

Professionalism

Performance Outcome 1.1

Acquire and maintain knowledge of the law enforcement profession.

Training Objective Related to 1.1

1. Given a written exercise, identify reasons why a law enforcement officer should acquire and maintain knowledge of the law enforcement profession and practices, and identify the relevant resources.

Criteria: The student shall be tested on the following:

1.1.1. Identify reasons to acquire and maintain knowledge of the law enforcement profession.

1.1.2. Identify resources and materials which a law enforcement officer could utilize to acquire and maintain knowledge of the law enforcement profession.

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

1. Reasons to maintain knowledge of the law enforcement profession

- a. Current case law and statutes may impact the legality of one's actions
 - b. Knowledge of new methods and technologies may offer improvements to procedures and prosecution
 - c. A knowledgeable officer reflects professionalism
 - d. Continuing education enhances the ability for career development
2. Resources and materials, which a law enforcement officer could utilize to acquire and maintain knowledge of the law enforcement profession
- a. Code of Virginia
 - b. Attorney General opinions
 - c. Court decisions
 - d. Networking with other officers
 - e. FBI Law Enforcement bulletin
 - f. Magistrate Manual
 - g. Bureau of National Affairs law enforcement officer pocket manual
 - h. Department library/counsel/publications/policies and procedures
 - i. Legislative updates/selected acts

j. In-service schools

k. Local ordinances

l. National Criminal Justice Reference Service

m. Department of Criminal Justice Services

Performance Outcome 1.2

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

Training Objectives Related to 1.2

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

Criteria: The student shall be tested on the following:

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

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

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

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

Performance Outcome 1.3

Develop and maintain courteous and professional relationships with the public.

Training Objectives Related to 1.3

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

Criteria: The student shall be tested on the following:

1.3.1. Identify reasons to foster positive relationships between law enforcement and the public.

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

1. Reasons to foster a positive relationship between law enforcement and the public:

- a. Develop and maintain open communications
- b. Enhance and build public trust
- c. Enhance the officer's ability to function as effectively

2. Impacts of a negative relationships between law enforcement and the public

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

Performance Outcome 1.4

Identify ethical principles and standards as they relate to the law enforcement profession.

Training Objectives Related to 1.4

Given a written exercise:

1. Identify the roles of professionalism and ethics in law enforcement.

Criteria: The student shall be tested on the following:

- 1.4.1. Identify principles that define the profession.
- 1.4.2 Identify the role of ethics in law enforcement.

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

1. Identify principles that define a profession

- a. Highly Visible
- b. Ethical Standard of Conduct
- c. Codified Body of Knowledge
- d. Continuous Training

2. Identify the role of ethics in law enforcement

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

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

(i). Officer behavior on duty:

(1). Reverence for the law

(2). Crime prevention

(3). Respect for the public

(4). Impartial law enforcement

(5). Use the reasonable force necessary to effect an arrest

(6). Report only the facts

(7). Testify only the facts

(8). Never use public office for private gain

(9). Strive to perform at maximum efficiency

(10). Never misuse law enforcement resources or confidential information

(ii). Officer behavior off-duty:

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

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

(iii). Officer dedication

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

(2). Family

(3). Office

(4). Community

(5). State

(6). Country

(iv). Career development:

(1). In-service training

(2). Resources for individual efforts:

(A). Reading

(B). Seeking out other law enforcement training

(C). Using educational resources such as college
courses

Performance Outcome 1.5

Identify the historical evolution of law enforcement in the United States and its source of authority in our structure of government.

Training Objectives Related to 1.5

Given a written exercise:

1. Identify the major historical events which helped shape law enforcement in the United States.

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

3. Identify the source of law enforcement's authority in the United States structure of government.

Criteria: The student shall be tested on the following:

1.5.1. Identify the Historical evolution of law enforcement in the United States.

1.5.2. Identify three elements of the criminal justice system.

1.5.3. Identify the source of law enforcement and criminal justice authority in the structure of government.

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

1. Identify the historical evolution of law enforcement in the United States

a. Establishment of law enforcement

b. Oath of office

c. Constitution and Bill of Rights

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

a. Courts

(i). Federal system:

(1). U. S. District Court

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

(3). U.S. Supreme Court

(ii). State system:

(1). General District Courts

(2). Juvenile and Domestic Relations District Courts

(3). Circuit Courts

(4). Virginia Court of Appeals

(5). Supreme Court of Virginia

b. Law enforcement

(i). Federal officers (in general)

(ii). Sheriffs/deputies

(iii). Police (local and state)

(iv). Other law enforcement agents

c. Corrections

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

(ii). State corrections

(iii). Juvenile detention

3. Identify the source of law enforcement and criminal justice authority in the structure of government

a. Judicial Branch

(i). Courts

(ii). Magistrates

b. Executive Branch

(i). Law enforcement

(ii). Corrections

c. Legislative Branch

Performance Outcome 1.6

Identify and understand the consequences of biased-based policing/profiling.

Training Objective Relating to 1.6

Given a written exercise:

1. Identify bias, biased-based policing/profiling, implicit bias, and discrimination.
2. Identify potential consequences of bias-based policing/profiling.
3. Identify methods that an officer may use to prevent bias-based policing/profiling.

Criteria: The student shall be tested on the following:

- 1.6.1. Identify bias.
- 1.6.2. Identify implicit bias.
- 1.6.3. Identify biased-based policing/profiling.
- 1.6.4. Identify discrimination.
- 1.6.5. Identify potential consequences of biased-based policing/profiling.

1.6.6. Identify strategies to prevent biased based policing/profiling.

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

1. Define and provide examples of:

- a. Prejudice
- b. Stereotyping
- c. Systemic Racism
- d. Individual Racism

2. Potential consequences of bias-based policing/profiling

- a. Distrust from the public and community in which the agency serves
- b. Routine encounters with citizens can escalate or turn deadly very quickly
- c. Bad choices in split-second decisions and responses
- d. Intense media scrutiny
- e. Possibility of legal action against the agency and/or officer for constitutional and/or civil rights violations

3. Identify strategies to prevent biased based policing/profiling

- a. In-depth training for officers and command staff that center around raising awareness of unconscious biases and the acknowledgement of its presence
- b. Transform the conversation between law enforcement and the community
 - (i). Cultivate a diverse workforce
 - (ii). Engage in various community policing initiatives to not only reduce biases on both sides, but improve interactions between the two
- c. Adhere to policies and statutes that promote unbiased policing and promote transparency

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

- a. Persons who have a mental illness
- b. Substance use disorders
- c. Developmental or cognitive disability

Performance Outcome 1.7

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

Training Objectives Relating to 1.7

Given a written exercise:

1. Identify cultural diversity.
2. Identify communication methods that help promote understanding and tolerance.
3. Identify the impact that embracing and understanding cultural diversity has on the law enforcement profession.

Criteria: The student shall be tested on the following:

- 1.7.1. Identify cultural diversity.
- 1.7.2. Identify communication methods that help promote understanding.
- 1.7.3. Identify the positive impact that embracing and understanding cultural diversity has on the law enforcement profession.

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

1. Define:

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

2. Key communication methods or considerations utilized by law enforcement to improve communication with individuals from various cultures or backgrounds

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

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

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

a. Awareness

b. Sensitivity

c. Impacts

d. Perceptions

e. Common barriers (i.e. language, socioeconomic etc.)

5. Impact of embracing and understanding cultural diversity with respect to law enforcement

a. Enhance both citizen and officer safety

b. Ability to problem-solve more effectively

c. Limit unnecessary use of force incidents

d. Build citizens' confidence and communication in law

enforcement/community relations, with the attempt to reduce underreporting of crimes

Performance Outcome 1.8

Identify an officer's duty to intervene.

Training Objectives Relating to 1.8

1. Given a practical exercise, demonstrate the affirmative duty of a law enforcement officer to intervene when an officer is subjecting a citizen to unethical or unlawful violations.
2. Given a written exercise, identify the liability attached to failure to intervene.

Criteria: The student shall be tested on the following:

Practical Exercise:

1.8.1. Demonstrate the affirmative duty of a law enforcement officer to intervene when an officer is subjecting a citizen to unethical or unlawful violations.

Written Exercise:

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

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

1. §19.2-83.6
2. Understand that one officer may set an incident into motion before other arriving officers can be made aware of circumstances
3. Identify potential solutions to promote a positive law enforcement culture
 - a. Team responsibility
 - b. Peer accountability
4. Liability and potential repercussions for failure to intervene
 - a. Departmental disciplinary action
 - b. Loss of career
 - c. Media scrutiny
 - d. Criminal investigation and subsequent prosecution for criminal acts
 - e. Civil judgements

Performance Outcome 1.9

Understand citizen and law enforcement relationships.

Training Objective related to 1.9

Given a written exercise:

1. Identify historical events that have influenced citizen and law enforcement relationships.

2. Identify ways law enforcement can build relationships with communities.

Criteria: The student shall be tested on the following:

1.9.1. Identify historical events that have influenced citizen and law enforcement relationships.

1.9.2. Identify ways law enforcement can build relationships with communities.

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

1. Historical events that have influenced citizen distrust of law enforcement

a. Discriminatory statutes that have been repealed (i.e. Jim Crow Laws, Eugenics Laws, Consensual Sodomy Law)

b. Corruption

c. Excessive use of force incidents

2. Ways to build trust and rapport with communities

a. Effective Communication

b. Listen

c. Community Engagement

d. Fairness

e. Show respect

f. Build relationships

g. Training

Performance Outcome 1.10

Understand the requirements for law enforcement certification in the Commonwealth of Virginia.

Training Objectives Related to 1.10

Given a written exercise:

1. Identify the requirements to become a certified law enforcement officer in Virginia.
2. Identify the requirements for maintaining a Virginia law enforcement certification.
3. Identify the Code requirements for decertification in Virginia.

Criteria: The student shall be tested on the following:

- 1.10.1. Identify the minimum requirements in Administrative Code 6VAC20-20 for becoming a certified law enforcement officer in Virginia.
- 1.10.2. Identify the requirements to maintain Virginia law enforcement certification.
- 1.10.3. Identify the requirements for law enforcement decertification in Virginia, as defined in § 15.2-1707.

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

1. Minimum requirements, in 6VAC20-20, for becoming a certified law enforcement officer in Virginia

a. Employed as a law-enforcement officer as defined in § 9.1-101 of the Code of Virginia

b. Attend and successfully complete a law-enforcement basic training at a certified criminal justice training academy

c. Obtain a passing score on the law-enforcement certification exam

d. Successfully complete field training

e. Complete all requirements within twelve months of employment

2. Requirements to maintain Virginia law enforcement certification

a. Complete in-service training, as defined in 6VAC20-30-40

b. Maintain In-service training, as defined in 6VAC20-30-30

Legal Issues

Performance Outcome 2.1

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

Training Objectives Relating to 2.1

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

Criteria: The student shall be tested on the following:

2.1.1. Define civil matter.

2.1.2. Define criminal matter.

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

2.1.4. Identify the resources for assistance in a civil matter.

2.1.5. Identify court and legal documents as civil in nature.

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

1. Define civil matter as a complaint of a non-criminal nature brought to address a private wrong

2. Define criminal matter as a violation of any law or ordinance that subjects the offender to imprisonment and/or a fine

3. Identify the resources for assistance in a civil matter.

- a. The individual may go to the clerk of the general district court or seek the advice of an attorney for assistance

Performance Outcome 2.2

Research and acquire necessary information to determine the appropriate type of criminal charge from relevant legal materials.

Training Objectives Related to 2.2

1. Given a written exercise, identify crimes and code sections.

Criteria: The student shall be tested on the following:

- 2.2.1. Identify the crime and code section using the Code of Virginia after being given facts or details of a criminal act.

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

1. The types of crimes and their punishments contained within the Code of Virginia:

- a. Identify the classes of felonies.
- b. Identify the classes of misdemeanors.

2. Differentiate between completed and attempted felonies and misdemeanors (inchoate offenses)

a. Attempt to commit felony/misdemeanor (felony/misdemeanor), § 18.2-25, 18.2-26, 18.2-27:

(i). Intent to commit a crime

(ii). "Overt act" toward commission of the crime

(1). It must be beyond mere preparation

(2). It must be a substantial step toward the completion of the crime, although it need not be the last step necessary to commit the crime

b. Conspiracy to commit felony or other crime (felony/misdemeanor), § 18.2-22, 18.2-23:

(i). Conspiracy is an agreement between two or more persons to use some concerted action to commit an offense

c. Criminal solicitation (felony), § 18.2-29

3. Differentiate between principals and accessories

a. Principal in the first degree (felony)

(i). One who, with criminal intent, actually commits an act or omission, which causes the criminal result (or one who uses an innocent agent to commit the act – one who from incapacity or

ignorance can't have the requisite mental state but is induced by one who does have it to perform the act)

b. Principal in the second degree (felony), § 18.2-18

(i). One who aids or encourages the principal in the first degree in the commission of a felony and is present at the time of the crime

c. Accessory before the fact (felony), § 18.2-18

(i). One who has instigated procured, or commanded the commission of a crime and is not present at the scene of the crime

d. Accessory after the fact (felony/misdemeanor), § 18.2-19

(i). One who receives, relieves, comforts, or assists another, knowing that he has committed a felony, in order to assist the felon in escaping from arrest, trial, or conviction

4. Become familiar with the Index to the Code of Virginia to look up crimes

5. The impact of case law on statutory law for guidance and interpretation

6. The difference between common law and statutory law

Performance Outcome 2.3

Obtain an arrest warrant from proper authority.

Training Objectives Related to 2.3

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

Criteria: The student shall be tested on the following:

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

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

2.3.3. Identify the steps to return arrest warrant conforming to statutory requirements.

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

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

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

a. Judge

b. Clerk of any Circuit, General District, or Juvenile and Domestic Relations District court

c. Magistrate

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

a. The crime

b. The facts that support probable cause

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

d. Citizens must fill out a criminal complaint form (DC-311); officers fill out complaint form when required by a magistrate

3. Return of arrest warrant conforming to statutory requirements:

a. Officer endorsement of the warrant

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

4. Requirements under which a felony warrant may be issued by a magistrate on a citizen complaint

- a. Only if given prior authorization by the attorney for the Commonwealth or by a law-enforcement officer

Performance Outcome 2.4

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

Training Objectives Relating to 2.4

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

Criteria: The student shall be tested on the following:

2.4.1. Identify Freedom of Information Act principles.

2.4.2. Identify statutes relating to criminal history records/juvenile information.

2.4.3. Identify statutes relating to release of information through NCIC or VCIN.

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

1. Freedom of Information Act principles, §§ 2.2-3704, 2.2-3705.2, 2.2-3706, 2.2-3706.1, and 2.2-3714

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

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

2. Statutes relating to criminal history records/juvenile information, §§ 15.2-1722, 16.1-300, 16.1-301, 19.2-389, and 19.2-389.1

3. Statutes relating to release of information through NCIC or VCIN (§§19.2-389 and 19.2-389.1)

Performance Outcome 2.5

Apply knowledge of the law related to perjury.

Training Objectives Relating to 2.5

1. Given a written exercise, identify elements of perjury committed by giving false testimony or other false verbal statement.

2. Given a written exercise, identify elements of perjury committed by executing a false affidavit.

Criteria: The student shall be tested on the following:

2.5.1. Identify how the act of perjury applies to a witness who testifies falsely in a legal proceeding.

2.5.2. Identify the elements of the making of a false verbal sworn statement, other than during testimony.

2.5.3. Identify how the execution of a false affidavit constitutes perjury.

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

and the additional information below.

1. Elements of perjury, (felony) § 18.2 – 434:

a. A person makes a sworn statement of fact

b. The statement is made intentionally

c. The statement is material, meaning that it is relevant to a main issue or

collateral issue involved in the matter under consideration

d. The person does not believe the statement to be true when made

e. The statement is false

2. Perjury may be committed by:

a. Giving false testimony during a legal proceeding such as a grand jury proceeding, a preliminary hearing or a trial

b. Making a false verbal statement while under oath, other than testimony, an example being an officer providing information verbally to a magistrate to support issuance of an arrest warrant

c. While under oath, signing a written document that contains a false statement, an example being an officer submitting an affidavit to a magistrate to support issuance of a search warrant

3. Proof of perjury:

a. The alleged false statement may be proven to be false by:

(i). The testimony of two witnesses, or the testimony of one witness plus corroborating evidence, or solely by “convincing” evidence such as video evidence

(ii). Conflicting testimony on the same material issue during two separate legal proceedings is not required to prove which of the two testimonial statements is false, § 18.2 – 435

Performance Outcome 2.6

Identify the Constitutional due process requirement that criminal defendants be provided with information known to the authorities that is material to guilt or punishment.

Training Objectives Relating to 2.6

1. Given a written exercise, identify the requirement to document investigative information favorable to a defendant.

2. Given a written exercise, identify that suppression by the prosecution of evidence

favorable to a defendant violates due process where the evidence is material either to

guilt or punishment.

Criteria: The student shall be tested on the following:

2.6.1. Identify the required information relating to the impeachment of a prosecution witness that must be disclosed to a defendant.

2.6.2. Identify the required information relating to punishment that must be disclosed to a defendant.

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

and the additional information below.

1. An example of material information affecting guilt or innocence is a plea bargain

given to a prosecution witness in return for the witness' testimony against the defendant

2. An example of material information affecting punishment is an investigator's discovery that an assault victim is faking his injuries

3. A violation of this disclosure requirement can result in declaration of a mistrial or

reversal of a conviction on appeal

4. The failure to release information favorable to the defendant is commonly referred to as a “Brady violation” with reference to the 1963 U.S. Supreme Court case of *Brady v. Maryland*

Performance Outcome 2.7

Take juvenile offenders into custody.

Training Objectives Relating to 2.7

1. Given a written exercise, identify legal requirements in which law enforcement can take juvenile offenders into custody.

Criteria: The student shall be tested on the following:

2.7.1 Identify the purpose and intent of juvenile law and define the following terms:

2.7.1.1. Child in need of services

2.7.1.2. Child in need of supervision

2.7.1.3. Delinquent child

2.7.2. Identify the only instances when a juvenile may be taken into immediate custody according to Code:

2.7.2.1. With a written detention order or a warrant issued by a magistrate

2.7.2.2. When the juvenile is in need of services and there is a clear danger to the child's life or health or the assumption of custody is necessary to ensure the child's appearance before the court

2.7.2.3. For a crime committed in the officer's presence and the officer believes it necessary for the protection of the public

2.7.2.4. For (i) shoplifting, (ii) assault and battery, and (iii) weapon on school property if committed outside officer's presence where an arrest is based on probable cause upon reasonable complaint of eyewitness

2.7.2.5. When the juvenile has committed an offense which would be a felony if committed by an adult, whether committed in the officer's presence or not

2.7.2.6. Runaway or escape from the Department of Juvenile Justice (DJJ) or a residential child care facility or home where placed by the Courts or other agency

2.7.2.7. When the juvenile is in need of inpatient treatment for mental illness

2.7.2.8. Runaway from home or where there is no adult supervision at such hours and under such circumstances where there is a substantial danger to the child's welfare.

2.7.3. Identify the three instances in which a warrant may be issued for a juvenile by a magistrate:

2.7.3.1. On an appeal from a decision of an intake officer if seeking a warrant for an offense that is a Class 1 misdemeanor or a felony

2.7.3.2. When a juvenile is in need of services or delinquent and the court is not open or intake officer is not reasonably available, which means neither the judge nor the intake officer could arrive within one hour after contacted.

2.7.3.3. When the accused has previously been convicted as an adult

2.7.4. Identify the procedures to be taken after a juvenile has been placed in custody:

2.7.4.1. When in custody by way of written petition, take juvenile before judge or intake officer

2.7.4.2. When in custody by reason of need of services, protection of the public, or shoplifting, take juvenile before intake officer

2.7.4.3. Warrant is to be delivered forthwith to the Juvenile & Domestic Relations Court

2.7.4.4. Summonses to be given to child, parents, and/or guardian

2.7.5. Identify the requirements for the separation of juveniles from other prisoners.

2.7.5.1. Child must be kept entirely separate and removed from adults

2.7.6. Identify the requirement of advising a juvenile of his/her constitutional rights when conducting a custodial interrogation.

2.7.6.1. Juvenile to be advised of right to counsel

2.7.6.2. Same Miranda rights apply as to those of adults, per §16.1-247.1

2.7.6.3. Statements given at intake are NOT admissible

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

1. Explain the purpose and intent of juvenile law, § 16.1-227 and define the following terms:

a. Child in need of services, as defined in § 16.1-228

b. Child in need of supervision, as defined in § 16.1-228

c. Delinquent child, as defined in § 16.1-228

Performance Outcome 2.8

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

Training Objectives Relating to 2.8

1. Given a written exercise, identify Code of Virginia requirements for serving mental health commitment papers such as emergency custody orders and temporary detention orders.

Criteria: The student shall be tested on the following:

2.8.1. Identify persons having authority to issue emergency custody orders and temporary detention orders.

2.8.2. Identify procedures for the return of service on emergency custody orders and temporary detention orders.

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

1. Identification of persons having authority to issue emergency custody orders and temporary detention order orders

a. Judge

b. Magistrate

2. Procedures for the return of service on emergency custody orders and temporary detention orders

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

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

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

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

Performance Outcome 2.9

Apply knowledge of law related to homicide.

Training Objectives Relating to 2.9

1. Given a written exercise, identify elements of homicide crimes.

Criteria: The student shall be tested on the following:

2.9.1. Identify various types of homicide crimes related to death with elements of the crime.

2.9.1.1. Aggravated murder

2.9.1.2. First and second degree murder

2.9.1.3. Felony homicide

2.9.1.4. Voluntary manslaughter

2.9.1.5. Involuntary manslaughter

2.9.2. Understand suicide is not a criminal offense.

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

1. Identify various types of homicide crimes related to death with elements of the crime and Code citations:

a. Aggravated murder (felony), § 18.2-31: the willful, deliberate, premeditated killing of a person in specifically defined circumstances

- b. First and second-degree murder (felony), §18.2-32
 - c. Felony homicide, aka felony murder (felony), § 18.2-33
 - d. Voluntary manslaughter (felony), § 18.2-35
 - (i). Unlawful killing
 - (ii). Without malice
 - (iii). With reasonable or adequate provocation
 - (1). “Provocation” is some action or action combined with words by victim to which the defendant acts in response
 - e. Involuntary manslaughter (felony), § 18.2-36, 18.2-36.1, 18.2-36.2
 - (i). Accidental killing
 - (ii). Contrary to intention of the parties
2. Understand that suicide and homelessness are not criminal offenses

Performance Outcome 2.10

Apply knowledge of law related to sexual assault offenses.

Training Objectives Relating to 2.10

1. Given a written exercise, identify the elements of and crime classifications for various types of sexual assault offenses.

Criteria: The student shall be tested on the following:

2.10.1. Identify various types of sexual assault offenses and elements of each.

2.10.1.1. Rape

2.10.1.2. Carnal knowledge of a child age 13 up to age 15

2.10.1.3. Forcible sodomy

2.10.1.4. Object sexual penetration

2.10.1.5. Aggravated sexual battery

2.10.1.6. Sexual battery

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

1. Identify various types of sexual assault offenses, including elements:

a. Rape (felony), § 18.2-61:

(i). Sexual intercourse:

(1). Penetration of the vagina by the penis is required to constitute sexual intercourse (Into the outer lips of the vagina)

(2). Ejaculation is not necessary

(ii). With a person whether or not his or her spouse

(iii). Or causes an unwilling person to engage in sexual intercourse with any other person

(iv). Without consent:

(1). Against the complaining witness' will by:

(2). Force, **or**

(3). Threats, **or**

(4). Intimidation of complaining witness or another person, **or**

(v). Through use of complaining witness':

(1). Mental incapacity (i.e. person with intellectual disability, senile person; any condition that prevents the victim from understanding the nature and consequences of the act), **or**

(2). Physical helplessness (inability to communicate his/her unwillingness to act; ex: intoxicated person who can't communicate or is passed out), § 18.2-67.10 3 & 4 **or**

(3). With a child under age 13 (child under 13 cannot consent)

b. Carnal knowledge of a child age 13 up to age 15 (felony), § 18.2-63

(i). Carnal knowledge:

(1). Carnal means pertaining to the body, its passions and its appetites; fleshly; sensual; impure; sexual

c. Forcible sodomy (felony), § 18.2-67.1

(i). Definitions:

(1). Cunnilingus: Oral stimulation of the female sex organ

(2). Fellatio: Oral stimulation of the male sex organ

(3). Anal intercourse: Anal intercourse by a man of a man or a woman

(4). Anilingus: Oral stimulation of the anus

d. Object sexual penetration (felony), § 18.2-67.2

e. Sexual battery (misdemeanor), § 18.2-67.4

(i). Sexual abuse is defined in § 18.2-67.10

f. Aggravated sexual battery (felony), §18.2-67.3

Performance Outcome 2.11

Apply knowledge of the law related to robbery, carjacking, and extortion.

Training Objectives Relating to 2.11

1. Given a written exercise, identify elements of robbery with Code citations.
2. Given a written exercise, identify elements of carjacking and extortion with Code citations.

Criteria: The student shall be tested on the following:

- 2.11.1. Identify robbery and the elements of the crime.
- 2.11.2. Identify carjacking and the elements of the crime.
- 2.11.3 Identify extortion and the elements of the crime.

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

1. Identify robbery, the elements of the crime, and the punishments, § 18.2-58
 - a. Robbery (felony), § 18.2-58 is the:
 - (i). Taking
 - (ii). With the intent to steal
 - (iii). The personal property of another
 - (iv). Against his will

(v). From his person or his presence

(vi). By violence, or intimidation

2. Identify carjacking (felony), the elements of the crime and the punishments, § 18.2-58.1

3. Identify the elements of extortion (felony), § 18.2-59

Performance Outcome 2.12

Apply knowledge of the law related to felony wounding and misdemeanor assault and battery.

Training Objectives Relating to 2.12

1. Given a written exercise, identify elements of felony wounding and misdemeanor assault and battery with Code citations.

Criteria: The student shall be tested on the following:

2.12.1. Identify the elements of felony wounding.

2.12.2. Identify the elements of assault and battery.

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

1. Identify the elements of felony wounding with Code citations:

a. Aggravated malicious wounding (felony), § 18.2-51.2

b. Malicious wounding (felony), § 18.2-51

(i). Maliciously

(ii). Shoot, stab, cut, wound, or cause bodily injury by any means

(iii). With the intent to maim (maim means to deprive another of the use of some part of the body) disable, disfigure, or kill

c. Unlawful wounding (felony), § 18.2-51:

(i). With malice is malicious, without malice is unlawful

2. Identify the elements of misdemeanor assault and battery:

a. Assault (misdemeanor), § 18.2-57:

(i). Any attempted battery, or threat with the present ability to carry out the threat (Also referred to as simple assault)

b. Battery (misdemeanor/felony), § 18.2-57:

- (i). Any offensive and non-consensual touching

Performance Outcome 2.13

Apply knowledge of the law related to burglary.

Training Objectives Relating to 2.13

- 1. Given a written exercise, identify elements of and general crime classifications for a burglary.

Criteria: The student shall be tested on the following:

2.13.1. Identify various burglary-related offenses and the elements of the crimes.

2.13.2. Identify elements of unlawful entry.

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

- 1. Identify various burglary-related offenses and the elements of the crimes with Code citations:

- a. Case Law Definitions:

- (i). Breaking may be actual or constructive

- (1). Actual:

(A). When suspect uses some force, no matter how slight, to move aside some material (i.e. door, window, etc.) of the structure of a dwelling to gain entrance

(2). Constructive

(A). Where entrance is gained by threat of violence, fraud (trick), or conspiracy

(ii). Entering is when any part of the body goes through or past the plane of the structure

b. Common Law Burglary (felony), § 18.2-89

c. Entering dwelling house with intent to commit murder, rape, robbery, or arson (felony), § 18.2-90

d. Entering dwelling house with intent to commit larceny, assault and battery or other felony (felony), § 18.2-91

e. Breaking and entering dwelling house with intent to commit other misdemeanor (felony), § 18.2-92

f. Possession of burglarious tools (felony), § 18.2-94

2. Identify elements of unlawful entry (felony/misdemeanor), § 18.2-121

Performance Outcome 2.14

Apply knowledge of the law related to a larceny and embezzlement.

Training Objectives for 2.14

1. Given a written exercise, identify elements and general crime classifications of larceny.

2. Given a written exercise, identify elements and general crime classifications of embezzlement.

Criteria: The student shall be tested on the following:

2.14.1. Identify the elements of larceny.

2.14.2. Distinguish between larceny of a vehicle and unauthorized use of a vehicle.

2.14.3. Identify the elements of the crime of receiving, concealing, or buying stolen property.

2.14.4. Identify the elements of embezzlement.

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

1. Identify the elements of various types of larceny and elements of the crimes, noting applicable Code citations

a. Grand larceny (felony), § 18.2-95

(i). Wrongful taking of the personal property of another (Note: Any movement of the property by the thief, however slight, constitutes a taking – it is not necessary for the thief to remove the property from the scene of the crime)

b. Elements of Unauthorized Use of a Vehicle, § 18.2-102

(i). Failing to return the vehicle to the owner by the time specified by the owner when permission was given, or using the vehicle in a manner not permitted by the permission given

c. Petit larceny (misdemeanor), § 18.2-96

d. Shoplifting and concealing merchandise, § 18.2-103 - 105

2. Identify the elements of the crimes involving stolen property, noting applicable Code citations

a. Elements of receiving/concealing stolen property, § 18.2-108

(i). Buying or receiving from another person, or aiding in concealing, any stolen goods

(ii). With knowledge that the goods have been stolen

(iii). With dishonest intent

3. Identify the elements of embezzlement, § 18.2-111

4. Identify general punishments associated with the crime of embezzlement

a. Punished as larceny

Performance Outcome 2.15

Apply knowledge of the law relating to trespassing.

Training Objectives Relating to 2.15

1. Given a written exercise, identify the elements of trespassing.

2. Given a written exercise, identify hate crimes, as they relate to trespassing offenses.

Criteria: The student shall be tested on the following:

2.15.1. Identify the elements of trespass for the purpose of destruction of, damage to, or tampering with property.

2.15.2. Identify the elements of two types of trespassing under § 18.2-119.

2.15.3. Identify the “hate crime aspect” to which § 18.2-121 may apply.

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

1. Identify trespassing and elements of the crime with Code citations:

a. Trespass with the purpose to damage or interfere, § 18.2-121

(i). For the purpose of damaging property or interfering with the rights of the owner

(ii). Damaging church or cemetery property, § 18.2-127

2. Identify enhanced penalties associated with certain crimes based on an offender's purpose or motives, § 18.2-57, § 18.2-42, 18.2-42.1, 18.2-43, § 18.2-121

3. Identify other forms of misdemeanor trespass such as:

a. "Spotlighting," § 18.2-121.2

b. Cemetery, § 18.2-125

c. School or Church, at nighttime without purpose to attend activities, § 18.2-128 (Note: trespassing on school property for the purpose of abducting a student is a felony)

d. "Peeping Tom," § 18.2-130 and its electronic equivalent (i.e. with a drone) § 18.2-130.1

e. Tampering with, etc., any vehicle, etc. without the consent of the owner, § 18.2-146

Performance Outcome 2.16

Apply knowledge of the law related to criminal conduct involving arson and explosive devices.

Training Objectives Relating to 2.16

1. Given a written exercise, identify the elements of crimes related to arson and explosive devices.

Criteria: The student shall be tested on the following:

2.16.1 Identify the elements of arson.

2.16.2. Identify the elements of the threat or use of illegal explosive devices.

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

1. Identify the elements of arson, with Code citations, §18.2-77 to § 18.2-88

2. Identify the elements of other offenses involving fires
3. Identify the elements of a threat concerning an illegal explosive device
 - a. Making and communicating to another by any means
 - b. A threat to bomb, burn, destroy, or damage a place of assembly, building, other structure or means of transportation, **or**
 - c. Communicating to another information that any peril of such bombing, burning, destruction or damage exists, while knowing that such information is false, § 18.2-83
4. Identify the elements of burning while in a building with intent to commit a felony
 - a. The person is in a building or other structure with intent to commit an unrelated felony
 - b. While in the building, the person causes the building to be burned
 - c. The act is not otherwise chargeable as arson

Performance Outcome 2.17

Apply knowledge of the law relating to crimes involving fraud.

Training Objectives Relating to 2.17

1. Given a written exercise, identify elements of crimes involving fraud.

Criteria: The student shall be tested on the following:

2.17.1. Identify elements of:

2.17.1.1. Obtaining money by false pretenses

2.17.1.2. Identity theft

2.17.1.3. Credit card fraud

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

1. Fraud is not itself a specific crime – rather, it is an element of a variety of crimes in which a person deceives a victim

a. “Intent to defraud” is defined as a misrepresentation or concealment of a material fact combined with the intent to deceive and induce another person to act to his or her detriment

2. Elements of Obtaining money by false pretenses, § 18.2–186

3. Elements of Identify theft, § 18.2–186.3

4. Elements of Credit card fraud, § 18.2–195

Performance Outcome ~~2-16~~ 2.18

Apply knowledge of the law relating to forgery and uttering, and related offenses.

Training Objectives Relating to 2.18

1. Given a written exercise, identify elements of forgery and uttering.
2. Given a written exercise, identify elements of passing counterfeit currency.

Criteria: The student shall be tested on the following:

- 2.18.1. Identify the elements of forgery and uttering.
- 2.18.2. Identify the elements of passing counterfeit currency.

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

1. Identify the elements of forgery and uttering with Code citations, § 18.2-168 and § 18.2-172

- a. Forgery

- (i). The perpetrator makes a false writing or materially alters a writing
- (ii). Such writing, if genuine, would create a legal liability for another person
- (iii). The making or altering is done with the intent to defraud

b. Uttering

- (i). The perpetrator asserts or declares, by word or act, that a forgery is genuine
- (ii). The perpetrator knows that the forgery is false
- (iii). The perpetrator acts with the purpose of obtaining money or legal benefit

2. Identify the elements of passing counterfeit currency with Code citations, § 18.2-170

3. Identify the elements credit card forgery, § 18.2-193

Performance Outcome 2.19

Apply knowledge of the law relating to a weapons/firearm offenses.

Training Objectives Relating to 2.19

- 1. Given a written exercise, identify elements of weapon/firearm offenses and their general crime classifications.
- 2. Given a written exercise, identify elements of crimes relating to firearms.

Criteria: The student shall be tested on the following:

2.19.1. Identify the elements of crimes associated with firearms.

2.19.1.1. Willfully Discharge firearm in public place

2.19.1.2 Carrying concealed weapons

2.19.1.3. Possession of a "sawed off" long gun

2.19.1.4. Possession of a firearm or ammunition by a convicted felon or person who committed specified felonious acts while a juvenile

2.19.1.5. Possession of a firearm coincident with Schedule I or II drug offense

2.19.1.6. Use or display of a firearm during commission of a felony

2.19.1.7. Possession of a firearm while under a protective order

2.19.1.8. Possession of certain firearms by a juvenile

2.19.1.9 Prohibition of purchase of firearm by person adjudicated legally incompetent or mentally incompetent (§ 18.2-308.1:2) or involuntarily admitted to an inpatient facility or involuntarily ordered to outpatient treatment and prohibited from purchasing a firearm pursuant to § 18.2-308.1:3

2.19.1.10. Prohibition of possession of a firearm by persons not lawfully in United States (§ 18.2- 308.2:01)

2.19.2. Identify how to determine whether or not a suspect has been subject to involuntary commitment, mandatory outpatient treatment, or been released from voluntary admission after issuance from a temporary detention order and had purchased a weapon, possessed a weapon, or transported a weapon and if so, notify the Central Criminal Records Exchange.

2.19.3. Identify how to determine whether or not a suspect is in violation of § 18.2-308.2 (juvenile offender records).

2.19.4. Identify how to determine if the suspect is in violation of § 18.2-308.2:01 (illegal alien restrictions).

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

1. Identify elements of weapons/firearms offenses with Code citations

a. Willful Discharge of Firearm In Public Place, § 18.2-280

b. Carrying Concealed weapons, § 18.2-308

c. Elements of unlawful use or possession of a “sawed-off” long gun, § 18.2-299

d. Elements of Possession of a firearm, ammunition, etc. by a convicted felon, § 18.2-308.2

(i). The exceptions set forth by statute do not apply

e. The elements of use or display of a firearm coincident with Schedule I or II drug offense, § 18.2-308.4

(i). A person unlawfully possesses a Schedule I or II controlled substance

(ii). Simultaneously with knowledge and intent, possesses any firearm

f. The elements of Possession of a firearm during commission of a felony, § 18.2-53.1

g. The elements of Reckless handling of a firearm, § 18.2-56.1

h. The elements of failure to secure weapons allowing access by a child to a firearm resulting in an injury, § 18.2-56.2(A)

- i. The elements of failure to supervise use of a firearm by a child, § 18.2-56.2(B)
- j. The elements of discharge of a firearm within or at an occupied dwelling, § 18.2-279
- k. Brandishing a firearm, § 18.2-282
- l. Carrying a weapon into a courthouse, § 18.2-283.1
- m. Hunting while under the influence of alcohol, § 18.2-285
- n. Shooting near a roadway, § 18.2-286
- o. The elements of possession of a firearm while under a protective order
- p. The elements of brandishing a machete, § 18.2-282.1
- q. The elements of unlawful purchase of a firearm by person in specified mental conditions, § 18.2-308:1:2 and 18.2-308.1:3
- r. The elements of unlawful possession of a firearm by persons not lawfully in United States (§ 18.2-308.2:01)

2. Identify the Law Enforcement Officers Safety Act (LEOSA) as the legal basis that authorizes “qualified” officers to carry a concealed firearm in any jurisdiction

in the United States, regardless of state or local laws, with certain exceptions, 18 US Code § 926B&C

3. Determine whether or not a suspect:

a. Has been subject to involuntary commitment, mandatory outpatient treatment, or been released from voluntary admission after issuance from a temporary detention order and had purchased a weapon, possessed a weapon, or transported a weapon and if so, notify the Central Criminal Records Exchange § 18.2-308.1:2&3

(i). Run purpose code "F" to determine disqualifier for firearms

b. Committed specified felonious acts as a juvenile of § 18.2-308.2

c. Is an illegal alien, § 18.2-308.2:01

d. The foregoing status issues may be determined by a query to NCIC, CCRE and/or VCIN

Performance Outcome 2.20

Apply knowledge of the law relating to prostitution and sex offenses.

Training Objectives Relating to 2.20

1. Given a written exercise, identify the elements of prostitution and other sex-related offenses, and their general crime classifications.

Criteria: The student shall be tested on the following:

2.20.1. Identify the elements of sex-related offenses.

2.20.1.1. Keeping, residing in or frequenting a bawdy place

2.20.1.2. Prostitution

2.20.1.3. Using vehicles to promote prostitution or unlawful sexual intercourse

2.20.1.4. Receiving money from earnings of male or female prostitute

2.20.1.5. Transporting person for purpose of a sex offense

2.20.1.6. Crimes against nature

2.20.2. Identify the elements of sex offenses against children.

2.20.3. Identify the elements of unlawful filming, videotaping or photographing of another.

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

1. Identify the elements of the following sex offenses and their general crime classifications:

a. The elements of keeping, residing in or frequenting a bawdy place, § 18.2-347

b. The elements of Prostitution, § 18.2-346

c. The elements of using vehicles to promote prostitution or unlawful sexual intercourse, §18.2-349

d. The elements of crimes against nature, § 18.2-361

2. Identify the elements of sex offenses against or by children (Indecent Liberties)

a. Elements of indecent liberties committed by adults, § 18.2-370

b. Elements of indecent liberties committed by a juvenile, § 18.2-370.01

c. Elements of contributing to the delinquency of a minor, § 18.2-371

d. Elements of felony human trafficking, § 18.2-355

e. Elements of production of child pornography, § 18.2–374.1

f. The elements of possession, reproduction and distribution of child pornography, § 18.2–374.1:1

g. Identify the elements of unlawful filming, videotaping or photographing of another, § 18.2-386.1

h. The elements of unlawful dissemination of image(s), § 18.2–386.2

Performance Outcome 2.21

Apply knowledge of the law relating to gambling.

Training Objectives Relating to 2.21

1. Given a written exercise, identify the elements and general crime classifications of gambling offenses.

Criteria: The student shall be tested on the following:

2.21.1. Identify the elements of illicit gambling.

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

1. Identify the elements of illicit gambling and its general crime classifications, §§ 18.2-325, 326, 328, & 334

Performance Outcome 2.22

Apply knowledge of the law relating to crimes involving controlled substances.

Training Objectives Relating to 2.22

1. Given a written exercise, identify elements of crimes related to controlled substances and illegal drugs.

Criteria: The student shall be tested on the following:

2.22.1 Identify general criteria applicable to the designation of various substances as controlled substances and related paraphernalia.

2.22.2. Identify elements of unlawful possession of a controlled substance.

2.22.3 Identify elements of possession with intent to distribute illegal drugs.

2.22.4. Identify elements of the manufacture and sale of illegal drugs.

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

1. Identify the criteria by which various substances and related paraphernalia are designated under the statutory schedules of controlled substances § 18.2-248 to § 18.2-265

2. Elements of crimes involving controlled substances or other illegal drugs

a. Possession

(i). Forms of unlawful drug possession are:

- (1). Actual – Present on one's person or in a hand-carried item
- (2). Constructive – in a nearby or remote location over which the offender has dominion and control (the ability to exclude access by others)
- (3). Joint – more than one person may share possession of the same item

b. Drug Trafficking

(i). Elements are:

- (1). Manufacturing, selling, giving, distributing or possessing with intent to manufacture, sell, give or distribute
- (2). A controlled substance or
- (3). An imitation controlled substance

(ii). Evidence establishing intent to distribute include:

- (1). Possession of a quantity of drugs greater than that ordinarily possessed for one's personal use
- (2). The method of packaging
- (3). The quantity and denomination of the cash possessed,

(4). The absence of any paraphernalia indicative of personal use,

(5). The presence of equipment related to drug distribution, and

(6). The presence of firearms

(iii). Trafficking offenses cited above are felonies with varying penalties and mandatory minimum sentences, depending on the quantity of drugs involved and the offender's relative level of involvement in a continuing criminal enterprise or criminal street gang

(iv). "Accommodation" sales are transactions involving a "middle man" who does not profit from the transaction, and which have lesser penalties

(v). Possession of listed methamphetamine precursor drugs, with intent to manufacture methamphetamine is also a felony, § 18.2-248

3. Identify the elements of crimes involving drugs not listed in schedules of controlled substances in:

a. § 4.1-1100 and subsequent code sections under this chapter

b. Possession of cannabidiol oil or THC-A oil, § 54.1-3408.3

(i). A practitioner in the course of his professional practice may issue a written certification for the use of cannabis oil for treatment or to alleviate the symptoms of any diagnosed condition or disease determined by the practitioner to benefit from such use

c. Manufacture, sale, distribution or possession with intent to manufacture, sell or distribute any anabolic steroid, § 18.2-248.5

Performance Outcomes 2.23

Apply knowledge of the law relating to disorderly conduct.

Training Objectives Relating to 2.23

1. Given a written exercise, identify the elements of disorderly conduct.

Criteria: The student shall be tested on the following:

2.23.1 Identify the elements of disorderly conduct.

2.23.2. Identify offenses related to use of profane, threatening or indecent language over public airways or by computer or text.

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

1. Identify the elements of disorderly conduct, § 18.2-415
2. Identify the elements of abusive language and distinguish that offense from disorderly conduct, § 18.2-416

- a. Such conduct occurs in a face-to-face encounter

- (i). Such conduct may occur in a private encounter where no third party is present

- (ii). Such conduct alone is not unlawful when directed toward a law enforcement officer unless other threatening, assaultive, or obstructive conduct is also involved

- (iii). Conduct consisting only of words may be punishable as abusive language whereas conduct is not punishable as disorderly conduct if it consists only of words

- b. Abusive language may be charged if it occurs in a private, face-to-face encounter

Performance Outcome 2.24

Apply knowledge of the law relating to stalking.

Training Objectives Relating to 2.24

1. Given a written exercise, identify stalking.

Criteria: The student shall be tested on the following:

2.24.1. Identify the elements of stalking.

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

1. Identify elements of stalking with Code citations, § 18.2-60.3
2. Identify the elements of violation of protective orders, 18.2-60.4
3. Elements of unlawful use of a drone, § 18.2-324.2

Performance Outcome 2.25

Apply knowledge of the law relating to establishing local ordinances.

Training Objectives Relating to 2.25

1. Given a written exercise, identify the Code related to establishing local ordinances.

Criteria: The student shall be tested on the following:

2.25.1. Identify the Code citation enabling local counties, cities, and towns to establish local ordinances.

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

1. Identify the Code citations enabling local counties, cities, and towns to establish local ordinances, § 15.2-1425 and § 15.2-1429
2. Identify the Code citation citations enabling local counties, cities, and towns to establish local ordinances that affect loitering/curfew violations, § 15.2-926
3. Identify the Code citation prohibiting local counties, cities and towns to establish local ordinances relating to unmanned aircraft system, § 15.2-926.3

Performance Outcome 2.26

Apply knowledge of the law relating to a public drinking violations.

Training Objectives Relating to 2.26

1. Given a written exercise, identify the elements of criminal violations relating to drinking in public.

Criteria: The student shall be tested on the following:

2.26.1. Identify the elements of criminal violations relating to public consumption of alcohol.

2.26.1.1. Open container of alcoholic beverage in motor vehicles

2.26.1.2. Intoxicated in public

2.26.1.3. Drinking in a public place

2.26.1.4. Possession of alcohol by minors

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

1. Identify the elements of Open container of alcoholic beverage in motor vehicles (misdemeanor) elements, § 18.2-323.1

2. Intoxicated in Public (misdemeanor) elements, § 18.2-388

3. Drinking in a public place (misdemeanor) elements, § 4.1-308

4. Possession of alcohol by minors (Class 4 misdemeanor) elements, § 4.1-305

Performance Outcome 2.27

Apply knowledge of the law relating to an abducted person.

Training Objectives Relating to 2.27

1. Given a written exercise, identify elements of the crimes relating to abducted persons.

Criteria: The student shall be tested on the following:

2.27.1. Identify the various criminal violations related to abduction.

2.27.1.1. Abduction as an element of Aggravated Murder

2.27.1.2. Imprisonment as an element of first-degree murder

2.27.1.3. Abduction in general/kidnapping

2.27.1.4. Abduction with intent to subject a person to forced labor or services

2.27.1.5. Abduction with intent to extort money or for immoral purposes

2.27.1.6. Parental abduction

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

1. Identify the various types of criminal violations related to abduction:

a. Abduction/kidnapping (felony) elements, § 18.2-47(A)

- b. Abduction with intent to subject a person to forced labor or services (felony) elements, § 18.2-47(B)
- c. Abduction with intent to extort money or for immoral purposes (felony) elements, § 18.2-48
- d. Parental abduction (misdemeanor) elements, § 18.2-47(D)
- e. Parental abduction (felony), elements § 18.2-49.1 (A)
- f. Violation of a Court Order- Custody/Visitation (misdemeanor), § 18.2-49.1(B)

Performance Outcome 2.28

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

Training Objectives Related to 2.28

1. Given a written exercise, identify elements of the crimes related to family abuse.
2. Given a written exercise, identify the legal requirements for the issuance of protective orders.

3. Given a written exercise, identify when a criminal violation of a protective order has occurred.

Criteria: The student shall be tested on the following:

2.28.1. Identify a family or household member, per the Code of Virginia.

2.28.2. Identify procedures for the initiation of Emergency Protective Orders.

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

2.28.4. Identify the circumstances that constitute a violation of a protective order.

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

2.28.5. Identify elements of assault and battery against a family or household member, § 18.2-57.2.

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

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

1. Define the following:

a. Family abuse (§ 16.1-228)

b. A family or household member (§ 16.1-228)

2. Identify procedures for the initiation of emergency protective orders

a. Emergency protective orders (EPO) are authorized in cases of family abuse,

§ 16.1-253.4

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

4. Identify the circumstances that constitute a violation of a protective order, § 16.1-253.2

5. Identify how possession, purchase, and transportation of a firearm can constitute a violation of a protective order, § 18.2-308.1:4

6. Identify elements of assault and battery against a family or household member, § 18.2-57.2

7. Identify the statutory requirement for arrest of the predominant physical aggressor, absent special circumstances, § 19.2-81.3

8. Arrest without a warrant authorized in cases of assault and battery against a family member, and for violations of protective orders, § 19.2-81.3

Performance Outcome 2.29

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

Training Objectives Related to 2.29

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

Criteria: The student shall be tested on the following:

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

2.29.2. Identify the relevant principles regarding suspect interrogation:

2.29.2.1. The US Supreme Court requires measures to protect a suspect's 5th Amendment rights, by advising a suspect of four basic

rights before being questioned, *Miranda v. Arizona*, 384 U.S. 436 (1966)

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

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

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

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

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

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

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

2.29.8. Identify the three exceptions to Miranda.

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

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

1. Identify the rights of a person who is subjected to custodial questioning, as guaranteed by the U.S. Constitution

a. The 4th, 5th, and 6th Amendment rights guarantee a person be afforded certain rights of protection

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

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

3. Identify the relevant cases principles regarding suspect interrogation:

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

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

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

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

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

b. Three exceptions to Miranda:

(i). Imminent threat to public safety

(ii). During roadside or on-scene questioning

(iii). Booking questions

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

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

(i). Whether person has been advised that he or she is free to go

(ii). Whether the person has been physically restrained and/or handcuffed

(iii). Whether the person has been informed that he or she is a suspect or will be arrested

(iv). Whether the person is voluntarily present for questioning

(v). The location and familiarity of the place of questioning

(1). Questioning at a law enforcement facility does not necessarily dictate whether a person is in a custodial setting

(2). Questioning in a person's home does not necessarily dictate that is not in a custodial setting

(vi). The number of officers and/or whether surrounded

(vii). The duration and character of questioning or demeanor of the law enforcement officer

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

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

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

4. Identify use of consent forms and waiver forms

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

b. Custodial interrogation requirements, § 19.2-390.04

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

a. Inculpatory statements tend to incriminate a person

b. Exculpatory statements tend to prove innocence

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

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

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

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

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

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

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

(i). Fingerprinting

(ii). DNA testing or withdrawal of blood

(iii). Voice exemplars

(iv). Handwriting exemplars

(v). Photographs or lineups of persons

(vi). Measurements

(vii). Hair samples

(viii). Fingernail scrapings

(ix). To appear or stand in Court

(x). To walk or assume a stance/make a gesture

9. Identify the consequences for a person who gives a false identity to a law enforcement officer after having been lawfully detained and requested to identify himself, § 19.2-82.1

Performance Outcomes 2.30

Conduct lawful searches and seizures without a search warrant.

Training Objectives Relating to 2.30

Given a written exercise on Fourth Amendment principles:

1. Identify those search and seizure situations in which a person has a reasonable expectation of privacy and invokes the Fourth Amendment's limitations on law enforcement activities.

2. Identify situations where a person does not have a reasonable expectation of privacy.

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

4. Identify general categories of what can be seized.

Criteria: The student shall be tested on the following:

2.30.1. Identify the Fourth Amendment as the basis for the requirement that searches generally require a warrant.

2.30.2. Identify the reason that search warrants must still be obtained after exigency subsides or crime scene is secured.

2.30.3. Identify hot pursuit as an exception to search warrant requirements.

2.30.4. Identify the Community Caretaker Doctrine and the standard required.

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

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

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

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

2.30.9. Identify the principles relating to lawful consent searches.

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

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

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

(i). Homes and businesses

(ii). Curtilages

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

(iv). Thermal imaging,

(v). Vehicles

(vi). GPS on vehicles

(vii). Cell Phones and cell site location information

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

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

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

3. Categories of items that may be lawfully seized:

a. Instrumentalities of crime (weapons and other items used in the commission of a criminal offense)

b. Fruits (proceeds) of a crime

c. Contraband (i.e. items that are generally unlawful to possess)

d. Any object, thing, or person, including without limitation:

(i). Documents

(ii). Books, papers, or records

(iii). Bodily fluids constituting evidence of the commission of a crime

e. A person that a search warrant authorizes to be seized pursuant to an arrest warrant

4. Exceptions to the requirement for a search warrant

a. Consent

(i). Voluntary- may withdraw or limit the consent at any time

(ii). No legal requirement that consent must be given in writing
(although this may be addressed in agency policy)

(iii). A subject in custody and handcuffed may give consent, but strong factors of coercion (i.e. a felony stop) may cause consent to be involuntary in nature

(iv). Repeated requests for consent following refusals may create an issue of involuntariness if consent is finally given by the individual

b. Apparent authority

(i). Visitor to premises lacks authority to consent for entry to premises

(ii). Joint occupant may consent to common areas in premises;
present joint occupant may veto consent by another occupant

(iii). Landlord and/or employer generally cannot give lawful consent to search

c. Frisk

(i). Review legal basis for investigative detention (Terry stop)

(ii). If reasonable suspicion exists to believe a subject is armed or dangerous, a reasonably limited search for weapons, such as a frisk, may be conducted

(iii). Ability to retrieve any item that could be a weapon

(iv). "Plain feel" can also retrieve any item that without manipulation and with probable cause is determined to be contraband

(v). If lawful detention and reasonable suspicion exists that a vehicle contains weapon(s), can look into areas that could contain a weapon.

d. Search incident to arrest

(i). Requires a lawful arrest

(ii). Body search plus area within which subject could lunge to obtain a weapon or destroy evidence of the crime

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

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

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

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

(vii). When an arrest is made inside a residence, officers may conduct a protective sweep of immediately adjacent areas for other

persons or, if there is reason to believe other persons are present, a sweep of the entire residence where persons could be found

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

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

f. Community Caretaker Doctrine

- (i). Officers may also enter residence without a warrant or consent if there is reasonable suspicion of a serious, genuine concern that a citizen's health, well-being, or safety is at risk for reasons other than

criminal activity (i.e. fire scene, unattended child, welfare of person out-of-contact)

(ii). Privacy areas other than homes may be searched on this basis for other reasons (i.e. unaccounted for firearm in accident scene, etc.)

g. Vehicle Inventory

(i). Applies to a lawfully impounded vehicle

(ii). Requires agency written policy or practice that restricts officers' decisions whether and how to conduct the inventory

(iii). Search is limited to areas that could contain valuable items

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

h. Abandoned property

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

(ii). Abandonment must not be caused by unlawful actions of an officer (i.e. officer lacking reasonable suspicion detains a subject

who then throw contraband to the ground; seizure of contraband would not be considered lawful)

i. Plain View Doctrine

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

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

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

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

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

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

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

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

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

Performance Outcome 2.31

Conduct lawful searches and seizures with a search warrant.

Training Objectives Relating to 2.31

Given a practical exercise:

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

Given a written exercise on Fourth Amendment principles:

2. Identify proper authority for issuing a search warrant.

3. Identify essential contents of a search warrant affidavit.

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

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

6. Identify who may be present during execution of a search warrant.
7. Identify the standard required in order to detain a person lawfully present while a search warrant is executed.
8. Identify general categories of what items can be lawfully seized during execution of a search warrant.
9. Identify return requirements for returning a search warrant.

Criteria: The student shall be tested on the following:

Practical exercise:

2.31.1. Complete an affidavit for a search warrant.

Written exercise:

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

2.31.3. Identify essential contents of a search warrant affidavit.

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

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

2.31.6. Identify who may be present during a search.

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

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

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

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

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

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

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

3. § 19.2-54 and case law interpreting the Fourth Amendment require that a search

warrant affidavit contains the following information:

- a. The criminal offense causing related to the search, specifically listing applicable code section
- b. A particularized description of the place, thing, or person to be searched
- c. A description of things or persons to be searched for and seized, in terms of and falling within the following categories:
 - (i). Instrumentalities of crime (i.e. weapons and other items used in the commission of crime)
 - (ii). Fruits (proceeds) of crime
 - (iii). Contraband (i.e. items that are generally unlawful to possess)
 - (iv). Any object, thing, or person, including without limitation, documents, books, papers, records or body fluids, constituting evidence of the commission of a crime, **or**
 - (iv). A person that a search warrant authorizes to be seized pursuant to an arrest warrant

(v). A recitation that the thing(s) being searched for is/are evidence of the offense

(vi). Material facts establishing probable cause to issue a search warrant (i.e. facts and circumstances that would lead a reasonable person to believe the seizable items are located in the area to be searched)

(1). The statement of probable cause must not be “conclusory,” and must contain enough detail so that the issuing official may make an independent determination that probable cause to support the search in fact exists

(2). Information establishing probable cause is not “stale” (i.e. Is it reasonable that the items to be seized will still be located in the place?)

(3). In evaluating probable cause, it is improper for an issuing official to consider information provided verbally and not included in the affidavit (referred to as the “four corners rule-” if it becomes necessary to provide additional information, the requesting officer should revise and resubmit the affidavit)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

a. Officer executing a search warrant may lawfully:

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

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

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

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

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

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

b. Items encountered during the search that are not listed as items to be searched for and seized, but probable cause exists that the items are evidence of the crime listed on the warrant

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

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

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

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

10. Process for return of the warrant

a. Endorse the warrant, to include:

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

(ii). Signature of officer executing the warrant

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

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

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

(i). Filing via email is not permitted

11. Special Situations

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

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

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

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

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

Performance Outcome 2.32

Use probable cause to search a vehicle.

Training Objectives Relating to 2.32

1. Given a written exercise, identify factors to consider to legally search a vehicle.

Criteria: The student shall be tested on the following:

2.32.1. Identify the legal criteria for a vehicle search.

2.32.1.1. Reasonable suspicion to conduct a sweep of vehicle

2.32.1.2. Probable cause “Carroll Doctrine”

2.32.1.3. Inventory

2.32.1.4. Community Caretaker

2.32.1.5. Consent

2.32.1.6. Search incident to arrest

2.32.1.7. Plain view or abandoned

2.32.2. Identify the parameters for the scope of a vehicle search.

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

1. Identify legal criteria for a vehicle search their parameters for the scope of each type of vehicle search

a. Reasonable suspicion to sweep if officer believes weapons are within the vehicle

(i).The scope includes the areas within the control of the occupants and is typically limited to the passenger compartment of the vehicle unless the occupants have ready access to other areas

b. Probable cause (“Carroll Doctrine”) permits a search of anywhere in the vehicle that evidence can be located, including locked containers and does not require exigent circumstances

(i). The courts have recognized that vehicles have a diminished expectation of privacy, are readily movable and the government has an interest in regulating vehicles as it is a privilege and not a right to drive

c. Inventory is an administrative search for the protection of officers (and others) against false claims; to protect the public from dangerous instrumentalities and cannot be used as a ruse to search

(i). Officer can search anywhere items of value may be found and can include locked containers, as long as law enforcement agency has a written policy permitting it

d. Consent The courts have looked at the totality of the circumstances to determine if a reasonable person feels free to object or to leave

(i). Burden to prove consent lies with the officer

e. Search incident to arrest is permitted to prevent destruction of evidence, prevent a means of escape and for officer safety

(i). Limited to areas within the control of the suspect

f. Looking for a VIN is an exception and does not require a search warrant

g. A person does not have an expectation of privacy in a stolen vehicle

Performance Outcome 2.33

Pat down a suspect or search an arrested person.

Training Objectives Relating to 2.33

Given a written exercise:

1. Identify the parameters under which a pat down of a suspect may be conducted.
2. Identify the parameters under which the search of an arrested person may be conducted.

Criteria: The student shall be tested on the following:

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

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

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

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

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

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

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

(ii). Usually not custodial in nature

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

3. The relevant legal principles:

a. Terry v. Ohio states that a law enforcement officer may detain a suspect briefly based upon reasonable suspicion **and**, if there is reasonable suspicion that the person is armed, they may be patted down for weapons, but not searched for evidence

b. While a stop alone does not, without more, justify a frisk of the automobile's occupants, when a law enforcement officer reasonably suspects that a person (whether in a street encounter or traffic stop and whether the driver or the passenger) he has stopped is armed, the officer is warranted in that his safety is in danger, thus justifying a frisk (pat down)

(i). Courts have recognized that the danger was found in the presence of a weapon during a forced law enforcement encounter and thus presented a threat to the officer's safety, even if stopped for a minor violation

(ii). The legality of the frisk does not depend on the legality of the weapon's possession

Performance Outcome 2.34

Seize contraband, weapons, or stolen property from a suspect.

Training Objectives Relating to 2.34

Given a written exercise:

1. Identify the legal requirements relating to seizure of contraband, weapons, or stolen property from suspects.
2. Identify items subject to asset forfeiture laws.

3. Identify the time requirements for filing civil forfeitures.

Criteria: The student shall be tested on the following:

2.34.1. Identify elements of authorizing the seizure of property.

2.34.2. Identify items subject to asset forfeiture laws.

2.34.3. Identify the legal basis for seizing personal property related to illegal drug dealing or manufacture for forfeiture.

2.34.4. Identify the need to document items seized related to illegal drug dealing or manufacture as evidence for prosecution prior to forfeiture.

2.34.5. Identify the need to connect cash or other property seized with the illegal drug dealing or manufacture.

2.34.6. Identify the need to establish the connection, as the Commonwealth must file with the Court within 21 days for Notice of Forfeiture and 90 days for Information.

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

1. Identify the elements of the seizure of property: (Code of Virginia § 19.2-53)

a. Any search warrant issued for the search and seizure of a computer, computer network, or other device containing electronic or digital information shall be deemed to include the search and seizure of the physical components and the electronic or digital information contained in any such computer, computer network, or other device

b. Any search, including the search of the contents of any computer, computer network, or other device conducted, may be conducted in any location and is not limited to the location where the evidence was seized

2. Identify items subject to asset forfeiture laws

a. Situations where assets may be seized: § 19.2-386.15 - § 19.2-386.35

Performance Outcome 2.35

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

Training Objectives Related to 2.35

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

2. Given a written exercise, identify the legal requirements for proper disposition of unclaimed personal property in possession of law enforcement that is neither needed for evidence nor is subject to forfeiture.

Criteria: The student shall be tested on the following:

2.35.1. Define evidence.

2.35.2. Identify the types of evidence.

2.35.3. Define chain of custody.

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

2.35.5. Identify procedure to establish and track chain of custody of evidence.

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

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

2.35.8. Identify the lawful disposition of unclaimed firearms.

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

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

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

1. Define evidence

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

2. Identify the types of evidence:

a. Documentary (written items)

b. Trace

c. Real

d. Circumstantial

e. Physical

f. Confessions

g. Photographic

3. Define the chain of custody

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

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

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

(ii). Must be proven to a reasonable certainty

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

a. Legal relevance

b. Logical relevance

5. Identify methods used to initially identify evidence through:

a. Personal observation

b. Discovery through a valid search warrant

c. Investigation or other witnesses

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

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

b. Document all persons handling the evidence or property

(i). Records/notes should be maintained indicating all persons who handle, recover, remove transport, store or release evidence or property

(ii). When evidence needs to go to lab and process

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

d. Determine when appropriate to turn over for expert recovery and examination

(i). When evidence needs to go to be processed and forensically examined

e. Document by signed receipt, the return of evidence or property including the reason

(i). This will show who accepted the responsibility for the item as well as where to begin looking in the event it is necessary to acquire again

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

a. Must maintain chain of custody to show not tampered with

8. Distinguish between property in possession of law enforcement and property in possession of the court

a. Evidence will remain within the custody of law enforcement until entered into evidence at trial

9. Identify the role of the Commonwealth's Attorney in the destruction or disposal of unclaimed personal property, § 19.2-386.23

10. Identify the role of the court in the following:

a. Disposition of unclaimed property (§ 15.2-1719 (local officers), § 52-11.4 (State Police))

b. Disposition of unclaimed firearms (§15.2-1721 and § 52-11.5 (State Police))

c. Disposition of drugs and drug paraphernalia not needed as evidence (§ 19.2-386.23)

11. All controlled substances, imitation controlled substances, marijuana, or paraphernalia, the lawful possession of which is not established or the title to which cannot be ascertained, which have come into the custody of a peace officer or have been seized in connection with violations of Chapter 7 (§ 18.2-247 et seq.) shall be forfeited and disposed of

Performance Outcome 2.36

Identify the legal basis for use of force by a law enforcement officer.

Training Objective Related to 2.36

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

Criteria: The student shall be tested on the following:

2.36.1. Identify that an officer may use force against a citizen only when objectively reasonable to effect a lawful detention or arrest or in defense of the officer or another person.

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

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

2.36.2.1.1. Severity of the crime

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

2.36.2.1.3. Actively resisting arrest or flight

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

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

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

2.36.5.1. The officer reasonably believes that deadly force is immediately necessary to protect the officer or another person, other than the subject of the use of deadly force, from the threat of serious bodily injury or death;

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

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

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

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

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

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

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

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

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

b. The totality of the circumstances, including:

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

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

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

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

(v). The seriousness of the suspected crime

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

3. Preservation of property

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

Performance Outcome 2.37

Identify the legal requirements related to fingerprinting.

Training Objectives Relating to 2.37

Given a written exercise:

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

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

Criteria: The student shall be tested on the following:

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

2.37.1.1. Charged with a treason or any felony

2.37.1.2. Charged with any misdemeanor under Title 54.1

2.37.1.3. Convicted of the above

2.37.2. Identify the statutory requirements related to fingerprinting juveniles.

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

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

2.37.2.3. Maintain juvenile fingerprint records separately from adult records

2.37.2.4. Destruction of juvenile fingerprint records

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

1. The circumstances under which a suspect shall be fingerprinted, § 19.2-390
2. The requirements related to fingerprinting juveniles, § 16.1-299

Performance Outcome 2.38

Identify the legal basis for a citizen (or non-law enforcement) arrest or detention.

Training Objectives Relating to 2.38

Given a written exercise:

1. Identify the legal authority under which a citizen can detain or arrest another person.
2. Identify the legal authority for private security personnel to arrest.
3. Identify the legal authority for a bail bondsman or his or her agent to arrest.
4. Identify the legal authority for a shopkeeper or merchant to detain a shoplifter.

Criteria: The student shall be tested on the following:

- 2.38.1. Identify the legal authority under which a citizen can detain another person.
- 2.38.2. Identify the legal authority for private security personnel to arrest.
- 2.38.3. Identify the legal authority for a bail bondsman or his or her agent to arrest.
- 2.38.4. Identify the legal authority for a shopkeeper or merchant to detain a shoplifter.

2.38.5. Identify the reason the suspect does not need to be advised of constitutional rights (which only apply to law enforcement officers and not citizens, security, or bail bondsmen).

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

1. Identify the legal authority under which a citizen can detain or arrest another person

a. A citizen can arrest when a felony has been committed in their presence and there are reasonable grounds for believing the person arrested has committed the crime

b. A citizen can arrest for a breach of the peace committed in his or her presence

2. Identify the legal authority for registered, armed security personnel to arrest, § 9.1-146

3. Identify the legal authority for a bail bondsman or his or her agent to arrest, § 9.1-186.12 and § 9.1-185.15

4. Identify the legal authority for a shopkeeper or merchant to detain a shoplifter §18.2-105.1 and § 8.01-226.9

Performance Outcome 2.39

Identify the legal authority to arrest persons with a warrant.

Training Objectives Relating to 2.39

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

Criteria: The student shall be tested on the following:

2.39.1. Define arrest.

2.39.2. Identify the mandatory contents of a valid warrant.

2.39.3. Identify the territorial limitations of an officer's power to arrest.

2.39.4. Identify the consequences of an illegal arrest.

2.39.5. Identify the process of executing an arrest warrant.

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

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

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

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

2. Define arrest

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

3. Identify who may issue a warrant for the arrest of a person charged with a criminal offense, § 19.2-71

4. Identify the process for seeking an arrest warrant, § 19.2-72

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

6. Identify the territorial limitations of an officer’s power to arrest

a. A sheriff or his deputy may execute an arrest warrant throughout the county in which he serves and in any city or town surrounded thereby and effect an arrest in any city or town surrounded thereby as a result of a criminal act committed during the execution of such warrant, § 19.2-71

b. § 19.2-76: A law-enforcement officer may execute within his jurisdiction a warrant, capias or summons issued anywhere in the Commonwealth

c. A warrant or capias shall be executed by the arrest of the accused, and a summons shall be executed by delivering a copy to the accused personally

d. § 19.2-77: Whenever a person in the custody of an officer shall escape or whenever a person shall flee from an officer attempting to arrest him, such officer, with or without a warrant, may pursue such person anywhere in the Commonwealth and, when actually in close pursuit, may arrest him wherever he is found

e. If the arrest is made in a county or city adjoining that from which the accused fled, or in any area of the Commonwealth within one mile of the boundary of the county or city from which he fled, the officer may forthwith return the accused before the proper official of the county or city from which he fled

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

g. § 19.2-249: An offense committed on the boundary of two counties, or on the boundary of two cities, or on the boundary of a county and city, or

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

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

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

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

j. § 15.2-1724 Public safety issues such as:

(i). Drug enforcement

(ii). Immediate threat to life or public safety

(iii). Temporary Detention or Emergency Custody orders

(iv). Disaster response

7. Identify the consequences of an illegal arrest

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

b. Can result in the suppression of evidence or statements

c. Can result in administrative disciplinary action

8. Identify the process of executing an arrest warrant

a. Duty of arresting officer for bail hearing purposes, § 19.2-80

b. Duty of arresting officer to obtain and provide a criminal history of the arrestee to the magistrate or court in order for bail hearing to be conducted, § 19.2-80.2

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

a. Officers may execute an arrest warrant and enter a dwelling in which a suspect lives when there is probable cause to believe the suspect is within

b. Unless officers have the consent of the resident or exigent circumstances are present, they must obtain a search warrant to enter a third party's residence to search for a wanted person

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

Performance Outcome 2.40

Identify the legal authority to arrest persons without a warrant.

Training Objectives Relating to 2.40

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

Criteria: The student shall be tested on the following:

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

81.

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

2.40.3. Identify three situations in which an officer may make a warrantless arrest according to the Code of Virginia.

2.40.4. Identify when a law enforcement officer may enter a private dwelling in order to make a warrantless arrest.

2.40.5. Identify the uniform requirement for an officer making an arrest on a public road or highway.

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

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

4. Identify the additional situations whereby an officer may make a warrantless arrest according to the Code of Virginia:

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

5. Identify when a law enforcement officer may enter a private dwelling in order to make a warrantless arrest:

- a. Consent
- b. Exceptions to the search warrant requirement (i.e. exigent circumstances, hot pursuit)

6. Identify other warrantless arrest situations.

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

b. Arrest of an illegal alien without a warrant, § 19.2-81.6

7. Identify the uniform requirement for an officer making an arrest on a public road or highway, § 19.2-78

Performance Outcome 2.41

Apply knowledge of general liability related to false arrest, false imprisonment, and use of warnings vs. arrest.

Training Objectives Related to 2.41

1. Given a written exercise, identify general liability attached to performance of law enforcement duties related to false arrest/false imprisonment.
2. Given a written exercise, identify general liability attached to the use of warnings vs. arrest.

Criteria: The student shall be tested on the following:

2.41.1. Define false arrest.

2.41.2. Define false imprisonment.

2.41.3. Identify the general liability attached to the performance of law enforcement duties related to false arrest.

2.41.4. Identify the general liability attached to the performance of law enforcement duties related to false imprisonment.

2.41.5. Identify the general liability attached to the use of warnings vs. arrest.

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

1. Define false arrest

a. The illegal detention of the person, without lawful process or the unlawful execution of lawful process

2. The duty to release person arrested in error as promptly as possible and place in a position as good as or better than prior to arrest

a. On a warrantless arrest, if at any point probable cause dissipates, the officer must release the subject (this is an exception to the statutory requirement to bring all arrested subjects to the magistrate forthwith)

3. Define false imprisonment (not limited to a jail setting)

a. False imprisonment is the restraint of one's liberty without any sufficient legal excuse therefor by word or acts

4. Identify the need to document circumstances related to a false arrest

Performance Outcome 2.42

Apply knowledge of general liability related to treatment of suspects and arrestees.

Training Objective Related to 2.42

1. Given a written exercise, identify general liability attached to performance of law enforcement duties related to the treatment of suspects and arrestees.

Criteria: The student shall be tested on the following:

2.42.1. Identify the legal requirement to assess for and provide medical treatment.

2.42.2. Identify the legal requirement to assess for psychiatric treatment.

2.42.3. Identify the legal requirement to assess of treatment after chemical or pepper spray.

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

1. Identify the legal requirement to assess for and provide medical treatment

a. Deliberate indifference standard:

- (i). Occurs when an officer is aware of an objectively serious medical condition, and such condition is met with subjective 'deliberate indifference' by the officer

Performance Outcome 2.43

Apply knowledge of general liability related to law enforcement vehicle operations.

Training Objective Related to 2.43

1. Given a written exercise, identify general liability attached to performance of law enforcement duties related to law enforcement vehicle operations.

Criteria: The student shall be tested on the following:

2.43.1. Identify General liability issues related to law enforcement vehicle operations.

2.43.2. Identify the importance of knowledge related to § 46.2-920 (Emergency Vehicle Exemptions).

2.43.3. Identify when the use of force, including the use of deadly force, may be appropriate in vehicle operation.

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

1. General liability related to law enforcement vehicle operations, § 46.2-920(B)
2. Outrageously reckless conduct that poses a grave risk to public safety, can justify the use of force including deadly force to end the threat
3. The use of force, including deadly force, may be justified to end a pursuit, if there exists an actual and imminent threat to the lives of any pedestrians, civilian motorists or the officers involved in a chase

Performance Outcome 2.44

Apply knowledge of general liability issues attached to performance of law enforcement duties.

Training Objective Related to 2.44

1. Given a written exercise, identify Virginia Sovereign Immunity and relevant federal civil rights law.

Criteria: The student shall be tested on the following:

- 2.44.1. Identify the Virginia Doctrine of Sovereign Immunity.

2.44.2. Identify related parts of § 8.01-195 through § 8.01-195.9.

2.44.3. Identify Federal civil rights law as follows:

2.44.3.1. 18 U.S.C. §241

2.44.3.2. 18 U.S.C. §242

2.44.3.3. 42 U.S.C. §1983

2.44.4. Identify the qualified immunity standard.

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

1. 18 U.S.C. § 241

2. 18 U.S.C. § 242

3. 42 U.S.C. §1983

4. Qualified immunity standard

a. Violation of a Constitutional or statutory right

b. The right is clearly established at the time

(i). A clearly established right is one that is sufficiently clear that every reasonable official would have understood that what he is doing violates that right

(ii). Does not require a case directly on point, but existing precedent must have placed the statutory or Constitutional question beyond debate

5. Other areas as may be identified by the instructor as liable law enforcement actions.

a. First Amendment rights as they relate to filming law enforcement activity

(i). Recording public officials including law enforcement is protected by the First Amendment

(ii). The ability to observe and, if desired, to photograph, video record, or audio record agents of the government is guarded by the Constitution

(iii). Individuals have a First Amendment right to record law enforcement when they are conducting business in a public place and where the individual making the recording has a legal right to be present

(iv). In effect, the public has the same rights to record law enforcement as the media

(v). Like most constitutional rights, freedom to record is not absolute and is governed by reasonable time, place, and manner restrictions

b. Individuals cannot:

(i). Place themselves or others in danger

(ii). Trespass on private property

(iii). Cross an established law enforcement line

(iv). Materially interfere with law enforcement activity

(v). Otherwise violate the law

c. Seizure of recording devices

(i). Seizure of recording device is presumed to be a violation of the Fourth Amendment

(ii). A search warrant is always the preferred method for viewing or examining a recording device (even with a warrant, one cannot delete, destroy, or alter contents)

(iii). Three-pronged test to justify warrantless seizure of device:

(1). Officers must have probable cause to believe a serious crime has been committed plus

(2). a good-faith belief that there is evidence of the crime within the device, and

(3). a good-faith belief that the evidence will be lost or destroyed

6. First Amendment Rights- Freedom of Speech

a. Citizens have the right to freedom of speech and freedom of expression

(i). This right is subject to reasonable time, place, and manner restrictions

7. Second Amendment– Open carry

a. The Second Amendment protects an individual right to keep and bear arms

b. Openly carrying a firearm is generally legal in the Commonwealth of Virginia

c. Where a state permits individuals to openly carry firearms, the exercise of this right, without more, cannot alone justify an investigatory detention

Performance Outcome 2.45

Apply knowledge of the law related to the statute of limitations.

Training Objective 2.45

1. Given a written exercise, identify the statute of limitations for misdemeanor and felonies.

Criteria: The student shall be tested on the following:

2.45.1. Identify the statute of limitations for misdemeanors.

2.45.2. Identify the statute of limitations for felonies.

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

1. Statute of limitations for misdemeanors

a. 12 months

2. Statute of limitations for felonies

a. No time limit

Communication

Performance Outcome 3.1

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

Training Objectives Relating to 3.1

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

Criteria: The student shall be tested on the following:

3.1.1. Identify if translator services are needed.

3.1.2. Identify emotional state of individual.

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

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

3.1.5. Identify special circumstances where assistance is needed, to communicate effectively with a medically or mentally-disabled individual.

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

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

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

b. Individuals with cognitive impairment (CI)

c. Juveniles unable to comprehend the situation

2. Methods to communicate effectively with juveniles

- a. Physically move down to make eye contact, if possible
- b. Pay close attention to any details given
- c. Give praise for asking questions or offering information
- d. Treat older juveniles in a more adult-like manner

3. Communicate with elderly individuals

4. Communicate with persons with different levels of comprehension

5. Communication with distraught individuals

6. Individuals with physical disabilities

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

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

- a. Behavioral recognition of autism spectrum disorder
- b. Crisis prevention and de-escalation techniques

(i). Understanding sensory needs (i.e. lights and sirens, physical touch)

(ii). Positional asphyxiation with chest down holds

(iii). Elevated risk of drowning around water

(iv). Increased of wandering and running away

(v). Incorporate self-advocate or caregiver input on how to best de-escalate

(vi). Use their special interests to motivate and/or gather needed information

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

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

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

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

d. Resources for the autism community on future crisis prevention

8. Identify adjustments necessary to communicate effectively with various audiences

- a. Voice tone
- b. Language use/simplification
- c. Body posture, stance, and gesture(s)
- d. Facial expressions
- e. Eye contact
- f. Local customs
- g. Resources utilized (i.e. interpreters, etc.)

Performance Outcome 3.2

Verbally de-escalate a situation using appropriate communication strategies.

Training Objectives Relating to 3.2

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

Criteria: The student shall be tested on the following:

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

3.2.2. Demonstrate awareness of officer safety precautions and procedures.

3.2.3. Demonstrate communication strategies to de-escalate.

3.2.4. Bring the situation to a logical conclusion.

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

1. Use verbal de-escalation techniques

a. Verbal elements

(i). Volume

(ii). Tone

(iii). Control

b. Initial contact

(i). Show everyone professional respect

(ii). Identify yourself

(iii). Explain the purpose of the encounter

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

(iv). Evaluate legal standing

c. Communication strategies to de-escalate a situation

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

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

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

d. Logical conclusion

(i). Resolve conflict

(ii). Take appropriate enforcement action

(iii). Tactically disengage, if necessary

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

a. Stance

b. Appearance

c. Facial expression

d. Eye contact

e. Personal space

f. Movement

3. Demonstrate officer safety procedures, as applicable

a. Time

b. Distance

c. Cover

4. Utilize emotional intelligence

Performance Outcome 3.3

Deliver a death notification to the next of kin of the decedent.

Training Objectives Relating to 3.3

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

Criteria: The student shall be tested on the following:

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

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

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

1. Ensure accuracy of all pertinent details:

a. Name of the deceased

b. Time, location, and manner of death

c. The identity of the next of kin and their relationship to the decedent

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

a. A plan should be developed prior to responding to the next of kin

b. Evaluate the notification environment and recipient variables

(i). Request to move out of public view (i.e. inside of the residence)

(ii). Consider the presence of children or non-family members

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

(iv). Consider the age and relationship of the recipient

3. Use empathetic, yet direct communication

a. Express remorse for the family's loss

b. Use the term "died"

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

c. When appropriate, include the manner of death

d. Inform the family if investigating officers will be arriving or following-up (if applicable)

e. If deemed necessary, provide information on the point of contact for location of the decedent

Performance Outcome 3.4

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

Training Objectives Relating to 3.4

1. Given a practical exercise, prepare an incident/offense report and related documents using descriptive sentences in a narrative style.
2. Given a written exercise, identify documentation to be submitted with an offense report to facilitate prosecution.

Criteria: The student shall be tested on the following:

Practical exercise:

- 3.4.1. Prepare incident/offense report in a narrative style.
- 3.4.2. Complete a case file that would be submitted to the Commonwealth's Attorney prior to Court.

Written exercise:

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

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

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

a. Offense/charge

b. Date/location

c. Description of details of incident/offense

d. Victim's description(s)

(i). Full name(s)

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

(iii). Date of birth

e. Suspect's description

(i). Full name

(ii). Address/phone number

(iii). Date of birth

(iv). Identification number, if available

(v). Injuries received during arrest, if applicable

f. Complainant/reporting party information

(i). Full name

(ii). Addresses and phone numbers

g. Witness information

(i). Full name(s)

(ii). Addresses and phone numbers

h. Statements from all parties involved

2. Identify proper narrative style for incident report

a. Proper use of grammar and spelling

b. Accurate statements of facts

c. Complete and detailed representation of facts

d. Impartial, clear, and concise language

e. Chronological order

f. Past-tense

g. Active voice

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

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

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

b. Lab reports and lab analysis, if available

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

- d. Maintain photos or other evidence within case file
- e. Audio/video recordings, if available

Performance Outcome 3.5

Prepare and present effective courtroom testimony.

Training Objectives Relating to 3.5

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

Criteria: The student shall be tested on the following:

Practical exercise:

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

Written exercise:

- 3.5.2. Identify strategies in preparing effective courtroom testimony.
 - 3.5.2.1. Review field notes
 - 3.5.2.2. Consult with Commonwealth's Attorney
 - 3.5.2.3. Review evidence and lab results

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

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

- c. Be truthful; if you do not know, say so
- d. Answer only the questions asked
- e. Remain focused on the testimony
- f. Keep personal feelings out of the testimony and remain impartial

6. Professional Appearance

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

7. Courtroom protocol

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

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

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

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

e. Be attentive

f. Avoid joking/wisecracks

g. Avoid monotone voice by use of inflection and tone

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

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

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

(i). Overruled

(ii). Sustained

8. Use proper English

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

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

9. Be cognizant of body language

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

Patrol

Performance Outcome 4.1

Respond to general information questions from the public.

Training Objectives Related to 4.1

1. Given a written exercise, identify methods and approaches for responding to general information questions from the public.

Criteria: The student shall be tested on the following:

4.1.1. Identify the basic concepts of public service.

4.1.1.1. Service orientation

4.1.1.2. Partnerships within a community

4.1.1.3. Resource and referral access through law enforcement

4.1.2. Identify ways an officer can individually contribute to promoting success in a public service effort.

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

Performance Outcome 4.2

Conduct vehicle and foot patrol.

Training Objectives Related to 4.2

1. Given a written exercise, identify methods of conducting vehicle patrols.
2. Given a written exercise, identify methods of conducting foot patrols.

Criteria: The student shall be tested on the following:

4.2.1. Identify methods of conducting vehicle patrols.

4.2.2. Identify methods of conducting foot patrol in residential and business areas.

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

1. Reasons that patrol assists in crime prevention and detection

2. Specialized patrol methods and applications

- a. Bicycle
- b. Motorcycle
- c. Airplane/helicopter
- d. Watercraft
- e. Horses

Performance Outcome 4.3

Patrol restricted areas due to human-made or natural disasters.

Training Objective Related to 4.3

1. Given a written exercise, identify factors to consider related to controlling movements of individuals and vehicles in a restricted area.

Criteria: The student shall be tested on the following:

- 4.3.1. Identify boundaries of the restricted area.
- 4.3.2. Identify limitations on an individual passing through the restricted area.
- 4.3.3. Identify limitations on vehicles passing through the restricted area.

4.3.4. Identify curfew restrictions.

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

1. § 15.2-1714 deals with members of the press being permitted to cross law enforcement lines unless this may interfere with evidence, law enforcement, firefighters, or emergency personnel in the performance of their duties

a. A record of entry and exit of such persons must be made as part of normal procedure

Performance Outcome 4.4

Identify community policing methods to assist in the prevention of crime.

Training Objectives Related to 4.4

1. Given a written exercise, identify problem-solving methods to identify and assist in preventing causes of crime.

Criteria: The student shall be tested on the following:

4.4.1. Identify the crime(s) occurring in an area.

4.4.2. Identify root cause(s).

4.4.3. Identify local resources.

4.4.4. Identify possible solution(s).

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

1. How to initiate action using:

- a. Law enforcement
- b. Community
- c. Parks & recreation
- d. Zoning
- e. Commissioner of revenue
- f. Roads and grounds repair
- g. Highway signs
- h. Others as may be identified

2. Crime Prevention through Environmental Design program

3. Crime Triangle Analysis

- a. Desire

b. Ability

c. Opportunity

Performance Outcome 4.5

Respond to a loud noise complaint.

Training Objective Related to 4.5

1. Given a practical exercise, demonstrate an appropriate response to reduce noise violations.

Criteria: The student shall be tested on the following:

4.5.1. Identify Code of Virginia violations.

4.5.2. Identify the person who is responsible for the premises on which the noise violation occurs.

4.5.3. Demonstrate communication skills useful to obtaining compliance.

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

Performance Outcome 4.6

Communicate the nature of the complaint to the offender.

Training Objectives Relating to 4.6

1. Given a practical exercise, communicate the nature of complaint(s) to offender(s).

Criteria: The student shall be tested on the following:

4.6.1. Utilize officer safety strategies.

4.6.2. Provide accurate information ~~on~~ regarding nature of complaint(s).

4.6.3. Use appropriate communication skills.

4.6.4. Display professionalism and patience with offender.

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

1. Communication skills

a. Voice control

b. Eye contact

c. Body language

d. Word choices

Performance Outcome 4.7

Respond to a family disturbance or domestic dispute and conduct a preliminary investigation.

Training Objective Related to 4.7

1. Given a practical exercise, respond to and conduct a preliminary, follow-up, or continuing investigation of family disturbances, family offenses, or family abuse.

Given a written exercise:

2. Identify family abuse, as defined in § 16.1-228.

3. Identify a family or household member, as defined in § 16.1-228.

4. Identify the following civil orders and the allowable time period in which they may be valid:

a. Emergency Protective Order

b. Preliminary Protective Order

c. Permanent Protective Order

5. Identify the procedures for service of the following:

a. Emergency Protective Order (including telephonic order/Field EPO)

b. Preliminary Protective Order

c. Permanent Protective Order

Criteria: The student shall be tested on the following:

Practical exercise:

4.7.1. Demonstrate the appropriate law enforcement response to a call for service for a family disturbance or domestic dispute.

4.7.1.1. Evaluate the scene

4.7.1.2. Provide aid and assistance as needed, taking into account the officer's responsibility for transporting the victim

4.7.1.3. Interview victim (determine willingness to cooperate with the investigation if he or she is an adult, however, other evidence may be used if victim is unwilling), witness(es) (if any) and suspect(s) (if and/or when identified)

4.7.1.4. Identify, record, collect and/or preserve physical evidence

4.7.1.5. Determine the offense, the predominant physical aggressor, and appropriate charges, when possible

4.7.1.6. Arrest the predominant physical aggressor, if able to be determined according to § 19.2-81.3

4.7.1.7. Make referrals for community assistance services

4.7.1.8. Obtain warrant for the arrest and petition for an emergency protective order for the victim

4.7.1.9. Record any statements made and document any injuries found and place within case file

4.7.1.10. Determine whether or not the subject to be served the protective order possesses any firearms

Written exercise:

4.7.2. Define the following:

4.7.2.1. Family abuse

4.7.2.2. Family or household member

4.7.3. Identify the following civil orders and the allowable time period in which they may be valid:

4.7.3.1. Emergency Protective Order (**§ 16.1-253.4**)

4.7.3.2. Preliminary Protective Order (§ 16.1-253.1)

4.7.3.3. Permanent Protective Order (§ 16.1-279.1)

4.7.4. Identify the procedures for service of the following:

4.7.4.1. Emergency Protective Order (including telephonic order/Field EPO)

4.7.4.2. Preliminary Protective Order

4.7.4.3. Permanent Protective Order

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

1. Identify the procedures for service of an EPO, PPO, or PO

2. Under normal circumstances, the magistrate can issue an oral Emergency Protective Order (Field EPO) only in cases where the officer petitions for an order over the telephone or radio from the scene of the incident (often if no predominant aggressor can be determined and parties need to temporarily separate

a. In this case, the officer will reduce the oral order to written form while on scene and provide the magistrate with all parties' pertinent information telephonically

b. The officer must return the order to the magistrate for verification (of the identifying information of the respondent, and the name, date of birth, sex, and race of each protected person), signature, and entry into Virginia

Criminal Information Network (VCIN) (can be done in-person or electronically)

- (i). Officer should return order immediately upon clearing scene
- (ii). Entry into VCIN shall be forthwith, but no later than the end of the business day the order was issued
- (iii). If it is discovered that the officer did not transcribe the order correctly, the magistrate will correct the order and have law enforcement serve the amended copy on the respondent

3. The appropriate law enforcement response:

a. If the individual does possess firearms, pursuant to VA Code § 18.2-308.1:4:

- (i). Must allow 24 hours for subject to surrender firearms once order has been served
- (ii). May turn over firearms to Law Enforcement until order has expired
- (iii). May transfer to a dealer as defined in § 18.2-308.2:2,
- (iv). Or may transfer to someone not prohibited from possessing by law

4. Make referrals for community assistance services, (i.e., Child Protective Services, Social Services, rape/sexual assault counseling, support groups, and advocacy centers, domestic violence shelters, victim witness programs, etc.)

Performance Outcome 4.8

Inform a victim or witness of a crime of their rights and provide contact information and resources for further assistance.

Training Objectives Related to 4.8

1. Given a written exercise, identify information to provide to victims and witnesses of a crime about their rights, as well as contact information for their local Victim/Witness Assistance Program.

Criteria: The student shall be tested on the following:

4.8.1. Identify the role of the Victim/Witness Assistance Program.

4.8.2. Identify the requirement to provide information to victims and witnesses of a crime and a summary of the victim's rights.

4.8.3. Identify the Virginia Victims Fund (formerly the Criminal Injuries Compensation Fund), and explain to a victim or witness how filing a claim may be of financial assistance.

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

1. Requirement to provide written information to victims and witnesses of a crime under the Code of Virginia, §19.2-11.01, and a summary of the victim's rights under § 40.1-28.7:2

2. A claim with the Virginia Victims Fund can assist with financial responsibilities as a result of being a victim or witness to a crime

- a. Counseling
- b. Medical bills
- c. Prescriptions
- d. Funeral expenses

3. Identify pertinent local resources that may be of immediate assistance to victims

- a. Shelters (homeless, domestic violence)
- b. Crisis counseling services
- c. Local non-profit organizations

(i). Dietary assistance

(ii).Financial assistance

(iii). Housing assistance

Performance Outcome 4.9

Inform a crime victim of the procedures to follow in order to pursue prosecution,

Training Objectives Related to 4.9

1. Given a written exercise, provide information to crime victims about the procedures of pursuing prosecution on their own.
2. Given a written exercise, describe to the crime victim the procedures to obtain summons, misdemeanor, or felony warrants.

Criteria: The student shall be tested on the following:

- 4.9.1. Identify procedures to obtain a summons or misdemeanor warrant from a magistrate.
- 4.9.2. Identify the procedures to obtain a felony warrant from a magistrate.
- 4.9.3. Identify the process that occurs when prosecuting an arrested person.

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

Performance Outcome 4.10

Conduct a preliminary investigation of controlled substances offenses to include follow-up investigations.

Training Objective Related to 4.10

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

Criteria: The student shall be tested on the following:

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

4.10.1.1. Marijuana

4.10.1.2. Hallucinogens

4.10.1.3. Stimulants

4.10.1.4. Narcotic analgesics

4.10.1.5. Inhalants

4.10.1.6. Depressants

4.10.1.7. Dissociative anesthetics

4.10.2. Identify common street packaging of controlled substances for illegal sale:

4.10.2.1. Marijuana

4.10.2.2. Hallucinogens

4.10.2.3. Stimulants

4.10.2.4. Narcotic analgesics

4.10.2.5. Inhalants

4.10.2.6. Depressants

4.10.2.7. Dissociative anesthetics

4.10.3. Identify various forms of drug paraphernalia.

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

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

1. Identify the federal drug control act title 21 USC 802 Controlled Substance Act

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

- a. Marijuana (and Tetrahydrocannabinol (THC) concentrates)
- b. Hallucinogens (i.e. Dimethyltryptamine (DMT), LSD, etc.)
- c. Stimulants (i.e. cocaine, methamphetamine, etc.)
- d. Narcotic analgesics (i.e. Percocet, heroin, morphine, etc.)
- e. Inhalants (i.e. paint fumes, chemicals, etc.)
- f. Depressants (i.e. alcohol, Xanax, etc.)
- g. Dissociative anesthetics (i.e. PCP, etc.)
- h. Synthetic drugs (i.e. Spice or K-2, Bath Salts, etc.)

3. Common street packaging of controlled substances for illegal sale:

- a. Marijuana -- packaging varies
 - (i). Tetrahydrocannabinol (THC) concentrates -- small glass jars, elixir type glass bottles with dropper cap, wax, vape inhalers
- b. Powder Cocaine -- grams, 8-balls, quarter oz., half oz., corners cut from baggies to whole baggies for larger amounts-

- c. Heroin -- tin foil packages for small amounts; also small zip lock bags to whole baggies for larger amounts
- d. PCP (phencyclidine) -- tin foil for small amounts; vanilla extract bottles for liquid; large amounts -- baggies to mason jars-
- e. Methamphetamine -- sold in similar containers as cocaine-
- f. Crack Cocaine -- sold in similar containers as powder-
- g. GHBs, Ecstasy -- usually sold in capsules-
- h. Mushrooms -- baggies
 - (i). LSD -- paper (usually blotter type), sugar cubes
- i. Pills -- packaging varies
- j. Hash oil -- small jars (usually amber in color)
- k. Synthetic drugs -Spice or K-2 /Bath Salts /LSD (designed plastic and foil baggies, pill and capsule form, blotter paper)

Note: Most street sales will use the small baggies -- usually corners cut from a sandwich baggie and a twisty to close it

4. Factors to consider for controlled substances investigation and prosecution:

- a. Establishing probable cause for arrest
- b. Use of personal protective equipment (PPE) while handling substances
- c. Evidence handling package (see Division of Forensic Science (DFS) "Evidence Handling and Laboratory Capabilities Guide")
- d. Evidence preservation-
- e. Evidence submission (to forensic lab)
- f. Suitability of field test use
- g. Suspect history/prior record
- h. Suspect/witness relationship
- i. Dispose of drugs (court order)
- j. Check with informants/concerned citizens
- k. Testimony regarding field tests related to controlled substances (§ 19.2-188.1)

5. Identify the hazards involved in dealing with all clandestine labs and describe the safety precautions which an officer should take under these circumstances

- a. Discuss the resources available for clandestine lab investigations, intervention, and clean up

Performance Outcome 4.11

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

Training Objectives Related to 4.11

1. Given a written exercise, identify signs and symptoms of possible opioid overdose.
2. Given a written exercise, define opioid.
3. Given a written exercise, identify commonly encountered opioids.
4. Given a written exercise, identify methods for emergency response to a possible opioid overdose.
5. Given a written exercise, identify delivery methods for opioid overdose reversal agent.

Criteria: The student shall be tested on the following:

- 4.11.1. Identify signs and symptoms of possible opioid overdose.
- 4.11.2 Define opioid.
- 4.11.3. Identify commonly encountered opioids.

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

4.11.5. Identify delivery methods for opioid overdose reversal agent.

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

1. Identify signs and symptoms of possible opioid overdose

- a. Shallow breathing
- b. Confusion
- c. Altered level of consciousness, no response to stimuli
- d. Loss of consciousness

2. Identify commonly encountered opioids

- a. Legally prescribed pharmacological medications (limitedly accepted medical use- Schedule II)
- b. Illegal pharmacological medications (no accepted medical use- Schedule I)
 - (i). Street names
 - (ii). Common packaging

3. Identify emergency care procedures for a possible opioid overdose

- a. Check for consciousness

- b. Open airway
 - c. Turn onto side to limit choking
 - d. Administer pharmacological antidote (e.g. naloxone) if available
 - e. Request emergency medical services
4. Identify delivery methods for opioid overdose reversal agent
- a. Identify potential responses to rapid reversal by pharmacological antidotes important to law enforcement
 - (i). Agitation and aggression
 - (ii). Continue to assess victim for continued care
5. Officer safety considerations
- a. Use caution when handling possible opioid substances to prevent accidental exposure

Performance Outcome 4.12

Develop and maintain field contacts and intelligence sources.

Training Objective Related to 4.12

1. Given a written exercise, identify methods to develop and maintain field contacts and intelligence sources.

Criteria: The student shall be tested on the following:

4.12.1. Identify the types of field contacts/intelligence sources.

4.12.2. Identify methods to make and/or maintain contact.

4.12.3. Identify factors that affect the usefulness of information.

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

1. Types of field contacts/intelligence sources:

a. Drug users/Dealers

b. Homeless population

c. Neighbors/residents/shop owners

d. Service personnel

e. Law enforcement

f. Gangs (rivals)

2. Methods to make and/or maintain contact

a. Safety of officer and contact

(i). Phone contacts (limit use of names)

(ii). Personal contacts

b. Third-party contacts

3. Factors that affect the usefulness of information

a. Timeliness

b. Validity of information

Performance Outcome 4.13

Apply knowledge of the law related to human trafficking crimes.

Training Objectives Related to 4.13

1. Given a written exercise, identify the elements of human trafficking, methods used by human traffickers to locate victims, and victim traits and characteristics.

Criteria: The student shall be tested on the following:

4.13.1. Identify elements of human trafficking.

4.13.2. Identify methods used by human traffickers to locate victims.

4.13.3. Identify victim traits and characteristics.

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

Performance Outcome 4.14

Respond to and conduct preliminary investigation of events related to lost/missing/abducted/runaway person.

Training Objective Related to 4.14

1. Given a practical exercise, conduct a preliminary investigation of events related to lost, missing, runaway, or abducted person.
2. Given a practical exercise, complete a Virginia State Police Missing Persons Clearinghouse form (SP-183).
3. Given a written exercise, identify the definition of abducted child.
4. Given a written exercise, identify the criteria for issuing an Amber Alert and a Senior Alert.

Criteria: The student shall be tested on the following:

Practical exercise:

- 4.14.1. Obtain personal information to accurately identify the person.
- 4.14.2. Document the date and time that the individual was last seen and obtain a recent photo.

4.14.3. Document the date, time, and identity of the missing individual's last contact, as well as any other parties with him or her.

4.14.4. Document special or suspicious circumstances under which to notify a supervisor in order to determine whether immediate additional resources are necessary.

4.14.5. Search last known location first, including their residence, surrounding area, nearby hazards, and vehicles.

4.14.6. Complete a Virginia State Police Missing Children Information Clearinghouse Form (State Police Form SP-183), or an affidavit for missing person age 21 or over (State Police form SP-67).

Written exercise:

4.14.7 Identify the definition of abducted child (§ 52-34).

4.14.8. Identify the criteria for issuing an Amber Alert (§ 52-34).

4.14.9. Identify the criteria for issuing a Senior Alert (§ 52-34.6).

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

1. Statutory requirements for searching for missing persons-

2. Complete the identification of the person:

a. Name

b. Age/date of birth

c. Social security number (if they have one)

d. Description:

(i). Height

(ii). Weight

(iii). Eye color

(iv). Hair color/style

(v). Race

(vi). Eyeglasses/contacts if any

(vii). Clothing worn during last time seen

(viii). Tattoos/branding and placement on the body

(ix). Piercings

(x). Distinguishing marks or features (i.e. birthmarks, scars, etc.)

- e. Identify whether first-time or repeat runaway
 - f. Identify individual's known frequented locations
 - g. Identify any conversations the individual had about leaving residence
3. Special or suspicious circumstances under which to notify a supervisor immediately:
- a. Missing child (§ 52-32)
 - b. Elderly/persons with dementia-specific illnesses or Alzheimer's disease
 - c. Missing adult with mental or physical disabilities or needing medication and critically missing adults (§ 15.2-1718.2)
 - d. Danger due to weather
4. Utilize Search/canine teams when practical
5. Identify the statutory requirements and criteria for issuing local, regional, or statewide alert programs
6. Conduct neighborhood canvas
7. Involvement of the Department of Emergency Management, when practical
8. Crime scene protection, if needed

9. Collect, preserve, and maintain evidence

10. Search protocol for missing individuals suffering from a cognitive impairment:

a. Identify reasons that cause subjects to become lost easily

b. Identify reasons why initiating a search effort is urgent

11. Identify crucial aspects of a search

a. Treat the point last seen as a crime scene and keep people out in order to preserve any evidence

b. Check house and immediate grounds even if done already

c. Notify media and ask for public assistance

d. Notify post office and ask letter carriers to be on alert

e. Alert local government people who are outside when working

f. Search at night

g. Point last seen provides the best clues for searchers and canines

h. Identify potential resources to aid in conducting a search

(i). Safe Return

(ii). Search and Rescue

(iii). Project Lifesaver

(iv). Tracking canines

Performance Outcome 4.15

Establish a security perimeter.

Training Objective Related to 4.15

1. Given a written exercise, identify the procedure to establish a security perimeter.

Criteria: The student shall be tested on the following:

4.15.1. Secure crime scene areas.

4.15.2. Assign an officer to any established points of entry.

4.15.3. Assign an officer to identify and record everyone who enters or exits.

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

Performance Outcome 4.16

Search for a person in a building or an area.

Training Objective Related to 4.16

1. Given a practical exercise, conduct a building search for a person.
2. Given a practical exercise, conduct an area search for a person.

Criteria: The student shall be tested on the following:

4.16.1. Conduct a building search for a person.

4.16.1.1. Observe the scene

4.16.1.2. Request backup/appropriate resources

4.16.1.3. Use appropriate search methods as applicable to building

4.16.1.4. Conduct search using officer safety procedures

4.16.1.5. Proceed through building until person is found or building is confirmed empty

4.16.2. Conduct an area search for a person.

4.16.1.1. Observe the scene

4.16.1.2. Request backup/appropriate resources (such as canine or tactical unit)

4.16.1.3. Use appropriate search methods as applicable to an area

4.16.1.4. Conduct search using officer safety procedures

4.16.1.5. Proceed through an area until person is found or area confirmed empty

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

1. Observe the scene

a. Evaluate for safety risks

2. Use appropriate area search methods as applicable

a. Grid

b. Line

c. Area

d. Expanding circle

3. Building search and clearing techniques

a. Slow and methodical

Performance Outcome 4.17

Conduct a conference or interview with parent(s) and/or juvenile(s) to obtain or provide information.

Training Objectives Relating to 4.17

1. Given a written exercise, identify factors to consider when interviewing a juvenile or the parent(s)/guardian(s) of a juvenile that is either a suspect, victim, or witness of a crime.

Criteria: The student shall be tested on the following:

4.17.1. Identify factors relating to communication skills that promote non-aggressive, fact-finding interactions.

4.17.1.1. Timely notification

4.17.1.2. Awareness that parents may be defensive, upset, or accusatory depending on the situation-

4.17.1.3. Presentation of facts and consequences in a non-judgmental manner

4.17.1.4. Use appropriate degree of sensitivity

4.17.1.5. Supply information to parents on juvenile justice system procedures

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

1. Obtain information regarding the circumstances relating to the juvenile as a victim, witness, or suspect

a. Identify the facts of the situation by answering who, what, where, when, why and how

b. Obtain Identification from parents/guardians regarding involved juvenile

3. Provide information regarding the circumstances relating to the juvenile as a victim, witness, or suspect

a. Arrest

b. Detention

c. Hearing

d. Victim services

e. General questions

Performance Outcome 4.18

Respond to alarms and provide building security checks during non-business hours.

Training Objective Related to 4.18

1. Given a practical exercise, demonstrate appropriate actions for an in-progress alarm, residential or business, and provide building security checks during non-business hours.

Criteria: The student shall be tested on the following:

4.18.1. Demonstrate response to a residential or business alarm.

4.18.1.1. Coordinate response with back-up units

4.18.1.2. Use tactical approach

4.18.1.2.1. Vehicle placement

4.18.1.2.2. Cover and concealment

4.18.1.2.3. Observe area

4.18.1.3. Conduct security check of area

4.18.1.4. Contact complainant or responsible party

4.18.2. Demonstrate response to a duress alarm.

- 4.18.2.1. Coordinate units responding to the call
- 4.18.2.2. Use tactical approach:
 - 4.18.2.2.1. Vehicle placement
 - 4.18.2.2.2. Cover and concealment
 - 4.18.2.2.3. Observe area
 - 4.18.2.2.4. Identify tactical responsibilities of the primary unit responding to a crime in progress
- 4.18.2.3. Determine approach based on various factors
 - 4.18.2.3.1. Lighting
 - 4.18.2.3.2. Environmental conditions
- 4.18.2.4. Communicate with the manager or person in charge through dispatch or telephone to determine if the suspect is still on the premises or has left.
- 4.18.2.5. Maintain cover position and coordinate resources, if suspect is still on premises
- 4.18.3. Demonstrate a building security check.

4.18.3.1. Observe area before approach

4.18.3.2. Identify foot vs. mobile approach

4.18.3.3. Look for irregularities

4.18.3.4. Check vehicles in parking lots

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

1. When making a physical check of the building, look and test for irregularities (i.e. unlocked or open doors & windows, broken glass, nonsecure deadbolts, items in disarray, suspicious persons, etc.)
2. When checking vehicles in lots, notify dispatch of vehicles identified

Performance Outcome 4.19

Advise the public about ways to secure homes and businesses.

Training Objectives Related to 4.19

1. Given a written, exercise, identify topics to discuss with the public in order to secure homes and businesses.

Criteria: The student shall be tested on the following:

- 4.19.1. Identify methods to secure homes and businesses.

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

1. Examples of methods to secure businesses and residences

- a. Doors (i.e. types, strength, exterior, interior)
- b. Windows (i.e. glass types, reinforcements, locations)
- c. Shrubbery (i.e. overgrowth, positioning)
- d. Locks (i.e. types and quality)
- e. Lights (i.e. types intensity, location)
- f. Sliding glass (i.e. reinforced methods)
- g. Alarms (i.e. types, law enforcement provided, private security companies, individual technologies)
- h. Cameras (i.e. technologies, positional lighting)

Performance Outcome 4.20

Investigate suspicious person or activity.

Training Objective Related to 4.20

1. Given a practical exercise, approach a suspicious person and complete a field interview report.

2. Given a written exercise, identify the legal requirements and procedures for stopping and interviewing a person related to suspicious activity.

Criteria: The student shall be tested on the following:

Practical exercise:

4.20.1. Complete a field interview report.

4.20.1.1. Subject information and description

4.20.1.2. Location/date/time of stop

4.20.1.3. Describe circumstances surrounding the suspicious person or activity

Written exercise:

4.20.2. Identify factors that make a specific activity suspicious.

4.20.3. Identify the differences between a consensual encounter vs. investigative detention.

4.20.4. Identify the purpose of a field interview.

4.20.4.1. Attempt to obtain basic information

4.20.4.2. Determination of a criminal act

4.20.5. Identify the legal basis for stopping and interviewing a person.

4.20.6. Identify the procedures to follow when interviewing a suspect who is under investigation.

4.20.7. Identify procedures for responding to a suspicious person complaint.

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

1. Identify and discuss situations when an officer confronts persons who are legally armed and the appropriate procedures to follow
2. Identify and describe factors that make a specific activity suspicious (reasonable belief-based on articulable facts that a person is guilty of a crime)
 - a. Sounds, people or vehicles out of place for circumstances or environment
 - b. Observation of suspicious conduct
 - c. Citizen complaint of suspicious activity
 - d. Specific information from an informant that a suspect is committing or about to commit a crime
 - e. A corroborated anonymous tip
 - f. Refusal to leave an area secured by law enforcement officers

g. Any suspicious conduct of a person under investigation, such as an attempt to avoid officers on the discovery of their presence

3. Identify the legal basis for stopping and interviewing a person

a. Identify factors that permit conducting a pat down

(i). Terry v Ohio

4. Identify the procedures to follow when interviewing a suspect who is under investigation

a. Identify the suspect

(i). Check wanted status through VCIN and NCIC

(ii). Identify if a crime has occurred, or is about to occur

(iii). Take enforcement action if needed

5. Identify procedures for responding to a suspicious person complaint

a. Coordinate response with back-up units-

b. Use tactical approach: with vehicle placement, cover and concealment and observe the entire area

c. Security check of area

d. Contact complainant or responsible party

Performance Outcome 4.21

Investigate a suspicious vehicle.

Training Objective Related to 4.21

1. Given a practical exercise, identify factors and tactics to consider regarding investigation of suspicious vehicles.

Criteria: The student shall be tested on the following:

4.21.1. Recognize a suspicious vehicle.

4.21.2. Use radio transmission regarding the suspicious vehicle.

4.21.3. Identify safety considerations.

4.21.4. Identify techniques on how to safely approach a suspicious vehicle.

4.21.5 Ask all occupants for identification.

4.21.6. Conduct a field interview on all occupants.

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

1. Recognize a suspicious vehicle

- a. Business is closed
- b. High crime area
- c. Unusual placement of vehicle
- d. Length of time vehicle has been observed

2. Use radio transmission regarding the suspicious vehicle

- a. Officer location
- b. Vehicle registration information or vehicle description
- c. Number of occupants

3. Identify legal basis for approach of vehicle

4. Identify safety considerations

- a. Environmental conditions
- b. Request backup

Performance Outcome 4.22

Pursue a suspected offender on foot.

Training Objective Related to 4.22

1. Given a practical exercise, safely pursue a suspect on foot.

Criteria: The student shall be tested on the following:

4.22.1. Secure the vehicle.

4.22.2. Use plain English communication over the radio to give location, description of suspect.

4.22.3. Recognize hazards (natural and manmade).

4.22.4. Coordinate pursuit with responding units.

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

1. Suspect description

a. Physical characteristics

b. Clothing description

c. Direction of travel

2. Coordinate pursuit with responding units

a. Back-up

- b. Canine (if available)
- c. Aviation (if available)
- d. Any other special units available

Performance Outcome 4.23

Direct actions of officers or other emergency personnel arriving to assist.

Training Objective Related to 4.23

1. Given a written exercise, identify factors to be considered when directing actions of officer(s) or other emergency personnel arriving to assist.

Criteria: The student shall be tested on the following:

- 4.23.1. Identify factors to be considered when directing actions of officer(s) or other emergency personnel arriving to assist.

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

1. Type of incident
2. Location
3. Number of suspects

4. Weapon(s) involved

5. Citizens/vehicles in area

6. Number of officers available

Performance Outcome 4.24

Request the use of a law enforcement canine.

Training Objective Related to 4.24

1. Given a written exercise, identify factors to consider related to use of a canine.

Criteria: The student shall be tested on the following:

4.24.1. Identify the appropriate uses of a canine.

4.24.1.1. Searches for people, evidence, and contraband

4.24.1.2. Apprehension of suspect

4.24.2. Identify factors which affect the ability of a canine to track.

4.24.2.1. Scent obtainable

4.24.2.2. Area not contaminated

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

1. The legal issues involved with using a law enforcement canine
2. Multiple types of tracking used by canines
 - a. Ground scent
 - b. Air scent
 - c. Note differences in use of canines and capabilities of both
 - (i). Tracking canine
 - (ii). Trailing canine
 - (iii). Narcotic detection canine
 - (iv). Explosive detection canine
3. Officer safety concerns:
 - a. Role of canine handler in controlling canine
 - b. Canine confusion possibilities when several people run at the same time

Performance Outcome 4.25

Guard an arrested suspect.

Training Objective Related to 4.25

1. Given a written exercise, identify safety and security considerations and techniques related to guarding an arrested subject.

Criteria: The student shall be tested on the following:

4.25.1. Identify safety measures and precautions taken by an officer guarding an arrestee.

4.25.1.1. Identify the importance of securing weapons and practicing additional officer-safety techniques

4.25.2. Identify safety precautions for the individual in custody.

4.25.3. Identify techniques related to guarding an arrested subject.

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 securing weapons and practicing additional officer-safety techniques

a. Remain vigilant after cuffing

b. Be aware of other parties not under arrest who may attempt to assist the arrestee

2. Arrestee safety precautions for the individual in custody

a. Possible injuries during arrest

b. Possible attempts by others to injure the arrestee

c. Possible suicidal ideation

3. Techniques related to guarding an arrested subject

a. Search subject for weapons

b. Walk behind the arrestee with weapon side away

c. Allow reaction space, if possible

d. Observe arrestee at all times

e. Use additional restraints or flex cuffs if needed

f. Make contact with arm of an arrestee if needed

g. Be aware of surroundings and other persons

h. Move arrested subject(s) to a safe location for his/her physical safety

Performance Outcome 4.26

Determine the need for emergency care or assistance.

Training Objectives Related to 4.26

1. Given a written exercise, identify the responsibilities of the first responding officer to deliver emergency care or assistance.

Criteria: The student shall be tested on the following:

4.26.1. Identify the responsibilities of the first responding officer to deliver emergency care or assistance.

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

1. Identify emergency care or medical assistance and statutory coverage (§ 8.01-225)

2. Responsibilities of the first responding officer to deliver emergency care or assistance

a. Render first aide, CPR, or medical assistance in accordance with training

(i). Recognize bio-hazard possibilities

(ii). Use appropriate precautions

- b. Maintain awareness of potential criminal activity and if identified, respond accordingly
- c. Communicate with emergency services regarding victim
- d. Interview witnesses
- e. Record findings in a standard report to assist investigation in determining what, if any, crime has occurred

Performance Outcome 4.27

Assess the need of an arrestee for medical attention.

Training Objectives Related to 4.27

1. Given a written exercise, identify steps to cover in assessing the physical condition of an arrestee to determine need for medical attention.

Criteria: The student shall be tested on the following:

- 4.27.1. Inspect for visible injuries.
- 4.27.2. Observe conduct for abnormal behavior.
- 4.27.3. Contact medical personnel, if needed.

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

1. Questions to ask arrestee, i.e., Do you need medical attention, or history of diabetes, epilepsy, severe allergies?

Performance Outcome 4.28

Identify and enforce traffic laws.

Training Objectives Related to 4.28

1. Given a written exercise, identify Code of Virginia authority to enforce motor vehicle laws.
2. Given a written exercise, identify traffic offenses.

Criteria: The student shall be tested on the following:

4.28.1. Identify the authority to enforce Code of Virginia motor vehicle laws.

4.28.2. Identify traffic offenses.

4.28.2.1. Speed limits

4.28.2.2. Child safety seats

4.28.2.3. Reckless driving

4.28.2.4. Driver/passenger seat belt usage/equipment violations

4.28.2.5. Registration

4.28.2.6. Licenses

4.28.2.7. Equipment violations

4.28.2.8. State inspection

4.28.2.9. Stop lights

4.28.2.10. Highway signs

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

Performance Outcome 4.29

Conduct a traffic stop resulting in an enforcement action.

Training Objective Related to 4.29

1. Given a practical exercise, conduct a traffic stop resulting in an enforcement action, in daytime and nighttime conditions.
2. Given a written exercise, identify traffic offenses and considerations when conducting a traffic stop.
3. Given a written exercise, define pre-textual stop.
4. Given a written exercise, identify situations in which there is no validity for conducting a traffic stop.

Criteria: The student shall be tested on the following:

Practical exercise:

4.29.1. Demonstrate a traffic stop, during daylight hours.

4.29.1.1. Provide stop information to dispatch

4.29.1.2. Activate vehicle safety equipment

4.29.1.3. Properly position patrol vehicle

4.29.1.4. Safely approach the stopped vehicle while observing for suspicious actions by all occupants

4.29.1.4.1. Request additional resources as needed for officer/citizen safety

4.29.1.4.2. Determine if probable cause exists that would allow officer to conduct a search of any part of or all of the vehicle

4.29.1.5. Use proper communication skills to obtain driver's license and vehicle registration, and explain the reason for the stop

4.29.1.6. Provide clear expectations and instructions to the driver and all other occupants in the vehicle before walking away to check the operator's information

4.29.1.7. Verify the validity of the operator's license

4.29.1.8. Check VCIN, NCIC, and DMV

4.29.1.9. Evaluate the facts of the situation to determine the appropriate enforcement action

4.29.1.10. Safely re-approach the vehicle and explain enforcement action

4.29.2. Demonstrate a traffic stop, during nighttime hours.

4.29.2.1. Provide stop information to dispatch

4.29.2.2. Activate vehicle safety equipment

4.29.1.2.1. Properly use spotlight and takedown lights, as equipped

4.29.2.3. Properly position patrol vehicle

4.29.2.4. Safely approach the stopped vehicle while observing for suspicious actions by all occupants using flashlight

4.29.2.4.1. Request additional resources as needed for officer/citizen safety

4.29.2.4.2. Determine if probable cause exists that would allow officer to conduct a search of any part of the vehicle or its entirety

4.29.2.5. Use proper communication skills to obtain the driver's license, vehicle registration and explain the reason for the stop

4.29.2.6. Provide clear expectations and instructions to the driver and all other occupants in the vehicle, before walking away to check the operator's information

4.29.2.7. Verify the validity of the operator's license

4.29.2.8. Check VCIN, NCIC, and DMV

4.29.2.9. Evaluate the facts of the situation to determine the appropriate enforcement

4.29.2.10. Safely re-approach the vehicle and explain enforcement action

4.29.3. Complete and properly execute a Virginia Uniform Traffic Summons.

Written exercise:

4.29.4. Identify traffic offenses and considerations for conducting a traffic stop.

4.29.4.1. Identify location(s) in which traffic enforcement measures are needed

4.29.4.2. Identify locations allowing for observation of traffic offenses

4.29.4.3. Identify access points to roadway and hazards that may hinder or prevent enforcement action

4.29.5. Define pre-textual stop.

4.29.6. Identify situations in which there is no validity for conducting a traffic stop.

4.29.6.1. Biased-based stop.

4.29.6.2. Inappropriate/manipulated use of a pre-textual stop

4.29.6.3. Secondary Offenses

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

1. Identify situations in which there is no basis for a stop

a. Biased-based stop

b. Inappropriately stopping a motorist based on class or status as defined by law,

VA Code § 2.2-3900

2. Safe approach to stopped vehicle observing for suspicious actions by occupants:

a. Officer/public safety concerns

b. Criminal activity signs:

(i). Location

(ii). Actions

(iii). Odors

(iv). Time of day

(v). Plain view

3. Evaluate facts of the situation to determine if verbal warning or summons is appropriate:

a. Nature of offense

b. Explanation for action

c. Traffic conditions

d. Roadway conditions

e. Weather

f. Based on actions, not attitude

g. Unusual circumstances

(i). Diplomat

(ii). Legislator

(iii). Foreign nationals

4. Identify items to document in field notes pertaining to a traffic stop

a. Description of the violation

- b. Conditions related to the violation
- c. Violator actions and statements
- d. Enforcement action
- e. Description of any equipment or procedures used in the action

Performance Outcome 4.30

Locate vehicle identification number and inspect motor vehicle for safety and equipment violations.

Training Objective Related to 4.30

1. Given a practical exercise, identify two locations for VIN numbers.
2. Given a practical exercise, inspect motor vehicle to identify safety and equipment violations.

Criteria: The student shall be tested on the following:

- 4.30.1. Identify two locations of VIN numbers.
- 4.30.2. Demonstrate procedures for visually inspecting a non-commercial vehicle for safety and equipment violations.

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

1. Typical vehicle identification number locations for several models

2. Review current state inspection receipt
3. Identify the exception: Commercial vehicles requiring a commercial driver's license

Instructor Note: Reference the National Auto Theft Book to explain meanings of numbers and letters of vehicle identification numbers.

Performance Outcome 4.31

Make a high-risk motor vehicle stop in both daytime and nighttime conditions.

Training Objectives Related to 4.31

1. Given a written exercise, identify factors to consider when making a high-risk motor vehicle stop.
2. Given a practical exercise, demonstrate techniques to be utilized during both daytime and nighttime a high-risk traffic stops.

Criteria: The student shall be tested on the following:

- 4.31.1. Identify the circumstances under which high-risk stop techniques should be utilized.
- 4.31.2. Identify officer and public safety considerations during a high-risk stop.
- 4.31.3. Demonstrate techniques to be used during a high-risk stop, during daytime conditions.

4.31.3.1. Evaluate traffic pattern

4.32.3.2. Communicate and coordinate with backup officers

4.31.3.3. Illuminate suspect vehicle

4.31.3.4. Do not approach vehicle

4.31.3.5. Give commands to vehicle occupants

4.31.3.6. Control traffic in area

4.31.3.7. Remove suspects from vehicle

4.31.3.8. Use reasonable force to control occupants

4.31.3.9. Coordinate separation/security of occupants

4.31.3.10. Coordinate search of occupants and vehicle

4.31.4. Demonstrate techniques to be used during a high-risk stop, during nighttime conditions.

4.31.4.1. Evaluate traffic pattern

4.31.4.2. Communicate and coordinate with backup officers

4.31.4.3. Illuminate suspect vehicle

4.31.4.4. Do not approach vehicle

4.31.4.5. Give commands to vehicle occupants

4.31.4.6. Control traffic in area

4.31.4.7. Remove suspects from vehicle

4.31.4.8. Use reasonable force to control occupants

4.31.4.9. Coordinate separation/security of occupants.

4.31.4.10. Coordinate search of occupants and vehicle

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

Performance Outcome 4.32

Request verification of an arrest warrant.

Training Objective Relating to 4.32

1. Given a practical exercise, identify factors to consider when verifying a warrant is on file.

Criteria: The student shall be tested on the following:

4.32.1. Identify factors to consider when verifying a warrant on file.

4.32.1.1. Verify original warrant is still current and in hand

4.32.1.2. Check name, date of birth, social security number

4.32.1.3. Check information on warrant

4.32.1.4. Check description of suspect

4.32.1.5. Check whether misdemeanor warrant is permitted or not permitted

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

Performance Outcome 4.33

Verify the validity of a warrant.

Training Objective Related to 4.33

1. Given a written exercise, identify the factors to be present for a valid warrant.

Criteria: The student shall be tested on the following:

4.33.1. Identify the factors for a valid search warrant.

4.33.2. Identify the factors for a valid arrest warrant.

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

1. For a search warrant:

- a. Check the date of issuance
- b. Check description of location and/or address
- c. Review affidavit information, if available

- d. Check articles to be searched for
- e. Review criminal code violation
- f. Check for signature of judge, magistrate or clerk of the court
- g. Check to make certain no changes were made to search warrant after it was signed and issued by the judge, magistrate or clerk of the court.

2. For an arrest warrant:

- a. Check criminal code violation
- b. Check to determine if the identifying information of person is adequate to identify the individual
- c. Check for a signature by a magistrate, judge or clerk of court
- d. Check to make certain no changes were made to arrest warrant after it is signed and issued by the judge, magistrate or clerk of the court

Performance Outcome 4.34

Search a suspect vehicle with probable cause or incident to arrest.

Training Objective Related to 4.34

1. Given a practical exercise, search a vehicle for weapons, contraband or other evidence.

Criteria: The student shall be tested on the following:

4.34.1. Search a vehicle with probable cause or incident to arrest.

4.34.2. Demonstrate techniques to search a vehicle for weapons, contraband, or other evidence.

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

Performance Outcome 4.35

Transport and escort arrestees or prisoners, searching law enforcement vehicles before and after transport.

Training Objective Related to 4.35

1. Given a practical exercise, demonstrate the procedures for escorting and transporting arrestees or prisoners.

2. Given a written exercise, identify appropriate medical and biohazard precautions to take should arrestee possibly have an airborne or blood borne pathogen.

Criteria: The student shall be tested on the following:

Practical exercise:

4.35.1. Transport and escort arrestees or prisoners.

4.35.1.1. Secure and search arrestee prior to transport

4.35.1.1.1. Handcuff arrestee/prisoner

4.35.1.1.2. Search head to toe

4.35.1.2. Move to the patrol vehicle

4.35.1.2.1. Protect head while placing arrestee/prisoner in vehicle

4.35.1.2.2. Fasten seatbelt around arrestee/prisoner

4.35.1.3. Use proper escort techniques during movement by foot from place to place

Written exercise:

4.35.2. Identify the need to search the vehicle before and after transport of every arrestee or prisoner.

4.35.3. Identify appropriate medical and biohazard precautions to take should arrestee possibly have an airborne or blood borne pathogen.

4.35.3.1. Use of protective masks and personal protective equipment

4.35.3.2. Clean hands, face, masks and vehicle after transport

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

Performance Outcome 4.36

Respond to and conduct preliminary or follow-up investigation of driving under the influence (DUI).

Training Objectives Related to 4.36

1. Given a practical exercise, conduct a DUI investigation.
2. Given a written exercise, identify the elements of an alcohol/drug related motor vehicle statutory offense and the procedure for obtaining a breath or blood test to determine drug and/or alcohol content.

Criteria: The student shall be tested on the following:

Practical exercise:

4.36.1. Make personal contact and observe for signs of impairment.

4.36.2. Conduct a field DUI investigation including administration of Standardized Field Sobriety Tests in accordance with the NHTSA/IACP DUI Detection and Standardized Field Sobriety Testing curriculum.

4.36.2.1. Document the investigation through contemporaneous note taking

4.36.2.2. Administer the preliminary breath test in accordance with Code of Virginia requirements

4.36.2.3. Determine whether probable cause to arrest exists at the conclusion of the field investigation

4.36.3. Advise the arrestee of the implied consent law utilizing the form provided by the Office of the Executive Secretary of the Supreme Court.

4.36.4. Complete the administrative license suspension form.

4.36.5. Identify the procedure for charging the arrestee with a violation of § 18.2-272(B).

4.36.6. Identify the procedure for obtaining a blood sample pursuant to the implied consent law.

4.36.6.1. Have blood sample taken by medical personnel, as authorized by the Code of Virginia

4.36.6.2. Handle, package and submit blood evidence in accordance with the Department of Forensic Science requirements

4.36.7. Charge the arrestee with unreasonable refusal of a chemical test.

4.36.8. Issue a summons for DUI and related offenses on the grounds of a medical facility where a DUI arrestee has been taken for medical treatment.

Written exercise:

4.36.9. Identify the elements of the DUI statutes § 18.2-266 or § 18.2.266.1, and 46.2-341.24.

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

1. Personal contact and observations for signs of impairment

a. Refer to the NHTSA/IACP DUI Detection and Standardized Field Sobriety Testing curriculum

2. When to complete Administrative License Suspension

a. If the evidential breath test indicates a BAC of .08g/210 L breath or higher, or if the arrestee is under the age of 21 and the evidential breath test indicates a BAC of .02g/210 L of breath or higher, or the arrestee refuses to submit to the evidential breath or blood test

3. When to charge subject with refusal

- a. If the arrestee refuses to submit to a chemical test under the implied consent law

Performance Outcome 4.37

Conduct a traffic checking detail.

Training Objectives Related to 4.37

1. Given a written exercise, identify procedures to conduct and properly document a traffic checking detail according to legal requirements.

Criteria: The student shall be tested on the following:

- 4.37.1. Identify legal requirements of a traffic checking detail.
- 4.37.2. Identify procedures to set up and conduct a traffic checking detail.
- 4.37.3. Identify how to record results in a standard report.

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

Performance Outcome 4.38

Investigate general traffic crashes and those involving personal injury, fatality, or vehicular assault and inspect vehicles involved to assess damage, determine cause, and test operability of vehicle(s).

Training Objectives Related to 4.38

1. Given a practical exercise, investigate a traffic crash.

Criteria: The student shall be tested on the following:

- 4.38.1. Evaluate scene and response needed.
 - 4.38.1.1. Observe vehicle placards for possible hazardous materials exposure
 - 4.38.1.2. Identify and request any other emergency assistance needed appropriate to crash
 - 4.38.1.3. Render first aid to victims until relieved
 - 4.38.1.4. Set up or coordinate other responding units to set up traffic control.
- 4.38.2. Protect crash scene by controlling access.
- 4.38.3. Demonstrate procedures for general crash investigation.

4.38.3.1. Interview and subpoena witnesses

4.38.3.2. Obtain statements from drivers and identification of vehicle owner using correct communications procedure-

4.38.3.3. Walk the scene to determine layout

4.38.3.4. Search for, collect and preserve physical evidence

4.38.3.5. Prepare field sketch and document damage

4.38.3.6. Complete traffic crash report and Driver Information

Exchange Forms

4.38.3.7. Determine violations and charges and accurately complete and deliver summons charging the appropriate parties with reference to appropriate Code section(s)

4.38.3.8. Assess damage and operability of vehicle(s)

4.38.3.9. Remove debris from crash scene to ensure safe and efficient vehicular passage or call for assistance to remove debris

4.38.4. Demonstrate procedures unique to conducting an investigation of crashes involving injuries or fatalities, or vehicular assault.

4.38.4.1. Interviews with victim prior to death

4.38.4.2. Interview other emergency personnel on scene

4.38.4.3. Describe items to be photographed with and without cars in place

4.38.4.4. Identify any special requirements related to investigating traffic crashes involving law enforcement vehicles

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

1. Determine if a medical review request needs to be completed on any drivers
 - a. Medical review is to be used for driver's that in the officer's opinion needs to be reviewed for a medical examination, vision examination, knowledge examination, or a road skills test
2. Demonstrate procedures for general crash investigation
 - a. Search for, collect and preserve physical evidence
 - (i). Recognize physical evidence that is in danger due to weather conditions, too many people roaming scene, or other factors
 - (ii). Identify methods to protect physical evidence under various circumstances
 - (1). Precipitation
 - (2). People/animals in area
 - (3). Fire

3. Identify methods to collect, preserve, and maintain chain of evidence from a crash

4. Demonstrate procedures unique to conducting an investigation of crashes involving injuries or fatalities

a. Describe items to be photographed with and without cars in place

(i). All vehicle damage

(ii). All evidentiary marks on pavement and other fixed objects

(iii). Debris in road from the point of impact

(iv). Long distance photograph

(v). License plates and other vehicle identification

b. Bodies:

(i). Close-up identification

(ii). Long view

(iii). Body in respect to vehicle/scene

5. Presence/non-presence or damaged traffic control devices

6. Any evidence on or about vehicles or roadways that could have contributed to the crash or help determine vehicular assault

a. Determine evidence that needs further expert examination

b. Type and style (single or multiple)

c. One or more than one perpetrator indicated

7. Close-ups where necessary to detail

8. Viewpoint from each driver

9. Obstructions to visibility at approach to scene

10. Assess damage and test operability of vehicle(s):

a. Previous damage(s) from current damage

b. Defect(s) of vehicle(s)

c. Driver(s)' previous conditions

d. Driver(s)' actions

e. Operable vehicle

f. Inoperable vehicle

11. Remove debris from crash scene to ensure safe and efficient vehicular passage or call for assistance to remove debris

12. Obstructions to visibility at approach to scene

- a. Establish and document measurable reference points at scene
- b. Measure observable tire marks of involved vehicles
- c. Prepare a detailed field diagram
- d. Complete and submit required fatal crash state report forms

Performance Outcome 4.39

Direct traffic using a flashlight, illuminated baton, whistle or hand signals while controlling traffic using proper body mechanics for directing multiple lanes of traffic.

Training Objectives Related to 4.39

Given a practical exercise:

1. Demonstrate techniques for directing traffic using hand signals, proper safety attire, and a whistle.
2. Demonstrate techniques for directing traffic using a flashlight or illuminated baton.
3. Demonstrate proper body mechanics to direct multiple lanes of traffic.

Criteria: The student shall be tested on the following:

- 4.39.1. Demonstrate procedures for stopping traffic.
- 4.39.2. Demonstrate procedures for starting traffic.
- 4.39.3. Demonstrate procedures for slowing traffic.
- 4.39.4. Demonstrate procedures for changing direction of traffic.
- 4.39.5. Demonstrate proper body mechanics for twisting in any direction.
- 4.39.6. Demonstrate flexion/extension of arm and hand (pulling in or extending arm and hand).
- 4.39.7. Demonstrate rotation of arm and hand.
- 4.39.8. Demonstrate abduction/adduction of arm (movement of arm toward body and away from body).
- 4.39.9. Demonstrate circumlocution of arm (circular movement of arm).
- 4.39.10. Demonstrate sustaining repetitive upper extremity movement for a prolonged period.
- 4.39.11. Demonstrate the use of a whistle for directing traffic, while wearing safety attire.

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

1. Techniques for using hand signals, flashlight, or illuminated baton to direct traffic following correct procedures:

2. Working traffic control at special functions

a. Identify pedestrian control techniques

b. Identify emergency procedures for unexpected situations

c. Identify procedures for controlling traffic and pedestrians in the area for the duration of the function

3. DO NOT use traffic flares to direct traffic in place of a flashlight or lighted baton at any time

Performance Outcome 4.40

Identify the proper use of emergency traffic control signs/signals or location of barricades, flares, or traffic cone patterns on roadway to direct traffic, protect area, vehicle, etc.

Training Objectives Related to 4.40

1. Given a written exercise, identify placement of emergency traffic control signs/signals or place barricades, flares, or traffic cone patterns on roadway to direct traffic, protect area, vehicle, etc.

Criteria: The student shall be tested on the following:

4.40.1. Identify effectiveness of each piece of equipment for rerouting traffic.

4.40.1.1. Consider typical volume of traffic

4.40.1.2. Consider weather conditions

4.40.1.3. Consider hazardous conditions

4.40.1.4. Consider low light conditions

4.40.2. Identify appropriate placement of barricades, flares, or cones.

4.40.3. Identify appropriate distance and location of placement for each.

4.40.4. Identify impact on traffic after placement.

4.40.5. Identify removal procedures after no longer needed.

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

Performance Outcome 4.41

Ensure proper functioning of traffic control devices.

Training Objectives Related to 4.41

1. Given a practical exercise, identify the duties of an officer who discovers a malfunctioning traffic control device to ensure proper functioning.

Criteria: The student shall be tested on the following:

4.41.1. Demonstrate the duties of an officer who discovers a malfunctioning traffic control device to ensure proper functioning.

4.41.1.1. Notify the appropriate resources about the malfunctioning device in a timely manner.

4.41.1.2. Provide traffic direction, if needed.

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

Performance Outcome 4.42

Assist stranded motorists and remove vehicles obstructing traffic.

Training Objectives Related to 4.42

1. Given a written exercise, identify steps to assist stranded motorists and direct removal of vehicles obstructing traffic.

Criteria: The student shall be tested on the following:

4.42.1. Identify the type of problem.

4.42.2. Request proper assistance if impractical or unable to render assistance.

4.42.3. Set up proper protection for motorist.

4.42.4. Answer questions and make appropriate referrals.

4.42.5. Provide necessary traffic control.

4.42.6. Take applicable enforcement action.

4.42.7. Notify tow agency.

4.42.8. Notify owner of location of towed vehicle.

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

Performance Outcome 4.43

Administer cardio-pulmonary resuscitation (CPR) and basic first aid.

Training Objectives Related to 4.43

1. Successfully complete an approved course for cardio-pulmonary resuscitation (CPR).

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

Criteria: The student shall be tested on the following:

- 4.43.1. Testing provided by approved CPR course provider.
- 4.43.2. Testing provided by approved basic first aid provider.
- 4.43.3. Testing provided by an approved automatic external defibrillator (AED) course provider.

Practical exercise:

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

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

1. Assist a person to prevent falling, move the person to a place of safety and support the person to a safe position

- a. Protecting head and shoulders of person to the extent possible
- b. Use of upper body strength
- c. Use of base strength (hip and legs)
- d. Use of torso/trunk strength (back and abdomen)

2. Use of bio-hazard protections

Instructor Note: Approving entities for First Aid/CPR instruction include the American Heart Association, American Red Cross, Virginia Department of Health, National Safety Council, American Safety & Health Institute, or a program approved by the Operational Medical Director of a local Emergency Medical Services (EMS) provider.

Performance Outcome 4.44

Assist with an emergency delivery of a baby.

Training Objectives Related to 4.44

1. Given a written exercise, identify basic steps for emergency delivery of baby.

Criteria: The student shall be tested on the following:

- 4.44.1. Position the mother for delivery considering the circumstances creating the emergency.

4.44.2. Check for and assist the baby from the birth canal.

4.44.2.1. Support head and neck

4.44.2.2. Check for breathing and assist if necessary

4.44.3. Protect the baby from the elements.

4.44.3.1. Importance of wrapping the baby and keeping the baby warm

4.44.3.2. Placement on mother

4.44.4. Deliver the placenta.

4.44.5. Prepare mother and baby for transport to hospital.

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

1. Use personal protective equipment

Performance Outcome 4.45

Instruct bystanders to assist.

Training Objective Related to 4.45

1. Given a written exercise, identify the circumstances wherein an officer may call upon a bystander to assist.

Criteria: The student shall be tested on the following:

4.45.1. Identify the circumstances wherein an officer may call upon a bystander for assistance.

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

1. The circumstances wherein an officer may call upon a bystander for assistance and the Code of Virginia section Related to refusal to assist a law enforcement officer (§ 18.2-463)

Performance Outcome 4.46

Use personal protective equipment to prevent contact with infectious diseases.

Training Objectives Related to 4.46

1. Given a practical exercise, demonstrate use of personal protective equipment to use to prevent contact with infectious diseases.
2. Given a written exercise, identify personal protective gear equipment to use to prevent contact with infectious diseases.

Criteria: The student shall be tested on the following:

Practical exercise:

4.46.1. Demonstrate use of personal protective equipment to use to prevent contact with infectious diseases.

Written exercise:

4.46.2. Complete the Virginia Occupational Safety and Health training related to exposure to blood borne pathogens.

4.46.3. Identify the procedure for an officer to follow to obtain a blood sample from an individual related to a blood exposure.

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

1. Notify persons exposed to blood or body fluids while assisting an officer that they have a right to the test results for HIV or hepatitis, (§ 32.1-45.1)

Performance Outcome 4.47

Interact with persons in crisis.

Training Objectives Related to 4.47

1. Given a practical exercise, communicate with a person in crisis to resolve the situation.

Criteria: The student shall be tested on the following:

4.47.1. Communicate with a person in crisis to resolve the situation.

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

1. Communication skills to calm and resolve the situation

- a. Identify yourself
- b. Identify the person in crisis
- c. Identify emotions by:
 - (i). Displaying empathy
 - (ii). Using a calm tone of voice
 - (iii). Using non-threatening body language and facial expressions
 - (iv). Eliciting specific information about what the individual is experiencing
 - (1). If a trigger is identified, attempt to remove or avoid it
 - (2). Telling the individual that you want to understand
- d. Summarize what the person has stated

2. Provide crisis resources

- a. Mental health professionals
- b. Hospitals
- c. Magistrates
- d. Church/Pastor/Chaplain
- f. Help-lines and text lines

g. Friend or family member

Performance Outcome 4.48

Respond to and control scene involving a barricaded subject.

Training Objectives Relating to 4.48

1. Given a written exercise, identify the role of the first responding officer at the scene of a hostage/barricaded subject situation.

Criteria: The student shall be tested on the following:

4.48.1. Identify the role of the first responding officer at the scene of a hostage/barricaded subject situation.

4.48.1.1. Notify supervisor and request assistance

4.48.1.2. Maintain position of cover

4.48.1.3. Contain the suspect

4.48.1.4. Coordinate with responding units to secure perimeter

4.48.1.5. Consider evacuation of nearby buildings and surrounding area or communicate with occupants to shelter in place

4.48.1.6. Attempt to identify:

4.48.1.6.1. Barricaded /hostage takers' needs

4.48.1.6.2. Barricaded /hostage takers' wants

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

Performance Outcome 4.49

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

Training Objective Related to 4.49

Given a practical exercise:

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

Given a written exercise:

2. Identify the criteria and legal requirements for taking a juvenile into emergency custody, pursuant to the Code of Virginia.

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

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

Criteria: The student shall be tested on the following:

Practical exercise:

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

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

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

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

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

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

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

Written exercise:

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

4.49.3. Identify the legal requirements for taking a juvenile into emergency custody, pursuant to the Code of Virginia.

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

4.49.5. Identify time constraints to execute ECO and TDO per § 37.2-808 (adults) and § 16.1-340 (juveniles).

4.49.6. Identify procedures for transferring custody of the individual (known as the “respondent”).

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

1. Factors to consider when interacting with a potential person in crisis

a. Disorders and illnesses commonly responsible for abnormal behavior

b. Abnormal behaviors and physical signs that may be observed by officers or citizens

c. Potential for harm to officer or others from person behaving abnormally

d. Appropriate sources and types of information useful in assessing a person’s behavior

e. Importance of seeking help for persons suffering from an emotional crisis

f. Substance abuse is considered a mental illness, per statute

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

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

a. The respondent has a mental illness

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

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

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

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

3. Understand statewide jurisdiction pursuant to § 15.2-1724

4. When legal requirements are not met for an ECO or TDO

a. Advise family and friends on the process of how to obtain emergency custody order on their own

b. In cases of arrest, but when legal requirement is not met:

- (i). Effectively communicate any statements made or behavioral observations to booking/intake officer

5. Identify the criteria necessary to obtain an ECO or TDO for a juvenile, pursuant to § 16.1-340

a. Because of mental illness, the minor:

- (i). Presents a serious danger to him/herself or others to the extent that severe or irremediable injury is likely to result, as evidenced by recent acts or threats, or

- (ii). Is experiencing a serious deterioration of his ability to care for himself in a developmentally age-appropriate manner, as evidenced by delusory thinking or by a significant impairment of functioning in hydration, nutrition, self-protection, or self-control; and

- (iii). The minor is in need of compulsory treatment for a mental illness and is reasonably likely to benefit from the proposed treatment

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

a. ECO not a prerequisite for TDO

b. Evaluation must be complete before petitioning for TDO

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

a. Commitment hearing in court after TDO

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

c. The court may order the respondent released

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

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

a. Relevant code sections

b. Law enforcement authority to execute and transport

10. Identify the importance of providing pertinent information on Emergency Custody Orders and Temporary Detention Orders to family members who may be inquiring about the individual and his/her status

11. Identify the MARCUS (Mental Health Awareness Response and Community Understanding Services) Alert System and its establishment of a framework for a statewide crisis response system

a. Facilitates a specialized response in accordance with § 9.1-193, when diversion is not feasible

b. No specific alert (like Amber Alert or Senior Alert systems) but requires law enforcement to adopt additional resources for response to calls for mental health crises

(i). Development of joint protocols and policies between law enforcement, CSBs, fire/EMS, and various other community stakeholders that dictate specific responses to certain calls for service (i.e. CSB prescreening clinician meeting a law enforcement officer on scene or in an emergency room when appropriate)

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

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

Performance Outcome 4.50

Manage/control non-violent groups, hostile groups, and/or disorderly assemblies

Training Objectives Related to 4.50

1. Given a practical exercise, demonstrate crowd management techniques.
2. Given a written exercise, identify factors to consider when controlling non-violent or hostile groups.

Criteria: The student shall be tested on the following:

Practical exercise:

4.50.1. Demonstrate crowd management techniques.

Written exercise:

4.50.2. Identify the elements of the following offenses:

4.50.2.1. Unlawful assembly

4.50.2.2. Incitement to riot

4.50.2.3. Disorderly conduct in public places

4.50.3. Identify factors for managing non-violent groups.

4.50.4. Identify factors to consider when dealing with hostile groups.

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

1. The elements of the following offenses:

- a. Unlawful assembly (§ 18.2-406)
- b. Incitement to riot (§ 18.2-408)
- c. Disorderly conduct in public places (§ 18.2-415)

2. Factors for managing non-violent groups (i.e., peaceable assemblies, etc.)

- a. Officer safety considerations
- b. Command presence
- c. Communication skills
- d. Boundaries within which crowd must remain or move along

e. Patterns of movement for crowd for ease of traffic flow

f. Emergency access/exit

3. Factors to consider when dealing with hostile groups

a. Identify disturbances in a crowd by noise and movements.

b. Identify high-risk areas (i.e. behind objects, dark areas, etc.)

d. Identify enforcement considerations/actions

(i). Arrival on scene

(1). Monitor the group's activity

(2). Wait for appropriate back-up

(3). Assess the group's propensity toward violence

(4). Determine the nature of their weapons

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

(ii). Coordination of personnel

(1) Identify briefing and debriefing location(s)

(2). Identify where to safely approach the hostile group

(3). Identify appropriate formations for potential riot

(4). Identify emergency escape routes

(5). Coordinate cover and contact responsibilities

(iii). Use of communication skills and voice commands

(1). Establish contact with the hostile group

(2). Formally identify the group leaders

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

(4). Use de-escalation techniques to reduce emotions and restore rational "group thought"

(5). Evaluate the group's proposed solutions to determine their specific "needs"

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

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

(8). Explain the group's option: comply with the law and pursue legal resolutions.

(9). Reassure the group of law enforcement commitment to resolve the group's problems and restore peace and tranquility to the area

4. Identify techniques of crowd management

- a. Smaller hostile groups
- b. Larger hostile groups or rioters
- c. Use issued/authorized equipment to block crowd when appropriate
 - (i). Move crowd using authorized and appropriate use of force
 - (ii). Arrest procedures
 - (iii). Transportation of arrestees
 - (iv). Medical needs

Performance Outcome 4.51

Conduct a preliminary investigation of events related to an animal complaint.

Training Objective Related to 4.51

1. Given a written exercise, identify criminal violations related to animal behavior, cruelty to animals, and animal fighting.

Criteria: The student shall be tested on the following:

4.51.1. Identify criminal violations related to animal behavior.

4.51.2. Identify criminal violations related to cruelty to animals.

4.51.3. Identify the violations related to animal fighting.

4.51.4. Identify the steps for responding to animal complaints.

4.51.4.1. If not an immediate threat to officer or public, notify animal control or proper authority.

4.51.4.2. If an immediate threat, the officer must control the situation by taking precautions so no bystanders will be endangered

4.51.4.3. Identify equipment or weapons needed to control the situation given the size, speed, strength, and aggression of animal(s) with knowledge that intermediate impact weapons (such as batons) are not recommended

4.51.4.3.1. If the animal is charging or attacking, the officer is permitted to protect the public and defend self through reasonable use of force to include lethal force

4.51.4.4. Identify methods for destruction of injured animals when no animal control officer is available.

4.51.5. Investigate animal fighting.

4.51.5.1. Identify animal fighting activities and/or venues and work with animal control officers (where available) in responding to any related criminal activity

4.51.5.2. Identify possible criminal activity associated with animal fighting

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

1. Animal fighting (§ 3.2-6571)

a. Identify animal fighting activities and/or venues and work with animal control officers (where available) in responding to any related criminal activity

b. Identify possible criminal activity associated with animal fighting

(i). Animal cruelty

(ii). Unlawful wagering

(iii). Controlled substances

(iv). Grand or petit larceny

(v). Unlawful transportation of animals

(vi). Conspiracy to commit criminal acts

Performance Outcome 4.52

Identify and document signs of gang activity.

Training Objective Related to 4.52

1. Given a written exercise, identify and document signs of gang activity.

Criteria: The student shall be tested on the following:

4.52.1. Identify characteristics of gangs.

4.52.1.1. Initiation practices

4.52.1.2. Hand signals

4.52.1.3. Structured style of dress

4.52.1.4. Markings, tattoos

4.52.1.5. Specific geographic territorial claim or identifiable leadership

4.52.1.6. Association with three or more individuals, who identify themselves as a group by name or symbol and are involved in a pattern of recurrent felonious criminal conduct

4.52.1.7. Includes certain drug sales, distribution, transportation, possession and manufacturing crimes

4.52.2. Identify unlawful hazing of gang members.

4.52.2.1. Causing bodily injury by hazing of gang members or person seeking to become a gang member unlawful

4.52.2.2. Recklessly or intentionally endangering the health or safety of a person to inflict bodily injury on a person in connection with or for the purpose of initiation, admission into or affiliation with or as a condition of continued membership in a criminal street gang

4.52.3. Identify information to record in VCIN for statutory reporting requirements: (§ 52-8.6 and 18.2-46.1).

4.52.4. Identify gang free zones (Code of Virginia § 18.2 - 46.3:3).

4.52.5. Identify social media's role as a tool/method for gang communication.

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

1. Social media's role as a tool/method for gang communication

- a. Digital graffiti (i.e. gang members post graffiti on social media platforms)
- b. Signs and symbols (i.e. members use specific emojis that mean Bloods or Crips etc.)
- c. Crimes (i.e. members boasting about crimes they commit including pictures and videos)
- d. Drug sales
- e. Extortion

Performance Outcome 4.53

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

Training Objectives Related to 4.53

1. Given a written exercise, identify the role of law enforcement personnel at the scene of a disaster.

2. Given a written exercise, identify the functions of the patrol officer/first responder as part of the Incident Command System.

Criteria: The student shall be tested on the following:

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

4.53.2. Define what generally constitutes a disaster.

4.53.3. Identify factors related to handling disasters (air crashes, etc.) and various rescue operations involving the military.

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

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

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

1. Identify and explain the Code section enabling local counties, cities, and towns to establish local ordinances that deal with disaster (§ 15.2 and § 44-146.19)

2. Define what generally constitutes a disaster

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

3. Incident Command System (ICS):

- a. Components
- b. Structure
- c. Purpose of unified command under ICS
- d. Role of the first responding patrol officer under ICS
- e. Communications protocol
- f. Transfer of command by the first responding patrol officer

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

- a. Executive Order of the Governor requiring NIMS in Virginia
- b. Presidential directive related to NIMS

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

Performance Outcome 4.54

Identify applicable laws, definitions and background information related to terrorism.

Training Objectives Related to 4.54

1. Given a written exercise, define terrorism according to Title 18 U.S.C. and applicable laws in the Code of Virginia.
2. Given a written exercise, identify the differences between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment.
3. Given a written exercise identify the distinctions between an individual acting alone, domestic and international terrorist organizations and their supporters.

Criteria: The student shall be tested on the following:

4.54.1. Define terrorism according to Title 18 U.S.C. and applicable laws in the Code of Virginia.

4.54.2. Identify the difference between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment.

4.54.3. Identify the distinctions between an individual acting alone, domestic and international terrorist organizations and their supporters.

4.54.3.1. Extreme political groups

4.54.3.2. Race-based hate groups

4.54.3.3. Religious-based hate groups

4.54.3.4. Special interest groups

4.54.3.5. Foreign Terrorist Organizations

4.54.3.6. Identify the primary objectives of terrorists

4.54.3.6.1. Recognition

4.54.3.6.2. Coercion

4.54.3.6.3. Intimidation

4.54.3.6.4. Provocation

4.54.3.6.5. Insurgency Support

4.54.3.7. Potential targets

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

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

a. Background information

(i). International

(ii). Domestic (Intra-national)

b. Strategies/current trends

(i). Propaganda

(ii). Internet resources

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

(1). Three or more attackers

(2). Simultaneous attack of two or more sites

Performance Outcome 4.56

Identify behavior(s) and indicators of suspicious and criminal activity that may alert law enforcement to acts of terrorism and identify resources capable of providing assistance.

Training Objectives Related to 4.56

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

Criteria: The student shall be tested on the following:

4.56.1. Identify behaviors and indicators of suspicious and criminal activities.

4.56.2. Identify federal, state, and local resources.

4.56.2.1. Federal

4.56.2.1.1. Joint Terrorism Task Force

4.56.2.1.2. National Joint Terrorism Task Force

4.56.2.2. State

4.56.2.2.1. Virginia Fusion Center

4.56.2.3. Local

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

Performance Outcome 4.57

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

Training Objective Related to 4.57

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

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

Criteria: The student shall be tested on the following:

4.57.1. Identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources.

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

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

1. Identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:

- a. Chemical agents
- b. Biological agents
- c. Radiological devices
- d. Explosive devices
- e. Weapons of mass destruction

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

- a. Recognize and evaluate the situation

- (i). Avoid and isolate the area
- (ii). Notify appropriate agencies and request assistance
- (iii). If and when determined, proceed to evacuate/shelter in place

Performance Outcome 4.58

Assess the need to evacuate buildings and surrounding areas endangered by threat of explosion or by toxic gases, liquids or other hazardous materials.

Training Objective Related to 4.58

1. Given a written exercise, identify the responsibilities of the first officer on the scene of a hazardous materials incident.

Criteria: The student shall be tested on the following:

- 4.58.1. Evaluate the situation.
- 4.58.2. Identify appropriate agencies to notify and request assistance.
- 4.58.3. Attempt to establish contact with responsible party for property involved.
- 4.58.4. Secure the perimeter.
- 4.58.5. Evacuate the designated building and areas, if needed.

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

Performance Outcome 4.59

Identify the impact of social media on today's terrorism activities.

Training Objective Related to 4.59

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

Criteria: The student shall be tested on the following:

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

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

Performance Outcome 4.60

Respond to an active shooter/attack.

Training Objectives Relating to 4.60

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

2. Given a written exercise, identify concepts associated with response to an

active shooter/attack.

Criteria: The student shall be tested on the following:

Practical exercise:

4.60.1. Identify the entry points for responding officers.

4.60.2. Demonstrate safe weapons handling skills.

4.60.3. Demonstrate individual movements to an entry point.

4.60.4. Demonstrate team movements to an entry point.

4.60.5. Communicate scene status/actions before entry.

4.60.6. Identify and demonstrate concepts and principles of team movements, within a building.

4.60.7. Demonstrate team movement techniques from solo officer entry to multiple officers.

4.60.8. Demonstrate speed of movement based on the information provided.

4.60.9. Demonstrate responding and moving to immediately intervene in an ongoing active shooter/attack with stimulus/intelligence.

4.60.10. Demonstrate responding through a structure, during an active shooter/attack without active stimulus.

4.60.11. Demonstrate response techniques during an ongoing active shooter/attack that transitions into a barricaded suspect situation.

4.60.12. Demonstrate conducting room entries from one officer to multiple officers, while active shooter/attack is in progress.

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

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

4.60.15. Demonstrate self-care techniques.

Written exercise:

4.60.16. Define active shooter event.

4.60.17. Define active attack event.

4.60.18. Identify the priorities of life.

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

1. Define active shooter
2. Define active attack
3. Equipment considerations

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

- a. Knowing physical and marksmanship capabilities
- b. Mentally rehearsing scenarios, which will enable better preparedness before an active shooter/attack occurs
- c. Familiarization with the layout of the schools and buildings in the patrol area

5. Considerations for lawful concealed handgun carry, armed citizens, and off duty/plain clothes first responders

6. Priorities of life

- a. Victims
- b. Innocents
- c. Public Safety
- d. Suspects

7. Vehicular approach and parking at the scene

- a. Vehicle placement considerations
- b. Lanes of ingress and egress for other responders should remain clear

8. Identify entry points

- a. Dispatch
- b. Reports from citizens
- c. Officer observations
 - (i). Fleeing citizens
 - (ii). Visible victims
 - (iii). Audible information (i.e. screaming, shooting, etc.)

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

10. Concepts and principles of team movements within a building

- a. Stay together as much as possible
- b. Maintain security awareness around the team
- c. Maintain communication within the team and with other units and incident command
- d. Cover the angles of engagement as the team moves inside the structure

11. Speed of movement based on the information provided

- a. Stealth (Deliberate speed/systematic)
- b. Direct-to-Threat (Dynamic)

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

- a. One team holds the position of the known suspect
- b. Second team pushes/continues to identify/neutralize other suspects

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

- b. Known location of victims
- c. Established zones

14. Render aide

Performance Outcome 4.61

Respond to an ambush in an exterior environment.

Training Objectives Relating to: 4.61

- 1. Given a practical exercise, demonstrate responses from a vehicle during an ambush.
- 2. Given a written exercise, identify responses to being ambushed while in a vehicle.

Criteria: The student shall be tested on the following:

Practical exercise:

4.61.1. Demonstrate responses from a vehicle during an ambush.

Written exercise:

4.61.2. Identify responses to being ambushed while in a vehicle.

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

1. Responses to being ambushed while in a vehicle
 - a. Recognize and avoid
 - b. Take action
2. Defending from a vehicle in response to an ambush
 - a. Identify techniques of shooting through glass from within the vehicle
 - b. Demonstrate exiting the vehicle after initial engagement of threat
 - c. Identify available terrain to gain tactical advantage
 - d. Demonstrate moving off the "X" using distance and angles
3. Vehicle window ballistics
 - a. Explain bullet deviation from various angles
4. Describe various techniques for weapon manipulation within a vehicle
 - a. Drawing from seated position
 - b. Weapon placement
 - c. Decrease muzzle distance limits deflection

(i). Provides a port for weapon

(ii). Reduces particle blowback

5. Engaging subject around a vehicle

a. Considerations

(i). Do not crowd your cover

(ii). Think about the weapon systems and equipment

(1). Long gun

(2). Go bag

b. Tactics

(i). Explain the advantages and disadvantages of using the vehicle as cover.

(1). Stacking pillars

(2). Engine block

(3). Wheels

Investigations

Performance Outcome 5.1

Respond to and conduct a preliminary general investigation.

Training Objective Related to 5.1

1. Given a written exercise, identify the duties of the first responding officer to investigate events related to destruction of property, fraud, gambling, prostitution and sexual offenses, and forgery/uttering and counterfeiting.

Criteria: The student shall be tested on the following:

5.1.1. Notify proper resources.

5.1.2. Protect the crime scene according to requirements of the nature of the crime.

5.1.3. Locate and separate witnesses.

5.1.4. Assist as needed on scene.

5.1.5. Complete necessary reports.

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

Performance Outcome 5.2

Locate witness(es) and suspects and rule out suspects to a the crime.

Training Objectives Relating to 5.2

1. Given a written exercise, identify the resources used to locate witnesses or suspects to a crime and/or rule out suspects.

Criteria: The student shall be tested on the following:

5.2.1. Identify resources to locate witnesses or suspects.

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

1. Resources to locate witnesses or suspects:

- a. Neighborhood canvass
- b. Phone records/911 recordings
- c. Voice messages/caller identification
- d. Family, friends, and co-workers
- e. If crime was committed around time of mail delivery, check with letter carriers, utility workers
- f. Children in neighborhood
- g. Drivers of regular routes in a specific area

- h. Neighborhood watch
- i. Taxi companies/ride share
- j. Store surveillance/residential surveillance cameras
- k. Share information with other resources that may provide assistance:
 - (i). Other agencies
 - (ii). News media
 - (iii). Crime Stoppers
 - (iv). Informants
 - (v). Officers serving that patrol area
 - (vi). Wanted posters
 - (vii). Law enforcement databases
 - (viii). Neighborhood watch
 - (ix). Victims
 - (x). Witnesses
 - (xi). Social media

I. Electronic devices

- (i). Consent/abandoned
- (ii). Valid search warrant

m. When located, use appropriate procedure to subpoena to court-

Performance Outcome 5.3

Determine the need for specialized assistance at a crime scene.

Training Objectives Related to 5.3

1. Given a written exercise, identify the factors the first responding officer should consider before requesting specialized assistance at a crime scene.

Criteria: The student shall be tested on the following:

- 5.3.1. Identify availability of resources.
- 5.3.2. Identify the nature of the crime.

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

- 1. Nature of the crime:
 - a. Resource

(i). Law enforcement canine (make sure conditions are still good for a dog to work; help identify a starting point if possible)

(ii). Forensic specialist:

(1). Lack of visible evidence in any crime

(2). More than just a few items of evidence

(iii). Specialized units

Performance Outcome 5.4

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

Training Objectives Relating to 5.4

1. Given a practical exercise, interview a complainant, witness, or victim.
2. Given a practical exercise, interview a suspect, demonstrating legal requirements and interview techniques.

Criteria: The student shall be tested on the following:

For a complainant, a witness or a victim:

5.4.1. Demonstrate professional demeanor.

5.4.2. Demonstrate use of open-ended questions.

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

For a suspect:

5.4.4. Demonstrate professional demeanor.

5.4.5. Demonstrate considerations for conducting an interview.

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

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

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

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

a. Professional demeanor

b. Considering cultural differences

c. Separating parties involved prior to the interview

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

these

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

For a victim:

3. Use trauma-informed, gradual, and non-threatening demeanor throughout encounter
4. Make sure they are comfortable and use conversational approach rather than rapid questioning
5. Identify and understand signs of possible trauma (victim is not necessarily evading the truth)

For a suspect:

6. Identify considerations of conducting an interview:
 - a. Legal considerations (custodial/non-custodial)
 - b. Timing
 - c. Location
 - d. Physical and emotional needs
 - e. Drug and alcohol effects

f. Preparation

g. Privacy

h. Physical barriers

i. Juvenile/adult

7. Interview techniques

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

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

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

(i). When answering Questions

(ii). Speech patterns

(iii). Body posture

(iv). Eye position

(v). Lip behavior

(vi). Hand movements

- d. Identify when/if interview shifts from an interview to an interrogation or becomes accusatory
8. Identify ways to corroborate a suspect's confession
 9. Record all necessary information to complete a thorough report
 - a. Use exact words as much as possible
 10. Document statements given by victims, witnesses, and suspects with audio/video technology, when practical

Performance Outcome 5.5

Conduct a neighborhood canvass to collect crime related information.

Training Objectives Relating to 5.5

1. Given a written exercise, identify the procedure to conduct a neighborhood canvass.

Criteria: The student shall be tested on the following:

5.5.1. Identify the procedure for conducting a neighborhood canvass.

5.5.1.1. Identify the scope of the area to canvass

5.5.1.2. Canvass the neighborhood on the same day of the week and time of day/night that the crime was committed

5.5.1.3. Document every contact or attempted contact for every house, business, and person in the area

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

1. Identify the scope of the area to canvass
2. Canvass the neighborhood on the same day of the week and time of day/night that the crime was committed
3. Document every contact or attempted contact for every house, business, and person in the area
4. Identify how all collected canvass information can be used to help solve a crime
5. Plan and coordinate information to determine:
 - a. Who was interviewed and their contact information
 - b. What information did they provide?
 - c. Where were they at the time of the incident?

d. When did they observe the incident occur?

e. Any other useful information

6. Canvass the neighborhood at different times of day or night-

Performance Outcome 5.6

Interview medical personnel to obtain information.

Training Objectives Relating to 5.6

1. Given a written exercise, identify types of information that may be provided by medical personnel.

Criteria: The student shall be tested on the following:

5.6.1. Identify types of information that may be provided by medical personnel.

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

1. Type(s) of injury

2. Seriousness of injury

3. Weapon used

4. Presence of physical evidence
5. Any statements by victim
6. Where victim was at time of crime
7. How victim was situated (i.e. sitting, standing, prone)

Performance Outcome 5.7

Determine reliability and credibility of witnesses.

Training Objectives Relating to 5.7

1. Given a written exercise, identify resources to help determine the reliability and credibility of witnesses.

Criteria: The student shall be tested on the following:

- 5.7.1. Identify resources that help determine reliability and credibility of witnesses.

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

1. National Crime Information Network (NCIC)
2. Virginia Crime Information Network (VCIN)

3. Department of Motor Vehicles (DMV)
4. Probation and Parole
5. Criminal histories
6. Arrest records
7. Retail merchant credit checks
8. Utilities inquiries
9. Public records
10. U.S. Postal Service
11. Military records
12. Other law enforcement agencies
13. Financial institutions
14. Crime analysis information exchanges
15. Automatic Fingerprint Identification (AFIS)
16. Employers, former employers
17. Law enforcement databases

Performance Outcome 5.8

Conduct a field suspect identification (“show-up”).

Training Objectives Relating to 5.8

1. Given a written exercise, identify the factors to consider when conducting a field suspect identification (“show-up”).

Criteria: The student shall be tested on the following:

5.8.1. Define a field suspect identification (“show-up”).

5.8.2. Identify evidentiary elements to be considered when conducting a “showup.”

5.8.3. List procedures for conducting a field suspect identification (“show-up”).

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

1. Define a field suspect identification (“show-up”) as the procedure to take the victim or witness to the location where the suspect may be for purpose of identification.

2. Identify evidentiary elements to be considered when conducting a “show-up.”

- a. The opportunity of the witness to view the criminal at the time of the crime
 - b. The witness' degree of attention
 - c. The accuracy of the witness' prior description of the criminal
 - d. The level of certainty demonstrated by the witness at the confrontation
 - e. The length of time between the crime and the confrontation
 - f. The length of time related to distance from the crime scene
 - g. Constitutional limitations
 - h. Physical and mental capacity of witnesses
 - i. Potential biases of witness
3. List procedures for conducting a field suspect identification ("show-up")
- a. Determine ability of victim or witness to visually make an identification from a vehicle
 - b. Identify safety concerns related to taking the victim or witness to the location of the suspect
 - c. Call for assistance to be ready to make the arrest should a positive identification be made

- d. Take the victim or witness to the location of the suspect; ask only if he or she can identify the person who committed the crime

Performance Outcome 5.9

Photograph crime scene for evidence documentation and scene depiction.

Training Objective Relating to 5.9

1. Given a practical exercise, document a crime scene using photographs.

Criteria: The student shall be tested on the following:

5.9.1. Take overall.

5.9.2. Take mid-range.

5.9.3. Take close-up.

5.9.4. Take close-up with a scale.

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

1. Photographs, notes and sketches to be used to document the crime scene
2. Body-worn cameras should not replace crime scene photographs as a means of documenting a crime scene

Performance Outcome 5.10

Record locations of all evidence recovered from a crime scene.

Training Objectives Relating to 5.10

1. Given a practical exercise, record the location of all evidence in a crime scene sketch.

Criteria: The student shall be tested on the following:

5.10.1. Sketch crime scene and document:

5.10.1.1. Date

5.10.1.2. Time

5.10.1.3. Officer's name

5.10.1.4. Location and identification of evidence

5.10.1.5. Case number

5.10.1.6. Crime scene location

5.10.1.7. Type of offense

5.10.1.8. Directional indicators (N, S, E, W)

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

Performance Outcome 5.11

Identify investigative and potential laboratory value of evidence from crime scenes, and crime lab analysis that help investigative efforts.

Training Objectives Relating to 5.11

Given a written exercise:

1. Identify items that may have potential investigative value.
2. Identify items that require laboratory analysis that may result in evidence.
3. Identify types of forensic analysis that can be conducted to assist investigations.

Criteria: The student shall be tested on the following:

- 5.11.1. Identify items that have investigative or laboratory analysis value.
- 5.11.2. Identify types of evidence which require laboratory analysis
- 5.11.3. Identify types of laboratory analyses which can further investigations.

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

1. Items that could be of evidentiary value

a. Firearms

- (i). Cartridge Cases - NIBIN (National Integrated Ballistics Information Network)
- (ii). Projectiles
- (iii). Gunshot residue – PRK (Primer Residue Kit)

b. Bodies

- (i). Post mortem lividity/rigor mortis
- (ii). Decomposition/insects under or around body
- (iii). Bite marks
- (iv). Ligature marks
- (v). Finger marks
- (vi). Other/additional injuries

c. PERK (Physical Evidence Recovery Kit)

d. Hair

e. Blood/bodily fluids

f. Bloodstain patterns

g. Drugs/substances/paraphernalia

h. Toxicology

- i. Tool marks
- j. Automobile lamps and other parts
- k. Paint
- l. Synthetic fibers/clothing
- m. Glass
- n. Footwear and tire impressions
- o. Anatomical features (impressions)
- p. Fingerprints
- q. DNA
- r. Questioned documents (i.e. checks, wills, etc.)
- s. Arson/explosive/chemical residue
- t. Electronic/digital Evidence
- u. Cell phones
- v. Video
- w. Computers
- x. Other digital media

2. Factors that can impact evidence

- a. Time
- b. Weather
- c. Temperature
- d. Humidity
- e. Chain of Custody

3. Items that usually require submission for laboratory analysis

a. DNA

- (i). Can identify bodily fluids/secretions that suspect left at scene
- (ii). Samples can be run against the DNA Databank or directly compared to suspects

b. Questioned Documents

- (i). Can compare writing samples (i.e. handwriting from suicide note to known writing sample)

c. PERK (Physical Evidence Recovery Kit)

- (i). Usually obtained when sexual assault is suspected

d. Hair

e. Fibers

f. PRK (Primer Residue Kit)

- (i). Usually obtained from the hands of an individual via kit issued by DFS.
- (ii). Tests for the presence of elements found in gunshot residue.
- (iii). Can help determine if a person fired a gun or was near the firing of a gun

4. Virginia Department of Forensic Science

Performance Outcome 5.12

Locate, evaluate, and collect evidence at a crime scene.

Training Objectives Relating to 5.12

1. Given a practical exercise, demonstrate the collection and packaging of evidence as prescribed by the state laboratory. (Department of Forensic Science “Evidence Handling and Laboratory Capabilities Guide”).

Criteria: The student shall be tested on the following:

5.12.1. Collect evidence.

5.12.2. Package evidence.

5.12.3. Complete laboratory submission forms.

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

Performance Outcome 5.13

Identify a means to locate, evaluate, and collect latent prints

Training Objectives Relating to 5.13

1. Given a practical exercise, obtain classifiable fingerprints.

2. Given a practical exercise, locate, evaluate, and collect latent prints.

3. Given a written exercise, identify surfaces that should be taken directly to the lab or processed by a technician for latent print recovery.

4. Given a written exercise, Identify the purpose of elimination fingerprints.

Criteria: The student shall be tested on the following:

Practical exercise:

5.13.1. Obtain classifiable fingerprints.

5.13.2. Demonstrate the process for lifting latent prints.

5.13.3. Demonstrate the process to search for prints by use of appropriate lighting techniques (flashlight to alternate light source).

Written exercise:

5.13.4. Identify the surfaces from the following list that should be taken directly to the lab or processed by a specially trained technician.

5.13.5. Identify the purpose of elimination fingerprints.

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

1. Identification of the surfaces from the following list that should be taken directly to a lab or processed by a technician:

- a. Crinkled surfaces (i.e. metal, wood, plastic)
- b. Moist surfaces
- c. Galvanized metal
- d. Paper
- e. Unpainted wood
- f. Prints in blood, paint and other liquids
- g. Plastic bags (lab)
- h. Ferris metal (lab)
- i. Painted wood - non-porous surface (lab)
- j. Items containing other types of evidence such as blood
- k. Textured surfaces (i.e. leather, computers, etc.)

Performance Outcome 5.14

Complete an accurate written report based on an interview.

Training Objectives Relating to 5.14

1. Given a practical exercise, complete an accurate written report based on an interview.

Criteria: The student shall be tested on the following:

5.14.1. Document facts related to the crime.

5.14.2. Document events preceding the crime.

5.14.3. Write a synopsis of the information gained during the interview.

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

1. Write a synopsis of the information gained during the interview

a. Summarize the statements of witnesses and complainants to answer who, what, where, when, why, and how of an incident

b. Use a functional rather than a literary style

c. Be accurate, reliable, and objective

d. Remove grammar and spelling errors

e. Cover as completely as possible what the witness sees or knows-

Performance Outcome 5.15

Conduct photographic line-up to identify arrestee/suspects.

Training Objective Related to 5.15

1. Given a written exercise, list factors to consider when conducting a photographic lineup.

Criteria: The student will be tested on the following:

5.15.1. List factors to consider when conducting a photographic lineup.

5.15.1.1. Same gender, similar, height, weight, build, color, race, hair color and length, age, facial hair, and other characteristics such as glasses or visible tattoos

5.15.1.2. Similar background in photo, same size photos, and either black/white or color photos for all

5.15.1.3. Using a minimum of six photos, present each photo individually in a sequential manner

5.15.1.4. Whenever possible, someone who is not familiar with the suspect or the case should present the photos or use the “folder shuffle” method

5.15.1.5. Preserve presentation order and photos in their original condition

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

1. **Use the reference** “Eyewitness Identification Procedures for Conducting Photo Arrays,” published by the U.S. Department of Justice, as a resource

Performance Outcome 5.16

Communicate with law enforcement personnel within the agency or with other agencies to exchange information in order to obtain or provide assistance in an investigation.

Training Objectives Related to 5.16

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

Criteria: The student shall be tested on the following:

5.16.1. Identify three types of information available within your agency or with other agencies to obtain or to provide in order to render assistance in an investigation.

5.16.2. Identify various sources that may be used to obtain information relevant to an investigation.

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

1. Types of information available within your agency or with other agencies to obtain or to provide in order to render assistance in an investigation

- a. Descriptive information about a suspect
- b. Information about other crimes suspect may have committed
- c. Knowledge of possible whereabouts of suspect
- d. Family, friends, associates, co-workers of suspect
- e. Behavior patterns of suspect
- f. Occupation
- g. Modus operandi (cross reference to 5.1)
- h. Peculiarities of suspect

2. Various sources that may be used to obtain information relevant to an investigation.

- a. National Crime Information Network (NCIC)
- b. Virginia Crime Information Network (VCIN)
- c. Department of Motor Vehicles (DMV)
- d. Probation and Parole
- e. Criminal histories
- f. Arrest records
- g. Utilities inquiries
- h. Public records
- i. U.S. Postal Service
- j. Military records
- k. Other law enforcement agencies
- l. Financial institutions
- m. Crime analysis information exchanges
- n. Automatic Fingerprint Identification System (AFIS)
- o. Surveillance

p. Health care records as noted in § 32.1-127.1:03

q. Law enforcement databases

r. Social media

Performance Outcome 5.17

Examine public records or records that are available only for law enforcement purposes to help locate missing or wanted persons.

Training Objectives Relating to 5.17

1. Given a written exercise, identify public records or records that are only for law enforcement purposes which should be examined to help locate missing or wanted persons.

Criteria: The student shall be tested on the following:

5.17.1. Identify types of public records that help to locate missing or wanted persons from the list on the lesson plan.

5.17.2. Identify types of records that are only for law enforcement purposes that should be examined to help locate missing or wanted persons from the list on the lesson plan.

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

1. National Crime Information Network (NCIC)

2. Virginia Crime Information Network (VCIN)

3. Department of Motor Vehicles (DMV)

4. Probation and Parole

5. Criminal histories

6. Arrest records

7. Retail merchants credit checks

8. Utilities inquiries

9. U. S. Postal Service

10. Property tax records

11. Assessors records

12. Social Service records

13. Court records

14. Public school records
15. Military records
16. Financial records
17. Other law enforcement agencies
18. Unemployment compensation records
19. Law enforcement reports
20. State Police Fugitive Unit
21. Law enforcement databases
22. Social media accounts

Performance Outcome 5.18

Investigate cases of child abuse and neglect.

Training Objectives Relating to 5.18

1. Given a written exercise, identify the duties of the first responding officer to investigate cases of child abuse and neglect.

Criteria: The student shall be tested on the following:

5.18.1. Identify the Code of Virginia requirements for reporting suspected child abuse or neglect.

5.18.2. Identify three duties of first responding officer for investigating cases of child abuse or neglect.

5.18.3. Identify potential warning signs of child abuse or neglect.

5.18.4. Identify the purpose/need for child forensic interview.

5.18.5. Identify people who may provide relevant information.

5.18.6. Identify the need to ensure the safety of the child.

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

1. Code of Virginia requirements for reporting suspected child abuse or neglect (§ 63.2-1509)-

2. Identify three duties of first responding officer for investigating cases of child or elder abuse or neglect-

a. Ensure the safety of the child or elder person and seek medical attention if needed

b. Determine if a crime has been committed-

c. Make proper notifications- (CPS, Investigations, hospital examination, Social Services, etc.)

3. Identify potential warning signs of child abuse or neglect-

a. Frequent hunger

b. Inappropriate clothing for weather

c. Frequent/suspicious bruising or injuries

d. Inappropriate sexual behavior

e. Lack of adult supervision for child frequently getting into mischief

f. Drug/alcohol use

g. Runaways/incorrigibles

4. Purpose of child forensic interview

a. Identify resources to assist with the child forensic interviews

5. Identify people who may provide relevant information-

a. Victim child (interview separately)

b. Doctors/hospital personnel

- c. Child protective services (obtain psychiatric evaluation)
 - d. School personnel
 - e. Neighbors
 - f. Other children
 - g. Interview parents separately (check custody arrangements and interview all parties with access to the child)-
6. Identify the need to ensure the safety of the child
- a. Child Protective Services (CPS) Safety plan
 - b. Ensure the child is in a safe environment and separated from the suspected offender, before you leave the call for service

Performance Outcome 5.19

Investigate cases of elder abuse and neglect.

Training Objectives Relating to 5.19

1. Given a written exercise, identify the duties of the first responding officer to investigate cases of elder abuse and neglect.

Criteria: The student shall be tested on the following:

5.19.1. Identify Code of Virginia requirements for reporting suspected elder abuse or neglect.

5.19.2. Identify potential warning signs of elder abuse or neglect.

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

1. Code of Virginia requirements for reporting suspected elder abuse or neglect (§ 63.2-1606)
2. Identify the potential warning signs of elder abuse or neglect
 - a. Mental state of victim
 - b. Reports of frequent hunger
 - c. Inappropriate clothing for weather
 - d. Frequent/suspicious bruising or injuries; past signs of abuse/neglect
 - e. Indicators of possible sexual assault
 - f. Witness(es) to abuse or neglect
 - g. Lack of caretaker for elder person
 - h. Signs/indicators of financial exploitation

3. Explain the additional challenges presented in abuse cases in an institution (i.e. nursing facility)

4. Identify the differences between physical abuse and neglect

Performance Outcome 5.20

Conduct preliminary investigation of a rape or sexual offense.

Training Objectives Related to 5.20

1. Given a written exercise, identify the duties of the first responding officer investigating a rape or sexual offense.

Criteria: The student shall be tested on the following:

5.20.1. Determine if the crime is in progress, if the suspect is still on the premises, or how much time has elapsed since the assault.

5.20.2. Calm the victim and seek appropriate medical attention.

5.20.3. Identify and separate witnesses.

5.20.4. Secure the crime scene and protect evidence.

5.20.5. Notify the appropriate investigating agency.

5.20.6. Provide referrals to services that assist victims of sex crimes.

5.20.7. Identify the evidentiary value of a PERK (Physical Evidence Recovery Kit).

5.20.8. Complete necessary reports.

5.20.9. Provide the appropriate notifications in accordance with § 19.2-11.11.

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

1. Calm the victim and seek appropriate medical attention:
 - a. Arrange for PERK (Physical Evidence Recovery Kit) administration
2. Victim-centered sexual assault response
 - a. Treat each victim with consideration, compassion and professionalism.
Keep personal values, opinions, and judgments out of the response
 - b. Understand reasons why sexual assault crimes are under reported
 - c. Understand misconceptions about sexual assault

Performance Outcome 5.21

Conduct preliminary investigation of events related to a robbery.

Training Objectives Relating to 5.21

1. Given a written exercise, identify the duties of the first responding officer to investigate events relating to a robbery.

Criteria: The student shall be tested on the following:

5.21.1. Determine if the crime is in progress, if the suspect is still on the premises, or how much time has elapsed since the crime.

5.21.1.1. Provide responding officers suspect(s) description, over the radio

5.21.2. Check for injury/death.

5.21.3. Notify proper resources.

5.21.4. Protect the crime scene according to requirements of the nature of the crime.

5.12.5. Locate and separate witnesses.

5.21.6. Assist as needed on scene.

5.21.7. Complete necessary reports.

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

Performance Outcome 5.22

Conduct a preliminary investigation of a burglary.

Training Objectives Relating to 5.22

1. Given a written exercise, identify the duties of the first responding officer to investigate events relating to a burglary.

Criteria: The student shall be tested on the following:

5.22.1. Determine if the crime is in progress, if the suspect is still on the premises, or how much time has elapsed since the crime.

5.22.2. Check for injury/death.

5.22.3. Notify proper resources.

5.22.4. Locate point of entry/exit.

5.22.5. Protect the crime scene according to requirements of the nature of the crime.

5.22.6. Locate and separate witnesses.

5.22.7. Assist as needed on scene.

5.22.8. Complete necessary reports.

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

Performance Outcome 5.23

Conduct a preliminary investigation of an assault.

Training Objectives Relating to 5.23

1. Given a written exercise, identify the duties of the first responding officer to investigate events relating to an assault.

Criteria: The student shall be tested on the following:

5.23.1. Determine if the crime is in progress, if the suspect is still on the premises, or how much time has elapsed since the crime.

5.23.2. Check for injury/death.

5.23.3. Notify proper resources.

5.23.4. Protect the crime scene according to requirements of the nature of the crime.

5.23.5. Locate witnesses.

5.23.6. Assist as needed on scene.

5.11.7. Complete necessary reports.

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

Performance Outcome 5.24

Conduct a preliminary investigation of a larceny.

Training Objectives Relating to 5.24

Given a written exercise:

1. Identify the duties of the first responding officer to investigate events relating to a larceny.
2. Identify sources which can be utilized to assist in estimating and recording the value of stolen or recovered goods.
3. Identify methods to determine if property is stolen and identifiers that help to trace stolen property.

Criteria: The student shall be tested on the following:

5.24.1. Determine if the crime is in progress, if the suspect is still on the premises, or how much time has elapsed since the crime.

5.24.2. Check for injury/death.

5.24.3. Notify proper authorities.

5.24.4. Protect the crime scene according to requirements of the nature of the crime.

5.24.5. Interview victim.

5.24.6. Locate witnesses.

5.24.7. Check for surveillance cameras.

5.24.8. Establish actual ownership.

5.24.9. Assist as needed on scene.

5.24.10. Complete necessary reports.

5.24.11. Identify sources that may assist with estimating the value of stolen property.

5.24.12. Identify methods to determine if property is stolen and how to trace it.

5.24.13. List unique identifiers of stolen goods that assist in conducting a trace.

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

1. Sources that assist in estimating and recording the value of stolen goods:

a. Bill of sale/receipts

b. Online research

2. Methods to determine if property is stolen and how to trace it:

a. Check Virginia Crime Information Network (VCIN)/National Crime Information Network (NCIC) entries

b. Checking additional law enforcement sensitive databases

c. Attempt restoration of serial/model numbers

d. Check Vehicle Identification Number (VIN) assist for vehicles

e. Check manufacturer lot numbers

f. Check for owner applied number

g. Check with informants/concerned citizens

3. Unique identifiers of stolen goods that assist in conducting a trace

a. Serial numbers

b. Model numbers

c. Owner-applied number

d. Unique descriptors of the goods (i.e. marks, dents, etc.)

e. Easily seen (i.e. stickers in a window, unique color)

f. Obliterated (i.e. numbers)

g. Hidden (i.e. VIN number)

Performance Outcome 5.25

Conduct a preliminary investigation of a hate crime.

Training Objectives Relating to 5.25

1. Given a written exercise, identify the duties of the first responding officer to investigate events relating to a hate crime.

Criteria: The student shall be tested on the following:

5.25.1. Determine if the crime is in progress, if the suspect is still on the premises, or how much time has elapsed since the crime.

5.25.2. Check for injury/death.

5.25.3. Notify proper resources.

5.25.4. Protect the crime scene according to requirements of the nature of the crime.

5.25.5. Locate and separate witnesses.

5.25.6. Assist as needed on scene.

5.25.7. Complete necessary reports (including required state forms that must be completed related to investigation of a hate crime).

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

Performance Outcome 5.26

Conduct a preliminary investigation of suspicious fires.

Training Objectives Relating to 5.26

1. Given a written exercise, identify the duties of the first responding officer to investigate events relating to a suspicious fire.

Criteria: The student shall be tested on the following:

5.26.1. Determine if the crime is in progress, if the suspect is still on the premises, or how much time has elapsed since the crime.

5.26.2. Check for injury/death.

5.26.3. Notify proper resources.

5.26.4. Protect the crime scene according to requirements of the nature of the crime.

5.26.5. Locate and separate witnesses.

5.26.6. Assist as needed on scene.

5.14.7. Complete necessary reports.

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

Performance Outcome 5.27

Conduct preliminary investigation of weapons/firearms offenses.

Training Objectives Relating to 5.27

1. Given a written exercise, identify the duties of the first responding officer to investigate events relating to weapons/firearms offenses.

Criteria: The student shall be tested on the following:

5.27.1. Determine if the crime is in progress, if the suspect is still on the premises, or how much time has elapsed since the crime.

5.27.2. Check for injury/death.

5.27.3. Notify proper authorities.

5.27.4. Protect the crime scene according to requirements of the nature of the crime.

5.27.5. Locate and separate witnesses.

5.27.6. Assist as needed on scene.

5.15.7. Complete necessary reports and comply with the U.S. Department of Justice and State Police reporting requirements.

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

1. Notify proper resource for ATF submission (ETrace)
2. Reporting requirements related to § 52-25.1

Performance Outcome 5.28

Conduct preliminary investigation of events related to a death and make an initial report to the medical examiner.

Training Objectives Relating to 5.28

Given a written exercise:

1. Identify the duties of the first responding officer at the scene of a death.
2. Identify the elements to cover in an initial report to the medical examiner regarding the circumstances of a death.

Criteria: The student shall be tested on the following:

First responder duties:

- 5.28.1. Determine if a suspect may still be on the premises.
- 5.28.2. Identify methods to secure the crime scene.
- 5.28.3. Identify techniques to protect a body and other evidence to prevent crime scene contamination or alteration.
- 5.28.4. Identify items or procedures that may be used to make an identification of a dead body.
- 5.28.5. Make a preliminary determination of a death to be caused from natural or unnatural causes.

5.28.6. Make proper notifications.

5.28.7. Collect and maintain chain of evidence and record all activities.

5.28.8. Record findings on standard report form.

5.28.9. Locate witnesses and record statements.

Initial information to provide to the medical examiner:

5.28.10. Provide all details observed at scene.

5.28.11. Provide information related to the manner of death.

5.28.12. Provide information related to the health of the victim.

5.28.13. Provide relevant medical information received from victim's doctor.

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

For first responder duties:

1. Make a preliminary determination of a death to be caused from natural or unnatural causes (if not clearly related to natural causes, all deaths are to be investigated as homicides until determined otherwise)-

2. Secure the crime scene

a. Do not move weapons if the scene can be isolated (i.e. bedroom, vehicle, etc.)

b. Make scene safe

c. Maintain entry log

3. Record findings on standard report form-

a. Position of body

b. Position of weapon

c. Type of wound

d. Location of wound

e. Ligation marks

f. Presence of note

g. Dying declaration elements-

4. Identify factors to consider in relationship to a follow-up and continuing investigation of a homicide

a. Type and style of homicide (single or multiple)

b. One or more than one perpetrator indicated

- c. Method of death (i.e. Use of a blunt object, drowning, gunshot, etc.)
- d. Preliminary witness interviews
- e. Interviews with victim prior to death
- f. Dying declaration elements
- g. Rescue personnel interviews
- h. Fire department personnel interviews
- i. Medical examiner information (re: manner & cause of death)
- j. Victimology
- k. Motive (if identified)
- l. Opportunity
- m. Ability
- n. Time (season, day, night)-

5. Identify factors to consider in relationship to determining death by suicide-

- a. Define suicide
- b. Medical examiner information re: manner and cause of death

c. Autopsy

d. Witness interview(s) (if any available)

e. Family member interview(s)

f. Possible motivation

g. Note/letters/text messages/social media declaration

h. Analysis of victim's mental and physical health at time of death

i. Document activities accurately

j. Crime scene search considerations (was suicide possible based on physical evidence)

k. Steps of investigation that lead to a determination of suicide

(i). Conduct the steps of a death investigation

6. Techniques to protect a body and other evidence to prevent crime scene contamination or alteration

a. Assumption of control over the body by the investigating officer

b. Type of materials acceptable to cover a body (tent over body not touching it is preferred)

- c. If, when, and what materials to use to protect evidence on hands and feet
(paper is preferred)
 - d. Preserving blood evidence
 - e. Preserving evidence on weapons
 - f. Preserving evidence in extremely hot, wet, or cold conditions
 - g. Preserving evidence in or on vehicles
 - h. Using universal precautions
 - i. Using protective gloves, jacket, shoes, etc.
 - j. Using needed equipment (blood containers, protective bags, etc.)
7. Identify procedures that may be used to make an identification of a dead body
- a. Wallet
 - b. Vehicle
 - c. Another person
 - d. Fingerprints
 - e. Dental records

- f. Hospital records (paper and digital)
- g. Facial reconstruction
- h. Tattoos
- i. Unique characteristics of deoxyribonucleic acid (DNA)
- j. Rings/jewelry
- k. Eyeglass prescriptions
 - (i). Other methods as may be added

Performance Outcome 5.29

Analyze and compare incidents of criminal behavior relating to modus operandi.

Training Objectives Relating to 5.29

1. Given a written exercise, identify the factors to consider in analyzing and comparing criminal behavior to establish a modus operandi (m.o.) as a first responder.

Criteria: The student shall be tested on the following:

5.29.1. Define modus operandi (“m.o.”) and how it is used.

5.29.2. Identify three indicators to help establish m.o.

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

1. Define modus operandi (“m.o.”) and how it is used. Modus operandi is a Latin phrase translated as “method of operation”. Generally defined as a particular way or method of doing something, especially one that is characteristic or well established

2. Identify procedures to provide information to investigators as part of a preliminary report-

3. Identify information to provide:

- a. Type of weapon
- b. Condition of the victim(s)
- c. Kind of injuries
- d. Statement(s) given by victim
- e. Previous reports
- f. Target
- g. Date/Time
- h. Location

- i. Talk with law enforcement personnel for additional information

Defensive Tactics/Use of Force

Performance Outcome 6.1

Understand the factors affecting the use of force.

Training Objective Related to 6.1

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

Criteria: The student shall be tested on the following:

- 6.1.1. Identify factors affecting the use for force.

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

1. Factors affecting the use of force
 - a. Legal standing
 - b. Non-compliance
 - c. Levels of resistance by the subject(s)
 - d. Objective reasonableness /totality of the circumstances

2. Decision making process for escalation and de-escalation of force

a. Familiarization of use of force options

3. Identify the dangers of firing warning shots

4. Identify the dangers of shooting from a moving vehicle

5. Identify the dangers of shooting while in motion

6. Identify the dangers of shooting at a moving target

7. Identify the dangers of shooting into or at a moving vehicle

a. Review relevant legal statutes

Performance Outcome 6.2

Approach subjects on foot.

Training Objective Related to 6.2

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

Criteria: The student shall be tested on the following:

6.2.1. Evaluate risk.

6.2.1.1. People in area

6.2.1.2. Easily accessed buildings

6.2.1.3. Potential escape routes

6.2.1.4. Cover

6.2.1.5. Potential for situation to escalate

6.2.1.6. Back-up

6.2.2. Demonstrate techniques of safe approach.

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

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

1. Techniques of safe approach

- a. Approach at a 45-degree angle, when possible
- b. Announce your presence when feasible keeping in mind officer safety considerations
- c. Maintain a safe stance of at least two to three arms-length

2. Techniques for checking identification

a. When asking for ID, ask where the ID is first, get in position to watch the retrieval

(i). Consider legal standing

b. Be prepared to move and take a position of cover or concealment, if a threat is identified

Performance Outcome 6.3

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

Training Objectives Related to 6.12

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

Criteria: The student shall be tested on the following:

6.3.1. Demonstrate safe contact and initial control.

6.3.2. Demonstrate a control hold to prone position.

6.3.3. Maintain control in prone position for handcuffing.

6.3.4. Demonstrate bringing a handcuffed person to their feet.

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

1. Demonstrate weaponless techniques to control person

a. Effective communications

b. Weaponless (empty hand) control techniques

c. Safe contact and initial control

(i). Front

(ii). Side

(iii). Back

Performance Outcome 6.4

Use blocking techniques to defend a strike or a kick.

Training Objectives related to 6.4

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

Criteria: The student shall be tested on the following:

6.4.1. Demonstrate blocking techniques designed to neutralize attack.

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

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

Performance Outcome 6.5

Use touch pressure or striking pressure manipulation to control a person or defend from an attack.

Training Objectives Related to 6.5

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

Criteria: The student shall be tested on the following:

- 6.5.1. Identify the body's pressure points.

6.5.1.1. On the head and neck

6.5.1.2. On the torso

6.5.1.3. On the arms and hands

6.5.1.4. On the legs

6.5.2. Identify a chokehold as deadly force.

6.5.3. Demonstrate pressure point control techniques.

6.5.3.1. Touch

6.5.3.2. Strike

6.5.4. Demonstrate an escape from a chokehold.

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

Performance Outcome 6.6

Handcuff suspect(s) or arrestees and apply leg restraints to arrestee(s).

Training Objectives Related to 6.6

1. Given a practical exercise, demonstrate the techniques of handcuffing suspect(s) or arrestee(s).
2. Given a practical exercise, demonstrate the techniques for applying leg restraints to arrestee(s).
3. Given a written exercise, define positional asphyxia and identify the legal considerations.

Criteria: The student shall be tested on the following:

Practical exercise:

6.6.1. Demonstrate safe and effective handcuffing of cooperative single and multiple suspect(s).

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

6.6.2.1. Standing

6.6.2.2. Prone

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

6.6.4. Demonstrate application of “flex cuffs” or other devices that restrain legs or torso avoiding force levels and methods that present unnecessary injury potential to the officer and subject.

Written exercise:

6.6.5. Define positional asphyxia.

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

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

1. Safe and effective handcuffing of cooperative single and multiple suspect(s)
 - a. Hands to be cuffed behind the back unless a medical reason prohibits
2. Application of any combination of hand, waist or leg restraints using methods that avoid unnecessary injury potential to the officer and subject-
3. Define positional asphyxia as a form of asphyxia, which occurs when someone’s position prevents the person from breathing adequately

Performance Outcome 6.7

Pat down subject(s) and search arrested person(s).

Training Objectives Related to 6.7

1. Given a practical exercise, demonstrate techniques of conducting a pat down of a subject and search of an arrested person, or multiple subjects.
2. Given a written exercise, identify factors to consider when conducting a pat down of a subject and search of an arrested person.

Criteria: The student shall be tested on the following:

Practical exercise:

- 6.7.1. Demonstrate contact and cover principles for safe approach to single and multiple subjects.
- 6.7.2. Demonstrate a pat down.
 - 6.7.2.1. Provide verbal instructions
 - 6.7.2.2. Position single or multiple subjects in a standing pre-pat down position
 - 6.7.2.3. Maintain a safe position while conducting a pat down
 - 6.7.2.4. Maintain control of the subject during a pat down
 - 6.7.2.5. Communicate with subject(s) in regard to their possession of weapons

6.7.2.6. Safely retrieve and secure weapons or contraband that are located during a pat down

6.7.2.7. Communicate relevant information to the cover officer

6.7.3. Demonstrate a search.

6.7.3.1. Provide verbal instructions

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

6.7.3.3. Maintain a safe position while conducting a search

6.7.3.4. Maintain control of the subject during a search

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

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

6.7.3.7. Communicate relevant information to the cover officer

Written exercise:

6.7.4 Define a pat down.

6.7.5. Define a search.

6.7.6. Identify the legal requirements for a pat down.

6.7.7. Identify the legal requirements for a search.

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

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

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

1. The techniques of conducting a pat down:

- a. Place and keep subject in a position of control and off balance with hands away from the waistline
- b. Make use of an open palm and extended fingers or blade of the hand, while pressing flatly against the outer clothing
- c. Remove the object(s) if the officer reasonably believes the item is a weapon

2. The techniques for conducting a search

- a. Execution of standing search of suspect:

- (i). Search the waistband
- (ii). Search their hair
- (iii). Search the upper body by placing both palms on the subject and using steady pressure against the clothing
- (iv). Search the armpits and arms
- (v). Search the legs using the same steady pressure technique
- (vi). Switch to the other side and repeat entire procedure
- (vii). Search the groin area
- (viii). Communicate to cover officer about weapons or contraband found
- (ix). Hand off to cover officer when possible

b. Execution of prone search:

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

(iv). Avoid stepping over the subject when switching sides; always walk around suspect

3. Recognize improvised and disguised weapons

4. Define a pat down and a search

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

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

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

Performance Outcome 6.8

Demonstrate takedown avoidance techniques and ground defense techniques.

Training Objectives related to 6.8

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

Criteria: The student shall be tested on the following:

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

6.8.2. Demonstrate techniques to minimize injury when falling.

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

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

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

Performance Outcome 6.9

Use an impact weapon to control a person.

Training Objectives Related to 6.9

1. Given a practical exercise, demonstrate techniques for using an impact weapon to control a person.

2. Given a written exercise, identify areas not to target with an impact weapon.

Criteria: The student shall be tested on the following:

Practical exercise:

6.9.1. Demonstrate offensive and defensive stances.

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

Written exercise:

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

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

Performance Outcome 6.10

Use chemical agents.

Training Objectives Related to 6.10

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

Criteria: The student shall be tested on the following:

Practical exercise:

6.10.1. Demonstrate deploying an inert oleoresin capsicum or its equivalent.

6.10.2. Demonstrate affecting an arrest after exposure to oleoresin capsicum or its equivalent.

Written exercise:

6.10.3. Identify the types of chemical agents and aerosol sprays used in law enforcement and methods of deployment.

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

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

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

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

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

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

1. Identify the reasonableness and legal considerations related to use of chemical agents and aerosol sprays
2. Intended effects on persons sprayed with chemical or aerosol spray
 - a. Psychological
 - b. Physiological

Performance Outcome 6.11

Defend against and control a physically attacking person.

Training Objectives Related to 6.11

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

Criteria: The student shall be tested on the following:

6.11.1. Maintain officer safety utilizing distance and approach.

6.11.2. Demonstrate defensive countermeasures designed to control aggressor.

6.11.2.1. Move suspect to prone position for cuffing

6.11.2.2. Disengage from suspect

6.11.3. Demonstrate escalation in deadly force encounter.

6.11.3.1. Transition to deadly force option to stop the threat

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

Performance Outcome 6.12

Control intoxicated, disruptive or violent individuals.

Training Objectives Related to 6.12

1. Given a practical exercise, demonstrate techniques using reasonable force to control intoxicated, disruptive or violent individuals.

Criteria: The student shall be tested on the following:

6.12.1. Demonstrate officer safety considerations.

6.12.1.1. Isolate a disruptive individual from others

6.12.1.2. Use of available backup officer(s)

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

6.12.3. Demonstrate communication skills to minimize antagonistic responses.

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

6.12.5. Use safe and effective control procedures.

6.12.6. Demonstrate effecting an arrest.

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

Performance Outcome 6.13

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

Training Objectives Related to 6.13

1. Given a practical exercise, demonstrate techniques for extracting a person out of a vehicle who is non-compliant or resisting arrest.

Criteria: The student shall be tested on the following:

6.13.1. Demonstrate the safe approach to a vehicle.

6.13.2. Demonstrate the use of appropriate extraction techniques.

6.13.3. Maintain control of suspect.

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

6.13.5. Demonstrate the use of restraints.

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

1. Use extraction techniques

- a. Verbal commands
- b. Control holds
- c. Pressure points
- d. Distraction techniques

Performance Outcome 6.14

Break up fights between two or more persons.

Training Objectives Related to 6.14

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

Criteria: The student shall be tested on the following:

6.14.1. Evaluate the situation.

6.14.2. Intervene verbally.

6.14.2.1. Announce your presence as law enforcement

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

6.14.3. Use a reasonable level of force.

6.14.4. Demonstrate officer safety procedures.

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

Performance Outcome 6.15

Pursue a fleeing suspect on foot and control them when apprehended.

Training Objectives Related to 6.15

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

Criteria: The student shall be tested on the following:

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

6.15.1.1. Communicate with dispatch and other officers, location, description of subject and reason for foot pursuit

6.15.1.2. Assess the suspect for immediate threat.

6.15.1.3. Demonstrate weaponless control by the officer to subdue suspect for arrest

6.15.1.4. Demonstrate control in a prone position for cuffing procedures

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

Performance Outcome 6.16

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

Training Objectives Related to 6.15 6.16

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

Criteria: The student shall be tested on the following:

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

6.16.1.1. Distance/cover

6.16.1.2. Type of weapon

6.16.1.3. Obstacles

6.16.1.4. Will attempt jeopardize life or personal safety

6.16.2. Demonstrate disarming sequence regarding a handgun.

6.16.2.1. Front

6.16.2.2. Side

6.16.2.3. Rear

6.16.3. Demonstrate disarming sequence regarding a long gun.

6.16.3.1. Front

6.16.3.2. Side

6.16.3.3. Rear

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

6.16.5. Demonstrate controlling the firearm force options to:

6.16.5.1. Disengage and or escalate, as reasonably necessary

6.16.5.2. Control to prone position for safe disarming

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

6.16.6.1. Maintain distance from attacker and demonstrate officer awareness

6.16.6.2. Moving to a position for disengagement or escalation

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

6.16.6.3.1. Disengage and/or escalate

6.16.6.3.2. Control to prone position for safe disarming

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

Performance Outcome 6.17

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

Training Objectives Related to 6.17

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

Criteria: The student shall be tested on the following:

Practical exercise:

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

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

Written exercise:

6.17.3. Identify factors affecting the need for force.

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

Performance Outcome 6.18

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

Training Objectives Related to 6.18

1. Given a practical exercise, demonstrate the ability to use deadly force to stop an immediate deadly threat.
2. Given a practical exercise, demonstrate the ability to transition from deadly force to a less lethal option, based on the level of resistance.

Criteria: The student shall be tested on the following:

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

6.18.2. Demonstrate the ability to transition from deadly force.

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

1. Identify the requirements for the application of deadly force
 - a. To protect the officer's life or the life of others from an immediate threat of death or serious physical injury

- b. Recognize and determine what force options are necessary and when to escalate or de-escalate

Weapons (Firearms)

Performance Outcome 7.1 (NEW)

Identify the cardinal rules of firearm safety.

Training Objectives Related to 7.1

1. Given a written exercise, identify the cardinal rules of firearm safety.

Criteria: The student shall be tested on the following:

- 7.1.1. Identify the cardinal rules of firearm safety.

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

1. Identify the cardinal rules of firearm safety
 - a. Treat every weapon as if it is loaded
 - b. Keep your finger off the trigger until you are ready to fire

c. Never let the muzzle cover anything you are not willing to accept the responsibility for destroying

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

Performance Outcome 7.2

Safely clean and inspect duty handgun.

Training Objectives Related to 7.2

1. Given a practical exercise, identify nomenclature of the duty handgun.
2. Given a practical exercise, demonstrate prescribed procedure for cleaning the duty handgun.

Criteria: The student shall be tested on the following:

7.2.1. Identify the nomenclature of the duty handgun.

7.2.2. Safely demonstrate procedures to prepare the duty handgun for cleaning.

7.2.2.1. Remove magazine or empty cylinder

7.2.2.2. Remove round from chamber

7.2.2.3. Visually and physically inspect the handgun to make sure it is free of ammunition

7.2.3. Identify duty handgun cleaning equipment.

7.2.4. Demonstrate use of duty handgun cleaning equipment.

7.2.4.1. Field strip duty handgun

7.2.4.2. Clean components

7.2.4.3. Inspect for damage and imperfections

7.2.4.4. Lubricate

7.2.4.5. Reassemble

7.2.4.6. Safely test for proper function

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

Performance Outcome 7.3

Using proper handgrip, safely draw duty handgun from holster.

Training Objectives Related to 7.3

1. Given dry fire practical exercises and using proper handgrip, safely draw duty handgun from holster.

Criteria: The student shall be tested on the following:

7.3.1. Draw duty handgun from the holster.

7.3.1.1. Draw to a ready position

7.3.1.2. Draw to a “cover mode” simulating the covering of a suspect together with the issuance of the verbal commands

7.3.1.3. Using standing, kneeling, and prone positions

7.3.1.4. Use of cover and concealment while maintaining visual contact with the threat

7.3.1.5. Reloading while concentrating on the threat and not the duty handgun

7.3.2. Re-holster and secure duty handgun.

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

Performance Outcome 7.4

Safely demonstrate techniques for clearing stoppages in the duty handgun.

Training Objectives Related to 7.4

Given a practical exercise:

1. Utilizing dummy rounds, demonstrate the techniques for clearing stoppages in the duty handgun.

2. Demonstrate safe handling of the duty handgun.

Criteria: The student shall be tested on the following:

7.4.1. Demonstrate the techniques for clearing stoppages in the duty handgun.

7.4.2. Demonstrate safe handling of the duty handgun.

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

Performance Outcome 7.5

Fire approved duty handgun in various daytime/low light exercises.

Training Objectives Related to 7.5

Given a practical exercise:

1. Fire approved duty handgun during daytime exercises using approved loading device, approved holster with 70% accuracy on two of the approved courses of fire (TQC + one additional approved course of academy's choice).

2. Fire approved duty handgun during low light conditions using approved loading device, approved holster, and flashlight with 70% accuracy on the approved course of fire.

Criteria: The student shall be tested on the following:

7.5.1. Demonstrate dry firing and fundamentals of marksmanship.

7.5.2. Using fundamentals of marksmanship, proper weapons handling skills, and reloading fundamentals, fire a minimum of 200 rounds with approved ammunition in daylight conditions, using approved duty handgun prior to qualification.

7.5.3. Qualify on the TQC and one additional approved course of academy choice from the below selected courses with approved IALEFI-QP target under daylight conditions, using approved ammunition, approved duty handgun, duty belt and holster:

7.5.3.1. Virginia Tactical Qualification Course I, 50 rounds, 5, 7, 15, 25 yards shooting (See Appendix F)

and choose one of the following:

7.5.3.2. Virginia Modified Double Action Course for Semi-automatic Pistols and Revolvers, 50 rounds, 7, 15, 25 yards shooting (See Appendix A)

7.5.3.3. Virginia Modified Combat Course I, 50 rounds, 25, 15, 7 yards shooting (See Appendix B)

7.5.3.4. Virginia Tactical Qualification Course III, 50 rounds, 25, 15, 7, 5, 3 yards shooting (See Appendix H)

7.5.4. Fire a minimum of 100 rounds in low light conditions for practice prior to qualification using the agency approved duty handgun, duty holster, and/or loading device.

7.5.5. Fire a minimum of 50 rounds on the low light qualification course. 25 rounds must be with the use of a hand-held flashlight, with a 70% qualification score.

7.5.5.1. Virginia Low Light Qualification Course; 50 rounds with 3, 5, 7, 10, and 15-yard shooting

7.5.6. Fire a minimum of 50 rounds with the use of a flashlight and proper techniques.

7.5.6.1. Demonstrate methods of flashlight use with duty handgun

7.5.6.2. Demonstrate the correct target threat by using flashlight techniques with duty handgun in hand

7.5.7. Demonstrate firing stance and position to include barricade positions.

7.5.7.1. Fire duty handgun using strong and support hand as appropriate:

7.5.7.1.1. Standing position

7.5.7.1.2. Kneeling position

7.5.7.1.3. Prone position

7.5.7.2. Reload the duty handgun with emphasis on utilizing appropriate reload procedures

7.5.7.3. Correct any duty handgun stoppages that may occur

7.5.8. Fire familiarization drills using a minimum of 200 rounds (minimum of 10 rounds per performance outcome) with approved ammunition to include:

7.5.8.1. Moving forward

7.5.8.2. Moving backward

7.5.8.3. Moving right

7.5.8.4. Moving left

7.5.8.5. Use of cover and concealment

7.5.8.6. Shove and shoot

7.5.8.7. Turn and shoot:

7.5.8.7.1. 90-degree right

7.5.8.7.2. 90-degree left

7.5.8.7.4. 180-degrees

7.5.8.8. Simulate shooting from a vehicle

7.5.9. Fire familiarization drills using a minimum of 30 rounds with approved ammunition to include:

7.5.9.1. Engage multiple targets during familiarization drills

7.5.9.1.1 Engage multiple targets with magazine exchanges

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

Performance Outcome 7.6

Secure duty handgun and all weapons while off-duty.

Training Objectives Related to 7.6

1. Given a written exercise, identify reasons for and methods for avoiding firearm accidents while off-duty.

Criteria: The student shall be tested on the following:

7.6.1. Identify reasons for security.

7.6.1.1. Prevent injury and unauthorized access (§18.2-56.2)

7.6.1.2. Minimize theft opportunity (separate ammunition from firearm(s))

7.6.2. Identify methods for security.

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

1. Methods for security

a. Lock box

(i).Loaded

(ii).Unloaded

b. Trigger lock

(i). Unloaded

c. Cable lock

(i).Unloaded

d. Gun safe and/or locked container

Performance Outcome 7.7

Carry a firearm while off-duty.

Training Objectives Related to 7.7

1. Given a written exercise, identify the factors to consider when carrying a firearm while off-duty.

Criteria: The student shall be tested on the following:

7.7.1. Identify how the officer must comply with department policy relating to carrying a firearm, while off-duty and qualifying with the off-duty firearm.

7.7.2. Identify the statutes that regulate the carrying of firearms while off-duty.

7.7.3. Identify the impact that any intoxicant may have on judgment, relating to use of firearms while off-duty.

7.7.4. Identify the conditions that should be maintained while carrying a firearm off-duty.

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

1. Identification of conditions that should be maintained while carrying a firearm off-duty

a. Concealed

b. Secure (retaining device)

- c. Accessible
- d. Law enforcement identification ~~with weapon~~
- e. Jurisdiction
- f. Training

2. Identification of response to being stopped by on-duty officer:

- a. Upon being challenged, remain motionless unless given a positive directive otherwise
- b. Obey commands which may entail submission to arrest
- c. Do not attempt to produce identification until instructed to do so
- d. If circumstances permit, verbally announce, identity and state the location of badge and credentials
- e. Ask the on-duty officer to repeat any directions or questions that are unclear and never argue during the encounter
- f. Follow all instructions received until recognition is acknowledged

VIRGINIA TACTICAL QUALIFICATION COURSE I

(MANDATORY)

(Formerly Appendix F)

Target- IALEFI QP

50 rounds, 5-25 yards

Qualification Score: 70%

Instructor to determine magazine changes and magazine capacity

Phase 1 – 5 YARD LINE: 12 rounds

1. Draw and fire 2 rounds in 3 seconds for 12 rounds. After each two rounds, holster and repeat.

PHASE 2—7 YARD LINE: 14 rounds

1. On command, draw and fire 6 rounds in 8 seconds.
2. On command, draw and fire 4 rounds in 8 seconds, strong hand only.
3. On command, fire 4 rounds in 10 seconds, support hand only.

PHASE 3—15 YARD LINE: 12 rounds

1. On command, draw and fire 2 rounds in 3 seconds. Stay out at ready-gun position.
2. From ready-gun, fire 2 rounds in 2 seconds, for a total of 4 rounds.
3. On command, draw and fire 6 rounds in 12 seconds.

PHASE 4—25 YARD LINE: 12 rounds

1. On command, draw and fire 6 rounds kneeling and 6 rounds standing in 45 seconds (pistol) or 60 seconds (revolver).

SCORING—2 points inside the bottle, 1 point outside the bottle, in the gray area

**OPTION 1: VIRGINIA MODIFIED DOUBLE ACTION COURSE
FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS**

(Formerly Appendix A)

Target- IALEFI QP

50 rounds, 7-25 yards

Qualification Score: 70%

Instructor to determine magazine changes and magazine capacity

PHASE 1 – 7 YARD LINE: 20 rounds

1. On command, draw and fire 2 rounds in 3 seconds. Holster and repeat until 10 rounds have been fired (x5).
2. On command, draw and fire 5 rounds strong-hand. Conduct a reload and fire 5 rounds with support-hand in 22 seconds. Holster.

PHASE 2— 15 YARD LINE: 15 rounds (Two-handed shooting)

1. On command, draw and fire 2 rounds in 3 seconds. Holster and repeat until 10 rounds have been fired (x5).

2. On command, draw and fire 5 rounds in 10 seconds. Make duty firearm safe and holster.

PHASE 3—25 YARD LINE: 15 rounds

1. On command, fire 5 rounds from standing, 5 rounds from kneeling, and 5 rounds from prone position until 15 rounds have been fired in 70 seconds (semi-automatic) or 90 seconds (revolver).

SCORING—2 points inside the bottle, 1 point outside the bottle, in the gray area

OPTION 2: VIRGINIA MODIFIED COMBAT COURSE I

(Formerly Appendix B)

Target- IALEFI QP

50 rounds, Moving course- 50-7 yard lines

Qualification Score: 70%

Instructor to determine magazine change and magazine capacity

PHASE 1: 50 YARD LINE: 26 rounds

1. On command, run to the 25 yard line. Draw and fire 10 rounds standing. Fire 10 rounds kneeling, then 6 rounds prone in a total of 3 minutes.

PHASE 2: 25 YARD LINE: 16 rounds

1. On command, run to the 15 yard line. Draw and fire 10 rounds standing. Reload and fire 6 rounds kneeling in a total of 60 seconds.

PHASE 3: 15 YARD LINE: 8 rounds

1. On command, run to the 7 yard line. Draw and fire 4 rounds strong-hand only then 4 rounds support-hand only in a total of 25 seconds.

SCORING—2 points inside the bottle, 1 point outside the bottle, in the gray area

**OPTION 3: VIRGINIA TACTICAL QUALIFICATION COURSE III
FOR SEMI-AUTOMATIC PISTOLS
(Formerly Appendix H)**

Target- IALEFI QP

50 rounds, 25-3 yard lines

Qualification Score: 70%

Instructor to determine magazine change and magazine capacity

PHASE 1: 25 YARD LINE: 6 rounds

1. On command, draw and fire 3 rounds standing and 3 rounds kneeling in 25 seconds.

PHASE 2: 15 YARD LINE: 6 rounds

1. On command, draw and fire 2 rounds in 3 seconds (x3) for a total of 6 rounds.

PHASE 3: 7 YARD LINE: 6 rounds

1. On command, draw and fire 2 rounds in 3 seconds (x3) for a total of 6 rounds.

PHASE 4: 5 YARD LINE: 26 rounds

1. On command, draw and fire 4 rounds in 4 seconds (x3) for a total of 12 rounds.
2. On command, draw and fire 6 rounds in 5 seconds (two-handed shooting).
3. On command, draw and fire 4 rounds in 6 seconds, strong-hand only.
4. On command, draw and fire 4 rounds in 8 seconds, support-hand only.

PHASE 5: 3 YARD LINE: 6 rounds

1. On command, draw and fire 3 rounds in 3 seconds (x2) for a total of 6 rounds (two-handed shooting).

SCORING—2 points inside the bottle, 1 point outside the bottle, in the gray area.

Virginia Low Light Qualification Course **(Mandatory)**

(NEW)

Target- IALEFI "QP"

50 rounds, 3 - 15 Yards

Qualification Score: 70%

PHASE 1 – 3 YARD LINE: 8 rounds

1. Draw and fire 2 rounds in 3 seconds (x4). Re-holster after each 2 rounds.

Total of 8 rounds (No Flashlight)

PHASE 2 – 5 YARD LINE: 9 rounds

1. Draw and fire 3 rounds in 4 seconds (x3). Re-holster after each 3 rounds.

Total of 9 rounds (No Flashlight)

PHASE 3 – 7 YARD LINE: 16 rounds

1. Draw and fire 4 rounds in 5 seconds (x2). Re-holster after each 4 rounds.

Total of 8 rounds (No Flashlight)

With Flashlight out and in support hand for remainder

2. Draw and fire 4 rounds in 5 seconds.

3. From the ready gun, fire 4 rounds in 5 seconds.

PHASE 4 – 10 YARD LINE: 9 rounds

1. Draw and fire 3 rounds in 5 seconds.

2. From the ready gun, fire 3 rounds in 4 seconds (x2) for a total of 6 rounds.

PHASE 5 – 15 YARD LINE: 8 Rounds

1. Draw and fire 4 rounds in 8 seconds.

2. From the ready gun, fire 4 rounds in 7 seconds.

SCORING - 2 points inside the bottle, 1 point outside the bottle, in the gray area.

Driver Training

Performance Outcome 8.1

Operate a law enforcement vehicle.

Training Objectives Related to 8.1

1. Given a practical exercise, demonstrate operation of a law enforcement vehicle.
2. Given a written exercise, identify factors to consider related to the operation of a law enforcement vehicle.

Criteria: The student shall be tested on the following:

Practical exercise:

8.1.1. Demonstrate a thorough physical and visual inspection of a law enforcement vehicle.

8.1.2. Demonstrate the proper usage of a safety belt in the operation of law enforcement vehicle.

8.1.3. Demonstrate how to control a law enforcement vehicle using acceptable techniques in the following vehicle movements:

8.1.3.1. Parking

8.1.3.1.1. Angle

8.1.3.1.2. Parallel

8.1.3.1.3. Perpendicular

8.1.3.2. "Y" turn

8.1.3.3. Backing

Practical exercise:

8.1.4. Identify the three components of defensive driving and their effect on vehicle crashes.

8.1.5. Identify the five steps of defensive driving.

8.1.6. Identify driving movements, which most frequently contribute to vehicle crashes.

8.1.7. Identify factors that contribute to the effective use of a law enforcement radio.

8.1.8. Identify the importance of seat belts, air bags, and other vehicle safety devices.

8.1.9. Identify and compare the different characteristics of ~~night~~ nighttime driving to daytime driving, and identify how the human eye is affected.

8.1.10. Identify factors that influence the overall stopping distance of a vehicle.

8.1.11. Identify the effect speed has on observation and perception during patrol.

8.1.12. Identify liability issues related to operating a law enforcement vehicle.

8.1.13. Identify how lighting conditions impact or affect defensive driving skills.

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

1. Demonstrate a thorough physical and visual inspection of a law enforcement vehicle

a. Check fluid levels and add fluid if necessary

- b. Check tire pressure and adjust as necessary
 - c. Check tread depth and inspect tire for abnormal wear or other deficiencies
 - d. Check all safety and emergency equipment
 - e. Check for internal and external damage
 - f. Check for weapons and contraband
2. Demonstrate the operation of a law enforcement vehicle in nighttime conditions
3. The three components of defensive driving and their effect on vehicle crashes
- a. Driver
 - b. Vehicle
 - c. Environment
4. The five steps of defensive driving
- a. Scan
 - b. Identify
 - c. Predict

d. Decide

e. Execute

5. The importance of seat belts, air bags, and other vehicle safety devices

a. Airbags are supplemental safety devices

b. Seatbelts are primary safety devices

6. The different characteristics of night driving to daytime driving and how the human eye is affected

a. The effects on vision related to light and dark environment adaptation

7. Factors that influence the overall stopping distance of a vehicle

a. Driver perception or reaction

(i). Reaction time and overall stopping distance

(ii). Driver distractions inside the vehicle

b. Vehicle and vehicle condition

c. Visibility

d. Road conditions

e. Weather

f. Speed

g. Brake fade

Performance Outcome 8.2

Demonstrate physical skills needed to operate a law enforcement vehicle.

Training Objective Related to 8.2

1. Given a practical exercise, demonstrate physical skills required to properly operate a law enforcement vehicle.

Criteria: The student shall be tested on the following:

8.2.1. Demonstrate one and two-hand gripping of steering wheel.

8.2.2. Demonstrate leg coordination for safe operation of a law enforcement vehicle at varying speeds.

8.2.3. Demonstrate hand/eye coordination (i.e. to operate radio communication/seatbelt removal/drawing weapon, if needed).

8.2.4. Listen and understand radio communications.

8.2.5. Speak with clarity during radio communication.

8.2.6. Manipulate upper body to permit observation to sides and rear as needed.

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

Performance Outcome 8.3

Identify factors to prevent and recover from skids or loss of traction.

Training Objectives Related to 8.3

1. Given a practical exercise, demonstrate the techniques for skid recovery both on and off the roadway, which include proper techniques for skid recovery in low traction.
2. Given a written exercise, identify areas of reduced traction, the different types of skids, skid prevention techniques, skid recovery techniques, and off-road recovery techniques.

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

Practical exercise:

8.3.1. Demonstrate proper techniques for recovery of two wheels in a low-traction environment.

8.3.2. Demonstrate proper techniques for recovery of four wheels in a low-traction environment.

8.3.4. Demonstrate skid recovery utilizing a skidpan, tire covers, courses, or vehicles which are designed to induce skidding.

Written exercise:

8.3.5. Identify areas of reduced traction and low-traction environments.

8.3.6. Identify the different types of skids.

8.3.7. Identify skid prevention techniques.

8.3.8. Identify how Electronic Stability Control (ESC) works, and the dangers of overreliance on ESC.

8.3.9. Identify techniques for recovering from an oversteer skid, with a non-ESC equipped vehicle.

8.3.10. Identify techniques for recovering from an oversteer skid, with an ESC equipped vehicle.

8.3.11. Identify off road recovery techniques with or without ESC.

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

1. Areas of reduced traction and unstable surfaces

- a. Wet roadway
- b. Icy roadway
- c. Snow covered roadway
- d. Dirt or Gravel

2. Define the different types of skids:

- a. Front wheel skid (understeer): The characteristic of a vehicle to continue in a straight line, sliding to the outside of the turn and losing traction in the front tires; a front wheel drive vehicle is more likely to under steer than other vehicles, also known as “plowing”
- b. Rear wheel skid (oversteer): The traction on the rear tires is less than that on the front causing the rear end to slide towards the outside of a curve due to the loss of traction; a rear wheel drive vehicle is more likely to over steer than other vehicles, also known as “fishtailing”
- c. All-wheel skid: The loss of traction of all four wheels simultaneously
- d. Hydroplane: A loss of traction that occurs when a vehicle’s tire or tires ride upon the surface of the water rather than the roadway.
- e. Acceleration skid: The loss of traction of a wheel(s) due to excessive power applied when accelerating

3. Skid prevention techniques

- a. Reducing speed to properly corner and stop the vehicle
- b. Adjusting speed and driving in areas of reduced traction utilizing proper steering and braking techniques
- c. Scanning ahead

4. Techniques for recovering from an oversteer skid, with a non-ESC equipped vehicle

- a. Off the gas

- b. Off the brake
- c. Counter steer
- d. Look where you want to go

5. Techniques for recovering from an oversteer skid, with an ESC equipped vehicle

- a. Off the brake
- b. Counter steer
- c. Smooth acceleration
- d. Look and steer where you want to go

6. Techniques for recovering from an understeer skid, with or without an ESC equipped vehicle

- a. Off the gas
- b. Off the brake
- c. Manipulate the steering wheel to regain rolling traction
- d. Steer back into the turn
- e. Look and steer where you want to go

7. Off road recovery techniques with or without ESC

- a. Off the gas
- b. Off the brake
- c. Smooth steering
- d. Identify safe path back to roadway

Performance Outcome 8.4

Establish roadblocks.

Training Objectives Related to 8.4

1. Given a written exercise, identify factors to consider when establishing roadblocks with a law enforcement vehicle.

Criteria: The student shall be tested on the following:

8.4.1. Identify the types of roadblocks.

8.4.2. Identify factors to be considered before establishing a roadblock.

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

1. Types of roadblocks

a. Stationary

b. Moving (Rolling)

2. Factors to consider before establishing a roadblock

a. Nature/Severity of crime

b. Location

- c. Terrain
- d. Number of officers/vehicles available
- e. Use of force considerations
- f. Vehicle Positioning

Performance Outcome 8.5

Identify factors to consider when engaging in emergency response driving.

Training Objectives Related to 8.5

1. Given a practical exercise, demonstrate proper techniques used during emergency response driving.
2. Given a written exercise, identify factors to consider when engaging in emergency vehicle response driving.

Criteria: The student shall be tested on the following:

Practical exercise:

- 8.5.1. Demonstrate proper steering techniques.
- 8.5.2. Demonstrate braking techniques (with or without ABS).
- 8.5.3. Demonstrate cornering techniques.

8.5.4. Demonstrate emergency equipment usage.

8.5.5. Demonstrate emergency response driving for a minimum of three minutes with simulated traffic or traffic control devices and utilize commentary driving.

Written Exercise:

8.5.6. Identify five common hazards associated with emergency response driving.

8.5.7. Identify legal considerations for emergency vehicle operations.

8.5.8. Identify “due regard for safety.”

8.5.9. Identify the psychological factors that affect the driver during emergency response driving.

8.5.10. Identify the physiological factors that affect the driver during emergency response driving of a law enforcement vehicle.

8.5.11. Identify the effect environmental factors have on a vehicle.

8.5.12. Identify the importance of traction and the effect the tires have on maintaining proper traction.

8.5.13. Identify the effect speed and weight has on the vehicles stability and force of impact.

8.5.14. Identify dynamics and changes in weight transfer of a law enforcement vehicle during emergency response driving.

8.5.15. Identify proper communication and radio techniques.

8.5.16. Identify emergency equipment limitations.

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

1. Demonstrate proper techniques used during various driving

a. Steering techniques

(i). Hand placement

(ii). Shuffle steering

(iii). Proper steering wheel manipulation

b. Braking techniques (with or without ABS)

(i). Foot placement and pedal modulation

(ii). Threshold braking with or without ABS

(iii). Straight line braking, braking while turning, braking then turning

c. Cornering techniques

- (i). Proper entry speed
- (ii). Braking prior to entering the turn
- (iii). Vehicle placement in relation to the apex(s) of a turn
- (iv). Acceleration out of a turn

2. Emergency response driving

- a. Maintain adequate communication and radio usage
- b. Maintain appropriate use of emergency equipment
- c. Situational reassessment
- d. Due regard for safety
- e. Control the law enforcement vehicle
- f. Drive during the emergency response for a minimum of three minutes with simulated traffic or traffic control devices

3. Common hazards associated with emergency response driving

- a. Pedestrians
- b. School zones and buses
 - (i). Emergency vehicles and their operators are not exempt from stopping for stopped school buses

c. Low speed vehicles (i.e. golf cart, moped, riding lawnmower, etc.)

d. Construction zones and equipment

e. Vehicles

f. Trains and railroad crossings

g. Intersections

4. Legal considerations for emergency response driving

a. Code of Virginia

b. Case law

c. Department policy (department training)

5. The techniques for emergency response driving

a. "Due regard for safety"

(i). § 46.2-920

b. The psychological factors that affect the driver during emergency response driving.

(i) Stress

(ii). Over confidence

(iii). Tunnel vision

(iv). Personal emotions

(v). Distractions

c. The physiological factors that affect the driver during emergency response driving of a law enforcement vehicle (effect of speed on observation and perception)

(i). Eyesight

(ii). Hearing

(iii). Fatigue

(iv). Motor Skills

d. The effect of the environmental factors on a vehicle

(i). Weather

(ii). Surface conditions

(iii). Visibility

(iv). Topography

e. The importance of traction and the effect the tires have on maintaining proper traction

(i). Tire pressure (Friction/contact patch)

(ii). Tread depth

(iii). Ambient temperature

f. The vehicle dynamics and changes in weight transfer of a vehicle during emergency response driving

(i). Longitudinal

(ii). Lateral

g. The legal aspects (civil liability) and use of force considerations of emergency vehicle operations

(i). Compensatory

(ii). Punitive

h. Emergency equipment limitations

(i). Conditions that impact the effectiveness of the siren

(ii). Conditions that impact the effectiveness of emergency lights

- i. Emergency equipment usage
 - (i). Emergency lights (effective distances)
 - (ii). Siren features and distance
- j. Proper communication and radio techniques
 - (i). Timing of communication
 - (ii). Provide updates

Performance Outcome 8.6

Operate a law enforcement vehicle before, during, and after a pursuit.

Training Objectives Related to 8.6

1. Given a practical exercise, demonstrate proper driving techniques, while engaged in a vehicle pursuit, during daytime and nighttime conditions, as both primary and secondary.
2. Given a written exercise, identify factors to consider when engaging in pursuit driving.

Criteria: The student shall be tested on the following:

Practical Exercise:

- 8.6.1. Engage in a vehicle pursuit during daytime conditions as the primary vehicle for a minimum of 3 minutes.

8.6.2. Engage in a vehicle pursuit during daytime conditions as the secondary vehicle for a minimum of 3 minutes.

8.6.3. Engage in a vehicle pursuit during nighttime conditions as the primary vehicle for a minimum of 3 minutes.

8.6.4. Engage in a vehicle pursuit during nighttime conditions as the secondary vehicle for a minimum of 3 minutes.

Written Exercise:

8.6.5. Identify factors to be considered when making a decision to initiate or engage in a pursuit.

8.6.6. Identify factors to consider before, during, and after a vehicle pursuit.

8.6.7. Identify factors to consider that may impact terminating a vehicle pursuit.

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

1. Engage in a vehicle pursuit
 - a. Maintain adequate communication and radio usage
 - b. Maintain appropriate following distance
 - c. Situational reassessment
 - d. Due regard for safety
 - e. Control the law enforcement vehicle

2. Factors to be considered when making a decision to initiate or engage in a pursuit

- a. Seriousness of the violation
- b. Vehicle and pedestrian traffic
- c. Location of pursuit
- d. Environmental conditions
- e. Speed of other vehicles**
- f. Departmental policy

3. Factors to consider before, during, and after a vehicle pursuit

- a. Maintain adequate communication
- b. Utilization of emergency and pursuit driving techniques
- c. Following distance
- d. Pursuit reassessment
- e. Jurisdictional area (Knowing boundaries)
- f. Number and type of law enforcement vehicles involved

4. Factors to consider that may impact terminating a vehicle pursuit

- a. Driver's identity known

- b. Weather conditions
- c. Speed of violator
- d. Driving behavior
- e. Change in call status/urgency (emergency response)

Officer Wellness (Proposed Category)

Performance Outcome 9.1

Engage in physical exercise.

Training Objectives Related to 9.1

1. Given a practical exercise, engage in stand-alone physical exercise for a minimum of 60 hours, during academy time.

Criteria: The student shall be tested on the following:

9.1.1. Engage in stand-alone physical exercise for a minimum of 60 hours, during academy time.

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

Performance Outcome 9.2

Navigate and complete a law enforcement work performance course.

Training Objectives Related to 9.2

1. Given a practical exercise, navigate and complete a law enforcement work performance course, under the required time by the end of the academy.

Criteria: The student shall be tested on the following:

9.2.1. Navigate and complete an obstacle course while running, jumping, and crawling, under the required time of 1:36, by the end of the academy.

9.2.1.1. Receive a physical description of a suspect, while seated and belted in a vehicle, timer begins when monitor says "Go."

9.2.1.2. Run 25 yards, then

9.2.1.3. Jump 3 feet, then

9.2.1.4. Run 25 yards, then

9.2.1.5. Climb or pull oneself over a 5-foot vertical obstacle, then

9.2.1.6. Run 10 yards, then

9.2.1.7. Crawl under an obstacle that is 2 feet high X 10 feet long,
then

9.2.1.8. Run 25 yards, then

9.2.1.9. Climb 8 inch “step up and down” (12 times), motion must be “up/up-down/down,” then

9.2.1.10. Run 15 yards, then

9.2.1.11. Climb through a window 36 inches wide X 30 inches high X 3 feet above the ground, then

9.2.1.12. Run 10 yards, then

9.2.1.13. Identify the suspect, then

9.2.1.14. Run 15 yards, then

9.2.1.15. Drag a 150-pound object 5 yards, then

9.2.1.16. Run 20 yards, then

9.2.1.17. Place barrel of weapon through 6 inch opening, dry-fire the weapon once with dominant hand and dry fire the weapon once with non-dominant hand, then

9.2.1.18. Place handgun on the table (this action stops the timer).

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

Performance Outcome 9.3

Drag a heavy object from a vehicle to simulate a rescue.

Training Objectives Related to 9.3

1. Given a practical exercise, extract an object that weighs at least 150 pounds from a vehicle, to simulate a rescue.

Criteria: The student shall be tested on the following:

- 9.3.1. Demonstrate extracting an object that weighs at least 150 pounds from a vehicle, to simulate effecting a rescue.

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

Performance Outcome 9.4

Identify causes of stress, impacts, and reduction strategies.

Training Objectives related to 9.4

Written Exercise:

1. Identify causes of stress.
2. Identify methods to manage and reduce stress.
3. Identify symptoms of Post-Traumatic Stress Disorder (PTSD).

Criteria: The student shall be tested on the following:

- 9.4.1. Identify the most commonly recognized causes of stress.
- 9.4.2. Identify positive means of reducing stress.
- 9.4.3. Identify the common symptoms of Post-Traumatic Stress Disorder.

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

1. Common causes of stress
 - a. Personal
 - b. Work
 - c. Critical incidents
2. Common symptoms of stress and warning signs
 - a. Headache or other aches and pains
 - b. High blood pressure
 - c. Heart disease
 - d. Insomnia

- e. Negativity
- f. Anger/irritability
- g. Eating disorders
- h. Anxiety
- i. Changes to substance and alcohol use
- j. Any marked negative change in behavior

3. Positive methods to reduce stress

- a. Communication
- b. Exercise
- c. Positive attitude
- d. Hobbies and other healthy activities
- e. Healthy diet

4. Post-Traumatic Stress Disorder

a. After experiencing a shocking, scary, or dangerous event, the majority of individuals will experience symptoms of:

- (i). Arousal (i.e. startled, tense, on edge, irritable, trouble sleeping)
- (ii). Re-experiencing (i.e. bad dreams, intrusive thoughts of the event)
- (iii). Avoidance (i.e. attempts to block out the feelings and thoughts, avoiding reminders)
- (iv). Cognitive and mood symptoms (i.e. feeling depressed, confused, feeling betrayed)

b. These are all common/normal

Performance Outcome 9.5

Identify suicidal ideation.

Training Objectives Relating to 9.5

1. Identify the warning signs of suicidal ideation.
2. Explain what to do when suicide is imminent.
3. Explain how to be prepared after a suicide takes place.

Criteria: The student shall be tested on the following:

Written Exercise:

9.5.1. Identify the warning signs of suicidal ideation within the law enforcement community.

9.5.2. Identify what to do when suicide is imminent.

9.5.3. List resources for the suicidal individual.

9.5.4. Identify what to expect after a law enforcement suicide takes place.

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

1. Warning signs of suicidal ideation within the law enforcement community

- a. Physical signs of suicidal ideation
- b. Verbal cues of suicidal ideation
- c. Feelings associated with suicidal ideation
- d. Behavioral cues of suicidal ideation
- e. Cues of suicidal thinking

2. Identify what to do when suicide is imminent

- a. Be a good listener
- b. Approach the situation with an open mind
- c. Do not leave the individual alone
- d. Notify appropriate personnel about the individual

3. List resources for the suicidal individual

- a. Private practice therapy
- b. Peer support
- c. Employee assistance programs (EAP)

d. Chaplains

e. National suicide prevention lifelines

f. Local community services board/behavioral health authority emergency services response

4. Identify what to expect after a law enforcement suicide takes place

a. Departmental grief (i.e. ripple effect throughout the agency/department)

b. Services available to officers (i.e. peer support/counseling, CISM, and EAPs)

c. National suicide prevention lifelines