

Performance Outcome 2.1.

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

Training Objective Related to 2.1.

A. Given a written exercise, identify the applicability of the 1st, 4th, 5th, 6th, 8th, 13th, and 14th Amendments to the United States Constitution to jail operations.

Criteria: The trainee shall be tested on the following:

- 2.1.1. Define Constitutional Law.
- 2.1.2. List the protections provided to jail inmates in the First Amendment of the U.S. Constitution.
- 2.1.3. List the protections provided to jail inmates in the Fourth Amendment of the U.S. Constitution.
- 2.1.4. List the protections against self-incrimination and double jeopardy in the Fifth Amendment to the U.S. Constitution.
- 2.1.5. Identify the right to an attorney afforded in the Sixth Amendment to the U.S. Constitution.
- 2.1.6. List the protections provided to jail inmates by the Eighth Amendment of the U.S. Constitution.
- 2.1.7. Identify the difference between the constitutional rights of pre-trial detainee and those of convicted inmates provided by the 13th Amendment
- 2.1.8. List the protections provided to jail inmates by the Fourteenth Amendment.

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

1. Define Constitutional Law.
2. List the protections provided in the First Amendment of the U.S. Constitution and identify how these protections apply in a jail.
 - a. Religion (including Religious Land Use and Institutionalized Persons Act)
 - b. Speech (mail, phone calls)
 - c. Press (newspapers, magazines)
 - d. Association (visitors)
 - e. Redress of grievances (access to courts; legal services to which indigent inmates are entitled in matters related to their incarceration)
 - f. Others as may be identified by the instructor
3. List the protections provided to jail inmates by the Fourth Amendment of the U.S. Constitution.
 - a. Cell searches
 - b. Person searches
 1. Frisk
 2. Strip
 3. Body cavity
 - c. Seizures
 1. Contraband
 2. Evidence
4. List the protections against self-incrimination and double jeopardy in the Fifth Amendment to the U.S. Constitution.
5. Identify the right to an attorney afforded in the Sixth Amendment to the U.S. Constitution.
6. List the protections of the Eighth Amendment of the U.S. Constitution.
 - a. Medical
 - b. Psychological
 - c. Exercise
 - d. Housing
 - e. Sanitation
 - f. Safety
 - g. Others as may be identified by the instructor
7. Identify the reasons an inmate may be placed in segregation.
 - a. Administrative
 - b. Disciplinary
8. Identify the difference between the constitutional rights of pre-trial detainee and those of convicted inmates as applicable to the 13th Amendment.
9. List the protections provided to jail inmates by the Fourteenth Amendment.
 - a. Due process
 1. Substantive
 2. Procedural
 - b. Equal protection (especially in relation to religious issues)

Performance Outcome 2. 2.

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

Training Objective Related to 2. 2.

- A. Given a written exercise, identify the requirements of Title 42, United States Code Section 1983, Title 18 United States Codes Sections 241 and 242, and tort law related to personal and agency liability.
- B. Given a written exercise, identify how the above mentioned laws apply to jail operations and jail/court security/civil process service staff in order to perform required duties and minimize liability.
- C. Given a written exercise, identify how the Civil Rights of Institutionalized Persons Act (CRIP) applies to jail/court security/civil process service staff.

Criteria: The trainee shall be tested on the following:

- 2.2.1. Identify the elements that must be present for a person to file a §1983 lawsuit.
- 2.2.2. Identify the most common legally accepted defenses against a §1983 lawsuit.
- 2.2.3. Identify the levels of negligence related to tort and 1983 lawsuits.
- 2.2.4. Identify the major difference between Title 18 U.S. Code §241 and Title 18 U.S. Code §242.
- 2.2.5. Identify how the Civil Rights of Institutionalized Persons Act (CRIPA) applies to jail/court security/civil process service staff.

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

1. Identify the elements that must be present for a person to file a §1983 lawsuit.
2. Identify the most commonly accepted defenses against a §1983 lawsuit.
 - a. substantive defenses
 - b. procedural defenses
 - 1). Immunity
 - 2). Statute of limitations
3. Identify the levels of negligence in relation to tort and 1983 lawsuits.
 - a. simple negligence
 - b. gross negligence
 - c. deliberate indifference
 - d. malicious and sadistic actions
4. Identify the major difference between Title 18 U.S. Code §21 and Title 18 U.S. Code §242.
5. Identify how the Civil Rights of Institutionalized Persons Act (CRIPA) applies to jail/court security/civil process service staff.

Performance Outcome 2. 3.

Perform duties of a deputy/jail officer according to laws governing the office of sheriff and regional jails

Training Objective Related to 2. 3.

- A. Given a written exercise, identify the sections of the Code of Virginia that relate to the jobs and responsibilities of jail officers, the office of sheriff and jail superintendents, and jail operations and security.
- B. Given a written exercise, correctly identify these laws.

Criteria: The trainee shall be tested on the following:

- 2.3.1. Identify the process by which a bill becomes law in Virginia.
- 2.3.2. Identify the powers and duties of a sheriff as a constitutional officer.
- 2.3.3. Identify the powers and duties of the regional jail superintendent.
- 2.3.4. Identify factors that affect the employment of a deputy sheriff/jail officer.
- 2.3.5. Define local correctional facility and lockup.
- 2.3.6. Identify the Board responsible for establishing the Minimum Standards for Local Jails and Lockups, the status of the Standards, the relationship between the state standards and the American Correctional Association Standards, the result of not complying with the Standards, and who has authority to enforce the standards.
- 2.3.7. Identify the court duties of the sheriff.
- 2.3.8. Identify the information that must be included in daily jail records.
- 2.3.9. Identify the procedures to be followed when admitting a suspected illegal alien into the jail.
- 2.3.10. Identify the notification procedures to be followed in the event of a death in the jail.

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

1. Identify the process by which a bill becomes law in Virginia.
2. Identify the powers of a sheriff as a constitutional officer.
3. Identify the powers and duties of a regional jail superintendent.
4. Identify factors that affect the employment of a deputy sheriff/jail officer.
5. Define local correctional facility and lockup.
6. Identify the Board responsible for establishing the Minimum Standards for Local Jails and Lockups, the status of the Standards, the relationship between the state standards and the American Correctional Association Standards, the result of not complying with the Standards, and who has authority to enforce the standards.
7. Identify the court duties of the sheriff.
8. Identify the information that must be included in daily jail records. (53.1-116)
9. Identify the procedures to be followed when admitting a suspected illegal alien into the jail.
10. Identify the notification procedures to be followed in the event of a death in the jail.

Instructor Note: Number 6 in the Lesson Plan Guide must include sufficient detail so that the trainee is able to identify the historical evolution of jails and lockup and the impact of Standards on these facilities. Number 7 must include sufficient detail so that the trainee is able to identify the elements of the criminal justice system with particular emphasis on courts and the sheriff's role in these elements.

Performance Outcome 2. 4.

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

Training Objectives Relating to 2. 4.

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

Criteria: The trainee shall be tested on the following:

- 2.4.1. Define civil liability in contrast to criminal liability.
- 2.4.2. Given the facts of a crime, identify the crime and Code section using the Code of Virginia.
 - 2.4.3.1. Identify the classes of felonies and their punishments.
 - 2.4.3.2. Identify the classes of misdemeanors and their punishments.
 - 2.4.3.3. Define infractions and local ordinances.
- 2.4.3. Define consecutive and concurrent sentencing.
- 2.4.4. Identify the penalties attached for an inmate who takes hostages or injures any employee of a correctional facility.
- 2.4.5. Identify the penalties attached for delivery of controlled substances, firearms, ammunition, or explosives to an inmate.
- 2.4.6. Identify the two defenses against a tort suit.
- 2.4.7. Identify and define the types of damage related to tort and 1983 lawsuits.
- 2.4.8. Evaluate facts of a situation to determine if it is a civil or criminal matter by applying the definitions of civil vs. criminal.
- 2.4.9. Identify civil matters of import to jail/detention staff.
 - 2.4.9.1. Habeas Corpus
 - 2.4.9.2. Contempt of Court

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

1. Define civil liability in contrast to criminal liability.
- 2.. Given the facts of a crime, identify the crime and Code section using the Code of Virginia.
 - a. Identify the classes of felonies and their punishments.
 - b. Identify the classes of misdemeanors and their punishments.
 - c. Define infractions and local ordinances.
3. Define consecutive and concurrent sentencing.
4. Identify the penalties attached for an inmate who takes hostages or injures any employee of a correctional facility.
5. Identify the penalties attached for delivery of controlled substances, firearms, ammunition, or explosives to an inmate.
6. Identify the two types of defenses against a tort suit (substantive and procedural).
7. Identify and define the types of damage related to tort and 1983 lawsuits.
 - a. nominal
 - b. compensatory
 - c. punitive
8. Evaluate facts of a situation to determine if it is a civil or criminal matter by applying the definitions of civil vs. criminal. Note that Virginia is a common law state (common law still in effect except as overruled or replaced by the Code of Virginia). Identify the Code citation enabling local counties, cities, and towns to establish local ordinances. (§15.2-1425) (§15.2-1429)
9. Identify civil matters of import to jail/detention staff.
 - a. Habeas Corpus
 - b. Contempt of Court, (e.g. §16.1-278.16)
 - c. Writ of Mandamus/Prohibition (rearranged)
 - d. Injunction (rearranged)

Instructor Note: Advise trainees that they must identify department policy relating to explaining a violation of county or municipal ordinances that is the basis for a summons to the violator. Advise trainees that they must identify department policy relating to use of discretion regarding a violation of law.

Performance Outcome 2.7

Arrest persons without a warrant.

Training Objective 2.7

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

Criteria: The trainee shall be tested on the following:

- 2.7.1. Define probable cause for an arrest.
- 2.7.2. Identify the requirement for warrantless felony arrest under §19.2-81.
- 2.7.3. Identify the general requirement for a warrantless misdemeanor arrest.
- 2.7.4. Given narrative examples of arrest situations, determine if the warrantless arrest is legal.
- 2.7.5. Identify three situations whereby an deputy/jail officer may make a warrantless arrest according to the Code of Virginia.
- 2.7.6. Identify the parameters for issuing a summons in lieu of arrest.
- 2.7.7. Identify a situation in which an officer may issue a summons in lieu of arrest.

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

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

1. Define probable cause for arrest.
2. Identify the requirement for warrantless felony arrest under §19.2-81.
3. Identify the general requirement for a warrantless misdemeanor arrest.
4. Given narrative examples of arrest situations, determine if the warrantless arrest is legal
5. Identify the situations whereby a deputy/jail officer may make a warrantless arrest according to the Code of Virginia.
 - a. upon information that the individual is wanted in another jurisdiction through electronic messages (fax, teletype and radio messages)
 - b. assault and battery
 - c. a probation or parole violation, etc.
 - d. concealed weapon
6. Identify the Virginia State Code sections pertaining to warrantless arrests:
 - a. Escape, flight and pursuit, arrest anywhere in Commonwealth (§19.2-77)
 - b. Arrest by officers of other states in close pursuit (§19.2-78)
 - c. Arrest without warrant authorized in certain cases (§19.2-81)
 - d. Procedure for arrest without warrant (§19.2-82)
7. Identify the parameters for issuing a summons in lieu of arrest.
8. Identify a situation in which an officer may issue a summons in lieu of arrest.

Performance Outcome 2. 8.

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

Training Objectives Relating to 2. 8.

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

Criteria: The trainee shall be tested on the following:

- 2.8.1. Statutes relating to criminal history records/juvenile information
- 2.8.2. Statutes relating to release of information through NCIC or VCIN
- 2.8.3. Application of HIPPA in relation to inmate medical records.
- 2.8.4. Application of the Freedom of Information act (2.2-3700) in Virginia jails.
- 2.8.5. Application of the Government Data Collection and Dissemination Practices Act in Virginia jails. (2.2-3800)

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

1. Statutes relating to criminal history records/juvenile information.
2. Statutes relating to release of information through NCIC or VCIN.
3. Review of privacy of inmate medical records, especially HIPPA.
4. Review of the Virginia Freedom of Information Act (2.2-3700) (Inmates have no access)
5. The Government Data Collection and Dissemination Practices Act. (2.2-3800)

Performance Outcome 2.10.

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

Training Objectives Related to 2.10.

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

Criteria: The trainee shall be tested on the following:

2.10.1. Define the following:

2.10.1.1. family abuse

2.10.1.2. family or household member

2.10.2. Identify provisions of protective orders for family abuse.

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

2.10.4. Identify the process for executing a protective order.

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

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

1. Definitions for the following:
 - a. family abuse
 - b. household or family member
2. Identify provisions of protective orders for family abuse.
3. Identify the prohibitions in place for those subject to protective order for family abuse.
4. Identify the process for executing a protective order.
5. Identify the procedures for victim notification relating to family abuse protective orders.

Performance Outcome 2. 11.

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

Training Objectives Related to 2. 11.

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

Criteria: The trainee shall be tested on the following:

- 2.11.1. Identify constitutional issues related to detention and questioning of a subject.
- 2.11.2. Identify the relevant case regarding interrogation: *Miranda v. Arizona*, 384 U.S. 1 (1966)
- 2.11.3. Identify the two conditions which together trigger the necessity for Miranda warnings.
- 2.11.4. Explain the difference between an exculpatory and inculpatory statement and the necessity for documenting both.
- 2.11.5. Identify the conditions by which a confession will be judged to be admissible.

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

1. The rights of an arrested person as guaranteed by the U. S. Constitution.
2. Identify constitutional issues related to detention and questioning of a subject.
3. Identify the relevant case regarding interrogation: *Miranda v. Arizona*, 384 U.S. 436 (1966)
4. Identify the two conditions that together trigger the necessity for Miranda warnings:
 - a. in custody **AND**
 - b. questioning/interrogation
5. Identify use of consent forms and waiver forms
6. Explain the difference between an exculpatory and inculpatory statement and the necessity for documenting both.
7. Identify the conditions by which a confession will be judged to be admissible.
8. Identify the constitutional basis for the Miranda warning and read the warning
 - a. Identify the point at which the suspect should be advised of constitutional rights.
 - b. Read the complete Miranda warning.

Performance Outcome 2.14.

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

Training Objectives Related to 2.14.

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

Criteria: The trainee shall be tested on the following:

- 2.14.1. Define evidence.
- 2.14.2. Define the types of evidence.
- 2.14.3. Define the chain of custody.
- 2.14.4. Identify the minimum tests that an item of evidence must successfully pass before admission to any criminal court.
- 2.14.5. Identify methods used for initially considering that an item may be evidence.
- 2.14.6. Identify procedure to establish and track chain of custody of evidence.
 - 2.14.6.1. Establish custody by marking with proper tags and securing or protecting.
 - 2.14.6.2. Document all persons handling the evidence or property during recovery, removal, transport, storage, and release.

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

1. Define evidence.
2. Define the types of evidence.
 - a. Documentary (written items)
 - b. Trace
 - c. Real
 - d. Circumstantial
 - e. Physical
 - f. Confessions
 - g. Photographic
3. Define the chain of custody.
4. Identify the minimum tests that an item of evidence must successful pass before admission to any criminal court (Rules of Evidence)
 - a. Legal relevance
 - b. Logical relevance
5. Methods used to initially identify evidence
 - a. Personal observation
 - b. Discovery through a valid search warrant
6. Identify methods used for initially considering that an item may be evidence
7. Identify procedure to establish and track chain of custody of evidence
 - a. Establish custody by marking with proper tags and securing or protecting
 - b. Document all persons handling the evidence or property during recovery, removal, transport, storage, and release

Performance Outcome 2.15.

Identify legal basis for use of force by an officer.

Training Objective Related to 2. 15.

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

Criteria: The trainee shall be tested on the following:

- 2.15.1. Preservation of life
 - a. Case law
- 2.15.2. Preservation of property
- 2.15.3. Enforcing regulations
- 2.15.4. Preventing escapes
- 2.15.5. Enforcing valid orders

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

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

1. Preservation of life
 - a. Case law
 - (1). *Graham v. Connor* (applies rules of Constitutional amendment most closely associated with the status of the subject of force)
 - (2). *Tennessee v. Garner* (applies the objective reasonableness test)
 - (3). *Hudson v. McMillan* (use of force against a convicted prisoner)
 - (4). *US v. Cobb* (pre-trial detainee use of force) (905 F2d 784 (1990))
2. Preservation of property
3. Enforcing regulations
4. Preventing escapes
5. Enforcing valid orders

Performance Outcome 2.16.

Identify the circumstances under which a person is fingerprinted.

Training Objectives Relating to 2.16.

Given a written exercise:

- A. Identify the circumstances under which a subject shall be fingerprinted.
- B. Identify requirements related to fingerprinting juveniles.

Criteria: The trainee shall be tested on the following:

- 2.16.1. The circumstances under which a suspect should be fingerprinted
 - 2.16.1.1. Charged with a felony
 - 2.16.1.2. Charged with a class I or class II misdemeanor
 - 2.16.1.3. Convicted of the above
- 2.16.2. The statutory requirements related to fingerprinting juveniles
 - 2.16.2.1. Age
 - 2.16.2.2. Type of crime
 - 2.16.2.3. Suspect in certain types of crimes
 - 2.16.2.4. Maintain juvenile fingerprint records separately from adult records
 - 2.16.2.5. Destruction of juvenile fingerprint records

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

1. The circumstances under which a suspect shall be fingerprinted (§19.2 - 390)
 - a. Charged with a felony
 - b. Charged with a class I or class II misdemeanor
 - c. Convicted of a class I or class II misdemeanor (§19.2-74)

2. The requirements related to fingerprinting juveniles §16.1-299
 - a. Age
 - b. Type of crime
 - c. Suspect in certain types of crimes
 - d. Maintain juvenile fingerprint records separately from adult records
 - e. Destruction of juvenile fingerprint records

Performance Outcome 3.2.

Interview a complainant, witness, victim, or inmate.

Training Objective Related to 3.2.

- A. Given a written or practical exercise:
1. Identify factors to consider in conducting an inmate interview.
 2. Interview a complainant, a witness, or a victim.
 3. Interview an inmate combining legal requirements and interview techniques.

Criteria: The trainee shall be tested on the following:

For a complainant, a witness, or a victim:

- 3.2.1. Professional demeanor
- 3.2.2. Use of open-ended questions
- 3.2.3. Recording of information necessary to complete a report

For an inmate:

- 3.2.4. Three considerations of conducting an interview
- 3.2.5. Three interview styles
- 3.2.6. A strategy and questions to ask prior to the questioning

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

For a complainant, a witness, or a victim:

1. Professional demeanor
2. Use of open-ended questions
3. Information necessary to complete a report
4. Complainants and witnesses should be interviewed separately and early in the incident.
5. Statements are made under conditions that provide for no duress, threats, or promises
6. The focus is on details that bring out the facts of the incident and build on these
7. Complainants and witnesses are informed that they may be re-interviewed later for information that they may not remember at the moment or about information subsequently developed
8. Complainants and witnesses are thanked for their information and/or assistance
9. Identify when/if interview shifts from an interview to an interrogation or becomes accusatory

For an inmate:

1. Identify three considerations of conducting an interview:
 - a. Timing
 - b. Location
 - c. Physical and emotional needs
 - d. Drug and alcohol effects
 - e. Preparation
 - f. Privacy
 - g. Physical barriers
 - h. Juvenile/adult
2. Identify three interview styles
 - a. Factual
 - b. Sympathetic
 - c. Hostile
 - d. Apathetic
 - e. Face-saving
 - f. Complimentary
3. Identify a strategy and questions to ask prior to the questioning to determine as much as possible who, what, where, when, why, and how
4. Given a practical exercise combining legal requirements and interview techniques, conduct an inmate/suspect interview.
 - a. Introduction and purpose of the interview
 - b. Question for desired information
 - c. Adhere to legal requirements
 - d. Conclude

Performance Outcome 3.4.

Answer inquiries from prisoners or about prisoners according to agency policy (including talking with family, other people authorized by adult prisoners, or other agencies).

Training Objective Related to 3.4.

- A. Given a written or practical exercise, identify the information that an officer may provide to prisoners. **(Criteria 3.4.5 – 3.4.8)**
- B. Given a written or practical exercise, identify the information that an officer may provide about prisoners. **(Criteria 3.4.1 – 3.4.4)**

Criteria: The trainee shall be tested on the following:

- 3.4.1. Type of charge
- 3.4.2. Location of inmate and bonding information
- 3.4.3. Court procedures
 - 3.4.3.1. Date and time of court appearances
 - 3.4.3.2. Bonding options
- 3.4.4. Location of magistrate
- 3.4.5. Information related to booking and classification for inmate including agency policy/inmate rules and regulations
- 3.4.6. Information about facility policies in jail such as phone calls, etc.
- 3.4.7. Authorized items that inmate may receive
- 3.4.8. Visiting rules

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

1. Type of charge
2. Location of inmate and bonding information
3. Court procedures
 - a. Date and time of court appearances
 - b. Bonding options
4. Location of magistrate
5. Information related to booking and classification for inmate including agency policy/inmate rules and regulations
6. Information about facility policies in jail such as phone calls, etc.
7. Authorized items that inmate may receive
8. Visiting rules

Instructor Note: Advise trainees that they will need to identify department policy regarding information that may be given to the family of adult defendants as part of their department training.

Performance Outcome 3.6.

Use crisis communication techniques as appropriate (hostile/confrontational persons).
Maintain calm and prevent a situation from becoming worse.

Training Objectives Related to 3.6.

- A. Given a written or practical exercise, define negotiation, mediation, and arbitration and identify or demonstrate the steps of each conflict management technique.

Criteria: The trainee shall be tested on the following:

- 3.6.1. Evaluation of the conflict or crisis scene
- 3.6.2. Maintaining officer safety precautions
- 3.6.3. Use of calming language
 - 3.6.3.1. Giving appropriate attention to hostile/confrontational person
 - 3.6.3.2. Transitioning to conflict resolution methods
- 3.6.4. Definition of negotiation, mediation, and arbitration.
- 3.6.5. Identifying the steps involved in each type of the above conflict management techniques.
- 3.6.6. Negotiating, mediating, or arbitrating the conflict or crisis situation

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

1. Evaluation of the conflict or crisis scene
2. Maintaining safety precautions
3. Use of calming language
 - A. Giving appropriate attention to hostile/confrontational person
 - B. Transitioning to conflict resolution methods
4. Definition of mediation, negotiation, and arbitration.
 - A. Mediation is the process of using a neutral third party to serve as an intermediary or conciator between persons or sides in order to bring about an agreement or resolve a dispute. The aim is to help disputants arrive at their own solution.
 - B. Negotiation is the process of conferring, discussing, or bargaining to reach an agreement.
 - C. Arbitration is the process of using a third party or parties to hear both sides of a dispute and make a decision regarding settlement of the dispute.
5. The steps involved in each type of the above conflict management techniques.
 - A. Mediation
 1. Each person states his/her position briefly to the neutral third party (deputy/jail officer). They do not speak to each other directly until the mediator directs them to do so.
 2. The deputy/jail officer elicits suggestions from the disputants as to how the problem may be solved. "There must be some way to solve this problem. Make a reasonable suggestion."
 3. The deputy/jail officer checks each proposed solution with the other disputant until there is acceptance or compromise.
 4. The deputy/jail officer should avoid criticizing offered solutions, even if he/she doesn't agree.
 5. The deputy/jail officer summarizes the agreement that is reached.
 6. The deputy/jail officer encourages the disputants to act on the solution and leave. In a jail setting, observe the parties periodically to see that they are keeping to the agreement.
 7. The deputy/jail officer must communicate the agreement between the parties involved to other shifts.
 - B. Negotiation – defined as parties involved in exchanging information to gain a benefit or resolve a dispute, crisis, etc. Should be used when mediation fails.
 1. Each person states his/her position briefly.
 2. Negotiator (deputy/jail officer) offers possible compromises to the disputants in a neutral, non-defensive way.
 3. When compromise is reached, the deputy/jail officer summarizes the agreement for the parties involved and leaves.

- In a jail setting, the deputy/jail officer observes the parties periodically to see that they are keeping to the agreement.
4. The deputy/jail officer must communicate the agreement between the parties involved to other shifts.
- C. Arbitration – defined as a third party who determines the solution to a dispute and imposes that solution on all parties involved.
 1. This is a last resort technique.
 2. Here the jail officer imposes a solution on the disputants based on knowledge of the subject matter and policies of the jail related to the type of dispute they are having.
 - a) The deputy/jail officer identifies the solution that will resolve the dispute at hand.
 - b) The jail/officer presents the options and consequences for not agreeing to resolve the dispute as directed.
 - c) The deputy jail/officer communicates his/her responsibility as a jail officer if the disputants do not follow directions.
 - d) The deputy/jail officer relates any applicable laws and/or policies and consequences of continued acts that break either of these.
 - e) The deputy/jail officer explains clearly that the parties must comply with the law or polices or suffer the consequences.
 - D. Referral - this can be combined with any of the other techniques. The deputy/jail officer identifies services that may be able to help the disputants (counseling, chaplain, etc.).
6. Negotiating, mediating, or arbitrating the conflict or crisis situation
 - A. Identify that no physical violence has taken place. If physical violence has taken place, follow policy and procedures for the type of crime committed.
 - B. Maintain all safety precautions. Back up arriving on scene must not disrupt efforts of first deputy or jail officer, but should take direction and support the first deputy jail officer. Primary goal is to keep the peace and not let parties become physically violent.
 - C. Diffuse the situation by separating the parties and explaining that you need to know the facts relating to the dispute. Each person will have a chance to speak, but you will set the rules for talking. (This is part of mediation.) They will be stating their positions but doing it through you. You will follow the steps outlined for mediation.
 - D. If you perceive the parties are too agitated, take each to a different area (the first deputy/jail officer and a backup officer need to work together to do this). This will be a negotiation.
 - E. Each officer must listen carefully to the explanation by each party separately to identify what their common interest is. Ask them to identify some alternatives to which both might agree. Officers should confer before reuniting the parties.

- F. Bring the parties back together to discuss alternatives that may resolve the dispute. They must come to an agreement on the alternative for resolving their dispute. You will summarize this and tell them they will be observed for complying with this choice.
- G. Recognize when mediation or negotiation conflict management techniques will not produce the desired result. Serve as an arbitrator in this case and make the decision for the parties following agency policy for uncooperative inmates.
- H. If conflict management techniques are producing the desired result, advise the parties they can return to their normal routine.

Performance Outcome 3.7.

Stop or intervene with persons attempting to commit suicide.

Training Objective Related to 3.7.

- A. Given a written, audio-visual, or practical exercise, identify factors to consider when communicating with persons who threaten to commit suicide.

Criteria: The trainee shall be tested on the following:

- 3.7.1. Notify supervisor and request appropriate resources
- 3.7.2. Maintain a safe position while communicating with person and observe for weapons and need for universal precautions in case of biohazards
 - a. Try to calm down the person
 - b. Try to identify problems
 - c. Try to delay person as much as possible
 - d. Suggest resources for the person to help solve the problems
- 3.7.3. Document all proceedings
- 3.7.4. Identify types of inmates that may be suicide risks in jails.
- 3.7.5. Identify pre-disposing factors that may have occurred with the inmate that may contribute to suicide.
- 3.7.6. Identify factors of the jail environment that may have an impact on suicidal behavior.
- 3.7.7. Identify signs and symptoms that a potentially suicidal inmate may exhibit.
- 3.7.8. Identify common methods that inmates use in jail suicide attempts.
- 3.7.9. Identify the benefits of intake screening and classification in preventing suicides and/or identifying potential suicidal inmates.

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

1. Notify supervisor and request appropriate resources
2. Maintain a safe position while communicating with person and observe for weapons and need for universal precautions in case of biohazards
 - a. Try to calm down the person
 - b. Try to identify problems
 - c. Try to intervene with person as much as possible
 - d. Suggest resources for the person to help solve the problems
3. Document all proceedings
4. Discuss suicide prevention including the following:
 - a. Types of inmates that may be suicide risks in jails.
 - b. Pre-disposing factors that may have occurred with the inmate that may contribute to suicide.
 - c. Factors of the jail environment that may have an impact on suicidal behavior.
 - d. Signs and symptoms that a potentially suicidal inmate may exhibit.
 - e. Common methods that inmates use in jail suicide attempts.
 - f. The benefits of intake screening and classification in preventing suicides and/or identifying potential suicidal inmates.
5. Using a case scenario, identify policy and procedures helpful in preventing suicide.

Instructor Note: Ask if trainees have been instructed on biohazards and if not, define biohazards and what might be present at a suicide attempt.

Performance Outcome 3.9.

Prepare written reports to record injuries to inmates, an officer, and an employee or a civilian.

Training Objective 3.9.

A. Given a written or practical exercise, prepare a written report to document injuries to an inmate, an officer, and an employee or a civilian.

Criteria: The trainee shall be tested on the following:

- 3.9.1. Documenting need for medical treatment in general.
- 3.9.2. Documenting need for psychiatric treatment.
- 3.9.3. Documenting need for treatment after chemical or pepper spray.
- 3.9.4. Documenting need for treatment after use of force.
- 3.9.5. Investigate and document need for treatment after inmate confrontation or fight.
- 3.9.6. Complete a written report documenting injuries for general medical treatment of an inmate, an officer, and an employee or a civilian.
- 3.9.7. Identify the procedure to ensure that documentation is provided to supervisor/administrator regarding staff injuries per agency policy.

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

1. Need for medical treatment in general, after use of force, or after an inmate confrontation or fight.
 - a. Observe, identify, and document any injuries
 - (1). top down review
 - (2). front and back review
 - (3). photograph if possible
 - (4). transport to hospital if necessary or medical unit as appropriate
 - (5). identify source of injury (weapons, etc.)
 - (6). extent/seriousness of injury
 - (7). location on body
 - (8). identify all parties involved
 - (9). if and how the inmate was treated
 - (10). inquire about non-visible injuries (eyes, ears, elsewhere)
 - (11). o.c. spray use – note specifically where on the body the inmate was sprayed
 - b. Document circumstances surrounding the injuries and indicate if a justifiable use of force was necessary.
2. Need for psychiatric treatment
 - a. Observe for abnormal behaviors that may suggest mental health concerns
 - b. Document the behaviors and communicate this information to other appropriate individuals who will interact with inmate.
3. Need for treatment after chemical or pepper spray
 - a. Observe for reactions to chemical or pepper spray.
 - b. Treat for chemical or pepper spray reactions according to manufacturer's instructions.
 - c. Document circumstances surrounding the use of a spray and reasons this level of force was necessary.
4. Complete a written report documenting injuries for general medical treatment for an inmate, an officer, and an employee or a civilian.
5. Identify the procedure to ensure that documentation is provided to supervisor/administrator regarding staff injuries per agency policy.

Instructor Note: A separate form (Employer's First Report of Accident) MUST be completed related to injuries that occur to officers, or employees promptly after the accident occurs. Delayed reporting of an injury may result in failure to qualify for worker's compensation.

Performance Outcome 3. 10.

Prepare for court testimony and testify in court; in a legal and an administrative proceeding; before grand juries; in criminal trials; in evidence suppression hearings; in implied consent hearings; at probable cause hearings.

Training Objective Related to 3. 10.

- A. Given a written exercise, identify basic steps an officer should take to prepare for court testimony.
- B. Given a practical exercise, prepare for and demonstrate courtroom testimony.

Criteria: The trainee shall be tested on the following:

- 3.10.1. Preparation for court testimony in general:
 - 3.10.1.1. Review notes and reports
 - 3.10.1.2. Consult Commonwealth or City Attorney if necessary
 - 3.10.1.3. Review physical evidence and lab results
 - 3.10.1.4. Ensure professional appearance
 - 3.10.1.5. Formulate and articulate the facts of an inmate assault court case
- 3.10.2. Preparation for testimony at a probable cause hearing:
 - 3.10.2.1. Officer appears before a judge, magistrate or clerk of the court
 - 3.10.2.2. Officer identifies suspect
 - 3.10.2.3. Officer describes facts and circumstances that lead one to believe that a crime has been committed and the person named is the perpetrator and provides this information on an accurately completed affidavit
 - 3.10.2.4. Officer swears or affirms to the accuracy of the statement before the judge, magistrate, or clerk of the court
- 3.10.3. Demonstrate courtroom testimony.

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

Related to general court testimony:

1. Knowledge of law relating to testimony, probable cause, arrest, and implied consent
2. Knowledge of facts of the case (confer with prosecutor as needed)
3. Review written notes and reports
 - a. Officer may not read notes into court testimony, but only refer to them
 - b. Time between an incident/offense and court reduces the accuracy of memory
 - c. Accurate presentation of evidence in court is critical for convictions
4. Review physical evidence and lab results
5. Prepare mentally (present facts not make judgments)
6. Prepare to use calm and professional demeanor
7. Prepare to use good English skills
8. Be aware of body language
9. Use clear and calm voice tone in speech
10. Be truthful, accurate, and objective in testimony

Related to probable cause hearings:

1. Knowledge of law relating to probable cause
 - a. Definition
 - b. Who can issue a warrant
 - (1). magistrate
 - (2). judge
 - (3). clerk of the court
 - c. Elements of probable cause
 - (1). physical evidence
 - (2). witness testimony
 - (3). close proximity
 - (4). possession of a stolen item
 - (5). time between event and apprehension or recovery of property
 - (6). admission/confession/incriminating statements
2. Knowledge of Virginia Code §19.2-72
3. Knowledge of facts of the case
 - a. Date and time of the incident
 - b. Articulate facts supporting probable cause that an offense was committed
4. Written notes (reference only)
5. Prepare mentally (testify to the probable cause, do not demand a warrant)
6. Prepare to use calm and professional demeanor
7. Prepare to use good English skills
8. Be aware of body language
9. Use clear and calm voice tone in speech
10. Be truthful, accurate, and objective in testimony
11. Provide accurate and complete affidavit to conclude testimony.

Performance Outcome 4.1.

Commit a prisoner to a jail.

Training Objective Related to 4.1.

- A. Given a written or practical exercise, identify the steps required to commit a prisoner into a jail.

Criteria: The trainee shall be tested on the following:

- 4.1.1. Conduct a full search of prisoner for weapons and contraband and document chain of custody for evidence.
- 4.1.2. Summon medical staff for body cavity search, if needed.
- 4.1.3. Examine the physical condition of the prisoner to determine the need for medical attention
- 4.1.4. Process forms to determine a legal commitment to the jail.
 - 4.1.4.1. Commitment order from magistrate or court
 - 4.1.4.2. Parole Board warrant / PO Signature
 - 4.1.4.3 Governor Warrant from Virginia
 - 4.1.4.4. Federal Form 41
 - 4.1.4.5. Bond revocation/surety capias (bonding company/bondsman)
- 4.1.5 Verify the prisoner's identity.
- 4.1.6. Review appropriate inmate records
 - 4.1.6.1. Inmate Data Base at the Jail.
 - 4.1.6.2. Committal records from Court or Magistrate.
 - 4.1.6.3. VCIN/NCIC Printouts and reasons for checking this
 - 4.1.6.4. Local Inmate Data System DNA Databank, if available
 - 4.1.6.5. Current or prior arrest warrants.
 - 4.1.6.6. Sentencing Orders from the court.
 - 4.1.6.7. Detainers from other jurisdictions
- 4.1.7. Inventory and issue personal property receipt/securing property as required by local policy.
- 4.1.8. Identify high risk prisoners such as medical, mental, suicidal and violent/disruptive.
- 4.1.9. Maintain formal log of initial inmate calls in accordance with policy

- 4.1.10. Issue and review jail rules to ensure prisoner's understanding to include phone calls, medical care and co-pays, and attorney visits.
- 4.1.11. Question prisoner regarding the existence of illnesses, injuries, and medications and secure both prescription and non-prescription medicine brought in by prisoner. Notify medical staff of medical information and medication brought in by prisoner.
- 4.1.12. Inform prisoner's of legal rights in jail such as phone calls, medical care and co-pays, etc.
- 4.1.13. Detainers
 - 4.13.1. Definition
 - 4.13.2. Requirements
- 4.1.14. Serve or execute return of service on any court documents arriving after prisoner is incarcerated.

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

1. Conduct a full search of adult/juvenile prisoner for weapons and contraband and document chain of custody for evidence.
2. Summon medical staff for body cavity search, if needed.
3. Examine the physical condition of the prisoner to determine the need for medical attention.
4. Process forms to determine a legal commitment to the jail.
 - a. Commitment order from magistrate or court
 - b. Parole Board warrant / PO Signature
 - c. Governor Warrant from Virginia
 - d. Federal Form 41
 - e. Bond revocation/surety capias (Bonding company/bondsman)
5. Verify the prisoner's identity through warrant, prior commitments and personal documents as applicable.
6. Review appropriate inmate records.
7. Inventory and issue personal property receipt/securing property as required by local policy.
8. Identify high risk prisoners such as medical, mental, suicidal and violent/disruptive.
9. Maintain formal log of initial inmate calls in accordance with policy.
10. Provide general information to prisoner on bail bonding companies and procedures.
11. Issue and review jail rules to ensure prisoner's understanding.
Question prisoner regarding the existence of illnesses, injuries and medications and secure both prescription and non-prescription medicine brought by prisoner.
Notify medical staff of medical information and medication brought in by prisoner.
12. Inform prisoners of legal rights in jail such as phone calls, medical care and co-pays, etc.
13. Detainers
 - a. Definition
 - b. Requirements
 - (1). In-state
 - (2). Out-of-state
 - (3). Federal
 - (4). Other
 - (a). Teletype
 - (b). Fax
 - (c). Electronic transmittal (printable document)
14. Serve or execute return of service on any court orders arriving after person is incarcerated.

INSTRUCTOR NOTE: VCIN/NCIC Check should be conducted upon commitment and must be conducted prior to release.

Performance Outcome 4.2.

Supervise an inmate within a jail according to classification criteria.

Training Objective Related to 4.2.

- A. Given a written or practical exercise, identify the steps required to properly supervise an inmate within the jail according to classification criteria.

Criteria: The trainee shall be tested on the following:

- 4.2.1. Supervision of inmate activities and programs
- 4.2.2. Completion of an objective jail classification exercise.
- 4.2.3. Document concern for potential behavioral problem by inmate.
- 4.2.4. Requirements for service as a member of a disciplinary hearing/adjustment board.
- 4.2.5. Orientation of inmates on facility rules and regulations and the penalties for non-compliance.
- 4.2.6. Operational elements of canteen operation.
- 4.2.7. Procedures for receiving, securing and disbursing funds from an inmate's personnel account according to law.

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

1. Supervision of inmate activities and programs
2. Completion of an objective jail classification exercise.
3. Documentation of concern for potential behavioral problems by inmate.
4. Requirements for service as a member of a disciplinary hearing/ adjustment board
5. Orientation of inmates on facility rules and regulations and the penalties for non-compliance.
6. Operational elements of canteen operation.
7. Procedures for receiving, securing and disbursing funds from inmate's personal account according to law.

Performance Outcome 4.5.

Observe and supervise inmates within and outside of a jail.

Training Objective Related to 4.5.

- A. Given a written or practical exercise, identify the steps required to supervise and observe inmates in a jail.
- B. Given a written or practical exercise, identify the steps required to observe and supervise inmates outside of a jail.

Criteria: The trainee shall be tested on the following:

- 4.5.1. Observe inmate's behavior and conduct interviews to recognize/determine deception, deceit, and manipulation.
- 4.5.2. Observe inmate for signs of drug, alcohol or other substances.
- 4.5.3. Identify abnormal and/or suspicious behavior of an inmate.
- 4.5.4. Identify inmates who are afraid of being victims of an assault and/or manipulation.
- 4.5.5. Observe inmate after violent confrontation to assess medical condition.
- 4.5.6. Monitor high risk inmates and/or inmates with health problems and provide access to sick calls.
- 4.5.7. Observe/monitor inmates on suicide watch.
- 4.5.8. Identify group agitators and threat groups among inmates.
- 4.5.9. Verify the authorization of inmate movement within the facility.
- 4.5.10. Supervise cleaning details and inmate workers.
- 4.5.11. Supervise inmates and inmate activities.
- 4.5.12. Attend to the special needs of inmates.
- 4.5.13. Verbally reprimand inmates for rules violations.
- 4.5.14. Provide for inmate privileges according to the Minimum Standards for Local Jails and Lockups.

- 4.5.15. Take away inmate privileges as a method of discipline.
- 4.5.16. Patrol housing unit, secured areas and perimeters.
- 4.5.17. Inspect facility to ensure that sanitary conditions are maintained.
- 4.5.18. Conduct irregularly timed security inspections.
- 4.5.19. Supervise inmates outside of the facility and maintain security post at hospital if inmate is hospitalized.
- 4.5.20. Supervise juveniles according to law.
- 4.5.21. Direct inmates in the event of an emergency or in a disaster drill.
- 4.5.22. Conduct head counts and record in designated areas.
- 4.5.23. Supervise food service and control of dishes, beverage containers, and utensils.
- 4.5.24. Take custody of and record lost or found property.
- 4.5.25. Initiate contact with employers on the status of work release inmates.
- 4.5.26. Regulate accumulation of items in inmate's housing unit.

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

1. Observe inmate's behavior and conduct interviews to recognize/determine deception, deceit, and manipulation.
2. Observe inmate for signs of drug, alcohol or other substances.
3. Identify abnormal and/or suspicious behavior of an inmate.
4. Identify inmates who are afraid of being victims of an assault and/or manipulation.
5. Observe inmate after violent confrontation to assess medical condition.
6. Monitor high risk inmates and/or inmates with health problems and provide access to sick calls.
7. Receive and follow instructions from medical staff about an inmate's medical condition.
8. Observe/monitor inmates on suicide watch.
9. Identify group agitators and threat groups among inmates.
 - a. Threat groups
 - (1). Religious based
 - (2). Ethnic gangs
 - (3). Other gangs
 - b. Tattoos/markings
 - c. Signs (hand/body positions)
 - d. Initiation practices
 - e. Structured style of dress (colors, clothing type, headgear, location of clothing – right or left)
10. Identify and confiscate dangerous items in the inmates' possession.
11. Investigate complaints from inmates.
12. Verify the authorization of inmate movement within the facility.
13. Supervise cleaning details and inmate workers.
14. Supervise inmates and inmate activities.
15. Attend to the special needs of inmates and assist disabled inmates.
16. Verbally reprimand inmates for rules violations.

17. Provide for inmate privileges according to the Minimum Standards for Local Jails and Lockups.
18. Take away inmate privileges as a method of discipline.
19. Patrol housing unit, secured areas and perimeters.
20. Inspect facility to ensure that sanitary conditions are maintained.
21. Conduct irregularly timed security inspections.
22. Supervise inmates outside of the facility and maintain security post at hospital if inmate is hospitalized.
23. Supervise juveniles according to law and agency policy.
24. Direct inmates in the event of an emergency or in a disaster drill.
 - a. Fire
 - b. Disaster (flood, hurricane, tornado)
 - c. Hostage situations, riot, or other disturbances
 - d. Chemical agents
 - e. Escape
 - f. Mass arrests
25. Conduct head counts and record in designated areas.
26. Supervise food service and control of dishes, beverage containers, and utensils.
27. Take custody of and record lost or found property.
28. Initiate contact with employers on the status of work release inmates.
29. Regulate accumulation of items in inmate's housing unit.

Performance Outcome 4. 9.

Conduct jail operations with awareness of terrorism possibilities.

Training Objective Related to 4. 9.

- A. Complete an approved Public Safety Response to Terrorism – Awareness Level course.

Criteria: The trainee shall be tested on the following:

- 4.9.1. Indicators and effects of incidents to include CBRN(E) -- chemical, biological, radiological, nuclear, and explosive devices or weapons -- on individuals and property.
- 4.9.2 Signs and symptoms common to initial victims of a CBRN(E) incident.

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

1. Identify indicators and effects of incidents to include CBRN(E) -- chemical, biological, radiological, nuclear, and explosive devices or weapons -- on individuals and property.
2. Identify signs and symptoms common to initial victims of a CBRN(E) incident.

*** Special Note: Completion of the eight-hour Public Safety Response to Terrorism - Awareness Level training will accomplish the goals of number 1 and 2 in this lesson plan guide and prepare a trainee to be tested on this topic.**

Performance Outcome 5.1.

Investigate complaints from inmates.

Training Objective Related to 5.1.

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

Criteria: The trainee shall be tested on the following

- 5.1.1. Review written or verbal complaints received from inmates
- 5.1.2. Research complaints from inmates
 - 5.1.2.1. Review policy in reference to the type of complaints.
 - 5.1.2.2. Interview inmates making the complaints.
 - 5.1.2.3. If necessary, take complaint to a supervisor.
- 5.1.3. Provide information to the inmate in accordance with agency policy.
- 5.1.4. Document the response to the written requests or grievances of inmates..
 - 5.1.4.1. Make note in the daily log of response to inmate complaint or write on separate form and place in inmate file.
 - 5.1.4.2. Include inmate name, response to complaint, your name, date and time of response, and inmate reaction to response (acceptance, argumentative, etc.)

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

1. Review written or verbal complaints received from inmates
2. Research complaints from inmates
 - a. Review policy in reference to the type of complaints.
 - b. Interview inmates making the complaints.
 - c. If necessary, take complaint to a supervisor.
3. Provide information to the inmate in accordance with agency policy and Board of Corrections Minimum Standards for Jails and Lockups, if applicable.
4. Document the response to the written requests or grievances of inmates.
 - a. Make note in the daily log of response to inmate complaint or write on separate form and place in inmate file.
 - b. Include inmate name, response to complaint, your name, date and time of response, and inmate reaction to response (acceptance, argumentative, etc.)

Instructor Note: Advise trainees that they must identify their agency's policy on providing information/forms to inmates upon return to their agency.

Performance Outcome 5.2

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

Training Objective Related to 5.2

Given a written or practical exercise, the trainee will use structured problem solving method to identify and alleviate the causes of problems within the jail setting.

Criteria: The trainee shall be tested on the following:

- 5.2.1. Use structured problem solving methods to identify causes of jail problems.
 - 5.2.1.1. Functional approach
 - 5.2.1.2. Analytical approach

- 5.2.2. Ways to address or alleviate causes of jail problems.
 - 5.2.2.1. Immediately notify supervisor of any physical/structural damage to facility.
 - 5.2.2.2. Notify the maintenance department or supervisor in accordance with policy to report problems and make repairs as necessary.
 - 5.2.2.3. Relocate inmates to other housing pods/units/cells to alleviate medical problems, overcrowding or deal with disruptive inmates and report same to supervisor.
 - 5.2.2.4. Use medical services to solve inmate mental/physical health issues, e.g. suspected contagious diseases.
 - 5.2.2.5. Use force as required and in accordance with policy to maintain control of the inmates.
 - 5.2.2.6. Request a mental health evaluation for inmate.
 - 5.2.2.6.1. Notify supervisor of abnormal behavior observed.
 - 5.2.2.6.2. Follow policy to have inmate transferred to mental health facility.

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

1. Use structured problem solving methods to identify causes of jail problems.
 - a. Functional approach requires deputy/jail officer to identify type of problem based on whether or not either a physical item in the jail is or is not working properly.
 - (1). Includes physical/structural problems of the jail, e.g., water leakage after heavy rain, etc.
 - (2). Includes maintenance/mechanical problems of the jail, e.g., lights out, plumbing stuck, etc.
 - (3). Any other type of problem the instructor may use to illustrate this approach.
 - b. Analytical approach requires deputy/jail officer to identify type of problem based on whether or not an individual or program is functioning properly.
 - (1). Includes overcrowding in cell blocks.
 - (2). Includes behavioral problems with inmates.
 - (3). Includes mental/physical health issues with inmates.
 - (4). Any other type of problem the instructor may use to illustrate this approach.

2. Ways to alleviate causes of jail problems.
 - a. Notify supervisor of any physical/structural damage to facility.
 - b. Notify the maintenance department in accordance with department policy to make repairs.
 - c. Move inmates to other housing to alleviate medical problems, overcrowding, or deal with disruptive inmates.
 - d. Use of medical services to solve inmate mental/physical health issues, e.g. suspected contagious diseases.
 - e. Use force in accordance with policy to maintain control of the inmates.
 - f. Request a mental health evaluation for inmate.
 - (1). Notify supervisor of abnormal behavior observed.
 - (2). Follow policy to have inmate transferred to mental health facility.

Performance Outcome 5.3

Observe individual to recognize signs of abnormal behavior/mental illness.

Training Objective Related to 5.3

Given a written or practical exercise, the trainee will recognize signs of abnormal behavior/ mental illness.

- A. Identify behaviors that may indicate possible mental illness or other maladaptive and/or dangerous speech or actions that require deputy/jail officer intervention.
- B. Identify behaviors that may indicate possible dementia or Alzheimer's Disease that may require deputy/jail officer intervention.
- C. Take into involuntary custody a person displaying behavior that gives the deputy/jail officer probable cause to believe that mental illness exists using the appropriate Code of Virginia requirements.

Criteria: The trainee shall be tested on the following:

The trainee shall be tested on the following:

- 5.3.1. Signs of abnormal behavior or dementia/Alzheimer's disease of an inmate.
 - 5.3.1.1. Abnormal behaviors and physical signs that may be observed by deputy/jail officer
 - 5.3.1.2. Possible danger to officer from inmate behaving abnormally
 - 5.3.1.3. Appropriate action to be taken related to abnormal behavior observed
 - 5.3.1.4. Communication to jail staff of any statements or behavioral observations that indicate danger to the inmate or others
- 5.3.2. Identify procedures for taking into involuntary custody a person displaying behavior that gives the deputy/jail officer probable cause to believe that mental illness exists using the appropriate Code of Virginia requirements.
 - 5.3.2.1. Differentiate between an emergency custody order and a temporary detention order.
 - 5.3.2.2. Articulate conditions for a temporary detention order and identify procedures for obtaining a temporary detention order.
- 5.3.3. Identify procedure for securing, searching, and transporting a person who meets the criteria of an emergency custody order or temporary detention order

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

1. Examples of abnormal behaviors or dementia/Alzheimer's Disease of an inmate.
 - a. Disorders commonly responsible for abnormal behavior
 - (1). Bipolar disorder
 - (2). Schizophrenic
 - (3). Severely depresses
 - (4). Suicidal tendencies
 - (5). Alzheimer's/dementia
 - (6). Autism
 - (7). Mental retardation
 - b. Abnormal behaviors and physical signs that may be observed by deputy/jail officer.
 - (1). The mannerisms displayed by someone who is Bipolar.
 - (a). Mood swings.
 - (b). Delusions of greatness/grandeur.
 - (c). Rapid speech.
 - (2). The mannerisms displayed by someone who is schizophrenic.
 - (a). Hearing voices.
 - (b). Seeing others not there in reality.
 - (c). Delusions.
 - (3). The mannerisms displayed by someone who is severely depressed.
 - (a). Going from talkative to quiet.
 - (b). Giving away their personal effects.
 - (c). Extreme sadness.
 - (d). Excessive sleeping.
 - (e). Noncompliance with jail rules.
 - (f). Neglect of personal hygiene.
 - (4). The mannerisms displayed by someone who has suicidal tendencies.
 - (a). Same as above for depression.
 - (b). Talking of taking his life.
 - (c). Hoarding of medications.
 - (d). Attempts at suicide.
 - (5). The mannerisms displayed by someone who has Alzheimer's.
 - (a). Usually elderly.
 - (b). The "forgetfulness"
 - (c). Not understanding their situation regarding incarceration.
 - (d). The physical needs of an Alzheimer's patient.
 - (6). The mannerisms displayed by someone who is autistic.
 - (a). Non-verbal.
 - (b). Echolalia.
 - (c). Unnatural use or association of items.
 - (d). The strange verbal noises uttered.
 - (e). The need for uniformity and a regular routine.
 - (f). The physical movements, (e.g.: rocking, snapping fingers, waving hands) associated with autism.
 - (g). The inability to meet personal needs.

- (7). The mannerisms displayed by someone who is mentally retarded.
 - (a). Low IQ evident in verbal or written communication.
 - (b). Misunderstanding of even simple commands.
 - (c). Not able to do even simple tasks.
 - (d). Not able to meet personal needs.
 - c. Possible danger to officer from an inmate behaving abnormally.
 - d. Appropriate sources and types of information useful in assessing an inmate's behavior.
 - e. Importance of seeking help for inmates suffering from an emotional crisis.
 - f. Appropriate action to be taken related to abnormal behavior observed.
 - g. Communication to the jail staff of any statements or behavioral observations that indicate danger to the inmate or others.
 - h. Monitor those in your custody who exhibit abnormal behavior to ensure their safety and the safety of others.
2. Identify procedures for taking into involuntary custody an inmate displaying behavior that gives the deputy/jail officer probable cause to believe that mental disability exists using the appropriate Code of Virginia requirements.
 - a. Differentiate between an emergency custody order and a temporary detention order.
 - b. Articulate conditions for and identify procedures for obtaining an emergency custody order or temporary detention order.
 - c. Identify procedure for securing, searching, and transporting an inmate who meets the criteria of an emergency custody order or temporary detention order.
3. Identify potential for multi-jurisdictional transportation of persons under an ECO or TDO.

Instructor Note: Advise trainees that they will need to identify department policy related to taking into involuntary custody a person who displays abnormal behavior and to identify locations to deliver this person as part of department training.

Performance Outcome 5.4

Investigate unusual odors and sounds.

Training Objective Related to 5.4

Given a written or practical exercise, the trainee will be able to investigate the source of unusual odors and/or sounds in a safe manner.

Criteria: The trainee shall be tested on the following:

5.4.1 Investigating unusual odors.

- 5.4.1.1 Making rounds and smelling unusual odors.
- 5.4.1.2 Emergency decisions to be made if needed (fire emergency)
- 5.4.1.3 Notifying the proper authorities to correct the problems.

5.4.2 Investigating unusual sounds.

- 5.4.2.1 Making rounds hearing unusual sounds.
- 5.4.2.2 Emergency decisions to be made if needed.
- 5.4.2.3 Notifying the proper authorities to correct the problems.

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

1. Making rounds and investigating unusual odors.
 - a. Smoke from a fire either electrical or material.
 - b. Cigarette, tobacco products smoke – to include illegal drugs.
 - c. Chemical spills (e.g.inmate throws cleaning solution).
 - d. Powder smells (baby powder to hide cigarette smell).
 - e. Homemade mash, wine, alcohol
 - f. Overflowing toilets/backed up sewer systems.
 - g. Inmate vomiting.
 - h. Gas smells.
 - i. Others as instructor may identify.
2. Emergency decisions to be made if needed
 - a. Evacuation in case of fire or hazmat incident
 - b. Notifying supervisor and/or coworkers.
 - c. Notifying proper responding units and/or agencies, if needed.
3. Notify proper authorities to correct problems (such as maintenance, medical, etc.)
4. Making rounds and investigating unusual sounds.
 - a. Sounds of scraping and or knocking against exterior/interior walls.
 - b. Sounds of inmate in distress.
 - c. Sounds of inmates involved in fight and/or illegal activities.
5. Making emergency decisions if needed.
 - a. Secure area if escape attempt discovered.
 - b. Secure area if crime scene and act on violations.

Performance Outcome 5.5.

Investigate injuries to inmates.

Training Objective Related to 5.5.

Given a written or practical exercise, the trainee will investigate injuries to inmates.

Criteria: The trainee shall be tested on the following:

5.5.1 Responding to a medical emergency/injury to an inmate.

- 5.5.1.1. Approach emergency site carefully in case of deception.
- 5.5.1.2. Assess the emergency/injury.
- 5.5.1.3. Render first aid/CPR according to approved practices.
- 5.5.1.4. Transfer the inmate to medical services.
- 5.5.1.5. Follow universal precautions

5.5.2 Investigating the injury to the inmate.

- 5.5.2.1. Question staff in regards to the injury.
- 5.5.2.2. Question the injured inmate.
- 5.5.2.3. Question other inmates regarding the injury.
- 5.5.2.4. Perform a safety inspection in accordance with established policies.
- 5.5.2.5. Document the information on appropriate forms.

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

1. Responding to a medical emergency/injury to an inmate.
 - a. Approach emergency site carefully in case of deception.
 - b. Assess the emergency/injury.
 - c. Render first aid/CPR according to approved practices.
 - d. Transfer the inmate to medical services.
 - e. Follow universal precautions if appropriate

2. Investigating the injury to the inmate.
 - d. Question the staff in regards to the injury.
 - e. Question the injured inmate.
 - f. Question other inmates regarding the injury.
 - g. Perform a safety inspection in accordance with established policies.
 - h. Document the information in appropriate forms.

Performance Outcome 6. 1.

Search juvenile(s), visitor(s), subject(s), arrested person(s) or inmate(s).

Training Objective Related to 6. 1.

- A. Given a written exercise, identify factors to consider in conducting a search of a juvenile(s), visitor(s), subject(s), arrested person(s) or inmate.
- B. Given a practical exercise, demonstrate the technique of conducting a search of a juvenile(s), visitor(s), subject(s), arrested person(s) or inmate.

Criteria: The trainee shall be tested on the following:

- 6.1.1. Define a search
- 6.1.2. Legal requirements/conditions of types of searches
 - 6.1.2.1. Frisk
 - 6.1.2.2. Thorough clothed search
 - 6.1.2.3. Strip search
 - 6.1.2.4. Body cavity search
 - 6.1.2.5. Electronic search
- 6.1.3. Identification of those places on males and females where dangerous weapons or contraband may be concealed
- 6.1.4. Identification of concealed weapon clues
- 6.1.5. Identification of pre-assault indicators
- 6.1.6. Identification of contact and cover principles for safe approach to single and multiple subjects
- 6.1.7. Demonstrate the techniques of conducting a search.
 - 6.1.7.1. Verbal directions to give
 - 6.1.7.2. Placement of single or multiple subjects in a pre-search position
 - 6.1.7.3. Placement of single or multiple subjects in a standing, kneeling and prone search position.
 - 6.1.7.4. Control and subject security during a search
 - 6.1.7.5. Safely retrieving and securing weapons or contraband that are identified during a search.
 - 6.1.7.6. Communicating relevant information to the cover Deputy/Jail Officer
- 6.1.8. Secure and record any items taken during a custodial search.
- 6.1.9. Use of personal protective equipment during a search.

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

1. Define a search.
2. Legal requirements/conditions of types of searches
 - a. Frisk
 - b. Thorough clothed search
 - c. Strip search
 - d. Body cavity search
 - e. Electronic search
3. Identification of those places on males and females where dangerous weapons or contraband may be concealed
4. Identification of concealed weapon clues
5. Identification of pre-assault indicators
6. Identification of contact and cover principles for safe approach to single and multiple subjects
7. The techniques of conducting a search and a search.
 - a. Verbal directions to give
 - b. Placement of single or multiple subjects in a pre-search position
 - c. Placement of single or multiple subjects in a standing, kneeling and prone search position.
 - d. Control and subject security during a search
 - e. Safely retrieving and securing weapons or contraband that are identified during a search and a search
 - f. Communicating relevant information to the cover Deputy/Jail Officer
8. Secure and record any items taken during a custodial search.
9. Use of personal protective equipment during a search.
 - a. Use latex gloves to prevent contact with potential infectious diseases.
 - b. Use mask if potential for air borne pathogen is identified.

Performance Outcome 6. 3.

Participate in cell and area searches.

Training Objective Related to 6. 3.

- A. Given a written or practical exercise, identify three considerations for participating in a cell and searches.

Criteria: The trainee shall be tested on the following:

- 6.3.1. Importance of intelligence gathering/planning for cell and area searches
- 6.3.2. Pre-cell/pre-area search briefing
- 6.3.3. On-scene command and control of all cell and/or area search aspects including interagency communications
- 6.3.4. Demonstrate the techniques for cell and area searches
- 6.3.5. Chain of custody concerns
- 6.3.6. Logistical requirements
- 6.3.7. Reasons for secrecy.

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

1. Importance of intelligence gathering/planning for cell and area searches
2. Pre-cell/pre-area search briefing
3. On-scene command and control of all cell and area search aspects
 - a. Booby trap identification
 - b. Room entry techniques (proper movement and recognition)
4. Techniques for cell and area searches
 - a. 360 degree search
 - b. Bend over/kneel to search under stationary objects (bed, behind toilets, etc.)
 - c. Grid search of areas (dividing areas into grids to search every inch)
 - d. Use of mechanical devices available in your agency to assist with searches
 - e. Demonstrate ability to extend arm to reach and search tight spaces.
 - f. Hold a flashlight in various positions while performing a cell/area/building search.
 - g. Identify other resources available to your agency to perform searches, i.e., bomb or drug sniffing dogs, robots, etc.
5. Chain of custody concerns
6. Logistical requirements
7. Identify reasons for secrecy (need to know basis)
8. Interagency communications, policy differences, and personnel identification
 - a. Interagency communications: Discuss the importance of communicating the situation and possible concerns to other agencies as needed and according to policy. Multi-agency efforts in appropriate situations may be utilized to quickly remedy a public safety threat.
 - b. Policy Issues: Discuss the need to have established policies to address support and shared resources in the event of a situation requiring outside agency assistance. This helps to avoid duplication or overlap of efforts and helps to minimize the potential for mistakes when a situation arises requiring multi-agency involvement.
 - c. Personnel Identification: Discuss the requirement that staff not in uniform with the agency, or with other agencies must have their agency approved identification. This helps to avoid to possibility of mistaken identity and potential injury.

Instructor Note: Advise trainees that they must identify department policy and procedures for participating in searches with multiple agencies during department training.

Performance Outcome 6. 4.

Extract subject out of a vehicle and a cell.

Training Objective Related to 6. 4.

- A. Given a practical exercise, demonstrate techniques for extracting a resisting subject out of both a transport vehicle and a cell.

Criteria: The trainee shall be tested on the following:

- 6.4.1. Deputy/jail officer safety considerations
- 6.4.2. Use appropriate extraction techniques for cell and vehicle (extract from rear of transport vehicle)
- 6.4.3. Maintain control of suspect
- 6.4.4. Use appropriate level of force
- 6.4.5. Use appropriate restraints

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

1. Deputy/jail officer safety considerations
2. Use extraction techniques (cell and rear of transport vehicle)
3. Maintain control of suspect
4. Use appropriate level of force
5. Use appropriate restraints

Instructor Note: Practice at least one extraction of a subject from the rear of a transport vehicle.

Performance Outcome 6. 5.

Approach people on foot and from department vehicle.

Training Objective Related to 6. 5.

- A. Given a practical exercise, identify safe approaches to people on foot and from department vehicle.

Criteria: The trainee shall be tested on the following:

- 6.5.1. Evaluate risk to public and Deputy/Jail Officer
 - 6.5.1.1. People in area/inmates in area
 - 6.5.1.2. Easily accessed buildings/areas
 - 6.5.1.3. Potential escape routes
 - 6.5.1.4. Cover
 - 6.5.1.5. Potential for situation to escalate
 - 6.5.1.6. Back-up

- 6.5.2. Techniques of safe approach

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

1. Evaluate risk to public and Deputy/Jail Officer
 - a. People in area/inmates in area
 - b. Easily accessed buildings/area
 - c. Potential escape routes
 - d. Cover
 - e. Potential for situation to escalate
 - f. Back-up
 - g. Other items as may be identified

2. Techniques of safe approach
 - a. Observe area before approach
 - b. Look for irregularities
 - c. Be mindful of vehicles in area
 - d. Be aware of citizens moving too closely to you
 - e. Be conscious of weapon retention
 - f. Be courteous but pass citizens as quickly as possible

Instructor Note: Discuss a variety of situations when inmates may be escorted outside the facility where public contact may occur and the need for awareness and safe approach techniques.

Performance Outcome 6. 8.

Use weaponless techniques to subdue a person resisting arrest or to control a person.

Training Objective Related to 6.8.

- A. Given a written exercise, identify the psychological and physiological effects of sudden stress. (**Criteria 6.8.1 and 6.8.2**)
- B. Given a practical exercise, demonstrate technique of approach, blocking principles to neutralize attack and weaponless techniques to subdue a person resisting arrest or to control a person. (**Criteria 6.8.3, 6.8.4, 6.8.5**)

Criteria: The trainee shall be tested on the following:

- 6. 8 .1. Identification of psychological and physiological effects of sudden stress related to each effect and reaction using an anatomical chart or volunteer
- 6.8.2. Identification of basic principles and fundamentals of defensive tactics
 - a. target identification
 - b. access to target
- 6.8.3. Demonstration of technique of approach
- 6.8.4. Demonstration of blocking principles designed to neutralize attack
 - a. low outside
 - b. low inside
 - c. middle outside
 - d. middle inside
 - e. high
 - f. blocks to include both sides
- 6.8.5. Demonstration of weaponless techniques to control subject
 - a. effective communications
 - b. weaponless (empty hand) control techniques
 - (1). safe contact and initial control
 - (a). front
 - (b). side
 - (c). back
 - (2). decentralization to prone position with minimal risk of injury to resisting subject
 - (3). stabilization in prone position for cuffing or to await backup deputies/jail officers

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

1. Identification of psychological and physiological effects of sudden stress related to each effect and reaction using an anatomical chart and/or volunteer
2. Identification of basic principles and fundamentals of defensive tactics
 - a. target identification
 - b. access to target
3. Demonstration of approach techniques
4. Demonstration of blocking principles designed to neutralize attack
 - a. low outside
 - b. low inside
 - c. middle outside
 - d. middle inside
 - e. high
 - f. blocks to include both sides
5. Demonstration of weaponless techniques to control subject
 - a. effective communications
 - b. weaponless (empty hand) control techniques
 - (1). safe contact and initial control
 - (a). front
 - (b). side
 - (c). back
 - (2). decentralization to prone position with minimal risk of injury to resisting subject
 - (3). stabilization in prone position for cuffing or to await backup deputies/jail officers

Performance Outcome 6. 9.

Subdue a physically attacking person.

Training Objective Related to 6. 9.

- A. Given a practical exercise, demonstrate a technique for defending oneself against a physically attacking person and subduing a person during a simulation exercise using a volunteer and/or instructor.

Criteria: The trainee shall be tested on the following:

- 6.9.1. Identification of weapon considerations of subject and deputy/jail officer
- 6.9.2. Demonstration of defensive strategy designed to protect deputy/jail officers' vulnerable targets
- 6.9.3 Demonstration of weapon control by the deputy/jail officer
- 6.9.4. Demonstration of offensive active countermeasures designed to neutralize aggressor for de-escalation
- 6.9.5. Demonstration of de-escalation by:
 - a. Decentralizing suspect to prone position for cuffing
 - b. Disengage from suspect

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

1. Identification of weapon considerations of subject and deputy/jail officer
2. Demonstration of defensive strategy designed to protect deputy/jail officers' vulnerable targets
3. Demonstration of weapon control by the deputy/jail officer
4. Demonstration of offensive active countermeasures designed to neutralize aggressor for de-escalation
5. Demonstration of de-escalation by:
 - a. Decentralizing suspect to prone position for cuffing
 - b. Disengage from suspect
6. Explain escalation in life and death struggle by:
 - a. Making transition to weapon to stop aggressor
 - b. Utilizing extreme physical techniques to stop aggressor

Performance Outcome 6. 12.

Use touch pressure or striking pressure to control a subject/inmate.

Training Objective Related to 6. 12.

A. Given a written, audio-visual, or practical exercise, identify body pressure points.

B. Given a practical exercise, demonstrate pressure point techniques.

Criteria: The trainee shall be tested on the following:

6.12.1. Identification of body pressure points

a. identify carotid choke hold as deadly force

6.12.2. Demonstration of pressure point techniques

a. touch pressure

b. strike

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

1. Identification of body pressure points
 - a. identify carotid choke hold as deadly force
2. Demonstration of pressure point techniques
 - a. touch pressure
 - b. strike

Performance Outcome 6. 13.

Disarm an armed subject.

Training Objective Related to 6. 13.

- A. Given a written exercise, identify factors to consider when attempting to disarm a subject.
- B. Given a practical exercise, demonstrate techniques for disarming an armed subject.

Criteria: The trainee shall be tested on the following:

- 6.13.1. Identification of factors to consider when assessing whether an attempt to disarm
 - a. subject is appropriate.
 - b.. distance/cover
 - c. type of weapon
 - d. obstacles
 - e. will the attempt jeopardize life or personal safety
- 6.13.2. Demonstration of a trapping and disarming sequence regarding a handgun and long gun
 - a. front
 - b. side
 - c. rear
- 6.13.3. Demonstration of a takedown or control of subject armed with handgun or long gun
 - a. stopping movement of the handgun or long gun using deputy/jail officer's personal weapons against aggressor's vulnerable targets to
 - (1). disengage and escalate
 - (2). decentralize to prone position for safe disarming
- 6.13.4. Demonstration of a takedown or control of subject armed with edged weapon
 - a. range of attack and officer awareness
 - b. position for disengagement and escalation or depending upon range and relative position
 - c. stopping/deflecting movement of the edged weapon and using deputy/jail officer's personal weapons against aggressor's vulnerable targets to
 - (1). disengage and escalate
 - (2). decentralize to prone position for safe disarming
- 6.13.5. Demonstration of a takedown or control of subject armed with bludgeon instrument
 - a. stopping/deflecting movement of the bludgeon weapon and using deputy/jail officer's personal weapons against aggressor's vulnerable targets to
 - (1). disengage and escalate
 - (2). decentralize to prone position for safe disarming

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

1. Identification of factors to consider when assessing whether an attempt to disarm a subject is appropriate.
 - a. distance/cover
 - b. type of weapon
 - c. obstacles
 - d. will the attempt jeopardize life or personal safety

2. Demonstration of a trapping and disarming sequence regarding a handgun and long gun
 - a. front
 - b. side
 - c. rear

3. Demonstration of a takedown or control of subject armed with handgun or long gun
 - a. stopping movement of the handgun or long gun using officer's personal body weapons against aggressor's vulnerable targets to
 - (1). disengage and escalate
 - (2). decentralize to prone position for safe disarming

4. Demonstration of a takedown or control of subject armed with edged weapon
 - a. range of attack and officer awareness
 - b. zoning to the outside position for disengagement and escalation or depending upon range and relative position
 - c. stopping movement of the edged weapon and using officer's personal body weapons against aggressor's vulnerable targets to
 - (1). disengage and escalate
 - (2). decentralize to prone position for safe disarming

5. Demonstration of a takedown or control of subject armed with bludgeon instrument
 - a. stopping movement of the bludgeon weapon and using officer's personal body weapons against aggressor's vulnerable targets to
 - (1). disengage and escalate
 - (2). decentralize to prone position for safe disarming

Performance Outcome 6. 14.

Use an impact weapon to control a subject.

Training Objective Related to 6. 14.

- A. Given a written exercise, identify the primary, secondary, and lethal target areas.
- B. Given a practical exercise, demonstrate offensive and defensive stances as well as using proper verbalization and touch/striking techniques for primary, secondary, and non-lethal target areas.

Criteria: The trainee shall be tested on the following:

- 6.14.1. Identification of the primary, secondary, and lethal target areas
- 6.14.2. Demonstration of offensive and defensive stances
- 6.14.3. Demonstration of the proper verbalization and touch/striking techniques for primary, secondary, and the non-lethal target areas

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

1. Identification of the primary, secondary, and lethal target areas
2. Demonstration of offensive and defensive stances
3. Demonstration of the proper verbalization and touch/striking pressure techniques for primary, secondary, and non-lethal target areas

Instructor Note: Advise trainees that they will need to identify department policy related to impact weapons used by their department, e.g., expandable batons, electronic immobilization devices, etc.

Performance Outcome 6. 15.

Handcuff subject(s) and apply restraints.

Training Objective Related to 6. 15.

- A. Given a written exercise, define positional asphyxia.
- B. Given a practical exercise, demonstrate safe and effective handcuffing of subject(s) and apply leg restraints to arrestees.

Criteria: The trainee shall be tested on the following:

6.15.1. Safe and effective handcuffing of cooperative single and multiple subjects.

6.15.2. Safe and effective handcuffing of a subject in the following positions:

- a. Standing
- b. Kneeling
- c. Prone

6.15.3. Safe and effective handcuffing of a subject after having performed a learned control/take down technique in standing, kneeling, and prone positions.

6.15.4. Application of leg irons or other devices that restrain legs or torso avoiding force levels and methods that present unnecessary injury potential to the deputy/jail officer and subject.

6.15.5. Definition of positional asphyxia

- a. Identify primary medical dangers associated with sudden restraint of violent person.
- b. Primary medical dangers associated with positional asphyxia.

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

1. Safe and effective handcuffing of cooperative single and multiple subjects.
2. Safe and effective handcuffing of a subject in the following positions:
 - a. Standing
 - b. Kneeling
 - c. Prone
3. Safe and effective handcuffing of a subject after having performed a learned control/take down technique in standing, kneeling, and prone positions.
4. Application of leg irons or other devices that restrain legs or torso avoiding force levels and methods that present unnecessary injury potential to the deputy/jail officer and subject.
5. Definition of positional asphyxia
 - a. Identify primary medical dangers associated with sudden restraint of violent Subject.
 - b. Primary medical dangers associated with positional asphyxia.

Instructor Note: Advise trainees that they must identify department policy related to the use of force, physical restraints, and weapons use as part of department training.

Performance Outcome 6. 16.

Use chemical agents and other crowd management equipment.

Training Objective Related to 6. 16.

- A. Given a written exam or during a simulation, identify and/or demonstrate where required the techniques of using chemical agents and other crowd management equipment.

Criteria: The trainee shall be tested on the following:

- 6.16.1. Description of types of chemical agents, aerosol sprays and pyrotechnics used in criminal justice systems and methods of deployment.
- 6.16.2. Identification of the proper application of chemical agents and aerosol sprays.
- 6.16.3. Identification of side effects on persons sprayed with chemical or aerosol spray.
 - a. short-term
 - b. long-term
- 6.16.4. Description of first aid or aftercare to use when contaminated with chemical agents or aerosol sprays according to type and density of the contamination
- 6.16.5. Description of methods of structural decontamination of chemical or aerosol agents
- 6.16.6. Description of methods of restraint and transportation of person sprayed with chemical or aerosol agent; be aware of danger of positional asphyxia for a subject who has ingested a chemical or aerosol agent.

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

1. Identification of the ethical consideration involved and legal constraints related to use of chemical agents, aerosol sprays and pyrotechnics.
2. Description of types of chemical agents and aerosol sprays used in law enforcement and methods of deployment
3. Identification of the proper application of chemical agents and aerosol sprays.
4. Identification of side effects on persons sprayed with chemical or aerosol spray.
 - a. short-term
 - b. long-term
5. Description of first aid or aftercare to use when contaminated with chemical agents or aerosol sprays according to type and density of the contamination.
6. Description of methods of structural decontamination of chemical or aerosol agents
7. Description of methods of restraint and transportation of person sprayed with chemical or aerosol agent; be aware of danger of positional asphyxia for a subject who has ingested a chemical or aerosol agent.

Performance Outcome 6. 17.

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

Training Objective Related to 6. 17.

- A. Given a written and/or a practical exercise, identify factors to consider when controlling non-violent or hostile groups.

Criteria: The trainee shall be tested on the following:

6.17.1. Three factors for controlling non-violent groups, i.e., peaceable assemblies

6.17.2. Three factors to consider when dealing with hostile groups

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

1. Three factors for controlling non-violent groups, i.e., peaceable assemblies
 - a. Officer safety considerations
 - b. Command presence
 - c. Communication skills
 - d. Boundaries within which crowd must remain or move along
 - e. Patterns of movement for crowd for control and safety
 - f. Emergency access/exit

2. Three factors to consider when dealing with hostile groups
 - a. Identify techniques of detecting violations of state laws/local ordinances/jail rules and regulations (sources of disturbance in a crowd by noise and movements)
 - b. Identify high risk areas (dark areas or areas where inmate may hide)
 - c. Identify conditions that will indicate a law/jail rule violation
 - d. Identify appropriate steps to enforce the law and jail policies
 - (1). Deputy/ Jail Officer safety considerations
 - (a). monitor the group's activity
 - (b). wait for appropriate back-up
 - (c). assess the group's propensity toward violence
 - (d). determine the nature of their weapons and contraband
 - (e). identify which subjects are believed to be leaders
 - (2). Command presence
 - (a). safely approach the hostile group
 - (b). identify appropriate formations for potential riot
 - (c). identify emergency escape routes
 - (d). coordinate cover and contact responsibilities
 - (3). Communication skills and voice commands
 - (a). establish contact with the hostile group
 - (b). formally identify the group leaders
 - (c). ascertain the reason(s) for their hostility
 - (d). use calming techniques to reduce emotions and restore rational "group thought"
 - (e). evaluate the group's proposed solutions to determine their specific "needs"
 - (f). communicate the deputy/jail officer's position and responsibilities in the situation
 - (g). relate any applicable laws, rules, regulations and consequences of continued acts
 - (h). explain the group's option to comply with the law/jail rules and pursue legal/administrative resolutions
 - (i). reassure the group of deputy/jail officer commitment to resolve the group's problems and restore peace and order to the area and/or facility.

- (4). Techniques of group control
 - (a). smaller hostile groups
 - (b). larger hostile groups or rioters
 - (c). use stretched out arms to indicate a barrier when appropriate
 - (d). use shield, barricade, impact weapon, riot baton, or other item to block group when appropriate
- (5). Move group to break it up using authorized and appropriate use of force.
- (6). Arrest procedures
- (7). Transportation of inmates
- (8). Medical needs

Instructor Note: The following should be done as indicated:

Lesson Plan Guide items 2.a, b, c, d (1) – written exercise; 2 d (2)a – practical demonstration; 2. d (2) b, c, d – written exercise.

Lesson Plan Guide items 3. a – i – written exercise.

Lesson Plan Guide items 4. a, b – written exercise; c, d – practical demonstration.

Performance Outcome 8.1.

Operate agency vehicle on various road surfaces and conditions.

Training Objective Related to 8. 1.

- A. Given a written exercise, identify factors to consider related to the operation of a vehicle, if assigned by agency.
- B. Given a practical exercise, identify or demonstrate methods of control of a vehicle while driving on dry, wet, icy, or snow covered pavement; dirt or loose gravel road; or skidpan, if assigned by agency.
- C. Demonstrate the techniques for recovery from off road at various speeds during a written or practical exercise, if assigned by agency.

Criteria: The trainee shall be tested on the following:

Given a written exercise:

- 8.1.1. Identify the three components of defensive driving and their effect on vehicle accidents.
 - a. driver
 - b. vehicle
 - c. environment
- 8.1.2. Identify the five steps of defensive driving
 - a. Scan
 - b. Identify
 - c. Predict
 - d. Decide
 - e. Execute
- 8.1.3. Identify driving movements that most frequently contribute to vehicle accidents.
- 8.1.4. Identify the importance of seat belts, air bags, and other vehicle safety devices.
- 8.1.5. Identify the different characteristics of low light driving to daytime driving and how the human eye is affected.
- 8.1.6. Identify factors that influence the overall stopping distance of a vehicle.
- 8.1.7. Identify the effect speed on observation and perception during transport.
- 8.1.8. Identify causes and steps to correct skids
- 8.1.9. Identify liability issues related to operating a transport vehicle.
- 8.1.10. Identify the Code of Virginia requirements related to using emergency equipment (lights and siren).
- 8.1.11. Identify the requirement of vehicle operators to obey all traffic laws.
- 8.1.12. Identify the time limits for vehicle operators (number of hours permitted to drive within a 24 hour period).

Given a practical exercise:

- 8.1.13. Demonstrate a physical and visual inspection of an agency vehicle.
- 8.1.14. Demonstrate the proper usage of a safety belt in the operation of an agency vehicle.
- 8.1.15. Demonstrate the proper techniques of acceptable steering methods for an agency vehicle.
 - a. hand position on the steering wheel
 - b. shuffle steering
- 8.1.16. Demonstrate the proper techniques in braking (with or without ABS) a transport vehicle.
 - a. heat/cool
 - b. threshold
 - c. anti-lock braking systems
- 8.1.17. Demonstrate the proper techniques in backing a transport vehicle.
- 8.1.18. Demonstrate control a transport vehicle using acceptable techniques in the following vehicle movements:
 - a. parking
 - b. “Y” turn
 - c. backing
- 8.1.19. Operate an agency vehicle in night conditions.
- 8.1.20. Skid control techniques
- 8.1.21. Braking control techniques
- 8.1.22. Steering control techniques
- 8.1.23. The techniques in correct order for recovery for two wheels off road to four wheels on road.
- 8.1.24. The techniques for four wheels off road to four wheels on road.
- 8.1.25. The areas of reduced traction.

NOTE: Academy supplied van or agency supplied transport vehicle shall be used for practical demonstrations.

NOTE: This standard is “if assigned by agency”, i.e., a trainee shall be trained under this standard if his/her employer is assigning him/her to drive the agency vehicle. Anyone assigned to drive the agency vehicle must complete a driver training program that meets this standard, however, this may not be necessary during basic academy.

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

1. The components of a physical and visual inspection of an agency vehicle.
2. The three components of defensive driving and their effect on transport vehicle accidents.
 - a. driver
 - b. vehicle
 - c. environment
3. The five steps of defensive driving:
 - a. Scan
 - b. Identify
 - c. Predict
 - d. Decide
 - e. Execute
4. Driving movements that most frequently contribute to vehicle accidents.
5. The importance of seat belts, air bags, and other vehicle safety devices.
6. The different characteristics of low light driving to daytime driving and how the human eye is affected.
7. Factors that influence the overall stopping distance of a vehicle.
8. The effect speed on observation and perception during transport.
9. Causes and steps to correct skids
10. Liability issues related to operating a transport vehicle
11. Identify the Code of Virginia requirements related to using emergency equipment (lights and siren).
12. Identify the requirement of transport vehicle operators to obey all traffic laws.
13. Identify the time limits for transport vehicle operators (number of hours permitted to drive within a 24 hour period).

Practice:

1. Demonstration of a physical and visual inspection of a transport vehicle.
2. Demonstration of the proper usage of a safety belt in the operation of law enforcement vehicle.
3. Demonstration of the proper techniques of acceptable steering methods.
 - a. hand position on the steering wheel
 - b. shuffle steering
4. Demonstration of proper techniques in braking (with/without ABS) a transport vehicle.
 - a. heat/cool
 - b. threshold
 - c. anti-lock braking systems
5. Demonstration of the proper techniques in backing a transport vehicle.
6. Demonstration of the control of a transport vehicle using acceptable techniques in the following vehicle movements:
 - a. parking
 - b. “Y” turn
 - c. backing

7. Operation of a transport vehicle in night conditions
8. Skid control techniques
9. Braking control techniques
10. Steering control techniques
11. The techniques in correct order for recovery for two wheels off road to four wheels on road.
12. The techniques for four wheels off road to four wheels on road.
13. The areas of reduced traction.

NOTE: This standard is “if assigned by agency”, i.e., a trainee shall be trained under this standard if his/her employer is assigning him/her to drive the agency vehicle. Anyone assigned to drive the agency vehicle must complete a driver training program that includes this standard, however, this may not be necessary during basic academy.

Performance Outcome 8. 2.

Transport person(s) to various locations outside of the institution.

Training Objective Related to 8. 2.

- A. Given a written or practical exercise, identify the steps involved in transporting person(s) not in custody.
- B. Given a written or practical exercise, identify the steps involved in transporting person(s) in custody to various locations outside of the institution.

Criteria: The trainee shall be tested on the following:

- 8.2.1. Use proper procedures for transporting and escorting person(s) not in custody.
 - 8.2.1.1. Identify procedure for transporting and escorting a person for the purpose of obtaining personal property from a person under a restraining order.
 - 8.2.1.2. Identify procedure for transporting individuals in other non-custody circumstances.
- 8.2.2. Use proper escort techniques during movement by foot and vehicle from place to place for person(s) in custody.
 - 8.2.2.1. Secure subject with multiple restraints (handcuffs, leg irons, waist belt or chain).
 - 8.2.2.2. Walk behind the subject with weapon side away; if necessary for balance, assist subject by supporting under arm.
 - 8.2.2.3. Allow reaction space if possible.
 - 8.2.2.4. Check security of transport vehicle before and after transport including entire interior.
 - 8.2.2.5. Vehicle with cage
 - a. Place subject in right rear with proper restraints and seatbelt.
 - b. Adjust inside mirror to provide visual observation of subject.
 - 8.2.2.6. Vehicle without cage
 - Option One:
 - a. Place in right front seat with proper restraints (cuffs, leg chains, waist chain) and seatbelt.
 - b. Make sure weapon is secure or placed away from potential access by subject.
 - Option Two:
 - a. Place in right rear seat with proper restraints (cuffs, leg chains, waist chain) and seatbelt.
 - b. Make sure weapon is secure or placed away from potential access by subject.
 - c. Adjust the rearview mirror to allow surveillance of inmate movement.

- 8.2.2.7. Upon arriving at destination, visually check area for possible security risks then unload subject and move inmate to appropriate area.
 - 8.2.2.8. Observe subject and surroundings to ensure security and officer safety.
 - 8.2.2.9. Do not allow yourself to be distracted from subject observation and control.
 - a. Do not relax after cuffing.
 - b. Do not let prisoner out of your sight.
- 8.2.3 Identify any statements or behavioral observations that indicate danger by the subject to him/herself or to others and the need to communicate these to person assuming custody.

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

1. Use proper procedures for transporting and escorting person(s) not in custody.
 - a. Identify department policy and procedure for transporting and escorting a person for the purpose of obtaining personal property from a person under a restraining order.
 - (1). Be mindful of officer/person security and safety
 - (2). If possible, use two officers
 - (3). Be prepared to use conflict communication techniques to keep the situation calm and permit escorted person to retrieve personal property.
 - (4). Be prepared to make a judgment on allowing the person under the restraining order to remain on the premises during retrieval of personal property. If situation remains calm, the person may remain as long as the protected person feels safe. If necessary, be prepared to require the individual under the protective order to go to another location during the retrieval.
 - b. Identify department policy and procedure for transporting individuals in other non-custody circumstances, i.e., ride-alongs, jurors, government officials, etc.
 - (1). Release of liability
 - (2). Security of criminal history information
2. Use proper escort techniques during movement by foot and vehicle from place to place for person(s) in custody.
 - a. Handcuff subject with hands to rear if injury/illness permits, otherwise restrain as appropriate (on gurney, if needed)
 - b. Walk behind the subject with weapon side away
 - c. Allow reaction space if possible.
 - d. Load into transport vehicle check security of entire interior.
 - e. Vehicle with cage
 - (1). Place in right rear with proper restraints and seatbelt.
 - (2). Adjust inside mirror to provide visual observation of prisoner.
 - f. Vehicle without cage
 - Option One:**
 - (1) Place in right front seat with proper restraints (cuffs, leg irons, waist chain) and seatbelt
 - (2) Make sure weapon is secure or placed away from potential access by subject
 - Option Two:**
 - (1) Place in right rear seat with proper restraints (cuffs, leg irons, waist chain) and seatbelt
 - (2) Make sure weapon is secure or placed away from potential access by subject
 - (3) Adjust the rearview mirror to allow surveillance of inmate movement

- g. Upon arriving at destination, visually check area for possible security risks then unload and move inmate to appropriate medical area.
 - h. Observe subject and surroundings to ensure security and officer safety.
 - i. Do not allow yourself to be distracted from inmate observation and control.
 - (1). Do not relax after cuffing.
 - (2). Do not let prisoner out of your sight.
- 3 Identify any statements or behavioral observations that indicate danger by the subject to him/herself or to others and the need to communicate these to person assuming custody.
- a. It is critical to communicate the statements or behavioral observations to person assuming custody since the individual being transported may attempt to do violence to him/herself or others.
 - b. If no one appears to be paying attention to the information you are giving, write it down and leave it. Make a field note regarding this. This will provide some protection with respect to liability.