

Professionalism

Performance Outcome 1.1

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

Training Objectives Related to 1.1

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

Criteria: The student shall be tested on the following:

1.1.1. Display a well-groomed appearance, a clean and pressed uniform, and functional equipment.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

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

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

Performance Outcome 1.2

Develop and maintain courteous and professional relationships with the public.

Training Objectives Related to 1.2

1. Given a written exercise, identify the impact that common courtesy may have regarding relationships with the public.

2. Given a written exercise, identify the roles of professionalism and ethics in law enforcement and in a jail setting.

Criteria: The student shall be tested on the following:

1.2.1. Identify reasons to foster a positive relationship between the local jail and the public.

1.2.2. Identify principles that define the profession.

1.2.3. Identify the role of ethics in the criminal justice system, and as a deputy/jail officer.

1.2.3.1. Identify general principles of ethics, and how the Code of Ethics affects officer behavior, dedication, and career development.

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

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Reasons to foster a positive relationship between the deputy/jail officer and the public:

- a. Develop and maintain open communications
- b. Reduce fear and mistrust by some members of the public
- c. Enhance the deputy's/jail officer's ability to function as effectively as possible in carrying out daily duties

2. Impacts of a negative relationship between a deputy/jail officer and the public

- a. Lack of respect and trust
- b. Negative attitudes
- c. The deputy's/jail officer's ability to function effectively

3. Identify principles of professionalism relevant to the deputy/jail officer

- a. Safety and integrity of the judicial system and all participants
- b. Address threats/potential threats directed at the court
- c. Individual responsibility and accountability

d. Compliance with laws, regulations, and standards

e. Respect for others

f. Responsible use of resources

g. Integrity

h. Safe and healthy workplace culture

4. Identify the role of ethics in criminal justice

a. Identify general principles of ethics that may assist a deputy/officer in making ethical judgments

5. Law Enforcement Code of Ethics and its impact on:

a. Behavior and attitude while on-duty

(i). Reverence for the law

(ii). Crime prevention

(iii). Respect for the public

(iv). Impartial law enforcement

(v). Use reasonable force necessary to effect an arrest

(vi). Report only the facts

(vii). Testify to only the facts

(viii). Never use public office for private gain

(ix). Strive to perform at maximum efficiency

(x). Never misuse resources or confidential information

b. Behavior while off-duty:

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

(ii). Maintain self-control, fair play and discipline

c. Dedication to the job

(i). Self

(ii). Family

(iii). Office

(iv). Community

(v). State

(vi). Country

d. Career development

(i). In-service training and specialized training programs and courses

(ii). Resources for individual efforts:

Performance Outcome 1.3

Identify and understand the consequences of biased-based profiling, as it relates to a deputy/jail officer.

Training Objective Related to 1.3

Given a written exercise:

1. Identify bias, biased-based profiling, implicit bias, and discrimination.
2. Identify potential consequences of bias-based profiling, as it relates to a deputy/jail officer.
3. Identify methods that a deputy/jail officer may use to prevent bias-based profiling.

Criteria: The student shall be tested on the following:

1.3.1. Identify bias.

1.3.2. Identify implicit bias.

1.3.3. Identify biased-based profiling.

1.3.4. Identify discrimination.

1.3.5. Identify potential consequences of biased-based profiling to the role of a deputy/jail officer.

1.3.6. Identify strategies to prevent biased-based profiling.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Define and provide examples of:

a. Prejudice

b. Stereotyping

c. Systemic Racism

d. Individual Racism

2. Potential consequences of biased-based profiling

a. Distrust from the public and community in which the agency serves

b. Routine encounters with citizens can escalate or turn deadly very quickly

c. Bad choices in split-second decisions and responses

d. Intense media scrutiny

e. Possibility of legal action against the agency and/or officer for constitutional

and/or civil rights violations

3. Identify strategies to prevent biased-based profiling

a. In-depth training for officers and command staff that centers around raising awareness of unconscious biases and the acknowledgement of their presence

b. Transforming the conversation between law enforcement and the community

(i). Cultivate a diverse workforce

(ii). Engage in various community initiatives to not only reduce

biases on both sides, but improve interactions between the two

c. Adhere to policies and statutes that promote unbiased profiling and promote transparency

4. Recognize potential implicit biases while interacting with all people, including but not limited to the Commonwealth of Virginia and Federal protected classes:

a. Persons who have a mental illness

b. Substance use disorders

c. Developmental or cognitive disability

Performance Outcome 1.4

Understand cultural diversity, increase cultural awareness, and cultivate effective communication practices to build community relations.

Training Objectives Related to 1.4

Given a written exercise:

1. Identify cultural diversity.
2. Identify communication methods that help promote understanding and tolerance.
3. Identify the impact that embracing and understanding cultural diversity has on the role of a deputy/jail officer.

Criteria: The student shall be tested on the following:

- 1.4.1. Identify cultural diversity.
- 1.4.2. Identify communication methods that help promote understanding.
- 1.4.3. Identify the positive impact that embracing and understanding cultural diversity has on the role of a deputy/jail officer.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Define:

- a. Culture - the customs, arts, beliefs, and institutions of a particular group
- b. Cultural diversity - the variety and differences of cultures
- c. Cultural awareness - the foundation of communication involving the ability to recognize and become aware of cultural values, beliefs, and perceptions

2. Key communication methods or considerations utilized by deputies/jail officers to improve communication with individuals from various cultures or backgrounds

- a. Determine the language an individual speaks and seek immediate assistance through any available agency-approved resources, (i.e., translator services or a fellow officer who also speaks the language)
- b. Tone of voice, facial expressions, eye contact, and physical contact
- c. Use of simple language
- d. Body language and stances/gestures
- e. Encourage recipient to ask questions for clarification
- f. Exhibit patience

3. Identify community resources to assist with cultural needs, (i.e., local ministerial groups, non-profit organizations, outreach alliances, etc.)

4. Identify the importance of the following, as they relate to cultural diversity:

- a. Awareness
- b. Sensitivity
- c. Impacts
- d. Perceptions
- e. Common barriers, (i.e., language, socioeconomic, etc.)

5. Impact of embracing and understanding cultural diversity with respect to deputies/jail officers

- a. Enhance both citizen and officer safety
- b. Ability to problem-solve more effectively
- c. Limit unnecessary use of force incidents

Performance Outcome 1.5

Identify an officer's duty to intervene.

Training Objectives Related to 1.5

1. Given a practical exercise, demonstrate the affirmative duty of an officer to intervene when a fellow officer is subjecting a person to unethical or unlawful violations.

2. Given a written exercise, identify the liability attached to failure to intervene.

Criteria: The student shall be tested on the following:

Given a practical exercise:

1.5.1. Demonstrate the affirmative duty of an officer to intervene when an officer is subjecting a person to unethical or unlawful violations.

Given a written exercise:

1.5.2. Identify the liability and potential repercussions associated with failure to intervene.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below:

1. § 19.2-83.6

2. Understand that one officer may set an incident into motion before other arriving officers can be made aware of circumstances

3. Identify potential solutions to promote a positive law enforcement culture, as they relate to deputies/jail officers

a. Team responsibility

b. Peer accountability

4. Liability and potential repercussions for failure to intervene

- a. Departmental disciplinary action
- b. Loss of career
- c. Media scrutiny
- d. Criminal investigation and subsequent prosecution for criminal acts
- e. Civil judgements

Performance Outcome 1.6

Identify the elements of the criminal justice system.

Training Objectives Related to 1.6

1. Given a written exercise, identify the elements of the criminal justice system.
2. Given a written exercise, identify the historical evolution of corrections and jails in the United States.

Criteria: The student shall be tested on the following:

- 1.6.1. Identify the elements of the criminal justice system and describe them in a positive manner to the public.

1.6.1.1. Courts:

1.6.1.1.1. Describe the Virginia Court System

1.6.1.1.2. Juries:

1.6.1.1.2.1. Definitions of jury, petite jury, grand jury, special grand jury, and multi-jurisdictional grand jury

1.6.1.1.2.2. Qualifications to serve as a juror

1.6.1.1.2.3. Process for selecting potential jurors

1.6.1.1.2.4. Preparing the list of jurors to be summoned

1.6.1.1.3. Describe the Federal Court System

1.6.1.2. Law Enforcement:

1.6.1.2.1. Describe the functions of the office of Sheriff

1.6.1.2.2. Describe the functions of the local police

1.6.1.2.3. Describe the functions of the state police

1.6.1.2.4. Describe the functions of other law enforcement agents

1.6.1.3. Corrections:

1.6.1.3.1. Describe a local correctional facility

1.6.1.3.2 Describe a state correctional facility

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

1.6.1.3.4. Explain the relationship between state and local corrections

1.6.2. Identify the historical evolution of Corrections and Jails in the United States.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below:

1. Identify the elements of the criminal justice system:

a. Courts

(i). Federal system

(1). U. S. District Court

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

(3). U.S. Supreme Court

(ii). State system

(1). Magistrates

(2). District Courts

(A). Juvenile and Domestic Relations

(B). General

(3). Circuit Courts

(A). Juries

(i). Definitions of jury, petit jury, grand jury, special grand jury, and multi-jurisdictional grand jury

(ii). Qualifications to serve as a juror:

(1). Person must be a U.S. citizen

(2). Citizen must be 18 years of age or older

(3). Citizen must be a resident of the Commonwealth of Virginia for one year

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

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

(iii). Process of selecting potential jurors

(1). Clerk of the court draws ballots in the presence of the judge for trials of cases for the pending term of the court, § 8.01-348

(iv). Preparing the list of jurors to be summoned:

(1). Clerk of the court prepares an alphabetical list of names drawn and delivers attested copy of the list to the Sheriff

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

(4). Virginia Court of Appeals

(5). Virginia Supreme Court

b. Law Enforcement:

(i). Federal officers

(ii). Sheriffs

(iii). Police (local and state)

(iv). Other law enforcement agents

c. Corrections:

(i). Local corrections, (i.e., jails, detention facilities)

(ii). State corrections

2. 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

Performance Outcome 1.7

Understand the requirements for the certification of a deputy/jail officer in the Commonwealth of Virginia.

Training Objectives Related to 1.7

Given a written exercise:

- 1. Identify the requirements to become a certified deputy/jail officer in Virginia.
- 2. Identify the requirements for maintaining a Virginia deputy/jail officer certification.
- 3. Identify the Code of Virginia requirements for decertification.

Criteria: The student shall be tested on the following:

- 1.7.1. Identify the minimum requirements in Administrative Code 6 VAC 20-50 for becoming a certified deputy/jail officer in Virginia.
- 1.7.2. Identify the requirements to maintain Virginia deputy/jail officer certification.

1.7.3. Identify the Code of Virginia requirements for decertification, as defined in § 15.2-1707.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Minimum requirements in 6 VAC 20-50, for becoming a certified deputy/jail officer in Virginia

a. Employed as a deputy sheriff or jail officer as defined in § 9.1-101 in the Code of Virginia

b. Attend and successfully complete a deputy/jail officer basic training at a certified criminal justice training academy

c. Successfully complete field training

d. Complete all requirements within 18 months of employment

2. Requirements to maintain certification in Virginia as a deputy/jail officer

a. Complete in-service training, as described in 6 VAC 20-30-40

b. Maintain in-service training requirements, as described in 6 VAC 20-30-30

Legal

Performance Outcome 2.1

Perform the duties of a deputy/jail officer in compliance with Virginia and Federal constitutional requirements and the Bill of Rights.

Objectives Related to 2.1

1. Given a written exercise, identify the applicability of the First, Fourth, Fifth, Sixth, Eighth, Thirteenth, and Fourteenth Amendments to the United States Constitution to jail operations.

Criteria: The student shall be tested on the following:

2.1.1. Define constitutional law.

2.1.2. Identify the protections provided to jail inmates in the First Amendment to the U.S. Constitution.

2.1.3. Identify the protections provided to jail inmates in the Fourth Amendment to the U.S. Constitution.

2.1.4. Identify 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 by the Sixth Amendment to the U.S. Constitution.

2.1.6. Identify the protections provided to jail inmates by the Eighth Amendment to the U.S. Constitution.

2.1.7. Identify the difference between the constitutional rights of pre-trial detainees and those of convicted inmates provided by the Thirteenth Amendment.

2.1.8. Identify the protections provided to jail inmates by the Fourteenth Amendment.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Protections provided by the First Amendment of the U.S. Constitution and how these protections apply in a jail setting

a. Religion (including the Religious Land Use and Institutionalized Persons Act of 2000)

b. Speech, (i.e., mail, phone calls, etc.)

c. Press, (i.e., newspapers, magazines, etc.)

d. Association (visitors)

e. Redress of grievances, (i.e., access to courts, legal services to which indigent inmates are entitled to in matters related to their incarceration)

2. Protections provided to jail inmates by the Fourth Amendment of the U.S.

Constitution

a. Cell searches

b. Person searches

(i). Frisk

(ii). Strip

(iii). Body cavity

c. Seizures

(i). Contraband

(ii). Evidence

3. Protections afforded by the Eighth Amendment of the U.S. Constitution

a. Medical

b. Psychological

c. Exercise

d. Housing

e. Sanitation

f. Safety

4. Identify the reasons an inmate may be placed in segregation

a. Administrative

b. Disciplinary

5. Protections provided to jail inmates by the Fourteenth Amendment

a. Due process

(i). Substantive

(ii). 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 Objectives 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 student 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 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 all items listed in the Criteria section and the additional information below.

1. Commonly accepted defenses against a §1983 lawsuit

a. Substantive defenses

b. Procedural defenses

(i). Immunity

(ii). Statute of limitations

2. 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/jail officer abiding by the laws governing the office of the Sheriff and regional jails.

Training Objectives Related to 2.3

1. Given a written exercise, identify laws and sections of the Code of Virginia that relate to the jobs and responsibilities of jail officers, the office of the Sheriff and jail superintendents, and jail operations and security.

Criteria: The student shall be tested on the following:

2.3.1. Identify the powers and duties of a Sheriff as a constitutional officer.

2.3.2. Identify the powers and duties of the regional jail superintendent.

2.3.3. Identify factors and responsibilities that affect the employment of a deputy sheriff and jail officer.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Identify factors that affect the employment and certification of a deputy /jail officer
2. Information that must be included in daily jail records, § 53.1-116

Performance Outcome 2.4

Respond to a request for service by determining whether the facts are civil or criminal in nature.

Training Objectives Related to 2.4

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

Criteria: The student shall be tested on the following:

2.4.1. Define civil matter.

2.4.2. Define criminal matter.

2.4.3. Evaluate a situation to determine if it is a civil or criminal matter.

2.4.4. Identify the resources to be provided to a citizen or inmate for assistance in a civil or criminal matter.

2.4.5. Identify court and legal documents as civil or criminal in nature.

2.4.6. Identify frequent matters and paperwork of importance to deputies/jail officers.

Lesson Plan Guide: The lesson plan shall include all items in the Criteria section and the additional information below.

1. Define civil matter as a complaint of a non-criminal nature brought to address a private wrong
2. Define criminal matter as a violation of any law or ordinance that subjects the offender to imprisonment and/or a fine
3. Resources to be provided to a citizen or jail inmate for assistance regarding a civil or criminal matter
 - a. Advise which court's clerk they should speak to or where the magistrate is located
 - b. Advise the individual to seek the advice of an attorney
 - c. Do not give legal advice
4. Identify frequent matters of importance and paperwork relevant to jail/detention staff
 - a. Habeas Corpus
 - b. Contempt of Court, § 16.1-278.16
 - c. Capias
 - d. Extradition warrant
 - e. Show Cause

- f. Arrest warrant or summons
- g. Summons for juror or witness
- h. Frequent civil paperwork
 - (i). Writ of Mandamus/Prohibition
 - (ii). Levy/Lein
 - (iii). Warrant in Debt
 - (iv). Eviction/Writ of Possession
 - (v). Warrant in Detinue
 - (vi). Injunction

Performance Outcome 2.5

Obtain an arrest warrant from the proper authority.

Training Objectives Related to 2.5

1. Given a practical exercise, demonstrate the proper procedure for obtaining and executing an arrest warrant.

Criteria: The student 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. Identify the steps to return an arrest warrant conforming to statutory requirements.

2.5.4. Identify requirements under which a felony warrant may be issued by a magistrate on a citizen complaint, according to § 19.2-72.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

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 Juvenile and Domestic Relations 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)

- d. Citizens and inmates must fill out a criminal complaint form (DC-311);
deputies/officers fill out the complaint form when required by a magistrate
- 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
- 4. Requirements under which a felony warrant may be issued by a magistrate on a citizen complaint
 - a. Only if given prior authorization by the attorney for the Commonwealth or by a law enforcement officer

Performance Outcome 2.6

Identify the legal authority to arrest persons with a warrant.

Training Objectives Related to 2.6

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

Criteria: The student 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.

2.6.6. Identify the limits of an arrest warrant in searching residence listed on the warrant and residences of third parties.

2.6.7 Identify the misdemeanor summons requirement, § 19.2-74.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

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

2. Define arrest

a. An "arrest" occurs when an officer physically restrains the freedom of movement of another or when suspect submits to the officer's assertion of authority and purpose to arrest

3. Identify the process for seeking and obtaining an arrest warrant, § 19.2-72

4. Identify the mandatory contents of a valid warrant, § 19.2-72

5. Identify the territorial limitations of a deputy/jail officer's power to arrest

- a. A sheriff or their deputy may execute an arrest warrant throughout the county in which he/she serves and in any city or town surrounded thereby and effect an arrest in any city or town surrounded thereby as a result of a criminal act committed during the execution of such warrant, § 19.2-71
- b. § 19.2-76: A law enforcement officer may execute within his jurisdiction a warrant, capias or summons issued anywhere in the Commonwealth
- c. § 19.2-72 A jail officer employed at a regional jail can execute a warrant of arrest upon an accused in his jail.
- d. A warrant or capias shall be executed by the arrest of the accused, and a summons shall be executed by delivering a copy to the accused personally
- e. § 19.2-77: Whenever a person in the custody of an officer shall escape or whenever a person shall flee from an officer attempting to arrest him/her, such officer, with or without a warrant, may pursue such person anywhere in the Commonwealth and, when actually in close pursuit, may arrest him/her wherever he/she is found
- f. If the arrest is made in a county or city adjoining that from which the accused fled, or in any area of the Commonwealth within one mile of the boundary of the county or city from which he/she fled, the officer may forthwith return the accused before the proper official of the county or city from which he/she fled

g. If the arrest is made beyond the foregoing limits, the officer shall proceed according to provisions of § 19.2-76, and if such arrest is made without a warrant, the officer shall procure a warrant from the magistrate serving the county or city wherein the arrest was made, charging the accused with the offense committed in the county or city from which he/she fled

h. § 19.2-249: An offense committed on the boundary of two counties, or on the boundary of two cities, or on the boundary of a county and city, or within 300 yards thereof, may be alleged to have been committed, and may be prosecuted and punished, in either county, in either city, or the county or city, and any Sheriff, deputy sheriff, or other law enforcement officer shall have jurisdiction to make arrests and preserve the peace for a like distance on either side of the boundary line between such counties, such cities, or such county and city

i. § 19.2-250: How far jurisdiction of corporate authorities extends

(i). Jurisdiction of the corporate authorities of each town or city, in criminal cases involving offenses against the Commonwealth, shall extend within the Commonwealth within one mile beyond the corporate limits of such town or city, except that such jurisdiction of the corporate authorities of town situated in counties having a density of population in excess of 300 inhabitants per square mile, or in counties adjacent to cities having a population of 170,000 or more, shall extend for 300 yards beyond the

corporate limits of such town, or in the case of the criminal jurisdiction of an adjacent county, for 300 yards within such town

j. Agency-specific mutual aid agreements may extend an officer's jurisdiction pursuant to § 15.2-1726 and § 15.2-1736

k. § 15.2-1724, Public safety issues such as:

(i). Drug enforcement

(ii). Immediate threat to life or public safety

(iii). Temporary Detention or Emergency Custody Orders

(iv). Disaster response

6. Identify the consequences of an illegal arrest

a. Can subject the arresting person to criminal and civil penalties

b. Can result in the suppression of evidence or statements

c. Can result in administrative disciplinary action

7. 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
 - e. Duty of arresting officer for bail hearing purposes, § 19.2-80
 - f. Duty of arresting officer to obtain and provide a criminal history of the arrestee to the magistrate or court in order for bail hearing to be conducted, § 19.2-80.2
8. Identify the limits of an arrest warrant in searching residence listed on the warrant and residences of third parties
- a. Officers may execute an arrest warrant and enter a dwelling in which a suspect lives when there is probable cause to believe the suspect is within
 - b. Unless officers have the consent of the resident or exigent circumstances are present, they must obtain a search warrant to enter a third party's residence to search for a wanted person

Performance Outcome 2.7

Identify the legal authority to arrest persons without a warrant.

Training Objectives Related to 2.7

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

Criteria: The student 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. Identify situations in which a deputy/jail officer may make a warrantless arrest according to the Code of Virginia.
- 2.7.5. Identify the uniform requirement for an officer making an arrest on a public road or highway.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

- 1. Define probable cause for an arrest
 - a. Probable cause exists when the facts and circumstances within the officer's knowledge, and of which he/she has reasonably trustworthy information, alone are sufficient to warrant a person of reasonable caution to believe that an offense has been or is being committed by a specific person
- 2. Identify the requirement for warrantless felony arrest under § 19.2-81

3. Identify the general requirement for a warrantless misdemeanor arrest, § 19.2-81

4. Identify additional situations in which a deputy/jail officer may make a warrantless arrest according to the Code of Virginia

- a. A probation or parole violation
- b. Escapee from a mental institution
- c. Taking into custody a person detained by a citizen
- d. Traffic misdemeanor arrest, § 19.2-82
- e. Failure to surrender, § 19.2-298
- f. Stalking, § 19.2-81.3
- g. Assault and battery of a family or household member, § 19.2-81.3
- h. Violation of a protective order, § 19.2-81.3

5. Identify other warrantless arrest situations

- a. Arrest by officers of other states in close pursuit, § 19.2-79
- b. Arrest of an illegal alien without a warrant, § 19.2-81.6

Performance Outcome 2.8

Identify basic laws governing rules of privacy and security controlling access to records.

Training Objectives Related to 2.8

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

Criteria: The student shall be tested on the following:

2.8.1. Understand rules of privacy and security, controlling access to records for criminal history and/or juvenile information.

2.8.2. Identify statutes related to the release of information through NCIC or VCIN.

2.8.3. Identify statutes related to HIPPA in relation to inmate medical records.

2.8.4. Identify principles of the Virginia Freedom of Information Act in Virginia jails.

2.8.5. Identify principles of the Prison Rape Elimination Act.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. 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

2. Statutes relating to release of information through NCIC or VCIN, §§ 19.2- 389 and 19.2- 389.1

3. Virginia Freedom of Information Act §§ 2.2-3704, 2.2-3705.2, 2.2-3706, 2.2-3706.1, and 2.2-3714

a. Notify appropriate personnel to comply with 5 business day response time requirement

b. Applies to all forms of communications that deal with government matters, (i.e., email, chat room activity, cell phone pictures and/or videos, text messages, radio transmission, body camera footage, etc.)

4. Application of the Prison Rape Elimination Act

a. Recognize behaviors that are covered by PREA

Performance Outcome 2.9

Apply knowledge of the law related to the service of mental health commitment paperwork.

Training Objectives Related to 2.9

1. Given a written exercise, identify Code of Virginia requirements for serving mental health commitment papers, such as Emergency Custody Orders and Temporary Detention Orders.

Criteria: The student shall be tested on the following:

2.9.1. Identify persons having authority to issue Emergency Custody Orders and Temporary Detention Orders.

2.9.2. Identify procedures for the return of service of Emergency Custody Orders and Temporary Detention Orders.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Identification of persons having authority to issue an Emergency Custody Order and/or Temporary Detention Order

a. Magistrate

b. Judge

2. Procedures for the return of service of an Emergency Custody Order or Temporary Detention Order

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

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

4. Service is not restricted to an officer's locality, as orders may be executed/served anywhere in Virginia, § 8.01-292

5. Copy of papers must be served on the person to be committed, § 37.2-808 and § 37.2-809

Performance Outcome 2.10

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

Training Objectives Related to 2.10

Given a written exercise:

1. Identify elements of crimes related to family abuse.
2. Identify the legal requirements for the issuance of protective orders.
3. Identify when a criminal violation of a protective order has occurred.

Criteria: The student shall be tested on the following:

2.10.1. Define a family or household member, per the Code of Virginia.

2.10.2. Identify procedures for the initiation of emergency protective orders.

2.10.3. Identify the difference between an emergency protective order, a preliminary protective order, and a permanent protective order.

2.10.4. Identify circumstances that constitute a violation of a protective order.

2.10.4.1. Identify how possession, purchase, and/or transportation of a firearm can constitute a violation of a protective order.

2.10.5. Identify the statutory requirement for the arrest of the predominant physical aggressor, absent special circumstances.

2.10.6. Identify elements of Assault and Battery against a family or household member.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Define the following:

a. Family abuse, § 16.1-228

b. Household or family member, § 16.1-228

2. Identify the circumstances that constitute a violation of a protective orders order, § 16.1-253.2
3. Identify how possession, purchase, and transportation of a firearm can constitute a violation of a protective order, § 18.2-308.1:4
4. Identify the statutory requirement for arrest of the predominant physical aggressor, absent special circumstances, § 19.2-81.3
5. 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
6. Identify elements of Assault and Battery against a family or household member, § 18.2-57.2

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 exercise, identify constitutional requirements to obtain information from a suspect.

Criteria: The student shall be tested on the following:

2.11.1. Identify constitutional issues related to the detention and questioning of a suspect vs. non-suspect.

2.11.2. Identify the relevant principles regarding suspect interrogation

2.11.2.1. The US Supreme Court requires measures to protect a suspect's 5th Amendment rights, by advising a suspect of four basic rights before being questioned, *Miranda v. Arizona*, 384 U.S. 436 (1966)

2.11.2.2. The 6th Amendment requires that once a suspect has an attorney, law enforcement and/or their agents, must go through the attorney before questioning a suspect or making statements meant to illicit an answer

2.11.2.3. The 6th Amendment right to counsel is triggered at or after the time that judicial proceedings have been initiated whether by way of formal charge, preliminary hearing, indictment, information, or arraignment

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

2.11.4. Identify the difference between custody and formal custody associated with an arrest.

2.11.5. Identify the difference between questioning and statements meant to illicit a response.

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

2.11.7. Explain the difference between an exculpatory and inculpatory statement and the necessity for documenting both.

2.11.8. Identify the three exceptions to Miranda.

2.11.9 Identify issues arising from questions asked prior to Miranda warning.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. The rights of an arrested person who is subjected to custodial questioning, as guaranteed by the U.S. Constitution

a. The Fourth, Fifth, and Sixth Amendments guarantee a person be afforded certain rights of protection

b. A violation of those rights may exclude evidence being admitted at trial and further subject a deputy/jail officer to potential civil liability

2. Identify the difference between questioning during investigative detention and custodial interrogation

3. Identify the relevant principles regarding interrogation

a. The U.S. Supreme Court requires a prophylactic measure to protect a suspect's Fifth Amendment rights by advising a suspect of four basic rights before being questioned, *Miranda v. Arizona*, 384 U.S. 436 (1966):

(i). "You have the right to remain silent"

(ii). "Anything you say can and will be used against you in Court"

(iii). "You have the right to consult with an attorney before questioning and to have your attorney present during questioning"

(iv). "If you cannot afford an attorney, one will be appointed for you without cost"

b. Three exceptions to *Miranda*:

(i). Imminent threat to public safety

(ii). During roadside or on-scene questioning

(iii). Booking questions

c. The Sixth Amendment requires that once a suspect has an attorney, law enforcement and/or their agents, must go through the attorney before questioning a suspect or making statements meant to illicit an answer

d. Courts objectively consider the following factors in determining whether a person is in custody for Miranda purposes:

- (i). Whether person has been advised that he or she is free to go
- (ii). Whether the person has been physically restrained and/or handcuffed
- (iii). Whether the person has been informed that he or she is a suspect or will be arrested
- (iv). Whether the person is voluntarily present for questioning
- (v). The location and familiarity of the place of questioning
 - (1). Questioning at a law enforcement facility does not necessarily dictate whether a person is in a custodial setting
 - (2). Questioning in a person's home does not necessarily dictate that is not in a custodial setting
- (vi). The number of officers and/or whether surrounded
- (vii). The duration and character of questioning or demeanor of the officer

e. Even if Miranda warnings have been properly given and a waiver obtained, a statement must be knowing, intelligently and voluntarily given in order to be admissible

- (i). Statements are not voluntary if the suspect's will is overborne

f. While parental presence is favored in juvenile interrogations, the absence itself does not render a waiver involuntarily, § 16.1-247.1 requirements

4. Identify use of consent forms and waiver forms

a. Written consent is not mandated by law, however, it is best practice if/when possible

b. Custodial interrogation requirements, § 19.2-390.04

5. Explain the difference between an exculpatory and inculpatory statement and the necessity for documenting both

a. Inculpatory statements tend to incriminate a person

b. Exculpatory statements tend to prove innocence

c. All statements made by a defendant to law enforcement are required to be given to defense pursuant to Virginia Supreme Court Rule 3:A11

6. Explain the difference between an admission, where a suspect admits a fact and a confession, where a suspect admits guilt of a crime

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

a. A confession must be made voluntarily, freely, and intelligently

b. A confession must be corroborated before a conviction can be upheld

8. Fifth Amendment rights apply only to testimonial statements made by a person; Non-testimonial information derived from a person is not protected by the Fifth Amendment

a. The following evidence obtained from a person do not require Miranda warnings:

- (i). Fingerprinting
- (ii). DNA testing or withdrawal of blood
- (iii). Voice exemplars
- (iv). Handwriting exemplars
- (v). Photographs or lineups of persons
- (vi). Measurements
- (vii). Hair samples
- (viii). Fingernail scrapings
- (ix). To appear or stand in Court
- (x). To walk or assume a stance/make a gesture

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/herself, § 19.2-82.1

Performance Outcome 2.12

Conduct lawful searches without a search warrant.

Training Objectives Related to 2.12

Given a written exercise on Fourth Amendment principles:

1. Identify those search and seizure situations in which a person has a reasonable expectation of privacy and invokes the Fourth Amendment's limitations on law enforcement activities.
2. Identify situations where a person does not have a reasonable expectation of privacy.
3. Identify search and seizure situations in which a warrantless search may be legally conducted.
4. Identify general categories of what can be seized.

Criteria: The student shall be tested on the following:

- 2.12.1. Identify the Fourth Amendment as the basis for the requirement that searches generally require a warrant.
- 2.12.2. Identify the reason that search warrants must still be obtained after exigency subsides or the crime scene is secured.
- 2.12.3. Identify hot pursuit as an exception to search warrant requirements.
- 2.12.4. Identify the Community Caretaker Doctrine and the standard required.

2.12.5. Identify the requirements and limitations related to searches incident to arrest.

2.12.6. Identify and distinguish between legal aspects related to open fields vs. curtilage.

2.12.7. Identify and distinguish between legal aspects relating to dog sniffs in public places vs. homes or protected places.

2.12.8. Identify the plain-view basis for lawful seizures.

2.12.9. Identify the principles relating to lawful consent searches.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

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

a. Examples of items/people/locations having a reasonable expectation of privacy:

(i). Homes and businesses

(ii). Curtilages

(iii). Overnight guests, tenants, and hotel guests

(iv). Thermal imaging

(v). Vehicles

(vi). GPS on vehicles

(vii). Cell Phones and cell site location information

b. There is no reasonable expectation of privacy in situations involving open fields and dog sniffs in public places, (i.e., they do not require a search warrant, as they are not considered to be searches)

2. Search warrants must be obtained for homes and businesses and other protected places, including, but not limited to curtilages, crime scenes except in emergency circumstances on public property, (i.e., suspect is possibly on the premises), or when consent is given

a. Searches require a warrant if a reasonable expectation of privacy exists, unless the circumstances establish a judicially recognized exception to the warrant requirement

3. 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

4. Categories of items that may be lawfully seized:

- a. Instrumentalities of crime, (i.e., weapons and other items used in the commission of a criminal offense)
- b. Fruits (proceeds) of a crime
- c. Contraband, (i.e., items that are generally unlawful to possess)
- d. Any object, person, or thing, including without limitation:
 - (i). Documents
 - (ii). Books, papers, or records
 - (iii). Bodily fluids constituting evidence of the commission of a crime
- e. A person that a search warrant authorizes to be seized pursuant to an arrest warrant

5. Exceptions to the requirement for a search warrant

- a. Consent
 - (i). Voluntary- may withdraw or limit the consent at any time
 - (ii). No legal requirement that consent must be given in writing (although this may be addressed in agency policy)
 - (iii). A subject in custody and handcuffed may give consent, but strong factors of coercion, (i.e., a felony stop) may cause consent to be involuntary in nature
 - (iv). Repeated requests for consent following refusals may create an issue of involuntariness if consent is finally given by the individual

b. Apparent authority

- (i). Visitor to premises lacks authority to consent for entry to premises
- (ii). Joint occupant may consent to common areas in premises; present joint occupant may veto consent by another occupant
- (iii). Landlord and/or employer generally cannot give lawful consent to search

c. Frisk

- (i). Review legal basis for investigative detention (Terry stop)
- (ii). If reasonable suspicion exists to believe a subject is armed or dangerous, a reasonably limited search for weapons, such as a frisk, may be conducted
- (iii). Ability to retrieve any item that could be a weapon
- (iv). "Plain feel" can also retrieve any item that without manipulation and with probable cause is determined to be contraband
- (v). If lawful detention and reasonable suspicion exists that a vehicle contains weapon(s), can look into areas that could contain a weapon

d. Search incident to arrest

- (i). Requires a lawful arrest

(ii). Body search plus area within which subject could lunge to obtain a weapon or destroy evidence of the crime (U.S. v Davis 20-4035 (4th Cir. 2021))

(iii). May take possession of cell phone along with arrestee's other personal items, but searching contents of phone requires a search warrant

(iv). If circumstances require release on summons, search of subject is not permitted unless there is independent probable cause

(v). Passenger compartment of vehicle may be searched if occupant arrested but not if arrestee has been removed from proximity of the vehicle unless there is reason to believe the vehicle contains evidence of the offense for which the arrest was made or other probable cause exists

(vi). Strip and cavity searches, § 19.2-59.1

(vii). When an arrest is made inside a residence, officers may conduct a protective sweep of immediately adjacent areas for other persons or, if there is reason to believe other persons are present, a sweep of the entire residence where persons could be found

e. Emergency/exigent circumstances may permit entry into a residence without a warrant or consent to apprehend subjects or prevent destruction of evidence if justified by factors such as:

(i). Officers reasonably believe suspect(s) are armed

- (ii). At the time of entry, a clear showing of probable cause
- (iii). Officer(s) have probable cause to believe the suspects are actually present on the premises
- (iv). Likelihood of escape if the suspects are not swiftly apprehended
- (v). Suspects' recent entry into the premises after hot pursuit
- (vi). A crime is in progress endangering the safety of persons who may be inside the residence

f. Community Caretaker Doctrine

- (i). Officers may also enter residence without a warrant or consent if there is reasonable suspicion of a serious, genuine concern that a citizen's health, well-being, or safety is at risk for reasons other than criminal activity, (i.e., fire scene, unattended child, welfare of person out-of-contact)
- (ii). Privacy areas other than homes may be searched on this basis for other reasons, (i.e., unaccounted for firearm in accident scene, etc.)

g. Vehicle Inventory

- (i). Applies to a lawfully impounded vehicle
- (ii). Requires agency written policy or practice that restricts officers' decisions whether and how to conduct the inventory
- (iii). Search is limited to areas that could contain valuable items

(iv.) Unlocked containers may be searched; opening locked containers is not permitted (unless permitted by written policy)

h. Abandoned property

(i). No expectation of privacy, therefore search does not invoke Fourth Amendment considerations

(ii). Abandonment must not be caused by unlawful actions of an officer, (i.e., officer lacking reasonable suspicion detains a subject who then throw contraband to the ground; seizure of contraband would not be considered lawful)

i. Plain-View Doctrine

(i). Technically a seizure issue rather than a search

(ii). Requires that items seized have been initially discovered in lawful circumstances, (i.e., officer was located either in public or had legal basis to be present if in a privacy area)

(iii). Requires the item have been in plain (open) view, without intrusion into a privacy area for which there was no legal basis

(iv). Requires probable cause to believe that the item was seizable as contraband, evidence, etc.

(v). Plain view seizure of an item does not alone authorize further searching in a privacy area

(vi). If an emergency entry into a residence has been made on the basis of a crime scene, once a sweep has secured the premises, a warrant should be obtained before proceeding with crime scene search (forensic) procedures

j. Probable cause vehicle search, (i.e., Carroll Doctrine)

(i). Warrant is not required to search an operable motor vehicle located in a non-privacy area if probable cause exists to believe it contains seizable items

(ii). The entire vehicle may be searched in the areas that could contain seizable items believed to be present, including the engine compartment and locked or unlocked containers, baggage, etc.

Performance Outcome 2.13

Conduct lawful searches and seizures with a search warrant.

Training Objectives Related to 2.13

Given a practical exercise:

1. Given a hypothetical scenario, complete an affidavit for a search warrant.

Given a written exercise on Fourth Amendment principles:

2. Identify proper authority for issuing a search warrant.

3. Identify essential contents of a search warrant affidavit.

4. Identify the required legal basis for conducting a search of “all persons present” when

a search warrant is executed.

5. Identify the Knock and Announce process for executing a search warrant.

6. Identify who may be present during execution of a search warrant.

7. Identify the standard required in order to detain a person lawfully present while a search warrant is executed.

8. Identify general categories of what items can be lawfully seized during execution of a search warrant.

9. Identify return requirements for returning a search warrant.

Criteria: The student shall be tested on the following:

Practical exercise:

2.13.1. Complete an affidavit for a search warrant.

Written exercise:

2.13.2. Identify the proper authority from whom to obtain a search warrant.

2.13.3. Identify essential contents of a search warrant affidavit.

2.13.4. Identify the necessary legal basis for searching “all persons present.

2.13.5. Identify the Knock and Announce process when executing a search warrant.

2.13.6. Identify who may be present during a search.

2.13.7. Identify the standard required to detain a person present during the execution of a search warrant.

2.13.8. Identify instances when a second search warrant should be obtained.

2.13.8.1. Identify if items related to another offense that are observed in plain view during the execution of the authorized search warrant.

2.13.9. Identify requirements for the return of a search warrant.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Search warrants must be obtained for homes and businesses and other protected places and whenever consent is not given or a reasonable expectation of privacy exists

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

3. § 19.2-54 and case law interpreting the Fourth Amendment require that a search warrant affidavit contains the following information:

a. The criminal offense causing related to the search, specifically listing applicable Code section

b. A particularized description of the place, thing, or person to be searched

c. A description of things or persons to be searched for and seized, in terms of and falling within the following categories:

(i). Instrumentalities of crime, (i.e., weapons and other items used in the commission of crime)

(ii). Fruits (proceeds) of crime

- (iii). Contraband, (i.e., items that are generally unlawful to possess)
- (iv). Any object, thing, or person, including without limitation, documents, books, papers, records or body fluids, constituting evidence of the commission of a crime, or
- (iv). A person that a search warrant authorizes to be seized pursuant to an arrest warrant
- (v). A recitation that the thing(s) being searched for is/are evidence of the offense
- (vi). Material facts establishing probable cause to issue a search warrant (i.e., facts and circumstances that would lead a reasonable person to believe the seizable items are located in the area to be searched)
 - (1). The statement of probable cause must not be “conclusory,” and must contain enough detail so that the issuing official may make an independent determination that probable cause to support the search in fact exists
 - (2). Information establishing probable cause is not “stale,” (i.e., is it reasonable that the items to be seized will still be located in the place?)
 - (3). In evaluating probable cause, it is improper for an issuing official to consider information provided verbally and not included

in the affidavit (referred to as the “four corners rule;” if it becomes necessary to provide additional information, the requesting officer should revise and resubmit the affidavit)

(4). Courts have disapproved generalized seizure of computers and related digital storage devices as items containing evidence unless the statement of probable cause establishes a connection between such items and the crime involved, (i.e., where an affidavit recites facts relating to the presence of only user amounts of drugs in a residence, a reviewing court would likely disapprove a search warrant authorizing seizure of computers, on grounds of a lack of probable cause to believe that computers would contain evidence of the simple possession of drugs, as contrasted with crimes involving drug trafficking)

4. The authority to search all persons present on the premises when a search warrant is executed must be stated in the warrant (unless independent grounds besides the search warrant exist for conducting a search of such persons)

a. For example, an affidavit that includes probable cause factors establishing a location as a substantial ongoing illegal drug manufacturing/distribution operation, and not a bona fide residence, could be a basis for requesting that a warrant authorize the search of all persons present upon execution

5. Ensuring that a search warrant is valid on its face

a. During preparation to serve a search warrant, the following items should be checked to ensure that the warrant is valid on its face:

(i). All affidavit items listed are correctly stated in the search warrant

(ii). The correct time and date of issuance and issuing official's signature are present

b. A search conducted by an officer acting in good faith reliance on a warrant will be upheld, however, a reviewing court is unlikely to find good faith where:

(i). The affidavit supporting a warrant is so lacking in the substance of probable cause that it is entirely unreasonable to believe that probable cause exists

(ii). The requesting officer knew, or should have known, that material facts in the affidavit were false

(iii). The issuing official abandoned his/her role as a neutral judicial officer, or

(iv). A warrant is so facially deficient such that it cannot reasonably be presumed to be valid (however, technical or clerical errors are deemed not to invalidate good faith)

6. Issuance and Execution of a Search Warrant; No-Knock Search Warrant, § 19.2-56:

7. Persons permitted to be present during execution of a search warrant, § 19.2-56

a. Officers are prohibited from allowing third parties to proceed into a privacy area during execution (of search warrant or arrest warrant) unless in the aid of execution of a warrant

(i). Prohibited examples are citizen “ride-alongs” and media representatives

(ii). Permitted examples are HAZMAT and electronic/computer specialists

8. Identify standard required to detain a person while search warrant is executed

a. Officer executing a search warrant may lawfully:

(i). Conduct an initial sweep of the premises to locate, gather, and detain occupants

(ii). Use handcuffs or other force reasonable under the circumstances to control occupants and preserve officer safety

(iii). Detain persons attempting to enter the premises during the search

b. Persons leaving the premises before the execution of a warrant has been initiated may not be detained in another location unless an independent basis for reasonable suspicion of criminal activity exists

9. During execution of a search warrant, the following items may be seized:

a. Items authorized by the warrant to be searched for and seized as evidence of the crime stated on the warrant

b. Items encountered during the search that are not listed as items to be

searched for and seized, but probable cause exists that the items are evidence of the crime listed on the warrant

c. Items encountered during the search that are not listed as items to be searched for and seized, nor does probable cause exist that the item(s) are evidence of the crime stated in the warrant, however, probable cause exists that the items are evidence of a different crime

d. NOTE: The justification for seizure of items under the above is the plain view doctrine, which requires that the items to be seized are discovered only while searching in areas which logically could contain items authorized by the warrant to be searched for, and that their seizeable nature is supported by probable cause

e. NOTE: A second search warrant is necessary to extend a search after encountering an unanticipated item seized pursuant to plain view

(i). If it is desired to extend the search into areas that would not contain the TV but could contain additional child pornography, it would be necessary to obtain an additional search warrant for that purpose

10. Process for return of the warrant

a. Endorse the warrant, to include:

(i). Note the time and date of execution of the warrant (must be within 15 days of issuance)

(ii). Signature of officer executing the warrant

(iii). Complete a sworn inventory of items seized or document that nothing was seized

b. Within three days of execution of the warrant, file the warrant including the affidavit and inventory in the Circuit Court Clerk's office in the jurisdiction where the warrant was executed

c. The officer executing the warrant or designee may file the warrant by inperson delivery, postal certified mail with return receipt requested, or via electronic facsimile (fax)

(i). Filing via email is not permitted

11. Special Situations

a. § 19.56.1 requires that a warrant authorizing the search of an attorney's office for evidence of a crime involving the attorney's client shall be issued only by a Circuit Court judge

b. § 19.2-56.2 requires a search warrant for use of tracking device to remotely monitor the movement of an object or person

c. Pursuant to § 19.2-70.3, a citizen's subscriber account information may be obtained from an electronic communication or remote computing service provider by means of a grand jury subpoena, a circuit court order, a search warrant, or the citizen's consent

d. Virginia service providers are required to comply with a search warrant issued in another state as if it had been issued by a Virginia court, provided that the warrant relates to the specified violent crime(s) or other specified crime(s)

e. In any of the forgoing situations where a service provider has been required to provide subscriber information, and upon certification by a Commonwealth's Attorney that disclosure of a process under this statute would endanger a person, lead to flight from prosecution, destruction of evidence, intimidation of witnesses or jeopardize an investigation, the court may order the provider not to disclose the matter to another person (which included the account subscriber)

Performance Outcome 2.14

Pat down a suspect or search an arrested person.

Training Objectives Related to 2.14

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 an arrested person may be conducted.

Criteria: The student shall be tested on the following:

2.14.1. Identify the elements of seizure and the difference between a detention and arrest.

2.14.2. Identify the scope of the search of the arrested person which includes the area within their control.

2.14.3. Identify the relevant legal principles of Terry v. Ohio.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. The elements of a seizure and the difference between detention and arrest

a. A seizure occurs when a reasonable person would not feel free to leave

(i). Officers must have reasonable suspicion to detain someone for an investigative purpose; It is usually brief and the investigative means should be the least intrusive

(ii). Usually not custodial in nature

2. The scope of the search of a person includes the area within the control of the arrestee

3. Relevant legal principles

- a. Terry v. Ohio states that a law enforcement officer may detain a suspect briefly based upon reasonable suspicion and, if there is reasonable suspicion that the person is armed, they may be patted down for weapons, but not searched for evidence
- b. While a stop alone does not, without more, justify a frisk of the automobile's occupants, when an officer reasonably suspects that a person (whether in a street encounter or traffic stop and whether the driver or the passenger) they have stopped is armed, the officer is warranted in that his safety is in danger, thus justifying a frisk (pat down)
 - (i). Courts have recognized that the danger was found in the presence of a weapon during a forced law enforcement encounter and thus presented a threat to the officer's safety, even if stopped for a minor violation
 - (ii). The legality of the frisk does not depend on the legality of the weapon's possession

Performance Outcome 2.15

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

Training Objectives Related to 2.15

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 nor is subject to forfeiture.

Criteria: The student shall be tested on the following:

2.15.1. Define evidence.

2.15.2. Identify types of evidence.

2.15.3. Define chain of custody.

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

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

2.15.6. Identify methods used to establish and track chain of custody of evidence.

2.15.7. Identify the reason to document return of property when lawfully released for later recovery.

2.15.8. Identify the lawful disposition of ordinary unclaimed personal property.

2.15.9. Identify the lawful disposition of unclaimed firearms.

2.15.10. Identify the difference between ownership and lawful possession of a firearm.

2.15.11. Identify the lawful disposition of drugs and drug paraphernalia not needed as evidence.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Define evidence

- a. Any material that serves as the basis of proving the truth or falsity of a fact in issue; each piece of evidence should tend to prove a material fact; some of which may be direct or circumstantial

2. Types of evidence

- a. Documentary (written items)
- b. Trace
- c. Real
- d. Circumstantial
- e. Physical
- f. Confessions
- g. Photographic

3. Define chain of custody

- a. As a document, which lists which persons had control of evidence so a defendant will have the Sixth Amendment right of confrontation by having the ability to cross-examine these witnesses

b. Commonwealth must prove substance introduced in evidence is the same that was seized from the defendant and that it has not been tampered with

(i). If this can't be proven, a fatal break in the chain of custody exists

(ii). Must be proven to a reasonable certainty

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 through:

a. Personal observation

b. Discovery through a valid search warrant

c. Investigation or other witnesses

6. 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

- (i). Records/notes should be maintained indicating all persons who handle, recover, remove transport, store or release evidence or property
 - (ii). When evidence needs to go to lab and process
- c. Determine when appropriate to turn over for expert recovery and examination
 - (i). When evidence needs to go to be processed and forensically examined
- d. Document by signed receipt, the return of evidence or property including the reason

Performance Outcome 2.16

Identify the legal basis for use of force by a deputy/jail officer.

Training Objective Related to 2.16

1. Given a written exercise, identify elements of case law and statutory law pertaining to use of force by deputies/jail officers in the performance of their duties.

Criteria: The student shall be tested on the following:

- 2.16.1. Identify that a deputy/jail officer may use force against a citizen only when objectively reasonable to effect a lawful detention or arrest or in defense of the deputy/jail officer or another person.

2.16.2. Identify the factors that determine whether an officer's use of force is excessive.

2.16.2.1. Force that is objectively unreasonable under the totality of circumstances, to include:

2.16.2.1.1. Severity of the crime

2.16.2.1.2. Whether the suspect poses an immediate threat to the officer or others

2.16.2.1.3. Actively resisting arrest or flight

2.16.3. Identify that a deadly weapon is any object, other than a body part or stationary object that in the manner of its actual, attempted, or threatened use is likely to cause serious bodily injury or death.

2.16.4. Identify that deadly force is any force that is likely or intended to cause death or serious bodily harm.

2.16.5. Identify that deadly force may not be used by an officer unless:

2.16.5.1. The officer reasonably believes that deadly force is immediately necessary to protect the officer or another person, other than the subject

of the use of deadly force, from the threat of serious bodily injury or death;

2.16.5.2. If feasible, the officer warns the subject of the deadly force that the officer will use deadly force;

2.16.5.3. The law enforcement officer's actions are reasonable, given the totality of the circumstances; and

2.16.5.4. All other options have been exhausted or do not reasonably lend themselves to the circumstances

2.16.6. Identify that unless the circumstances justify the use of deadly force, neck restraints, shooting at or into a moving vehicle and use of kinetic impact weapons are prohibited.

2.16.7. Identify that an officer, while in performance of their official duties, who witnesses another officer attempting to use or using excessive force, shall intervene to end such attempt or use of force.

2.16.7.1. An officer who intervenes or witnesses excessive force shall report the event in accordance with agency policies and procedures.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Additional factors determining whether an officer's use of deadly force are proper are:

a. The reasonableness of the officer's belief and actions from the perspective of a reasonable officer on the scene at the time of the incident; and

b. The totality of the circumstances, including:

(i). The amount of time available to the law enforcement officer to make a decision;

(ii). Whether the subject of the use of deadly force possessed or appeared to possess a deadly weapon and refused to comply with the officer's lawful order to surrender an object believed to be a deadly weapon prior to the officer using deadly force;

(iii). Whether the officer engaged in de-escalation measures prior to the use of deadly force, including taking cover, waiting for backup, trying to calm the subject prior to the use of force, or using non-deadly force prior to the use of deadly force;

(iv). Whether any conduct by the law enforcement officer prior to the use of deadly force intentionally increased the risk of a confrontation resulting in deadly force being used; and

(v). The seriousness of the suspected crime

2. A deputy/jail officer may not use deadly force to prevent a felon from fleeing unless the subject is an immediate threat to an officer or other person

3. Preservation of property

a. Law enforcement officers cannot use deadly force solely to protect property

Performance Outcome 2.17

Identify the legal requirements related to fingerprinting.

Training Objectives Related to 2.17

Given a written exercise:

1. Identify Code of Virginia requirements related to the fingerprinting of an adult offender.

2. Identify Code of Virginia requirements related relating to the fingerprinting juveniles of a juvenile offender.

Criteria: The student shall be tested on the following:

2.17.1. Identify the circumstances under which an adult suspect should be fingerprinted.

2.17.1.1. Charged with treason or any felony

2.17.1.2. Charged with any misdemeanor under Title 54.1

2.17.1.3. Convicted of the above

2.17.2. Identify the statutory requirements related to fingerprinting juveniles.

2.17.2.1. Requirement to fingerprint a juvenile who is taken into custody and charged with a delinquent act, for which an adult would be fingerprinted

2.17.2.2. Requirement to fingerprint a juvenile of any age who is convicted as an adult

2.17.2.3. Maintain juvenile fingerprint records separately from adult records

2.17.2.4. Destruction of juvenile fingerprint records

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. The circumstances under which a suspect shall be fingerprinted, § 19.2-390

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

Communications

Performance Outcome 3.1

Communicate with people of different demographics, utilizing effective methods and techniques.

Training Objectives Relating to 3.1

1. Given a practical exercise, effectively communicate with individuals.

Criteria: The student shall be tested on the following:

3.1.1. Identify if translator services are needed.

3.1.2. Identify emotional state of individual.

3.1.3. Identify the need to communicate in an empathetic, non-judgmental manner.

3.1.4. Identify audiences that may require an adjustment in tone or other manner of communication.

3.1.5. Identify special circumstances where assistance is needed, to

communicate effectively with a medically or mentally disabled individual.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Identify audiences that may require an adjustment in tone or other manner of communication

a. Individuals with various cultural background, religious norms, and language(s) spoken

b. Individuals with cognitive impairment (CI)

c. Juveniles unable to comprehend the situation

2. Methods to communicate effectively with juveniles

a. Physically move down to make eye contact, if possible

b. Pay close attention to any details given

c. Give praise for asking questions or offering information

d. Treat older juveniles in a more adult-like manner

3. Communicate with elderly individuals

4. Communicate with persons with different levels of comprehension

5. Communication with distraught individuals

6. Individuals with physical disabilities

- a. Ask if assistance is needed and how to go about this
- b. Be cognizant of impairments, to include auditory and/or verbal

7. Individuals with an intellectual disability or a developmental disability, including autism spectrum disorder

- a. Behavioral recognition of autism spectrum disorder
- b. Crisis prevention and de-escalation techniques
 - (i). Understanding sensory needs (i.e. lights and sirens, physical touch)
 - (ii). Positional asphyxiation with chest down holds
 - (iii). Elevated risk of drowning around water
 - (iv). Increased of wandering and running away
 - (v). Incorporate self-advocate or caregiver input on how to best de-escalate
 - (vi). Use their special interests to motivate and/or gather needed information

(vii). Self-injurious behaviors are not necessarily analogous to self-harm related to mental illness or suicidal intent, but often are maladaptive to sensory overload or poor emotional regulation

c. Relevant tools, support and technology available to assist in communication

(i). Incorporate self-advocate or caregiver input on how to best communicate

(ii). Use a single communicator with a calm approach

d. Resources for the autism community on future crisis prevention

8. Identify adjustments necessary to communicate effectively with various audiences

a. Voice tone

b. Language use/simplification

c. Body posture, stance, and gesture(s)

d. Facial expressions

e. Eye contact

f. Local customs

g. Resources utilized (i.e. interpreters, etc.)

Performance Outcome 3.2

Verbally de-escalate a situation using appropriate communication strategies.

Training Objectives Relating to 3.2

1. Given a practical exercise, use effective communication strategies to verbally de-escalate a subject, in order to generate compliance.

Criteria: The student shall be tested on the following:

3.2.1. Identify the subject(s) involved and establish initial contact.

3.2.2. Demonstrate awareness of officer safety precautions and procedures.

3.2.3. Demonstrate communication strategies to de-escalate.

3.2.4. Bring the situation to a logical conclusion.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Use verbal de-escalation techniques

a. Verbal elements

(i). Volume

(ii). Tone

(iii). Control

b. Initial contact

(i). Show everyone professional respect

(ii). Identify yourself

(iii). Explain the purpose of the encounter

(iv). Gain an understanding of the conflict and/or situation utilizing
empathy

(iv). Evaluate legal standing

c. Communication strategies to de-escalate a situation

(i). Ask subject(s) to comply with a lawful order

(ii). Explain any applicable laws/reasons subject(s) should comply

(iii). Inform the subject(s) of their options; specifically, the positive
outcome for compliance or negative consequences for refusal to comply
with the lawful order

d. Logical conclusion

(i). Resolve conflict

(ii). Take appropriate enforcement action

(iii). Tactically disengage, if necessary

2. Use non-verbal elements of communication to de-escalate a situation

a. Stance

b. Appearance

c. Facial expression

d. Eye contact

e. Personal space

f. Movement

3. Demonstrate officer safety procedures, as applicable

a. Time

b. Distance

c. Cover

4. Utilize emotional intelligence

Performance Outcome 3.3

Deliver a death notification.

Training Objectives Related to 3.3

1. Given a practical exercise, deliver an empathetic and professional death notification.

Criteria: The student shall be tested on the following:

3.3.1. Confirm the details of the situation and request any appropriate resources.

3.3.2. Deliver the information and communicate with individuals using an empathetic and professional demeanor.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Ensure accuracy of all pertinent details:

a. Name of the deceased

b. Time, location, and manner of death

c. The identity of their relationship to the decedent

2. Plan for the delivery of the information and areas of responsibility if multiple resources are responding, (i.e., supervisor, chaplain, translator)

a. A plan should be developed prior to delivering the death notification

b. Evaluate the notification environment and recipient variables

(i). Request to move out of public view

(ii). Evaluate potential emotional and/or medical responses

3. Use empathetic, yet direct communication

a. Express remorse for the family's loss

b. Use the term "died"

(i). Avoid vague terms such as "passed away," "expired," or "moved on"

c. When appropriate, include the manner of death

Performance Outcome 3.4

Prepare incident/offense reports and related documents in order to facilitate prosecution.

Training Objectives Related to 3.4

1. Given a practical exercise, prepare an incident/offense report and related documents using descriptive sentences in a narrative style.

2. Given a written exercise, identify documentation to be submitted with an offense/incident report to facilitate prosecution.

Criteria: The student shall be tested on the following:

Practical exercise:

3.4.1. Prepare an incident/offense report in a narrative style.

3.4.2. Complete a case file that would be submitted to the Commonwealth's Attorney prior to Court.

Written exercise:

3.4.3. Identify other information or documents to be submitted with incident/offense report.

Lesson Plan Guide: The lesson plan guide shall include all items listed in the Criteria section and the additional information below.

1. Identify relevant information to be included in an incident/offense report

a. Offense/charge

b. Date/location

c. Description of details of incident/offense

d. Victim's description

(i). Full name

(ii). Address/phone number of victims, witnesses, and offender(s)

(iii). Date of birth

e. Suspect's description

(i). Full name

(ii). Address/phone number

(iii). Date of birth

(iv). Identification number, if available

(v). Injuries received during arrest, if applicable

f. Complainant/reporting party information

(i). Full name

(ii). Addresses and phone numbers

g. Witness information

(i). Full name

(ii). Addresses and phone numbers

h. Statements from all parties involved

2. Identify proper narrative style for incident report

a. Proper use of grammar and spelling

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

3. Identify other information and/or documents to be submitted to the

Commonwealth's Attorney with the incident/offense report as part of a case file

- a. Suspect, victim, and witness statements, if any

- b. Lab reports and lab analysis, if available

- c. Investigative or follow-up reports (should be typed or neatly printed)

- d. Maintain photos or other evidence within case file

- e. Audio/video recordings, if available

4. Maintaining a personal notebook

- a. Recognize the legal issues associated with a personal notebook maintained by a deputy/ jail officer to document work-related events.

- b. Identify the value of maintaining a personal notebook and distinguish the kinds of events worth recording.

- c. Recognize the legal issues associated with using a personal digital device to document work related events.

Performance Outcome 3.5

Prepare and present effective courtroom testimony.

Training Objectives Relating to 3.5

1. Given a practical exercise, prepare and present effective courtroom testimony.
2. Given a written exercise, identify strategies in preparing and presenting effective courtroom testimony.

Criteria: The student shall be tested on the following:

Practical Exercise:

- 3.5.1. Prepare and present the facts of a court case.

Written Exercise:

- 3.5.2. Identify strategies in preparing effective courtroom testimony.

- 3.5.2.1 Review field notes

- 3.5.2.2. Consult with Commonwealth's Attorney

- 3.5.2.3. Review evidence and lab results

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Define testimony as evidence of, or given by, a witness under oath or affirmation, as distinguished from evidence derived from writings, and other sources
2. Review facts and general information regarding the case with the Commonwealth's Attorney to be certain the case is ready for trial
3. Review evidence and lab results
4. Review case file
 - a. Officer should be prepared to testify from memory however, officer can refer to notes to refresh his/her memory, if necessary
 - b. If notes are read in court, the defense is entitled to review them
 - c. Time between an incident/offense and court reduces the accuracy of memory
 - d. Accurate presentation of evidence in court is critical
5. Mentally prepare
 - a. Testify to the facts
 - b. Do not give opinions
 - c. Be truthful; if you do not know, say so

- d. Answer only the questions asked
- e. Remain focused on the testimony
- f. Keep personal feelings out of the testimony and remain impartial

6. Professional Appearance

- a. Uniform/Business Attire
- b. Shoes
- c. Equipment
- d. Personal Hygiene

7. Courtroom protocol

- a. Know in advance that all paperwork is correct and timely filed with the Clerk before the case starts, (i.e., chain of custody, lab work)
- b. If amendments need to be made to summons or paperwork, notify the Commonwealth's Attorney
- c. Speak clearly and calmly
- d. Keep calm and do not lose temper; Be aware that a defense attorney conducting cross-examination may attempt to establish that an officer has:
 - (i). Previously testified differently than his/her present testimony

(ii). Inaccurately recorded or failed to record information in his/her incident report

(iii). Acted on scene or otherwise in a manner that reveals bias/prejudice against the defendant

(iv). Is mistaken or otherwise wrong about his/her observations on scene

(v). Acted inappropriately during previous situations

e. Be attentive

f. Avoid joking/wisecracks

g. Avoid monotone voice by use of inflection and tone

h. Address testimony to the trier of fact directly (judge/jury)

i. If a question is misunderstood, ask for it to be repeated or explained

j. If an objection is made during testimony, stop and wait for instructions from the judge

(i). Overruled

(ii). Sustained

8. Use proper English

a. Do not use slang, lazy speech, regional speech, or law enforcement jargon

b. Avoid filler words, (i.e., um, ah, okay, right, you know)

9. Be cognizant of body language

- a. Facial expressions
- b. Body movements, (i.e., posturing, gestures, or nervous habits)
- c. Eye movement

Performance Outcome 3.6

Communicate with law enforcement and jail personnel to exchange information in order to obtain or provide assistance in an investigation.

Training Objective Related to 3.6

1. Given a written exercise, identify the types of information and sources for obtaining information useful to any agency conducting an investigation.

Criteria: The student shall be tested on the following:

3.6.1. Identify types of information available to obtain or to provide in order to render assistance in an investigation.

3.6.2. Identify internal and external sources that may be used to obtain information relevant to an investigation.

3.6.3. Identify steps to communicate internal and external information to proper authorities.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

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
- h. Peculiarities of suspect

2. Internal and external sources that may be used to obtain information relevant to an investigation

a. Internal

(i). National Crime Information Network (NCIC)

(ii). Virginia Crime Information Network (VCIN)

(iii). Probation and Parole

(vi). Automatic Fingerprint Identification System (AFIS)

b. External

(i). Public Records

(ii). U.S. Postal Service

(iii). Other Public Safety Agencies (local, state, federal)

(iv). Crime Analysis Information Exchanges

(v). Social Security Administration

3. Steps to communicate internal and external information

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 3.7

Answer inquiries from or relating to inmates.

Training Objectives Related to 3.7

1. Given a written exercise, identify the information that an officer may provide about inmates.
2. Given a written exercise, identify the information that an officer may provide to inmates.

Criteria: The student shall be tested on the following:

3.7.1. Identify the information that a deputy/jail officer may provide about inmates.

3.7.1.1. Type of charge

3.7.1.2. Location and bonding information

3.7.1.3. Court procedures

3.7.1.3.1. Date and time of court appearances

3.7.1.3.2. Bonding options

3.7.1.4. Location of magistrate

3.7.2. Identify the information that a deputy/jail officer may provide to inmates.

3.7.2.1. Information related to booking and classification for inmate including agency policy/inmate rules and regulations

3.7.2.2. Information about facility policies in jail such as phone calls, etc.

3.7.2.3. Authorized items that an inmate may receive

3.7.2.4. Rules of visitation

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section.

Performance Outcome 3.8

Stop persons attempting to commit suicide.

Training Objectives Related to 3.8

1. Given a practical exercise, demonstrate proper techniques to lift and hold a hanging person.
2. Given a practical exercise, use effective communication strategies to communicate with persons who threaten to commit suicide.
3. Given a written exercise, identify suicidal ideation indicators to consider while conducting security checks.

Criteria: The student shall be tested on the following:

Practical Exercise:

3.8.1. Notify supervisor and request appropriate resources.

3.8.2. Maintain a safe position while communicating with person and observe for weapons and need for universal precautions in case of biohazards.

3.8.3. Use proper techniques to lift and hold a hanging person.

3.8.4. Document the entire encounter.

Written Exercise:

3.8.5. Identify behaviors, which may indicate an inmate is suicidal.

3.8.6. Identify pre-disposing factors that may have occurred with the inmate that may contribute to suicide.

3.8.7. Identify factors of the jail environment that may have an impact on suicidal behavior.

3.8.8. Identify commonly utilized methods that an inmate may use in a jail suicide attempt.

3.8.9. 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 all items listed in the Criteria section and the additional information below.

1. 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 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

Jail Operations

Performance Outcome 4.1

Admit an inmate into a jail.

Training Objectives Related to 4.1.

1. Given a practical exercise, demonstrate the steps required to admit an inmate into a jail.

Criteria: The student shall be tested on the following:

4.1.1. Conduct a full search of the inmate for weapons and contraband and document the chain of custody for evidence.

4.1.2. Examine the physical condition of the inmate to determine the need for medical attention.

4.1.3. Review and process appropriate commitment forms to determine a legal intake into the jail.

4.1.4. Verify the inmate's identity through the warrant, prior commitments and personal documents.

4.1.5. Review appropriate inmate records as applicable.

4.1.6. Inventory and issue personal property receipt to secure inmate's property upon entry to the jail .

4.1.7. Identify high-risk inmates that have medical, mental, suicidal, emotional, and behavioral illnesses. .

4.1.8. Maintain a formal log of initial inmate calls.

4.1.9. Issue and review jail rules to ensure the inmate understands the rules regarding phone calls, medical care, co-pays and attorney visits.

4.1.10. Question the inmate regarding the existence of illnesses, injuries and medications and secure both prescription and non-prescription medicine brought in by the inmate. .

4.1.11. Notify medical staff within the jail of inmate's medical information and medication brought into the facility.

4.1.12. Identify the definition of and legal requirements related to detainers.

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 all items listed in the Criteria section and the information listed below.

1. Legality surrounding body cavity search
2. Process forms to determine a legal commitment to the jail
 - a. Commitment order from magistrate or court
 - b. Parole Board warrant / probation or parole officer's signature
 - c. Governor Warrant from Virginia/extradition warrant
 - d. Federal Form 41
 - e. Bond revocation/surety capias (bonding company/bondsman)
3. Notify medical staff within the jail of inmate's medical information and medication brought into the facility
 - a. Examine the medication packaging to determine expiration date
4. Definition and requirements of detainers
 - a. In-state
 - b. Out-of-state

c. Federal

d. Other:

(i). Teletype

(ii). Fax

(iii). Electronic transmittal (printable document)

Performance Outcome 4.2

Supervise an inmate within a jail according to classification criteria.

Training Objectives Related to 4.2

1. Given a practical exercise, properly classify an inmate using objective jail classification criteria.

Criteria: The student shall be tested on the following:

4.2.1. Complete an objective jail classification exercise.

Lesson Plan Guide: The lesson plan shall include all items in the Criteria section.

Performance Outcome 4.3

Monitor visitors and inmates.

Training Objectives Related to 4.3

1. Given a written exercise, identify methods for monitoring visitors and inmates to ensure prevention of contraband entering the facility during visits.

Criteria: The student shall be tested on the following:

- 4.3.1. Identify methods for monitoring visitors and inmates.
- 4.3.2. Identify behavior that may be questionable and lead to attempted passage of contraband to an inmate.
- 4.3.3. Identify methods to prevent passage of contraband between visitors and inmates.
- 4.3.4. Inspect perimeter of jail after visitation for items that may be dropped.
- 4.3.5. Search unattended packages.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

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
- 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

Performance Outcome 4.4

Observe and supervise inmates within and outside of a jail.

Training Objectives Related to 4.4

1. Given a written exercise, identify the steps required to supervise and observe inmates in a jail.
2. Given a written exercise, identify the steps required to observe and supervise inmates outside of a jail.

Criteria: The student shall be tested on the following:

- 4.4.1. Identify signs of inmate behavior indicating deception, deceit, and manipulation.
- 4.4.2. Identify signs an inmate may be under the influence of drug, alcohol or other substances.
- 4.4.3. Identify abnormal and/or suspicious behavior of an inmate.
- 4.4.4. Identify signs an inmate may be scared or is being intimidated.
- 4.4.5. Identify when an inmate may require medical assessment.
- 4.4.6. Identify inmate behaviors which may agitate other inmates.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Identify inmates who are afraid of being victims of an assault, sexual assault, and/or manipulation

2. Identify group agitators and threat groups among inmates

a. Threat groups:

(i). Gang affiliation

(ii). Anti-Government Affiliation

(iii). Terrorist Organization Affiliation

b. Tattoos/markings

c. Signs (hand/body positions)

d. Initiation practices

- e. Structured style of dress, (i.e., colors, clothing type, headgear, location of clothing – right or left)
3. Verify the authorization of inmate movement within the facility
 - a. Escort inmate to appointments inside the jail
 - b. Observe inmate to ensure medication is taken
 4. Supervise cleaning details and inmate workers
 - a. Follow standard procedures related to controlling/cleaning of various spills
 5. Verbally reprimand inmates for rules violations
 - a. Talk with inmate to resolve disciplinary problems
 6. Direct inmates in the event of an emergency or in a disaster drill
 - a. Fire
 - b. Disaster, (i.e., flood, hurricane, tornado)
 - c. Hostage situations, riot, or other disturbances
 - d. Chemical agents
 - e. Escape

f. Mass arrests

Performance Outcome 4.5

Transfer and/or release an inmate from a jail.

Training Objectives Related to 4.5

1. Given a practical exercise, demonstrate the steps required to perform the transfer and/or release of an inmate from a jail.

Criteria: The student shall be tested on the following:

4.5.1. Return the inmate's personal property.

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.

4.5.5. Verify release document.

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 all items listed in the Criteria section.

Performance Outcome 4.6

Protect inmates and control violent or unruly inmates.

Training Objectives Related to 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.
3. Given a written exercise, recognize behaviors that are covered in the Prison Rape Elimination Act and act accordingly.

Criteria: The student shall be tested on the following:

4.6.1. Identify how to protect inmates.

4.6.2. Identify the steps needed to request assistance or provide assistance 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.

4.6.4. Identify inmate behaviors under PREA and the threat they pose to the individual and jail security.

4.6.5. Identify best practices related to controlling and/or limiting behaviors included with PREA.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section.

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. Successfully complete an approved course for using an automatic external defibrillator (AED).
4. Given a practical exercise, assist a person to prevent falling, move the person to a place of safety and support the person to a safe position.

Criteria: The student 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. Testing provided by an approved automatic external defibrillator (AED) course provider.

Practical Exercise:

- 4.7.4. Assist a person to prevent falling, move the person to a place of safety if needed, and support the person to a safe position.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

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 exercise, identify the differences between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment.
3. Given a written exercise, identify the distinctions between an individual acting alone, domestic and international terrorist organizations and their supporters.

Criteria: The student 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 an individual acting alone, domestic and international terrorist organizations and their supporters.

4.8.3.1. Extreme political groups

4.8.3.2. Race-based hate groups

4.8.3.3. Religious-based hate groups

4.8.3.4. Special interest groups

4.8.3.5. Foreign Terrorist Organizations

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 all items listed in the Criteria section and the additional information below.

1. Identify types of organizations and individuals engaging in acts of terrorism

a. Background information

(i). International

(ii). Domestic (Intra-national)

b. Strategies/current trends

(i). Propaganda

(ii). Internet resources

(iii). Complex coordinated attacks intended to overwhelm the local jurisdiction and initiate a regional/statewide response

(1). Three or more attackers

(2). Simultaneous attack of two or more sites

Performance Outcome 4.9

Identify common precursors associated with the production of hazardous devices accessible through legal and illegal means.

Training Objectives Related to 4.9

1. Given a written exercise, identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources.

2. Given a written exercise, identify the responsibilities of the first officer on the scene of a hazardous device.

Criteria: The student 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.

4.9.2. Identify the responsibilities of the first officer on the scene of a hazardous device(s).

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

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. Identify the responsibilities of the first officer on the scene of a hazardous device(s)

a. Recognize and evaluate the situation

(i). Avoid and isolate the area

(ii). Notify appropriate agencies and request assistance

(iii). 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 Objectives Related to 4.10

1. Given a written exercise, identify the impact various forms of social media have on today's terrorist activity.

Criteria: The student shall be tested on the following:

4.10.1. Identify the impact of social media on terrorist activities.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section.

Performance Outcome 4.11

Identify behavior(s) and indicators of suspicious 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 exercise, identify behavior(s) and indicators of suspicious and criminal terrorist activity.
2. Given a written exercise, identify federal, state, and local resources.

Criteria: The student shall be tested on the following:

4.11.1. Identify behaviors and indicators of suspicious 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

4.11.2.2.1. Virginia Fusion Center

4.11.2.3. Local

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section.

Performance Outcome 4.12

Control non-violent inmate groups, hostile groups, and/or disorderly assemblies, and when necessary, physically restrain a crowd or confront in tactical formation.

Training Objectives Related to 4.12

1. Given a written exercise, identify factors to consider when controlling non-violent or hostile groups.

Criteria: The student shall be tested on the following:

4.12.1. Identify factors to consider when controlling non-violent groups.

4.12.2. Identify officer safety factors to consider when dealing with hostile groups.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Factors to consider when 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. Factors to consider when dealing with hostile groups in a jail setting

- 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 an 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
 - (i). Deputy/ Jail Officer safety considerations:
 - (1). Monitor the group's activity
 - (2). Wait for appropriate back-up
 - (3). Assess the group's propensity toward violence

(4). Determine the nature of their weapons and contraband

(5). Identify which subjects are believed to be leaders

(ii). Command presence

(1). Safely approach the hostile group

(2). Identify appropriate formations for potential riot

(3). Identify emergency escape routes

(4). Coordinate cover and contact responsibilities

(iii). Communication skills and voice commands

(1). Establish contact with the hostile group

(2). Formally identify the group leaders

(3). Ascertain the reason(s) for their hostility

(4). Use calming techniques to reduce emotions and restore rational
“group thought”

(5). Evaluate the group’s proposed solutions to determine their
specific “needs”

(6). Communicate the deputy/jail officer's position and responsibilities in the situation

(7). Relate any applicable laws, rules, regulations and consequences of continued acts

(8). Explain the group's option to comply with the law/jail rules and pursue legal/administrative resolutions

(9). 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.

(iv). Techniques of group control:

(1). Smaller hostile groups

(2). Larger hostile groups or rioters

(3). Use stretched out arms to indicate a barrier when appropriate

(4). Use shield, barricade, impact weapon, riot baton or other item to block group when appropriate

(v). Move group to break it up using authorized and appropriate use of force.

(vi). Arrest procedures

(vii). Transportation of inmates

(viii). Medical needs

Performance Outcome 4.13

Respond to an active shooter/attack.

Training Objectives Relating to 4.13

1. Given a practical exercise with and without stimuli, respond to an active shooter/attack.

2. Given a written exercise, identify concepts associated with response to an active shooter/attack.

Criteria: The student shall be tested on the following:

Practical Exercise:

4.13.1. Identify the entry points for responding officers.

4.13.2. Demonstrate safe weapons handling skills.

- 4.13.3. Demonstrate individual movements to an entry point.
- 4.13.4. Demonstrate team movements to an entry point.
- 4.13.5. Communicate scene status/actions before entry.
- 4.13.6. Identify and demonstrate concepts and principles of team movements, within a building.
- 4.13.7. Demonstrate team movement techniques from solo officer entry to multiple officers.
- 4.13.8. Demonstrate speed of movement based on the information provided.
- 4.13.9. Demonstrate responding and moving to immediately intervene in an ongoing active shooter/attack with stimulus/intelligence.
- 4.13.10. Demonstrate responding through a structure, during an active shooter/attack without active stimulus.
- 4.13.11. Demonstrate response techniques during an ongoing active shooter/attack that transitions into a barricaded suspect situation.
- 4.13.12. Demonstrate conducting room entries from one officer to multiple officers, while active shooter/attack is in progress.

4.13.13. Demonstrate conducting room entries from one officer to multiple officers, while no active shooter/attack is in progress.

4.13.14. Demonstrate verbal and non-verbal communication, during room entries.

4.13.15. Demonstrate self-care techniques.

Written Exercise:

4.13.16. Define active shooter event.

4.13.17. Define active attack event.

4.13.18. Identify the priorities of life.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Define active shooter

2. Define active attack

3. Equipment considerations

4. Importance of mental preparation for responding to an active shooter/attack incident

a. Knowing physical and marksmanship capabilities

- b. Mentally rehearsing scenarios, which will enable better preparedness before an active shooter/attack occurs
 - c. Familiarization with the layout of the buildings
- 5. Considerations for lawful concealed handgun carry, armed citizens, and off duty/plain clothes first responders
- 6. Priorities of life
 - a. Victims
 - b. Innocents
 - c. Public Safety
 - d. Suspects
- 7. Vehicular approach and parking at the scene
 - a. Vehicle placement considerations
 - b. Lanes of ingress and egress for other responders should remain clear
- 8. Identify entry points
 - a. Dispatch
 - b. Reports from citizens
 - c. Officer observations

(i). Fleeing citizens

(ii). Visible victims

(iii). Audible information, (i.e., screaming, shooting, etc.)

9. Breaching types and processes to gain entry to the building(s)

10. Concepts and principles of team movements within a building

a. Stay together as much as possible

b. Maintain security awareness around the team

c. Maintain communication within the team and with other units and incident command

d. Cover the angles of engagement as the team moves inside the structure

11. Speed of movement based on the information provided

a. Stealth (Deliberate speed/systematic)

b. Direct-to-Threat (Dynamic)

12. Response techniques during an ongoing active shooter/attack transitioning into a barricaded suspect situation

a. One team holds the position of the known suspect

- b. Second team pushes/continues to identify/neutralize other suspects

13. Identify the prerequisites to setting up a casualty collection point (CCP)

- a. Known location of victims

- b. Established zones

14. Render aide

Performance Outcome 4.14

Search delivery or transport vehicle for contraband or escapees.

Training Objective Related to 4.14.

1. Given a practical exercise, search a delivery and transport vehicle to locate contraband or an escapee.

2. Given a written exercise, identify security threats to the jail posed by delivery or transport vehicles.

Criteria: The student shall be tested on the following:

Practical Exercise:

4.14.1. Search a delivery vehicle for contraband or an escapee

4.14.2. Search a transport vehicle for contraband or an escapee, before and after transporting an inmate.

Written Exercise:

4.14.3. Identify security threats to the jail posed by delivery or transport vehicles.

Lesson Plan Guide: The lesson plan shall include all items in the Criteria section.

Performance Outcome 4.15

Take an individual into custody when probable cause exists that a mental illness or a mental health crisis or emergency is occurring, using the appropriate Code of Virginia criteria and requirements.

Training Objective Related to 4.15

Given a practical exercise:

1. Take an individual into emergency custody when a person is displaying behaviors that gives an officer probable cause to believe the individual is experiencing a mental health crisis.

Given a written exercise:

2. Identify the process of obtaining and executing a Temporary Detention Order (TDO) in Virginia.

3. Identify the necessary criteria for the issuance and execution of an emergency custody order, based on applicable Code sections.

Criteria: The student shall be tested on the following:

Practical Exercise:

4.15.1. Take an individual into emergency custody when a person is displaying behaviors that gives an officer probable cause to believe the individual is experiencing a mental health crisis.

4.15.1.1. Observe and evaluate indicators of abnormal behavior, speech, substance abuse, or other ongoing mental health crisis or emergency of the person in crisis

4.15.1.2. Obtain supporting information through the interview of witnesses on scene

4.15.1.3. Evaluate the legal requirement for taking an adult into emergency custody, pursuant to the Code of Virginia

4.15.1.4. Evaluate potential risk of harm to officer or other individual(s) on scene due to mental illness or state of crisis

4.15.1.5. Take individual into custody, notify your supervisor of the time custody begins, and transport to a convenient location to be evaluated to determine whether the person meets the criteria for temporary detention and further hospitalization and treatment

4.15.1.6. Demonstrate local procedure for securing, searching, and transporting a person in emergency custody.

Written Exercise:

4.15.2. Identify the necessary legal requirements for the issuance and execution of an emergency custody order, based on applicable Code sections.

4.15.3. Identify the process of obtaining and executing a Temporary Detention Order (TDO) in Virginia.

4.15.4. Identify time constraints to execute ECO and TDO per § 37.2-808 (adults).

4.15.5. Identify procedures for transferring custody of the individual (known as the respondent).

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Factors to consider when interacting with a potential person in crisis
 - a. Disorders and illnesses commonly responsible for abnormal behavior
 - b. Abnormal behaviors and physical signs that may be observed by deputy/jail officer or others
 - c. The mannerisms displayed by someone who is severely depressed
 - (i). Going from talkative to quiet
 - (ii). Giving away their personal effects
 - (iii). Extreme sadness
 - (iv). Excessive sleeping
 - (v). Noncompliance with jail rules
 - (vi). Neglect of personal hygiene

d. The mannerisms displayed by someone who has suicidal tendencies

(i). Same as above for depression

(ii). Talking of taking his life

(iii). Hoarding of medications

(iv). Attempts at suicide

e. Potential for harm to officer or others from an inmate behaving abnormally

f. Appropriate sources and types of information useful in assessing an inmate's behavior

g. Substance abuse is considered a mental illness, per Americans with Disabilities Act of 1990, Pub. L. No. 101-336, § 1, 104 Stat. 328 (1990)

h. Identification of dementia, Alzheimer's disease, and other illnesses that could potentially affect behavior, though do not necessarily require emergency custody

2. Identify potential for multi-jurisdictional transportation of persons under an ECO or TDO

3. Identify the legal requirements necessary to obtain an ECO or TDO for an adult, pursuant to § 37.2-808

- a. The respondent has a mental illness
- b. There is a substantial likelihood that, as a result of mental illness, the person will, in the near future:

- (i). Cause serious physical harm to himself or others, as evidenced by recent behavior causing, attempting, or threatening harm and other relevant information, if any, or

- (ii). Suffer serious harm due to his lack of capacity to protect himself/herself from harm or to provide for his basic human needs,

- (iii). Is in need of hospitalization or treatment, and is unwilling to volunteer or incapable of volunteering for hospitalization or treatment

4. Understand statewide jurisdiction pursuant to § 15.2-1724

5. When legal requirements are not met for an ECO or TDO, but arrest is made

6. Identify the local community services board's role and authority in the evaluation of the individual experiencing the mental health crisis

- a. ECO not a prerequisite for TDO

- b. Evaluation must be complete before petitioning for TDO

7. Identify potential outcomes of ECO and TDO procedures (whether initially taken into orderless custody or with order from magistrate from someone else's petition)

- a. Commitment hearing in court after TDO (Special Justice)

- b. Court may order involuntary commitment, mandatory outpatient treatment with discharge plan and monitoring, or a combination of the two

- c. The court may order the respondent released

8. Differentiate between mental health and medical ECO and TDO procedures and when and how to initiate (four separate orders)

9. Understand that criteria for and execution of ECOs and TDOs (both mental health and medical) vary for Conditionally-Released Acquittees, Sexually Violent Predators (SVPs), and inmates—both in local jails and Department of Corrections' facilities

- a. Relevant code sections

- b. Law enforcement authority to execute and transport

10. Identify the importance of providing pertinent information on Emergency Custody

Orders and Temporary Detention Orders to family members who may be inquiring

about the individual and his/her status

11. Identify the MARCUS (Mental Health Awareness Response and Community

Understanding Services) Alert System and its establishment of a framework for a

statewide crisis response system

a. Facilitates a specialized response in accordance with § 9.1-193, when diversion

is not feasible

b. No specific alert (like Amber Alert or Senior Alert systems) but requires law

enforcement to adopt additional resources for response to calls for mental

health crises

(i). Development of joint protocols and policies between law enforcement,

CSBs, fire/EMS, and various other community stakeholders that dictate

specific responses to certain calls for service, (i.e., CSB prescreening

clinician meeting a law enforcement officer on scene or in an emergency

room when appropriate)

12. Identify Red Flag laws and the importance of substantial risk orders

a. Allows law enforcement and Commonwealth's Attorneys to file a petition with the Court for a civil order to temporarily prohibit the possession, purchase, or transportation of firearms from individual at high risk of harm to themselves or others, § 19.2-152.14

Performance Outcome 4.16

Respond to calls for service related to disasters and various rescue operations.

Training Objectives Related to 4.16

1. Given a written exercise, identify the role of deputy/ jail officer at the scene of a disaster.
2. Given a written exercise, identify the functions of the deputy/ jail officer as part of the Incident Command System.

Criteria: The student shall be tested on the following:

4.16.1. Identify and explain the Code section enabling local counties, cities, and towns to establish local ordinances that deal with disaster.

4.16.2. Define what generally constitutes a disaster.

4.16.3. Identify factors related to handling disasters and various rescue operations involving the military.

4.16.4. Identify the components of the Incident Command System (ICS).

4.16.5. Explain the purpose of the National Incident Management System (NIMS).

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

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

a. A sudden event, such as an accident or a natural catastrophe, that causes great damage or loss of life

3. Incident Command System (ICS):

a. Components

b. Structure

c. Purpose of unified command under ICS

d. Role of the first responding deputy/ jail officer under ICS

- e. Communications protocol
- f. Transfer of command by the first responding deputy/ jail officer 4. Explain the purpose of the National Incident Management System (NIMS):
 - a. Executive Order of the Governor requiring NIMS in Virginia
 - b. Presidential directive related to NIMS

Special Note: Completion of the Incident Command System FEMA training will accomplish the goals of number 4 and 5 of this lesson plan guide and prepare the student to be tested on it.

Investigations

Performance Outcome 5.1

Investigate complaints from inmates.

Training Objective Related to 5.1.

1. Given a written exercise, identify the steps to investigate complaints from inmates.

Criteria: The student 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. Interview inmates making the complaints.

5.1.2.2. If necessary, take complaint to a supervisor.

5.1.3. Document deputy/jail officer's response to the written requests or grievances of inmates.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Use a camera to document evidence or scene
2. Provide the inmate with final resolution

Performance Outcome 5.2

Use structured problem-solving methods to identify and alleviate the causes of problems within the jail.

Training Objectives Related to 5.2

1. Given a written exercise, identify structured problem solving methods to identify and alleviate the causes of problems within the jail setting.

Criteria: The student shall be tested on the following:

5.2.1. Identify structured problem-solving methods to identify causes of jail problems.

5.2.2. Identify ways to address or alleviate causes of problems within the jail.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

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

(i). Includes physical/structural problems of the jail, (i.e., water leakage after heavy rain, etc.)

(ii). Includes maintenance/mechanical problems of the jail, (i.e., lights out, plumbing stuck, etc.)

(iii). 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

(i). Includes overcrowding in cell blocks

(ii). Includes behavioral problems with inmates

(iii). Includes mental/physical health issues with inmates

4. (iv). 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, (i.e., suspected contagious diseases)

e. Use force in accordance with policy to maintain control of the inmates

f. Request a mental health evaluation for inmate:

(i). Notify supervisor of abnormal behavior observed

(ii). Follow policy to have inmate transferred to mental health facility

Performance Outcome 5.3

Investigate unusual odors and sounds.

Training Objectives Related to 5.3

1. Given a written exercise, investigate the source of unusual odors and/or sounds in a safe manner.

Criteria: The student shall be tested on the following:

5.3.1. Identify steps to take when investigating unusual odors.

5.3.2. Identify steps to take when investigating unusual sounds.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

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, (i.e., inmate throws cleaning solution)
- d. Powder smells, (i.e., baby powder to hide cigarette smell)
- e. Homemade mash, wine, alcohol
- f. Overflowing toilets/backed up sewer systems
- g. Inmate vomiting
- h. Gas smells

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
- d. Extinguish small fires
- e. Carry or drag an unconscious or immobile person to safety

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

Performance Outcome 5.4

Interview and obtain statements from a complainant, witness, victim or inmate.

Training Objectives Related to 5.4

Given a practical exercise:

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

2. Interview an inmate demonstrating legal requirements and interview techniques.

Criteria: The student shall be tested on the following:

For a complainant, a witness or a victim:

5.4.1. Demonstrate professional demeanor.

5.4.2. Demonstrate use of open-ended questions.

5.4.3. Record all necessary information to complete a thorough report.

For an inmate:

5.4.4. Demonstrate professional demeanor.

5.4.5. Demonstrate considerations for conducting an interview.

5.4.6. Identify a strategy and questions to ask prior to the interview.

5.4.7. Record all necessary information to complete a thorough report.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. For a complainant, witness, victim, or inmate identify the importance of:

a. Professional demeanor

b. Considering cultural differences

c. Separating parties involved prior to the interview

d. Focusing on details that bring out the facts of the case and building on these

2. Complainants, witnesses, or victims should be informed that they may be re-interviewed later for information that they may not remember at the moment, or about information subsequently developed

For a victim:

3. Use trauma-informed, gradual, and non-threatening demeanor throughout encounter

4. Make sure they are comfortable and use conversational approach rather than rapid questioning

5. Identify and understand signs of possible trauma (victim is not necessarily evading the truth)

6. Identify considerations of conducting an interview:

a. Legal considerations

b. Timing

c. Location

d. Physical and emotional needs

e. Drug and alcohol effects

f. Preparation

g. Privacy/confidentiality

h. Physical barriers

7. Interview techniques

a. Utilize developmentally appropriate, non-leading, open-ended questions

b. Identify a strategy and questions to ask prior to an interview to determine as much as possible who, what, where, when, why and how

c. Observe behavior to recognize deception, deceit, and manipulation

(i). When answering questions

(ii). Speech patterns

(iii). Body posture

(iv). Eye position

(v). Lip behavior

(vi). Hand movements

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

8. Identify ways to corroborate an inmate's confession
9. Record all necessary information to complete a thorough report
 - a. Use exact words as much as possible
10. Document statements given by victims, witnesses, and suspects with audio/video technology, when practical

Performance Outcome 5.5

Conduct a preliminary investigation of controlled substance related offenses, to include follow-up investigations.

Training Objectives Related to 5.5

1. Given a written exercise, identify factors to consider related to the investigation of controlled substances.

Criteria: The student shall be tested on the following:

5.5.1. Identify examples of commonly abused controlled and non-controlled substances.

5.5.1.1. Marijuana

5.5.1.2. Hallucinogens

5.5.1.3. Stimulants

5.5.1.4. Narcotic analgesics

5.5.1.5. Inhalants

5.5.1.6. Depressants

5.5.1.7. Dissociative anesthetics

5.5.2. Identify common street packaging of controlled substances for illegal sale.

5.5.2.1. Marijuana

5.5.2.2. Hallucinogens

5.5.2.3. Stimulants

5.5.2.4. Narcotic analgesics

5.5.2.5. Inhalants

5.5.2.6. Depressants

5.5.2.7. Dissociative anesthetics

5.5.3. Identify various forms of drug paraphernalia.

5.5.4. Identify factors to consider in a controlled substances investigation, arrest, and prosecution.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Identify the Federal Drug Control Act, Title 21 USC 802 Controlled Substance Act

2. Examples of commonly abused controlled and non-controlled substances

a. Marijuana (and Tetrahydrocannabinol (THC) concentrates)

b. Hallucinogens, (i.e., Dimethyltryptamine (DMT), LSD, etc.)

c. Stimulants, (i.e., cocaine, methamphetamine, etc.)

d. Narcotic analgesics, (i.e., Percocet, heroin, morphine, etc.)

e. Inhalants, (i.e., paint fumes, chemicals, etc.)

f. Depressants, (i.e., alcohol, Xanax, etc.)

g. Dissociative anesthetics, (i.e., PCP, etc.)

h. Synthetic drugs, (i.e., Spice or K-2, Bath Salts, etc.)

3. Common street packaging of controlled substances for illegal sale

a. Marijuana packaging varies

- (i). Tetrahydrocannabinol (THC) concentrates often use small glass jars, elixir type glass bottles with dropper cap, wax, vape inhalers

b. Powder Cocaine varies

- (i). Grams, 8-balls, quarter oz., half oz., corners cut from baggies to whole baggies for larger amounts

c. Heroin

- (i). Tin foil packages for small amounts; also small zip lock bags to whole baggies for larger amounts

d. PCP (phencyclidine)

- (i). Tin foil for small amounts
- (ii). Vanilla extract bottles for liquid
- (iii). Large amounts vary from baggies to mason jars

e. Methamphetamine

- (i). Packaged in similar containers as cocaine

f. Crack Cocaine

- (i). Sold in similar containers as powder

g. GHBs, Ecstasy

- (i). Usually sold in capsules

h. Mushrooms

- (i). Baggies

i. LSD

- (i). Paper (usually blotter type)

- (ii). Sugar cubes

j. Pills

- (i). Packaging varies

k. Hash oil

- (i). Small jars (usually amber in color)

l. Synthetic drugs, such as spice or K-2, bath salts, and LSD

(i). Designed plastic and foil baggies

(ii). Can come in pill and capsule form

(iii). Blotter paper

Note: Most street sales will use the small baggies; usually corners cut from a sandwich baggie with a twist-tie to close it

4. Factors to consider for controlled substances investigation and prosecution

a. Establishing probable cause for arrest

b. Use of personal protective equipment (PPE) while handling substances

c. Evidence handling package (see Division of Forensic Science's (DFS) Evidence Handling and Laboratory Capabilities Guide)

d. Evidence preservation

e. Evidence submission (to forensic lab)

f. Suitability of field test use

g. Suspect history/prior record

h. Suspect/witness relationship

i. Dispose of drugs (per court order)

j. Check with informants/concerned citizens

k. Testimony regarding field tests related to controlled substances, § 19.2-188.1

5. Identify the hazards involved in dealing with the misuse of institutional substances and describe the safety precautions which an officer should take under these circumstances

a. Resources available for investigations, intervention, and clean up

Performance Outcome 5.6

Identify the signs and symptoms of a possible opioid overdose and emergency treatments.

Training Objectives Related to 5.6

1. Given a written exercise, identify signs and symptoms of possible opioid overdose.
2. Given a written exercise, define opioid.
3. Given a written exercise, identify commonly encountered opioid.

4. Given a written exercise, identify methods for emergency response to a possible opioid overdose.

5. Given a written exercise, identify delivery methods for opioid overdose reversal agent.

Criteria: The student shall be tested on the following:

5.6.1. Identify signs and symptoms of possible opioid overdose.

5.6.2 Define opioid.

5.6.3. Identify commonly encountered opioids.

5.6.4. Identify emergency care procedures for a possible opioid overdose.

5.6.5. Identify delivery methods for opioid overdose reversal agent.

Lesson Plan Guide: The lesson plan guide shall include all items listed in the Criteria section and the additional information below.

1. Identify signs and symptoms of possible opioid overdose

a. Shallow breathing

b. Confusion

c. Altered level of consciousness, no response to stimuli

d. Loss of consciousness

2. Identify commonly encountered opioids

a. Legally prescribed pharmacological medications (limitedly accepted medical use- Schedule II)

b. Illegal pharmacological medications (no accepted medical use- Schedule I)

(i). Street names

(ii). Common packaging

3. Identify emergency care procedures for a possible opioid overdose

a. Check for consciousness

b. Open airway

c. Turn onto side to limit choking

d. Administer opioid overdose reversal agent (e.g. naloxone) if available

e. Request emergency medical services

4. Identify delivery methods for opioid overdose reversal agent

a. Identify potential responses to rapid reversal by opioid overdose reversal agents important to law enforcement

(i). Agitation and aggression

(ii). Continue to assess victim for continued care

5. Officer safety considerations

- a. Use caution when handling possible opioid substances to prevent accidental exposure

Defensive Tactics/Use of Force

Performance Outcome 6.1

Understand the factors affecting the use of force.

Training Objectives Related to 6.1

1. Given a written exercise, identify the factors that affect the use of force.

Criteria: The student shall be tested on the following:

- 6.1.1. Identify factors affecting the use for force.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Factors affecting the use of force

- a. Legal standing

- b. Non-compliance
 - c. Levels of resistance by the subject(s)
 - d. Objective reasonableness /totality of the circumstances
- 2. Decision making process for escalation and de-escalation of force
 - a. Familiarization of use of force options
- 3. Identify the dangers of firing warning shots
- 4. Identify the dangers of shooting from a moving vehicle
- 5. Identify the dangers of shooting while in motion
- 6. Identify the dangers of shooting at a moving target
- 7. Identify the dangers of shooting into or at a moving vehicle
 - a. Review relevant legal statutes

Performance Outcome 6.2

Approach subjects on foot.

Training Objectives Related to 6.2

1. Given a practical exercise, safely approach subjects on foot.

Criteria: The student shall be tested on the following:

6.2.1. Evaluate risk

6.2.1.1. People in area

6.2.1.2. Easily accessed buildings/areas

6.2.1.3. Potential escape routes

6.2.1.4. Cover

6.2.1.5. Potential for situation to escalate

6.2.1.6. Back-up

6.2.3 Techniques of safe approach

6.2.4. Demonstrate the techniques to safely identify the subject(s).

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Techniques of safe approach

a. Approach at a 45-degree angle, when possible

b. Announce deputy/jail officer's presence when feasible keeping in mind officer safety considerations

c. Maintain a safe stance of at least two to three arms-length

Performance Outcome 6.3

Use weaponless techniques to control a resisting subject and place in a prone position.

Training Objectives Related to 6.3

1. Given a practical exercise, demonstrate a proper method for controlling and placing a resisting suspect in a prone position.

Criteria: The student shall be tested on the following:

6.3.1. Demonstrate safe contact and initial control.

6.3.2. Demonstrate a control hold to prone position

6.3.3. Maintain control in prone position for handcuffing.

6.3.4. Demonstrate bringing a handcuffed person to their feet.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Demonstrate weaponless techniques to control person

a. Effective communications

b. Weaponless (empty hand) control techniques

c. Safe contact and initial control

(i). Front

(ii). Side

(iii). Back

Performance Outcome 6.4

Use blocking techniques to defend a strike or a kick.

Training Objectives Related to 6.4

1. Given a practical exercise, use blocking techniques to defend a strike or a kick.

Criteria: The student shall be tested on the following:

6.4.1. Demonstrate blocking techniques designed to neutralize attack.

6.4.2. Demonstrate blocking techniques with a partner in a controlled environment that provides for minimal potential injury to the student or partner.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section.

Performance Outcome 6.5

Use touch pressure or striking pressure manipulation to control a subject/inmate or defend from an attack.

Training Objectives Related to 6.5

Given a practical exercise:

1. Demonstrate the location of body pressure points.
2. Demonstrate the use of touch or striking pressure to gain control of a person who is standing, seated, or prone.
3. Demonstrate the use of touch or striking pressure to defend from an attack or grab.
4. Demonstrate an escape from a chokehold.

Criteria: The student shall be tested on the following:

6.5.1. Identify the body's pressure points.

6.5.1.1. On the head and neck

6.5.1.2. On the torso

6.5.1.3. On the arms and hands

6.5.1.4. On the legs

6.5.2. Identify a choke hold as deadly force.

6.5.3. Demonstrate pressure point control techniques.

6.5.3.1. Touch

6.5.3.2. Strike

6.5.4. Demonstrate an escape from a chokehold.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section.

Performance Outcome 6.6

Handcuff subject(s) and apply restraints.

Training Objective Related to 6.6

1. Given a practical exercise, demonstrate safe and effective handcuffing of subject(s) and apply leg restraints to arrestees.

2. Given a written exercise, define positional asphyxia and identify the legal considerations.

Criteria: The student shall be tested on the following:

Practical Exercise:

6.6.1. Demonstrate safe and effective handcuffing of cooperative single and multiple subjects.

6.6.2. Demonstrate safe and effective handcuffing of a subject in the following positions:

6.6.2.1. Standing

6.6.2.2. Prone

6.6.3. Demonstrate safe and effective handcuffing of a suspect after having performed a learned control hold/take down technique in standing, and prone positions.

6.6.4. Demonstrate application of “flex cuffs” 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.

Written Exercise:

6.6.5. Define positional asphyxia.

6.6.6. Identify primary medical dangers associated with positional asphyxia and potential liability.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Define positional asphyxia as a form of asphyxia, which occurs when someone's position prevents the person from breathing adequately

Performance Outcome 6.7

Pat down a subject and search an arrested person.

Training Objective Related to 6.7

1. Given a written exercise, identify factors to consider when conducting a pat down of a subject and search of an arrested person.

2. Given a practical exercise, demonstrate techniques of conducting a pat down of a subject and search of an arrested person, or multiple subjects.

Criteria: The student shall be tested on the following:

Practical Exercise:

6.7.1. Demonstrate contact and cover principles for safe approach to single and multiple subjects.

6.7.2. Demonstrate a pat down.

6.7.2.1. Provide verbal instructions.

6.7.2.2. Position single or multiple subjects in a standing, pre-pat down position.

6.7.2.3. Maintain a safe position while conducting a pat down.

6.7.2.4. Maintain control of the subject during a pat down.

6.7.2.5. Communicate with subject(s) in regard to their possession of weapons.

6.7.3. Demonstrate a search.

6.7.3.1. Provide verbal instructions.

6.7.3.2. Position single or multiple subjects in a standing or prone search position.

6.7.3.3. Maintain a safe position while conducting a search.

6.7.3.4. Maintain control of the subject during a search.

6.7.3.5. Communicate with subject(s) in regard to their possession of weapons.

6.7.3.6. Safely retrieve and secure weapons or contraband that are located during a search and document them.

6.7.3.7. Communicate relevant information to the cover officer.

Written Exercise:

6.7.4. Define a search.

6.7.5. Identify requirements/conditions for different types of searches.

6.7.6. Identify locations where dangerous weapons or contraband may be concealed on subjects.

6.7.7. Identify pre-assault/pre-flight indicators.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Define a pat down and a search

a. A pat down (frisk) is a limited cursory pat down of the outer garments of a subject for weapons, conducted with reasonable suspicion that a subject may be armed and presents a threat

(i). During a pat down, an officer may not squeeze or manipulate any unknown object to ascertain what the object is

b. A search is conducted with consent or probable cause and is a more intrusive examination that allows an officer to probe extensively for any type of contraband or evidence

2. The techniques of conducting a pat down

a. Place and keep subject in a position of control and off balance with hands away from the waistline

b. Make use of an open palm and extended fingers or blade of the hand, while pressing flatly against the outer clothing

c. Remove the object(s) if the officer reasonably believes the item is a weapon

3. The techniques for conducting a search

a. Execution of standing search of suspect

(i). Search the waistband

(ii). Search their hair

(iii). Search the upper body by placing both palms on the subject and using steady pressure against the clothing

- (iv). Search the armpits and arms
- (v). Search the legs using the same steady pressure technique
- (vi). Switch to the other side and repeat entire procedure
- (vii). Search mouth
- (viii). Search the groin area
- (ix). Search shoes, socks, and feet
- (x). Communicate to cover officer about weapons or contraband found
- (xi). Hand off to cover officer when possible

b. Execution of prone search

- (i). After handcuffing, conduct an immediate cursory search of waist area
in the prone position
 - (1). When practical, stand subject up and complete the standing
search
- (ii). Use caution when searching the legs to avoid being kicked
- (iii). Turn the subject on his/her side away from you when searching their
upper body
- (iv). Avoid stepping over the subject when switching sides
- (v). Always walk around the subject

4. Recognize improvised and disguised weapons

Performance Outcome 6.8

Demonstrate takedown avoidance techniques and ground defense techniques.

Training Objectives related to 6.8

1. Given a practical exercise, demonstrate takedown avoidance techniques and ground defense techniques.

Criteria: The student shall be tested on the following:

6.8.1. Demonstrate techniques to prevent a takedown to the ground.

6.8.2. Demonstrate techniques to minimize injury when falling.

6.8.3. Demonstrate ground defense techniques in order to escape and create distance, or to position for handcuffing.

6.8.4. Protect all weapons on the duty belt while on the ground.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section.

Performance Outcome 6.9

Use an impact weapon to control a person.

Training Objectives Related to 6.9

1. Given a practical exercise, demonstrate techniques for using an impact weapon to control a person.
2. Given a written exercise, identify areas not to target with an impact weapon.

Criteria: The student shall be tested on the following:

Practical Exercise:

6.9.1. Demonstrate offensive and defensive stances.

6.9.2. Demonstrate the proper verbalization and striking techniques for primary, secondary, and the lethal target areas.

Written Exercise:

6.9.3. Identify the primary, secondary, and lethal target areas.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section.

Performance Outcome 6.10

Use chemical agents.

Training Objectives Related to 6.10

1. Given a practical exercise, demonstrate deploying an inert oleoresin capsicum or its equivalent.
2. Given a practical exercise, demonstrate affecting an arrest after exposure to oleoresin capsicum or its equivalent.
3. Given a written exercise, identify the techniques of using chemical agents.

Criteria: The student shall be tested on the following:

Practical Exercise:

- 6.10.1. Demonstrate deploying an inert oleoresin capsicum or its equivalent.
- 6.10.2. Demonstrate affecting an arrest after exposure to oleoresin capsicum or its equivalent.

Written Exercise:

- 6.10.3. Identify the types of chemical agents and aerosol sprays used in criminal justice professions and methods of deployment.

6.10.4. Identify the proper application of chemical agents and aerosol sprays.

6.10.5. Identify the intended effects on persons sprayed with chemical or aerosol spray.

6.10.6. Identify the first-aid or aftercare to use when contaminated with chemical agents or aerosol sprays according to type and density of the contamination.

6.10.7. Identify the methods of structural decontamination of chemical or aerosol agents.

6.10.8. Identify the methods of restraint and transportation of person sprayed with a chemical or aerosol agent.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Identify the reasonableness and legal considerations related to use of chemical agents and aerosol sprays

2. Intended effects on persons sprayed with chemical or aerosol spray

a. Psychological

b. Physiological

Performance Outcome 6.11

Defend against and control a physically attacking person.

Training Objectives Related to 6.11

1. Given a practical exercise, demonstrate techniques for defending oneself against a physically attacking person and control them.

Criteria: The student shall be tested on the following:

6.11.1. Maintain officer safety utilizing distance and approach.

6.11.2. Demonstrate defensive countermeasures designed to control the aggressor.

6.11.2.1. Move suspect to prone position for cuffing.

6.11.2.2. Disengage from the subject.

6.11.3. Demonstrate escalation in deadly force encounter.

6.11.3.1. Transition to weapon deadly force option to stop the threat.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section.

Performance Outcome 6.12

Control intoxicated, disruptive or violent inmates.

Training Objectives Related to 6.12

1. Given a practical exercise, demonstrate techniques using reasonable force to control intoxicated, disruptive persons, violent individuals and/or inmate(s).

Criteria: The student shall be tested on the following:

6.12.1. Demonstrate Deputy/Jail Officer safety considerations.

6.12.1.1. Isolate a disruptive individual from others.

6.12.1.2. Use available backup deputies/jail officer(s)

6.12.2. Demonstrate command presence (stance, posture, eye contact).

6.12.3. Demonstrate communication skills to minimize antagonistic responses.

6.12.4. Demonstrate reasonable escalation/de-escalation of force.

6.12.5. Use safe and effective control procedures.

6.12.6. Demonstrate effecting an arrest.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section.

Performance Outcome 6.13

Extract subject out of a vehicle and a cell who is resisting arrest and/or non-compliant.

Training Objective Related to 6.13

1. Given a practical exercise, demonstrate techniques for extracting a resisting or non-compliant subject out of a cell.
2. Given a practical exercise, demonstrate techniques for extracting a resisting or non-compliant subject out of a transport vehicle.

Criteria: The student shall be tested on the following:

Cell:

- 6.13.1. Demonstrate the safe approach to a cell.
- 6.13.2. Demonstrate the use of appropriate extraction techniques.
- 6.13.3. Maintain control of subject
- 6.13.4. Demonstrate the use of a reasonable level of force
- 6.13.5. Demonstrate the use of restraints.

Vehicle:

6.13.6. Demonstrate the safe approach to a vehicle.

6.13.7. Demonstrate the use of appropriate extraction techniques.

6.13.8. Maintain control of subject.

6.13.9. Demonstrate the use of a reasonable level of force.

6.13.10. Demonstrate the use of appropriate restraints.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Deputy/jail officer safety considerations

a. Monitor the subject's actions

b. Wait for appropriate subject's propensity toward violence

d. Determine the nature of their weapons

e. Intervene using the appropriate defensive tactics to restrain and control subject

2. Use extraction techniques (cell and rear of transport vehicle)

a. Verbal commands

b. Control holds

c. Pressure points

d. Distraction techniques

Performance Outcome 6.14

Break up fights between two or more persons.

Training Objectives Related to 6.14

1. Given a practical exercise, demonstrate techniques for breaking up fights between two or more persons.

Criteria: The student shall be tested on the following:

6.14.1. Evaluate the situation.

6.14.2. Intervene verbally.

6.14.2.1. Announce officer presence.

6.14.2.2. Use appropriate commands (to include de-escalation).

6.14.3. Use a reasonable level of force.

6.14.4. Demonstrate officer safety procedures.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section.

Performance Outcome 6.15

Pursue a fleeing subject on foot and maintain control of them when apprehended.

Training Objectives Related to 6.15

1. Given a practical exercise, demonstrate a technique for controlling a subject after a foot pursuit.

Criteria: The student shall be tested on the following:

6.15.1. Conduct a foot pursuit and control suspect when apprehended.

6.15.1.1. Communicate with dispatch/jail communication's center and other officers, location, description of subject and reason for foot pursuit

6.15.1.2. Assess the subject for immediate threat.

6.15.2. Demonstrate weaponless control by the deputy/jail officer to subdue subject for arrest.

6.15.3. Demonstrate control in a in prone position for cuffing procedures

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section.

Performance Outcome 6.16

Control weapon of an armed threat and respond with reasonable force.

Training Objective Related to 6.16

1. Given a practical exercise, demonstrate techniques for controlling an armed threat.

Criteria: The student shall be tested on the following:

6.16.1. Identify factors when considering whether or not to control an armed threat.

6.16.1.1. Distance/cover

6.16.1.2. Type of weapon

6.16.1.3. Obstacles

6.16.1.4. Will the attempt jeopardize life or personal safety?

6.16.2. Demonstrate the disarming sequence regarding a handgun.

6.16.2.1. Front

6.16.2.2. Side

6.16.2.3. Rear

6.16.3. Demonstrate disarming sequence regarding a long gun.

6.16.3.1. Front

6.16.3.2. Side

6.16.3.3. Rear

6.16.4. Demonstrate takedown or control of subject armed with a firearm.

6.16.5. Demonstrate controlling the firearm using officer's force options to:

6.16.5.1. Disengage or escalate, as reasonably necessary

6.16.5.2. Control to prone position for safe disarming

6.16.6. Demonstrate the takedown or control of subject armed with edged weapon or bludgeoning instrument.

6.16.6.1. Maintain distance from attacker and demonstrate officer awareness

6.16.6.2. Move to a position for disengagement or escalation

6.16.6.3. Control movement of the edged weapon and use deputy/jail officer's weapons against aggressor's vulnerable targets to:

6.16.6.3.1. Disengage or escalate

6.16.6.3.2. Control to prone position for safe disarming

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section.

Performance Outcome 6.17

Identify factors to determine the reasonable use of less lethal force.

Training Objectives Related to 6.17

1. Given a practical exercise, demonstrate the need to use less lethal force, as well as a reasonable level of force.
2. Given a practical exercise, demonstrate control of a person(s) with the use of intermediate force options and articulate the actions chosen.
3. Given a written exercise, identify the factors that affect the need to use force.

Criteria: The student shall be tested on the following:

Practical Exercise:

6.17.1. Demonstrate control of a person(s) with the use of an intermediate force option(s).

6.17.2. Articulate the decision making process to use force, in written format, for one exercise.

Written Exercise:

6.17.3. Identify factors affecting the need for force

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section.

Performance Outcome 6.18

Determine the need to use deadly force and take appropriate action.

Training Objectives Related to 6.18

Given a practical exercise:

1. Demonstrate the ability to use deadly force to stop an immediate deadly threat.

2. Demonstrate the ability to transition from deadly force to a less lethal option, based on the level of resistance.

Criteria: The student shall be tested on the following:

6.18.1. Demonstrate the use of deadly force to stop an immediate deadly threat.

6.18.2. Demonstrate the ability to transition from deadly force.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below:

1. Identify the requirements for the application of deadly force

a. To protect the officer's life or the life of others from an immediate threat of death or serious physical injury

b. Recognize and determine what force options are necessary and when to escalate or de-escalate

Performance Outcome 6.19

Conduct cell and area searches.

Training Objectives Related to 6.19

1. Given a practical exercise, demonstrate techniques to be used in cell and area searches.

2. Given a written exercise, identify factors to consider when participating in a cell or area search.

Criteria: The student shall be tested on the following:

Practical Exercise:

6.19.1. Demonstrate a cell search.

6.19.2. Demonstrate an area search.

Written Exercise:

6.19.3. Identify the importance of gathering intelligence and conducting a briefing prior to cell and area searches.

6.19.4. Identify which officers will serve as on-scene command and control of all cell and area search aspects, including interagency communications.

6.19.5. Identify chain of custody concerns for weapons or contraband found.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Identify techniques for cell and area searches

a. 360-degree search

- b. Bend over/kneel to search under stationary objects, (i.e., bed, behind toilets, etc.)
- c. Grid search of areas
- 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.)

Weapons Use

Performance Outcome 7.1

Identify the cardinal rules of firearm safety.

Training Objectives Related to 7.1

1. Given a written exercise, identify the cardinal rules of firearm safety.

Criteria: The student shall be tested on the following:

7.1.1. Identify the cardinal rules of firearm safety.

Lesson Plan Guide: The lesson plan shall include all items in the Criteria section and the additional information below:

1. Identify the cardinal rules of firearm safety

- a. Treat every weapon as if it is loaded
- b. Keep your finger off the trigger until you are ready to fire
- c. Never let the muzzle cover anything you are not willing to accept the responsibility for destroying
- d. Always be sure of your target and what is behind it

Performance Outcome 7.2

Safely clean and inspect duty handgun.

Training Objectives Related to 7.2

Given a practical exercise:

1. Demonstrate the identification of nomenclature of the duty handgun.

2. Demonstrate the prescribed procedure for cleaning the duty handgun.

Criteria: The student shall be tested on the following:

7.2.1. Identify the nomenclature of the duty handgun.

7.2.2. Safely demonstrate procedures to prepare the duty handgun for cleaning.

7.2.2.1. Remove magazine or empty cylinder

7.2.2.2. Remove round from chamber

7.2.3. Visually and physically inspect the handgun to make sure it is free of ammunition.

7.2.4. Identify duty handgun cleaning equipment.

7.2.5. Demonstrate of the use of duty handgun cleaning equipment.

7.2.5.1. Field strip duty handgun

7.2.5.2. Clean components

7.2.5.3. Inspect for damage and imperfections

7.2.5.4. Lubricate

7.2.5.5. Reassemble

7.2.5.6. Safely test for proper function

Lesson Plan Guide: The lesson plan shall include the following all items listed in the

Criteria section.

Performance Outcome 7.3

Using proper handgrip, safely draw duty handgun from holster.

Training Objectives Related to 7.3

1. Given dry fire practical exercises and using proper handgrip, safely draw duty handgun from holster.

Criteria: The student shall be tested on the following:

7.3.1. Draw issued duty handgun from the holster.

7.3.1.1. Draw to a ready position

7.3.1.2. Draw to a “cover mode” simulating the covering of a subject together with the issuance of verbal commands

7.3.1.3. Using standing, kneeling, and prone positions

7.3.1.4. Use of cover and concealment while maintaining visual contact with the threat

7.3.1.5. Reloading while concentrating on the threat and not the duty handgun

7.3.2. Re-holster and secure duty handgun.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section.

Performance Outcome 7.4

Safely demonstrate techniques for clearing stoppages in the duty handgun.

Training Objectives Related to 7.4

Given a practical exercise:

1. Utilizing dummy rounds, demonstrate the techniques for clearing stoppages in the duty handgun.
2. Demonstrate safe handling of the duty handgun.

Criteria: The student shall be tested on the following:

7.4.1. Demonstrate the techniques for clearing stoppages in the duty handgun.

7.4.2. Demonstrate safe handling of the duty handgun.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section.

Performance Outcome 7.5

Fire approved duty handgun daytime/low light exercises.

Training Objectives Related to 7.5

Given a practical exercise:

1. Fire the duty handgun during daytime exercises using approved loading device and approved holster with 70% accuracy on two of the approved courses of fire (TQC + one additional approved course of academy's choice).

2. Fire approved duty handgun during low light conditions using approved loading device, approved holster, and flashlight with 70% accuracy on the approved course of fire.

Criteria: The student shall be tested on the following:

7.5.1. Demonstrate dry firing and fundamentals of marksmanship.

7.5.2. Using fundamentals of marksmanship, proper weapons handling skills, and reloading fundamentals, fire a minimum of 200 rounds with approved ammunition in daylight conditions, using approved duty handgun prior to qualification.

7.5.3. Qualify on the TQC and one additional approved course of academy choice from the below selected courses with approved IALEFI-QP target under daylight conditions, using approved ammunition, approved duty handgun, duty belt and holster:

7.5.3.1. Virginia Tactical Qualification Course I, 50 rounds, 5, 7, 15, 25 yards shooting (See Appendix F)

and choose one of the following:

7.5.3.2. Virginia Modified Double Action Course for Semi-automatic Pistols and Revolvers, 50 rounds, 7, 15, 25 yards shooting (See Appendix A)

7.5.3.3. Virginia Modified Combat Course I, 50 rounds, 25, 15, 7 yards shooting (See Appendix B)

7.5.3.4. Virginia Tactical Qualification Course III, 50 rounds, 25, 15, 7, 5, 3 yards shooting (See Appendix H)

7.5.4. Fire a minimum of 100 rounds on in low light conditions for practice prior to qualification using the agency approved duty handgun, duty holster, and/or loading device.

7.5.5. Fire a minimum of 50 rounds on the low light qualification course. 25 rounds must be with the use of a hand-held flashlight, with a 70% qualification score.

7.5.5.1. Virginia Low Light Qualification Course; 50 rounds with 3, 5, 7, 10, and 15-yard shooting

7.5.6. Fire a minimum of 50 rounds with the use of a flashlight and proper techniques.

7.5.6.1. Demonstrate methods of flashlight use with duty handgun

7.5.6.2. Demonstrate the correct target threat by using

flashlight techniques with weapon duty handgun in hand

7.5.7. Demonstrate firing stance and position to include barricade positions.

7.5.7.1. Fire duty handgun using strong and support hand as appropriate:

7.5.7.1.1. Standing position

7.5.7.1.2. Kneeling position

7.5.7.1.3. Prone position

7.5.7.2. Reload the duty handgun with emphasis on utilizing appropriate reload procedures

7.5.7.3. Correct any duty handgun stoppages that may occur

7.5.8. Fire familiarization drills using a minimum of 200 rounds (minimum

of 10 rounds per performance outcome) with approved ammunition to include:

7.5.8.1. Moving forward

7.5.8.2. Moving backward

7.5.8.3. Moving right

7.5.8.4. Moving left

7.5.8.5. Use of cover and concealment

7.5.8.6. Shove and shoot

7.5.8.7. Turn and shoot:

7.5.8.7.1. 90-degree right

7.5.8.7.2. 90-degree left

7.5.8.7.3. 180-degrees

7.5.8.8. Simulate shooting from a vehicle

7.5.9. Fire familiarization drills using a minimum of 30 rounds with approved

ammunition to include:

7.5.9.1. Engage multiple targets during familiarization drills

7.5.9.1.1 Engage multiple targets with magazine exchanges

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section.

Performance Outcome 7.6

Secure duty handgun and all weapons while off-duty.

Training Objectives Related to 7.6

1. Given a written exercise, identify reasons and methods for avoiding firearm accidents while off-duty.

Criteria: The student shall be tested on the following:

7.6.1. Identify reasons for security, as they relate to firearm safety.

7.6.1.1. Prevent injury and unauthorized access, § 18.2-56.2

7.6.1.2. Minimize theft opportunity (separate ammunition from firearm)

7.6.2. Identify methods for security.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Methods for security

a. Lock box

(i).Loaded

(ii).Unloaded

b. Trigger lock

(i). Unloaded

c. Cable lock

(i).Unloaded

d. Gun safe and/or locked container

Performance Outcome 7.7

Carry a firearm while off-duty.

Training Objectives Related to 7.7

1. Given a written exercise, identify the factors to consider when carrying a firearm while off-duty.

Criteria: The student shall be tested on the following:

7.7.1. Identify how the officer must comply with department policy relating to carrying a firearm, while off-duty and qualifying with the off-duty firearm.

7.7.2. Identify the statutes that regulate the carrying of firearms while off-duty.

7.7.3. Identify the impact that any intoxicant may have on judgment, relating to use of firearms while off-duty.

7.7.4. Identify the conditions that should be maintained while carrying a firearm off-duty.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Identification of conditions that should be maintained while carrying a firearm off-duty

a. Concealed

b. Secure (retaining device)

c. Accessible

d. Law enforcement identification

e. Jurisdiction

f. Training

2. Identification of response to being stopped by on-duty officer

- a. Upon being challenged, remain motionless unless given a positive directive otherwise
- b. Obey commands which may entail submission to arrest
- c. Do not attempt to produce identification until instructed to do so
- d. If circumstances permit, verbally announce identity and state the location of badge and credentials
- e. Ask the on-duty officer to repeat any directions or questions that are unclear and never argue during the encounter
- f. Follow all instructions received until recognition is acknowledged

VIRGINIA TACTICAL QUALIFICATION COURSE I (MANDATORY)

(Formerly Appendix F)

Target- IALEFI QP

50 rounds, 5-25 yards

Qualification Score: 70%

Instructor to determine magazine changes and magazine capacity

Phase 1 – 5 YARD LINE: 12 rounds

1. Draw and fire 2 rounds in 3 seconds for 12 rounds. After each two rounds, holster and repeat.

PHASE 2—7 YARD LINE: 14 rounds

1. On command, draw and fire 6 rounds in 8 seconds.
2. On command, draw and fire 4 rounds in 8 seconds, strong hand only.
3. On command, fire 4 rounds in 10 seconds, support hand only.

PHASE 3—15 YARD LINE: 12 rounds

1. On command, draw and fire 2 rounds in 3 seconds. Stay out at ready-gun position.
2. From ready-gun, fire 2 rounds in 2 seconds, for a total of 4 rounds.
3. On command, draw and fire 6 rounds in 12 seconds.

PHASE 4—25 YARD LINE: 12 rounds

1. On command, draw and fire 6 rounds kneeling and 6 rounds standing in 45 seconds (pistol) or 60 seconds (revolver).

SCORING—2 points inside the bottle, 1 point outside the bottle, in the gray area

OPTION 1: VIRGINIA MODIFIED DOUBLE ACTION COURSE FOR SEMIAUTOMATIC PISTOLS
AND REVOLVERS

(Formerly Appendix A)

Target- IALEFI QP

50 rounds, 7-25 yards

Qualification Score: 70%

Instructor to determine magazine changes and magazine capacity

PHASE 1 – 7 YARD LINE: 20 rounds

1. On command, draw and fire 2 rounds in 3 seconds. Holster and repeat until 10 rounds have been fired (x5).
2. On command, draw and fire 5 rounds strong-hand. Conduct a reload and fire 5 rounds with support-hand in 22 seconds. Holster.

PHASE 2— 15 YARD LINE: 15 rounds (Two-handed shooting)

1. On command, draw and fire 2 rounds in 3 seconds. Holster and repeat until 10 rounds have been fired (x5).
2. On command, draw and fire 5 rounds in 10 seconds. Make duty firearm safe

and holster.

PHASE 3—25 YARD LINE: 15 rounds

1. On command, fire 5 rounds from standing, 5 rounds from kneeling, and 5 rounds from prone position until 15 rounds have been fired in 70 seconds (semi-automatic) or 90 seconds (revolver).

SCORING—2 points inside the bottle, 1 point outside the bottle, in the gray area

OPTION 2: VIRGINIA MODIFIED COMBAT COURSE I

(Formerly Appendix B)

Target- IALEFI QP

50 rounds, Moving course- 50-7 yard lines

Qualification Score: 70%

Instructor to determine magazine change and magazine capacity

PHASE 1: 50 YARD LINE: 26 rounds

1. On command, run to the 25 yard line. Draw and fire 10 rounds standing. Fire 10 rounds kneeling, then 6 rounds prone in a total of 3 minutes.

PHASE 2: 25 YARD LINE: 16 rounds

1. On command, run to the 15 yard line. Draw and fire 10 rounds standing.

Reload and fire 6 rounds kneeling in a total of 60 seconds.

PHASE 3: 15 YARD LINE: 8 rounds

1. On command, run to the 7 yard line. Draw and fire 4 rounds strong-hand

only then 4 rounds support-hand only in a total of 25 seconds.

SCORING—2 points inside the bottle, 1 point outside the bottle, in the gray area

OPTION 3: VIRGINIA TACTICAL QUALIFICATION COURSE III FOR SEMIAUTOMATIC

PISTOLS

(Formerly Appendix H)

Target- IALEFI QP

50 rounds, 25-3 yard lines

Qualification Score: 70%

Instructor to determine magazine change and magazine capacity

PHASE 1: 25 YARD LINE: 6 rounds

1. On command, draw and fire 3 rounds standing and 3 rounds kneeling in 25 seconds.

PHASE 2: 15 YARD LINE: 6 rounds

1. On command, draw and fire 2 rounds in 3 seconds (x3) for a total of 6 rounds.

PHASE 3: 7 YARD LINE: 6 rounds

1. On command, draw and fire 2 rounds in 3 seconds (x3) for a total of 6 rounds.

PHASE 4: 5 YARD LINE: 26 rounds

1. On command, draw and fire 4 rounds in 4 seconds (x3) for a total of 12 rounds.
2. On command, draw and fire 6 rounds in 5 seconds (two-handed shooting).
3. On command, draw and fire 4 rounds in 6 seconds, strong-hand only.
4. On command, draw and fire 4 rounds in 8 seconds, support-hand only.

PHASE 5: 3 YARD LINE: 6 rounds

1. On command, draw and fire 3 rounds in 3 seconds (x2) for a total of 6 rounds (two-handed shooting).

SCORING—2 points inside the bottle, 1 point outside the bottle, in the gray area.

Virginia Low Light Qualification Course (Mandatory) (NEW)

Target- IALEFI “QP”

50 rounds, 3 - 15 Yards

Qualification Score: 70%

PHASE 1 – 3 YARD LINE: 8 rounds

1. Draw and fire 2 rounds in 3 seconds (x4). Re-holster after each 2 rounds.

Total of 8 rounds (No Flashlight)

PHASE 2 – 5 YARD LINE: 9 rounds

1. Draw and fire 3 rounds in 4 seconds (x3). Re-holster after each 3 rounds.

Total of 9 rounds (No Flashlight)

PHASE 3 – 7 YARD LINE: 16 rounds

1. Draw and fire 4 rounds in 5 seconds (x2). Re-holster after each 4 rounds.

Total of 8 rounds (No Flashlight)

With Flashlight out and in support hand for remainder

2. Draw and fire 4 rounds in 5 seconds.

3. From the ready gun, fire 4 rounds in 5 seconds.

PHASE 4 – 10 YARD LINE: 9 rounds

1. Draw and fire 3 rounds in 5 seconds.
2. From the ready gun, fire 3 rounds in 4 seconds (x2) for a total of 6 rounds.

PHASE 5 – 15 YARD LINE: 8 Rounds

1. Draw and fire 4 rounds in 8 seconds.
2. From the ready gun, fire 4 rounds in 7 seconds.

SCORING - 2 points inside the bottle, 1 point outside the bottle, in the gray area.

Driver Training

Performance Outcome 8.1

Operate transport vehicle

Training Objectives Related to 8.1

1. Given a practical exercise, demonstrate operation of a transport vehicle.

2. Given a written exercise, identify factors to consider related to the operation of a transport vehicle,

Criteria: The student shall be tested on the following:

Practical Exercise:

8.1.1. Demonstrate a physical and visual inspection of an agency vehicle.

8.1.2. Demonstrate the proper usage of a safety belt in the operation of an agency vehicle.

8.1.3. Demonstrate how to control a transport vehicle using acceptable techniques in the following vehicle movements:

8.1.3.1. Parking

8.1.3.1.1. Angle

8.1.3.1.2. Parallel

8.1.3.1.3. Perpendicular

8.1.3.2. "Y" turn

8.1.3.3. Backing

Written Exercise:

8.1.4. Identify the three components of defensive driving and their effect on vehicle crashes.

8.1.5. Identify the five steps of defensive driving.

8.1.6. Identify driving movements, which most frequently contribute to vehicle crashes.

8.1.7. Identify factors that contribute to the effective use of a transport radio.

8.1.8. Identify the importance of seat belts, air bags, and other vehicle safety devices.

8.1.9. Identify and compare the different characteristics of nighttime driving to daytime driving, and identify how the human eye is affected.

8.1.10. Identify factors that influence the overall stopping distance of a vehicle.

8.1.11. Identify the effect speed has on observation and perception during transport.

8.1.12. Identify liability issues related to operating a transport vehicle.

8.1.13. Identify how lighting conditions impact or affect defensive driving skills.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below:

1. Demonstrate a thorough a physical and visual inspection of transport vehicle

- a. Check fluid levels and add fluid, if necessary
- b. Check tire pressure and adjust as necessary
- c. Check tread depth and inspect tire for abnormal wear or other deficiencies
- d. Check all safety equipment
- e. Check for internal and external damage
- f. Check for weapons and contraband

2. Demonstrate the operation of a transport vehicle in low-light conditions

3. The three components of defensive driving and their effect on transport vehicle accidents

- a. Driver
- b. Vehicle
- c. Environment

4. The five steps of defensive driving

- a. Scan
- b. Identify
- c. Predict
- d. Decide
- e. Execute

5. The importance of seat belts, air bags, and other vehicle safety devices

- a. Airbags are supplemental safety devices
- b. Seatbelts are primary safety devices

6. The different characteristics of nighttime driving to daytime driving and how the human eye is affected

- a. The effects on vision related to light and dark environment adaptation

7. Factors that influence the overall stopping distance of a vehicle

- a. Driver perception or reaction
 - (i). Reaction time and overall stopping distance

(ii). Driver distractions inside the vehicle

b. Vehicle and vehicle condition

c. Visibility

d. Road conditions

e. Weather

f. Speed

g. Brake fade

8. Demonstrate the basic methods related to changing a vehicle's tire

Performance Outcome 8.2

Demonstrate physical skills needed to operate a transport vehicle.

Training Objective Related to 8.2

1. Given a practical exercise, demonstrate physical skills required to properly operate a transport vehicle.

Criteria: The student shall be tested on the following:

8.2.1. Demonstrate one and two-hand gripping of steering wheel.

8.2.2. Demonstrate leg coordination for safe operation of a transport vehicle at varying speeds.

8.2.3. Demonstrate hand/eye coordination, (i.e., operation of a radio communication/seatbelt removal/drawing weapon, if needed).

8.2.4. Listen and understand radio communications.

8.2.5. Speak with clarity during radio communication.

8.2.6. Manipulate upper body to permit observation to sides and rear, as needed.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section.

Performance Outcome 8.3

Identify factors to prevent and recover from skids or loss of traction.

Training Objectives Related to 8.3

1. Given a practical exercise, demonstrate the techniques for skid recovery both on and off the roadway, which include proper techniques for skid recovery in low traction.
2. Given a written exercise, identify areas of reduced traction, the different types of skids, skid prevention techniques, skid recovery techniques, and off-road recovery techniques.

Criteria: The student shall be tested on the following:

Practical Exercise:

- 8.3.1. Demonstrate proper techniques for recovery of two wheels in a low-traction environment.
- 8.3.2. Demonstrate proper techniques for recovery of four wheels in a low-traction environment.
- 8.3.3. Demonstrate skid recovery utilizing a skidpan, tire covers, courses, or vehicles which are designed to induce skidding.

Written Exercise:

- 8.3.4. Identify areas of reduced traction and low-traction environments.
- 8.3.5. Identify the different types of skids.
- 8.3.6. Identify skid prevention techniques.
- 8.3.7. Identify how Electronic Stability Control (ESC) works, and the dangers of overreliance on ESC.
- 8.3.8. Identify techniques for recovering from an oversteer skid, with a non-ESC equipped vehicle.
- 8.3.9. Identify techniques for recovering from an oversteer skid, with an ESC equipped vehicle.
- 8.3.10. Identify off road recovery techniques with or without ESC.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Areas of reduced traction and unstable surfaces

- a. Wet roadway
- b. Icy roadway
- c. Snow covered roadway
- d. Dirt or Gravel

2. Define the different types of skids

- a. Front wheel skid (understeer): The characteristic of a vehicle to continue in a straight line, sliding to the outside of the turn and losing traction in the front tires; a front wheel drive vehicle is more likely to under steer than other vehicles, also known as “plowing”
- b. Rear wheel skid (oversteer): The traction on the rear tires is less than that on the front causing the rear end to slide towards the outside of a curve due to the loss of traction; a rear-wheel-drive vehicle is more likely to over steer than other vehicles, also known as “fishtailing”
- c. All-wheel skid: The loss of traction of all four wheels simultaneously
- d. Hydroplane: A loss of traction that occurs when a vehicle’s tire or tires ride upon the surface of the water rather than the roadway.

e. Acceleration skid: The loss of traction of a wheel(s) due to excessive power applied when accelerating

3. Skid prevention techniques

- a. Reducing speed to properly corner and stop the vehicle
- b. Adjusting speed and driving in areas of reduced traction utilizing proper steering and braking techniques
- c. Scanning ahead

4. Techniques for recovering from an oversteer skid, with a non-ESC equipped vehicle

- a. Off the gas
- b. Off the brake
- c. Counter steer
- d. Look where you want to go

5. Techniques for recovering from an oversteer skid, with an ESC equipped vehicle

- a. Off the brake
- b. Counter steer
- c. Smooth acceleration
- d. Look and steer where you want to go

6. Techniques for recovering from an understeer skid, with or without an ESC equipped vehicle

- a. Off the gas

- b. Off the brake
- c. Manipulate the steering wheel to regain rolling traction
- d. Steer back into the turn
- e. Look and steer where you want to go

7. Off road recovery techniques with or without ESC

- a. Off the gas
- b. Off the brake
- c. Smooth steering
- d. Identify safe path back to roadway

Performance Outcome 8.4

Transport person(s) to various locations.

Training Objectives Related to 8.4

1. Given a practical exercise, demonstrate the proper transport of person(s) not in custody to various locations.
2. Given a practical exercise, demonstrate the proper transport of person(s) in custody to various locations.

Criteria: The student shall be tested on the following:

8.4.1. Demonstrate proper procedures for transporting and escorting person(s) not in custody.

8.4.2. Demonstrate proper escort techniques for the escort of a subject by foot and vehicle.

8.4.3. Identify any statements or behavioral observations that may indicate that the subject is a danger to themselves or others, and danger by the subject to him/herself or to others and the need to communicate these to the person assuming custody.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Use proper procedures for transporting and escorting person(s) not in custody

a. Transportation of individuals in other non-custody circumstances, (i.e., ride-alongs, jurors, government officials, etc.)

(i). Release of liability

(ii). Security of criminal history information

2. Demonstrate techniques for the escort of a subject by foot and vehicle 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

(i). Place in right rear with proper restraints and seatbelt

(ii). Adjust inside mirror to provide visual observation of prisoner

(iii). Engage child safety lock

f. Vehicle without cage

(i). Place in right front seat with proper restraints (cuffs, leg chains, waist chain) and seatbelt

(ii). Make sure weapon is secure or placed away from potential access by subject

(iii). Engage child safety lock; or

- (iv). Place in right rear seat with proper restraints (cuffs, leg irons, waist chain) and seatbelt
- (v). Make sure weapon is secure or placed away from potential access by subject
- (vi). Adjust the rearview mirror to allow surveillance of inmate movement
- g. Upon arrival at destination, visually check area for possible security risks then move subject to appropriate designated area
- h. Observe subject and surroundings to ensure security and officer safety
- i. Do not become distracted from the observation and control of the subject
 - (i). Do not relax after cuffing
 - (ii). Do not let the subject out of officer's sight

Performance Outcome 8.5

Transport ill or injured subject to receive medical care.

Training Objectives Related to 8.5

1. Given a written exercise, identify the steps involved in the transportation of an ill or injured subject to receive medical care.

Criteria: The student shall be tested on the following:

8.5.1. Identify medical and biohazard precautions in case of an exposure to an airborne or bloodborne pathogen.

8.5.2. Secure subject as injury/illness permits.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Identify medical and biohazard precautions in case of an exposure to an airborne or blood borne pathogen

a. Protective masks and personal protective equipment

b. Clean and sanitize hands, face, masks and vehicle after transport

2. Do not become distracted from the observation and control of subject, even when responding to a medical need of the subject

Officer Wellness

Performance Outcome 9.1

Engage in physical exercise.

Training Objectives Related to 9.1

1. Given a practical exercise, engage in stand-alone physical exercise for a minimum of 30 hours, during academy time.

Criteria: The student shall be tested on the following:

- 9.1.1. Engage in stand-alone physical exercise for a minimum of 30 hours, during academy time.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section.

Performance Outcome 9.2

Drag a heavy object from a vehicle to simulate a rescue.

Training Objectives Related to 9.2

1. Given a practical exercise, extract an object that weighs at least 150 pounds from a vehicle, to simulate a rescue.

Criteria: The student shall be tested on the following:

9.2.1. Demonstrate the extraction of an object that weighs at least 150 pounds from a vehicle, to simulate effecting a rescue.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section.

Performance Outcome 9.3

Identify causes of stress, impacts, and reduction strategies.

Training Objectives Related to 9.3

Given a written exercise:

1. Identify causes of stress.
2. Identify methods to manage and reduce stress.
3. Identify symptoms of Post-Traumatic Stress Disorder (PTSD).

Criteria: The student shall be tested on the following:

9.3.1. Identify the most commonly recognized causes of stress.

9.3.2. Identify positive means of reducing stress.

9.3.3. Identify the common symptoms of Post-Traumatic Stress Disorder.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Common causes of stress

- a. Personal
- b. Work
- c. Critical incidents

2. Common symptoms of stress and warning signs

- a. Headache or other aches and pains
- b. High blood pressure
- c. Heart disease
- d. Insomnia
- e. Negativity
- f. Anger/irritability
- g. Eating disorders
- h. Anxiety
- i. Changes to substance and alcohol use
- j. Any marked negative change in behavior

3. Positive methods to reduce stress

- a. Communication
- b. Exercise
- c. Positive attitude
- d. Hobbies and other healthy activities
- e. Healthy diet

4. Post-Traumatic Stress Disorder

a. After experiencing a shocking, scary, or dangerous event, the majority of individuals will experience symptoms of:

- (i). Arousal, (i.e., startled, tense, on edge, irritable, trouble sleeping)
- (ii). Re-experiencing, (i.e., bad dreams, intrusive thoughts of the event)
- (iii). Avoidance, (i.e., attempts to block out the feelings and thoughts, avoiding reminders)
- (iv). Cognitive and mood symptoms, (i.e., feeling depressed, confused, betrayed)

b. Understand that these are all common/normal

Performance Outcome 9.4

Identify suicidal ideation.

Training Objectives Related to 9.4

1. Identify the warning signs of suicidal ideation.
2. Explain what to do when suicide is imminent.
3. Explain how to be prepared after a suicide takes place.

Criteria: The student shall be tested on the following:

Written Exercise:

9.4.1. Identify the warning signs of suicidal ideation.

9.4.2. Identify what to do when suicide is imminent.

9.4.3. List resources for the suicidal individual.

9.4.4. Identify what to expect after a deputy/jail officer suicide takes place.

Lesson Plan Guide: The lesson plan guide shall include all items listed in the Criteria section and the additional information below.

1. Warning signs of suicidal ideation

- a. Physical signs of suicidal ideation
- b. Verbal cues of suicidal ideation
- c. Feelings associated with suicidal ideation
- d. Behavioral cues of suicidal ideation
- e. Cues of suicidal thinking

2. Identify what to do when suicide is imminent

- a. Be a good listener
- b. Approach the situation with an open mind
- c. Do not leave the individual alone
- d. Notify appropriate personnel about the individual

3. List resources for the suicidal individual

- a. Private practice therapy
- b. Peer support
- c. Employee assistance programs (EAPs)
- d. Chaplains
- e. National suicide prevention hotlines/lifelines
- f. Local community services board/behavioral health authority emergency services response

4. Identify what to expect after an agency suicide takes place

- a. Departmental grief, (i.e., ripple effect throughout the agency/department)

b. Services available to officers, (i.e., peer support/counseling, CISM, and EAPs)

c. National suicide prevention hotlines/lifelines

Deputy/Jail Officer Field Training –120 Hours Department Policies, Procedures, and Operations (General Deputy/Jail Officer)

Deputy/Jail Officers

In conjunction with maintaining the safety and security of the jail and persons therein, the deputy/jail officer must identify requirements related to their employing agency, local court systems, local government structures, and community resources and agencies. Expected performance outcomes are to be identified and discussed in accordance with agency policy, and demonstrated when required below:

Local Government Structure and Agency Organization

- 10.1 - Identify and discuss the organizational structure and chain of command.
- 10.2 - Identify and discuss the general orders/ rules and regulations/ departmental directives.
- 10.3 - Identify and discuss the department purpose, mission, and values.

Ethics and Professionalism

- 10.4 - Identify, discuss, and demonstrate the appropriate personal appearance and uniform requirements

- 10.5 - Identify and discuss the deputy/jail officer Code of Ethics.
- 10.6 - Identify, discuss, and demonstrate appropriate standards of conduct/ professionalism.
- 10.7 - Identify, discuss, and demonstrate discretion and decision-making.
- 10.8 - Identify and discuss the reporting of the misconduct of other officers.
- 10.9 - Identify and discuss cultural diversity, implicit bias, bias based policing with regard to all persons.
- 10.10 - Identify, discuss, and demonstrate fair and impartial treatment of inmates, staff, and visitors.

Communications

- 10.11 - Identify, discuss, and demonstrate communication with department employees and public safety partners.
- 10.12 - Identify, discuss, and demonstrate effective communication with citizens/ public.
- 10.13 - Identify, discuss, and demonstrate conflict management.
- 10.14 - Identify, discuss, and demonstrate proper radio procedures and etiquette.
- 10.15 - Identify, discuss, and demonstrate telephone procedures.
- 10.16 - Identify, discuss, and demonstrate requests for service.
- 10.17 - Identify and discuss proper response to dispatched/ jail communication center calls.
- 10.18 - Identify and discuss how to handle complaints about deputies/jail officers.
- 10.19 - Identify and discuss how information is disseminated to news agencies.
- 10.20 - Identify, discuss, and demonstrate monitoring radio channels to hear requests for assistance.
- 10.21 - Identify and discuss assisting individuals from various cultural backgrounds or various disabilities.
- 10.22 - Identify and discuss communicating an emergency message.

Records, Documentation and Report Writing

- 10.23 - Identify, discuss, and demonstrate the location of forms and reports.

- 10.24 - Identify, discuss, and demonstrate writing and turning in reports.
- 10.25 - Identify, discuss, and demonstrate maintaining a personal notebook.
- 10.26 - Identify, discuss, and demonstrate records/ report distribution and dissemination.
- 10.27 - Identify and discuss court and legal papers for filing and record keeping.
- 10.28 - Identify and discuss various agency records including directories, inventories, warrants served, and bonds as assigned to inmates.
- 10.29 - Identify and discuss steps required to act upon forms, documents, and orders generated by the courts or other legal entities, (i.e., dispositions, continuances, changes in charges, hold cards or detainers, etc.).
- 10.30 - Identify, discuss, and demonstrate filing/entering and retrieving documents in agency records systems.

Use of Force

- 10.31 - Identify and discuss the objectively reasonable use of force.
- 10.32 - Identify and discuss weapons and tactics.
- 10.33 - Identify and discuss rendering medical aid.
- 10.34 - Identify and discuss procedures for documentation.
- 10.35 - Identify and discuss de-escalation
- 10.36 - Identify and discuss an officer's duty to intervene

Court Systems, Personnel, Functions and Locations

- 10.37 - Identify and discuss the court system.
- 10.38 - Identify and discuss courtroom demeanor and testifying.

Resources and Referrals

- 10.39 - Identify and discuss the use of social service agencies.
- 10.40 - Identify and discuss using services for victims of rape and/or other sex crimes.
- 10.41 - Identify and discuss victim services (i.e., suicide)

Legal/ Warrants

- 10.42 - Identify and discuss the deputies/jail officer's legal authority.
- 10.43 - Identify and discuss constitutional requirements.
- 10.44 - Identify and discuss misdemeanor vs. felony.
- 10.45 - Identify and discuss the location and purpose of the magistrate's office.
- 10.46 - Identify and discuss how to obtain warrants.
- 10.47 - Identify and discuss the service of warrants.

Criminal Offenses/ Local Ordinances

Crimes against Persons

- Identify, discuss, and when possible, demonstrate response/s to:

- 10.48 -Assault
- 10.49 -Homicide
- 10.50 -Sexual Assault
- 10.51 -Threats

Arrest and Search Procedures

- Identify, discuss, and when possible, demonstrate:

- 10.52 - Arrest procedures.
- 10.53 - Restraint application and removal.

Detention Facilities and Booking Procedures

- Identify, discuss, and when possible, demonstrate:

- 10.54 - Tour of the jail facility.

- 10.55 - Booking procedures.
- 10.56 - Procedures for photographing those arrested.
- 10.57 - Observe for the need of medical attention.
- 10.58 - Recognize signs of mental illness/ disability.

Administrative Handling of Persons in Crisis (PIC)

- 10.59 - Identify and discuss taking PIC into custody.
- 10.60 - Identify and discuss obtaining and the service of commitment papers.
- 10.61 - Identify and discuss the transportation of a PIC.
- 10.62 - Identify and discuss PIC resources.

Local Juvenile Policy

- 10.63 - Identify and discuss the juvenile procedures.
- 10.64 - Identify and discuss juvenile rights.
- 10.65 - Identify and discuss juvenile transportation.

Vehicle Operations

- 10.66 - Identify, discuss, and demonstrate a vehicle inspection.
- 10.67 - Identify, discuss, and demonstrate proper vehicle operation.
- 10.68 - Identify and discuss operation during inclement weather.
- 10.69 - Identify, discuss, and demonstrate the security of a parked transport vehicle.
- 10.70 - Identify and discuss towing of an agency vehicle.
- 10.71 - Identify and discuss the use of jumper cables.
- 10.72 - Identify and discuss changing a tire.
- 10.73 - Identify and discuss an agency vehicle involved crash.

Jail Procedures

- 10.74 - Identify, discuss, and demonstrate timely arrival to facility.
- 10.75 - Identify, discuss, and demonstrate reporting to muster/roll call.
- 10.76 - Identify, discuss, and demonstrate responding to inmate requests.
- 10.77 - Identify, discuss, and demonstrate performing various inmate and security checks.
- 10.78 - Identify, discuss, and demonstrate maintaining various logs.
- 10.79 - Identify, discuss, and demonstrate escorting inmates.
- 10.80 - Identify, discuss and demonstrate key and tool control.
- 10.81 - Identify, discuss, and demonstrate supervising trustees.
- 10.82 - Identify and discuss investigating unusual odors.
- 10.83 - Identify and discuss investigating unusual sounds or noises.
- 10.84 - Identify, discuss, and demonstrate providing inmates with intake clothing, hygiene, and bedding.
- 10.85 - Identify and discuss escorting medical staff and jail visitors (i.e., chaplains, electricians, etc.)
- 10.86 - Identify, discuss, and demonstrate asking inmate if they are in fear of their safety, during booking process.
- 10.87 - Identify and discuss the procedure relating to court docket paperwork and preparing inmates for transport to/from court.
- 10.88 - Identify, discuss, and demonstrate maintaining the security of doors.
- 10.89 - Identify, discuss, and demonstrate the procedure for food tray accountability.
- 10.90 - Identify and discuss the procedure to identify and document individuals entering and exiting the facility.
- 10.91 - Identify and discuss checking visitors and their personal items, (i.e., pat down/wand).
- 10.92 - Identify, discuss, and demonstrate the pat down and search of inmate entering or exiting the facility.
- 10.93 - Identify, discuss, and demonstrate verification of inmate identity by checking wristband or ID.

- 10.94 - Identify and discuss information that may be given to families of adult inmates.
- 10.95 - Identify and discuss inmate disciplinary actions.
- 10.96 - Identify and discuss documenting injuries to inmates, staff, and visitors.
- 10.97 - Identify and discuss the procedure for notifying persons exposed to blood or bodily fluids.
- 10.98 - Identify, discuss, and demonstrate verifying the authorization of inmate movement within the facility.
- 10.99 - Identify, discuss, and demonstrate supervising cleaning details and inmate workers.
- 10.100 - Identify, discuss, and demonstrate supervising inmates and inmate activities.
- 10.101 - Identify, discuss, and demonstrate attending to the special needs of inmates.
- 10.102 - Identify, discuss, and demonstrate verbally reprimanding inmates for rules violations.
- 10.103 - Identify, discuss, and demonstrate providing for inmate privileges according to the Minimum Standards for Local Jails and Lockups.
- 10.104 - Identify and discuss taking away inmate privileges as a method of discipline.
- 10.105 - Identify, discuss, and demonstrate patrol of housing unit, secured areas and perimeters.
- 10.106 - Identify, discuss, and demonstrate inspecting facility to ensure that sanitary conditions are maintained.
- 10.107 - Identify, discuss, and demonstrate conducting irregularly timed security inspections.
- 10.108 - Identify, discuss, and demonstrate supervising inmates outside of the facility and maintain a security post at hospital if inmate is hospitalized.
- 10.109 - Identify and discuss supervising juveniles according to law.
- 10.110 - Identify, discuss, and demonstrate directing inmates in the event of an emergency or in a disaster drill.
- 10.111 - Identify, discuss, and demonstrate conducting head counts and record in designated areas.
- 10.112 - Identify, discuss, and demonstrate supervising food service and control of dishes, beverage containers, and utensils.
- 10.113 - Identify, discuss, and demonstrate observing the medical staff dispense medicine and ensure medicine is consumed.
- 10.114 - Identify and discuss taking custody of and recording lost or found property.
- 10.115 - Identify and discuss demonstrate initiating contact with employers on the status of work release inmates.
- 10.116 - Identify, discuss, and demonstrate regulating accumulation of items in inmate's housing unit.
- 10.117 - Identify, discuss, and demonstrate the information that must be included in daily jail records.

- 10.118 - Identify and discuss the procedures to be followed when admitting a suspected undocumented immigrant into the jail.
- 10.119 - Identify and discuss the notification procedures to be followed in the event of a death in the jail.
- 10.120 - Identify and discuss the procedure to follow when admitting a suspected sex offender to jail.
- 10.121 - Identify and discuss the procedure to follow when ordered to obtain DNA from an arrestee or inmate.

Investigations

- 10.122 - Identify and discuss criminal investigations.
- 10.123 - Identify and discuss interview and Interrogations.
- 10.124 - Identify and discuss evidence collection handling.
- 10.125 - Identify and discuss follow-up Interviews.
- 10.126 - Identify and discuss chain of custody procedures.

Officer Safety

- 10.127 - Identify, discuss, and demonstrate situational awareness.
- 10.128 - Identify, discuss, and demonstrate approach/departure.
- 10.129 - Identify, discuss, and demonstrate body positioning.
- 10.130 - Identify, discuss, and demonstrate cover/concealment.
- 10.131 - Identify and discuss decompression/ self-care/support systems.

Miscellaneous

- 10.132 - Identify and discuss a barricaded subject.
- 10.133 - Identify and discuss hostage negotiations.
- 10.134 - Identify and discuss carrying a firearm off-duty.
- 10.135 – Identify and discuss the uses of specialty units and outside resources

10.136 - Identify and discuss marking contaminated area or vehicle with appropriate bio-hazard insignia.

10.137 - Identify and discuss crowd management techniques.

10.138 – Identify and discuss disposing of contaminated clothing, sharps, etc.

10.139 - Identify, discuss, and participate in drills, (i.e., fire, disaster, hostage, and/or evacuations).

10.140 - Identify, discuss, and demonstrate the inspection of security devices and report deficiencies to appropriate personnel.

10.141 - Identify, discuss, and demonstrate reporting and documenting the need for repairs to agency equipment or tools.

10.142 - Identify, discuss, and demonstrate checking audio/video communications equipment for proper operation and report deficiencies.

10.143 - Identify, discuss, and demonstrate fingerprinting an inmate for commitment to the jail.

