*

9.6.2. Identify potential threats

9.6.3. Identify personal risks

9.6.4. Identify positive images

9.6.5. Identify physical and mental preparation

9.6.6. Identify behavioral health issues

9.6.7. Identify response techniques.

Lesson Plan Guide: The lesson plan guide will include the following:

1. Identify active shooter incident(s) and possible mental and physical related issues.

2. Identify dangerous incidents involving and/or requiring lethal use of force options.

3. Identify staff's personal risk(s).

4. Identify officer's attitude, demeanor, and purpose before, during, and/or after active shooter incident.

5. Identify physical and mental awareness.

6. Identify behavioral health issues pre and post to an active shooter incident.

7. Identify potential life threatening dangers to staff during a potential use of force incident.

8. Identify officer's response techniques.

9. Identify officer's emergency medical response techniques and first aid.

Performance Outcome 9.7.

Apply the principles of appropriate actions in situations that may include active shooters, barricade and/or hostage events, ambushes, or terrorist attacks.

Training Objectives Related to 9.7.

1. Given a written or practical exercise, identify:

a. Historical basis for active shooter events

b. Differentiate between types of active shooter situations and/or events

c. Appropriate responses

d. Need for continued continual active shooter training

e. Threat of terrorism and response

Criteria: The trainee shall be tested on the following:

9.7.1. Identify concepts and principles

9.7.2. Identify appropriate responses

9.7.3. Identify communication techniques

9.7.3.1. Radio signal interference and overload

9.7.3.2. Personnel without radios

9.7.3.3. Noise

9.7.3.4. Verbal and non-verbal

9.7.3.5. Signals and/or link-up

9.7.4. Identify threats

9.7.5. Identify officer safety procedures

9.7.5.1. Prevention

9.7.5.2. Intervention

9.7.5.3. Treatment

9.7.5.4. Personal protective equipment

Lesson Plan Guide:

1. Identify communication problems.

2. Identification and implementation of a proper and appropriate response to an active shooter situation/event.

3. Identify life threatening dangers to staff during an active shooter event/situation.

4. Identify specific medical care and rescue plans initiated during an active shooter event/situation.

5. Identify the historical basis for active shooter rapid response.

Performance Outcome 9.8.

Identify and demonstrate the use of hearing protection; eye protection; hat; and other safety equipment.

Training Objectives Related to 9.8.

1. Given a written or practical exercise, identify:

a. Basic safety equipment while on the range

b. Consequences, hazards, injuries that may result from not using approved hearing, eye and head protection

c. Techniques to reduce personal risk and injuries

Criteria: The trainee shall be tested on the following:

9.8.1 Identify and use of safety equipment while on range

9.8.2. Identify consequences, hazards, injuries that may result from not using approved hearing, eye and head protection

9.8.3. Identify techniques to reduce personal risk and injuries while on the range

Lesson Plan Guide:

1. Identification and implementation of approved dual hearing protection while on the range.

2. Identify unapproved and inadequate stand alone ear plugs worn while on the range.

3. Demonstration and implementation of eye protection by officer while on the range:

4. Demonstration and implementation of hat with a brim to be worn on the range:

5. Identify range safety rules and regulations.

6. Identify injury prevention and safety precautions.

Performance Outcome 9.9.

Identify and demonstrate control techniques to maintain possession of agency assigned weapon and equipment.

Training Objectives to 9.9

1. Given a practical exercise, demonstrate ability to:

a. Apply techniques to maintain possession of weapon against physically attacking inmate(s).

b. Apply techniques to subdue an attacking inmate(s).

c. Back-up/call for assistance procedures.

d. Reporting procedures.

Criteria: The trainee shall be tested on the following:

9.9.1. Techniques to maintain possession of assigned weapon against physically attacking inmate(s)

9.9.2. Techniques how to subdue an attacking inmate(s)

9.9.3. Identify staff emergency/medical procedures for assistance

9.9.4. Offensive active countermeasures techniques designed to disengage and/or neutralize aggressor for de-escalation

Lesson Plan Guide:

1. Identification of weapon consideration of aggressor and trainee.

2. Demonstration of weapon and equipment control by trainee.

3. Demonstration of offensive active countermeasures designed to neutralize aggressor for de-escalation of situation.

4. Demonstrate disengaging techniques.

5. Demonstration of techniques used in life and death struggle by:

a. Transition to weapon to cease aggression

b. Utilizing physical techniques to contain/control aggressor.

A

DOC DOUBLE ACTION COURSE

FOR SEMI-AUTOMATIC PISTOLS

Targets- B-21, B-21E, B-21X, B-27, Q

60 ROUNDS, 7 - 25 YARDS

Qualification Score: 70%

Magazines shall be loaded to their full capacity. Range instructor shall determine when magazines will be changed.

Range Instructor to determine when to load.

PHASE 1 - 7 YARD LINE: Point shoulder position with support: 1. On command draw and fire 1 round in 2 seconds or fire 2 rounds in 3 seconds, repeat until 6 rounds have been fired, scan and breathe. 2. On command fire 2 rounds in 3 seconds, repeat until 6 rounds have been fired, scan and breathe. 3. On command fire 6 rounds strong hand and 6 rounds weak hand in 25 seconds scan and breathe; make weapon safe and holster.

PHASE 2 -15 YARD LINE: Point Shoulder position with support: 1. On command draw and fire 1 round in 2 seconds or 2 rounds in 3 seconds, repeat until 6 rounds have been fired, scan and breathe. 2. On command fire 2 rounds in 3 seconds, repeat until 6 rounds have been fired, scan and breathe. 3. On command fire 6 rounds in 15 seconds, scan and breathe; make weapon safe and holster.

PHASE 3 - 25 YARD LINE: Point Shoulder position with support: 1. On command draw and fire 12 rounds standing strong hand, and 6 rounds standing weak hand, and until 18 rounds have been fired in 90 seconds , scan and breathe; make weapon safe and holster. The order of position is optional with the instructor.

SCORING – B-21E-use indicated K value divided by 3 to obtain percent. B21, B21X targets - use indicated K value with a maximum 300 points divided by 3 to obtain percent. B27 target - 8,9,10,X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent. Q target - 5 points inside the bottle, 3 points outside the bottle on the target. Divide by 3 to obtain percent.

INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN CHALLENGING THE TARGET.

B

DOC COMBAT COURSE I

FOR SEMI-AUTOMATIC PISTOLS

Targets - B21, B-21E, B21X, B27, Q

60 ROUNDS, 25 - 3 YARDS

Qualification Score 70%

Magazines shall be loaded to their full capacity. Range instructor shall determine when magazines will be changed.

Range Instructor to determine when to load.

PHASE 1 - Point Shoulder position with support: 1. On command from the **25 YARD LINE** draw and fire 6 rounds 10 seconds standing, using strong hand; scan and breathe; make weapon safe, holster.

PHASE 2 - Point Shoulder position with support: 1. On command at the **15 YARD LINE,** draw and fire 12 rounds standing 25 seconds, strong hand; scan and breathe; make weapon safe, holster.

PHASE 3 - Point Shoulder position with support: 1. On command at the **7 YARD LINE,** draw and fire 12 rounds strong hand 25 seconds and 6 rounds weak hand 15 seconds; scan and breathe; make weapon safe, holster.

PHASE 4 - Point Shoulder position at the **5 Yard Line:** 1. On command draw and fire 12 rounds in any sequence, i.e. 1 round, 2 rounds, 3 rounds or staggered sequence (2 or 3 seconds); scan and breathe; make weapon safe, holster.

PHASE 5 - At the **3 Yard Line,** two handed point shooting: 1. On command draw and fire 12 rounds in any sequence, i.e. 1 round, 2 rounds, 3 rounds or staggered sequence (2 or 3 seconds); scan and breathe; make weapon safe, holster.

SCORING - B-21E-use indicated K value divided by 3 to obtain percent. B21, B21X targets-use indicated K value with a maximum 300 points divided by 3 to obtain percent. B27 targets - 8, 9, 10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent. Q targets - 5 points inside the bottle, 3 points outside the bottle on the target. Divide by 3 to obtain percent.

INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN CHALLENGING THE TARGET.

C

DOC QUALIFICATION COURSE I

FOR SEMI-AUTOMATIC PISTOLS

Targets-B21, B-21E, B21X, B27, Q

60 ROUNDS, 3-25 YARDS

Qualification Score 70%

Magazines shall be loaded to their full capacity. Range instructor shall determine when magazines will be changed.

Range Instructor to determine when to load.

25 yard line phase calls for rounds fired standing for a total of 6 rounds. Close quarter/two handed point shooting portion can be run from three yards and in, utilizing close quarter shooting techniques.

Phase 1- At the 25 Yard Line, for a total of 6 rounds.

1. On command, draw and fire 6 rounds from standing position; scan and breathe; make weapon safe, holster.

Phase 2- At the 15 Yard Line, for a total of 18 rounds.

1. On command, draw and fire 2 rounds in 4 seconds (3x for total of 6 rounds) scan and breathe.
2. On command fire 6 rounds, combat reload, then fire 6 more rounds in 25 seconds; scan and breathe; make weapon safe, holster.

Phase 3- At the 10 Yard Line, for a total of 12 rounds.

1. On command, draw and fire 2 rounds in 3 seconds (total of six rounds), scan and breathe.
2. On command, fire 3 rounds in 4 seconds (total of six rounds) ; scan and breathe; make weapon safe, holster.

Phase 4- At the 7 Yard Line, for a total of 12 rounds.

1. On command, draw and fire 2 rounds in 3 seconds (total of six rounds); scan and breathe.
2. On command, draw and fire 3 rounds in 4 seconds (total of six rounds); scan and breathe; make weapon safe, holster.

Phase 5- At the 5 Yard Line, for a total of 6 rounds.

1. On command, draw and fire 3 rounds strong hand only, safely transfer to weak hand, then fire 3 more rounds weak hand in 15 seconds; scan and breathe; make weapon safe, holster.

Phase 6- At the 3 Yard Line or Closer, for a total of 6 rounds.

1. On command, draw and fire using close quarter/two handed point shoot technique 2 rounds in 3 seconds; scan and breathe; make weapon safe, holster.

(Option, 1-2 steps to the rear after shooting).

SCORING-B-21E-use indicated K value divided by 3 to obtain percent. B21, B21x targets-use indicated K value with maximum 300 points divided by 3 to obtain percent. B27 target-8, 9, 10, X rings=5 points, 7 ring=4 points, hits on silhouette=3 points divided by 3 to obtain percent. Q target-5 points inside the bottle, 3 points outside the bottle on target, divide by 3 to get percent.

INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.

Physical Fitness Training

Performance Outcome 10.1.

Demonstrate low crawl under an obstacle.

Training Objectives Related to 10.1.

1. Demonstrate the ability to crawl under an obstacle.

Criteria: The trainee shall be tested on the following:

10.1.1. Crawl under an obstacle of 24 inches for 10 feet without becoming entangled and/or harmed within set time.

10.1.2. Identify and use safety crawl techniques

Lesson Plan Guide: The lesson plan shall include the following:

1. Techniques for low crawl.

2. Demonstrate safety techniques and knowledge how to prevent physical entanglement and/or harm.

Performance Outcome 10.2.

Sprint full speed for a distance of 56 yards/51 meters.

Training Objective Related to 10.2.

1. Demonstrate the ability to sprint at full speed for a distance of 56 yards/51 meters.

Criteria: The trainee shall be tested on the following:

10.2.1. Response to a visual cue

10.2.2. Body position for sprinting

10.2.3. Breathing techniques

Lesson Plan Guide: The lesson plan shall include the following:

1. Sprinting body position.

2. Breath techniques.

3. Warm-up and cool down during training.

Performance Outcome 10.3.

Run one mile.

Training Objectives Related to 10.3

1. Demonstrate the ability to run a distance of one mile using techniques to help minimize injury.

Criteria: The trainee shall be tested on the following:

10.3.1. Running form

10.3.2. Breathing techniques for running.

Lesson Plan Guide: The lesson plan shall include the following:

1. Running form to minimize injury potential.

2. Breathing techniques for running.

3. Warm-up/stretching techniques for running.

Performance Outcome 10.4.

Accomplish an obstacle course.

Training Objectives Related to 10.4.

1. Demonstrate the ability to run a course through varying terrain appropriate to locality.

Criteria: The trainee shall be tested on the following:

10.4.1. Complete an obstacle course on varying terrain: running; jumping; turning; and crawling:

10.4.1.1. Run at least 1/4 mile during the course

10.4.1.2. Jump over a 2 foot ditch or similar obstacle

10.4.1.3. Vault over three different types of obstacles typical of the locale

10.4.1.4. Crawl under an obstacle of 24 inches in height for at least 10 feet

10.4.1.5. Turn three times during the course

Lesson Plan Guide: The lesson plan shall include the following:

1. Techniques for running, jumping, turning, and crawling as part of obstacle course training;

a. Run at least 1/4 mile during the course

b. Jump over a 2 foot ditch or similar obstacle

c. Vault over three different types of obstacles typical of the locale

d. Crawl under an obstacle of 24 inches in height for at least 10 feet

e. Turn three times during the course

2. Breathing techniques appropriate to each type of physical effort.

Performance Outcome 10.5.

Climb three flights of stairs.

Training Objectives Related to 10.5

1. Demonstrate the ability to climb three flights of stairs within set time.

Criteria: The trainee shall be tested on the following:

10.5.1. Climbing techniques

10.5.2. Breathing techniques

10.5.3. Leg strength development

10.5.4. Aerobic endurance

Lesson Plan Guide: The lesson plan shall include the following:

1. Climbing techniques.

2. Breathing techniques.

3. Leg strength development.

4. Aerobic endurance, increased stamina and staying power, flexibility.

Instructor Note: This exercise may be completed by using one flight of at least eight (8) steps and climbing up and down three times, or any other combination that equals this. Climbing single steps do not equal a flight of steps.

Performance Outcome 10.6.

Drag or push a heavy object.

Training Objectives Related to 10.6

1. Demonstrate the ability to extract an object and/or individual, weighing 120 pounds (males) or 70 pounds (females), to simulate an extraction and/or rescue and drag or push a heavy object/individual, 120/70 pounds, for a distance of 25 feet.

Criteria: The trainee shall be tested on the following:

10.6.1. Body alignment

10.6.2. Breathing techniques

10.6.3. Various types of surfaces

10.6.4. Lifting techniques for up to 120/70 pounds for a distance of 25 feet (120/male; 70/female)

10.6.5. Carrying techniques

10.6.6. Dragging technique up to 120/70 pounds for a distance of 25 feet (120/male; 70/female)

10.6.7. Pushing technique up to 120/70 pounds for a distance of 25 feet (120/male; 70/female)

10.6.8. Bend, reach, grab hold of person at point most helpful using proper body mechanics

Lesson Plan Guide: The lesson plan shall include the following:

1. Body alignment.

2. Breathing techniques.

3. Various types of surfaces.

4. Lifting technique for up to 120/70 pounds and 25 foot distance.

5. Carrying technique(s) for up to 120/70 pounds and 25 foot distance.

6. Dragging technique(s) for up to 120/70 pounds and 25 foot distance.

7. Pushing technique(s) for up to 120/70 pounds and 25 foot distance.

8. Bend, reach, and grab hold of person at point most helpful using proper body mechanics

Performance Outcome 10.7.

Engage in and complete vigorous physical activities.

Training Objectives Related to 10.7

1. Execute the following physical exercises:

a. Thigh isolators

b. Mule kicks

c. Arm circles

1. Clock wise

2. Counter clock wise

d. Brick layers

e. Push-ups

f. Fire hydrants

g. Flutter kicks

h. Calve raises

i. Leg lifts

j. Planks

Criteria: The trainee shall be tested on the following:

10.7.1. Thigh isolators

10.7.2. Mule kicks

10.7.3. Arm circles

10.7.4. Brick layers

10.7.5. Push-ups

10.7.6. Fire hydrants

10.7.7. Flutter kicks

10.7.8. Calve raises

10.7.9. Leg lifts

10.7.10. Planks

Lesson Plan Guide:

The lesson plan shall include the following:

1. Body alignment.

2. Breathing techniques.

3. Warm-up, stretching, and cool down techniques.

4. Physical activities;

a. Thigh isolators

b. Mule kicks

c. Arm circles

d. Brick layers

e. Push-ups

f. Fire hydrants

g. Flutter kicks

h. Calve raises

i. Leg lifts

j. Planks

Field Training

In conjunction with completing basic academy training, the **basic correction officer** must identify requirements related to the employing agency, and community resources and agencies that may assist in job performance. Expected performance outcomes include this basic knowledge and cover the following:

11.1 -- 11.19 Policies, Procedures and Operations

11.1. Identify procedures related to professional appearance, clothing, grooming and issued equipment.

11.2. Identify procedures related to handling violations of professional, ethical, or legal standards of conduct by fellow officers.

11.3. Identify agency policies related to admissions and compliance with § 53.1-23.2 *Code of Virginia*.

11.4. Identify and demonstrate procedures and procedure related to communicating information about an inmate through internal and external requests.

11.5. Identify procedures related to obtaining assistance for communicating with inmates of various cultural backgrounds or with various disabilities.

11.6. Identify and demonstrate procedures related to receiving, securing, and disbursing funds from an inmate's personal account.

11.7. Identify and demonstrate procedures related to filing and retrieving records in agency system.

11.8. Identify and demonstrate procedures related to reporting maintenance problems.

11.9. Identify and demonstrate procedures related to performing a safety inspection.

11.10. Identify procedures related to emergency messages.

11.11. Identify and demonstrate procedures related to documenting proceedings dealing with emotionally upset inmates.

11.12. Identify and demonstrate procedures and procedures for documenting proceedings related to an inmate who commits suicide.

11.13. Identify and demonstrate procedures related to establishing and tracking chain of custody of evidence.

11.14. Identify and demonstrate procedures related to initiating inmate disciplinary actions.

11.15. Identify procedures related to non-prescription and prescription medicine.

11.16. Identify procedures related to sexual harassment in the workplace.

11.17. Identify procedures related to the death of an inmate.

11.18. Identify and demonstrate procedures related to Post Orders.

11.19. Identify intake, transfer, and release procedures

11.19.1. Re-entry planning

11.20 – 11.25 Use of Force, Weapons Use

11.20 Identify procedures related to use of force:

11.20.1. Lethal

11.20.2. Less lethal

11.20.3. Escalation of force

11.20.4. Firearms

11.20.5. Types of firearms

11.20.6. Appropriate use

11.20.7. Authorized

11.21. Identify and demonstrate procedures related to use of restraints.

11.22. Identify and demonstrate procedures for documenting injuries related to an inmate.

11.23. Identify procedures for documenting injuries related to staff.

11.24. Identify and demonstrate procedures for documenting incidents related to use of force.

11.25. Demonstrate offensive and defensive techniques.

11.26 – 11.28 Transporting Inmates

11.26. Identify and demonstrate procedures related to searching, securing, and transporting an inmate:

11.26.1. Restraints

11.26.2. Safety equipment

11.26.3. Observation and perception

11.26.4. Escorting

11.26.5. Loading/Unloading

11.27. Identify procedures related to medical transports involving rescue squads or other non-agency vehicle.

11.28. Identify procedures related to non-traditional medical transports, i.e., pregnant inmate, disabled inmate (various disabilities), etc.

11.29 – 11.60 General Tasks and Duties

11.29. Identify and demonstrate proper radio and telephone communications procedures:

11.29.1. Properly operate hand held radio

11.29.2. How to use the radio in emergency situations/incidents/events

11.29.3. How to use the telephone in emergency situations/incidents/event

11.29.4. Evacuation procedures

11.30 Identify procedures related to the supervision of the opposite gender.

11.31 Identify and demonstrate procedures related to the supervision of inmates:

11.31.1 Positioning

11.31.2 Dining hall supervision

11.31.3 Supervision during education

11.31.4. Shower supervision

11.31.5. Night supervision

11.31.6. Recreation supervision

11.31.7. Kitchen supervision

11.31.8. Laundry supervision

11.31.9. ID checks procedures

11.31.10. Check in and/or out procedures

11.31.11. Accountability

11.31.11.1. Problems

11.31.11.2. Discrepancies

11.31.11.3. Reporting and documentation

11.32 Identify and demonstrate procedures related to the movement of inmates

11.32.1. General population

11.32.2. Special housing

11.33 Identify and demonstrate shakedown and/or extraction procedures, when applicable

11.34 Identify and demonstrate procedures related to log entries:

11.34.1. Writing emphasis

11.34.1.1. Spelling, neatness, legibility

11.34.1.2. Proper sentence structure

11.34.1.3. Accuracy, thoroughness, completeness, conscientiousness

11.34.1.4. Write in the first-person

11.34.2. Incident reports

11.34.3. Disciplinary offense reports

11.34.4 Legal ramifications

11.35 Identify and demonstrate agency procedures related to reporting incidents.

11.36 Identify procedures related to inmate discipline.

11.37 Identify procedures related to inmate grievance.

11.38 Identify and demonstrate procedures related to inmate personal property:

11.38.1. Approved apparel/clothing

11.38.2. Authorized items (TV, magazines, etc)

11.38.3. Inventory.

11.39 Identify and demonstrate agency procedures related to inmate use of telephone system.

11.40 Identify and demonstrate agency procedures related to institutional mail operations;

11.40.1. Inmate’s legal mail

11.40.2. Procedures for delivering legal mail (as policy permits)

11.40.3. Pick up/distribution procedures

11.40.4. General/special purpose mail and/or package procedures

11.41 Identify procedures related to sick call and/or medication operations:

11.41.1. Medical emergencies.

11.41.2. Sick call procedures.

11.41.3. Medication disbursements, where applicable.

11.41.4. Suicide awareness and watches.

11.41.5. Entry and exit searches.

11.42 Identify and demonstrate procedures related to physical counts, controls, and telephone system:

- 11.42.1. Informal counts
- 11.42.2. Formal counts (by two certified officers)
- 11.42.3. Master counts (total population)
- 11.42.4. Out counts
- 11.42.5. Telephone system
- 11.42.6. Key control
- 11.42.7. Master/Central/Housing control centers

11.43 Identify and demonstrate procedures related to entries, searches, and inspections:

- 11.43.1. Living/common/work area search
- 11.43.2. Housing area search (cell, dorm, pod)
- 11.43.3. Security inspections
  - 11.43.3.1. Sally ports
  - 11.43.3.2. Vehicles
  - 11.43.3.3. Cargo
  - 11.43.3.4. Visitors
  - 11.43.3.5. Equipment
  - 11.43.3.6. Lighting systems
  - 11.43.3.7. Perimeter securities
    - 11.43.3.7.1. Internal
    - 11.43.3.7.2. External
  - 11.43.3.8. Bars
  - 11.43.3.9. Cells
  - 11.43.3.10. Pod doors
  - 11.43.3.11. Inmate loading and unloading procedures
  - 11.43.3.12. Basement, where applicable
  - 11.43.3.13. Yard
  - 11.43.3.14. Internal and external work areas
  - 11.43.3.15. Cat walk, where applicable
  - 11.43.3.16. Tower, where applicable
  - 11.43.3.17. Gun post, where applicable
  - 11.43.3.18. Structural inspections
  - 11.43.3.19. Patrols
    - 11.43.3.19.1. Vehicle
    - 11.43.3.19.2. Walking
  - 11.43.3.20. Accountability
    - 11.43.3.20.1. Incidents
    - 11.43.3.20.2. Discrepancies
    - 11.43.3.20.3. Reporting and documentation

11.44 Identify and demonstrate search procedures for inmates, staff, and visitors.

11.45 Identify and demonstrate procedures related to proper tool control:

- 11.45.1. Tool control
- 11.45.2. Who can use and sign out tools

11.45.3. Tool issue

11.45.4. Missing tool

11.46 Identify and demonstrate procedures related to proper key control.

11.46.1. Key control policy

11.46.2. Maintaining key control

11.46.3. Procedure for obtaining keys

11.46.4. Who is allowed keys

11.46.5. Emergency exit keys

11.47 Identify procedures related to the proper management of inmate behavior:

11.47.1 Self-mutilation.

11.47.2 Safe and healthy environment (e.g., sanitation).

11.48. Identify and demonstrate procedures related to inmate special housing.

11.49 Identify and demonstrate procedures related to identification and supervision of gangs.

11.50 Identify procedures related to riot prevention, lockdowns and/or emergencies.

11.51 Identify and demonstrate procedures related to emergency response plans:

11.51.1. Escape response plan

11.51.2. Evacuation response plans

11.52. Identify and demonstrate procedures related to the proper use of restraining devices:

11.52.1. Type of restraints

11.52.2. Application

11.52.3. Unacceptable practices

11.53 Identify agency procedures related to inmate rules of conduct:

11.53.1. Prohibited acts

11.53.2. Disciplinary actions

11.53.2.1. Sanctions

11.53.2.2. Interventions

11.54. Identify disciplinary hearings.

11.55. Identify inmate grievance procedures.

11.56. Identify inmate property procedures:

11.56.1. Authorized items

11.56.2. Inventories

11.56.3. Dispositions of unauthorized items

11.56.4. Inmate property inventory procedures

11.57. Identify procedures related to visitation.

11.57.1.1. Security and supervision

11.57.1.2. Illegal activities

11.57.1.3. Authorized and unauthorized searches

11.57.1.4. Weapons (homemade, improvised, etc.)

11.57.1.5. Drug contraband

11.57.1.6. Types of searches

11.57.1.7. Reporting and documentation

11.57.1.8. Sight supervision

11.58. Identify procedures related to fire response:

11.58.1. Major fires

11.58.2. Emergency actions

11.58.3. Master/Central control notification

11.58.4. Use of fire suppression equipment

11.58.5. Evacuation

11.59. Identify procedures related to emergency situations:

11.59.1. Response teams

11.59.2. Attempted escapes and/or escapes

11.59.3. Hostages situations

11.59.4. Barricaded inmate(s)

11.59.5. Bomb threats and/or IEDs

11.59.6. Threats

11.59.7. Environmental incidents, events, and/or disasters

11.59.8. Human made incidents, events and/or disasters

11.59.9. Hazardous materials and/or chemicals

11.60. Identify and demonstrate procedures related to contraband searches:

11.60.1. Procedures

11.60.2. Recognition

11.60.3. Control of contraband

11.60.4. Documentation and reporting

11.60.5. Frisk

11.60.6. Strip

11.60.7. Cell/pod/dorm searches

11.60.8. Area/perimeter searches

Field Training: 200 hours

Approved by the Criminal Justice Services Board Committee on Training December 11, 2014

Non-Custodial Employees of the Department of Corrections

Security and Supervision

Performance Outcome 1.1.

Identify counting, inspections, security and search procedures.

Training Objective Related to 1.1.

1. Given a practical exercise, identify:

a. Security procedures

b. Perimeter security procedures

c. Inmate movement procedures

d. Enforcement and disciplinary rules and regulations

e. Documentation and reporting

Criteria: The noncustodial employee shall be tested on the following:

1.1.2. Identify and demonstrate security procedures.

1.1.6. Identify procedures to detect and correct actual or potential security breaches.

1.1.7. Identify and demonstrate procedures to control movement in and out of the facility.

1.1.11. Identify and demonstrate documentation and reporting procedures.

1.1.12. Identify rules and procedures.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify and demonstrate security checks and actions to be taken regarding any escapes or absences without permission.

a. Areas:

1. Pods/dormitories/facility/unit/room/living/common/work areas

2. Fixtures

3. Locks

4. Windows

5. Doors

6. Verify locations

7. Mail

8. Reporting and documentation

2. Identify rules and procedures for inmates, disciplinary actions, monitoring and security procedures, visitation, escorting, and supervision of inmates.

a. Enforcing rules and procedures

b. Disciplinary actions

c. Inmate activities:

1. Directing

2. Controlling

3. Hygiene

4. Recreation

5. Work detail

6. On and/or off site

7. Documentation

d. Inmate movement:

1. Security procedures:

a. Shakedown

b. Cell entry

c. Extrications

e. Mandatory incident reporting and documentation:

1. Accurate

2. Timely

3. Legible, clear, concise

4. Follows chain of command

f. Supervision of:

1. Inmate's activities

2. Staff

3. Sight

4. Opposite sex

g. Monitoring:

1. Control of activity

2. Intervention alerts

h. Security precautions and/or awareness

i. Post orders and/or shift duties

3. Identify and demonstrate proper procedures to maintain security of the perimeter by detecting and correcting actual and/or potential security breaches.

4. Identify and demonstrate procedures required to maintain security through control of movement through a gate and/or door:

a. Duties

b. Responsibilities

c. Log

5. Identify and demonstrate group movement procedures within the facility:

a. Escorting

b. Monitoring/observations

c. Criteria

d. Security

e. Control room

f. Log books

g. Reporting of incidents

h. Emergencies

i. Special considerations

Performance Outcome 1.2.

Identify established federal, state, and local standards for the prevention, detection and response of sexual abuse, sexual assault and/or prison rape and comply with § 63.2-1509 Code of Virginia requirements and the agency's written procedures.

Training Objectives Related to 1.2.

1. Given a written or practical exercise, identify:

a. Federal and state statutes

b. Reporting requirements for any case of suspected abuse

c. Prevention and detection procedures

d. Vulnerable populations

e. Medical and mental health services and programs

Criteria: The noncustodial employee shall be tested on the following:

1.2.1. Identify the Code of Virginia § 63.2-1509 and the Prison Rape Elimination Act 28 C.F.R Part 115

1.2.2. Identify the procedures for reporting cases of suspected abuse

1.2.3. Identify prevention and detection procedures

1.2.4. Identify vulnerable populations

1.2.5. Identify medical and mental health care programs

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify federal and state statutes and agency procedures.

2. Identify detection and prevention procedures:

a. Observation

b. Notifying/reporting inmate(s) activity(ies)

c. Responsive planning

d. Disciplinary actions

e. Medical and mental health care

f. Grievances

g. Audits

3. Identify vulnerable populations:

a. Lesbian

b. Gay

c. Bisexual

d. Transgender

e. Intersex

f. Gender nonconforming inmates

g. With disabilities

h. Limited English proficient

4. Identify inmate and staff sexual abuse.

5. Identify inmate and inmate sexual abuse.

6. Identify physical assault and potential injuries.

7. Identify therapeutic interventions.

8. Identify victim characteristics.

9. Identify physical victimization through:

a. Personal attacks and/or bullying/hazing

b. Property damage

c. Use of weapon(s)

d. Confinement–no escape

e. Intimidation

f. Retaliation

10. Identify psychological consequences.

Performance Outcome 1.8.

Identify gangs, definitions, statutes, statistics, and related gang management procedures.

Training Objectives Related to 1.8.

1. Given a written or practical exercise, identify indicators of inmate gang activities and gang management procedures.

Criteria: The noncustodial employee shall be tested on the following:

1.8.1. Identify indicators of inmate gangs and gang activities

1.8.2. Identify state gang statutes

1.8.3. Identify prohibited behavior (gambling, soliciting, recruiting, tattooing, etc.)

1.8.4. Identify documentation and reporting procedures

1.8.5. Identify gang management procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify inmate gangs and gang indicators:

. **a**. Awareness

b. Activity

2. Identify statutes and procedures:

a. Gang identification

b. Documentation

c. Code of Virginia § 18.2-46.1:

1. Definitions

2. Statutes

3. Statistics:

a. National

b. State

c. Local

4. Acts of Violence § 18.2-46.1

5. Prohibited criminal street gang participation § 18.2-46.2

6. Role of the gang management unit

3. Identify inmate prohibited behaviors:

a. Evidence:

1. Collect

2. Preserve

3. Prosecute

4. Document

5. Secure scene

b. Photographs

4. Identify mandatory reporting and documentation procedures.

Communications

Performance Outcome 2.1.

Utilize effective interpersonal verbal and non-verbal communication skills consistently.

Training Objectives Relating to 2.1.

1. Given a written, audio-visual, or practical exercise, identify:

a. Effective interpersonal verbal and non-verbal communication skills

b. One-minute interchange

Criteria: The noncustodial employee shall be tested on the following:

2.1.1. Identify effective and non-effective interpersonal verbal and non-verbal communications skills.

2.1.2. Demonstration of verbal interchange of one-minute.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify effective verbal and non-verbal communication skills.

2. Demonstrate one-minute interchange.

Performance Outcome 2.2.

Demonstrate reporting and documentation procedures relating to an incident(s).

Training Objectives Relating to 2.2.

1. Given a written or practical exercise, identify factors to consider when obtaining and/or providing information relating to an incident(s) involving an inmate(s).

Criteria: The noncustodial employee shall be tested on the following:

2.2.1. Identify procedures to obtain and/or provide information.

2.2.2. Identify reporting and documentation procedures.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify and demonstrate how to obtain and/or provide information relating to an incident(s):

a. Who

b. What

c. Where

d. When

e. Why

f. How

g. Timely notification

h. Notify chain of command

2. Identify reporting and documentation procedures.

Performance Outcome 2.5.

Communicate with inmate(s), staff, and visitors while maintaining awareness of possible differences in their levels of understanding.

Training Objectives Relating to 2.5.

1. Given a written or practical exercise, identify:

a. Different levels of understanding

b. Effective communication skills

c. Safety and security procedures

Criteria: The noncustodial employee shall be tested on the following:

2.5.1. Identify and demonstrate communication skills.

2.5.2. Identify different levels of understanding.

2.5.3. Identify safety and security procedures.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify and demonstrate possible situations where communication style adjustments may be needed or required:

a. Voice tone

b. Language use/simplification

c. Body stances/gestures

d. Cultural awareness

e. Facial expressions

f. Eye contact

2. Identify an understanding of the inmate's behavior.

3. Identify methods of safe approach and procedures.

4. Identify inmate audience (e.g. age, education level, cultural diversity, etc.)

5. Identify potential reasons for communication challenges (e.g. hearing impaired, intellectual disability etc.)

6. Identify safety and security procedures.

Performance Outcome 2.6.

Identify conflict resolution skills.

Training Objectives Relating to 2.6.

1. Given a written or practical exercise, define negotiation, mediation, and arbitration.

2. Given a written exercise, identify the steps of each conflict management technique.

3. Given a practical exercise, negotiate, mediate, or arbitrate a conflict and/or crisis situation.

4. Given a written exercise, identify procedures for evidenced based supervision strategies.

5. Given a written exercise, identify causes of inmate's behavior (i.e. physical and/or mental health.)

Criteria: The noncustodial employee shall be tested on the following:

2.6.1. Define negotiation, mediation, and arbitration.

2.6.2. Identify steps involved in conflict management techniques:

2.6.2.1. Negotiation

2.6.2.2. Mediation

2.6.2.3. Arbitration

2.6.3. Identify safety and security precautions.

2.6.4. Identify evidence based supervision strategies.

2.6.5. Identify causes of inmate's behavior (i.e. physical and/or mental health.)

Lesson Plan Guide: The lesson plan shall include the following:

1. Define negotiation, mediation, and arbitration.

2. Identify steps involved in conflict management techniques.

3. Identify and evaluate the conflict or crisis scene.

4. Identify officer security and safety procedures.

5. Identify causes of inmate's behavior (i.e. physical and/or mental health)

Performance Outcome 2.8.

Identify and recognize hostage and/or barricaded incidents.

Training Objectives Relating to 2.8.

1. Given a written or practical exercise, identify a hostage and/or barricaded incident.

Criteria: The noncustodial employee shall be tested on the following:

2.8.1. Identification and recognition of a hostage and/or barricaded incident.

2.8.2. Identify officer communication skills.

2.8.3. Identify how to notify and request assistance.

2.8.4. Identify security and safety procedures.

2.8.5. Identify documentation and reporting procedures.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify a hostage and/or barricaded incident:

a. Procedures

b. Containment

c. Coordination

d. Evacuation

e. Contact:

1. Barricaded subject's needs

2. Barricaded subject's wants

f. Method(s) for surrender

g. Armed inmate(s)

h. Suicidal subject(s)

2. Identify reporting and documentation requirements.

3. Identify security and safety procedures.

4. Identify reporting and documentation procedures.

Performance Outcome 2.9.

Detect and report facility environmental changes and the associated impact on the facility.

Training Objective Relating to 2.9.

1. Given a written or practical exercise, identify, detect, and report nature or human made environmental changes.

Criteria: The noncustodial employee shall be tested on the following:

2.9.1. Identify environmental changes and the associated impact.

2.9.2. Identify safety and security procedures.

2.9.3. Identify reporting and documentation procedures.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify environmental changes and the associated impact.

2. Identify security and safety procedures.

3. Identify reporting and documentation.

Performance Outcome 2.12.

Identify radio, telephone communications, and Statewide Agencies Radio System (STARS) equipment and demonstrate proficiency in communicating effectively through mechanical media.

Training Objectives Related to 2.12.

1. Given a practical exercise, demonstrate:

a. Proficiency in relaying verbal messages

b. Proper and effective use of portable or mobile radio, squelch, volume and proper channel selection

c. Plain talk or 10 codes

Criteria: The noncustodial employee shall be tested on the following:

2.12.1. Demonstration of verbal and written communiqués and/or messaging:

2.12.1.1. Radio and telephone equipment

2.12.1.2. STARS

2.12.1.3. Serious Incident Reports (SIRS).

2.12.1.4. Plain talk and/or 10 codes.

Lesson Plan Guide:

1. Demonstrate types of verbal and written communiqués and/or messaging.

2. Demonstrate use of telephone, portable and/or mobile radio use and controls.

3. Identify STARs equipment use and procedures.

4. Identify SIRS procedures.

Safety

Performance Outcome 3.1.

Identify restraints and restraining procedures.

Training Objective Related to 3.1.

1. Given a practical exercise, identify restraints (mechanical, medical, and electronic, etc)

2. Given a written exercise, define positional asphyxia

3. Given a practical exercise, identify safe and effective restraining procedures

4. Given a practical exercise, identify take down techniques and procedures

Criteria: The noncustodial employee shall be tested on the following:

3.1.1. Identify safe and effective restraining procedures

3.1.2. Identify control and/or take down technique(s) in standing, kneeling, and prone positions

3.1.3. Identify restraining devices

3.1.4. Identify and demonstrate the use of leg irons or other devices that restrain legs or the torso

3.1.5. Define positional asphyxia

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify and demonstrate safe and effective handcuffing of cooperative single and multiple inmates.

2. Identify and demonstrate safe and effective handcuffing in the following positions:

a. Standing

b. Kneeling

c. Prone

3. Identify and demonstrate a safe and effective handcuffing/restraining of an inmate after having performed a learned control and/or take down technique(s) in standing, kneeling and prone positions.

4. Identify and demonstrate application of leg irons or other devices that restrain legs or torso avoiding increased levels of force and methods that presents unnecessary injury potential to the noncustodial employee and inmate.

5. Definition of positional asphyxia:

a. Primary medical dangers associated with the sudden restrain of a violent inmate

b. Primary medical dangers associated with positional asphyxia

Performance Outcome 3.3.

Identify homemade and/or improvised weapons.

Training Objective Related to 3.3.

1. Given a written exercise, identify methods and material readily available to create homemade and/or improvised weapons.

2. Given a written exercise, identify procedures for removing, preserving, protecting, and properly documenting homemade materials and weapons.

3. Given a written exercise, identify safety techniques to safe guard staff, visitors and inmates

Criteria: The noncustodial employee shall be tested on the following:

3.3.1. Identify methods and materials to create homemade and or improvised weapons

3.3.2. Identify and demonstrate procedures for removing, preserving, protecting and properly documenting homemade materials and weapons.

3.3.3. Identify safety techniques to safe guard staff, visitors, and inmates.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify methods and material to create homemade weapons.

2. Identify procedures for removing, preserving, protecting, and properly documenting homemade materials and weapons.

3. Identify safety techniques to safe guard staff, visitors, and inmates.

Performance Outcome 3.9.

Move inmates within the facility.

Training Objective Related to 3.9.

1. Given a practical exercise, identify movement procedures within the facility.

Criteria: The noncustodial employee shall be tested on the following:

3.9.1. Identify movement procedures within facility

3.9.2. Identify security and safety procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify inmate movement procedures within facility.

2. Identify security and safety procedures.

Performance Outcome 3.10.

Disperse fights between two or more inmates/visitors/persons.

Training Objective Related to 3.10.

1. Given a practical exercise, identify approved techniques for breaking up fights between two or more inmates.

Criteria: The noncustodial employee shall be tested on the following:

3.10.1. Evaluation of the situation

3.10.2. Verbal intervention

3.10.3. Use of appropriate level of force

3.10.4. Use and identification of safety procedures

3.10.5. Identification of medical follow-up procedures

3.10.6. Identification of reporting and documentation procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify how to evaluate the situation.

2. Identify intervention steps:

a. Intervene verbally using communications skills and voice commands

b. Establish contact with the hostile inmates/visitors/persons

c. Ascertain the reason(s) for his/her/their hostility

d. Use of calming techniques to reduce emotions and restore order

e. Communicate the noncustodial employee's position and responsibilities in the situation

f. State any applicable laws and rules and consequences of continued acts

g. Reporting/documentation.

3. Identify appropriate level of force when verbal intervention fails.

4. Identify safety procedures:

a. Monitor activities:

1. Individual

2. Group

b. Observe and assess the inmate's/visitor's/person's propensity toward violence.

c. Determine presence of weapon(s)

d. Intervention

5. Identify medical follow-up procedures.

6. Identify documentation and reporting procedures.

Performance Outcome 3.11.

Defense against a physically attacking inmate(s).

Training Objective Related to 3.11.

1. Given a practical exercise, identify and demonstrate techniques for defending oneself against a physically attacking inmate(s).

Criteria: The noncustodial employee shall be tested on the following:

3.11.1. Identify items that may be potential weapons used by inmate(s)

3.11.2. Demonstrate countermeasures designed to deflect aggressor

3.11.3. Identify defensive techniques

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify items that may be potential weapons used by inmate(s)

2. Demonstration of defensive strategy designed to protect the noncustodial employee's vulnerable targets.

3. Demonstration of countermeasures designed to deflect aggressor for de-escalation

4. Identify physical techniques to stop aggressor.

Performance Outcome 3.13.

Identify and demonstrate body pressure points and techniques.

Training Objective Related to 3.13.

1. Given a written, audio-visual, or practical exercise, identify:

a. Body pressure points

b. Pressure point techniques

Criteria: The noncustodial employee shall be tested on the following:

3.13.1. Identify body pressure points

3.13.2. Demonstrate pressure point techniques

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify and demonstrate body pressure points.

2. Demonstrate pressure point techniques.

Performance Outcome 3.15.

Identify chemical agents and other crowd control equipment.

Training Objective Related to 3.15.

1. Given a written exam or during a simulation exercise, identify the techniques for using chemical agents and other crowd control/management equipment.

2. Given a practical exercise, identify first aid or aftercare procedures.

3. Given a practical exercise, identify decontamination procedures.

Criteria: The noncustodial employee shall be tested on the following:

3.15.1. Identify chemical agents, aerosol sprays and pyrotechnics and deployment methods

3.15.2. Identify first aid or aftercare

3.15.3. Identify decontamination techniques and procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify types of chemical agents, aerosol sprays and pyrotechnics and methods of deployment.

2. Identify proper application of chemical agents and aerosol sprays.

3. Identify side effects on staff, visitors, and inmates sprayed with chemical or aerosol spray:

a. Short-term

b. Long-term

4. Identify the correct first aid or aftercare to use when contaminated with chemical agents or aerosol sprays according to type and density of the contamination.

5. Identify methods of structural decontamination of chemical or aerosol agents.

6. Identify methods of restraint and transportation of inmates sprayed with a chemical or aerosol agent; be aware of positional asphyxia for an inmate who has ingested a chemical or aerosol agent.

Performance Outcome 3.16.

Confront non-violent inmate groups, hostile groups, and/or disorderly assemblies.

Training Objective Related to 3.16.

1. Given practical exercises, demonstrate techniques to control/physically restrain and/or confront non-violent inmate groups, hostile groups, and/or disorderly assemblies.

Criteria: The noncustodial employee shall be tested on the following:

3.16.1. Identify three factors for controlling non-violent inmates, i.e., peaceable assemblies

3.16.2. Identify three factors to consider when dealing with hostile inmates

3.16.3. Identify safety and security procedures

3.16.4. Identify communication skills and voice commands

3.16.5. Identify and demonstrate command presence

3.16.6. Identify controls and movement

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify three factors for controlling non-violent inmates, i.e., peaceable assemblies:

a. Officer safety considerations

b. Command presence

c. Communication skills

d. Boundaries within which crowd must remain or move along

e. Patterns of movement for crowd for safety and control

f. Emergency access and/or exit.

2. Identify three factors to consider when dealing with hostile groups:

a. Techniques of detecting violations of facility rules and procedures (sources of disturbance in a crowd by noise and movements)

b. High risk areas

c. Conditions that will indicate rule violations

d. Appropriate steps to enforce procedures:

1. Safety considerations:

a. Monitor group activity

b. Wait for appropriate back-up

c. Determine the nature of their weapons and contraband

d. Known or suspected leaders

2. Command presence:

a. Safely approach

b. Appropriate formations for potential crowd disturbance and/or riot

c. Emergency escapes routes

d. Coordinate cover and contact responsibilities

3. Communication skills and voice commands:

a. Establish contact with hostile group

b. Identify the group leaders

c. Ascertain the reason(s) for their hostility

d. Evaluate the group's proposed solutions to determine their specific "needs"

e. Communicate the noncustodial employee's position and responsibilities in the situation

f. Relate any applicable laws, rules, regulations, policy and procedures, and consequences of continued acts

g. Explain the group's option to comply with the law and/or rules and pursue legal and/or administrative solutions

h. Reassure commitment to resolve the group's problems and/or issues and restore peace and/order

4. Techniques of group control:

a. Small hostile groups

b. Larger hostile groups and rioters

c. Shield, barricade, impact weapon, and other items to block groups when appropriate

5. Move group to break it up using authorized and appropriate use of force:

6. Disciplinary procedures

7. Transportation

8. Reporting and documentation

Performance Outcome 3.17.

Identify necessary and appropriate use of force.

Training Objective Related to 3.17.

1. Given a written or practical exercise, identify the factors that affect the use of force.

2. Given a written or practical exercise, identify the factors that affect the officers' decision to use deadly force.

Criteria: The noncustodial employee shall be tested on the following:

3.17.1. Factors affecting the use of force:

3.17.1.1. Subject actions

3.17.1.2. Intent

3.17.1.3. Ability

3.17.1.4. Means

3.17.1.5. Opportunity

3.17.1.6. Officer perception of the need for force

3.17.1.7. Situation and environmental circumstances

3.17.2. Factors affecting the use of deadly force:

3.17.2.1. Likelihood of serious bodily harm or death

3.17.2.2. Perceived or announced intent of subject

3.17.2.3. Ability

3.17.2.4. Means

3.17.2.5. Opportunity

3.17.2.6. Legal criteria

3.17.3. General considerations for use of force:

3.17.3.1. Key elements for appropriate response for situations or environmental circumstances where a violent orresistant reaction is foreseen (e.g., multiple officers/backup)

3.17.3.2. Elements of command presence (e.g., stance, posture, eye contact)

3.17.3.3. Avoiding unintentional and or unnecessarily antagonistic and provoking verbal and nonverbal factors by the officer.

3.17.3.4. Primary aspects of proper verbalization (e.g., invoke authority, instructions on behavior compliance, clarity)

3.17.3.5. Appropriate escalation and or de-escalation in use of force

3.17.3.6. Application of handcuffs and additional restraints

3.17.4. Identify other alternatives that the officer may consider using before using deadly force.

Lesson Plan Guide: The lesson plan shall include the following:

1. Factors affecting the use of force:

a. Subject actions

b. Intent

c. Ability

d. Means

e. Opportunity

f. Officer perception of the need for force

g. Situation and environmental circumstances

h. Officer safety considerations

2. Factors affecting the use of deadly force:

a. Likelihood of serious bodily harm or death:

1. Perceived or announced intent of subject

2. Ability

3. Means

4. Opportunity

b. Legal criteria

3. General considerations for use of force:

a. Key elements for appropriate response for situations or environmental circumstances where a violent or resistant reaction is foreseen (e.g., multiple officers/backup)

b. Elements of command presence (e.g., stance, posture, eye contact)

c. Avoiding unintentional and/or unnecessarily antagonistic and provoking verbal and nonverbal factors by the deputy/jail officer (e.g., invoke authority, instructions on behavior compliance, clarity)

e. Appropriate escalation/de-escalation on a use of force continuum:

1. Define use of force.

2. Identify the decision making process in using force.

f. Application

4. Identify other alternatives that the officer may consider using before using deadly force.

Instructor Notes: The use of force options is for the preservation of life or to prevent serious bodily injury. Safety equipment must be utilized appropriately during demonstrations.

Performance Outcome 3.18.

Identify sudden stress and its effects.

Training Objective Related to 3.18.

1. Given a written exercise, identify the psychological and physiological effects of sudden stress when threatened with danger.

Criteria: The noncustodial employee shall be tested on the following:

3.18.1. Identify psychological and physiological effects of stress when threatened with danger

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify psychological and physiological effects of sudden stress when threatened with danger.

Emergency Response

Performance Outcome 4.1.

Identify emergencies.

Training Objective Related to 4.1.

1. Given a written exercise, identify:

a. Nature and human made emergencies

b. Security and safety measure

c. Isolation

d. Containment

e. Prevention

f. Structural damage and/or failure

g. Work stoppage and/or shortage

h. Incident management

Criteria: The noncustodial employee shall be tested on the following:

4.1.1. Identify indicators and levels of severity for nature and human made emergencies.

4.1.2. Identify response and management procedures.

4.1.3. Identify containment procedures.

4.1.4. Identify group movement.

4.1.5. Identify safety procedures.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify nature and/or human made emergencies:

a. Indicators

b. Levels of severity

2. Identify hazmat incident(s), bomb(s) and/or improvised explosive device(s) or bomb threat(s).

3. Identify safety procedures and measures to protect inmates, staff and visitors.

4. Identify procedures for controlling fire(s).

5. Identify procedures to be employed during power failure; loss of heat; loss of water; structural failure, etc.

Performance Outcome 4.2.

Identify hostage situations.

Training Objective Related to 4.2.

1. Given a written or practical exercise, identify:

a. Hostage situation(s)

b. Principles of survival

c. Security and safety procedures and techniques

d. Response procedures

Criteria: The noncustodial employee shall be tested on the following:

4.2.1. Identify psychological parameters of the hostage situation(s)

4.2.2. Identify survival principles

4.2.3. Identify security and safety procedures and techniques

4.2.4. Identify response procedures

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify psychological parameters of hostage situation(s).

2. Identify procedures in hostage situation(s).

3. Identify principles of survival for a hostage(s), inmates, and/or staff.

4. Identify actions by hostage(s), inmates, and/or staff which contribute to their safety and survival.

Performance Outcome 4.3.

Participate in emergency drills and exercises.

Training Objective Related to 4.3.

1. Given a practical exercise, participate in emergency drills and exercises.

Criteria: The noncustodial employee shall be tested on the following:

4.3.1. Identify emergency drills and exercises

4.3.2. Demonstrate duties and responsibilities during emergency drills and exercises

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify how to participate in and conduct emergency drills and exercise.

2. Demonstrate duties and responsibilities during drills and exercises.

Performance Outcome 4.4.

Identify and demonstrate first aid and CPR skills.

Training Objective Related to 4.4.

1. Given a written test and practical exercises, successfully:

a. Complete a first aid course

b. Complete CPR course

Criteria: The noncustodial employee shall be tested on the following:

4.4.1. Identify and demonstrate first aid techniques

4.4.2. Identify and demonstrate CPR techniques

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify and demonstrate first aid techniques.

2. Identify and demonstrate CPR techniques.

Performance Outcome 4.5.

Complete incident management training.

Training Objective Related to 4.5.

1. Given a written or practical exercise, complete:

a. FEMA IS-700 National Incident Management System (NIMS) Introductory training

b. ICS 100 Introductory training

Criteria: The noncustodial employee shall be tested on the following:

4.5.1. Identify and complete an approved IS 700 NIMS Introductory training course

4.5.2. Identify and complete an approved ICS 100 Introductory training course

Lesson Plan Guide: The lesson plan shall include the following:

1. ~~Identify and complete an approved terrorism awareness training course.~~

2. Identify and complete IS- 700 NIMS Introductory training course.

3. Identify and complete ICS 100 Introductory training course.

Performance Outcome 4.6.

Identify applicable laws, definitions and background information related to terrorism.

Training Objectives Related to 4.6.

1. Given a written exercise, define terrorism according to Title 16 U.S.C and applicable laws in the Code of Virginia.

2. Given a written or practical exercise, identify the differences between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment.

3. Given a written or practical exercise identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:

a. Background information:

1. International

2. Domestic (Intra-national)

b. Strategies/current trends:

1. Propaganda

2. Internet resources

3. Complex coordinated attacks intended to overwhelm the local jurisdiction and initiate a regional /statewide response:

a. Three or more attackers

b. Simultaneous attack of two or more sites

c. Other as identified

d. Primary objectives

e. Potential targets

Criteria: The trainee shall be tested on the following:

4.6.1. Define terrorism according to Title 16 U.S.C and applicable laws in the Code of Virginia.

4.6.2. Identify the difference between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment.

4.6.3. Identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:

4.6.3.1. Extreme political groups (Sovereign Citizens)

4.6.3.2. Race-based hate groups (White Supremacist, Black Separatists)

4.6.3.3. Religious-based hate groups (Christian Identity, Westboro Baptist Church)

4.6.3.4. Special interest groups (anti-abortion, animal rights)

4.6.3.5. Foreign Terrorist Organizations (al Qaeda, ISIS, Boko Haram)

4.6.3.6. Identify the primary objectives of terrorists:

4.6.3.6.1. Recognition

4.6.3.6.2. Coercion

4.6.3.6.3. Intimidation

4.6.3.6.4. Provocation

4.6.3.6.5. Insurgency Support

4.6.3.7. Potential targets

Lesson Plan Guide: The lesson plan shall include the following:

1. Define terrorism according to Title 16 U.S.C and applicable laws in the Code of Virginia.

2. Identify the difference between extremist beliefs and terrorist activity acts/speech protected by the First Amendment: (i.e. subject has radical beliefs which are not a violation of law until they act upon them)

a. Identify the radicalization process and the behavioral factors influencing the process.

b. Terrorist recruitment cycle and socialization activities.

3. Identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:

a. Extreme political groups (Sovereign Citizens)

b. Race-based hate groups (White Supremacist, Black Separatists), Religious-based hate groups (Christian Identity, Westboro Baptist Church)

c. Special interest groups (anti-abortion, animal rights)

d. Foreign Terrorist Organizations (al Qaeda, ISIS, Boko Haram)

4. Identify types of organizations and individuals engaging in acts of terrorism:

a. Background information:

1. International

2. Domestic (Intra-national)

b. Strategies/current trends:

1. Propaganda

2. Internet resources

3. Complex coordinated attacks intended to overwhelm the local jurisdiction and initiate a regional /statewide response:

a. Three or more attackers

b. Simultaneous attack of two or more sites

c. Primary objectives

d. Potential targets

Performance Outcome 4.7.

Identify common precursors associated with the production of hazardous devices accessible through legal and illegal means.

Training Objective Related to 4.7.

1. Given a written or practical exercise, identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:

a. Chemical agents

b. Bbiological agents

c. Radiological devices

d. Explosive devices

e. Weapons of mass destruction

2. Given a written or practical exercise, identify the responsibilities of the first officer on the scene of an act of terrorism.

Criteria: The trainee shall be tested on the following:

4.7.1. Identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:

4.7.1.1. Chemical agents

4.7.1.2. biological agents

4.7.1.3. radiological devices

4.7.1.4. explosive devices

4.7.1.5. weapons of mass destruction

4.7.2. Recognize and evaluate the situation.

4.7.3. Avoid and isolate the area.

4.7.4. Notify appropriate agencies and request assistance.

4.7.5. If and when determined, proceed to evacuate/shelter in place.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:

a. Chemical agents

b. Biological agents

c. Radiological devices

d. Explosive devices

e. Weapons of mass destruction

2. Recognize and evaluate the situation.

3. Avoid and isolate the area.

4. Notify appropriate agencies and request assistance.

5. If and when determined, proceed to evacuate/shelter in place.

Performance Outcome 4.8.

Identify the impact of social media on today's terrorism activities.

Training Objective Related to 4.8.

1. Given a written or practical exercise, identify the impact various forms of social media have on today's terrorist activity.

Criteria: The trainee shall be tested on the following:

4.8.1 Identify the impact of social media on terrorist activities.

4.8.1.1. Monitor social media during the event, as applicable.

4.8.1.2. Utilizing social media for distribution of information.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the impact of social media on terrorist activities.

a. Monitor social media during the event, as applicable.

b. Utilizing social media for distribution of information.

Performance Outcome 4.9.

Identify behavior(s) and indicators of suspicious non-criminal and criminal activity that may alert law enforcement to acts of terrorism and identify resources capable of providing assistance.

Training Objectives Related to 4.9.

1. Given a written or practical exercise, identify behavior(s) and indicators of suspicious non-criminal and criminal terrorist activity.

2. Given a written or practical exercise identify federal, state, and local resources.

Criteria: The trainee shall be tested on the following:

4.9.1. Identify behaviors and indicators of suspicious non-criminal and criminal activities.

4.9.2. Identify federal, state, and local resources.

4.9.2.1. Federal:

4.9.2.1.1. Joint Terrorism Task Force

4.9.2.1.2. Terrorist Screening Center (TSC)

4.9.2.1.3. National Joint Terrorism Task Force

4.9.2.2. State Police – Fusion Center

4.9.2.3. Local resources

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify behavior(s) and indicators

a. Suspicious non-criminAL

b. Criminal

2. Identify federal, state, and local resources.

a. Federal:

1. Joint Terrorism Task Force

2. Terrorist Screening Center (TSC)

3. National Joint Terrorism Task Force

b. State Police – Fusion Center

1. Local resources

Conflict and Crisis Management

Performance Outcome 5.4.

Identify conflict management and crisis intervention procedures.

Training Objective Related to 5.4.

1. Given a written exercise, identify the importance of conflict management and crisis intervention.

2. Given a written exercise, identify the factors that contribute to a conflict and/or crisis.

3. Given audio/visual practical scenario, describe actions that could reduce tension and reduce the probability of conflict/crisis situations.

4. Given a practical exercise, identify conflict management and crisis intervention skills in role-play exercises.

5. Given a written exercise, identify available resources within the institution for inmate assistance.

Criteria: The noncustodial employee shall be tested on the following:

5.4.1. Identify conflict management and crisis intervention.

5.4.2. Identify use of physical force requirements and/or procedures.

5.4.3. Demonstrate techniques to reduce tensions.

5.4.4. Identify prevention and intervention procedures.

5.4.5. Identify safety precautions.

5.4.6. Identify referral services and assistance.

5.4.7. Identify reporting and documentation.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify and explain the importance of conflict management and crisis intervention.

2. Identify and describe the factors that contribute to a conflict and/or crisis.

3. Identify verbal and non-verbal interactions between the noncustodial employee and inmate(s); and description of actions that would reduce tension and the probability of conflict/crisis situations.

4. Identify an inmate's verbal and non-verbal communication and how it may prevent or reduce the number and intensity of conflict/crisis situations.

5. Identify conflict management and crisis intervention skills in role-play exercises.

6. Identify available resources and referral services within the institution for inmate assistance and state the limitations of each.

7. Identify the requirements for use of physical force according to procedures.

Performance Outcome 5.5.

Recognize inmate abnormal and/or unusual behavior.

Training Objective Related to 5.5.

1. Given a written exercise, identify information which is of critical interest to other officers' areas of responsibility and factors that determine the degree of urgency.

2. Given a written exercise, identify how stress affects the emotional intensity of the situation.

3. Given a written exercise, identify non-verbal indicators of a stressful or emotionally intense situation.

4. Given a written exercise, identify a synopsis of events that may occur during a shift and how to effectively communicate key information.

5. Given a written exercise, identify safety procedures.

Criteria: The noncustodial employee shall be tested on the following:

5.5.1. Identify abnormal and/or unusual behavior procedures.

5.5.2. Identify the factors affecting abnormal and/or unusual behavior.

5.5.3. Identify the degree of urgency.

5.5.4. Identify effective communication skills and demonstrate the ability to relay key information to other staff/supervisor.

5.5.5. Identify safety procedures.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify information that is of critical interest to other officers' areas of responsibility.

2. Identify how stress affects the emotional intensity of the situation.

3. Identify non-verbal indicators of a stressful or emotionally intense situation.

4. Identify key events that may occur during a shift and how to effectively communicate information.

5. Identify safety procedures.

6. Identify the degree of urgency.

Performance Outcome 5.6.

Use discipline in a consistent, positive and effective manner.

Training Objective Related to 5.6.

1. Given written and practical exercises, list the elements of positive discipline and progressive discipline.

2. Given a practical exercise, role-play situations, incidents or conflicts, determine facts, attempt resolution, and identify appropriate charges, if any.

Criteria: The noncustodial employee shall be tested on the following:

5.6.1. Identify discipline skills:

5.6.1.1. Consistent

5.6.1.2. Positive

5.6.1.3. Effective manner

5.6.2. Identify resolution skills.

5.6.3. Identify discipline procedures.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the elements of positive discipline and progressive discipline.

2. Identify the skills necessary to use discipline in a consistent, positive, and effective manner by enforcing rules and procedures.

Law and Legal Issues

Performance Outcome 6.1.

Identify causes and prevention of negligence and thereby reduce the incidents of violations resulting in criminal or civil liability in the course of performing one's duties.

Training Objective Related to 6.1.

1. Given a written or practical exercise, identify the requirements of Title 42, United State Code § 1983, Title 18 United States Code §§ 241 and 242 and tort law related to personal agency liability.

2. Given a written exercise, identify how the above mentioned laws apply to corrections officers and noncustodial employees in order to perform required duties and minimize liability.

3. Given a written exercise, identify negligence related to tort and § 1983 lawsuit.

4. Given a written exercise, identify the difference between Title 18 U. S. Code § 241 and Title 18 U.S. Code § 242.

5. Given a written exercise, identify how the Civil Rights of Institutionalized Persons Act (CRIPA) applies to corrections officers and noncustodial employees.

6. Given a written exercise, identify confidentiality laws (HIPAA, FOIA, etc).

7. Given a written exercise, identify the Bill of Rights and Amendments: First, Second, Fourth, Fifth, Sixth and Eight.

Criteria: The noncustodial employee shall be tested on the following:

6.1.1. Identify elements that must be present for a person to file a § 1983 lawsuit.

6.1.2. Identify common legal defenses against a § 1983 lawsuit.

6.1.3. Identify levels of negligence related to tort and § 1983 lawsuit.

6.1.4. Identify the difference between Title 18 U. S. Code § 241 and Title 18 U.S. Code § 242.

6.1.5. Identify how the Civil Rights of Institutionalized Persons Act (CRIPA) applies .

6.1.6. Identify confidentiality laws (HIPPA, FOIA, etc).

6.1.7. Identify the Bill of Rights and Amendments: First, Second, Fourth, Fifth, Sixth and Eight.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify requirements of Title 42, United State Code § 1983, Title 18 United States Code §§ 241 and 242 and tort law related to personal agency liability civil and criminal liability.

2. Identify how the Civil Rights of Institutionalized Persons Act (CRIPA) applies to a correctional trainee.

3. Identify levels of negligence related to tort and § 1983 lawsuit.

4. Identify the difference between Title 18 U. S. Code § 241 and Title 18 U.S. Code § 242.

5. Identify how the Civil Rights of Institutionalized Persons Act (CRIPA) applies.

6. Identify confidentiality laws (HIPA, FOIA, etc).

7. Identify the Bill of Rights and Amendments: First, Second, Fourth, Fifth, Sixth and Eight.

Performance Outcome 6.2.

Identify due process and legal protections afforded an inmate when he violates institutional rules and procedures.

Training Objectives Related to 6.2.

1. Given a written or practical exercise, identify due process and legal protections.

2. Given a written exercise, identify case law *Landman vs. Royster 1971* (354 F.Supp.621).

Criteria: The noncustodial employee shall be tested on the following:

6.2.1. Identify due process.

6.2.2. Identify legal protections.

6.2.3. Identify case law *Landman vs. Royster 1971*.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify due process:

a. Examples

b. Non-examples

2. Identify legal protections:

a. Physical force

b. Consequences

c. Constitution

d. Statutes:

1. Federal

2. State

e. Negligence:

1. Types

2. Occurrence

f. Confidentiality

g. Inmate and staff rights

h. Liability violation

i. Discrimination

j. Non-discrimination

k. Sanctions:

1. Moderate

2. Major

l. Behaviors:

1. Moderate offense

2. Major offense

m. Detain:

1. Authority

2. Due process to detain

3. Probable cause

4. Good faith

3. Identify case law *Landman vs. Royster 1971*.

Performance Outcome 6.3.

Secure and safeguard a crime scene and preserve and protect forensic evidence.

Training Objectives Relating to 6.3.

1. Given a written or practical exercise, identify the procedures and techniques to secure and safeguard a crime scene and to preserve and protect forensic evidence.

Criteria: The noncustodial employee shall be tested on the following:

6.3.1. Identify procedures for preserving a crime scene and protecting forensic evidence.

6.3.2. Identify chain of evidence and why it must be maintained.

6.3.3. Identify items associated with an alleged crime and those items that constitute evidence.

6.3.4. Identify procedures for marking, preserving, and transferring evidence.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify techniques and procedures of preserving a crime scene and protecting forensic evidence.

2. Identify chain of evidence and why it must be maintained.

3. Identify items associated with an alleged crime and those items that constitute evidence.

4. Identify procedures for marking and preserving evidence.

5. Identify procedures for transferring evidence to:

a. Proper authorities

b. Evidence custodian

Performance Outcome 6.4.

Understand the justification, authority, and limitations of the law as constituted by federal and state code and reporting of criminal activity in accordance with policy and procedures.

Training Objectives Relating to 6.4.

1. Given a written exercise, compare and contrast state and federal rights of inmates, staff, and citizens.

2. Given a written exercise, identify the primary function, jurisdiction and areas of potential mutual criminal justice agencies assistance.

3. Given a written exercise, identify reporting requirements for criminal activity.

Criteria: The officer shall be tested on the following:

6.4.1. Compare and contrast federal and state rights of inmates, staff, and citizens.

6.4.2. Identify the primary function, jurisdiction and areas of potential mutual criminal justice agencies assistance.

6.4.3. Identify how to report criminal activity in accordance with policy and procedures.

6.4.4. Reporting procedures.

Lesson Plan Guide: The lesson plan guide shall include the following:

1. Identification, comparison and contrasting state and federal rights of inmates, staff and citizens.

2. Identify the primary function, jurisdiction and areas of potential mutual criminal justice agencies assistance of the following:

a. Federal

b. State

c. Local

3. Identify the reporting criminal activity procedures.

Performance Outcome 6.5.

Demonstrate effective court testimony.

Training Objectives Relating to 6.5.

1. Given a written or practical exercise, identify:

a. Communication elements of presenting effective and accurate testimony

b. Role play testimony and the ability to listen

c. Importance of professional appearance and demeanor

Criteria: The noncustodial employee shall be tested on the following:

6.5.1. Identify effective and accurate testimony

6.5.2. Identify professional appearance and demeanor

6.5.3. Identify court preparation

Lesson Plan Guide: The lesson plan guide shall include the following:

1. Identify communication elements required when presenting effective and accurate testimony.

2. Identify the importance of being able to listen well while exerting emotional control when responding accurately and concisely to questions

3. Identify professional appearance and demeanor needed when presenting/giving testimonial evidence.

Duty Assignments and Responsibilities

Performance Outcome 7.5.

Identify different levels of understanding and language barriers.

Training Objectives Relating to 7.5.

1. Given a written or practical exercise, identify communication skills with awareness of the different levels of understanding, language barriers, and conveyance.

Criteria: The noncustodial employee shall be tested on the following:

7.5.1. Identify procedures and techniques to communicate with inmates with different levels of understanding and language barriers.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify verbal communication skills with an awareness of the different levels of understanding and language barriers.

Performance Outcome 7.7.

Identify emergency care procedures.

Training Objectives Relating to 7.7.

1. Given a written exercise, identify first responder procedures for providing emergency care.

2. Given a written exercise, identify procedures transporting inmate.

3. Given a written exercise, identify reporting and documentation procedures.

4. Given a written exercise, identify personal protective equipment and measures.

Criteria: The noncustodial employee shall be tested on the following:

7.7.1. Identify emergency care procedures.

7.7.2. Identify escorting and transporting procedures.

7.7.3. Identify and demonstrate personal protective equipment and measures.

7.7.4. Identify reporting and documentation procedures.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify first responder procedures for providing emergency care.

2. Identify procedures for transporting and escorting inmate.

3. Identify procedures for personal protective equipment use and biohazard counter measures.

4. Demonstrate reporting and documentation procedures.

Professionalism

Performance Outcome 8.1.

Maintain a professional appearance with respect to clothing, hygiene, grooming, and equipment

Training Objectives Related to 8.1.

1. Given a practical exercise, the noncustodial employee will be inspected daily to meet academy standards for clothing, hygiene, grooming, and equipment.

Criteria: The noncustodial employee will be tested on the following:

8.1.1. Identify professional appearance, clothing, hygiene, and grooming.

8.1.2. Identify professional appearance for a noncustodial employee’s personal equipment.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the importance of maintaining a professional appearance:

a. Clothing:

1. Authorized

2. Unauthorized

b. Hygiene

c. Grooming

d. Public perception

2. Identify requirements for the care and maintenance of authorized issued equipment.

Performance Outcome 8.2.

Behave in a fair and positive manner to develop and maintain a trust while interacting with the staff, inmates, community, and visitors.

Training Objectives Related to 8.2.

1. Given a written exercise, identify the impact that common courtesy may have regarding the relationship between a noncustodial employee and the community.

Criteria: The noncustodial employee shall be tested on the following:

8.2.1. Identify reasons to foster a positive relationship between the prison environment and the public.

8.2.2. Identify principles that define a profession.

8.2.3. Identify historical evolution of penal system in the United States.

8.2.4. Identify three elements of the criminal justice system.

8.2.5. Identify the place of correctional facilities and criminal justice in the structure of government.

8.2.6. Identify general principles of ethics:

8.2.6.1. Code of ethics: dedication

8.2.6.2. Code of ethics: behavior

8.2.6.3. Code of ethics: career development

8.2.7. Identify methods of handling violation of professional, ethical, or legal standards of conduct on the part of fellow noncustodial employees, officers, or staff.

8.2.8. Identify positive and negative aspects of discretionary enforcement policies and procedures.

8.2.9. Identify positive and negative influences of a criminal justice career on a noncustodial employee's/officer's personal life.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify principles that define a profession.

2. Identify the historical evolution of the penal system in the United States.

3. Identify the three elements of the criminal justice system:

a. Courts

b. Sheriffs

c. Police (local and state)

4. Identify the place of the penal system and criminal justice in the structure of government.

5. Identify and define the role of ethics and/or integrity:

a. Two general principles of ethics and/or integrity that may assist a noncustodial employee in making ethical judgments

b. Code of conduct and its impact on the following:

1. Behavior on duty:

a. Reverence and obedience for the rules and regulations of the agency

b. Crime prevention

c. Respect for the staff, inmate, community and visitors

d. Impartial enforcement of agency rules and regulations

e. Use minimum force necessary to effect resolution to an incident

f. Report only the truth

g. Testify truthfully

h. Never use inmates, staff, or position for personal gain

i. Strive to perform at maximum efficiency

j. Never misuse correctional resources or confidential information

k. Encourage and reinforce positive behavior

2. Behavior off duty:

a. Practice good citizenship (e.g., youth volunteer work, assist neighbors, be active in schools, etc)

b. Maintain self-control and discipline avoiding disputes, excessive use of alcohol, illegal gambling, predicial conduct people of different ethnic, religious, and sexual preferences etc.

3. Dedication:

a. Self (taking care of you will help you care for others)

b. Family

c. Agency

d. Community

e. State

f. Country

4. Career development:

a.Training

b. Resources for individual efforts (e.g. reading, seeking out additional correctional officer training.

c. Using educational resources such as college courses.

6. Identify three positive and negative influences on a noncustodial employee's personal life:

a. Positive influences include, but are not limited to:

1. Being a role model to family and community.

2. Honor and respect family, community, and its citizens.

3. Obey laws, rules and regulations.

4. Safeguarding the principles of our nation and state.

b. Negative influences include, but are not limited to:

1. Mental and physical stress.

2. Divorce or strains on family interactions.

3. Alcoholism and/or drug abuse.

4. Mental health problems ranging from chronic stress to depression with the possibility of suicide.

5. Illegal gambling.

c. Bias:

1. Define bias.

2. Define discrimination.

3. Consequences of bias based supervision.

Firearms Training

Performance Outcome 9.1

Inspect and clean handgun.

Training Objective Related to 9.1

1. Given written exercises, identify nomenclature of weapon (handgun).

2. Given a practical exercise, demonstrate prescribed procedure for cleaning weapon (handgun).

Criteria: The noncustodial employee shall be tested on the following:

9.1.1. Identify the correct terms to identify weapons and parts of weapon (handgun).

9.1.2. Demonstrate prescribed procedure to prepare weapon for cleaning:

9.1.2.1. Remove magazine or empty cylinder.

9.1.2.2. Remove round from chamber.

9.1.2.3. Double check weapon to make sure it is empty.

9.1.3. Identify weapon cleaning equipment (handgun).

9.1.4. Demonstrate the use of weapon cleaning equipment (handgun):

9.1.4.1. Field strip weapon

9.1.4.2. Clean components

9.1.4.3. Inspect for damage and imperfections

9.1.4.4. Lubricate

9.1.4.5. Reassemble

9.1.4.6. Safely test for proper function

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the correct terms to identify weapon and nomenclature of weapon (handgun).

2. Demonstrate the prescribed procedures to prepare weapon for cleaning (handgun):

a. Remove magazine or empty cylinder

b. Remove round from cylinder

c. Double check weapon to make sure it is empty

d. Safety precautions

3. Identify weapon cleaning equipment (handgun):

a. Field strip weapon

b. Cleaning components

c. Inspect for damage and imperfections

d. Lubricate

e. Disassemble

f. Reassemble

Performance Outcome 9.2.

Using proper hand grip and prescribed drawing techniques using the noncustodial employee’s approved handgun and holster.

Training Objectives Related to 9.2.

1. Given a practical exercises, use a good and consistent combat grip with a safe and efficient draw from the holster following prescribed drawing techniques using the noncustodial employee’s approved handgun and holster.

Criteria: The noncustodial employee shall be tested on the following:

9.2.1. Draw and fire.

9.2.2. Draw to a ready position.

9.2.3. Draw to a “cover mode” simulating the covering of an offender/suspect together with the issuance of the verbal order.

9.2.4. Use standing position.

9.2.5. Use of covering and concealment while maintaining visual contact with the threat.

9.2.6. Demonstrate reloading while concentrated on the threat and not the weapon.

9.2.7. Demonstrate clearing handgun.

9.2.8. Reholster/secure weapon.

Lesson Plan Guide: The lesson plan shall include the following:

1. Draw and fire.

2. Draw to a ready position.

3. Draw to a “cover mode” simulating the covering of an offender and/or suspect together with the issuance of the verbal order.

4. Using standing position.

5. Use of covering and concealment while maintaining visual contact with the threat.

6. Reloading techniques while concentrated on the threat and not the weapon.

7. Clear handgun stoppages.

a. Definitions:

1. Gripping: using sufficient strength to hold a weapon on a plane so that the projectile will travel on a line to the target.

2. Lifting: having adequate strength to lift the weapon to eye level while maintaining safe control.

3. Range of vision: should be such that a person can focus on one object (sights) and still see an image of the target.

4. Strength: overall strength should be a minimum of being able to perform normal task without fatiguing quickly.

5. Breathing: holding breath for a minimal time in order to complete the task of firing the weapon.

6. Cover mode: finger outside the trigger guard until you are on target and have decided to fire.

8. Identify reholster/secure weapon procedures.

Performance Outcome 9.3.

Identify basic knowledge and use of handgun.

Training Objectives 9.3.

1. Given a written or practical exercise, identify:

a. Historical evolution and use

b. Cycle of operation

c. hooting fundamentals

d. Maximum effective range

e. Proficiency

f. Marksmanship

g. Lethality

h. Statutes § 53.1-29 *Code of Virginia*

Criteria: The noncustodial employee shall be tested on the following:

9.3.1. Identify historical evolution and use of handgun.

9.3.2. Identify cycle of operation

9.3.3. Demonstrate shooting positions using handgun, rifle, shotgun, crowd control gun, and impact weapon

9.3.4. Identify maximum effective range

9.3.5. Demonstrate tower and ground techniques

9.3.6. Demonstrate handling and safety measures:

9.3.6.1. Authorized weapon(s)

9.3.6.2. Authorized ammunition

9.3.6.3. Authorized impact ammunition

9.3.6.4. Loading

9.3.6.5. Unloading

9.3.6.6. Cleaning and maintenance

9.3.7. Demonstrate shooting fundamentals:

9.3.8. Demonstrate securing weapons before, during and/or after training and/or emergency incidents.

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the basic knowledge and use of hand gun.

2. Identify cycle of operation.

3. Identify and demonstrate shooting positions using handgun.

4. Demonstrate tower and ground techniques.

5. Demonstrate handling and safety measures:

a. Authorized weapon(s) and accessories

b. Authorized ammunition

c. Authorized impact ammunition:

1. Loading

2. Unloading

3. Cleaning and maintenance

4. Accountability

5. Storage

6. Range safety

6. Demonstrate shooting fundamentals.

7. Identify use of force and/or firearms procedures.

Performance Outcome 9.4.

Demonstrate clearing stoppages and safety procedures (handgun).

Training Objectives Related to 9.4.

1. Given practical exercises, demonstrate:

a. Clearing stoppages procedures

b. Safety procedures for weapons on and off the range and while on duty

Criteria: The noncustodial employee shall be tested on the following:

9.4.1. Demonstrate clearing stoppages.

9.4.2. Identify safety and injury prevention procedures.

Lesson Plan Guide: The lesson plan shall include the following for handgun:

1. Identify clearing stoppages procedures.

2. Identify drills and techniques for when the trigger is pulled and the weapon does not fire.

3. Identify safe handling procedures while on the range.

4. Identify the safety procedures of weapons while on duty.

Performance Outcome 9.5.

Fire a handgun using issued equipment, authorized ammunition and accessories.

Training Objectives Related to 9.5.

1. Fire issued/approved handgun, loading device and accessories during daytime and reduced light range exercises using approved/issued holster with 70% accuracy on two of the approved courses of fire.

Criteria: The noncustodial employee shall be tested on the following:

9.5.1. Demonstrate dry firing and basic shooting principles.

9.5.2. Fire a minimum of 200 rounds with issued ammunition in daylight conditions using issued/ approved handgun and ammunition **prior to qualification.**

9.5.3. Qualify on one of the below selected courses with approved targets under daylight conditions using issued ammunition, weapon, duty belt and holster:

9.5.3.1. DOC Double Action Course I for Semi-automatic Pistols, 60 rounds, 25, 15, 7 yards shooting. (See Appendix A)

9.5.3.2. DOC Combat Course I for Semi-automatic Pistols, 60 rounds, 25, 15, 7, 5, 3 yards shooting (See Appendix B)

9.5.3.3. DOC Qualification Course I for Semi-automatic Pistols, 60 rounds, 25, 15, 10, 7, 5, 3 yards shooting. (See Appendix C)

9.5.4. Fire a minimum of 25 rounds in reduced light on a reduced light qualification course with a 70% qualification score on each course.

9.5.5. Reduced light practice and qualification courses with time limitations and distances will be established by the training academy.

9.5.5.1. Fire from point shoulder positions.

9.5.5.2. Fire using strong and weak hand as appropriate (standing).

9.5.5.3. Correct any malfunctions that may occur.

Performance Outcome 9.6.

Apply the general principles of personal safety and security along with physical and mental awareness before, during, after an active shooter incident.

Training Objectives Related to 9.6.

1. Given a written or practical exercise, identify personal safety and security precautions along with physical and mental awareness before, during, and after an active shooter incident, have knowledge of basic first aid, and recognize signs and systems of posttraumatic stress disorder (PTSD).

Criteria: The noncustodial employee shall be tested on the following:

9.6.1. Identify use of force:

9.6.1.1. § 53.1-10, § 53.1-29, *Code of Virginia*

9.6.2. Identify potential threats.

9.6.3. Identify personal risks.

9.6.4. Identify positive images.

9.6.5. Identify physical and mental preparation.

9.6.6. Identify behavioral health issues.

9.6.7. Identify response techniques.

Lesson Plan Guide: The lesson plan guide will include the following:

1. Identify active shooter incident(s) and possible mental and physical related issues.

2. Identify dangerous incidents involving and/or requiring lethal use of force options.

3. Identify staff's personal risk(s).

4. Identify officer's attitude, demeanor, and purpose before, during, and/or after active shooter incident.

5. Identify physical and mental awareness.

6. Identify behavioral health issues pre and post to an active shooter incident.

7. Identify potential life threatening dangers to staff during a potential use of force incident.

8. Identify officer's response techniques.

9. Identify officer's emergency medical response techniques and first aid.

Performance Outcome 9.7.

Apply the principles of appropriate actions in situations that may include active shooters, barricade and/or hostage events, ambushes, or terrorist attacks.

Training Objectives Related to 9.7.

1. Given a written or practical exercise, identify:

a. Historical basis for active shooter events

b. Differentiate between types of active shooter situations and/or events.

c. Appropriate responses

d. Need for continued continual active shooter training

e. Threat of terrorism and response

Criteria: The noncustodial employee shall be tested on the following:

9.7.1. Identify concepts and principles.

9.7.2. Identify appropriate responses.

9.7.3. Identify communication techniques:

9.7.3.1. Radio signal interference and overload

9.7.3.2. Personnel without radios

9.7.3.3. Noise

9.7.3.4. Verbal and non-verbal

9.7.3.5. Signals and/or link-up

9.7.4. Identify threats.

9.7.5. Identify officer safety procedures:

9.7.5.1. Prevention

9.7.5.2. Intervention

9.7.5.3. Treatment

9.7.5.4. Personal protective equipment

Lesson Plan Guide:

1. Identify communication problems.

2. Identification and implementation of a proper and appropriate response to an active shooter situation/event.

3. Identify life threatening dangers to staff during an active shooter event/situation.

4. Identify specific medical care and rescue plans initiated during an active shooter event/situation.

5. Identify the historical basis for active shooter rapid response.

Performance Outcome 9.8.

Identify and demonstrate the use of hearing protection; eye protection; hat; and other safety equipment.

Training Objectives Related to 9.8.

1. Given a written or practical exercise, identify:

a. Basic safety equipment while on the range

b. Consequences, hazards, injuries that may result from not using approved hearing, eye and head protection

c. Techniques to reduce personal risk and injuries

Criteria: The noncustodial employee shall be tested on the following:

9.8.1 Identify and use of safety equipment while on range.

9.8.2. Identify consequences, hazards, injuries that may result from not using approved hearing, eye and head protection.

9.8.3. Identify techniques to reduce personal risk and injuries while on the range.

Lesson Plan Guide:

1. Identification and implementation of approved dual hearing protection while on the range.

2. Identify unapproved and inadequate stand alone ear plugs worn while on the range.

3. Demonstration and implementation of eye protection by officer while on the range:

4. Demonstration and implementation of hat with a brim to be worn on the range:

5. Identify range safety rules and regulations.

6. Identify injury prevention and safety precautions.

Performance Outcome 9.9.

Identify and demonstrate control techniques to maintain possession of agency assigned weapon and equipment.

Training Objectives to 9.9

1. Given a practical exercise, demonstrate ability to:

a. Apply techniques to maintain possession of weapon against physically attacking inmate(s).

b. Apply techniques to subdue an attacking inmate(s).

c. Back-up/call for assistance procedures.

d. Reporting procedures.

Criteria: The noncustodial employee shall be tested on the following:

9.9.1. Techniques to maintain possession of assigned weapon against physically attacking inmate(s)

9.9.2. Techniques how to subdue an attacking inmate(s)

9.9.3. Identify staff emergency/medical procedures for assistance.

9.9.4. Offensive active countermeasures techniques designed to disengage and/or neutralize aggressor for de-escalation

Lesson Plan Guide:

1. Identification of weapon consideration of aggressor and noncustodial employee.

2. Demonstration of weapon and equipment control by noncustodial employee.

3. Demonstration of offensive active countermeasures designed to neutralize aggressor for de-escalation of situation.

4. Demonstrate disengaging techniques.

5. Demonstration of techniques used in life and death struggle by:

a. Transition to weapon to cease aggression

b. Utilizing physical techniques to contain/control aggressor.

A

DOC DOUBLE ACTION COURSE

FOR SEMI-AUTOMATIC PISTOLS

Targets- B-21, B-21E, B-21X, B-27, Q

60 ROUNDS, 7 - 25 YARDS

Qualification Score: 70%

Magazines shall be loaded to their full capacity. Range instructor shall determine when magazines will be changed.

Range Instructor to determine when to load.

PHASE 1 - 7 YARD LINE: Point shoulder position with support: 1. On command draw and fire 1 round in 2 seconds or fire 2 rounds in 3 seconds, repeat until 6 rounds have been fired, scan and breathe. 2. On command fire 2 rounds in 3 seconds, repeat until 6 rounds have been fired, scan and breathe. 3. On command fire 6 rounds strong hand and 6 rounds weak hand in 25 seconds scan and breathe; make weapon safe and holster.

PHASE 2 -15 YARD LINE: Point Shoulder position with support: 1. On command draw and fire 1 round in 2 seconds or 2 rounds in 3 seconds, repeat until 6 rounds have been fired, scan and breathe. 2. On command fire 2 rounds in 3 seconds, repeat until 6 rounds have been fired, scan and breathe. 3. On command fire 6 rounds in 15 seconds, scan and breathe; make weapon safe and holster.

PHASE 3 - 25 YARD LINE: Point Shoulder position with support: 1. On command draw and fire 12 rounds standing strong hand, and 6 rounds standing weak hand, and until 18 rounds have been fired in 90 seconds , scan and breathe; make weapon safe and holster. The order of position is optional with the instructor.

SCORING – B-21E-use indicated K value divided by 3 to obtain percent. B21, B21X targets - use indicated K value with a maximum 300 points divided by 3 to obtain percent. B27 target - 8,9,10,X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent. Q target - 5 points inside the bottle, 3 points outside the bottle on the target. Divide by 3 to obtain percent.

INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN CHALLENGING THE TARGET.

B

DOC COMBAT COURSE I

FOR SEMI-AUTOMATIC PISTOLS

Targets - B21, B-21E, B21X, B27, Q

60 ROUNDS, 25 - 3 YARDS

Qualification Score 70%

Magazines shall be loaded to their full capacity. Range instructor shall determine when magazines will be changed.

Range Instructor to determine when to load.

PHASE 1 - Point Shoulder position with support: 1. On command from the **25 YARD LINE** draw and fire 6 rounds 10 seconds standing, using strong hand; scan and breathe; make weapon safe, holster.

PHASE 2 - Point Shoulder position with support: 1. On command at the **15 YARD LINE,** draw and fire 12 rounds standing 25 seconds, strong hand; scan and breathe; make weapon safe, holster.

PHASE 3 - Point Shoulder position with support: 1. On command at the **7 YARD LINE,** draw and fire 12 rounds strong hand 25 seconds and 6 rounds weak hand 15 seconds; scan and breathe; make weapon safe, holster.

PHASE 4 - Point Shoulder position at the **5 Yard Line**. On command draw and fire 12 rounds in any sequence, i.e. 1 round, 2 rounds, 3 rounds or staggered sequence (2 or 3 seconds); scan and breathe; make weapon safe, holster.

PHASE 5 - At the **3 Yard Line,** two handed point shooting. On command draw and fire 12 rounds in any sequence, i.e. 1 round, 2 rounds, 3 rounds or staggered sequence (2 or 3 seconds); scan and breathe; make weapon safe, holster.

SCORING - B-21E-use indicated K value divided by 3 to obtain percent. B21, B21X targets-use indicated K value with a maximum 300 points divided by 3 to obtain percent. B27 targets - 8, 9, 10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent. Q targets - 5 points inside the bottle, 3 points outside the bottle on the target. Divide by 3 to obtain percent.

INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN CHALLENGING THE TARGET.

C

DOC QUALIFICATION COURSE I

FOR SEMI-AUTOMATIC PISTOLS

Targets-B21, B-21E, B21X, B27, Q

60 ROUNDS, 3-25 YARDS

Qualification Score 70%

Magazines shall be loaded to their full capacity. Range instructor shall determine when magazines will be changed.

Range Instructor to determine when to load.

25 yard line phase calls for rounds fired standing for a total of 6 rounds. Close quarter/two handed point shooting portion can be run from three yards and in, utilizing close quarter shooting techniques.

PHASE 1- At the 25 Yard Line, for a total of 6 rounds.

1. On command, draw and fire 6 rounds from standing position; scan and breathe; make weapon safe, holster.

PHASE 2- At the 15 Yard Line, for a total of 18 rounds.

1. On command, draw and fire 2 rounds in 4 seconds (3x for total of 6 rounds) scan and breathe.

2. On command fire 6 rounds, combat reload, then fire 6 more rounds in 25 seconds; scan and breathe; make weapon safe, holster.

PHASE 3- At the 10 Yard Line, for a total of 12 rounds.

1. On command, draw and fire 2 rounds in 3 seconds (total of six rounds), scan and breathe.

2. On command, fire 3 rounds in 4 seconds (total of six rounds) ; scan and breathe; make weapon safe, holster.

PHASE 4- At the 7 Yard Line, for a total of 12 rounds.

1. On command, draw and fire 2 rounds in 3 seconds (total of six rounds); scan and breathe.

2. On command, draw and fire 3 rounds in 4 seconds (total of six rounds); scan and breathe; make weapon safe, holster.

PHASE 5- At the 5 Yard Line, for a total of 6 rounds.

1. On command, draw and fire 3 rounds strong hand only, safely transfer to weak hand, then fire 3 more rounds weak hand in 15 seconds; scan and breathe; make weapon safe, holster.

PHASE 6- At the 3 Yard Line or Closer, for a total of 6 rounds.

1. On command, draw and fire using close quarter/two handed point shoot technique 2 rounds in 3 seconds; scan and breathe; make weapon safe, holster.

(Option, 1-2 steps to the rear after shooting).

SCORING-B-21E-use indicated K value divided by 3 to obtain percent. B21, B21x targets-use indicated K value with maximum 300 points divided by 3 to obtain percent. B27 target-8, 9, 10, X rings=5 points, 7 ring=4 points, hits on silhouette=3 points divided by 3 to obtain percent. Q target-5 points inside the bottle, 3 points outside the bottle on target, divide by 3 to get percent.

INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.

Chapter 6: DCJS Policies and Requirements

Speed Measurement (Radar/Lidar) Operator Training

I. RADAR - Basic Speed Measurement Operator Training Requirements

The Code of Virginia section 9.1-102 authorizes the Department of Criminal Justice Services to establish minimum training requirements for radar operators and minimum qualifications for radar instructors.

All newly appointed radar operators shall attend and satisfactorily complete a radar operator's school as set forth within the policy and shall complete field training for radar operators as established by the "RADAR Speed Measurement Performance Outcomes and Testing Requirements."

1. RADAR Operator Exemptions

All out of state law enforcement officers previously trained in radar operation and newly appointed to a Virginia law enforcement agency to operate radar, who have been out of such employment less than 12 months and who have operated radar within the previous twelve months will be required to complete a retraining session for radar operators as set forth under item B below.

A. Any officer failing to successfully complete such retraining shall be treated as a newly appointed radar operator. Any officer out of such employment in excess of 12 months will be treated as a newly appointed radar operator and shall be required to meet the provisions set forth in section 1.

B. Retraining requires attendance and successful completion of a retraining session including a written test covering objectives A through P of the document entitled "RADAR Performance Outcomes for Speed Measurement Operators." This retraining session must be instructed through a certified criminal justice training academy or by a Virginia law enforcement agency utilizing a radar instructor approved by the Department of Criminal Justice Services.

2. RADAR Operator Training

In addition to classroom instruction, the officer must complete field training of a minimum of eight (8) hours of practical radar training. Four (4) of these hours must be conducted during nighttime hours, and four (4) of these hours must be conducted during daylight hours, all under the supervision of a certified radar operator. At a minimum, training will include set up, testing and operation of the unit, visual speed estimations in a stationary and moving mode and establishing tracking histories. Documentation of compliance with field training requirements is the responsibility of the employing agency of the radar operator.

To comply with these requirements, basic radar operator training shall be received in one of the following methods:

A. Attendance and satisfactory completion of a radar operators school conducted by the Department of Criminal Justice Services or a certified criminal justice academy in compliance with the performance outcomes approved by the Department of Criminal Justice Services.

B. Attendance and satisfactory completion of a radar operator's school conducted by a Virginia law enforcement agency and conducted by a radar instructor certified by the Department of Criminal Justice Services. The curriculum for such training must meet or exceed the requirements established by the Department of Criminal Justice Services and records of attendance, lesson plans, tests, and test results must be maintained by the agency providing such training.

3. RADAR Operator Re-certification Requirements

Every radar operator must meet the following recertification requirements in order to remain in compliance and authorized to operate radar:

A. Successfully passing a written examination for radar operators or completing a recertification training session and successfully passing a written examination is required no later than December 31 of every third calendar year following completion of initial training. Such written test must be prepared by a certified criminal justice academy or a certified radar operator instructor and administered by the criminal justice academy, the radar instructor or another certified academy instructor.

B. Failure to pass the written examination requires the completion of a radar recertification training session and successfully passing a subsequent examination.

C. Failure to pass the written examination after completing a radar recertification training session shall require the officer to attend and satisfactorily complete a radar operator's school.

4. RADAR Operator Testing/retesting Criteria

To comply with these requirements, the minimum criteria to be used when conducting written testing or retesting of radar operators will include the following:

A. All test questions must be directly related to the knowledge, skills and abilities described in A through P of the "RADAR Speed Measurement Performance Outcomes and Testing Requirements," the department's radar operator policy, and the radar instrument to be used by the student.

B. When grading radar operator written tests, all test questions relating to A through P of the "RADAR Speed Measurement Performance Outcomes and Testing Requirements" must be correctly answered.

C. Only a DCJS certified academy instructor, or certified radar instructor may conduct testing, retesting and grading of radar operators tests.

5. RADAR Speed Measurement Instructor Requirements

All instructors providing radar instruction must meet the rules as established in the Instructor Certification/Re-certification Requirements of this manual.

6. RADAR Speed Measurement Instructor Training

To comply with these requirements, radar instructor training may be received by attending and satisfactorily completing a training school specifically designed for radar instructors which has been approved by the Department of Criminal Justice Services.

II. LIDAR - Basic Speed Measurement Operator Training Requirements

The Code of Virginia section 9.1-102 authorizes the Department of Criminal Justice Services to establish minimum training requirements for LIDAR operators and minimum qualifications for LIDAR instructors.

All newly appointed LIDAR operators shall attend and satisfactorily complete a LIDAR operator's school as set forth within the policy and shall complete field training for LIDAR operators as established by the "LIDAR Speed Measurement Performance Outcomes and Testing Requirements."

1. LIDAR Operator Exemptions

All out of state law enforcement officers previously trained in LIDAR operation and newly appointed to a Virginia law enforcement agency authorized to operate LIDAR, who have been out of such employment less than twelve (12) months and who have operated LIDAR within the previous twelve months will be required to complete a retraining session for LIDAR operators as set forth under item B below

A. Any officer failing to successfully complete such retraining shall be treated as a newly appointed LIDAR operator. Any officer out of such employment in excess of twelve (12) months will be treated as a newly appointed LIDAR operator and shall be required to meet the provisions set forth in section 1.

B. Retraining requires attendance and successful completion of a retraining session including a written test covering objectives A through H of the document entitled "Performance Outcomes for Speed Measurement Operators." This retraining session must be instructed through a certified criminal justice training academy or by a Virginia law enforcement agency utilizing a LIDAR instructor approved by the Department of Criminal Justice Services.

2. LIDAR Operator Training

In addition to classroom instruction, the officer must complete field training of a minimum of eight (8) hours of practical LIDAR training. Four (4) of these hours must be conducted during nighttime hours, and four (4) of these hours must be conducted during daylight hours, all under the supervision of a certified LIDAR operator. At a minimum, training will include set up, testing and operation of the unit, visual speed estimations and establishing tracking histories. Documentation of compliance with field training requirements is the responsibility of the employing agency of the LIDAR operator.

To comply with these requirements, basic LIDAR operator training shall be received in one of the following methods:

A. Attendance and satisfactory completion of a LIDAR operator's school conducted by the Department of Criminal Justice Services or a certified criminal justice academy in compliance with the performance outcomes approved by the Department of Criminal Justice Services.

B. Attendance and satisfactory completion of a LIDAR operator's school conducted by a Virginia law enforcement agency and conducted by a LIDAR instructor certified by the Department of Criminal Justice Services. The curriculum for such training must meet or exceed the requirements established by the Department of Criminal Justice Services and records of attendance, lesson plans, tests, and test results must be maintained by the agency providing such training.

3. LIDAR Operator Re-certification Requirements

Every LIDAR operator must meet the following retraining requirements in order to remain in compliance and authorized to operate LIDAR:

A. Successfully passing a written examination for LIDAR operators or completing a recertification training session and successfully passing a written examination is required no later than December 31 of every third calendar year following completion of initial training. Such written test must be prepared by a certified criminal justice academy or a certified LIDAR operator instructor and administered by the criminal justice academy, the LIDAR instructor or another certified academy instructor.

B. Failure to pass the written examination requires the completion of a LIDAR recertification training session and successfully passing a subsequent examination.

C. Failure to pass the written examination after completing a LIDAR recertification training session shall require the officer to attend and satisfactorily complete a LIDAR operator's school.

D. LIDAR retraining and retesting may be completed concurrently with radar retraining and testing.

4. LIDAR Operator Testing/Retesting Criteria

To comply with these requirements, the minimum criteria to be used when conducting written testing or retesting of LIDAR operators will include the following:

A. All test questions must be directly related to the knowledge, skills and abilities described in A through H of the "LIDAR Speed Measurement Performance Outcomes and Testing Requirements," the department's LIDAR operator policy, and the LIDAR instrument to be used by the student.

B. When grading LIDAR operator written tests, all test questions relating to A through H of the "LIDAR Speed Measurement Performance Outcomes and Testing Requirements" must be correctly answered.

C. Only a DCJS certified academy instructor, or certified LIDAR instructor may conduct testing, retesting and grading of LIDAR operators tests.

5. LIDAR Instructor Requirements

All instructors providing LIDAR instruction must meet the rules as established in the Instructor Certification/Re-certification Requirements of this manual.

6. LIDAR Instructor Training

To comply with these requirements, LIDAR instructor training may be received by attending and satisfactorily completing a training school specifically designed for LIDAR instructors which has been approved by the Department of Criminal Justice Services.

III. Consecutive RADAR and LIDAR Field Training Requirements

If Basic RADAR operator's school and LIDAR operator's school are conducted consecutively, only eight (8) hours minimum of field training is required, four (4) hours of which must be completed during nighttime hours and four (4) hours of which must be completed during daylight hours.

Speed Measurement Performance Outcomes and Testing - Radar

Prior to being authorized to perform speed measurement traffic operations utilizing RADAR, each officer shall complete the DCJS Basic Speed Measurement Operator Training requirements.

1. RADAR Cognitive Based and Performance Based Objectives

A. The student will identify what the acronym "RADAR" stands for.

B. The student will identify the characteristics of radio waves transmitted by a police radar device, to minimally include:

1). The signal speed

2). The wave length

3). The frequency

C. The student will identify situations when relative motion will occur, to minimally include:

1). If the object reflecting the energy stands still and the radar transmission source moves.

2). If the radar transmission source stands still and the object reflecting the energy moves.

3). If both the radar transmission source and the object reflecting the energy are moving.

D. The student will define how the Doppler principle must be applied to relate to police traffic radar both stationary and moving.

E. The student will define the Doppler Shift.

F. The student will identify how the Doppler Principle is applied to moving radar when vehicles are approaching, moving away or traveling in the same direction as the unit.

G. The student will list factors that affect a radar unit's "decision" process to minimally include:

1). Reflective capability

2). Position

3). Speed

H. The student will list the elements involved in completing a radar tracking history, to minimally include:

1). Visual estimation of target speed

2). Audio tracking

3). Target speed display

4). Patrol speed verification (moving radar only)

I. The student will state what is affected by an adjustment to the radar instrument's sensitivity.

J. The student will list the factors affecting radar operation (stationary and moving), to minimally include:

1). Interference

2). Multi-band Beam Cancellation Effect (radar blind spots)

3). Scanning Effect

4). Panning Effect

5). Target speed discrimination test (same direction moving)

6). Patrol Speed Shadow Effect

7). Batching Effect

8). Cosine Effect

9). Poorly aligned antenna

10). Wet conditions

11). Turn-on Power Surge Effect (if applicable)

12). Mirror Switching Effect (if applicable)

K. The student will identify the "A B C" of radar assembly.

L. The student will list the procedure for testing the radar unit

M. The student will list the following that shall be maintained in the preparation of court testimony, to minimally include:

1) . Site information

2) . Device information

3). Enforcement Action

4). Test procedures and information

N. The student will identify the instrument components, functions of specific types of radar devices available for their use, and operating procedures.

O. The student will explain the significance of the following cases:

1). State vs. Dantonio

2). State vs. Hanson

3). State vs. Tomanelli

4). Honeycutt vs. Commonwealth

P. The student will identify the elements of a speed offense to include:

1). Driver identification

2). Location

3). Speed

4). Conditions

5). Tracking history

6). Vehicle identification

2. RADAR Skill Based Performance Objectives

A. *The student will demonstrate ability to set up, test and operate their radar device.

B. *The student will demonstrate the ability to make visual speed estimations within + or - 5 MPH in the stationary and moving modes.

*DENOTES THOSE OBJECTIVES WHICH REQUIRE HANDS ON PERFORMANCE!

Speed Measurement Performance Outcomes and Testing - Lidar

1. LIDAR Cognitive Based Performance Objectives

A. The student will define the acronyms “LIDAR” and “LASER”.

B. The student will define the speed LASER light travels.

C. The student must be able to identify the scientific principles of LIDAR.

D. The student will list the elements involved in completing a LIDAR tracking history, to include, at a minimum:

1). Visual Observation

• Identify target

• Estimate speed

• Estimate range

• Check environment

2). Audio Confirmation

• Clarity of audio

• Target acquisition tone

3). Target Speed Confirmation

• Steady or multiple readouts

• Readout consistent with visual and audio estimate

E. The student will list the factors affecting LIDAR operation, to include:

1). Law enforcement radio RFI

2). Lighting devices RFI

3). Electrical lines RFI

4). Sweep

5). Windshield obstruction

6). Weather

7). Low voltage

8). Cosine effect

F. The student will list the procedure for testing the LIDAR unit.

G. The student will list the following information that shall be maintained in the preparation of court testimony, to include:

1). Site information

2). Device information

3). Enforcement action

4). Test procedures and information

H. The student will identify the elements of a speed offense to include:

1). Driver identification

2). Location

3). Speed

4). Conditions

5). Tracking history

6). Vehicle identification

2. LIDAR Skill Based Performance Objectives

A. The student will demonstrate the following abilities:

1). Identify the components, features and functions of specific LIDAR device(s).

2). Set up their LIDAR device

3). Daily testing procedure for the particular unit being used

4). Operate their LIDAR device (A visual inspection of the instrument, installation and accuracy check are pre-operational considerations.)

5). Make visual speed estimations within + or – 5 MPH

6). Properly operate the LIDAR speed measurement device

B. The student will achieve the following objectives:

1). Select a LIDAR device enforcement site. Demonstrate the ability to set up and perform pre-operational accuracy checks on specific LIDAR devices.

2). Demonstrate the ability to identify a violator and corroborate a speed estimate with the assigned LIDAR device.

Auxiliary Police and Part Time Law Enforcement Officers

1. Purpose

The Department of Criminal Justice Services provides this document to define the training requirements for part-time and auxiliary police officers in the Commonwealth of Virginia.

2. Introduction

Localities having a police department which complies with the Code of Virginia and who are receiving funds commonly referred to as “599 funds” must acknowledge that law-enforcement personnel employed as full-time, part-time or auxiliary officers by the locality have met the training requirements promulgated by the Criminal Justice Services Board. Sections § 9.1-114 and §15.2-1731 of the Code of Virginia identify those police officers who must comply with some form of training promulgated by the Criminal Justice Services Board including compensated full time and part-time officers as well as non-compensated auxiliary police officers. (See Chapter 1 –Code Authority)

3. Training, Records Maintenance and Reporting Requirements for Part-time Officers

A. All part-time officers working eighty-one (81) or more compensated hours a year must comply with all entry level law-enforcement training requirements. Each agency administrator shall report the appointment of all those officers working eighty-one (81) or more compensated hours on a Form 21 as provided by the Department of Criminal Justice Services within ten (10) days of appointment.

B. Part-time officers working eighty (80) or fewer compensated hours a year must comply with the entry level law-enforcement firearms training requirements and receive on-going in-service firearms training if a firearm is carried in the performance of duty. It is the responsibility of the appointing law-enforcement agency to maintain the firearms training records of those officers who are required to comply with basic firearms training and on-going in-service firearms training.

4. Establishment of Auxiliary Police Forces § 15.2-1731

Legislation passed by the 2012 General Assembly and approved by the Governor amending §9.1-102 required DCJS to “Establish compulsory minimum training standards for all auxiliary police officers employed by or in any local or state government agency”. DCJS recognizes the important role auxiliary officers play in providing a safe community as well as the commitment and dedication these officers demonstrate on a daily basis. The training standards for auxiliary police officers are graduated and based upon their level of responsibility as identified by the Auxiliary Police Task Force.

A. Each member of the Auxiliary Police shall be governed by the policies and procedures of the Department.

B. The Auxiliary Police officer may have law-enforcement powers equivalent to those of paid officers. Membership in the Auxiliary Police will be open to all individuals who meet the same minimum qualifications as full-time officers under . There shall be no discrimination based on race, color, creed, national origin,

age, sex or religious affiliation in selection or assignment of Auxiliary Police officers.

C. The responsibility and liability for the Auxiliary Police program in its entirety is the responsibility of the compensated Chief of Police (9.1-115).

5. Levels of Auxiliary Police Officers

There are three levels for Auxiliary Police Officers recognized by the Department of Criminal Justice Services (DCJS).

***Level One*:** Certified police officer who has met all training requirements required of full time officers (6VAC20-20-21 and §15.2-1706) and in accordance with the attached matrix.

***Level Two*:** Sworn officer with limited duties, may be armed with firearm(s) and has met all training requirements in accordance with the attached matrix. Level Two Auxiliary Officers shall not be permitted to carry or use a firearm while serving as an auxiliary police officer unless such officer has met the firearms training requirements established in accordance with in-service training standards for law-enforcement officers as prescribed by the Criminal Justice Services Board.

Level Three*:** Sworn officer with limited duties, may be armed with less-than-lethal weapon(s) and has met all training requirements in accordance with the attached matrix. Auxiliary Officers of this level are ***strictly prohibited from carrying a firearm, whether department or personally owned, while serving as an auxiliary police officer.

6. Training, Records Maintenance and Reporting Requirements for Auxiliary Officers

A. Employment Records:

The agency employing auxiliary police officers is required within ten working days of employment to notify the Department of Criminal Justice Services (DCJS) by the submission of DCJS Form 21. Agencies are also required to notify the Department of Criminal Justice Services within ten working days if the auxiliary officer has a status change by the submission of DCJS Form 31.

B. Level One Initial Training:

Must complete all mandated training (6VAC20-20-21) the same as full time officers, successfully pass the law enforcement state certification exam and complete a minimum of 100 hours of field training (Field Training/On-the-Job Training Completion Form) within one year of initial employment. All documentation must be submitted to DCJS the same as full time officers. All training must be conducted at a certified academy or a DCJS approved satellite facility.

C. Level One In-Service Requirements:

Level One auxiliary police officers, must complete 34 hours of career development, 2 hours of cultural diversity and 4 hours legal prior to December 31st every two years from initial certification. In-service training must be completed at a certified academy or a DCJS approved satellite facility. Documentation of completion must be reported to DCJS the same as full time officers.

D. Level Two and Level Three Initial Training:

Level Two and Level Three auxiliary police officers are required to meet all applicable performance outcomes listed in the Auxiliary Police Training Matrix (See Below) within one year of initial employment. There are no minimum hours required for completion for each performance category and previous training can be used after verification from the chief of police or agency administrator. The training must be instructed at a certified academy, DCJS approved satellite facility or in-house within their individual agency. The chief of police providing in-house auxiliary training may decide not to train his officers on an objective if such training does not apply to the officer's assigned duties. Levels Two and Three trained by their employing agency cannot use such training as credit toward Level One certification. Levels Two and Three trained by a certified academy or a DCJS approved satellite facility can apply for such credit. Levels Two and Three trained by their employing agency cannot transfer the in-house training to any other another agency. It is the responsibility of the compensated chief of police to affirm the auxiliary police officer has met the requirements for Level Two or Level Three and forward documentation to DCJS on DCJS Form A-41. DCJS Forms A-2 (Level Two auxiliary police officers) and A-3 (Level Three auxiliary police officers) are for in-house documentation by the employing agency and must remain on file with the agency and is subject to DCJS inspection.

E. Level Two and Level Three Field Training Requirements:

Level Two and Level Three auxiliary police officers are required to complete field training within one year of initial employment before they can be designated as a Level Two or Level Three auxiliary police officer. There are no minimum hours required for these levels, see attached matrix for applicable categories. All documentation of such agency training must remain on file with the agency and is subject to DCJS inspection. It is the responsibility of the compensated chief of police to affirm the auxiliary police officer has met the field training requirements for Level Two or Level Three and forward documentation to DCJS on the Field Training/On-the-Job Training Completion Form.

F. Level Two and Level Three In-Service Requirements:

Level Two and Level Three auxiliary police officers, must complete 8 hours of career development, 2 hours of cultural diversity and 4 hours legal prior to December 31st every two years from initial designation as a Level Two or Level Three. In-service training must be completed at a certified academy, DCJS approved satellite facility or in-house. All documentation of such agency training must remain on file with the agency and is subject to DCJS inspection. It is the responsibility of the compensated chief of police to affirm the auxiliary police officer has met the In-Service requirements for Level Two or Level Three and forward documentation to DCJS on DCJS Form A-41.

G. Firearms Annual Training:

Level One and Level Two auxiliary police officers required to carry a firearm in the performance of their duties shall qualify annually using the applicable firearms course approved by the Committee on Training of the board. Annual range qualification shall include a review of issues/policy relating to weapons safety, nomenclature, maintenance and use of force. With prior approval of the director, a reasonable modification of the firearms course may be approved to accommodate qualification on indoor ranges. No minimum number of hours is required (6VAC20-30-80). All documentation of such agency training must remain on file with the agency and is subject to DCJS inspection.

H. Use of Force Regulations:

Each auxiliary police officer whether armed or unarmed must receive annual refresher training on the agency lethal/less-than-lethal use of force policy(s). All documentation of such training must remain on file with the agency and is subject to DCJS inspection.

I. **Instructorships for Auxiliary Law Enforcement Officers**

DCJS Instructorships will only be considered for Level 1 Auxiliary Law Enforcement Officers and only on a case-by-case basis following a review of the officer's law enforcement experience and training. Levels 2 and 3 Auxiliary Officers are not eligible for DCJS certified instructorships. Criminal Justice Academies may establish auxiliary law enforcement officers as " subject matter experts" upon prior training and experience. Documentation of this status must be kept on file at the academy and available for inspection.

AUXILIARY POLICE OFFICER TRAINING REQUIREMENTS

Level of Auxiliary Police Officer Responsibility	Professional	Legal Issues	Communication	Patrol	Investigations	Defensive Tactics - Use of Force	Weapons Use	Driver Training	Physical Training	Fi Tr
Level 1 Capable of all normal duties (certified)	Meet all objectives	Meet all objectives	Meet all objectives	Meet all objectives	Meet all objectives	Meet all objectives	Meet all objectives	Meet all objectives	Optional	M ob
Level 2 Limited duties; sworn, armed with firearm	Meet all objectives	Meet all objectives	Meet all objectives	Meet all Objectives **EXCEPT**4.16, 4.24, 4.30, 4.31, 4.32 and 4.53	Meet all Objectives **EXCEPT** 5.6, 5.7, 5.8, 5.13, 5.14, 5.15 and 5.16	Meet all objectives	Meet all objectives	Yes, if applicable	Optional	C le re
Level 3 Limited duties; sworn, armed with less-than-lethal weapons only	Meet all objectives	Meet objectives: 2.1, 2.6, 2.14, 2.22, 2.25, 2.27, 2.30, 2.36, 2.38, & 2.41- 2.46	Meet objectives: 3.1-3.11, 3.13 & 3.14	Meet objectives: 4.42, 4.43, 4.44, 4.52, 4.54 and 4.56	N/A	Meet objectives: 6.5, 6.8, 6.10-6.14, 6.16, 6.17 & 6.18	N/A	Yes, if applicable	Optional	C le re

Objectives are the compulsory minimum training requirements for entry level law enforcement officers.

* Driver training is optional if the duties of the auxiliary officer do not require operation of a law enforcement vehicle

** §15.2-1731 – Any such officer shall have one (1) year following the approval by the Board to comply with the compulsory minimum training standard.

Officer Certification/Decertification

1. Certification

A. In accordance with §15.2-1706 Code of Virginia, all law-enforcement officers as defined in § 9.1-101 and all jail officers as defined in § 53.1-1 must be certified through the successful completion of training at an approved criminal justice training academy to remain eligible for appointment or employment.

B. To obtain such certification, all entry level law-enforcement officers seeking certification shall successfully complete statewide certification examinations developed and administered by the Department of Criminal Justice Services. Successful completion of the examination requires a minimum score of 70% determined by comparing the number of total correct examination answers to the total number of questions.

C. The appointee's or employee's hiring agency must provide the DCJS verification that law-enforcement or jail officers have met the minimum standards.

2. Decertification §15.2-1707

A. The sheriff, chief of police, or agency administrator shall notify the Criminal Justice Services Board in writing within 48 hours of becoming aware that any certified law-enforcement or jail officer currently employed by his agency has (i) been convicted of or pled guilty or no contest to a felony or any offense that would be a felony if committed in the Commonwealth, (ii) been convicted of or pled guilty or no contest to a Class 1 misdemeanor involving moral turpitude or any offense that would be any misdemeanor involving moral turpitude, including but not limited to petit larceny under § 18.2-96, or any offense involving moral turpitude that would be a misdemeanor if committed in the Commonwealth, (iii) been convicted of or pled guilty or no contest to any misdemeanor sex offense in the Commonwealth, another state, or the United States, including but not limited to sexual battery under § 18.2-67.4 or consensual sexual intercourse with a minor 15 or older under clause (ii) of § 18.2-371, (iv) been convicted of or pled guilty or no contest to domestic assault under § 18.2-57.2 or any offense that would be domestic assault under the laws of another state or the United States, (v) failed to comply with or maintain compliance with mandated training requirements, or (vi) refused to submit to a drug screening or has produced a positive result on a drug screening reported to the employing agency, where the positive result cannot be explained to the agency administrator's satisfaction. Notification shall also be provided in writing within 48 hours of becoming aware that any employee who resigned or was terminated in advance of being convicted or found guilty of an offense that requires decertification or who resigned or was terminated in advance of a pending drug screening. The notification, where appropriate, shall be accompanied by a copy of the judgment of conviction. Upon

receiving such notice from the sheriff, chief of police, or agency administrator, or from an attorney for the Commonwealth, the Criminal Justice Services Board shall immediately decertify such law-enforcement or jail officer. Such officer shall not have the right to serve as a law-enforcement officer within the Commonwealth until his certification has been reinstated by the Board.

B. When a conviction has not become final, the Board may decline to decertify the officer until the conviction becomes final, after considering the likelihood of irreparable damage to the officer if such officer is decertified during the pendency of an ultimately successful appeal, the likelihood of injury or damage to the public if the officer is not decertified, and the seriousness of the offense.

C. The Department of Criminal Justice Services is hereby authorized to waive the requirements for decertification as set out in subsection A for good cause shown.

D. The Criminal Justice Services Board may initiate decertification proceedings against any former law-enforcement or jail officer whom the Board has found to have been convicted of an offense that requires decertification or who has failed to comply with or maintain compliance with mandated training requirements.

E. Any conviction of a misdemeanor that has been appealed to a court of record shall not be considered a conviction for purposes of this section unless a final order of conviction is entered

3. Notification, where appropriate, shall be accompanied by a copy of the judgment of conviction.

A. As specified by §15.2-1707, the Criminal Justice Services Board shall decertify such law-enforcement or jail officer. Such officer shall not have the right to serve as a law-enforcement officer within this Commonwealth until his certification has been reinstated by the Board.

B. When a conviction has not become final, the Board may decline to decertify the officer until the conviction becomes final.

C. Notice of Decertification

1. In accordance with § 15.2-1708 Code of Virginia, the Criminal Justice Services Board shall, within ten days of decertification, serve notice upon an affected officer, in person or by certified mail, and upon the law-enforcement or jail agency employing said officer, by certified mail, specifying the action taken and remedies available. The Board shall stay final action until the period for requesting a hearing expires. In the absence of a request for hearing, decertification shall, without further proceedings, become final thirty days after the initial notice.

2. Any law-enforcement or jail officer who has been decertified may, within thirty days of receipt of notice request, by certified mail, a hearing which shall be granted by the Board.

a. Upon receipt of such request, the Board shall set a date, time, and place for the hearing within sixty days and serve notice by certified mail upon the affected officer.

b. The Board, or a committee thereof, shall conduct such hearing. The affected officer may be represented by counsel.

c. Final decision after request for hearing. The Board shall render a final decision within thirty days and shall notify the officer and the law-enforcement or jail agency involved, by certified mail, of the final action regarding decertification.

4. Reinstatement after decertification.

Any officer who is decertified may, after a period of not less than five years, petition the Board to be considered for reinstatement of certification.

Training Exemptions

1. Introduction

The Director of the Department may exempt any law-enforcement officer or any courthouse and courtroom security officer, jail officer, dispatcher, process server, or custodial officer or corrections officer of the Commonwealth or any political subdivision who has demonstrated sensitivity to cultural diversity issues and had previous experience and training with any law-enforcement or custodial agency, from the mandatory attendance of any or all courses which are required for the successful completion of the compulsory minimum training standards established by the Board. The exemption authorized by this section shall be available regardless of any officer's date of initial employment.

The following requirements are general criteria to be used when assessing requests for exemptions from training requirements.

A. It is the intent of the Department of Criminal Justice Services (DCJS) that exemptions are to be issued based on a proficient level of knowledge, skills and abilities for the position for which an individual is employed. Applications for exemption must be requested by the Chief of Police, Sheriff, Agency Administrator or designee on the DCJS application for Training Exemption Form W-2, and only upon appointment to the position for which an exemption is being requested.

B. Where individuals with prior experience and training demonstrate adequate knowledge, skills and abilities through a testing and assessment process, they shall not be required to attend classroom training unless there is a rule or regulation in effect having such a requirement. Thus, when considering exemptions, the following requirements may apply.

2. Applicability

A. The exemption shall be available to all law-enforcement officers, courthouse and courtroom security officers, jail officer, dispatchers, process servers and custodial officers, and corrections officers, regardless of any officer's date of initial employment, and shall entitle the officer when exempted from mandatory attendance to be deemed in compliance with the compulsory minimum training standards, provided that the officer is otherwise qualified.

B. An application for exemption of the compulsory minimum training standards may be considered for those individuals who have previously met minimum training standards in Virginia and have terminated that employment in excess of 24 months or criminal justice officers being employed in Virginia from another state who have previously met comparable minimum training standards.

1). DCJS will not consider an exemption for an individual who has had certification revoked or has certification charges pending in another state.

C. An individual who has previously met Virginia's compulsory minimum training standards for the position to which he/she is being appointed and whose last employment date is less than 24 months from the new date of appointment is **not** required to make application for a training exemption. This individual must

comply with appropriate compulsory in-service training standards within 120 days of hire or appointment to maintain/reinstate compliance with compulsory minimum training standards.

D. An individual who has previously met minimum basic training standards in another state for the position to which appointed may be eligible for an exemption to all or some of the compulsory minimum training standards.

E. Application for exemption must be requested by the Chief of Police, Sheriff, Agency Administrator or designee on the DCJS Application for Exemption (Form W-2) and only upon appointment to the position for which the exemption is being requested.

F. All administrative waivers become null and void upon departure of employment with the agency requesting the training exemption.

3. Law Enforcement Officer

Exemptions for this category shall only be considered where prior law enforcement experience and training has been documented by the applicant.

The LAW ENFORCEMENT OFFICER shall attend a certified training academy and satisfactorily complete all coursework, including written and performance tests, for each subject that may be required by DCJS based upon consideration of the continuous certified experience of the officer prior to separation and the period of time separated from such employment. All coursework, written and performance tests that may be required by DCJS must be completed within twelve (12) months of the date of appointment. When applicable, the DCJS State Certification Exam and field training must also be also be completed within twelve (12) months of the date of appointment.

4. Jailor/Custodial Officer

Exemptions for this category shall only be considered where prior in-state criminal justice officer experience and training or out-of-state jailor experience and training have been documented by the applicant.

The JAILOR/CUSTODIAL OFFICER shall attend a certified training academy and satisfactorily complete all coursework, including written and performance tests, for each subject that may be required by DCJS based upon consideration of the continuous certified experience of the officer prior to separation and the period of time separated from such employment. All coursework, written and performance tests that may be required by DCJS must be completed within twelve (12) months of the date of appointment. The DCJS required field training must also be also be completed within twelve (12) months of the date of appointment.

5. Court Security/Process Service Officer

Exemptions for this category shall only be considered where prior in-state criminal justice officer experience and training or out-of-state court security officer/process server experience and training have been documented by the applicant.

The COURT SECURITY/PROCESS SERVICE OFFICER shall attend a certified training academy and satisfactorily complete all coursework, including written and performance tests, for each subject that may be required by DCJS based upon consideration of the continuous certified experience of the officer prior to separation and the period of time separated from such employment. All coursework, written and performance tests that may be required by DCJS must be completed within twelve (12) months of the date of appointment. The DCJS required field training must also be also be completed within twelve (12) months of the date of appointment.

6. Department of Corrections Officer

Exemptions for this category shall only be considered where prior state corrections officer experience and training or in-state jailor/custodial officer training and experience has been documented by the applicant.

The DEPARTMENT OF CORRECTIONS OFFICER shall attend a certified training academy and satisfactorily complete all coursework, including written and performance tests, for each subject that may be required by DCJS based upon consideration of the continuous certified experience of the officer prior to separation and the period of time separated from such employment. All coursework, written and performance tests that may be required by DCJS must be completed within twelve (12) months of the date of appointment.

7. Dispatcher

Exemptions for this category shall only be considered where prior dispatcher experience and training has been documented by the applicant.

The DISPATCHER shall attend a certified training academy and satisfactorily complete all coursework, including written and performance tests, for each subject that may be required by DCJS based upon consideration of the continuous certified experience of the officer prior to separation and the period of time separated from such employment. All coursework, written and performance tests that may be required by DCJS must be completed within twenty-four (24) months of the date of appointment. The on-the-job training must also be completed within twelve (24) months of the date of appointment.

8. Special Exemption Requirements

A. Individuals employed as a chief of police, agency administrator, or in executive level management positions wherein the duties are principally administrative shall be considered on a case-by-case basis. Requests submitted under this provision must be accompanied by appropriate written justification.

B. Individuals whose immediate last employment was with a comparable federal criminal justice agency shall be considered in the same manner as an "out-of-state" individual.

C. Individuals employed in one of the criminal justice occupational categories provided for herein and who otherwise would qualify for requesting an exemption but whose duties are restricted administratively by the sheriff, chief of police or agency administrator for specified reasons shall be considered on a case-by- case basis. Requests submitted under this provision must be accompanied by appropriate justification.

D. Individuals who have been previously employed in Virginia as auxiliary police officers, part-time law enforcement officers or officers of a private police department and who have met the compulsory minimum training standards and have been hired by a Virginia criminal justice agency may make application for training exemptions.

E. Except as otherwise noted herein, any officer employed in a category requiring satisfactory completion of compulsory minimum training standards shall meet the training requirements specified in the applicable rules.

In-Service Training

1. Introduction

The Virginia Administrative Code summarized in Chapter 1 of this manual requires pursuant to § 9.1-102 of the Code of Virginia, all law-enforcement officers, jailors or custodial officers, courtroom security officers, process service officers, and Correctional Officers of the Department of Corrections must complete compulsory in-service training by December 31 of the second calendar year following satisfactory completion of the entry-level compulsory minimum training standards, and must complete compulsory in-service training by December 31 of every other calendar year thereafter. The administrative code additionally identifies the number of hours for each category and specific topics that must be covered.

All in-service training shall be applicable to the law enforcement function for which it is approved. (I.e., law enforcement, jailor, courtroom security officers etc.)

2. Required in-service training hours

A. Law enforcement officers - TOTAL 40 Hours

1). Cultural diversity training - **2** Hours

2). Legal training - **4** Hours (subjects to be provided are at the discretion of the academy director of a certified training academy and shall be designated as legal training.)

3). Career development/elective training - **34** Hours (may include subjects provided in subsections B and C of this section.)

Subjects to be provided are at the discretion of the academy director of a certified training academy. No more than eight hours of firearms training shall be approved as elective subjects. Firearms training shall be applied as follows:

a. No more than four hours applied to firearms qualification; and

b. Remaining hours are eligible for situational or decision-making training.

B. Jailors or custodial officers - TOTAL 24 Hours

1). Cultural diversity training - **2** Hours

2). Legal training - **4** Hours (subjects to be provided are at the discretion of the academy director of a certified training academy and shall be designated as legal training.)

3). Career development/elective training - **18** Hours (May include subjects provided in subsections A and C of this section.)

Subjects to be provided are at the discretion of the academy director of a certified training academy. No more than eight hours of firearms training shall be approved as elective subjects. Firearms training shall be applied as follows:

a. No more than four hours applied to firearms qualification; and

b. Remaining hours are eligible for situational or decision-making training.

C. Courtroom security officers and process service officers - TOTAL 16 Hours

1). Cultural diversity training - **2** Hours

2). Legal training - **4** Hours (subjects to be provided are at the discretion of the academy director of a certified training academy and shall be designated as legal training.)

3). Career development/elective training - **10** Hours (May include subjects provided in subsections A and B of this section.)

Subjects to be provided are at the discretion of the academy director of a certified training academy. No more than eight hours of firearms training shall be approved as elective subjects. Firearms training shall be applied as follows:

a. No more than four hours applied to firearms qualification; and

b. Remaining hours eligible for situational and/or decision making training.

D. Officers of the Department of Corrections, Division of Operations.

Total Hours for **Correctional Officers and Sergeants - 24 Hours**

Total Hours for **Lieutenants through Wardens - 40** Hours

1). Cultural diversity training - **2** Hours

2). Legal training - **4** Hours (The subjects to be provided are at the discretion of the Director of the Department of Corrections or his designee and shall be designated as legal training.)

3). Career development/elective training.

Correctional officers and sergeants - 18 Hours

Lieutenants through wardens - 34 Hours

Subjects to be provided are at the discretion of the Director of the Department of Corrections, or his designee. No more than eight hours of firearms training shall be approved as elective subjects. Firearms training shall be applied as follows:

a. No more than four hours applied to firearms qualification; and

b. Remaining hours are eligible for situational or decision making training.

3. Time Requirements

A. Mandated in-service training shall be conducted in no less than two-hour sessions and must be under the authority of a certified training academy and meet all requirements for conducting mandated training.

B. The director may grant an extension of the time limit for completion of in-service training under the following conditions:

1). The chief of police, sheriff or agency administrator shall present written notification that the officer was unable to complete the required training within the specified time limit due to:

a. Illness,

b. Injury,

c. Military service,

d. Special duty assignment required and performed in the public interest,

e. Administrative leave involving the determination of worker's compensation or disability retirement issues, full-time educational leave or suspension pending investigation or adjudication of a crime; or

f. Any other reason documented by the agency administrator. Such reason must be specified and an anticipated completion date provided. The department will determine and approve a reasonable time-frame based upon the justification provided with the extension request.

2). Requests for extension of the time limit shall be received prior to the expiration of the normal in-service time limit.

In-service training standards are governed by 6VAC20-30-30 and the following policy.

Partial In-Service Credit

Purpose

The Department of Criminal Justice Services will consider requests for partial in-service credit for courses conducted or sponsored by agencies or organizations outside the Virginia certified training academy network under the following circumstances.

1. Course Approval

A. Agencies or organizations not associated with a Virginia certified criminal justice academy may request Partial In-Service Credit Course Eligibility by submitting such requests along with required information at least sixty (60) days prior to the training session. Virginia certified criminal justice training academies or Virginia criminal justice agencies providing training for their own criminal justice officers must provide for in-service credit through the serving certified criminal justice training academy.

B. All requests must include; the name and address of the sponsoring agency, the name and contact information of the course director, the course dates and times and location, identification of the instructors and a brief biographical resume of each and an hour by hour agenda of the course. All information must be complete and include the required attachments. The training coordinator must ensure attendance for the entire course, maintain attendance records for a minimum of 3 years from the date of the training and must agree to have both the training and the training records open for inspection by DCJS staff. Incomplete submissions will not be processed.

C. Criteria for approval:

1). Requests will be denied if submitted to DCJS more than sixty (60) days following the last day of the course.

2). In-service training credit will not be approved for any session that does not equal at least two contact hours (100 minutes) in duration excluding introductions, welcoming remarks, or any other administrative time.

2. Individual Requests

A. The following requirements are to be utilized when assessing individual requests for partial in-service credit. Approval of partial in-service credit shall be considered in accordance with the provisions of the rules, based upon a review of the curriculum and the course content.

B. A DCJS PIC-1 Form must be submitted for individual credit. In addition to the DCJS PIC-1 form, all such requests shall include a copy of the course curriculum. The course curriculum shall list the hour-by-hour break down of the agenda (inclusive of breaks and lunch), subject(s), dates, and instructor for each subject.

C. Criteria for approval:

1). Requests will be denied if submitted to DCJS more than sixty (60) days following the last day of the course.

2). In-service training credit will not be approved for any program that does not equal at least two contact hours (100 minutes) in duration excluding introductions, welcoming remarks, or any other administrative time.

D. Individual Partial In-Service Credit (PIC-1) Procedure:

1). Employing Agency Requirement: Upon approval of an Individual Partial In-Service Credit Request, the employing agency shall submit the approved DCJS PIC-1 Form to the certified academy who is responsible for reporting completion of mandated training to DCJS.

E. Certified Training Academy Requirement:

1). Upon receipt of the DCJS approved hours, the academy director shall ensure training credit is applied to the officer's in-service training record and that the hours do not exceed the number of hours approved by DCJS in Part B of the form.

2). Upon completion of all in-service training requirements, the academy director will submit the individual's name to DCJS on a electronic form.

College Course In-Service Credit

1. In-service credit for college courses.

A. Officers may request in-service credit for completion of college courses. Officers must complete and submit form CC-1, along with a detailed course description or syllabus provided by the college to DCJS. Form CC-2 must be completed by the appropriate professor and submitted to DCJS along with CC-1.

1). DCJS staff will evaluate any college course submitted for credit based upon the applicability of the training to the law enforcement category for which the student is certified.

2). General coursework or courses without specific application to the law enforcement category will not be approved for in-service credit.

B. Any online college courses to be submitted for in-service credit will be subject to the rules and procedures covered in Chapter 3 of this manual for distance learning.

Standardized Field Sobriety Test Training Information

SFST Training Information

Standardized Field Sobriety Test (SFST) basic courses may be taught only by DCJS certified general instructors who have successfully completed the NHTSA/IACP-Virginia Standardized Field Sobriety Testing Basic Instructor course and a refresher training every 3 years. Academy directors are responsible for approving the instructors' credentials.

Academies may set additional standards for instructors that they deem appropriate.

Disclosure of Information

1. Immunity from liability in disclosing job performance information concerning former law enforcement officers is addressed in §15.2-1709 cited in Chapter 1 of this manual.

2. Employment and training records contained in the DCJS database are personnel records exempt from disclosure pursuant to Virginia Code § 2.2-3705.1(1)(Virginia Freedom of Information Act). Records will only be released to the officer concerned upon submission of proof of identity or to a third party, upon receipt of a signed release by the officer concerned.

Chapter 7: Forms

Auxiliary Police Officers

Field Training: On-the-Job Training Completion Form	(.doc)
Form 21 - Initial Appointment	(.doc)
Form 31 - Employment Update	(.doc)
Form A 41 - Initial Completion of Training/In-Service **(Levels Two and Three Only Submit to DCJS)**	(.doc)
The below forms are to be retained at the Agency and not submitted to DCJS.	
Form A 2 - Auxiliary Police Training (level two auxiliary officer)	(.doc)
Form A 3 - Auxiliary Police Training (level three auxiliary officer)	(.doc)

Field Training Forms

Field Training: On-the-Job Training Completion Form **(Submit to DCJS)**	(.doc)
The below forms are to be retained at the Agency and not submitted to DCJS	
B 13 - Field Training for Law Enforcement	
CP 1 - Field Training for Civil Process Service Officers	(.doc)
CS 1 - Field Training for Court Security Officers	(.doc)
D 1 - On-the-job Training: Dispatchers	(.doc)
J 1 - Field Training for Jail Deputies and Officers	(.doc)

Law Enforcement Employment Forms

Form 21 - Initial Appointment	(.doc)
Form 31 - Employment Update	(.doc)

Instructor Forms

IC 1 - Application for Instructor Certification	(.doc)
IC 2 - Application for Instructor Reinstatement	(.doc)

Training and Credit Hours

PIC 1 - Individual Partial In-Service Credit	(.doc)
CC 1 - College Course In-Service Credit Application	(.doc)
CC 2 - College Course In-Service Credit Attest	(.doc)
TE - Request for Training Extension	(.doc)
PIC 3 - Procedures for Partial In-Service Course Approval	(.doc)

Waivers and Exemptions

W 1 - Application of Waiver of Minimum Qualifications	(.doc)
W 2 - Application for Exemption from Virginia Compulsory Minimum Training Standards	(.doc)

Manual Revisions

Manual Revision Topic	Date of Revision	Explanation of Revision
Revision of the Entire Manual	9/1/2012	The revised training manual is now online and no printed versions will be distributed. The most current version available is the online version via DCJS Website.
Driver Instructor	9/17/2012	Page 71 (F-2) under Driver Instructor Requirements, replaced the words "Defensive Tactics" with "Drivers Training", no further changes were made to this section. KBA 09/17/2012
Instructor Certification/Re-Certification	9/17/2012	Page 69 under the Instructor Cert/Recert, the numbering sequence has number 2 written twice and it was corrected. No further changes to this section. KBA 09/17/2012
Law Enforcement Performance Outcomes, Category 9	10/1/2012	The word "Optional" was added to the table of contents for Category 9 (Physical Training) for Law Enforcement Officers. It matches the language in 6VAC20-20-21 of the administrative code. KBA 10/01/2012
SFST Instructor Certification	10/17/2012	Page 540 within the SFST Instructor Certification, paragraph 5, following "Testing" added the word "Basic", changed "Course" to "Courses." KBA 10/17/2012
DCJS Form D-1 for Dispatchers	10/17/2012	Performance Outcome 5.71 was removed from the D-1 form as it did not exist. No other changes were made to the form. KBA 10/17/2012
DCJS Form J-1 (FTO) for Jailors	11/6/2012	J-1 form had 9.63 listed twice instead of 9.62 before it. Corrected, no further changes made to the form. KBA 11/06/2012
Speed Measurement Policy	1/29/2013	Chapter 6, This revision includes the elimination of minimum training hours required except FTO which remains at 8 hours, no operator retraining is required if the exam is passed during recertification, RADAR and LIDAR training may be conducted independently and only a single FTO is required if the latter are done consecutively. No performance outcomes were deleted with the revision of the Speed Measurement Policy. KBA 01/29/2013

Speed Measurement Policy	1/30/2013	Chapter 6, In Section II of Lidar-Basic Speed Measurement Operator Training Requirements, 1B, Performance Outcomes lettering changed from "A" through "I" to "A" through "H." In Section II of Lidar-Basic Speed Measurement Operator Training Requirements 2, change the word radar in sentence 2 and 4 to LIDAR. No performance outcomes were deleted from this policy. KBA 01/30/2013
Courtroom Security (Use of Force)	2/25/2013	No Use of Force performance outcomes for Court Room Security 6.6 (Chapter 5) have been changed. Performance Outcome 7.7 was renumbered and moved under 6.6 to maintain consistency with other related functions of Jail and Civil Process. KBA 02/25/2013
Auxiliary Officer Policy	05/06/2013	Newly drafted Auxiliary Officer Policy and forms added per KBA. rla
Certification/Decertification of Law Enforcement Officers and Jail Officers	07/01/2013	Policy updated to reflect changes to the Code of Virginia per KBA. rla
Instructor Certification/Re-certification Standardized Field Sobriety Test (SFST) Instructor	09/02/2013	There are now seven categories for instructor certification. The additional instructor certification is "Standardized Field Sobriety Test (SFST) Instructor." Certification and/Re-certification requirements can be located in Chapter 6 of this manual. KBA 09/02/2013
DCJS Form 21	09/23/2013	The Initial Appointment Form 21 title has changed to Initial Employment Form 21. KBA 09/23/2013
DCJS-Criminal Justice Training Reference Manual	10/04/2013	The Department of Criminal Justice Services announces the new look and features of the Criminal Justice Training Reference Manual. DCJS encourages the review of the added navigation tools to better assist our constituents. KBA 10/04/2013
DCJS PIC-1 Form	10/11/2013	Upon completion of Part "A" on the PIC-1 Form, you must now submit an hour by hour breakdown and instructor for each subject. No further changes were made to the procedures. Forms can be found in Chapter 7 of this manual. KBA 10/11/2013
DCJS IC-1 Form	01/03/2014	The Application for Instructor Certification Form (Form IC-1) has been revised with the addition of the Senior-Standardized Field Sobriety Test (SFST) Instructor. KBA 01/03/2014
Law Enforcement (Defensive Tactics/Use of Force)	02/28/2014	In Chapter 5 (Defensive Tactics/Use of Force) the law enforcement criterion for 6.13.6 – Demonstration of stabilization in prone position for cuffing procedures in Category 6 was inadvertently deleted from the current on-line Training Reference Manual. It remained listed in the Lesson Plan Guide, but not in the criterion. 6.13.6 has been placed back into its original location. KBA 02/28/2014
Jail Officers (Professionialism)	03/13/2014	In Chapter 5 (Jail Officers-Professionalism) the performance outcomes language for 1.2.7, 1.2.8 and 1.2.9 were listed in the current on-line Training Reference Manual without the numbering. The numbers were placed back in their original location after 1.2.6.2 and there were no changes to any current training objectives for jail officers. KBA 03/13/2014
Law Enforcement (Patrol)	03/21/2014	In accordance with the recommendation of the Law Enforcement Curriculum Review Committee and subsequent approval of the CJSB Committee on Training, Training Objective 4.19 has been modified by the addition of criterion 4.19.12. " Identify resources available to assist in the investigation of suspicious activity". The corresponding Lesson Plan Guide has also been revised with the addition of # 11, "Identify resources available to assist in the investigation of suspicious activity", a. Terrorist Screening Center, b. Virginia Fusion Center. There were no further changes to 4.19. KBA 03/21/2014
DCJS FTO/OJT Form	04/11/2014	The Field Training/On the Job Training Completion Form (FTO/OJT) has been revised with the addition of a date of completion line next to each of the five functions. No further changes were made to this form. KBA 04/11/2014
Category 7 - Weapons	06/12/2014	In accordance with the recommendation of the Law Enforcement Curriculum Review Committee and subsequent approval of the CJSB Committee on Training, Performance Outcome 7.4. has been modified with the addition of three courses of fire for weapons qualification (7.4.3.) and removing the requirement for the Virginia Modified Double Action course as a mandated course of fire for weapons qualification (7.4. A). Additional training criterions are 7.4.3.8. "Virginia Tactical Qualification Course III" (See Appendix H), 7.4.3.9. "Virginia Tactical Qualification Course IV" (See Appendix I), 7.4.3.10. "Virginia Tactical Qualification Course V" (See Appendix J). There are now a total of ten approved courses of fire for weapons qualification and any two can be chosen. Training Objective 7.4.2. was modified by the addition of criterion, "Using proper marksmanship and reloading fundamentals". The final modification to this training objective removed the equipment identifier "Leather Equipment" and replaced it with "Duty Belt and Holster". No further changes. KBA 06/12/2014
Courtroom Security (Defensive Tactics/Use of	09/03/2014	In Chapter 5 (Defensive Tactics/Use of Force) the court security criterion for 6.13.1. had an extra number inadvertently added to the training objectives and it has been modified to reflect that change. The original criterion had 5 areas for the trainee to meet and should have only reflected 4. The original 6.13.1.1. stated, "Subject is appropriate" and this was removed and added back to the sentence/description of 6.13.1.(Identification of factors to consider when assessing to disarm **subject is appropriate**). 6.13.1. now reflects four areas: 6.13.1.1.- distance/cover, 6.13.1.2.- type of weapon, 6.13.1.3.- obstacles, 6.13.1.4.- will the attempt jeopardize life or personal safety. There were no further changes made to Performance Outcome 6.13. KBA 09/03/2014

Force)		
Pre-Employment Requirements	10/20/2014	In Chapter 4 (Pre-Employment Requirements) Section 3-C (Individual Applicant Requirements) has been modified in reference to the evidence a pre-employment applicant must provide to the certified criminal justice academy. The original criterion for Section 3-C, "Must present a high school diploma or general equivalency diploma (GED)" has been modified. Section 3-C now states, "Pre-employment applicant must have a high school education or have passed a high school equivalency examination approved by the Board of Education. The modified language reflects §15.2-1705, *Code of Virginia*, 2014, as amended. KBA 10/20/2014
DCJS Form-FTO/OJT	01/28/2015	The FTO/OJT Form has been revised. The form can now be e-mailed to DCJS at etrain@dcjs.Virginia.gov. The FAX number has also been added to the top of the form as an additional channel to submit the form to DCJS. Also included in this revision, are the instructions for agencies to retain the auxiliary police A-2 and A-3 forms, and only submit the FTO/OJT completion form to DCJS. No further changes. KBA 01/28/2015
Law Enforcement (Legal)	02/19/2015	~~In Chapter 5, Legal 2.19., (Apply knowledge of the law relating to prostitution and sex offenses) the criterion for 2.19.1.2. (Lewd and lascivious cohabitation) §18.2-345 has been removed due to being repealed. The original criterion had 9 areas listed for the trainee to meet beneath performance outcome 2.19.1., and now reflects 8 areas. In addition to the removal of criterion 2.19.1.2., the identical criterion language was removed from the Lesson Plan Guide (b. Lewd and lascivious cohabitation §18.2-345). The original Lesson Plan Guide listed, "A through I" and now reflects "A through H." There were no further changes made to Performance Outcome 2.19. KBA 02/19/2015~~ **See Revision made on 04/03/2015 Law Enforcement (LegaL). Original criterion replaced and noted as repealed. 04/03/2015 KBA**
DCJS Forms- IC-1 & IC-2	02/19/2015	DCJS instructor forms IC-1 (Application for Instructor Certification) & IC-2 (Application for Instructor Reinstatement) have been revised. The revisions to both forms applied specifically to Speed Measurement Instructorships. The revised instructor forms now identify and reflect: Speed Measurement-RADAR, Speed Measurement-LIDAR/RADAR, Speed Measurement-LIDAR. No further changes were made to these forms. KBA 02/19/2015
Law Enforcement (Legal)	04/03/2015	In Chapter 5, Legal 2.19., (Apply knowledge of the law relating to prostitution and sex offenses) the criterion for 2.19.1.2. (Lewd and lascivious cohabitation) §18.2-345 has been repealed and is now noted under the performance outcomes for Legal 2.19. The identical criterion language for the Lesson Plan Guide (b. Lewd and lascivious cohabitation §18.2-345) also reflects being repealed. No further changes made to Performance Outcome 2.19. KBA 04/03/2015
DCJS Form- W-1	06/02/2015	The W-1 form has been revised with an additional block; Not Convicted of a Misdemeanor Offense involving moral turpitude; sex offense or domestic assault. KBA 06/02/2015
Instructor Certification and Recertification Requirements	06/11/2015	The Instructor Certification and Recertification Requirements for Criminal Justice Instructors have been revised and we strongly encourage our constituents to read the revised policy in its entirety. Questions reference the revisions should be directed to Sharon Gray of DCJS, 757-567-5690. 06/09/2015 KBA
Compulsory Minimum Training Standards for Undercover Investigative Officers	06/30/2015	This section on Page 5 of the manual has been Repealed as of July, 1, 2015. Eliminated the requirement that the Department of Criminal Justice Services (DCJS) establish compulsory training courses for law-enforcement officers who have not completed the compulsory minimum training standards prior to assigning any such officer to undercover investigation work. KBA 06/30/2015
Disclosure of Information Policy	08/28/2015	~~The Disclosure of Information Policy " 3. Certification records and current in-service status contained in the DCJS database are considered by the Office of the Attorney General as releasable to the public or through the Freedom of Information Act" has been~~ **~~revised~~**~~. The revised policy now states: "3. Officer certification status contained in the DCJS database is releasable to the public. Responses to certification queries will include only whether or not a person is a certified law enforcement officer or jail officer. Training records will not be released, except as described above, due to privacy concerns related to officer safety." KBA 08/28/2015~~ **See the Revisions made on 03/01/2016, for the Disclosure of Information Policy. KBA 05/19/2016**
Partial In-Service Credit Requirements	09/11/2015	Under the Partial In-Service Credit Requirements Policy,Paragraph 1.C.2, the word "Program was replaced with the word "Session." No further changes were made to this policy. KBA 09/11/2015
Administer Cardio-Pulmonary Resuscitation (CPR) and Basic First Aid	10/02/2015	Under the **Instructor Notes** for entities approved to provide instruction for First Aid and CPR, the **American Safety & Health Institute** has been added to the existing approved list for Law Enforcement (Performance Outcome 4.54.), Jail Officers (4.7.), Civil Process (4.8.) and Courtroom Security (4.6.). No further changes have been made to any of the Performance Outcomes listed in this revision. KBA 10/02/2015
Compulsory Minimum Training Standards for Juvenile Corrections Officer and Basic Corrections Officers	12/11/2015	The Virginia Department of Criminal Justice Services announces the publication of the Compulsory Minimum Training Standards for Juvenile Corrections Officer and Basic Corrections Officers on this date, 12/11/2015. KBA 12/11/2015
Disclosure of Information	03/01/2016	There are two changes to the Disclosure of Information Policy, # 2. which stated:. Employment and training records

Policy		contained in the DCJS database may be released in writing *solely* to criminal justice agencies and only by written request expressing a valid need accompanied by a signed release from the subject officer. Records may also be provided to the subject officer upon submission of proof of identity(2. has been **revised).** The revised policy now states: 2. Employment and training records contained in the DCJS database are personnel records exempt from disclosure pursuant to Virginia Code § 2.2-3705.1(1) (Virginia Freedom of Information Act). Records will only be released to the officer concerned upon submission of proof of identity or to a third party, upon receipt of a signed release by the officer concerned. **#3 has been removed from the policy**,which stated: Officer certification status contained in the DCJS database is releasable to the public. Responses to certification queries will include only whether or not a person is a certified law enforcement officer or jail officer. Training records will not be released, except as described above, due to privacy concerns related to officer safety. KBA 03/01/2016
Law Enforcement (Patrol)	05/19/2016	In Chapter 5, Patrol, 4.2., (Assess need to evacuate buildings and surrounding areas endangered by threat of explosion or by toxic gases, liquids or other hazardous spilled materials) has been revised. The Special Note Section (Completion of the four-hour Public Safety Response to Terrorism – Awareness Level training will accomplish the goals of number 6 and 7 in this lesson plan guide and prepare a trainee to be tested on this topic) **has been removed** and is no longer applicable to Performance Outcome 4.2. No further revisions made. KBA 05/19/2016
Jail Officers (Field Training)	05/19/2016	In Chapter 5, Field Training, revisions have been made to Performance Outcomes 9.67., 9.68., and 9.69 (Public Safety Response to Terrorism). **Performance Outcome 9.67.** (Complete an approved IC 700 NIMS Introductory training course and provide certificate of completion to supervisor) **has been revised to:** Complete IS-700 NIMS Introductory training course and provide certificate of completion to supervisor. **Performance Outcome 9.68.** (Complete an approved ICS 100 Introductory training course and provide certificate of completion to supervisor) **has been revised to:** Complete ICS 100 Introductory training course and provide certificate of completion to supervisor. **Performance Outcome 9.69.** (Complete an approved AWR-160 Terrorism Awareness Course for First Responders and provide certificate of completion to supervisor) **has been revised to:** Complete AWR-160 Terrorism Awareness for Emergency First Responders and provide certificate of completion to supervisor. No further revisions made. KBA 05/19/2016
Civil Process Officers (Field Training)	05/19/2016	In Chapter 5, Field Training, revisions have been made to Performance Outcomes 9.7., 9.8., 9.9., and to the Special Note Section. **Performance Outcome 9.7.** (Complete an approved Public Safety Response to a Terrorism – Awareness Level Course and provide certificate of completion to supervisor) **has been revised to:** Complete a Terrorism – Awareness Course and provide certificate of completion to supervisor. **Performance Outcome 9.8.** (Complete an approved ICS 700 NIMS Introductory training course and provide certificate of completion to supervisor) **has been revised to:** Complete IS 700 NIMS Introductory training course and provide certificate of completion to supervisor. **Performance Outcome 9.9.**(Complete an approved ICS 100 Introductory training course and provide certificate of completion to supervisor) **has been revised to:** Complete ICS 100 Introductory training course and provide certificate of completion to supervisor. **The Special Note Section** (Completion of the four-hour Public Safety Response to Terrorism – Awareness Level training will accomplish the goals of 9.7. Courses are offered through the Virginia Department of Emergency Management, Virginia Department of Fire Programs, Virginia Department of Criminal Justice Services, and various training academies. Completion of an approved IC 700 NIMS Introductory course through FEMA online training will accomplish 9.8. Completion of an approved ICS 100. Introductory course through FEMA online training will accomplish 9.9.) **has been revised to:** Completion of IS-700 NIMS Introductory course through FEMA online training will accomplish 9.8. Completion of ICS 100 Introductory course through FEMA online training will accomplish 9.9. No further revisions made. KBA 05/19/2016
Courtroom Security Officers (Field Training)	05/19/2016	In Chapter 5, Field Training, revisions have been made to Performance Outcomes 9.10., 9.11., 9.12., and to the Special Note Section. **Performance Outcome 9.10.** (Complete an approved Public Safety Response to a Terrorism – Awareness Level Course and provide certificate of completion to supervisor) **has been revised to:** Complete a Terrorism – Awareness Course and provide certificate of completion to supervisor. **Performance Outcome 9.11.** (Complete an approved ICS 700 NIMS Introductory training course and provide certificate of completion to supervisor) **has been revised to:** Complete IS- 700 NIMS Introductory training course and provide certificate of completion to supervisor. **Performance Outcome 9.12.**(Complete an approved ICS 100 Introductory training course and provide certificate of completion to supervisor) **has been revised to:** Complete ICS 100 Introductory training course and provide certificate of completion to supervisor. **The Special Note Section** (Completion of the four-hour Public Safety Response to Terrorism – Awareness Level training will accomplish the goals of 9.10. Courses are offered through the Virginia Department of Emergency Management, Virginia Department of Fire Programs, Virginia Department of Criminal Justice Services, and various training academies. Completion of an approved IC-700 NIMS Introductory course through FEMA online training will accomplish 9.11. Completion of an approved ICS 100. Introductory course through FEMA online training will accomplish 9.12.) **has been revised to:** Completion of IS-700 NIMS Introductory course through FEMA online training will accomplish 9.11. Completion of ICS 100 Introductory course through FEMA online training will accomplish 9.12. No further revisions made. KBA 05/19/2016
Juvenile Corrections Officer (Emergency Response)	05/19/2016	In Chapter 5, Emergency Response, revisions have been made to Performance Outcomes 4.7., 4.7.2., 4.7.3., 4.7.4., the Lesson Plan Guide under Performance Outcome 4.7. (Identify Public Safety Response to Terrorism Awareness level training course), the Training Objectives Related to 4.5., and to the Criteria that the trainees will be tested on. **Performance Outcome 4.7.** (Identify Public Safety Response to Terrorism Awareness level training course) **has been revised to:**Complete a Terrorism Awareness training course. **Training Objective Related to 4.7.** (1. Approved Public Safety Response to Terrorism Awareness training course) **has been revised to:** Terrorism Awareness training course, (2. Approved Incident Command System (ICS) 700 National Incident Management System (NIMS) Introductory training**) has been revised to:** FEMA IS-700 National Incident Management System (NIMS) Introductory training and (3. Approved ICS 100 Introductory training) **has been revised to:** ICS 100 Introductory training. **Criteria** that the trainees will be tested on: **Performance Outcome 4.7.2. (**Identify signs and symptoms common to initial victims of a CBRNE (E) incident) **has been revised to:** Identify signs and symptoms common to initial victims of a CBRN (E) incident. **Performance Outcome 4.7.3.**(Identify and complete an approved ICS 700 NIMS Introductory training course) **has been revised to:** Identify and complete IS-700 NIMS Introductory training course. **Performance Outcome 4.7.4.** (Identify and complete an approved ICS 100 Introductory training course) **has been revised to:** Identify and

		complete ICS 100 Introductory training course. **Lesson Plan Guide** (1. Identify and complete an approved terrorism awareness training course) **has been revised to:** 1. Identify and complete a terrorism awareness training course, (2. Complete an approved ICS 700 NIMS Introductory training course) **has been revised to:** Complete IS-700 NIMS Introductory training course, and (3. Complete an approved ICS 100 Introductory training course) **has been revised to:** Complete ICS 100 Introductory training course. No further revisions made. KBA 05/19/2016
Basic Corrections Officer (Emergency Response)	05/19/2016	In Chapter 5, Emergency Response, revisions have been made to Performance Outcomes 4.5., 4.5.2., 4.5.3., 4.5.4., the Lesson Plan Guide under Performance Outcome 4.5. (Identify Public Safety Response to Terrorism Awareness level training courses), the Training Objectives Related to 4.5., and to the Criteria that the trainees will be tested on. **Performance Outcome 4.5.** (Identify Public Safety Response to Terrorism Awareness level training course) **has been revised to:** Complete a Terrorism Awareness training course.**Training Objective Related to 4.5.** (1. Approved Terrorism Awareness training course) **has been revised to:** Terrorism Awareness training course, (2. Approved Incident Command System (ICS) 700 National Incident Management System (NIMS) Introductory training**) has been revised to:** FEMA IS-700 National Incident Management System (NIMS) Introductory training and (3. Approved ICS 100 Introductory training) **has been revised to:** ICS 100 Introductory training. **Criteria** that the trainees will be tested on: **Performance Outcome 4.5.2.** (Identify signs and symptoms common to initial victims of a CBRNE (E) incident) **has been revised to:** Identify signs and symptoms common to initial victims of a CBRN (E) incident. **Performance Outcome 4.5.3.** (Identify and complete an approved ICS 700 NIMS Introductory training course) **has been revised to:** Identify and complete IS-700 NIMS Introductory training course. **Performance Outcome 4.5.4.** (Identify and complete an approved ICS 100 Introductory training course) **has been revised to:** Identify and complete ICS 100 Introductory training course.**Lesson Plan Guide** (1. Identify and complete an approved terrorism awareness training course) **has been revised to:** 1. Identify and complete a terrorism awareness training course, (2. Complete an approved ICS 700 NIMS Introductory training course) **has been revised to:** Complete IS-700 NIMS Introductory training course, and (3. Complete an approved ICS 100 Introductory training course) **has been revised to:** Complete ICS 100 Introductory training course. No further revisions made. KBA 05/19/2016
Academy Information	12/20/2016	In Chapter 3, Academy Information, #5-Changing Academy Status and Appendices A through K have been revised. #5-Changing Academy Status (All local political subdivisions whose personnel are subjected to mandated training shall be assigned to a designated training region or served by an independent training academy. Changes in academy status are subject to the following applicable procedures:*)* **Has been revised to:** All local political subdivisions whose personnel are subjected to mandated training shall be assigned to a regional training academy or served by an independent training academy. Changes in academy status are subject to the following applicable procedures as well as the requirements of § 15.2-1747 and § 15.2-1300:, The Appendices A through K were removed. There were no further revisions made to Chapter 3. KBA 12/20/2016
DCJS Policies and Requirements	03/02/2017	In Chapter 6, Requirements for Certification/Decertification of Law Enforcement Officers and Jail Officers has been revised. #1. Certification, B. To obtain such certification, all entry level law-enforcement officers seeking certification shall successfully complete statewide certification examinations developed and administered by the Department of Criminal Justice Services **has been revised to**: B. To obtain such certification, all entry level law-enforcement officers seeking certification shall successfully complete statewide certification examinations developed and administered by the Department of Criminal Justice Services**.** Successful completion of the examination requires a minimum score of 70% determined by comparing the number of total correct examination answers to the total number of questions. No further revisions made. KBA 03/02/2017
DCJS Policies and Requirements	07/25/2017	In Chapter 6, Auxiliary Police and Part Time Law Enforcement Officer, # 6 (Training, Records Maintenance and Reporting Requirements for Auxiliary Officers A-H) **has been revised with the addition of letter "I", (Instructorships for Auxiliary Law Enforcement Officers),** ***DCJS Instructorships will only be considered for Level 1 Auxiliary Law Enforcement Officers and only on a case-by-case basis following a review of the officer's law enforcement experience and training. Levels 2 and 3 Auxiliary Officers are not eligible for DCJS certified instructorships. Criminal Justice Academies may establish auxiliary law enforcement officers as "subject matter experts" upon prior training and experience. Documentation of this status must be kept on file at the academy and available for inspection.*** No further revisions made to the Auxiliary Police and Part Time Law Enforcement Officer section in Chapter 6. KBA 07/25/2017
DCJS Policies and Requirements	07/25/2017	In Chapter 6, Requirements for Certification/Decertification of Law Enforcement Officers and Jail Officers have been updated in accordance with the 2017 Legislative updates §15.2-1707. No further changes have been made to this chapter. KBA 07/25/2017
Law Enforcement (Investigations)	07/25/2017	In Chapter 5, Performance Outcome 5.15., Conduct preliminary investigation of weapons/firearms, and follow-up investigation when assigned has been revised. Performance Outcome 5.15.7. Complete necessary reports (including Firearms Clearing House Form 187 to be sent to state police) ***has been revised to: 5.15.7. Complete necessary reports and comply with U.S. Department of Justice and State Police (§52-25.1) reporting requirements***. No further changes have been made to Performance outcome 5.15. KBA 07/25/2017
Law Enforcement (Investigations)	07/25/2017	In Chapter 5, Performance Outcome 5.8., Conduct preliminary investigation of a rape or sexual offense, and follow-up investigation when assigned has been revised. ***Performance Outcome 5.8.10. has been added in accordance with §19.2-11.11., " Provide the appropriate notifications in accordance with §19.2-11.11." The Lesson Plan Guide has also been revised with the addition of #10, "Provide the appropriate notifications in accordance with §19.2-11.11."*** No further changes have been made to Performance Outcome 5.8. KBA 07/25/2017
Law Enforcement	07/25/2017	In Chapter 5, Respond to and conduct preliminary or follow-up investigation of Driving Under the Influence --

(Patrol)		Intoxicants/ Drugs, Revisions have been made to Performance Outcomes 4.46.8., the Lesson Plan Guide and the Instructor Notes. **Performance Outcome 4.46.8. (**If driver has been arrested and refuses the breath or blood test) ***has been revised to: If driver has been arrested and refuses the breath or blood test (Birchfield v. North Dakota, 136 S. Ct. 2160 (2016)):*** **Performance Outcome 4.46.8. a,b.c.d** (a. Advise of implied consent rights b. Arresting officer shall advise DUI arrestee from a form provided by the Office of the Executive Secretary of the Supreme Court and that the arresting officer shall acknowledge on such form that he has read the form to the arrestee. c. Complete documentation for administrative license suspension. d. Take the arrestee to the magistrate and obtain warrant. Give the magistrate the executed advisement form to attach to the warrant or summons) ***has been revised to: a. Refusal of breath: 1st refusal civil offense. Subsequent refusals within 10 years criminal offense - Class 1 misdemeanor, b. Refusal of blood: Always a civil offense, c. Advise of implied consent rights, d. Arresting officer shall advise DUI arrestee from a form provided by the Office of the Executive Secretary of the Supreme Court and that the arresting officer shall acknowledge on such form that he has read the form to the arrestee, e. Complete documentation for administrative license suspension, f. Take the arrestee to the magistrate. Give the magistrate the executed advisement form to attach to the warrant or summons.*** **Lesson Plan Guide #10 (**If driver has been arrested and refuses the breath or blood test, a. Advise of implied consent rights b. Arresting officer shall advise DUI arrestee from a form provided by the Office of the Executive Secretary of the Supreme Court and that the arresting officer shall acknowledge on such form that he has read the form to the arrestee. c. Complete documentation for administrative license suspension. d. Take the arrestee to the magistrate and obtain warrant. Give the magistrate the executed advisement form to attach to the warrant or summons. e. If the driver has been taken to a medical facility for treatment or evaluation of his medical condition and refuses to take a blood or breath test, the arresting officer may issue a summons for the violation while on the premises of the facility) ***has been revised to: 10. If driver has been arrested and refuses the breath or blood test (Birchfield v. North Dakota, 136 S. Ct. 2160 (2016)): a. Refusal of breath: 1st refusal civil offense. Subsequent refusals within 10 years criminal offense - Class 1 misdemeanor, b. Refusal of blood: Always a civil offense, c. Advise of implied consent rights, d. Arresting officer shall advise DUI arrestee from a form provided by the Office of the Executive Secretary of the Supreme Court and that the arresting officer shall acknowledge on such form that he has read the form to the arrestee, e. Complete documentation for administrative license suspension, f. Take the arrestee to the magistrate. Give the magistrate the executed advisement form to attach to the warrant or summons***. ~~c.~~ *Repeal.* ~~If the driver has been taken to a medical facility for treatment or evaluation of his medical condition and refuses to take a blood or breath test, the arresting officer may issue a summons for the violation while on the premises of the facility~~. ***Added Instructors Note: Advise trainees that they will need to identify department policy related to obtaining a search warrant when a blood or breath test is refused.*** No further changes have been made to 4.46.8. KBA 07/25/2017
Virginia Criminal Justice Services Training Manual and Compulsory Minimum Training Standards Full Manual	12/4/2017	**The Virginia Criminal Justice Services Training Manual and Compulsory Minimum Training Standards Full Manual has been totally revised with new software and numerous changes in numbering and lettering. 12/04/2017 KBA**
Civil Process -(Civil Process) Terrorism Added	12/4/2017	In Chapter 5 -New Performance Outcomes 4.10., 4.11., 4.12. and 4.13.- Field Training Performance Outcome 9.7. (Repealed) **Effective date for for this change is 01/01/2018-No Further Changes. 12/04/2017 KBA**
Court Security -(Court Security Operations) Terrorism Added	12/4/2017	In Chapter 5 -New Performance Outcomes 4.9., 4.10., 4.11. and 4.12.- Field Training Performance Outcome 9.10. (Repealed) **Effective date for for this change is 01/01/2018-No Further Changes. 12/04/2017 KBA**
Jail Officers -(Jail Operations) Terrorism Added	12/4/2017	In Chapter 5 -New Performance Outcomes 4.8., 4.9., 4.10. and 4.11.- Field Training Performance Outcome 9.69. (Repealed) **Effective date for for this change is 01/01/2018-No Further Changes. 12/04/2017 KBA**
Dispatchers -(Dispatcher Judgement) Active Shooter Added	12/4/2017	In Chapter 5 -New Performance Outcomes 2.4. **Effective date for for this change is 01/01/2018-No Further Changes. 12/04/2017 KBA**
Law Enforcement -(Legal Issues)	12/4/2017	In Chapter 5 - Legal Issues, Performance Outcome 2.40. Lesson Plan Guide #7 & 8, there has been a code section and lettering adjustment. The reference to the Foote Case has been removed. **Effective date for for this change is 01/01/2018-No Further Changes. 12/04/2017 KBA**
Law Enforcement -(Patrol)	12/4/2017	In Chapter 5 - Patrol, Performance Outcome 4.16., In Criteria substancial revisions and renumbering have been made to 4.16.3. - In the Lesson Plan Guide #2 Code Citations have been corrected and language has been added. In Performance Outcome 4.17., Criteria 4.17.2., Code references missing child, critically missing adults and the various Code Alert notifications have been made and "e" has been (Repealed). Criteria 4.17.6., State Police Alert notifications requirements have been added. Under 4.17. Lesson Plan Guide # 3 & 11 language has been amended to address the revised Criteria. In Performance Outcome 4.22., In Criteria 4.22.1., Code references missing child and the various Code Alert notifications have been made and "k" has been (Repealed). State Police Alert notifications requirements have been added and VCIN and NCIC requirments are noted. Lesson Plan Guide # 1 has been amended to address the revised Criteria. **Effective date for for this change is 01/01/2018-No Further Changes. 12/04/2017 KBA**
Law Enforcement -(Patrol) Terrorism Added	12/4/2017	In Chapter 5 -New Performance Outcomes 4.57., 4.58., 4.59. & 4.60- **Effective date for for this change is 01/01/2018-No Further Changes. 12/04/2017 KBA**
Civil Process -(Legal)	12/4/2017	Virginia Code Sections have been updated in the following Performance Outcomes (PO) 2.7. -Lesson Plan Guide #6 b&c, PO 2.8. -Criteria 2.8.3. (Title of Act Added), PO 2.12. -Lesson Plan Guide #8, **Effective date for for this change is 01/01/2018-No Further Changes. 12/04/2017 KBA**
Court Security -(Legal)	12/4/2017	Virginia Code Sections have been updated in the following Performance Outcomes (PO) 2.7. -Lesson Plan Guide #6 b&c, PO 2.8. -Criteria 2.8.3. & 2.8.4. (Title of Act Added-Amended), -Lesson Plan Guide #4, PO 2.12., -Lesson Plan Guide #8. **Effective date for for this change is 01/01/2018-No Further Changes. 12/04/2017 KBA**
Jail Officers -(Legal)	12/4/2017	Virginia Code Sections have been updated in the following Performance Outcomes (PO) 2.7. -Lesson Plan Guide #6 b&c, PO 2.8. -Criteria 2.8.4. (Title of Act Added), PO 2.12., -Lesson Plan Guide #8. **Effective date for for this change is 01/01/2018-No Further Changes. 12/04/2017 KBA**
Law Enforcement -(Legal)	12/4/2017	Virginia Code Sections have been updated in the following Performance Outcomes (PO) 2.5. -Lesson Plan Guide #3, PO 2.6. -Lesson Plan Guide #5, PO 2.8. -Lesson Plan Guide #1 e. PO 2.13. -Lesson Plan Guide #1 (a) (1). PO 2.18. -Criteria

		2.18.2, -Lesson Plan Guide #2. **Effective date for for this change is 01/01/2018-No Further Changes. 12/04/2017 KBA**
Basic Corrections Officers-Dept. of Corrections (Emergency Response)	12/4/2017	In Chapter 5- Emergency Response Performance Outocme 4.5. Training Objective 1 a has been (Repealed). **Criteria 4.5.1. and 4.5.2 addressing CBRN(E) has been moved to Performance Outcome 4.7. and the section has been renumbered.** Lesson Plan Guide # 1 has been (Repealed). New Performance Outcomes 4.6., 4.7., 4.8., 4.9. **Effective date for for this change is 01/01/2018-No Further Changes. 12/04/2017 KBA**
Noncustodial Officers-Dept. of Corrections	12/4/2017	A new section of the manual has been added to Chapter 5 consisting of new Performance Outcomes for Noncustodial Employees of the Department of Corrections. These Performance Outcomes were developed based on the existing Performance Outcomes for Basic Corrections Officers. **Effective date for for this change is 01/01/2018-No Further Changes. 12/04/2017 KBA**
Academy Information/Instructor Certification/Re-Certification	03/15/2018	In Chapter 3- Instructor Certification/Recertification Requirements, the Standardized Field Sobriety Instructorship, # 2 (G) Standardized Field Sobriety Test (SFST) has been removed as an instructorship. There are now six (6) categories of instructorship certifications. Revisions were also made to #3 (C) removing the Standardized Field Sobriety Testing Instructor as a specialty and #3 (H), which repealed the SFST Instructor Certification and Re-Certification process. A letter dated, March 1, 2018, from DCJS to all academies provided the information for the changes that are effective as of March 15, 2018. *Contact your individual academy for further information and requirements for instructing SFST. No further changes made to this Chapter. KBA 03/15/2018*
DCJS Policies and Requirements Standardized Field Sobriety Test Instructor Certification (SFST)	03/15/2018	The DCJS policy for the Standardized Field Sobriety Test (SFST) Instructor Certification and the Senior SFST Instructor Certification has been removed. The following information and instructions have been added to the policy section for the SFST Instructor Certification: *SFST basic courses may be taught only by DCJS certified general instructors who have successfully completed the NHTSA/IACP-Virginia Standard Field Sobriety Testing Basic Instructor course and a refresher training every 3 years. Academy directors are responsible for approving the instructors' credentials. Academies may set additional standards for instructors that they deem appropriate. No further changes made to this policy section. KBA 03/15/2018*
Forms	03/15/2018	The Standardized Field Sobriety Test (SFST) language has been removed from the following forms: IC-1, IC-2 , Request for Extension II and the Instructor Patch Order Form. No further changes have been made to the Form Section. *KBA 03/15/2018*
Law Enforcement (Legal)	07/01/2018	In Legal Issues, under the Criteria Section of Performance Outcomes (PO) 2.31., there have been revisions in reference to the return of search warrants requirements per Virginia Code effective 07/01/2018. ~~PO 2.31.6.3., File in circuit court clerk's office of the jurisdiction where the search warrant was served within three days the search warrant, inventory, and affidavit,~~ **has been Retired**. A new PO under the Criteria Section has been added with two new sub-sections. **(New) 2.31.6.5.** *Identify requirement for a return in accordance with §19.2-56 and §19.2-57*, **(New) 2.31.6.5.1.** *Location for filing the return: executed and issued*, **(New) 2.31.6.5.2.** *Timeline for filing and computation exceptions*. In the Lesson Plan Guide #6 (c) under Performance Outcomes 2.31., which relates to the requirements for a return of the search warrant has also been revised to: *Requirements for a return in accordance with §19.2-56 and §19.2-57. The location for filing the return both where executed and issued, the timeline for filing and the computations for exceptions.* Unless stated otherwise, all new laws of the Code of Virginia will take effect 07/01/2018. No further changes. 07/01/2018 KBA
Law Enforcement (Legal)	07/01/2018	Effective 07/01/2018, the Grand Larceny threshold (Felony) will change from $200.00 to $500.00 or more per Code update. In Legal Issues, Performance Outcome (PO) 2.13., Apply knowledge of the law related to larceny, motor vehicle theft, extortion and embezzlement has been revised. *In the Lesson Plan Guide #3 (a) the value amount has been changed to $500.00 or greater for a felony. In the Lesson Plan Guide #3 (b) the value amount for a misdemeanor is now less than $500.00.* In Legal Issues, Performance Outcome (PO) 2.34., Seize contraband, weapons, or stolen property from a suspect has been revised. *In the Lesson Plan Guide #2 (a) (1) the value amount has been changed from $200.00 to $500.00 or more where autos are used to transport stolen goods.* Unless stated otherwise, all new laws of the Code of Virginia will take effect 07/01/2018. No further changes. 07/01/2018 KBA
Civil Process (Legal)	07/01/2018	In Legal Issues, under the Criteria Section of Performance Outcomes (PO) 2.12., there have been revisions in reference to the return of search warrants requirements per Virginia Code effective 07/01/2018. ~~PO 2.12.6.3., File in circuit court clerk's office of the jurisdiction where the search warrant was served within three days the search warrant, inventory, and affidavit,~~ **has been Retired**. A new PO under the Criteria Section has been added with two new sub-sections. **(New) 2.12.6.4.** *Identify requirement for a return in accordance with §19.2-56 and §19.2-57*, **(New) 2.12.6.4.1.** *Location for filing the return: executed and issued*, **(New) 2.12.6.4.2.** *Timeline for filing and computation exceptions*. *In the Lesson Plan Guide #7 (c) under Performance Outcomes 2.12., which relates to the requirements for a return of the search warrant has also been revised to: Requirements for a return in accordance with §19.2-56 and §19.2-57. The location for filing the return both where executed and issued, the timeline for filing and the computations for exceptions.* Unless stated otherwise, all new laws of the Code of Virginia will take effect 07/01/2018. No further changes. 07/01/2018 KBA
Court Security (Legal)	07/01/2018	In Legal Issues, under the Criteria Section of Performance Outcomes (PO) 2.12., there have been revisions in reference to the return of search warrants requirements per Virginia Code effective 07/01/2018. ~~PO 2.12.6.3., File in circuit court clerk's office of the jurisdiction where the search warrant was served within three days the search warrant, inventory, and affidavit,~~ **has been Retired**. A new PO under the Criteria Section has been added with two new sub-sections. **(New) 2.12.6.4.** *Identify requirement for a return in accordance with §19.2-56 and §19.2-57*, **(New) 2.12.6.4.1.** *Location for filing the return: executed and issued*, **(New) 2.12.6.4.2.** *Timeline for filing and computation exceptions*. *In the Lesson Plan Guide #7 (c) under Performance Outcomes 2.12., which relates to the requirements for a return of the search warrant has also been revised to: Requirements for a return in accordance with §19.2-56 and §19.2-57. The location for filing the return both where executed and issued, the timeline for filing and the computations for exceptions.* Unless stated otherwise, all new laws of the Code of Virginia will take effect 07/01/2018. No further changes. 07/01/2018 KBA
Jail Officer (Legal)	07/01/2018	In Legal Issues, under the Criteria Section of Performance Outcomes (PO) 2.12., there have been revisions in reference to the return of search warrants requirements per Virginia Code effective 07/01/2018. ~~PO 2.12.6.3., File in circuit court clerk's office of the jurisdiction where the search warrant was served within three days the search warrant, inventory, and affidavit,~~ **has been Retired**. A new PO under the Criteria Section has been added with two new sub-sections. **(New) 2.12.6.4.** *Identify requirement for a return in accordance with §19.2-56 and §19.2-57*, **(New) 2.12.6.4.1.** *Location for filing the return: executed and issued*, **(New) 2.12.6.4.2.** *Timeline for filing and computation exceptions*. In the Lesson

		Plan Guide #7 (c) under Performance Outcomes 2.12., which relates to the requirements for a return of the search warrant has also been revised to: Requirements for a return in accordance with §19.2-56 and §19.2-57. The location for filing the return both where executed and issued, the timeline for filing and the computations for exceptions. Unless stated otherwise, all new laws of the Code of Virginia will take effect 07/01/2018. No further changes. 07/01/2018 KBA