

Virginia Department of Criminal Justice Services Basic Corrections Officer Compulsory Minimum Training Standards and Field Training Performance Outcomes

Category 1 – Security and Supervision

Performance Outcome 1.1

Identify processes for the effective counting of inmate populations.

Training Objectives Related to 1.1

Written Exercise:

1. Identify the types of counts.
2. Identify count identification procedures.

Criteria: The ~~trainee~~ student shall be tested on the following:

- 1.1.1. Identify the types of counts.
- 1.1.2. Identify the criteria to verify an inmate is present.
- 1.1.3. Identify established identification procedures.

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

1. There are several types of counts conducted within Department operated facilities
 - a. Formal Count – Scheduled standing count of inmate population
 - b. Informal Count – Scheduled non-standing count of inmate population
 - c. Census Count – Unscheduled count initiated by facility officials
 - d. Critical Incident Count – Unscheduled count during emergency
 - e. Intermediate Count – Intermittent count of specific inmate groups
 - f. Out Count – Formal count of inmates conducted outside of living areas

g. Face Card Count – Verification of inmate’s identity utilizing face cards

2. Criteria for confirmation that an inmate is present:

a. See an inmate’s flesh

b. Observe movement

c. Hear the inmate speak

3. In the event of an escape, emergency or discrepancy in the count of the inmate population, the process for identification of inmates must be adhered to, which

includes:

a. Confirmation of bed assignments

b. Locator cards/identification cards

c. Master count

4. The lesson plan shall also contain general information concerning counting that

includes:

a. Count reporting

b. Procedures for miscount and count discrepancies

c. Proper utilization of Count Sheets

d. Master Count Sheet

e. Which staff are authorized to perform counts

f. All contraband, including drugs, weapons and others as identified

Performance Outcome 1.2

Acquire cultural diversity awareness.

Training Objectives related to 1.2

Written Exercise:

1. Identify the impact that cultural awareness has on the behaviors, decisions and values of corrections professionals.

2. Define the following terms:

a. Cultural bias

b. Discrimination

c. Cultural diversity

Criteria: The student shall be tested on the following:

1.2.1. Define the following terms:

1.2.1.1. Cultural bias

1.2.1.2. Discrimination

1.2.1.3. Cultural diversity

1.2.2. Identify the impact that cultural awareness has on corrections professionals.

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

1. Definitions:

a. Cultural bias – Interpreting and judging phenomena by standards inherent to one's own culture

b. Discrimination – The unequal treatment of a person for reasons that have nothing to do with legal rights or their abilities

c. Cultural diversity – The existence of a variety of cultural or ethnic groups within a society

2. Impact of having cultural awareness:

a. Assists in effective communication

b. Reduces potential claims of discrimination

c. Increases awareness of subcultures present within the institutional setting

d. Assists in bridging generational gaps

e. Conflict resolution

f. Language barriers

Performance Outcome 1.3

Identify department approved behavior management programs.

Training Objectives Related to 1.3

Written Exercise:

1. Identify components of an approved behavior management program.

2. Identify principles and methods used to help and/or assist an inmate to adopt pro-social behavior.

3. Identify techniques and procedures to address and correct an inmate's behavior.

Criteria: The student shall be tested on the following:

1.3.1. Identify components of an approved behavior management programs program.

1.3.2. Identify techniques and procedures employed to help and/or assist pro-social positive behavior.

1.3.3. Identify procedures and techniques to address and correct behavior.

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

1. Approved behavior management programs are evidence based, skill focused, and replace antisocial behavior with pro-social skills

2. Utilization of techniques that promote pro-social positive behavior

a. Staff modeling

b. Inmate role-play

c. Guided practice with coaching

d. Weighing choices and consequences

e. Problem solving

Performance Outcome 1.4

Identify procedures associated with inmate discipline processes.

Training Objectives related to 1.4

Written Exercise:

1. Identify inmate behaviors that may be cause to initiate the inmate disciplinary process.

2. Identify the levels of chargeable offenses.

3. Write a simulated institutional charge.

4. Identify disciplinary penalties.

Criteria: The student shall be tested on the following:

1.4.1. Identify inmate behaviors that may initiate the discipline process.

1.4.2. Identify the Code of Offenses.

1.4.3. Write an institutional charge utilizing proper language and grammar.

1.4.4. Identify available disciplinary penalties based upon severity of infraction.

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

1. All defined terms outlined in the current Departmental inmate disciplinary procedure

2. Disciplinary hearing - An administrative due process proceeding where evidence is presented and a determination of guilt or innocence of the alleged offense is decided

3. Hearing officer's role and responsibilities including rules associated with selection of a facility hearings officer

4. Training requirements for all employees of the Department and availability of the disciplinary procedure to staff and the inmate population

a. The entire current Code of Offenses and explanation of offense categories

b. The entire currently authorized disciplinary penalties and level of severity

c. In the event that the offense committed by the inmate is cause for criminal charges, the disciplinary process is postponed until after criminal proceedings are concluded

Performance Outcome 1.5

Reduce or eliminate inmate's inappropriate or problematic behavior and address inmate safety through bed and cell assignments.

Training Objectives Related to 1.5

Written Exercise:

1. Define "restrictive housing" as described in § 53.1-39.1 of the Code of Virginia.

2. Identify the purpose and necessity of restrictive housing.

Criteria: The student shall be tested on the following:

1.5.1. Define restrictive housing in accordance with § 53.1-39.1 of the Code of Virginia.

1.5.2. Identify the purpose of restrictive housing.

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

1. § 53.1.-39.1 of the Code of Virginia defines restrictive housing in the following manner: Special-purpose bed assignments operated under maximum security regulations and procedures, and utilized under proper administrative process, for the personal protection or custodial management of inmates

2. Restrictive housing exists in order to accomplish the following goals:

a. Protect staff and inmates from harm, or from the threat of harm

b. To protect evidence or prevent collusion while conducting in investigation

c. Inmate behavior management

Performance Outcome 1.6

Identify gangs, definitions, statutes, statistics, and related gang management procedures.

Training Objectives Related to 1.6

Written Exercise:

1. Identify indicators of inmate gang activities, and gang management procedures, and gang statutes.

2. Demonstrate documentation and reporting procedures.

Criteria: The student shall be tested on the following:

1.6.1. Identify indicators of inmate gangs and gang activity.

1.6.2. Identify state gang statutes.

1.6.3. Identify ~~prohibited~~ gang-related behavior.

1.6.4. Demonstrate documentation and reporting procedures.

1.6.5. Identify gang management procedures.

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

1. Identify inmate gangs and gang indicators

a. Awareness

b. Activity

2. Identify gang statutes and procedures

a. Gang identification

b. Documentation

c. § 18.2-46.1 of the Code of Virginia

(i). Definitions

(ii). Statutes

(iii). Statistics

(1). National

(2). State

(3). Local

(iv). Acts of Violence, § 18.2-46.1

(v). Prohibited criminal street gang participation, § 18.2-46.2

(vi). Role of the Gang Management Unit

Performance Outcome 1.7

Provide security and supervision for inmates who are identified as having special needs and/or classifications.

Training Objectives Related to 1.7

Written Exercise:

1. Identify procedures designed to manage inmates identified with special needs status and/or classifications.

Criteria: The student shall be tested on the following:

1.7.1. Identify guidelines for management of and provision of reasonable accommodations for inmates.

1.7.2. Identify medical and/or mental health programs available to inmates.

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

1. Guidelines for management of and provision of reasonable accommodations for inmates

- a. Special housing, facilities and/or units
- b. Restraints
- c. Accommodations
- d. Security risks
- e. Activity restrictions

Performance Outcome 1.8

Identify inmate employment opportunities within the correctional setting.

Training Objectives Related to 1.8

Written Exercise:

- 1. Identify common inmate employment opportunities available at correctional facilities that impact internal facility operations.**
- 2. Identify inmate employment opportunities available at correctional facilities that exist to provide a service to parties that are not directly related internal facility operations,**
- 3. Identify benefits inmate work programs have on inmate populations.**

Criteria: The student shall be tested on the following:

1.8.1. Identify employment opportunities available within facilities that directly affect facility operations.

1.8.2. Identify employment opportunities available that exist to provide a service to an external customer.

1.8.3. Identify the proven benefits work programs have on inmate populations.

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

1. Employment opportunities available within facilities that directly affect facility operations

a. Janitorial services – Primarily supervised by Corrections Officers in housing units; May be supervised by others dependent upon work location

b. Food service – Primarily supervised by food service employees with oversight from security staff

(i). Some facilities may operate culinary programs where the inmate also receives significant training while employed

c. Commissary

d. Grounds and lawn care (this may be internal or external to secure the perimeter of facilities)

e. Library workers and teachers' aides

f. Internal maintenance workers

2. Employment opportunities available that exist to provide a service to an external customer

a. Agribusiness

b. Industrial shops

c. Work release

3. Proven benefits that work programs have on inmate populations

a. General job skills

b. Communication skills

c. Proficiency in specific trades

d. Financial independence

e. Self-esteem

Performance Outcome 1.9

Identify abnormal behavior.

Training Objectives Related to 1.9

Written Exercise:

1. Define normal behavior in the context of an individual's mental health.

2. Identify abnormal behavior in the context of an individual's mental health.

3. Demonstrate the expectations for observation, actions, reporting and documentation.

Criteria: The student shall be tested on the following:

1.9.1. Define normal behavior in the context of an individual's mental health.

1.9.2. Identify behavior that is considered to be abnormal, in the context of an individual's mental health.

1.9.3. Demonstrate the expectations for observation, actions, reporting and documentation.

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

1. Types of behavior

a. Normal behavior

b. Abnormal behavior

2. Use of OARD to report and manage suspected abnormal behavior:

a. Observe

b. Act

c. Report

d. Document

Performance Outcome 1.10

Identify high-risk behavior.

Training Objectives Related to 1.10

Written Exercise:

1. Identify behaviors that are considered high-risk.

2. Identify notification and reporting procedures when high-risk behavior is observed.

3. Identify the importance of maintaining a professional demeanor.

Criteria: The student shall be tested on the following:

1.10.1. Identify behaviors that are considered high-risk.

1.10.2. Identify who must be notified when high-risk behavior is observed.

1.10.3. Identify the importance of maintaining professional demeanor.

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

1. High risk behaviors

2. Notification process

3. Characteristics of professional demeanor

Performance Outcome 1.11

Identify suicide prevention and intervention strategies.

Training Objectives relating to 1.11

Written Exercise:

1. Identify suicide and suicidal ideation.

2. Identify reasons a person may contemplate suicide.

3. Identify high-risk times, warning signs and response to a suicide risk.

Criteria: The student shall be tested on the following:

1.11.1. Identify suicide and suicidal ideation.

1.11.2. Identify reasons why a person may contemplate suicide.

1.11.3. Identify reasons why someone incarcerated might contemplate or attempt suicide.

1.11.4. Identify high-risk times for suicidality.

1.11.5. Identify warning signs for suicide.

1.11.6. Identify procedures for responding to suicide risk.

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

1. Suicide prevention and intervention strategies

a. What is suicide and suicidal ideation?

b. Reason a person may contemplate or attempt suicide

(i). Inmates

(ii). Persons other than inmates

c. High-risk periods for suicidality

d. Warning signs for suicide

e. Procedures for responding to suicide risk

Performance Outcome 1.12

Identify procedures for managing abnormal behavior.

Training Objectives relating to 1.12

Written Exercise:

- 1. Identify behavior that can impact the outcome of a high-risk situation.**
- 2. Identify the roles of corrections employees during a high-risk situation.**
- 3. Identify strategies for interacting with inmates with:**
 - a. Low intellectual functioning**
 - b. Poor comprehension skills**

Criteria: The student shall be tested on the following:

- 1.12.1. Identify officer actions and behavior that can de-escalate a high-risk situation.**
- 1.12.2. Identify officer actions and behavior that can escalate a high-risk situation.**
- 1.12.3. Identify the role of the corrections officer during a high-risk situation.**
- 1.12.4. Identify strategies for interacting with inmates with low intellectual functioning.**
- 1.12.5. Identify elements of trauma informed interactions.**

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

- 1. Methods to de-escalate a potentially high-risk situation**
- 2. Roles and responsibilities of:**
 - a. Corrections officer**

b. Crisis intervention trained staff

c. Mental health staff

d. Medical staff

3. Strategies for interacting with inmates with:

a. Low intellectual functioning

b. Poor comprehension skills

4. Trauma-informed interactions

a. Respect

b. Information

c. Safety

d. Choice

Category 2 – Communications

Performance Outcome 2.1

Utilize effective interpersonal verbal and non-verbal communication skills consistently.

Training Objectives Relating to 2.1

Practical Exercise:

1. Demonstrate effective interpersonal verbal and non-verbal communication skills.

Criteria: The student shall be tested on the following:

2.1.1. Demonstrate effective and ~~non-effective~~ interpersonal communications skills.

2.1.2. Communicate with individuals who have possible communication barriers.

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

1. Possible communication barriers

a. Intellectual challenges

b. Language barriers

c. Hearing impairment

Performance Outcome 2.2

Demonstrate reporting and documentation procedures.

Training Objectives Relating to 2.2

Practical Exercise:

1. Demonstrate reporting and documentation procedures.

Written Exercise:

2. Identify factors to consider when obtaining and providing information relating to an incident.

Criteria: The student shall be tested on the following:

2.2.1. Identify procedures to obtain and/or provide information.

2.2.2. Identify reporting and documentation procedures.

2.2.3. Demonstrate report preparation and procedures.

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

1. Obtain and/or provide information relating to an incident(s)

- a. Who
- b. What
- c. Where
- d. When
- e. Why
- f. How
- g. Timely notification
- h. Notify chain of command

2. Utilization of the 6 Cs of communication

- a. Clear
- b. Concise
- c. Complete
- d. Chronological
- e. Correct
- f. Confidential

3. Reporting and documentation procedures for routine events

a. Appropriate use of various logbooks, (i.e., post logs, key logs, etc.)

b. Shift change reporting

(i). Any changes in status of post since previous shift change

(ii). Significant or noteworthy events that have occurred

(iii). Maintenance issues

(iv). Inventory issues

(v). Known upcoming events that are relevant to post

c. Post inventories and discrepancy reporting

(i). Proper utilization of established documentation for conducting post inventories

(ii). Appropriate reporting of inventories through the chain of command

(1). Standard reporting

(2). Discrepancy reporting

4. Elements of inmate behavior related incidents

a. Date, location, time

b. Description of details of incident

c. Victims involved in event

d. Inmate identifying information

e. Injuries sustained by inmates or staff

f. Actions taken by inmates

g. Response of staff to incident

h. Current status of involved parties, (i.e., have inmates involved been separated, has medical care been administered)

i. Information relating to supervisory involvement, (i.e., did reporting officer notify chain of command and what as the response)

j. Disciplinary charges administered

5. Elements of non-inmate behavior related incidents, (i.e., accident, injury, staff issues, and significant facility infrastructure issues)

a. Date, location, time

b. Description of details of incident

c. Inmates and staff involved

d. Injuries sustained by inmates or staff

e. Actions taken by inmates and staff

f. Response of staff to incident

g. Current status of involved parties, (i.e., has medical care been administered?)

h. Information relating to supervisory involvement, (i.e., did reporting officer notify chain of command and what was the response?)

i. Current status of situation, (i.e., at the time of the report has the situation been resolved, or is it still ongoing?)

Performance Outcome 2.3

Compile and complete all forms, log entries, and inventories ~~in a comprehensible and precise layout.~~

Training Objectives Related to 2.3

Practical Exercise:

1. Complete forms, inventories, and log entries.

Criteria: The student shall be tested on the following:

2.3.1. Demonstrate writing various types of log entries.

2.3.2. Demonstrate completion of forms.

2.3.3. Demonstrate inventory procedures.

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

1. Types of log entries

a. Log entries that are specific to certain posts, (i.e., housing units, roving patrol, food service, education areas, work areas, etc.)

b. Emergency situations and evacuations

c. PREA compliance

d. Counts

e. Significant events

f. Routine events

2. Various forms utilized in the performance of duties

a. Department level

(i). Evidence custody report

(ii). Restrictive or special housing individual log

(iii). Key inventory

(iv). Gang observation report

(v). Confiscation of property

(vi). Shakedown reports

(vii). Special watch log

b. Facility level

(i). Count sheets

(ii). Security equipment inventory

(iii). Post inventory

3. Procedures associated with inventory of specific item types:

a. Tools

b. Keys

c. Medical equipment

d. Security equipment

Performance Outcome 2.4

Use a communication device properly.

Training Objectives Related to 2.4

Practical Exercise:

1. Demonstrate the relay of a verbal message.
2. Demonstrate the use of a portable or mobile radio.
3. Demonstrate the use of plain talk.

Criteria: The student shall be tested on the following:

2.4.1. Relay a verbal message.

2.4.2. Demonstrate radio communication.

2.4.3. Demonstrate telephonic communication.

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

1. Types of verbal and written communiqués and/or messaging
2. Use of telephone, portable and/or mobile radio use and controls

Performance Outcome 2.5

Identify different levels of understanding and language barriers.

Training Objectives Relating to 2.5

Written Exercise:

1. Identify procedures and techniques to communicate with inmates with different levels of understanding and language barriers.

Criteria: The student shall be tested on the following:

2.5.1. Identify communication skills with awareness of the different levels of understanding, language barriers, and conveyance.

2.5.2. Identify legal protections for inmates who are not proficient in English.

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

Category 3 – Safety

Performance Outcome 3.1

Identify approved restraints and demonstrate restraining procedures.

Training Objectives Related to 3.1

Practical Exercise:

1. Demonstrate safe and effective restraining procedures.

Written Exercise:

2. Identify approved restraints and their nomenclature.

3. Define positional asphyxia.

Criteria: The student shall be tested on the following:

3.1.1. Identify safe and effective restraining procedures.

3.1.2. Apply restraints in standing, kneeling, and prone positions.

3.1.3. Identify all department-approved restraining devices.

3.1.4. Identify restraint nomenclature.

3.1.5. Define positional asphyxia.

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

1. Safe and effective application of restraints of compliant inmates

2. Safe and effective application of restraints on a non-compliant inmate

a. Standing

b. Kneeling

c. Prone

3. Definition of positional asphyxia

a. Also known as postural asphyxia, positional asphyxia is a form of asphyxia which occurs when someone's position prevents the person from breathing adequately

b. Primary medical dangers associated with positional asphyxia

c. Primary medical dangers associated with the sudden restraint of a violent inmate

Performance Outcome 3.2

Identify drugs and indicators of drug use within the prison setting.

Training Objectives Related to 3.2

Written Exercise:

1. Identify commonly abused drugs within a prison setting.
2. Identify indicators of potential drug use by inmates.

Criteria: The student shall be tested on the following:

- 3.2.1. Identify indicators that an inmate(s), visitor, and/or staff has possession of drug contraband.
- 3.2.2. Identify narcotics and other controlled abused substances.
- 3.2.3. Identify inhalants and over-the-counter drugs.
- 3.2.4. Identify ~~of~~ other illegal drugs or substances.
- 3.2.5. Identify common signs of intoxication and drug use.

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

1. Indicators of possible possession of drug contraband:
 - a. Drug use in the institution
 - b. Drug use and abuse by user
 - c. Narcotics and other controlled or abused substances, tobacco, or alcohol products
 - (i). Appearance

- (ii). Effect
- (iii). Behaviors
- (iv). Description
- (v). Odor
- (vi). Slang/street names
- (vii). Methods of introduction
- (viii). Dependency
- (ix). Signs and symptoms

Performance Outcome 3.3

Identify improvised weapons within the prison environment.

Training Objectives Related to 3.3

Written Exercise:

1. Identify methods of creation and materials used to create improvised weapons.
2. Identify procedures for removing, preserving, protecting, and properly documenting discovered weapons and weapon-making materials.

Criteria: The student shall be tested on the following:

- 3.3.1. Identify methods and materials to create improvised weapons.
- 3.3.2. Identify procedures related to the discovery of improvised weapons.
- ~~3.3.3. Identify safety techniques to safe guard staff, visitors, and inmates.~~

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

1. Improvised weapons created within the facility are made from commonly found materials including metal bars, hard plastics, paper, and other readily accessible items
2. Any weapon discovered inside the institutional setting should generally be considered evidence and treated according to established evidence collection procedures
3. Inmates create and procure weapons for a multitude of reasons including, self-defense, intimidation, staff assault, gang activity, etc.

Performance Outcome 3.4

Conduct transportation of inmates.

Training Objectives Related to 3.4

Practical Exercise:

1. Given a practical exercise, demonstrate the safe loading and unloading of inmates into transportation vehicles.

Written Exercise:

2. Identify procedures related to inmate transportation.
3. Identify procedures to transport an ill or injured inmate.
4. Identify emergency transportation procedures.

Criteria: The student shall be tested on the following:

3.4.1. Identify administrative procedures associated with inmate transportation.

3.4.2. Identify different types of transportation.

3.4.3. Identify transportation restraining procedures.

3.4.4. Demonstrate inmate vehicle loading and unloading procedures.

3.4.5. Identify procedures related to transportation of ill, injured, or disabled inmates.

3.4.6. Identify procedures related to emergency transportation.

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

1. Transportation procedures:

a. Notification and identification of inmate for transportation

b. Documentation required for various types of transportation, (i.e., gate pass, medical records, court documents, etc.)

c. Application of appropriate restraints

(i). Handcuffs

(ii). Handcuff cover

(iii). Waist chain

(iv). Leg irons

(v). Electronic control devices

d. Vehicle preparation and inspection

e. Other materials that may be required for transportation

(i). Communication devices

(ii). Additional restraints

(iii). Post orders and log book procedures during transportation

f. Communication requirements

g. Route planning

h. Traffic law and rules during inmate transportation

(i). Traditional

(ii). Emergency

i. Planned stops or breaks during inmate transportation

2. Types of transportation

a. Traditional transportation

(i). Medical

(ii). Bereavement

(iii). Court

(iv). Transfer to other facilities

(v). Release

b. Transportation of ill, injured, or disabled inmates

(i). Universal precautions

(ii). Ambulatory, (i.e., amputee)

(iii). Non-ambulatory, (i.e., wheelchair)

(iv). Pregnant

c. Emergency transportation

(i). Ambulance procedures

(ii). Other emergency vehicle transportation, (i.e., aircraft)

3. Loading and unloading procedures

a. Weapon awareness

b. Duties of controlling officer

c. Duties of covering officer

d. Inmate safety belt requirements

Performance Outcome 3.5

Inventory and control all tools and equipment.

Training Objectives Related to 3.5

Written Exercise:

- 1. Identify** procedures for managing the inventory and control of all tools and equipment; to include security, recreational, and maintenance.
- 2. Identify** safety rules and maintenance procedures when using assigned tools and power equipment.
- 3. Identify the classification of tools.**

Criteria: The student shall be tested on the following:

3.5.1. Identify accountability and control of all tools and equipment.

3.5.2. Identify safety rules and procedures.

3.5.3. Identify maintenance procedures.

3.5.4. Identify identification, documentation, and reporting procedures.

3.5.5. Identify tool classification.

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

Performance Outcome 3.6

Inventory and control medical equipment and supplies.

Training Objective Related to 3.6

Written Exercise:

1. Identify procedures governing the inventory, control and disposal of medical equipment and supplies ~~and disposal~~.

Criteria: The student shall be tested on the following:

3.6.1. Identify control procedures for medical equipment.

3.6.2. Identify disposal procedures for medical equipment and supplies.

3.6.3. Identify inventory procedures.

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

Performance Outcome 3.7

Inventory and control keys and locking devices.

Training Objectives Related 3.7

Written Exercise:

- 1. Identify types/classifications of keys.**
- 2. Identify locations and procedures for issuing keys.**
- 3. Identify procedures for personal accountability and control of keys.**
- 4. Identify procedures for managing the inventory of keys.**

Criteria: The student shall be tested on the following:

- 3.7.1. Identify types/classifications of keys.**
- 3.7.2. Identify locations/procedures for issuing keys.**
- 3.7.3. Identify procedures for personal accountability and control of keys.**
- 3.7.4. Identify procedures for managing the inventory and control of keys.**

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

- 1. Types and classification of keys**
 - a. General keys**
 - b. Security keys**
 - c. Emergency keys**
 - d. Master keys**

e. Pattern keys

f. Personal keys

2. Procedures for issuance of various keys

a. Chit system (Certified Hanging Identification Tag)

b. Security Keys

c. General Keys

d. Electric key control/distribution system

3. Accountability and control of keys

a. Personal accountability and control measures

b. Restrictions on possession of certain keys in specific areas

c. Reporting lost, stolen or damaged keys

d. Key rotation

Performance Outcome 3.8

Move inmates within the facility.

Training Objective Related to 3.8

Written Exercise:

1. Identify movement procedures within the facility.

Criteria: The student shall be tested on the following:

3.8.1. Identify movement procedures within facility.

3.8.2. Identify security and safety procedures.

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

1. Procedures for different types of inmate movement within a facility

a. Master pass list

b. Trip pass

c. Other movements, (i.e., recreation, meals)

2. Security and safety procedures

a. Control movement

b. Perimeter and area security

Performance Outcome 3.9

Separate, contain, and manage two or more persons engaged in a physical altercation.

Training Objective Related to 3.9

Practical Exercise:

1. Demonstrate approved techniques for separating, containing, and managing two or more inmates persons engaged in a physical altercation.

Written Exercise:

2. Identify the procedures subsequent to a use of force incident.

Criteria: The student shall be tested on the following:

3.9.1. Evaluate the situation.

3.9.2. Use of verbal intervention.

3.9.3. Use of appropriate level of force.

3.9.4. Use ~~and identification~~ of safety procedures.

3.9.5. Identify medical follow-up procedures.

3.9.6. Identify reporting and documentation procedures.

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

1. How to evaluate the situation

2. Intervention steps:

a. Intervene verbally using communications skills and voice commands

b. Ascertain the reason(s) for the altercation

c. Use of de-escalation techniques to restore order

3. Appropriate level of force when verbal intervention fails

4. Safety procedures

a. Monitor activities

(i). Individual

(ii). Group

b. Observe and assess the inmate's/visitor's/person's propensity toward violence

c. Determine presence of weapon(s)

d. Intervention

(i). De-escalation

(ii). Control techniques

(iii). Restore order

5. Medical follow-up procedures-

6. Reporting procedures-

Performance Outcome 3.10

Control physically attacking individuals.

Training Objectives Related to 3.10

Practical Exercise:

1. Demonstrate techniques for defense against a physically attacking individuals and gain control of the attackers.

Criteria: The student shall be tested on the following:

3.10.1. Demonstrate countermeasures designed to deflect attackers.

3.10.2. Demonstrate application of control techniques.

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

and the additional information below.

1. Defensive strategy designed to protect the vulnerable areas

2. Counter-measures designed to deflect ~~aggressor~~ attackers for de-escalation

4. 3. Application of control techniques

4. Disengaging from attackers

Performance Outcome 3.11

Control a non-compliant subject.

Training Objectives Related to 3.11

Practical Exercise:

1. Identify a non-compliant subject.
2. Demonstrate safe contact and control techniques.

Criteria: The student shall be tested on the following:

3.11.1 Identify non-compliant subject.

3.11.2. Demonstrate safe contact and control techniques.

3.11.3. Demonstrate techniques to move a non-compliant subject from a standing to prone position.

3.11.4. Demonstrate techniques to move a non-compliant subject from a prone to standing position.

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

1. A non-compliant subject is an individual who displays the following actions:
 - a. Failure to respond or comply with verbal commands

- b. Failure to comply with established procedures
- 2. Determine the appropriate response based on the non-compliant subject's actions
- 3. Safe contact and control techniques
 - a. Escorts
 - b. Control holds
 - c. Take-downs

Performance Outcome 3.12

Disarm an armed inmate.

Training Objectives Related to 3.12

Practical Exercise:

1. Demonstrate techniques for disarming an armed inmate.

Written Exercise:

2. Identify factors to be considered when making a disarming attempt.

Criteria: The student shall be tested on the following:

3.12.1. Identify factors to consider when assessing whether to disarm an aggressor.

3.12.2. Demonstrate the ~~procedures and~~ techniques used to disarm an inmate.

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

1. Factors to consider when making a disarming attempt

- a. Distance/cover
- b. Type of weapon
- c. Obstacles
- d. Life or personal safety

Performance Outcome 3.13

Identify chemical agents and other less lethal force options.

Training Objective Related to 3.13

Practical Exercise:

- 1. Demonstrate techniques for deploying chemical agents.
- 2. Demonstrate personal decontamination techniques.

Written Exercise:

- 3. Identify chemical agents, aerosol sprays, less lethal munitions and pyrotechnics.
- 4. Identify first-aid and decontamination procedures.

Criteria: The student shall be tested on the following:

- 3.13.1. Demonstrate the techniques for deploying chemical agents.
- 3.13.2. Identify chemical agents, aerosol sprays, less lethal munitions and pyrotechnics.
- 3.13.3. Identify first aid and decontamination procedures.

3.13.4. Demonstrate personal decontamination techniques.

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

1. Identify types of chemical agents, and methods of deployment

a. Aerosol sprays

b. Pyrotechnics

c. Projectile

2. Identify the effects of chemical agents

a. Psychological

b. Physiological

3. Identify the correct first aid or aftercare to use when contaminated with chemical agents

4. Identify methods of structural decontamination of chemical

Performance Outcome 3.14

Disperse or control an unauthorized assembly.

Training Objective Related to 3.14

Practical Exercise:

1. Demonstrate disturbance control techniques in a team environment.

Written Exercise:

2. Identify warning signs of a potential unauthorized assembly.

Criteria: The student shall be tested on the following:

3.14.1. Identify warning signs of a potential unauthorized assembly.

3.14.2. Demonstrate safety and security procedures.

3.14.3. Demonstrate communication skills and voice commands.

3.14.4. Demonstrate controls and movement.

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

and the additional information below.

1. Warning signs of a potential unauthorized assembly

a. Sudden increase in inmate unauthorized activity

b. Sudden decrease other inmate activities, (i.e., going to meals, recreation, etc.)

c. Storing of excess property, (i.e., food items, clothing, etc.)

d. Increase in contraband

2. Safety and security procedures

a. Awareness of surroundings

(i). Exits

(ii). Movement corridors

(iii). Choke points

(iv). Areas to avoid, (i.e., enclosed spaces, corners, etc.)

b. Access control

c. Improvised and traditional weapons that can be used by inmate groups

3. Communication skills and voice commands

a. Radio communications during a disturbance or other emergency

b. Voice commands used during disturbance control efforts

4. Disturbance control movement procedures

a. Disturbance control team structure

b. Disturbance control formations

5. Disturbance control principles

a. Initial contact with group

b. Identify group leaders

c. Ascertain reasons for disturbance

d. De-escalation

e. Control and containment

f. Post-disturbance actions

Performance Outcome 3.15

Identify considerations for the necessary and appropriate use of force.

Training Objectives Related to 3.15

Written Exercise:

1. Identify factors that affect the use of force.

2. Identify factors that affect the use of lethal force.

Criteria: The student shall be tested on the following:

3.15.1. Identify the definition of less lethal force.

3.15.2. Identify the definition of lethal force.

3.15.3. Identify the definition of excessive force.

3.15.4. Identify subject actions that must be present in order for force to be justified.

3.15.5. Identify situations in which force may be justified.

3.15.6. Identify recording and reporting requirements associated with use of force.

3.15.7. Identify appropriate levels of justified force based upon subject's actions.

3.15.8. Identify procedures associated with cell extractions of inmates.

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

1. Definitions:

a. Less Lethal Force – Any use of a weapon or other device/technique which when used according to the manufacturer's design and recommendations and in accord with the employee's training, is likely to produce no injury or "less than serious injuries"

b. Lethal Force – Any use of force that is likely to cause serious bodily harm or death

c. Excessive Force – The amount of force that is beyond what is reasonably required to prevent harm or to control a particular situation or that is not justified by the circumstances

2. Subject actions that must be present in order to utilize force

a. Intent

b. Opportunity

c. Capability

3. Situations in which force may be justified

a. Less Lethal

(i). Self-defense and defense of others

(ii). Prevention of suicide

(iii). Prevent the taking of hostages

(iv). Prevent an escape

(v). Quell a rebellion or riot

(vi). Prevention of property damage

(vii). Compel an inmate to comply with direct orders when no quick or immediate alternative method is effective or appropriate

b. Lethal

(i). To prevent death or serious physical injury

(ii). Prevent the taking of hostages

(iii). Prevent an escape

(iv). Quell a rebellion or riot

(v). Prevent major destruction of a state building

4. Recording and reporting requirements for use of force

a. Video recording when appropriate, (i.e., cell extraction, disturbance control, closed circuit systems, etc.)

b. Incident reporting requirements

5. Amount of authorized force based upon subject actions

a. Non-force methods of control

b. Defensive tactics and control techniques

c. Restraints

d. Less-lethal weapons and munitions

e. Electronic immobilization devices

f. Chemical agents

g. Lethal force

6. Cell extractions

a. Recording requirements

b. Specialized equipment

c. Personnel requirements

d. Specialized teams and training

Performance Outcome 3.16

Identify sudden stress and its effects.

Training Objective Related to 3.16

Written Exercise:

1. Identify the psychological and physiological effects of sudden stress when threatened with danger.

Criteria: The student shall be tested on the following:

3.16.1. Identify psychological and physiological effects of stress when threatened with danger.

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

Performance Outcome 3.17

Demonstrate weapon retention techniques.

Training Objectives to 3.17

Practical Exercise:

1. Demonstrate control techniques to maintain possession of agency assigned duty firearms and equipment.

Criteria: The student shall be tested on the following:

3.17.1. Demonstrate situational awareness.

3.17.2. Demonstrate techniques to maintain possession of assigned duty firearm against physically attacking inmate(s).

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

Category 4 – Emergency Response

Performance Outcome 4.1

Identify emergency situations that may be encountered in the prison environment.

Training Objective Related to 4.1

Written Exercise:

1. Identify types of emergencies that may affect prison operations.
2. Identify potential responses to emergency situations based upon severity of the event.

Criteria: The student shall be tested on the following:

4.1.1. Identify types of emergencies that may affect prison operations.

4.1.2. Identify ~~and~~ levels of severity for natural and human-made emergencies.

4.1.3. Identify response and management procedures.

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

1. Natural emergencies include any natural event that may impact the ability of a prison facility to maintain normal operations; Examples relevant to location of each type should be included in lesson plans based upon historical geographical information:

- a. Geological
- b. Hydrological
- c. Meteorological
- d. Fire

2. Human-made emergencies may include any event that is created solely by the activity of a person or persons that has the ability to affect the normal operation of a prison

- a. Terrorism
- b. Nuclear incidents
- c. Chemical spills or contamination
- d. Industrial accidents

3. Severity of emergency event will dictate type of response based upon size of area or total number of persons affected by event

- a. Isolated event
- b. Local event
- c. Regional event

d. Statewide event

e. National event

4. Response to emergencies are outlined in Emergency Operations Procedures which are maintained at all Commonwealth facilities

Performance Outcome 4.2

Identify hostage situational awareness and survival principles.

Training Objectives Related to 4.2

Written Exercise:

1. Identify information to obtain during a hostage situation.

2. Identify survival principles.

3. Identify security and safety procedures and techniques.

4. Identify notification procedures.

Criteria: The student shall be tested on the following:

4.2.1. Identify information to obtain during a hostage situation.

4.2.2. Identify survival principles.

4.2.3. Identify security and safety procedures and techniques.

4.2.4. Identify notification procedures.

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

1. Identify information to obtain

- a. Location
- b. Number of hostage takers
- c. Number of hostages
- d. Physical descriptions
- e. Known weapons
- f. Any other pertinent information

2. Identify survival principles

- a. Prepare yourself to be a hostage for an extended period of time
- b. Recognize and accept the role of a hostage
- c. Do not increase stress to the hostage taker
- d. Do not confirm identity, if known

Performance Outcome 4.3

Participate in emergency drills and exercises.

Training Objectives Related to 4.3

Practical Exercise:

- 1. Participate in a simulated emergency drill.

Criteria: The student shall be tested on the following:

- 4.3.1. Identify emergency drills and exercises.

4.3.2. Demonstrate duties and responsibilities during emergency drills and exercises.

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

Performance Outcome 4.4

Identify and demonstrate first aid and CPR skills.

Training Objective Related to 4.4

Practical Exercise:

1. Successfully complete a first aid course.
2. Successfully complete a CPR course.

Criteria: The student shall be tested on the following:

- 4.4.1. Identify and demonstrate first aid techniques
- 4.4.2. Identify and demonstrate CPR techniques

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

Performance Outcome 4.5

Complete incident management training.

Training Objectives Related to 4.5

Practical Exercise:

1. Successfully complete FEMA IS-700 National Incident Management (NIMS)

Introductory training

2. Successfully complete ICS 100 Introductory training.

Criteria: The student shall be tested on the following:

4.5.1. Identify and complete IS-700 NIMS Introductory training course.

4.5.2. Identify and complete ICS 100 Introductory training course.

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

Performance Outcome 4.6

Identify terrorism and weapons of mass destruction in the workplace.

Training Objectives related to 4.6

Written Exercise:

1. Identify the definition of terrorism and weapons of mass destruction.

2. Identify warning signs of potential terrorist acts and response to suspected terrorist activity.

Criteria: The student shall be tested on the following:

4.6.1. Identify the definition of terrorism.

4.6.2. Identify the definition of a weapon of mass destruction.

4.6.3. Identify suspicious activity that may be related to terrorism.

4.6.4. Identify reporting procedures for suspected terrorist activity.

4.6.5. Identify actions associated with response to terrorist activity.

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

1. Definitions:

a. Terrorism – A violent act or an act dangerous to human life, in violation of the criminal laws of the United States or any segment to intimidate or coerce a government, the civilian population or any segment thereof, in furtherance of political or social objectives

b. Weapon of Mass Destruction – A weapon of mass destruction is any device that is designed or intended to cause mass destruction and/or death

2. Suspicious activity that may be associated with terrorism

a. Surveillance of people or buildings

b. Elicitation

c. Tests of security

d. Acquisition of supplies

e. People who don't seem to belong

f. Dry run/trial run

g. Deploying assets

3. Suspicious vehicles

a. Vehicles carrying camera equipment

b. Tinted windows and altered frames or body panels

c. Abandoned vehicles

4. Suspicious objects

a. Packages with no return address

b. Odd smells

c. Leakage or seepage

d. Strange sounds

e. Protruding wires

f. Excessive postage on packages

5. Reporting Terrorism

a. If you see something, say something, and write a report:

(i). What happened?

(ii). Where did it happen?

(iii). When did it happen?

(iv). Who else was present?

(v). What were your actions?

6. Response and reaction to terrorist activity

a. Time – limit exposure time to hazardous area

b. Distance – create distance between yourself and hazardous area

c. Shielding – place obstacles between you and hazardous area

Performance Outcome 4.7

Respond to an escaped inmate.

Training Objectives Relating to 4.7

Practical Exercise:

1. Describe inmate(s) to other staff members and professionals.

Written Exercise:

2. Identify the security procedures related to an escaped inmate.

Criteria: The student shall be tested on the following:

4.7.1. Identify an inmate's physical characteristics.

4.7.2. Identify public safety considerations and precautions.

4.7.3. Identify security procedures.

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

1. Description of escaped inmate

a. Physical characteristics from the top down

b. Apparel and/or clothing

c. Mode of travel (if known)

2. Identify reason for look out

3. Identify staff, inmate(s) and public safety considerations and precautions

4. Identify security and safety procedures

- a. Secure the area
- b. Account for staff and inmates
- c. Notification of appropriate personnel and agencies

Performance Outcome 4.8

Identify active shooter response for corrections employees.

Training Objectives Related to 4.8

Written Exercise:

1. Identify actions to take when confronted with an active shooter.
2. Identify workplace violence indicators.
3. Identify actions to prevent and prepare for active shooter incidents.

Criteria: The student shall be tested on the following:

- 4.8.1. Identify the definition of an active shooter.
- 4.8.2. Identify the recommended actions to take when confronted with an active shooter.
- 4.8.3. Identify indicators of workplace violence.
- 4.8.4. Identify actions to prevent or prepare an active shooter event.

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

1. Definition of Active Shooter – An individual actively engaged in killing or attempting to kill people in a confined space or other populated area; In most cases, active shooters use firearms and there is no pattern or method to their selection of victims

2. Actions to take when confronted with an active shooter

a. Run

b. Hide

c. Fight

d. Due to the nature of the corrections officer's job duties, and the potential that a corrections officer may be armed when confronted with an active shooter, the expected response may be different from that of an unarmed citizen; Regardless, it must be remembered that the primary duties of a Corrections Officer revolve around the safety and security of inmates

3. Indicators of workplace violence

a. Employees or former employees typically do not become violent unexpectedly

b. Disgruntled visitors who display signs of violence

c. Justice involved persons who may be angry with treatment while incarcerated

4. Actions to prevent or prepare for an active shooter event

a. Development of Emergency Operations Plans

b. Training exercises and practice

c. Situational Awareness

Category 5 – Conflict and Crisis Management

Performance Outcome 5.1

Identify conflict management and crisis intervention procedures.

Training Objectives Related to 5.1

Written Exercise:

- 1. Identify** the factors that contribute to a conflict and/or crisis.
- 2. Identify** conflict management and crisis intervention techniques.

Criteria: The student shall be tested on the following:

5.1.1. Identify the factors that contribute to a conflict and/or crisis.

5.1.2. Identify conflict management techniques.

5.1.2.1. Negotiation

5.1.2.2. Mediation

5.1.2.3. Arbitration

5.1.3. Identify prevention and intervention procedures.

5.1.4. Identify referral services and assistance.

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

Category 6 – Law and Legal Issues

Performance Outcome 6.1

Identify federal and state laws concerned with the protection of inmates' civil rights that affect a corrections officer in the performance of their duty.

Training Objectives Related to 6.1

Written Exercise:

1. Identify portions of the United States Code applicable to a corrections officer.
2. Identify other federal laws that are applicable to a corrections officer.

Criteria: The student shall be tested on the following:

- 6.1.1. Identify Title 42, United States Code § 1983.
- 6.1.2. Identify common legal defenses against a § 1983 lawsuit.
- 6.1.3. Identify levels of negligence related to tort and § 1983 lawsuit.
- 6.1.4. Identify the difference between Title 18 U. S. Code § 241 and Title 18 U.S. Code § 242.
- 6.1.5. Identify the scope and purpose of the Civil Rights of Institutionalized Persons Act (CRIPA).
- 6.1.6. Identify the Health Insurance Portability and Accountability Act of 1996 (HIPPA) and its relevance to the correctional setting.

6.1.7. Identify the Virginia Freedom of Information Act § 2.2-3700, Code of Virginia, and its relevance to the correctional setting.

6.1.8. Identify the First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments to the United States Constitution.

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

1. Copies of the below materials, as well as overviews of how these affect the job functions of a corrections officer:

a. Title 42 § 1983 United States Code

b. Title 18 U.S. Code § 241

c. Title 18 U.S. Code § 242

d. Constitutional Amendments

(i). First

(ii). Fourth

(iii). Fifth

(iv). Sixth

(v). Eighth

(vi). Fourteenth

2. Summaries and overviews of how these affect the job functions of a Corrections Officer:

a. Health Insurance Portability and Accountability Act of 1996

(i). Privacy Rule

(ii). Security Rule

b. Virginia Freedom of Information Act, § 2.2-3700 of the Code of Virginia

(i). Pursuant to § 2.2-3703 of the Code of Virginia, public bodies and records to which chapter inapplicable; voter registration and election records; access by persons incarcerated in a state, local, or federal correctional facility

c. Civil Rights of Institutionalized Persons Act (CRIPA)

Performance Outcome 6.2

Identify due process and legal protections afforded to an inmate when they ~~violates~~ violate institutional rules and procedures.

Training Objectives Related to 6.2

Written Exercise:

1. Identify due process and legal protections.
2. Identify case law Landman v. Royster, 1971 (354 F. Supp. 621).

Criteria: The student shall be tested on the following:

6.2.1. Identify due process.

6.2.2. Identify legal protections.

6.2.3. Identify case law Landman v. Royster, 1971.

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

Performance Outcome 6.3

Secure and safeguard a crime scene and preserve and protect evidence.

Training Objectives Relating to 6.3

Written Exercise:

1. Identify the procedures and techniques to secure and safeguard a crime scene and to preserve and protect evidence.

Criteria: The student shall be tested on the following:

6.3.1. Identify procedures for preserving a crime scene and protecting evidence.

6.3.2. Identify chain of evidence and why it must be maintained.

6.3.3. Identify items associated with an alleged crime and those items that constitute evidence.

6.3.4. Identify procedures for marking, preserving, and transferring evidence.

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

Performance Outcome 6.4

Demonstrate effective court testimony.

Training Objectives Relating to 6.4

Practical Exercise:

1. Demonstrate the presentation of accurate and effective testimony.
2. Demonstrate professional appearance and demeanor.

Criteria: The student shall be tested on the following:

6.4.1. Demonstrate effective and accurate testimony.

6.4.2. Demonstrate professional appearance and demeanor.

6.4.3. Identify how to prepare for court.

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

1. Identify the importance of being able to listen well while exerting emotional control when responding accurately and concisely to questions

Performance Outcome 6.5

Identify established federal, and state standards for the prevention, detection and response to sexual abuse, sexual assault and/or sexual harassment and comply with § 63.2-1509 of the Code of Virginia requirements and the agency's written procedures.

Training Objectives Related to 6.5

Written Exercise:

1. Identify the purpose and requirements of federal and state statutes related to sexual assault for inmate-on-inmate and inmate-on-correctional staff.

Criteria: The student shall be tested on the following:

6.5.1 Identify the contents and purpose of §§ 63.2.-1509 and 18.2-64.2 of the Code of Virginia, and the Prison Rape Elimination Act (PREA) 28 C.F.R. Part 115 (115.5-15.86) 35 USCS 30301-30309, and the legal consequences for violating the statutory requirements.

6.5.2. Define sexual abuse and sexual harassment, per PREA.

6.5.3. Identify the procedural requirements for reporting cases of suspected, or known incidents of, sexual abuse or sexual harassment:

6.5.3.1. Report to Watch Commander.

6.5.3.2. Report to Investigator.

6.5.3.3. Complete an internal incident report.

6.5.4. Identify prevention and detection strategies to address signs of threatened and actual sexual abuse and sexual harassment in confinement.

6.5.5. Identify vulnerable populations.

6.5.6. Identify available no-cost medical and mental health care services.

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

1. Contents and purpose of §§ 63.2-1509 and 19.2-64.2 of the Code of Virginia, and the Prison Rape Elimination Act 28 C.F.R. Part 115 (115.5.-15.86), and the consequence of violating the statutory and regulatory requirements

2. Detection and prevention strategies

- a. Watch inmate with inmate, and inmate with staff interactions
- b. Officers/staff to position self to establish presence in the area
- c. Listen for key words or phrases that may indicate a problem
- d. Determine whether the situation is “normal”
- e. Ask questions when something does not seem right

3. Vulnerable populations

- a. Lesbian, gay, bisexual, transgender, intersex, gender nonconforming
- b. Disabled or special needs identified
- c. Limited English proficiency
- d. Age
- e. First-time inmates
- f. No gang affiliation
- g. Small in stature
- h. Prior sexual victimization
- i. Non-violent convictions
- j. Incarcerated for sexual crimes, (i.e., rape, pedophilia, etc.)

4. Physical, emotional/psychological and behavioral effects of sexual assault

5. Available medical and mental health care services with no associated costs

- a. Forensic medical exam

- b. Pregnancy testing
- c. Sexually-transmitted testing prophylactics
- d. Mental health counseling
- e. Victim advocate

Performance Outcome 6.6

Identify established federal law concerning the protection of religious exercise by institutionalized persons.

Training Objectives Related to 6.6

Written Exercise:

1. Identify Title 42 U. S. Code § 2000cc. Protection of Religious Exercise in Land Use and By Institutionalized Persons.
2. Identify religious pluralism.

Criteria: The student shall be tested on the following:

- 6.6.1 Identify Title 42 U. S. Code § 2000cc.
- 6.6.2 Identify religious pluralism.
- 6.6.3 Define institutionalized person as it is referred to in 42 U. S. Code § 2000cc.

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

1. Summary of Title 42 U. S. Code § 2000cc. Protection of Religious Exercise in Land Use and By Institutionalized Persons

2. Religious Pluralism

3. Case Law that has affected the operations of correctional facilities throughout the

United States:

a. Cutter v. Wilkinson, 544 U.S. 709 (2005)

b. Holt v. Hobbs, 135 U.S. 835 (2015)

Category 7 – Duty Assignments and Responsibilities

Performance Outcome 7.1

Search vehicles, inmates, staff, and visitors.

Training Objectives Relating to 7.1

Practical Exercise:

1. Demonstrate procedures and techniques to safely search vehicles, inmates, staff, and visitors.

Criteria: The student shall be tested on the following:

7.1.1. Demonstrate search procedures.

7.1.1.1. Vehicles

7.1.1.2. Inmates, staff, and visitors

7.1.1.3. Structures, buildings, and areas

7.1.2. Demonstrate safety procedures.

7.1.2.1. Personal protective equipment

7.1.2.2. Secure environment

7.1.2.3. Private area, (i.e., strip search)

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

Performance Outcome 7.2

Identify safety and security procedures during intake, transfer, and release procedures.

Training Objectives Relating to 7.2

Written Exercise:

1. Identify intake, transfer, and release procedures.

Criteria: The student shall be tested on the following:

7.2.1. Identify safety and security procedures.

7.2.1.1. Intake

7.2.1.2. Release

7.2.1.3. Transfer

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

Performance Outcome 7.3

Identify medical care procedures.

Training Objectives Relating to 7.3

Written Exercise:

- 1. Identify medication distribution procedures (pill call).**
- 2. Identify the officer's role in inmate self-administered medication.**

Criteria: The student shall be tested on the following:

- 7.3.1. Identify distributed medication (pill call).**
- 7.3.2. Identify the officer's role in self-administered medication.**

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

Performance Outcome 7.4

Identify inspections and security checks.

Training Objective Relating to 7.4

Written Exercise:

- 1. Identify inspections and security checks.**

Criteria: The student shall be tested on the following:

- 7.4.1. Identify ~~and demonstrate~~ inspection techniques and security checks.**

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

1. Identification and demonstration of inspections techniques and security checks-

- a. Tools
- b. Weapons
- c. Equipment
- d. Keys
- e. Trays
- f. Utensils
- g. Property
- h. Disposition
- i. Inspections/assessments

Performance Outcome 7.5

Identify mail procedures.

Training Objective Relating to 7.5

Written Exercise:

1. Identify mail procedures.

Criteria: The student shall be tested on the following:

7.5.1. Identify ~~and demonstrate~~ mail procedures.

7.5.1.1. Inspection

7.5.1.2. Distribution

7.5.1.3. Receiving/shipping

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

Performance Outcome 7.6

Identify inmate electronic communication procedures.

Training Objectives Relating to 7.6

Written Exercise:

1. Identify inmate telephone procedures.

Criteria: The student shall be tested on the following:

7.6.1. Identify telephone procedures.

7.6.1.1. Privileges/rules

7.6.1.2. Constraints

7.6.2. Identify other authorized electronic communication methods.

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

Performance Outcome 7.7

Operate electrical scanning/detection equipment designed to detect hidden

contraband.

Training Objectives Relating to 7.7

Practical Exercise:

1. Demonstrate the use of electrical scanning/detection equipment designed to detect hidden contraband.

Criteria: The student shall be tested on the following:

7.7.1. Demonstrate electrical scanning/detection equipment operation and procedures.

7.7.2. Demonstrate safety procedures.

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

Performance Outcome 7.8

Identify inmate food service procedures.

Training Objectives Related to 7.8

Written Exercise:

1. Identify food service procedures and practices.

Criteria: The student shall be tested on the following:

7.8.1 Identify special menus offered to inmates based upon medical needs.

7.8.2 Identify special menus and meal practices provided due to religious beliefs or other circumstances.

7.8.3 Identify food safety protections that must be observed when assigned to a post that places the officer in contact with food.

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

1. Special menus offered based upon medical needs

a. Diabetic

b. Renal

c. Cardiovascular

d. Food allergy

2. Special menus and meal practices

a. Altered meal times based upon religious holidays

b. Alternate menus based upon religious dietary needs

c. Common fare

Performance Outcome 7.9

Identify general care of pregnant inmates.

Training Objectives Related to 7.9

Written Exercise:

1. Identify the overall treatment of prisoners known to be pregnant, as it relates to the Code of Virginia.

2. Identify aspects of prenatal care essential to the well-being of a pregnant inmate and their unborn child.

3. Identify pregnancy complications that pregnant inmates are especially vulnerable to.

4. Identify the serious health impacts of the use of restraints on pregnant inmates during childbirth.

5. Identify the negative impacts of restrictive housing and body cavity searches on pregnant inmates.

Criteria: The student shall be tested on the following:

7.9.1. Identify Code of Virginia requirements related to the treatment of prisoners known to be pregnant, (§ 53.1-40.12 of the Code of Virginia).

7.9.1. Identify complications associated with pregnant inmates.

7.9.2. Identify serious health complications associated with the utilization of restraints on pregnant inmates.

7.9.3. Identify negative impacts or pregnancy complications related to body cavity searches of pregnant inmates.

7.9.4. Identify negative impacts of restrictive housing or solitary confinement of pregnant inmates.

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

1. § 53.1-40.12 of the Code of Virginia, requirements regarding the treatment of prisoners known to be pregnant

2. Prenatal care is essential to the well-being of a pregnant inmate and their unborn child

a. Eighth Amendment to the Constitution requires all U.S. prisons and jails to provide prenatal care

b. Incarcerated pregnant women require highly specific care in order to protect against adverse pregnancy outcomes

c. Access to comprehensive evidence-based health care, including all recommended fetal testing, triage visits/services, postpartum care, and breastfeeding and breastmilk expression support

c. Nutritional/dietary needs

d. Appropriate medical examinations

e. Specialized treatment for pregnant women with substance use disorders

f. Limited use of restraints throughout the course of the pregnancy

g. Identification of high-risk pregnancy

h. Importance of giving birth in clean environment with adequate care in the event of complications

3. Pregnancy complications associated with pregnant women in custody of correctional facilities

a. Miscarriage

b. Low fetal birth weights

c. History of poor nutrition and sexually-transmitted infections due to precarious social and economic environments that exacerbate risk factors

d. Potential lifelong impact on mothers and their children

4. Serious health impacts associated with the use of restraints on pregnant inmates

a. Exacerbation of pain

b. Inhibition of the diagnosis of complications

c. Limits fetal movement during birthing process

5. Negative impacts of restrictive housing

6. Impacts of body cavity searches of pregnant inmates

a. Required written report within 72 hours following body cavity search detailing justification and what was found

Category 8 – Professionalism

Performance Outcome 8.1

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

Training Objectives Related to 8.1

Practical Exercise:

1. Demonstrate a professional appearance with respect to clothing, hygiene, grooming, and issued equipment.

Criteria: The student shall be tested on the following:

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

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

1. Identify the importance of public perception of professionalism by presenting a well-groomed appearance of clothing and equipment-

2. Identify requirements for the care and maintenance of authorized clothing and issued equipment-

Performance Outcome 8.2

Identify elements of the criminal justice system.

Training Objectives related to 8.2

Written Exercise:

1. Identify the elements of the criminal justice system and the role of corrections.

Criteria: The student shall be tested on the following:

8.2.1. Identify the three elements of the criminal justice system.

8.2.2 Identify the role of corrections within the criminal justice system.

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

and the additional information below.

1. The elements of the criminal justice system

a. Law enforcement

(i). Police - multiple levels including local, state, and federal law enforcement

(ii). Sheriff – the roles of a Sheriff’s Office can vary dependent upon locality

b. Courts

(i). Local

(ii). State

(iii). Federal

c. Corrections

(i). Jails – Local and regional

(ii). Prison – State, federal, private

2. The role of corrections

a. Separation

b. Containment

c. Safety

d. Security

e. Rehabilitation and reentry

Performance Outcome 8.3

Perform duties in a positive professional manner.

Training Objectives related to 8.3

Written Exercise:

1. Identify the beneficial impact of positive, professional relationships.

2. Identify the positive effects of ethical behavior on a criminal justice professional's career.

Criteria: The student shall be tested on the following:

8.3.1. Identify the benefits of positive professional relationships.

8.3.2. Identify general principles of ethics in the workplace.

8.3.3. Identify methods of handling violations of ethical, professional, or legal standards of conduct on the part of other corrections employees.

8.3.4. Identify positive effects of a criminal justice career on a corrections officer's personal life.

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

1. Identify principles of ethics and integrity that may assist an officer in making ethical judgements

2. The impact of ethical and professional behavior

a. Behavior on duty

(i). Obedience for rules and regulations of the agency

(ii). Crime prevention

(iii). Respect for staff, inmates, members of the community, and visitors

(iv). Impartial enforcement of agency rules and regulations

(v). Appropriate use of correctional resources and confidential information

(vi). Encourage and reinforce positive behavior

b. Behavior off-duty

(i). Practice good citizenship

c. Dedication to duty

d. Career development

(i). Training

(ii). Resources for individual efforts of self-improvement and growth

3. Influence of a corrections career on one's personal life

a. Health and wellness issues

b. Feeling of self-worth through service to community and Commonwealth

c. Work schedules and State holidays

4. Professional relationships within the workplace have numerous benefits which encourage a positive work culture and impact the workplace at multiple levels:

a. Personal support network

b. Encourages learning and growth within the workplace

c. Cultivates a culture of mutual respect and support

Category 9 – Basic Corrections Officer Firearms Training

Performance Outcome 9.1

Identify firearm safety rules.

Training Objectives Related to 9.1

Practical Exercise:

1. Demonstrate firing range safety procedures.

Written Exercise:

2. Identify the four cardinal rules of firearm safety.

Criteria: The student shall be tested on the following:

9.1.1. Identify the cardinal rules of firearm safety.

9.1.2. Demonstrate the use of safety equipment while on the range.

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

1. Cardinal rules of firearms safety

a. Treat all firearms as though they are loaded

b. Never point a weapon at anything you do not intend to shoot

c. Keep your finger off the trigger until you are ready to fire

d. Always be sure of your target and what is behind it

2. Range specific safety rules (may vary by range)

3. Range safety equipment

a. Dual hearing protection

b. Eye safety

c. Exposed skin safety, (i.e., hats, sleeves, etc.)

4. Lead hazard associated with firearms training

Performance Outcome 9.2

Identify basic knowledge of firearms and less lethal launchers.

Training Objectives 9.2

Practical Exercise:

1. Given a practical exercise, demonstrate safe weapons handling.

Written Exercise:

2. Identify the cycle of operation of firearms.

3. Identify effective ranges of firearms and less lethal launchers.

Criteria: The student shall be tested on the following:

9.2.1. Identify cycle of operation.

9.2.2. Identify maximum and minimum effective ranges for less lethal launchers.

9.2.3. Identify maximum effective range for firearms.

9.2.4. Demonstrate safe handling of firearms and less lethal launchers.

9.2.5. Demonstrate the proper use of a clearing barrel.

9.2.6. Demonstrate proper procedures for receiving, transferring, and turning in firearms and less lethal launchers.

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

1. Identify cycle of operation-

a. Firing

b. Unlocking

c. Extracting

d. Ejecting

e. Cocking

f. Feeding

g. Chambering

h. Locking

2. Demonstrate handling and safety measures

a. Authorized firearms and less lethal launchers

b. Authorized ammunition

c. Authorized impact ammunition

(i). Loading

(ii). Unloading

(iii). Accountability

(iv). Storage

6. Demonstrate shooting fundamentals

7. Identify use of force and/or firearms procedures-

Performance Outcome 9.3

Using proper hand grip and observation, draw department issued handgun from holster.

Training Objectives Related to 9.3

Practical Exercise:

1. Demonstrate proper grip with a safe and efficient draw from the holster, following prescribed drawing techniques using the department issued handgun and holster.

Criteria: The student shall be tested on the following:

9.3.1. Draw and fire.

9.3.2. Draw to a ready position.

9.3.3. Draw to a “cover mode” simulating the covering of an inmate/suspect together with the issuance of the verbal order.

9.3.4. Re-holster/secure weapon.

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

Performance Outcome 9.4

Demonstrate clearing stoppages of firearms and less lethal launchers.

Training Objectives Related to 9.4

Practical Exercise:

1. Demonstrate the clearing of stoppages and malfunctions with firearms and less lethal launchers.

Criteria: The student shall be tested on the following:

9.4.1. Demonstrate clearing stoppages and correcting malfunctions with firearms and less lethal launchers.

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

1. Identify clearing stoppages procedures-

a. Failure to fire

b. Failure to feed

c. Failure to extract/eject

2. Identify the common types of malfunctions for firearms and less lethal launchers-

3. Identify proper actions to take in the event of a squib load-

Performance Outcome 9.5

Operate a department issued handgun using issued equipment, authorized ammunition and accessories.

Training Objectives Related to 9.5

Practical Exercise;

1. Qualify with department issued handgun, during daytime and reduced light range exercises with 70% accuracy.

Criteria: The student shall be tested on the following:

9.5.1. Demonstrate dry firing and basic shooting principles.

9.5.2. Fire a minimum of 60 and a maximum of 240 rounds with issued ammunition in daylight conditions using department issued handgun and ammunition prior to qualification.

9.5.3. Fire a minimum of 24 and a maximum of 96 rounds with issued ammunition, in reduced light conditions using department issued handgun and ammunition prior to qualification.

9.5.4. Qualify on the below course with approved targets during daylight conditions using approved ammunition, duty handgun, issued belt, and holster:

9.5.4.1. DOC Daylight Handgun Course, 60 rounds, 25, 15, 7, 5, 3 yards shooting (See Appendix A)

9.5.5. Qualify on the below course with approved targets under reduced light conditions, using approved ammunition, duty handgun, issued belt and holster:

9.5.5.1. DOC Reduced Light Handgun Course, 24 rounds, 7 and 5 yards shooting (See Appendix B)

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

Performance Outcome 9.6

Operate a duty rifle using issued equipment, authorized ammunition and accessories.

Training Objectives Related to 9.6

Practical Exercise:

1. Qualify with approved duty rifle during daytime and reduced light range exercises from an elevated position with 80% accuracy.

Criteria: The student shall be tested on the following:

9.6.1. Demonstrate dry firing and basic shooting principals.

9.6.2. Qualify on the below course with approved targets under daylight condition.

9.6.2.1. DOC Daylight Rifle Course 5 rounds, minimum of 50yards shooting

(See Appendix C)

9.6.3. Qualify on the below course with approved targets under reduced light conditions.

9.6.3.1. DOC Reduced Light Rifle Course 5 rounds, minimum of 50yards

shooting (See Appendix D)

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

Performance Outcome 9.7

Operate a duty shotgun using issued equipment, authorized ammunition and accessories.

Training Objectives Related to 9.7

Practical Exercise:

1. Qualify with approved duty shotgun during daytime and reduced light range exercises from the ground and an elevated position with 80% accuracy.

Criteria: The student shall be tested on the following:

9.7.1. Demonstrate dry firing and basic shooting principals.

9.7.2. Qualify on the below course with approved targets under daylight conditions.

9.7.2.1. DOC Daylight Shotgun Course – Ground-4 rounds, minimum of 25 yards shooting (See Appendix E)

9.7.2.2. DOC Daylight Shotgun Course – Tower-4 rounds, minimum of 25 yards shooting (See Appendix F)

9.7.3. Qualify on the below course with approved targets under reduced light conditions.

9.7.3.1. DOC Reduced Light Shotgun Course - Tower - 4 rounds, minimum of 25 yards shooting (See Appendix G)

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

Performance Outcome 9.8

Inspect and clean department-issued firearms and less lethal launchers.

Training Objectives Related to 9.8

Practical Exercise:

1. Demonstrate inspection and cleaning of department issued firearms and less lethal launchers.

Written Exercise:

2. Identify the nomenclature of department issued firearms and less lethal launchers.

Criteria: The student shall be tested on the following:

9.8.1. Identify the correct terms to identify nomenclature of firearms and less lethal launchers.

9.8.2. Demonstrate prescribed procedure for inspection of firearms and less lethal launchers.

9.8.3. Demonstrate proscribed procedure for cleaning firearms and less lethal launchers.

9.8.4. Demonstrate prescribed procedure for inspection of associated equipment.

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

1. Identify the correct terms to identify weapon and nomenclature of firearms and less lethal launchers

2. Demonstrate the prescribed procedures for cleaning a firearm or less lethal launcher

a. Ensure officer is in a safe and secure environment

b. Safely clear weapon

c. Field strip

d. Inspect components for damage

e. Clean components

f. Lubricate

g. Assemble

h. Function check

APPENDIX A

DOC DAYTIME QUALIFICATION COURSE FOR SEMI-AUTOMATIC PISTOLS

Targets – B21, IALEFI QP

60 ROUNDS, 3-25 YARDS

Qualification Score 70%

Magazines shall be loaded to their full capacity. Range instructor shall determine when magazines will be changed. Range instructor to determine when to load. Participants are required to scan for additional threats after each phase of fire during this course, before making handgun safe.

PHASE 1 – (12 ROUNDS) Strong side supported position:

On command from the 3 YARD LINE draw and fire 3 rounds in 5 seconds (1 repetition).

From a ready position fire 3 rounds in 3 seconds (3 repetitions).

PHASE 2 – (12 ROUNDS) Strong side supported position:

On command from the 5 YARD LINE draw and fire 2 rounds in 5 seconds (1 repetition).

From a ready position fire 2 rounds in 3 seconds (5 repetitions).

PHASE 3 – (12 ROUNDS) Strong side supported position:

On command from the 7 YARD LINE draw and fire 12 rounds in 18 seconds (1 repetition).

PHASE 4 – (6 ROUNDS) Support side unsupported position (one handed):

On command from the 7 YARD LINE from a ready position, fire 6 rounds in 18 seconds (1 repetition).

PHASE 5 – (12 ROUNDS) Strong side supported position:

On command from the 15 YARD LINE draw and fire 12 rounds in 24 seconds (1 repetition).

PHASE 6 – (6 ROUNDS) Strong side supported position:

On command from the 25 YARD LINE draw and fire 6 rounds in 30 seconds (1 repetition).

APPENDIX B

DOC REDUCED LIGHT QUALIFICATION FOR SEMI-AUTOMATIC PISTOLS

Targets – Silhouette

24 ROUNDS, 7-5 YARDS

Qualification Score 70%

Magazines shall be loaded to their full capacity. Range instructor shall determine when magazines will be changed. Range Instructor to determine when to load. Officer must be wearing reduced light glasses (Z87+ safety glasses with a tint rating of 5.0)

PHASE 1 – (6 Rounds) Strong side supported position:

On command from the 5 YARD LINE draw and fire 1 round in 3 seconds (1 repetition).

From a ready position fire 1 round in 2 seconds (5 repetitions).

PHASE 2 – (6 rounds) Strong side supported position:

On command from the 5 YARD LINE draw and fire 2 rounds in 5 seconds (1 repetition).

From a ready position fire 2 rounds in 3 seconds (2 repetitions).

PHASE 3 – (6 rounds) Strong side supported position:

On command from the 7 YARD LINE draw and fire 3 rounds in 7 seconds (1 repetition).

From a ready position fire 3 rounds in 7 seconds (1 repetition).

PHASE 4 – (6 rounds) Strong side supported position:

On command from the 7 YARD LINE draw and fire 6 rounds in 12 seconds (1 repetition).

APPENDIX C

DOC DAYTIME QUALIFICATION COURSE FOR SEMI-AUTOMATIC RIFLES FROM AN

ELEVATED POSITION

Targets – Silhouette

5 Rounds, Minimum of 50 yards

Qualification Score 80%

Magazines shall be loaded with 5 rounds of ammunition. Weapon will be stored in a vertical position, muzzle up, in service condition. Range Instructor will give verbal command when course of fire is to begin.

PHASE 1 – Strong side supported position:

On command from instructor and within a time limit of 30 seconds, remove rifle from stored position, transition from service condition to ready condition. Officer must give an audible command of STOP! Officer will fire 5 rounds and then scan for additional threats.

PHASE 2 – Check to ensure rifle is on SAFE, remove empty magazine, conduct rifle clearing procedure, place rifle back into service condition and store rifle in a vertical position, muzzle up.

SCORING – Rounds must impact the Silhouette target in the scoring area for 4 of the 5 fired rounds. Officer must complete all phases of the course without assistance.

APPENDIX D

DOC REDUCED LIGHT QUALIFICATION COURSE FOR SEMI-AUTOMATIC RIFLES FROM

AN ELEVATED POSITION

Targets – Silhouette

5 Rounds, Minimum of 50 yards

Qualification Score 80%

Magazines shall be loaded with 5 rounds of ammunition. Weapon will be stored in a vertical position, muzzle up, in service condition. Officer must be wearing reduced light glasses (Z87+ safety glasses with a tint rating of 5.0) Range Instructor will give verbal command when course of fire is to begin.

PHASE 1 – Strong side supported position:

On command from instructor and within a time limit of 30 seconds, remove rifle from stored position, transition from service condition to ready condition. Officer must give an audible command of STOP! Officer will fire 5 rounds and then scan for additional threats.

PHASE 2 – Check to ensure rifle is on SAFE, remove empty magazine, remove reduced light eyewear, conduct rifle clearing procedure, place rifle back into service condition and store rifle in a vertical position, muzzle up. (Instructor may take possession of rifle while Officer removes reduced light eyewear if necessary to ensure a safe environment).

SCORING – Rounds must impact the Silhouette target in the scoring area for 4 of the 5 fired rounds. Officer must complete all phases of the course without assistance.

APPENDIX E

DOC DAYTIME QUALIFICATION COURSE FOR SHOTGUNS FROM A GROUND POSITION

Targets – Silhouette

4 Rounds, Minimum of 25 yards

Qualification Score 80%

Shotgun shall be loaded with 4 rounds of ammunition. Shotgun will be stored in a vertical position, muzzle up, in service condition. Officer will ensure that 1 additional round of ammunition is secured in the shotgun side-saddle or other approved storage device. Range Instructor will give verbal command when course of fire is to begin.

PHASE 1 – Strong side supported position:

On command from instructor and within a time limit of 30 seconds, remove shotgun from stored position, transition from service condition to ready condition. Officer must give an audible command of STOP! Officer will fire 4 rounds and then scan for additional threats.

PHASE 2 – With the action to the rear and weapon pointed down range, officer will remove round stored in either the shotgun side-saddle or other approved storage device and insert into the shotgun ejection port. Officer will fire 1 round and scan for additional threats.

PHASE 3 - Check to ensure shotgun is on SAFE and action is to the rear, conduct shotgun clearing procedure, place shotgun back into service condition and store shotgun in a vertical position, muzzle up.

SCORING – At least 1 pellet must impact the Silhouette target in the scoring area for 4 of the 5 fired rounds. Officer must complete all phases of the course without assistance.

APPENDIX F

DOC DAYTIME QUALIFICATION COURSE FOR SHOTGUNS FROM AN ELEVATED

POSITION

Targets – Silhouette

4 Rounds, Minimum of 25 yards

Qualification Score 80%

Shotgun shall be loaded with 4 rounds of ammunition. Shotgun will be stored in a vertical position, muzzle up, in service condition. Officer will ensure that 1 additional round of ammunition is secured in the shotgun side-saddle or other approved storage device. Range Instructor will give verbal command when course of fire is to begin.

PHASE 1 – Strong side supported position:

On command from instructor and within a time limit of 30 seconds, remove shotgun from stored position, transition from service condition to ready condition. Officer must give an audible command of STOP! Officer will fire 4 rounds and then scan for additional threats.

PHASE 2 – With the action to the rear and weapon pointed down range, officer will remove round stored in either the shotgun side-saddle or other approved storage device and insert into the shotgun ejection port. Officer will fire 1 round and scan for additional threats.

PHASE 3 – Check to ensure shotgun is on SAFE and action is to the rear, conduct shotgun clearing procedure, place shotgun back into service condition and store shotgun in a vertical position, muzzle up.

SCORING – At least 1 pellet must impact the Silhouette target in the scoring area for 4 of the 5 fired rounds. Officer must complete all phases of the course without assistance.

APPENDIX G

DOC REDUCED LIGHT QUALIFICATION COURSE FOR SHOTGUNS FROM AN ELEVATED POSITION

Targets – Silhouette

4 Rounds, Minimum of 25 yards

Qualification Score 80%

Shotgun shall be loaded with 4 rounds of ammunition. Shotgun will be stored in a vertical position, muzzle up, in service condition. Officer will ensure that 1 additional round of ammunition is secured in the shotgun side-saddle or other approved storage device. Officer must be wearing reduced light glasses (Z87+ safety glasses with a tint rating of 5.0). Range Instructor will give verbal command when course of fire is to begin.

PHASE 1 – Strong side supported position:

On command from instructor and within a time limit of 30 seconds, remove shotgun from stored position, transition from service condition to ready condition. Officer must

give an audible command of STOP! Officer will fire 4 rounds and then scan for additional threats.

PHASE 2 – With the action to the rear and weapon pointed down range, officer will remove round stored in either the shotgun side-saddle or other approved storage device and insert into the shotgun ejection port. Officer will fire 1 round and scan for additional threats.

PHASE 3 – Check to ensure shotgun is on SAFE and action is to the rear, remove reduced light eyewear, conduct shotgun clearing procedure, place shotgun back into service condition and store shotgun in a vertical position, muzzle up. (Instructor may take possession of shotgun while Officer removes reduced light eyewear if necessary to ensure a safe environment).

SCORING – At least 1 pellet must impact the Silhouette target in the scoring area for 4 of the 5 fired rounds. Officer must complete all phases of the course without assistance.

Category 10 – Physical Fitness Training

Performance Outcome 10.1

Identify the benefits of gaining and maintaining physical wellness.

Training Objectives Related to 10.1

Written Exercise:

1. Identify the benefits of achieving and maintaining physical wellness.

2. Identify the components of a balanced exercise program.

Criteria: The student shall be tested on the following:

10.1.1 Identify the benefits of physical wellness.

10.1.2 Identify factors affecting health and disease.

10.1.3 Identify the importance of physical fitness.

10.1.4 Identify the components of a balanced exercise program.

10.1.5 Identify the principle of progression as it pertains to exercise.

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

and the additional information below.

1. Benefits of physical wellness

a. Lower chance of certain illnesses

b. Increased confidence, strength and stamina

c. Physical wellness has significant ties to increased mental performance

2. Factors that affect health and disease

a. Genetics

b. Lifestyle choices such as engaging in healthy or unhealthy behavior

(i). Substance use

(ii). Sedentary lifestyle

3. The importance of physical fitness for job performance and overall quality of life

a. Benefits regular exercise is shown to have on a person, including strength, stamina, confidence, mental clarity and lower risk of certain illnesses and disease

4. The components of a balanced exercise program

a. Endurance/aerobic

b. Strength

c. Balance

d. Flexibility

5. The Principle of Progression is the practice of starting new exercises lightly and

increasing the number of repetitions, length of time, intensity or duration of the

exercise as the individual becomes more attuned to the activity involved (i.e. increasing

weight when weightlifting in order to increase muscle mass and strength)

Performance Outcome 10.2

Improve physical fitness through exercise.

Training Objectives Related to 10.2

Practical Exercise:

1. Complete a physical training self-assessment to identify physical abilities.

2. Perform exercises that can increase physical fitness in the following categories:

a. Endurance/Aerobic

b. Strength

c. Balance

d. Flexibility

Criteria: The student shall be tested on the following:

10.2.1. Perform Endurance exercises.

10.2.2. Perform strength building exercises.

10.2.3. Perform balance building exercises.

10.2.4. Perform flexibility improving exercises.

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

1. Exercise – Planned, structured, and repetitive bodily movement done to improve or maintain one or more components of physical fitness

2. Balance – A skill-related component of physical fitness that relates to the maintenance of equilibrium while stationary or moving

3. Flexibility – A health-related component of physical fitness that relates to the range of motion available at a joint

4. Muscular endurance – A health related component of physical fitness that relates to the ability of muscle groups to exert force for many repetitions or successive exertions

5. Cardiorespiratory endurance – A health-related component of physical fitness that relates to the ability of the circulatory and respiratory systems to supply fuel during sustained physical activity

6. Exercises that have the ability to increase a person's endurance and aerobic fitness:

(Note: It may not be possible to demonstrate or have students perform all of these exercises during the training program, however they all should be discussed as beneficial aerobic exercises)

a. Brisk Walking

b. Jogging

c. Running

d. Swimming

e. Jump rope

f. Jumping Jacks

g. Bicycling or stationary bike

h. Obstacle courses

i. Elliptical machine

j. Cardio routine workouts

k. Rowing

7. Exercises that have the ability to increase a person's strength: (Note: It may not be possible to demonstrate or have students perform all of these exercises during the

training program, however they all should be discussed as beneficial strength building exercises)

a. Upper body strength exercises

(i). Arm circles (this is done rapidly with small circles with arms outstretched straight to build shoulder strength)

(ii). Push-ups (wide, diamond, incline, standard)

(iii). Pull-ups

(iv). Dips

b. Lower body strength exercises

(i). Lunges

(ii). Squats

(iii). Mule kicks

c. Multiple muscled group exercises

(i). Planks (Note: there are numerous exercises that are based from the standard plank position or involve the plank position in some manner; The names of the exercises can vary dependent upon where the information is sourced; The program will familiarize the students with multiple exercises that incorporate the plank position, the below list is not intended to be all inclusive)

(ii). Burpees – start with feet shoulder-width apart in a standing position, bend over and place hands on floor directly in front of feet, kick feet and legs straight out behind so that you end in what looks like a push-up position; Feet are simultaneously brought back to original position, return to standing position (Note: other exercises such as push-ups or plank based exercises can be combined with this exercise to increase intensity)

(iii). Low-Crawl

(iv). Bear walk and crab walk

d. Core muscle and abdominal exercises (Note: There are many plank-based exercises that can also affect the abdominal and core muscles)

(i). Sit-ups

(ii). Crunches

(iii). Leg Lifts

(iv). Bicycles – participant lies on back and raises legs in the air, rotates legs and feet in a manner similar to the motion used when pedaling a bicycle

8. Exercises that have the ability to increase a person's balance: (Note: It may not be possible to demonstrate or have students perform all of these exercises during the training program, however they all should be discussed as beneficial balance building exercises)

- a. Standing on one foot (weight shifts)
- b. Walking heel-to-toe
- c. Walking on a balance beam or walking along a straight line

9. Exercises that have the ability to increase a person's flexibility: (Note: It may not be possible to demonstrate or have students perform all of these exercises during the training program, however they all should be discussed as beneficial flexibility exercises)

- a. Standing hamstring stretch
- b. Piriformis stretch
- c. Triceps stretch
- d. Butterfly stretch
- e. Shoulder squeeze
- f. Side bend stretch
- g. Chest stretch (from prone or standing with towel)
- h. Head rotations (neck stretch)
- i. Calf stretch (there are several variants of this stretch, it can be done from a plank or pushup position or standing using a wall for support if available)
- j. Standing thigh stretch
- k. Forearm stretch
- l. Large arm circles (this is done slowly to focus on stretching aspect and not as a strength building exercise)

m. Dynamic stretching

(i). Walking knee-to-chest

(ii). Lunge walk

(iii). Walking straight leg kicks

(iv). Side shuffle

10. The above lists of exercises is not all inclusive and additional appropriately researched exercises may be included in the training program; Instruction shall focus on exercises that do not require specialized equipment whenever possible, however, equipment-dependent exercises are acceptable if adequate equipment is available in the training environment

Performance Outcome 10.3

Identify workplace stress causes, impacts and reduction strategies.

Training Objectives related to 10.3

Written Exercise:

1. Identify the causes of workplace stress.

2. Identify methods of stress reduction.

3. Identify symptoms of Post-Traumatic Stress Disorder (PTSD).

Criteria: The student shall be tested on the following:

10.3.1. Identify the most commonly recognized causes of workplace stress.

10.3.2. Identify recognized positive means of reducing stress.

10.3.3. 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 workplace stress—Stress comes from all areas of our lives; Many of the causes of workplace stress as well as methods to reduce this stress can be utilized in personal life as well; The below list is not intended to be all-inclusive:

- a. Medical issues
- b. Financial Issues
- c. Emergencies
- d. Arguments or fights
- e. Heavy workload
- f. Staff turnover/vacancies
- g. Lack of leadership or guidance
- h. Inmate behavior
- i. Lack of adequate communication
- j. Bureaucracy

2. Symptoms of stress and warning signs:

(Note: There are many recognized signs and symptoms of stress, this list is not designed to be all-inclusive)

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. Substance use

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. A disorder that develops in some people who have experienced a shocking, scary, or dangerous event

b. Symptoms of PTSD as recognized by the National Institute of Mental Health must be present for at least one month and include:

(i). At least one re-experiencing symptom

(ii). At least one avoidance symptom

(iii). At least two arousal and reactivity symptoms

(iv). At least two cognition and mood symptoms

c. Reoccurring symptoms

(i). Dreams

(ii). Bad thoughts

(iii). Flashbacks

d. Avoidance symptoms

e. Reminders of experience

(i). Avoiding thoughts

f. Arousal and reactivity symptoms

(i). Being startled

(ii). Feeling tense

(iii). Difficulty sleeping

(iv). Outbursts

g. Cognition and mood symptoms

(i). Trouble remembering traumatic event

(ii). Negative thoughts

(iii). Distorted feelings

(iv). Loss of interest

Category 11 – Field Training

Basic Corrections Officer Field Training - 120 hours

Policies, Procedures, and Operations

DOC Basic Corrections Officer

Field Training consists of 120 hours and was approved by the Criminal Justice Services Board and Committee on Training.

In conjunction with completing basic academy training, the basic correction officer must identify requirements related to the employing agency, and community resources and agencies that may assist in job performance. Expected performance outcomes include this basic knowledge and cover the following:

11.1. - 11.14. Policies, Procedures and Operations

11.1. Display a professional appearance with respect to clothing, hygiene, grooming and ~~issued~~ equipment.

11.2. Demonstrate professional, ethical, ~~or~~ and legal standards of conduct.

11.3. Report violations of professional, ethical and legal standards of conduct by others.

11.4. Identify procedures ~~and procedure~~ related to communicating information about an inmate through external requests.

11.5. Identify procedures related to obtaining assistance for communicating with inmates of various cultural backgrounds or with various disabilities.

11.6. Demonstrate navigation of the agency's electronic inmate record system.

11.6.1. Search for an inmate using inmate name and number.

11.6.2. Access a disciplinary report.

11.6.3. Access an internal incident report.

11.7. Demonstrate performance of an environmental hazard inspection of your work area.

11.7.1. Place a wet floor sign.

11.7.2. Review fire extinguisher safety card.

11.7.3. Locate and inspect first aid equipment and spill kit.

11.8. Identify procedures related to interacting with emotionally upset inmates.

11.9. Identify procedures related to an inmate who attempts suicide or displays suicidal warning signs.

11.10. Demonstrate procedures related to chain of custody of evidence.

11.11. Demonstrate procedures related to inmate disciplinary actions.

11.12. Identify procedures related to sexual harassment in the workplace.

11.13. Identify procedures related to the death of an inmate.

11.14. Read, review, and sign established post orders when assigned to a specific post.

Transporting Inmates

11.15. – 11.17. Transporting Inmates

11.15. Demonstrate procedures related to transporting an inmate.

11.15.1. Logbook and gate pass

11.15.2. Restraints

11.15.3. Safety equipment

11.15.4. Situational awareness

11.15.5. Escorting

11.15.6. Loading/Unloading

11.16. Identify procedures related to medical transports non-agency vehicles.

11.17. Identify procedures related to transportation of ill, injured, or non-traditional inmates.

11.17.1. Pregnant

11.17.2. Ambulatory

11.17.3. Non-ambulatory

Use of Force, Weapons Use

11.18. – 11.19. Use of Force, Weapons Use

11.18. Demonstrate proper weapons handling.

11.18.1. Receiving a firearm from issue point

11.18.2. Returning a firearm to issue point

11.18.3. Issuing a firearm from issue point

11.18.4. Collecting a returned firearm at issue point

11.18.5. Firearm clearing procedures

11.19. Demonstrate use of restraints.

11.19.1. Handcuffs

11.19.2. Leg irons

11.19.3. Waist chain

11.19.4. Handcuff cover

General Tasks and Duties

11.20. – 11.42. General Tasks and Duties

11.20. Demonstrate proper radio and telephone communications procedures:

11.20.1. Operate hand held radio.

11.20.2. Use facility/agency approved greeting when communicating by telephone.

11.21. Identify procedures related to the supervision of the opposite gender.

11.22. Demonstrate procedures related to the supervision of inmates.

11.22.1. General population

11.22.2. Internal supervision

11.22.3. Internal movement supervision

11.23. Identify procedures related to the supervision of inmates.

11.23.1. Special housing

11.23.2 External supervision

11.24. Report entries accurately in logbooks related to specific posts in accordance with post orders and department procedures.

11.25. Demonstrate procedures related to reporting incidents.

11.26. Identify procedures related to inmate grievance.

11.27. Demonstrate procedures related to inmate personal property:

11.27.1. Approved apparel/clothing

11.27.2. Authorized items

11.27.3. Inventory

11.28. Identify and demonstrate agency procedures related to inmate use of electronic communication systems.

11.29. Demonstrate agency procedures related to institutional mail operations.

11.29.1. Procedures for delivering or handling general correspondence.

11.29.2. Procedures for delivering or handling legal mail.

11.30. Demonstrate procedures related to physical counts

11.30.1. Informal counts

11.30.2. Formal counts (by two certified officers)

11.30.3. Out counts

11.30.4. Officer responsibility in reporting and verifying counts

11.30.5. Face card counts and intermediate counts

11.31. Demonstrate proper search, inspections and security checks for structures, buildings, areas, and vehicles.

11.31.1. Housing/common area searches

11.31.2. Security inspections conducted in accordance with post orders and department procedures

11.31.2.1. Housing areas

11.31.2.2. School/work areas

11.31.2.3. Entry/exit points at facility

11.31.2.4. Administration areas

11.31.2.5. Medical Areas

11.31.2.6. External areas

11.31.2.7. Treatment areas

11.32. Identify search procedures for inmates, staff, visitors, and all other individuals in accordance with departmental and facility policy and procedure.

11.33. Demonstrate procedures related to proper tool and medical equipment control in accordance with departmental and facility policy and procedure.

11.34. Demonstrate procedures related to proper key control in accordance with departmental and facility policy and procedure.

11.35. Identify and demonstrate procedures related to suspected gang activity.

11.36. Identify procedures related to riot prevention, lockdowns and/or emergencies.

11.37. Identify the location of procedures related to emergency response plans.

11.38. Demonstrate procedures related to visitation in accordance with post orders.

11.38.1. Visitor processing

11.38.2. Inmate processing

11.38.3. Visitation supervision

11.39. Identify procedures related to fire response:

11.39.1. Fire extinguishers

11.39.2. Fire alarms

11.39.3. Notification and reporting in the event of a fire

11.40. Identify procedures of institutional medical care.

11.40.1. Sick call procedures and appointments.

11.40.2 Medication disbursements.

11.40.2.1. Prescription

11.40.2.2. Non-prescription

11.40.2.3. Self-medication

DRAFT