

Performance Outcome 1.1

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

Training Objectives Related to 1.1

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

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

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

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

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

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

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

~~2. Professional appearance for an officer regarding personal equipment.~~

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

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

Performance Outcome 1.2.

~~Behave in a fair, positive and courteous manner with inmates and the public to develop a trust relationship and positive community relationship.~~ Develop and maintain courteous and professional relationships with the public.

Training Objectives Related to 1.2.

1. Given a written exercise, identify the impact that common courtesy may have regarding the relationship relationships with the public. ~~between the local jail and the community.~~
2. Given a written exercise, ~~Identify~~ identify the requirements for professionalism that impact the deputy's/officer's knowledge, skill, and ability to behave in a fair and positive manner. roles of professionalism and ethics in law enforcement and in a jail setting.
3. ~~Identify the requirement that will assist in developing and maintaining a trust relationship with the citizenry and with inmates.~~

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

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

1.2.2. ~~Identify~~ Principles principles that define a the profession.

~~1.2.3. Historical evolution of jails in the United States~~

~~1.2.4. Three elements of the criminal justice system and explaining these in a positive manner to the community:~~

~~1.2.4.1. Courts:~~

~~1.2.4.1.1. Describe the Virginia Court System~~

~~1.2.4.1.2. Juries:~~

~~1.2.4.1.2.1. Definition of a petit jury, grand jury, special grand jury and multi-jurisdictional grand jury~~

~~1.2.4.1.2.2. Qualifications to serve as a juror~~

~~1.2.4.1.2.3. Process for selecting potential jurors~~

~~1.2.4.1.2.4. Preparing the list of jurors to be summoned~~

~~1.2.4.1.3. Describe the Federal Court System~~

~~1.2.4.2. Law Enforcement:~~

~~1.2.4.2.1. Describe the functions of the office of Sheriff~~

~~1.2.4.2.2. Describe the functions of the local police~~

~~1.2.4.2.3. Describe the functions of the state police~~

~~1.2.4.2.4. Describe the functions of other law enforcement agents~~

~~1.2.4.3. Corrections:~~

~~1.2.4.3.1. Define and describe a local correctional facility~~

~~1.2.4.3.2. Define a state correctional facility~~

~~1.2.5. The place of jails and criminal justice in the structure of government~~

~~1.2.6. 1.2.3. Identify The the role of ethics: in the criminal justice system, and as a deputy/jail officer.~~

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

~~1.2.6.1. General principles of ethics~~

~~1.2.6.2. Code of Ethics:~~

~~1.2.6.2.1. Deputy/officer behavior~~

~~1.2.6.2.2. Deputy/officer dedication~~

~~1.2.6.2.3. Career development~~

~~1.2.7.~~ 1.2.4. Identify Methods methods of handling violations of professional, ethical or legal standards of conduct on the part of fellow deputies or officers.

~~1.2.8. Positive and negative aspects of discretionary enforcement of laws, policies, and procedures.~~

~~1.2.9. Positive and negative influences of a criminal justice career on a deputy's/jail officer's personal life.~~

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

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

a. Develop and maintain open communications ~~between the jail and the~~ community

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

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

d. Others as may be identified and discussed

2. Consequences that may result from a failure of common courtesy: Impacts of a negative relationship between a deputy/jail officer and the public

a. Lack of respect and trust on the part of the officer/deputy toward a member of the public has a ripple effect beyond the immediate situation, i.e., the public may fail to call for assistance for an officer/deputy in trouble or ignore reporting a situation in the jail

b. Negative attitudes toward jail officers/deputies in general may develop from the actions of one officer/deputy

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

d. Others as may be identified

3. Identify principles that define a profession of professionalism relevant to the deputy/jail officer

a. Safety and integrity of the judicial system and all participants

b. Address threats/potential threats directed at the court

c. Individual responsibility and accountability

d. Compliance with laws, regulations, and standards

e. Respect for others

f. Responsible use of resources

g. Integrity

h. Safe and healthy workplace culture

~~4. Identify the historical evolution of Corrections and Jails in the United States:~~

~~a. Establishment of Jails~~

~~b. Oath of office~~

~~c. Constitution and Bill of Rights~~

~~5. Identify the three elements of the criminal justice system and explain these in a positive manner to the community:~~

~~a. Courts:~~

~~1. Federal system~~

~~a. U. S. District Court:~~

- ~~1. Definition of petite jury, grand jury, special grand jury, and multi-jurisdictional grand jury~~
- ~~2. Qualifications to serve as a juror~~
- ~~3. Process for selecting potential jurors~~
- ~~4. Preparing the list of jurors to be summoned~~

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

~~2. State system:~~

~~a. Magistrates~~

~~b. General District Courts~~

~~c. Circuit Courts~~

~~d. Virginia Court of Appeals~~

~~e. Virginia Supreme Court~~

b. Law Enforcement:

1. Federal officers (in general)
2. Sheriffs
3. Police (local and state)
4. Other law enforcement agents

c. Corrections:

1. Local corrections (jails, detention facilities)
2. State corrections

6. Identify the place of jails in the structure of government

7. 4. Define Identify the role of ethics in criminal justice:

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

**b. 5. Review the Jail and/or Law Enforcement Code of Ethics and its impact on: the
following:**

a. Officer behavior Behavior and attitude while on-duty:

- a. (i). Reverence for the law
- b. (ii). Crime prevention
- c. (iii). Respect for the public
- d. (iv). Impartial law enforcement
- e. (v). Attempt to use Use minimum reasonable force necessary to effect an arrest
- f. (vi). Report only the truth facts
- g. (vii). Testify to only the truth facts
- h. (viii). Never use public office for private gain
- i. (ix). Strive to perform at maximum efficiency
- j. (x). Never misuse police resources or confidential information.

2 b. Officer/deputy behavior Behavior while off-duty:

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

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

3. c. Officer/deputy dedication: Dedication to the job

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

~~b. (ii).~~ Family

~~c. (iii).~~ Office

~~d. (iv).~~ Community

~~e. (v).~~ State

~~f. (vi).~~ Country

4. d. Career development:

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

~~b. (ii).~~ Resources for individual efforts:

~~(1) Reading professional material related to the job~~

~~(2) Seeking out other criminal justice training~~

~~(3) Using educational resources such as college courses~~

~~4. Others that may be identified~~

~~c. Provide copies of the Jail Officer's Code of Ethics for signature by trainees.~~

~~8. Identify methods of handling violations of professional, ethical, or legal standards of conduct on the part of fellow jail officers/deputies~~

~~9. Identify the positive and negative aspects of discretionary enforcement of laws, jail rules and regulations:~~

~~a. Positive aspect: Inmates realize that they cannot manipulate a deputy or jail officer.~~

~~b. Negative aspect: Inmates watching a deputy/jail officer may think his enforcement of jail rules is unfair when the deputy/jail officer allows a prominent citizen who is in jail to have privileges that they may not get.~~

~~10. Identify positive and negative influences of a criminal justice career on an officers/deputies personal life:~~

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

~~1. Providing a role model to citizens, especially children~~

~~2. Saving lives~~

~~3. Preventing crime~~

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

~~5. Others as may be identified~~

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

~~1. Constantly facing the possibility of death or serious injury~~

~~2. Divorce or strains on family relationships~~

~~3. Alcoholism~~

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

~~5. Others as may be identified~~

~~c. Bias:~~

~~1. Define bias~~

~~2. Define discrimination~~

~~3. Identify consequences of bias based jail, court, or civil process operations~~

~~4. Identify consequences of impartial enforcement of jail, court, or civil process service rules~~

~~5. Identify methods that a deputy/jail/court security/civil process service officer may use to prevent bias from determining a jail, court, or civil process enforcement intervention~~

~~***Instructor Note: Numbers 4 and 5 in the lesson plan guide should provide an overview so that the trainee understands the structure of the criminal justice system and how jail operations fit into this structure. Detailed information on these areas will be provided during legal issues training.***~~

Performance Outcome 1.3. (Out per JTA)

~~Apply knowledge of the law relating to gambling and identify its impact on professionalism.~~

Training Objectives Relating to 1.3.

~~1. Given a written exercise, identify the elements of crime classifications relating to gambling offenses.~~

~~2. Given a written exercise, identify the impact of how gambling on the job or ignoring inmate gambling undermines the work of professional deputies/jail/court security/ civil process service officers.~~

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

~~1.3.1. Define gambling and elements of the crime.~~

~~1.3.2. Identify the impact of how gambling on the job or ignoring inmate gambling undermines the work of professional deputies/jail officers.~~

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

~~1. Define gambling and elements of the crime, § [18.2-325](#).~~

~~2. Identify the impact of how gambling on the job or ignoring inmate gambling undermines the work of professional deputies/jail/court security/civil process service officers.~~

Performance Outcome 1.3 (Taken from Professionalism 1.6 in new LE Standards)

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

Training Objective Related to 1.3

Given a written exercise:

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

Criteria: The student shall be tested on the following:

1.3.1. Identify bias.

1.3.2. Identify implicit bias.

1.3.3. Identify biased-based profiling.

1.3.4. Identify discrimination.

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

1.3.6. Identify strategies to prevent biased-based profiling.

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

1. Define and provide examples of:

a. Prejudice

b. Stereotyping

c. Systemic Racism

d. Individual Racism

2. Potential consequences of biased-based profiling

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

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

c. Bad choices in split-second decisions and responses

d. Intense media scrutiny

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

3. Identify strategies to prevent biased-based profiling

a. In-depth training for officers and command staff that centers around raising

awareness of unconscious biases and the acknowledgement of their presence

b. Transforming the conversation between law enforcement and the community

(i). Cultivate a diverse workforce

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

biases on both sides, but improve interactions between the two

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

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

a. Persons who have a mental illness

b. Substance use disorders

c. Developmental or cognitive disability

Performance Outcome 1.4 (Taken from new LE Standards)

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

Training Objectives Related to 1.4

Given a written exercise:

1. Identify cultural diversity.

2. Identify communication methods that help promote understanding and tolerance.

3. Identify the impact that embracing and understanding cultural diversity has on the role of a deputy/jail officer.

Criteria: The student shall be tested on the following:

1.4.1. Identify cultural diversity.

1.4.2. Identify communication methods that help promote understanding.

1.4.3. Identify the positive impact that embracing and understanding cultural diversity has on the role of a deputy/jail officer.

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

1. Define:

a. Culture - the customs, arts, beliefs, and institutions of a particular group

b. Cultural diversity - the variety and differences of cultures

c. Cultural awareness - the foundation of communication involving the ability to

recognize and become aware of cultural values, beliefs, and perceptions

2. Key communication methods or considerations utilized by deputies/jail officers to

improve communication with individuals from various cultures or backgrounds

a. Determine the language an individual speaks and seek immediate assistance

through any available agency-approved resources, (i.e., translator services or

a fellow officer who also speaks the language)

b. Tone of voice, facial expressions, eye contact, and physical contact

c. Use of simple language

d. Body language and stances/gestures

e. Encourage recipient to ask questions for clarification

f. Exhibit patience

3. Identify community resources to assist with cultural needs, (i.e., local ministerial

groups, non-profit organizations, outreach alliances, etc.)

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

a. Awareness

b. Sensitivity

c. Impacts

d. Perceptions

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

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

a. Enhance both citizen and officer safety

b. Ability to problem-solve more effectively

c. Limit unnecessary use of force incidents

Performance Outcome 1.5 (Taken from Professionalism 1.8 in new LE Standards)

Identify an officer's duty to intervene.

Training Objectives Related to 1.5

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

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

Criteria: The student shall be tested on the following:

Given a practical exercise:

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

Given a written exercise:

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

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

1. § 19.2-83.6

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

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

a. Team responsibility

b. Peer accountability

4. Liability and potential repercussions for failure to intervene

a. Departmental disciplinary action

b. Loss of career

c. Media scrutiny

d. Criminal investigation and subsequent prosecution for criminal acts

e. Civil judgements

Performance Outcome 1.6

Identify the elements of the criminal justice system.

Training Objectives Related to 1.6

1. Given a written exercise, identify the elements of the criminal justice system.

2. Given a written exercise, identify the historical evolution of corrections and jails in the United States.

Criteria: The student shall be tested on the following:

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

1.6.1.1. Courts:

1.6.1.1.1. Describe the Virginia Court System

1.6.1.1.2. Juries:

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

1.6.1.1.2.2. Qualifications to serve as a juror

1.6.1.1.2.3. Process for selecting potential jurors

1.6.1.1.2.4. Preparing the list of jurors to be summoned

1.6.1.1.3. Describe the Federal Court System

1.6.1.2. Law Enforcement:

1.6.1.2.1. Describe the functions of the office of Sheriff

1.6.1.2.2. Describe the functions of the local police

1.6.1.2.3. Describe the functions of the state police

1.6.1.2.4. Describe the functions of other law enforcement agents

1.6.1.3. Corrections:

1.6.1.3.1. Describe a local correctional facility

1.6.1.3.2 Describe a state correctional facility

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

1.6.1.3.4. Explain the relationship between state and local corrections

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

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

1. Identify the elements of the criminal justice system:

a. Courts

(i). Federal system

(1). U. S. District Court

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

(3). U.S. Supreme Court

(ii). State system

(1). Magistrates

(2). District Courts

(A). Juvenile and Domestic Relations

(B). General

(3). Circuit Courts

(A). Juries

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

(ii). Qualifications to serve as a juror:

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

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

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

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

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

(iii). Process of selecting potential jurors

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

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

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

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

(4). Virginia Court of Appeals

(5). Virginia Supreme Court

b. Law Enforcement:

(i). Federal officers

(ii). Sheriffs

(iii). Police (local and state)

(iv). Other law enforcement agents

c. Corrections:

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

(ii). State corrections

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

a. Establishment of Jails

b. Oath of office

c. Constitution and Bill of Rights

Performance Outcome 1.7

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

Training Objectives Related to 1.7

Given a written exercise:

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

Criteria: The student shall be tested on the following:

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

1.7.2. Identify the requirements to maintain Virginia deputy/jail officer certification.

1.7.3. Identify the Code of Virginia requirements for decertification, as defined in

§ 15.2-1707.

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

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

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

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

c. Successfully complete field training

d. Complete all requirements within 18 months of employment

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

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

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

Legal

Performance Outcome 2.1-

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

Objectives Related to 2.1

1. Given a written exercise, identify the applicability of the ~~1st, 4th, 5th, 6th, 8th, 13th, and 14th Amendments to~~ First, Fourth, Fifth, Sixth, Eighth, Thirteenth, and Fourteenth Amendments to the United States Constitution to jail operations.

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

2.1.1. Define constitutional law.

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

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

2.1.4. List Identify the protections against self-incrimination and double jeopardy in the Fifth Amendment to the U.S. Constitution.

2.1.5. Identify the right to an attorney afforded ~~in~~ by the Sixth Amendment to the U.S. Constitution.

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

2.1.7. Identify the difference between the constitutional rights of pre-trial detainees and those of convicted inmates provided by the ~~13th~~ Thirteenth Amendment.

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

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

~~1. Define Constitutional Law.~~

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

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

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

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

d. Association (visitors)

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

f. ~~Others as may be identified by the instructor~~

~~3.~~ 2. List the protections Protections provided to jail inmates by the Fourth Amendment of the U.S. Constitution:

a. Cell searches

b. Person searches

~~1.~~ (i). Frisk

~~2.~~ (ii). Strip

~~3.~~ (iii). Body cavity

c. Seizures:

~~1.~~ (i). Contraband

~~2.~~ (ii). 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. 3. List the protections Protections afforded by 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. 4. 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.~~ 5. List the protections Protections provided to jail inmates by the Fourteenth Amendment:-

a. Due process

~~1.~~ (i). Substantive

~~2.~~ (ii). Procedural

b. Equal protection (especially in relation to religious issues)

Performance Outcome 2.2.

Perform the duties of a deputy/jail officer with awareness of personal and agency liability.

Training Objectives Related to 2.2.

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

2. Given a written exercise, identify how the above mentioned laws apply to jail operations and jail staff in order to perform required duties and minimize liability.
3. Given a written exercise, identify how the Civil Rights of Institutionalized Persons Act (CRIPA) applies to jail staff.

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

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

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

~~1. Identify the elements that must be present for a person to file a § 1983 lawsuit.~~

~~2. 1. Identify the most commonly Commonly accepted defenses against a §1983 lawsuit.~~

a. Substantive defenses

b. Procedural defenses

~~1. (i). Immunity~~

~~2. (ii). Statute of limitations~~

~~3. 2. Identify the levels Levels of negligence in relation to tort and 1983 lawsuits.~~

a. Simple negligence

b. Gross negligence

c. Deliberate indifference

d. Malicious and sadistic actions

~~4. Identify the major difference between Title 18 U.S. Code §241 and Title 18 U.S. Code § 242.~~

~~5. Identify how the Civil Rights of Institutionalized Persons Act (CRIPA) applies to jail staff.~~

Performance Outcome 2.3-

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

Training Objectives Related to 2.3-

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

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

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

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

~~2.3.2.~~ 2.3.1. Identify the powers and duties of a Sheriff as a constitutional officer.

~~2.3.3.~~ 2.3.2. Identify the powers and duties of the regional jail superintendent.

~~2.3.4.~~ 2.3.3. Identify factors and responsibilities that affect the employment of a deputy sheriff/ and 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.~~ (Moved 2.3.4.-2.3.8. to FTO)

~~2.3.8. Identify the information that must be included in daily jail records.~~

~~2.3.9. Identify the procedures to be followed when admitting a suspected illegal alien into the jail.~~

~~2.3.10. Identify the notification procedures to be followed in the event of a death in the jail.~~

~~2.3.11. Identify the procedure to follow when admitting a suspected sex offender to jail.~~

~~2.3.12. Identify the procedure to follow when ordered to obtain DNA from an arrestee or inmate.~~

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

- ~~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. 1. Identify factors that affect the employment and certification 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. 2. Identify the information Information that must be included in daily jail records. (§ 53.1-116)
- ~~9. Identify the procedures to be followed when admitting a suspected illegal alien into the jail.~~
- ~~10. Identify the notification procedures to be followed in the event of a death in the jail.~~

~~11. Identify the procedure to follow when admitting a suspected sex offender to jail.~~

~~12. Identify the procedure to follow when ordered to obtain DNA from an arrestee or inmate.~~

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

Performance Outcome 2.4.

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

Training Objectives Related to 2.4.

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

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

2.4.1. Define civil liability in contrast to criminal liability matter.

2.4.2. Define criminal matter.

2.4.2. ~~2.4.3.~~ Given the facts of a crime, identify the crime and Code section using the Code of Virginia. Evaluate a situation to determine if it is a civil or criminal matter.

~~2.4.2.1. Identify the classes of felonies and their punishments.~~

~~2.4.2.2. Identify the classes of misdemeanors and their punishments.~~

~~2.4.2.3. Define infractions and local ordinances.~~

2.4.3. 2.4.4. Define consecutive and concurrent sentencing. Identify the resources to be provided to a citizen or inmate for assistance in a civil or criminal matter.

2.4.4. 2.4.5. Identify the penalties attached for an inmate who takes hostages or injures any employee of a correctional facility. Identify court and legal documents as civil or criminal in nature.

2.4.5. 2.4.6. Identify the penalties attached for delivery of controlled substances, firearms, ammunition, or explosives to an inmate. Identify frequent matters and paperwork of importance to deputies/jail officers.

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

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

2. ~~Given the facts of a crime, identify the crime and Code section using the Code of Virginia.~~ Define criminal matter as a violation of any law or ordinance that subjects the offender to imprisonment and/or a fine

~~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. Resources to be provided to a citizen or jail inmate for assistance regarding a civil or criminal matter

a. Advise which court's clerk they should speak to or where the magistrate is located

b. Advise the individual to seek the advice of an attorney

c. Do not give legal advice

4. Identify 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. 4. Identify frequent civil matters of import importance and paperwork relevant 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)~~

c. Capias

d. Extradition warrant

e. Show Cause

f. Arrest warrant or summons

g. Summons for juror or witness

h. Frequent civil paperwork

(i). Writ of Mandamus/Prohibition

(ii). Levy/Lein

(iii). Warrant in Debt

(iv). Eviction/Writ of Possession

(v). Warrant in Detinue

(vi). Injunction

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

Performance Outcome 2.5-

Obtain an arrest warrant from the proper authority.

Training Objectives Related to 2.5

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

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

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

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

2.5.3. ~~Return~~ Identify the steps to return an arrest warrant conforming to statutory requirements.

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

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

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

a. Judge

b. Clerk of any ~~circuit, general district, or family court~~ Circuit, General District, or Juvenile and Domestic Relations Court

c. Magistrate

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

a. The crime

b. The facts that support probable cause

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

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

3. Return of arrest warrant conforming to statutory requirements

a. Deputy/jail officer endorsement of the warrant

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

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

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

Performance Outcome 2.6. (Taken from Legal Category 2.39 of new LE Standards)

~~Arrest persons~~ Identify the legal authority to arrest persons with a warrant.

Training Objectives Related to 2.6

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

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

2.6.1. Define arrest.

2.6.2. Identify the mandatory contents of a valid warrant.

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

2.6.4. Identify the consequences of an illegal arrest.

2.6.5. Identify the process of executing an arrest warrant.

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

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

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

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

~~1.~~ 2. Define arrest-

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

~~2.~~ 3. Identify who may issue a warrant for the arrest of a person charged with a criminal offense- Identify the process for seeking and obtaining an arrest warrant, § 19.2-72

~~3.~~ 4. Identify the mandatory contents of a valid warrant-, § 19.2-72

~~a. It shall be directed to an appropriate deputy/jail officer~~

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

~~c. It shall describe the offense charged with reasonable certainty~~

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

~~e. It shall be signed by the issuing officer~~

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

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

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

c. § 19.2-72 A jail officer employed at a regional jail can execute a warrant of arrest upon an accused in his jail.

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

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

f. If the arrest is made in a county or city adjoining that from which the accused fled, or in any area of the Commonwealth within one mile of the boundary of the

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

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

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

(i). Jurisdiction of the corporate authorities of each town or city, in criminal cases involving offenses against the Commonwealth, shall extend within the Commonwealth within one mile beyond the corporate limits of such town or city, except that such jurisdiction of the corporate authorities of town situated in counties having a density of population in excess of

300 inhabitants per square mile, or in counties adjacent to cities having a population of 170,000 or more, shall extend for 300 yards beyond the corporate limits of such town, or in the case of the criminal jurisdiction of an adjacent county, for 300 yards within such town

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

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

(i). Drug enforcement

(ii). Immediate threat to life or public safety

(iii). Temporary Detention or Emergency Custody Orders

(iv). Disaster response

~~5.~~ 6. Identify the consequences of an illegal arrest:-

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

b. Can result in the suppression of evidence or statements

c. Can result in administrative disciplinary action

~~6.~~ 7. Identify the process of executing an arrest warrant:-

a. Arrest the accused

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

c. Endorse and date the warrant

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

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

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

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

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

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

Performance Outcome 2.7 (Taken from Legal category 2.40 of new LE Standards)

Identify the legal authority to arrest Arrest persons without a warrant.

Training Objectives Related to 2.7

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

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

2.7.1. Define probable cause for an arrest.

2.7.2. Identify the requirement for warrantless felony arrest under § [19.2-81](#).

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

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

~~2.7.5. [2.7.4](#). Identify three situations whereby [in which](#) a deputy/jail officer may make a warrantless arrest according to the Code of Virginia.~~

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

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

[2.7.5. Identify the uniform requirement for an officer making an arrest on a public road or highway.](#)

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

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

1. Define probable cause for an arrest-

a. Probable cause exists when the facts and circumstances within the officer's knowledge, and of which he/she has reasonably trustworthy information, alone are sufficient to warrant a person of reasonable caution to believe that an offense has been or is being committed by a specific person

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

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

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

5. 4. Identify the additional situations whereby in which 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~~

a. A probation or parole violation

b. Escapee from a mental institution

c. Taking into custody a person detained by a citizen

d. Traffic misdemeanor arrest, § 19.2-82

e. Failure to surrender, § 19.2-298

f. Stalking, § 19.2-81.3

g. Assault and battery of a family or household member, § 19.2-81.3

h. Violation of a protective order, § 19.2-81.3

6. 5. Identify the Virginia State Code sections pertaining to warrantless arrests: other
warrantless arrest situations

a. ~~Escape, flight and pursuit, arrest anywhere in Commonwealth (§ 19.2-77)~~ Arrest
by officers of other states in close pursuit, § 19.2-79

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

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

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

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

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

Performance Outcome 2.8 **(Taken from Legal Category 2.4 in new LE Standards)**

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

Training Objectives Related to 2.8.

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

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

2.8.1. Statutes relating to criminal history records/juvenile information

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

~~2.8.1.1 Statutes relating to criminal history records/juvenile information~~

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

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

2.8.4. Application of Identify principles of the Virginia Freedom of Information Act (§2.2-3700) in Virginia jails.

2.8.5. Application of the Government Data Collection and Dissemination Act in Virginia jails. (§2.2-3800)

2.8.6. 2.8.5. Application of Identify principles of the Prison Rape Elimination Act.

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

1. Statutes relating to criminal history records/juvenile information-, §§ 15.2- 1722, 16.1-300, 16.1-301, 19.2- 389, and 19.2-389.1
2. Statutes relating to release of information through NCIC or VCIN-, §§ 19.2- 389 and 19.2- 389.1
3. Review of privacy of inmate medical records, especially HIPPA.
4. 3. Review of the Virginia Freedom of Information Act (§2.2-3700) (Inmates have no access) §§ 2.2-3704, 2.2-3705.2, 2.2-3706, 2.2-3706.1, and 2.2-3714

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

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

~~5. Application of the Government Data Collection and Dissemination Act (§ 2.2-3800)~~

~~6. 4. Application of the Prison Rape Elimination Act-~~

a. Recognize behaviors that are covered by PREA

Performance Outcome 2.9 (Taken from Legal Category 2.8 in new LE Standards)

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

Training Objectives Related to 2.9-

1. Given a written exercise, identify Code of Virginia requirements for serving mental health commitment papers. ~~(emergency custody orders or temporary detention orders only)~~ such as Emergency Custody Orders and Temporary Detention Orders.

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

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

~~2.9.2. 2.9.1. Identify persons having authority to issue an emergency custody order or temporary detention order~~ Emergency Custody Orders and Temporary Detention Orders.

~~2.9.3. 2.9.2. Identify procedures for the return of service of emergency custody order or temporary detention order return of service~~ Emergency Custody Orders and Temporary Detention Orders.

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

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

~~2. 1. Identification of persons having authority to issue an emergency custody order or temporary detention order (judge or magistrate).~~ Emergency Custody Order and/or Temporary Detention Order

a. Magistrate

b. Judge

3. ~~2.~~ Procedures for emergency custody order or temporary detention order return of service- the return of service of an Emergency Custody Order or Temporary Detention Order

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

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

5. ~~4.~~ Service is not restricted to an officer's locality, as orders may be executed/served anywhere in Virginia, § 8.01-292 but is applicable statewide (~~§ 8.01-292~~)

6. ~~5.~~ Emergency commitments (involuntary detention), ~~§ 37.2-809.~~ Copy of papers must be served on the person to be committed, § 37.2-808 and § 37.2-809

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

Performance Outcome 2.10 **(Taken from Legal Category 2.28 of new LE Standards)**

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

Training Objectives Related to 2.10

Given a written exercise:

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

Identify elements of crimes related to family abuse.

2. Identify the legal requirements for the issuance of protective orders.

3. Identify when a criminal violation of a protective order has occurred.

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

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

~~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~~ procedures for the initiation of emergency protective orders.

2.10.3. ~~Identify the prohibitions in place for those subject to a protective order for family abuse.~~ Identify the difference between an emergency protective order, a preliminary protective order, and a permanent protective order.

2.10.4. ~~Identify the process for executing a protective order.~~ Identify circumstances that constitute a violation of a protective order.

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

2.10.5. ~~Identify the procedures for victim notification relating to family abuse protective orders.~~ statutory requirement for the arrest of the predominant physical aggressor, absent special circumstances.

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

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

1. Definitions for Define the following:

a. Family abuse, § 16.1-228

b. Household or family member, § 16.1-228

~~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.~~

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

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

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

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

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

Performance Outcome 2.11 **(Taken from Legal Category 2.29 of new LE Standards)**

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

Training Objectives Related to 2.11

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

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

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

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

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

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

2.11.2.3. The 6th Amendment right to counsel is triggered at or after the time that judicial proceedings have been initiated whether by way of

formal charge, preliminary hearing, indictment, information, or arraignment

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

2.11.4. Identify the ~~conditions by which a confession will be judged to be~~ admissible difference between custody and formal custody associated with an arrest.

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

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

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

2.11.8. Identify the three exceptions to Miranda.

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

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

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

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

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

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

Identify the difference between questioning during investigative detention and custodial interrogation

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

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

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

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

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

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

b. Three exceptions to Miranda:

(i). Imminent threat to public safety

(ii). During roadside or on-scene questioning

(iii). Booking questions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

~~a. In custody AND~~

~~b. Questioning/interrogation.~~

~~5.~~ 4. Identify use of consent forms and waiver forms

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

b. Custodial interrogation requirements, § 19.2-390.04

~~6. 5. Identify the conditions by which a confession will be judged to be admissible.~~

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

a. Inculpatory statements tend to incriminate a person

b. Exculpatory statements tend to prove innocence

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

~~7. 6. Identify the constitutional basis for the Miranda warning and read the warning~~

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

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

~~b. Read the complete Miranda warning.~~

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

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

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

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

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

(i). Fingerprinting

(ii). DNA testing or withdrawal of blood

(iii). Voice exemplars

(iv). Handwriting exemplars

(v). Photographs or lineups of persons

(vi). Measurements

(vii). Hair samples

(viii). Fingernail scrapings

(ix). To appear or stand in Court

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

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

Performance Outcome 2.12 **(Taken from Legal Category 2.20 in new LE Standards)**

Conduct lawful searches and seizures under the following conditions: without a search warrant.

~~–with and without a warrant~~

~~–incident to hot pursuit~~

~~–with or without consent~~

~~–incident to arrest~~

~~–confer with the local Commonwealth's Attorney under unusual search and seizure circumstances~~

Training Objectives Related to 2.12

Given a written or practical exercise: on Fourth Amendment principles:

1. Identify those search and seizure situations in which ~~the 4th Amendment mandates a warrant~~ a person has a reasonable expectation of privacy and invokes the Fourth

Amendment's limitations on law enforcement activities.

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

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

4. Identify general categories of what can be seized.

~~3. Identify situations that warrant conferring with the local Commonwealth's Attorney for guidance.~~

~~4. Explain the elements of an affidavit for a search warrant.~~

~~5. Identify proper authority for obtaining the warrant.~~

~~6. Identify return requirements.~~

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

2.12.1. Identify the the Fourth Amendment as the basis for the requirement
~~reason~~ that searches generally require a warrant.

2.12.2. Identify the reason that search warrants must still be obtained for crime
~~scenes except in emergency circumstances~~ after exigency subsides or the crime
scene is secured.

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

~~2.12.3.1. Judge~~

~~2.12.3.2 Magistrate~~

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

~~2.12.4. Explain the elements of an affidavit~~

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

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

~~2.12.4.3. The crime causing the search~~

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

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

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

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

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

~~2.12.6.2. Under oath, inventory all property seized~~

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

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

~~2.12.6.4.1. — location for filing the return: executed and issued~~

~~2.12.6.4.2. — timeline for filing and computation exceptions~~

2.12.7. 2.12.3. Identify requirements for warrantless search of premises or property for suspect incident to hot pursuit conforming to constitutional requirements and Code of Virginia as an exception to search warrant requirements.

~~2.12.7.1. Define the hot pursuit exception to warrant requirements.~~

~~2.12.7.2. Identify the circumstances that justify hot pursuit.~~

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

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

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

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

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

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

2.12.9. Identify the principles relating to lawful consent searches.

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

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

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

(i). Homes and businesses

(ii). Curtilages

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

(iv). Thermal imaging

(v). Vehicles

(vi). GPS on vehicles

(vii). Cell Phones and cell site location information

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

2. Search warrants must be obtained for homes and businesses and other protected places, including, but not limited to curtilages, crime scenes except in emergency circumstances on public property, (i.e., suspect is possibly on the premises), or when consent is given. Jail staff do not need a search warrant for the search of an inmate's person, property, or cell for security, safety or management reasons. A search related to a criminal investigation needs a search warrant with probable cause to believe the property is fruits of a crime or evidence of a crime.

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

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

~~a. Situations where assets may be seized~~

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

~~2. Anything traded or exchanged for illegal drugs~~

~~4. Identify the proper authorities from which a search warrant may be obtained according to § [19.2-52](#):~~

~~a. Judge~~

~~b. Magistrate~~

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

~~5. Explain the elements of an affidavit according to § [19.2-54](#) covering:~~

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

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

~~c. The crime causing the search~~

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

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

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

~~7. Return search warrant conforming to Code of Virginia § [19.2-57](#) requirements:~~

- ~~a. Date of execution of warrant, signature, and time noted on warrant~~
- ~~b. Under oath, inventory all property seized~~
- ~~c. Requirements for a return in accordance with § [19.2-56](#) and § [19.2-57](#). The location for filing the return both where executed and issued, the timeline for filing and the computations for exceptions.~~

3. Jail staff do not need a search warrant for the search of an inmate's person, property, or cell for security, safety, or management reasons

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

- ~~a. Define the hot pursuit exception to warrant requirements.~~
- ~~b. Identify the circumstances that justify hot pursuit.~~
- ~~c. Define the scope of a search incident to hot pursuit.~~

4. Categories of items that may be lawfully seized:

- a. Instrumentalities of crime, (i.e., weapons and other items used in the commission of a criminal offense)
- b. Fruits (proceeds) of a crime

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

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

(i). Documents

(ii). Books, papers, or records

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

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

5. Exceptions to the requirement for a search warrant

a. Consent

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

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

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

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

b. Apparent authority

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

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

c. Frisk

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

d. Search incident to arrest

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

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

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

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

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

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

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

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

(ii). At the time of entry, a clear showing of probable cause

(iii). Officer(s) have probable cause to believe the suspects are actually present on the premises

(iv). Likelihood of escape if the suspects are not swiftly apprehended

(v). Suspects' recent entry into the premises after hot pursuit

(vi). A crime is in progress endangering the safety of persons who may be inside the residence

f. Community Caretaker Doctrine

(i). Officers may also enter residence without a warrant or consent if there is reasonable suspicion of a serious, genuine concern that a citizen's health, well-being, or safety is at risk for reasons other than criminal activity, (i.e., fire scene, unattended child, welfare of person out-of-contact)

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

g. Vehicle Inventory

(i). Applies to a lawfully impounded vehicle

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

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

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

h. Abandoned property

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

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

i. Plain-View Doctrine

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

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

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

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

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

(vi). If an emergency entry into a residence has been made on the basis of a crime scene, once a sweep has secured the premises, a warrant should

be obtained before proceeding with crime scene search (forensic) procedures

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

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

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

Performance Outcome 2.13 (Taken from Legal Category 2.31 of new LE Standards)

Conduct lawful searches and seizures with a search warrant.

Training Objectives Related to 2.13

Given a practical exercise:

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

Given a written exercise on Fourth Amendment principles:

2. Identify proper authority for issuing a search warrant.

3. Identify essential contents of a search warrant affidavit.

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

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

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

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

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

9. Identify return requirements for returning a search warrant.

Criteria: The student shall be tested on the following:

Practical exercise:

2.13.1. Complete an affidavit for a search warrant.

Written exercise:

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

2.13.3. Identify essential contents of a search warrant affidavit.

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

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

2.13.6. Identify who may be present during a search.

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

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

2.13.8.1. Identify if items related to another offense that are observed in

plain view during the execution of the authorized search warrant.

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

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

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

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

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

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

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

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

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

(ii). Fruits (proceeds) of crime

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

(iv). Any object, thing, or person, including without limitation, documents,

books, papers, records or body fluids, constituting evidence of the commission of a crime, or

(iv). A person that a search warrant authorizes to be seized pursuant to an arrest warrant

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

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

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

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

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

should revise and resubmit the affidavit)

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

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

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

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

a. During preparation to serve a search warrant, the following items should be

checked to ensure that the warrant is valid on its face:

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

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

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

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

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

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

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

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

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

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

execution of a warrant

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

representatives

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

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

a. Officer executing a search warrant may lawfully:

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

occupants

(ii). Use handcuffs or other force reasonable under the circumstances to

control occupants and preserve officer safety

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

b. Persons leaving the premises before the execution of a warrant has been

initiated may not be detained in another location unless an independent basis for

reasonable suspicion of criminal activity exists

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

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

the crime stated on the warrant

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

searched for and seized, but probable cause exists that the items are evidence of

the crime listed on the warrant

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

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

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

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

10. Process for return of the warrant

a. Endorse the warrant, to include:

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

(ii). Signature of officer executing the warrant

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

was seized

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

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

(i). Filing via email is not permitted

11. Special Situations

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

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

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

d. Virginia service providers are required to comply with a search warrant issued in another state as if it had been issued by a Virginia court, provided that the

warrant relates to the specified violent crime(s) or other specified crime(s)

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

Performance Outcome ~~2.13~~ 2.14 (Taken from Legal Category 2.33 of new LE Standards)

~~Frisk or search a subject.~~ Pat down a suspect or search an arrested person.

Training Objectives Related to ~~2.13~~ 2.14

Given a written exercise;

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

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

~~2.13.1.~~ 2.14.1. Identify The the elements of seizure and the difference between a detention and arrest.

~~2.13.2.~~ 2.14.2. Identify The the scope of the search of the arrested person ~~a person~~ and the circumstances when the search may be extended beyond the subject which includes the area within their control.

~~2.13.3.~~ 2.14.3. Identify The the relevant legal principles of Terry v. Ohio.

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

~~2.13.3.2. Bell v. Wolfish (person in custody)~~

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

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

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

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

(ii). Usually not custodial in nature

2. The scope of the search of a person ~~and the circumstances when the search may be extended beyond the subject.~~ includes the area within the control of the arrestee

3. ~~The relevant~~ Relevant legal principles:

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

b. ~~Bell v. Wolfish (person in custody)~~ While a stop alone does not, without more, justify a frisk of the automobile's occupants, when an officer reasonably suspects that a person (whether in a street encounter or traffic stop and whether the driver or the passenger) they have stopped is armed, the officer is warranted in that his safety is in danger, thus justifying a frisk (pat down)

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

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

Performance Outcome ~~2.14.~~ 2.15 (Taken from Legal Category 2.35 of new LE

Standards)

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.~~ 2.15

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

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

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

~~2.14.1.~~ 2.15.1. Define evidence.

~~2.14.2.~~ 2.15.2. Define Identify the types of evidence.

~~2.14.3.~~ 2.15.3. Define the chain of custody.

~~2.14.4.~~ 2.15.4. Identify the minimum tests that an item of evidence must successfully pass before admission to any criminal court.

~~2.14.5.~~ 2.15.5. Identify methods used for initially considering that an item may be evidence.

~~2.14.6.~~ 2.15.6. Identify ~~procedure~~ methods used 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.~~

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

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

2.15.9. Identify the lawful disposition of unclaimed firearms.

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

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

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

1. Define evidence-

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

2. Define the types Types of evidence-

a. Documentary (written items)

b. Trace

c. Real

d. Circumstantial

e. Physical

f. Confessions

g. Photographic

3. Define the chain of custody-

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

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

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

(ii). Must be proven to a reasonable certainty

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

a. Legal relevance

b. Logical relevance

5. Methods used to initially identify evidence through:

a. Personal observation

b. Discovery through a valid search warrant

c. Investigation or other witnesses

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

~~7.~~ 6. Identify procedure to establish and track chain of custody of evidence

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

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

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

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

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

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

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

Performance Outcome ~~2.15,~~ 2.16 (Taken from Legal Category 2.36 in new LE Standards)

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

Training Objective Related to ~~2.15,~~ 2.16

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

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

~~2.15.1. Preservation of life: Case law~~ 2.16.1. Identify that a deputy/jail officer may use force against a citizen only when objectively reasonable to effect a lawful detention or arrest or in defense of the deputy/jail officer or another person.

~~2.15.2. Preservation of property~~

~~2.15.3. Enforcing regulations~~

~~2.15.4. Preventing escapes~~

~~2.15.5. Enforcing valid orders~~

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

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

2.16.2.1.1. Severity of the crime

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

2.16.2.1.3. Actively resisting arrest or flight

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

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

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

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

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

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

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

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

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

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

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

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

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

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

b. The totality of the circumstances, including:

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

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

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

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

(v). The seriousness of the suspected crime

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

~~3. Enforcing regulations~~ Preservation of property

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

~~4. Preventing escapes~~

~~5. Enforcing valid orders~~

Performance Outcome ~~2.16.~~ 2.17 (Taken from Legal Category 2.37 in new LE

Standards)

~~Identify the circumstances under which a person is fingerprinted.~~ Identify the legal requirements related to fingerprinting.

Training Objectives Related to ~~2.16.~~ 2.17

Given a written exercise:

1. ~~Identify the circumstances under which a subject shall be fingerprinted~~ Code of Virginia requirements related to the fingerprinting of an adult offender.
2. ~~Identify requirements related to fingerprinting juveniles~~ Code of Virginia requirements related relating to the fingerprinting juveniles of a juvenile offender.

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

~~2.16.1.~~ 2.17.1. Identify The the circumstances under which a suspect an adult suspect should be fingerprinted.

~~2.16.1.1.~~ 2.17.1.1. Charged with treason or any a felony

~~2.16.1.2.~~ 2.17.1.2. Charged with a class I or class II misdemeanor any misdemeanor under Title 54.1

~~2.16.1.3.~~ 2.17.1.3. Convicted of the above

~~2.16.2.~~ 2.17.2. Identify The the statutory requirements related to fingerprinting juveniles.

~~2.16.2.1.~~ 2.17.2.1. Age Requirement to fingerprint a juvenile who is taken into custody and charged with a delinquent act, for which an adult would be fingerprinted

~~2.16.2.2.~~ 2.17.2.2. Type of crime Requirement to fingerprint a juvenile of any age who is convicted as an adult

~~2.16.2.3.~~ Suspect in certain types of crimes

~~2.16.2.4.~~ 2.17.2.3. Maintain juvenile fingerprint records separately from adult records

~~2.16.2.5.~~ 2.17.2.4. Destruction of juvenile fingerprint records

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

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

~~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~~

Communications

~~**Performance Outcome 3.2.**~~ [\(Move to INV\)](#) **(Replaced with new Communications category, taken from new LE Standards)**

~~Interview a complainant, witness, victim or inmate.~~

~~**Training Objective Related to 3.2.**~~

~~Given a written or practical exercise,~~

~~1. Identify factors to consider in conducting an inmate interview.~~

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

~~3. Interview an inmate combining legal requirements and interview techniques.~~

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

~~**For a complainant, a witness or a victim:**~~

~~3.2.1. Professional demeanor~~

~~3.2.2. Use of open-ended questions~~

~~3.2.3. Recording of information necessary to complete a report~~

~~**For an inmate:**~~

~~3.2.4. Three considerations of conducting an interview~~

~~3.2.5. Three interview styles~~

~~3.2.6. A strategy and questions to ask prior to the questioning~~

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

~~**For a complainant, a witness or a victim:**~~

~~1. Professional demeanor~~

~~2. Use of open-ended questions~~

~~3. Information necessary to complete a report~~

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

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

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

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

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

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

For an inmate:

~~1. Identify three considerations of conducting an interview:~~

a. Timing

b. Location

c. Physical and emotional needs

d. Drug and alcohol effects

e. Preparation

f. Privacy

g. Physical barriers

h. Juvenile/adult

2. Identify three interview styles

a. Factual

b. Sympathetic

c. Hostile

d. Apathetic

e. Face-saving

~~f. Complimentary~~

~~3. Identify a strategy and questions to ask prior to the questioning to determine as much as possible who, what, where, when, why, and how~~

~~4. Given a practical exercise combining legal requirements and interview techniques, conduct a suspect interview.~~

~~a. Introduction and purpose of the interview~~

~~b. Question for desired information~~

~~c. Adhere to legal requirements~~

~~d. Conclude~~

~~Performance Outcome 3.3. 3.8 INV 5.14 (Moved to Jail INV)~~

~~Summarize in writing the statements of inmates, witnesses and complainants~~

~~Training Objective Related to 3.3.~~

~~1. Given a practical exercise, complete an accurate written report based on an interview.~~

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

~~3.3.1. Facts related to the incident~~

~~3.3.2. Events preceding the incident~~

~~3.3.3. Write a report based upon the information gained during the interview.~~

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

~~1. Facts related to the incident~~

~~2. Events preceding the incident~~

~~3. Identification of good listening techniques that encourage the person to talk~~

~~4. Clarification of words or slang~~

~~5. Use of open-ended questions~~

~~6. Use of simple and focused language~~

~~7. Use of "listening" body language~~

~~a. Casual observation~~

~~b. Feedback language~~

~~c. Gaining complete information about interviewee~~

~~8. Write a report based upon the information gained during the interview~~

- ~~a. Summarize the statements of witnesses and complainants to answer who, what, where, when, why, and how of an incident.~~
- ~~b. Be clear, complete and concise.~~
- ~~c. Be accurate, reliable and objective.~~
- ~~d. Use proper grammar and spelling (proofread to remove errors).~~
- ~~e. Cover as completely as possible what the witness/complainant sees or knows.~~

~~9. Reports must be written independently in the trainee's own words unless it is a direct quote. Trainees may not copy each other's reports.~~

Performance Outcome 3.5- [LE 3.2 and 3.3](#)

~~Calm emotionally upset individuals and communicate an emergency message.~~

Training Objective Related to 3.5.

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

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

~~3.5.1. Voice~~

~~3.5.1.1. Volume~~

~~3.5.1.2. Tone~~

~~3.5.1.3. Control~~

~~3.5.2. Body stances~~

~~3.5.3. Empathetic manner (emergency messages may involve notification of injury or death of a family member, or notifying a family of the serious injury or death of an inmate per agency policy)~~

~~3.5.4. Suggest resources for the inmate (chaplain, counseling services, mental health, etc.)~~

~~3.5.5. Notify supervisor and follow up if necessary.~~

~~3.5.6. Document all proceedings, if necessary, and/or as agency policy and procedure require.~~

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

~~1. Facial expressions~~

~~2. Body stances~~

~~3. Eye contact~~

~~4. Voice~~

~~a. volume~~

~~b. tone~~

~~c. control~~

~~5. Language use~~

~~6. Empathetic manner (emergency messages may involve notification of injury or death of a family member; notification of injury or death of an inmate to a family member).
Convey the content of the message in an appropriate manner even if the inmate does not respond appropriately.~~

~~7. Suggest resources for the inmate (chaplain, counseling services, mental health, etc.)~~

~~8. Notify supervisor and follow up if necessary.~~

~~9. Document all proceedings, if necessary, and/or as agency policy and procedure require.~~

~~**Instructor Note: Advise trainees that they will need to identify agency policy related to delivery of emergency messages.**~~

Performance Outcome 3.6- LE 3.2

~~Use crisis communication techniques as appropriate (hostile/confrontational persons).~~

~~Maintain calm and prevent a situation from becoming worse.~~

Training Objectives Related to 3.6.

~~1. Given a written or practical exercise, define negotiation, mediation and arbitration and identify or demonstrate the steps of each conflict management technique.~~

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

~~3.6.1. Evaluation of the conflict or crisis scene~~

~~3.6.2. Maintaining officer safety precautions~~

~~3.6.3. Use of calming language~~

~~3.6.3.1. Giving appropriate attention to hostile/confrontational person~~

~~3.6.3.2. Transitioning to conflict resolution methods~~

~~3.6.4. Definition of negotiation, mediation, and arbitration.~~

~~3.6.5. Identifying the steps involved in each type of the above conflict management techniques.~~

~~3.6.6. Negotiating, mediating or arbitrating the conflict or crisis situation~~

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

~~**1.** Evaluation of the conflict or crisis scene~~

~~**2.** Maintaining safety precautions~~

~~**3.** Use of calming language~~

~~**a.** Giving appropriate attention to hostile/confrontational person~~

~~**b.** Transitioning to conflict resolution methods~~

~~**4.** Definition of mediation, negotiation and arbitration.~~

~~**a.** Mediation is the process of using a neutral third party to serve as an intermediary or conciliator between persons or sides in order to bring about an agreement or resolve a dispute. The aim is to help disputants arrive at their own solution.~~

~~**b.** Negotiation is the process of conferring, discussing or bargaining to reach an agreement.~~

~~**c.** Arbitration is the process of using a third party or parties to hear both sides of a dispute and make a decision regarding settlement of the dispute.~~

~~5. The steps involved in each type of the above conflict management techniques.~~

~~a. Mediation~~

- ~~1. Each person states his/her position briefly to the neutral third party (deputy/jail officer). They do not speak to each other directly until the mediator directs them to do so.~~
- ~~2. The deputy/jail officer elicits suggestions from the disputants as to how the problem may be solved. "There must be some way to solve this problem. Make a reasonable suggestion."~~
- ~~3. The deputy/jail officer checks each proposed solution with the other disputant until there is acceptance or compromise.~~
- ~~4. The deputy/jail officer should avoid criticizing offered solutions, even if he/she doesn't agree.~~
- ~~5. The deputy/jail officer summarizes the agreement that is reached.~~
- ~~6. The deputy/jail officer encourages the disputants to act on the solution and leave. In a jail setting, observe the parties periodically to see that they are keeping to the agreement.~~

~~7. The deputy/jail officer must communicate the agreement between the parties involved to other shifts.~~

~~b. Negotiation — defined as parties involved in exchanging information to gain a benefit or resolve a dispute, crisis, etc. Should be used when mediation fails.~~

~~1. Each person states his/her position briefly.~~

~~2. Negotiator (deputy/jail officer) offers possible compromises to the disputants in a neutral, non-defensive way.~~

~~3. When compromise is reached, the deputy/jail officer summarizes the agreement for the parties involved and leaves. In a jail setting, the deputy/jail officer observes the parties periodically to see that they are keeping to the agreement.~~

~~4. The deputy/jail officer must communicate the agreement between the parties involved to other shifts.~~

~~c. Arbitration — defined as a third party who determines the solution to a dispute and imposes that solution on all parties involved.~~

~~1. This is a last resort technique.~~

~~2. Here the jail officer imposes a solution on the disputants based on knowledge of the subject matter and policies of the jail related to the type of dispute they are having.~~

~~a. The deputy/jail officer identifies the solution that will resolve the dispute at hand.~~

~~b. The jail/officer presents the options and consequences for not agreeing to resolve the dispute as directed.~~

~~c. The deputy jail/officer communicates his/her responsibility as a jail officer if the disputants do not follow directions.~~

~~d. The deputy/jail officer relates any applicable laws and/or policies and consequences of continued acts that break either of these.~~

~~e. The deputy/jail officer explains clearly that the parties must comply with the law or policies 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 3.10.

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

Training Objective Related to 3.10.

~~1. Given a written exercise, identify basic steps an officer should take to prepare for court testimony.~~

~~2. Given a practical exercise, prepare for and demonstrate courtroom testimony~~

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

~~3.10.1. Preparation for court testimony in general:~~

~~3.10.1.1. Review notes and reports~~

~~3.10.1.2. Consult Commonwealth or City Attorney if necessary~~

~~3.10.1.3. Review physical evidence and lab results~~

~~3.10.1.4. Ensure professional appearance~~

~~3.10.1.5. Formulate and articulate the facts of an inmate assault court case~~

~~3.10.2. Preparation for testimony at a probable cause hearing:~~

~~3.10.2.1. Officer appears before a judge, magistrate or clerk of the court~~

~~3.10.2.2. Officer identifies suspect~~

~~3.10.2.3. Officer describes facts and circumstances that lead one to believe that a crime has been committed and the person named is the perpetrator and provides this information on an accurately completed affidavit~~

~~3.10.2.4. Officer swears or affirms to the accuracy of the statement before the judge, magistrate, or clerk of the court~~

~~3.10.3. Demonstrate courtroom testimony.~~

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

~~**Related to general court testimony:**~~

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

~~9. Use clear and calm voice tone in speech~~

~~10. Be truthful, accurate and objective in testimony~~

~~Related to probable cause hearings:~~

~~1. Knowledge of law relating to probable cause~~

~~a. Definition~~

~~b. Who can issue a warrant~~

~~1. Magistrate~~

~~2. Judge~~

~~3. Clerk of the court~~

~~c. Elements of probable cause~~

~~1. Physical evidence~~

~~2. Witness testimony~~

~~3. Close proximity~~

~~4. Possession of a stolen item~~

~~5. Time between event and apprehension or recovery of property~~

~~6. Admission/confession/incriminating statements~~

~~2. Knowledge of Virginia Code §[19.2-72](#)~~

~~3. Knowledge of facts of the case~~

~~a. Date and time of the incident~~

~~b. Articulate facts supporting probable cause that an offense was committed~~

~~4. Written notes (reference only)~~

~~5. Prepare mentally (testify to the probable cause, do not demand a warrant)~~

~~6. Prepare to use calm and professional demeanor~~

~~7. Prepare to use good English skills~~

~~8. Be aware of body language~~

~~9. Use clear and calm voice tone in speech~~

~~10. Be truthful, accurate, and objective in testimony~~

~~11. Provide accurate and complete affidavit to conclude testimony~~

Performance Outcome 3.11. LE 3.1

~~Verbally communicate with people with different levels of understanding.~~

Training Objective Related to 3.11.

~~1. Given a practical exercise, verbally communicate with people with awareness of different levels of understanding~~

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

~~3.11.1. Identify audiences that may need the officer to adjust manner of communication~~

~~3.11.2. Identify adjustments that may be needed when communicating with various audiences.~~

~~3.11.2.1. Persons under the influence of alcohol or drugs~~

~~3.11.2.2. Culturally diverse people~~

~~3.11.2.3. Persons with mental disabilities~~

~~3.11.2.4. Person's suffering from dementia including Alzheimer's Disease~~

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

~~1. Identify reasons to consistently use professional language and plain speaking~~

~~2. Identify audiences that may need the officer to adjust manner of communication~~

~~a. Juveniles of various ages~~

~~1. Ways to respond to questions with age appropriate answers~~

~~a. Be honest but use language the juvenile is most likely to comprehend.~~

~~b. Emphasize the positive in whatever the juvenile is discussing, if possible.~~

~~b. Generational differences (person in a generation different from the deputy/jail officer)~~

~~c. Culturally diverse people~~

~~1. Determine language person speaks, if not English (if possible); obtain services of an interpreter, if possible.~~

~~2. Choose a quiet environment or setting to speak, if possible~~

~~3. Use a variety of terms to determine what the recipient may understand, then choose the terms most easily understood; do **NOT** use derogatory terms or language.~~

~~4. Choose a rate of speech helpful to the recipient~~

~~5. Use body language or gestures that enhance verbal communication~~

~~6. Pronounce words clearly and accurately~~

~~7. Encourage recipient to ask questions for clarification~~

~~d. Educated people~~

~~e. Uneducated people~~

~~f. Mentally disabled people~~

~~g. Emotionally upset people~~

~~h. Physically disabled or elderly person with mobility problem~~

~~1. Ask if you may be of assistance~~

~~2. Ask the person the best way to assist them (if appropriate)~~

~~3. Be aware of hearing impairments~~

~~i. Homeless people~~

~~3. Identify adjustments that may be needed when communicating with various audiences.~~

~~a. Voice tone~~

~~b. Language use/simplification~~

~~c. Body stances/gestures~~

~~d. Cultural awareness~~

~~1. identify the variety of cultures living in jurisdiction~~

~~2. identify particular considerations of these cultures with which to be familiar that may be helpful in conducting an interview of an inmate~~

~~3. Identify resources to assist with language translation for the variety of cultures in the jurisdiction.~~

~~e. Facial expressions~~

~~f. Eye contact~~

~~g. Local customs~~

~~4. Identify conversation that helps to promote the positive services of jails.~~

~~5. Specific audiences that may require a deputy/jail officer to adjust manner of communication.~~

~~a. Persons who are intellectually challenged~~

~~b. Persons with mental illness~~

~~c. Persons suffering from dementia including Alzheimer's Disease (AD).~~

~~1. Identify physical, mental, behavioral symptoms and consequences of AD.~~

~~2. Identify situations where a person with AD may be encountered.~~

~~3. Identify specific intervention techniques for managing the person with AD.~~

~~4. Identify potential resources that assist in responding to persons with AD or dementia: Alzheimer's Association, Safe Return Program, Project Lifesaver.~~

~~6. Cultural awareness knowledge that may assist in adjusting communication with audiences.~~

~~a. Define culture and cultural groupings.~~

~~b. Define ethnicity and ethnic groups.~~

~~c. Identify the variety of cultures living in jurisdiction.~~

~~d. Identify the variety of cultures whose members may visit or travel through the jurisdiction.~~

~~e. Define ethnocentrism.~~

~~f. Define stereotype.~~

~~g. Identify the particular considerations of the cultures with which it will help a deputy/jail officer to be familiar in order to conduct an interview of an inmate.~~

~~h. Identify resources to assist with language translation for the variety of cultures in the jurisdiction.~~

Performance Outcome 3.12. (Moved to Officer Wellness)

~~Manage stress professionally.~~

Training Objective Related to 3.12.

~~1. Given a written or practical exercise, identify or demonstrate the necessary skills and techniques to respond to stressful situations professionally.~~

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

~~3.12.1. Define crisis, victim and stress.~~

~~3.12.2. Identify three stages of stress reactions.~~

~~3.12.3. Identify common characteristics of stress.~~

~~3.12.4. Identify methods of handling stress.~~

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

1. Define crisis, victim and stress.

a. Crisis — a crisis is a decisive or crucial time, stage or event that represents a turning point in the course of anything.

b. Victim — a person who is harmed by or suffers a loss through some act, condition, or circumstance.

c. Stress is the body's non-specific response to any demand placed on it. (Hans Seyle, M.D.)

Individuals should learn as much as possible about their individual reactions to stress as this will provide the basis for enhancing their ability to manage their stress. What are some non-specific responses that your body gives in reaction to demands you place on it?

2. Coping with crisis (stress reactions)

a. Five general coping behaviors

- ~~1. Cognitive strategies (thinking ahead or pre-planning how you would act if faced with a certain situation)~~
- ~~2. Verbal strategies (talking your way out of a situation)~~
- ~~3. Physical strategies (fight or flight)~~
- ~~4. Psychological defense (fight or flight)~~
- ~~5. Physiological reaction (numerous possibilities — crying, red face, clenched teeth or fists, etc.)~~

b. Six observable coping strategies exhibited by victims

- ~~1. High anxiety (emotional state at crisis impact)~~
- ~~2. Denial (can't believe it's happening)~~
- ~~3. Anger (upset because they did not deserve this)~~
- ~~4. Remorse (feeling of guilt...could have possibly prevented it "if only I had not...")~~
- ~~5. Grief (abject sadness, helplessness, and hopelessness felt by victim)~~

~~6. Reconciliation — After working through grief the desire to “put it behind” and go on with life.~~

~~3. Identify three stages of stress reactions.~~

~~a. The alarm stage. This occurs when the body reacts to the stressor with a physical reaction. These include the following:~~

- ~~1. Increased breathing rate~~
- ~~2. Increased heart rate~~
- ~~3. Increased metabolism rate~~
- ~~4. Increased oxygen in the blood~~
- ~~5. Increased sugar in the blood~~
- ~~6. Increased serum lipids~~
- ~~7. Increased serum cholesterol~~
- ~~8. Increased blood flow to the muscles~~
- ~~9. Increased clotting mechanism of the blood~~
- ~~10. Decreased digestion~~

~~11. Decreased inflammatory response~~

~~12. Decreased immune response~~

~~b. The resistance stage: This occurs after the stressor is gone and the body works to repair the damage caused by stress.~~

~~c. The exhaustion stage: This occurs when stressors are prolonged and the body remains in an alarm stage condition with no time to repair itself exhaustion sets in.~~

~~4. Identify common characteristics of stress.~~

~~a. Mental or physical tension~~

~~b. Sense of pressure or urgency~~

~~5. Identify methods of handling stress.~~

~~a. Physical activity helps to manage stress. Keeping your body in good shape as a general rule gives you confidence in your physical skills and assists with mental alertness. Simple exercises to relieve muscles that may tense up from working long periods in certain positions are also helpful. Shoulder rolls, head rolls, standing, stretching, arm circles, etc., can be done periodically throughout the day to help provide some physical relief. This, in turn, helps to manage stress.~~

~~b. Communicate with co-workers or loved ones about the stress of a work day.~~

~~Just be sure not to break confidentiality of information when doing so. Giving and receiving support through sharing stressful feelings helps in managing stress.~~

~~c. Recognize limits. If a situation at work is beyond your control and cannot be changed, learn to accept this.~~

~~d. Take care of yourself. Eat and sleep properly. Good nutrition and proper rest are important factors for everyone in managing stress. Lack of proper nutrition affects mental capability. Lack of proper rest may quickly make a person less tolerant of situations that otherwise would be manageable.~~

~~e. Have fun. Time for things you enjoy doing is important for relaxation and helping to keep a balanced outlook. Without this, you may react much more negatively to calls for service than is appropriate.~~

~~f. Breathe. Taking slow, deep breaths periodically can both help you relax and help keep you calm in a crisis situation. Use this breathing technique to aid your mental focus.~~

~~g. Cry. When a situation has deeply affected you, tears provide a good release for anxiety. When you have shed these, you will be better able to cope.~~

~~h. Use mental imagery. You can create a special, quiet place in your mind that will help you manage stress. You can go there even when you are working and use that imagery to help you get through a difficult caller or situation.~~

~~i. Avoid self-medication. Avoid drugs in general, but if you are taking any prescription drugs, follow the directions and do not take extras. Drugs, even non-prescription ones, can be habit forming and create more stress than they relieve.~~

~~j. Be positive. Focus on the good things about the world, life, and people. Negative thinking may result in negative talking and negative feelings that simply are not healthy for you, your co-workers, and your workplace. When there are differences, work in a proactive manner to resolve these.~~

~~k. Use positive self-talk. Think good thoughts about yourself. Give yourself a pat on the back when you've done something good. Positive thinking is one of the best tools you can use that will ultimately help you manage stress productively.~~

~~6. Identify resources that may be available to staff to help manage stress.~~

~~a. Doctors~~

~~b. Faith base services~~

~~c. Community Services Board~~

Communications (Revised, combined, and renumbered, taken from new LE Standards)

Performance Outcome 3.1 (LE combined old 3.10, 3.14, and 3.15)

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

Training Objectives Related to 3.1

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

Criteria: The student shall be tested on the following:

3.1.1. Identify if translator services are needed.

3.1.2. Identify emotional state of individual.

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

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

3.1.5. Identify special circumstances where assistance is needed, to

communicate effectively with a medically or mentally-disabled individual.

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

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

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

b. Individuals with cognitive impairment (CI)

c. Juveniles unable to comprehend the situation

2. Methods to communicate effectively with juveniles

3. Communicate with elderly individuals

4. Communicate with persons with different levels of comprehension

5. Communication with distraught individuals

6. Individuals with physical disabilities

a. Ask if assistance is needed and how to go about this

b. Be cognizant of impairments, to include auditory and/or verbal

7. Identify adjustments necessary to communicate effectively with various audiences

a. Voice tone

b. Language use/simplification

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

d. Facial expressions

e. Eye contact

f. Local customs

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

Performance Outcome 3.2 (LE Combined old 3.8, 3.9, and 3.13) (3.5 and 3.6)

Verbally de-escalate a situation using appropriate communication strategies.

Training Objectives Relating to 3.2

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

Criteria: The student shall be tested on the following:

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

3.2.2. Demonstrate awareness of officer safety precautions and procedures.

3.2.3. Demonstrate communication strategies to de-escalate.

3.2.4. Bring the situation to a logical conclusion.

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

1. Use verbal de-escalation techniques

a. Verbal elements

(i). Volume

(ii). Tone

(iii). Control

b. Initial contact

(i). Show everyone professional respect

(ii). Identify yourself

(iii). Explain the purpose of the encounter

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

(iv). Evaluate legal standing

c. Communication strategies to de-escalate a situation

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

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

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

d. Logical conclusion

(i). Resolve conflict

(ii). Take appropriate enforcement action

(iii). Tactically disengage, if necessary

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

a. Stance

b. Appearance

c. Facial expression

d. Eye contact

e. Personal space

f. Movement

3. Demonstrate officer safety procedures, as applicable

a. Time

b. Distance

c. Cover

4. Utilize emotional intelligence

Performance Outcome 3.3 (from Jail 3.5) (Modified)

Deliver a death notification.

Training Objectives Related to 3.3

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

Criteria: The student shall be tested on the following:

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

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

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

1. Ensure accuracy of all pertinent details:

a. Name of the deceased

b. Time, location, and manner of death

c. The identity of their relationship to the decedent

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

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

b. Evaluate the notification environment and recipient variables

(i). Request to move out of public view

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

3. Use empathetic, yet direct communication

a. Express remorse for the family's loss

b. Use the term "died"

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

c. When appropriate, include the manner of death

Performance Outcome 3.4 (3.3)

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

Training Objectives Related to 3.4

1. Given a practical exercise, prepare an incident/offense report and related documents

using descriptive sentences in a narrative style.

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

Criteria: The student shall be tested on the following:

Practical exercise:

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

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

Written exercise:

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

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

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

a. Offense/charge

b. Date/location

c. Description of details of incident/offense

d. Victim's description

(i). Full name

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

(iii). Date of birth

e. Suspect's description

(i). Full name

(ii). Address/phone number

(iii). Date of birth

(iv). Identification number, if available

(v). Injuries received during arrest, if applicable

f. Complainant/reporting party information

(i). Full name

(ii). Addresses and phone numbers

g. Witness information

(i). Full name

(ii). Addresses and phone numbers

h. Statements from all parties involved

2. Identify proper narrative style for incident report

a. Proper use of grammar and spelling

b. Accurate statements of facts

c. Complete and detailed representation of facts

d. Impartial, clear, and concise language

e. Chronological order

f. Past-tense

g. Active voice

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

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

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

b. Lab reports and lab analysis, if available

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

d. Maintain photos or other evidence within case file

e. Audio/video recordings, if available

4. Maintaining a personal notebook

- a. Recognize the legal issues associated with a personal notebook maintained by a deputy/ jail officer to document work-related events.
- b. Identify the value of maintaining a personal notebook and distinguish the kinds of events worth recording.
- c. Recognize the legal issues associated with using a personal digital device to document work related events.

Performance Outcome 3.5 (3.10)

Prepare and present effective courtroom testimony.

Training Objectives Relating to 3.5

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

Criteria: The student shall be tested on the following:

Practical Exercise:

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

Written Exercise:

3.5.2. Identify strategies in preparing effective courtroom testimony.

3.5.2.1 Review field notes

3.5.2.2. Consult with Commonwealth's Attorney

3.5.2.3. Review evidence and lab results

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

1. Define testimony as evidence of, or given by, a witness under oath or affirmation, as distinguished from evidence derived from writings, and other sources

2. Review facts and general information regarding the case with the Commonwealth's Attorney to be certain the case is ready for trial

3. Review evidence and lab results

4. Review case file

a. Officer should be prepared to testify from memory however, officer can refer to notes to refresh his/her memory, if necessary

b. If notes are read in court, the defense is entitled to review them

c. Time between an incident/offense and court reduces the accuracy of memory

d. Accurate presentation of evidence in court is critical

5. Mentally prepare

a. Testify to the facts

b. Do not give opinions

c. Be truthful; if you do not know, say so

d. Answer only the questions asked

e. Remain focused on the testimony

f. Keep personal feelings out of the testimony and remain impartial

6. Professional Appearance

a. Uniform/Business Attire

b. Shoes

c. Equipment

d. Personal Hygiene

7. Courtroom protocol

a. Know in advance that all paperwork is correct and timely filed with the Clerk before the case starts, (i.e., chain of custody, lab work)

b. If amendments need to be made to summons or paperwork, notify the Commonwealth's Attorney

c. Speak clearly and calmly

d. Keep calm and do not lose temper; Be aware that a defense attorney conducting cross-examination may attempt to establish that an officer has:

(i). Previously testified differently than his/her present testimony

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

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

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

(v). Acted inappropriately during previous situations

e. Be attentive

f. Avoid joking/wisecracks

g. Avoid monotone voice by use of inflection and tone

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

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

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

(i). Overruled

(ii). Sustained

8. Use proper English

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

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

9. Be cognizant of body language

a. Facial expressions

b. Body movements, (i.e., posturing, gestures, or nervous habits)

c. Eye movement

Performance Outcome ~~3.1~~ 3.6 Not in LE (Modified)

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

Training Objective Related to ~~3.1~~ 3.6

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

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

~~3.1.1.~~ 3.6.1. Identify types of information available within your agency or with other agencies to obtain or to provide in order to render assistance in an investigation.

~~3.1.1.1. Descriptive information about a suspect~~

~~3.1.1.2. Information about other crimes suspect may have committed~~

~~3.1.1.3. Knowledge of possible whereabouts of a suspect~~

~~3.1.1.4. Family, friends, associates, co-workers of a suspect~~

~~3.1.1.5. Behavior patterns of suspect~~

~~3.1.1.6. Occupation~~

~~3.1.1.7. Modus operandi (how a person operates in committing a crime)~~

~~3.1.1.8. Peculiarities of suspect~~

~~3.1.1.9. Others as may be identified~~

~~3.1.2.~~ 3.6.2. Identify internal and external sources that may be used to obtain information relevant to an investigation.

~~3.1.2.1. Internal~~

~~3.1.2.1.1. National Crime Information Center (NCIC)~~

~~3.1.2.1.2. Virginia Crime Information Network (VCIN)~~

~~3.1.2.1.3. Probation and Parole~~

~~3.1.2.1.4. Automatic Fingerprint Identification System (AFIS)~~

~~3.1.2.1.5. Local Inmate Data System~~

~~3.1.2.1.6. National Law Enforcement Telecommunications System~~

~~3.1.2.2. External~~

~~3.1.2.2.1. Public Records~~

~~3.1.2.2.2. U.S. Postal Service~~

~~3.1.2.2.3. Other Public Safety Agencies (local, state, federal)~~

~~3.1.2.2.4. Crime Analysis Information Exchanges~~

~~3.1.2.2.5. Social Security Administration~~

~~3.1.3.~~ 3.6.3. Identify steps to communicate internal and external information, i.e. to pass on information to proper authorities.

~~3.1.3.1. Document the information~~

~~3.1.3.2. Notify immediate supervisor~~

~~3.1.3.3. Follow department policy and procedure related to communication of such information including providing copies of reports and information to authorized parties.~~

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

1. Types of information available within your agency or with other agencies to obtain or to provide in order to render assistance in an investigation-

- a. Descriptive information about a suspect
- b. Information about other crimes a suspect may have committed
- c. Knowledge of possible whereabouts of a suspect
- d. Family, friends, associates, co-workers of a suspect
- e. Behavior patterns of suspect
- f. Occupation
- g. Modus operandi (how a person operates in committing a crime)
- h. Peculiarities of suspect

~~i. Others as may be identified~~

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

a. Internal

- ~~1.~~ (i). National Crime Information Network (NCIC)
- ~~2.~~ (ii). Virginia Crime Information Network (VCIN)
- ~~3.~~ (iii). Probation and Parole
- ~~4.~~ (vi). Automatic Fingerprint Identification System (AFIS)

b. External

- ~~1.~~ (i). Public Records
- ~~2.~~ (ii). U.S. Postal Service
- ~~3.~~ (iii). Other Public Safety Agencies (local, state, federal)
- ~~4.~~ (iv). Crime Analysis Information Exchanges
- ~~5.~~ (v). Social Security Administration

3. Identify steps Steps to communicate internal and external information, i.e. to pass on information to proper authorities.

a. Document the information

b. Notify immediate supervisor

c. Follow department policy and procedure related to communication of such information including providing copies of reports and information to authorized parties.

Performance Outcome 3.4. 3.7 Not in LE (Modified)

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

Training Objectives Related to 3.4. 3.7

~~2.~~ 1. Given a written or practical exercise, identify the information that an officer may provide about prisoners inmates. (Criteria 3.4.1—3.4.4)

~~1.~~ 2. Given a written or practical exercise, identify the information that an officer may provide to prisoners inmates. (Criteria 3.4.5—3.4.8)

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

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

~~3.4.1.~~ 3.7.1.1. Type of charge

~~3.4.2.~~ 3.7.1.2. Location and bonding information

~~3.4.3.~~ 3.7.1.3. Court procedures

~~3.4.3.1.~~ 3.7.1.3.1. Date and time of court appearances

~~3.4.3.2.~~ 3.7.1.3.2. Bonding options

~~3.4.4.~~ 3.7.1.4. Location of magistrate

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

~~3.4.5.~~ 3.7.2.1. Information related to booking and classification for inmate including agency policy/inmate rules and regulations

~~3.4.6.~~ 3.7.2.2. Information about facility policies in jail such as phone calls, etc.

~~3.4.7.~~ 3.7.2.3. Authorized items that an inmate may receive

3.4.8. ~~3.7.2.4.~~ Visiting rules Rules of visitation

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

~~1. Type of charge~~

~~2. Location and bonding information~~

~~3. Court procedures~~

~~a. Date and time of court appearances~~

~~b. Bonding options~~

~~4. Location of magistrate~~

~~5. Information related to booking and classification for inmate including agency policy/inmate rules and regulations~~

~~6. Information about facility policies in jail such as phone calls, etc.~~

~~7. Authorized items that inmate may receive~~

~~8. Visiting rules~~

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

Performance Outcome 3.7, 3.8 Not in LE (Modified)

Stop or intervene with persons attempting to commit suicide.

Training Objectives Related to 3.7, 3.8

1. Given a practical exercise, demonstrate proper techniques to lift and hold a hanging person.

~~1.~~ 2. Given a written, audio-visual, or practical exercise, identify use effective communication strategies factors to consider when communicating to communicate
with persons who threaten to commit suicide.

3. Given a written exercise, identify suicidal ideation indicators to consider while conducting security checks.

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

Practical Exercise:

~~3.7.1.~~ 3.8.1. Notify supervisor and request appropriate resources.

~~3.7.2.~~ 3.8.2. Maintain a safe position while communicating with person and observe for weapons and need for universal precautions in case of biohazards.

~~3.7.2.1.~~ Try to calm down the person

~~3.7.2.2.~~ Try to identify problems

~~3.7.2.3.~~ Try to delay person as much as possible

~~3.7.2.4.~~ Suggest resources for the person to help solve the problems

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

~~3.7.3.~~ 3.8.4. Document all proceedings the entire encounter.

Written Exercise:

~~3.7.4.~~ 3.8.5. Identify types of inmates that may be suicide behaviors, which may indicate an inmate is suicidal risks in jails.

~~3.7.5.~~ 3.8.6. Identify pre-disposing factors that may have occurred with the inmate that may contribute to suicide.

~~3.7.6.~~ 3.8.7. 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.~~ 3.8.8. Identify ~~common~~ commonly utilized methods that inmates an inmate may use in a jail suicide ~~attempts~~ attempt.

~~3.7.9.~~ 3.8.9. Identify the benefits of intake screening and classification in preventing suicides and/or identifying potential suicidal inmates.

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

~~1. Notify supervisor and request appropriate resources~~

~~2.~~ 1. Maintain a safe position while communicating with person and observe for weapons and need for universal precautions in case of biohazards

a. Try to calm ~~down~~ the person

b. Try to identify problems

c. Try to intervene with person as much as possible

d. Suggest resources for the person to help solve the problems

~~3. Document all proceedings~~

~~4. Discuss suicide prevention including the following:~~

~~a. Types of inmates that may be suicide risks in jails.~~

~~b. Pre-disposing factors that may have occurred with the inmate that may contribute to suicide.~~

~~c. Factors of the jail environment that may have an impact on suicidal behavior.~~

~~d. Signs and symptoms that a potentially suicidal inmate may exhibit.~~

~~e. Common methods that inmates use in jail suicide attempts.~~

~~f. The benefits of intake screening and classification in preventing suicides and/or identifying potential suicidal inmates.~~

~~5. Using a case scenario, identify policy and procedures helpful in preventing suicide.~~

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

Performance Outcome 3.8. (Similar to LE 3.4 and New 3.3 for Jail)

Write reports.

Training Objectives Related to 3.8.

~~1. Given a practical exercise depicting a jail incident, write a report.~~

Criteria: The trainee shall be tested on the following:

3.8.1. Type of offense (What)

3.8.2. Subject(s) suspects(s) information and description (Who)

3.8.3. Victim(s) information and description (Who)

3.8.4. Dated date/time of incident/ location (When and where)

3.8.5. Circumstances surrounding the incident (What and How)

3.8.6. Complainant /reporting party information (What and Why)

3.8.7. Witness(es) information (What and Why)

3.8.8. Action taken.

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

1. Types of reports used in a jail.

a. Logs

b. Forms

c. Incident reports

d. Memoranda

e. Letters

2. Write an incident report to include the following:

a. Basic data

1. Name(s)

2. Inmate number

3. Cell number

4. Date/time of day

b. Proper use of grammar

c. Accurate statements of facts to include quotes.

1. Exculpatory statements

2. Inculpatory statements

d. Complete and detailed representation of facts

e. Impartial, clear and concise language

3. Review the report to verify that answers to the questions who, what, where, when, why and how are included in the report.

Instructor Note: Emphasize to class that all written reports may be subpoenaed to court. It is critical to document in writing all factors related to an incident and present these in a professional manner that anyone can read and understand.

Performance Outcome 3.9. Not in LE (Covered by New 3.3).

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

Training Objectives 3.9.

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

Criteria: The trainee shall be tested on the following:

Complete a written report documenting injuries for general medical treatment of an inmate, an officer, and an employee or a civilian.

3.9.1. Documenting need for medical treatment in general.

3.9.2. Documenting need for psychiatric treatment.

~~3.9.3. Documenting need for treatment after chemical or pepper spray.~~

~~3.9.4. Documenting need for treatment after use of force.~~

~~3.9.5. Documenting need for treatment after inmate confrontation or fight.~~

~~3.9.5.1. Question the staff in regards to the injury.~~

~~3.9.5.2. Question the injured inmate.~~

~~3.9.5.3. Question other inmates in regards to the injury.~~

~~3.9.5.4. Perform a safety inspection in accordance with established policies.~~

~~3.9.5.5. Document the information on appropriate forms.~~

~~3.9.6. Complete a written report documenting injuries for general medical treatment of an inmate, an officer, and an employee or a civilian.~~

~~3.9.7. Identify the procedure to ensure that documentation is provided to supervisor/administrator regarding staff injuries per agency policy.~~

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

~~1. Need for medical treatment in general, after use of force, or after an inmate confrontation or fight.~~

~~a. Observe, identify and document any injuries~~

~~1. Top-down review~~

~~2. Front and back review~~

~~3. Photograph if possible~~

~~4. Transport to hospital if necessary or medical unit as appropriate~~

~~5. Identify source of injury (weapons, etc.)~~

~~6. Extent/seriousness of injury~~

~~7. Location on body~~

~~8. Identify all parties involved~~

~~9. if and how the inmate was treated~~

~~10. Inquire about non-visible injuries (eyes, ears, elsewhere)~~

~~11. O.C. spray use — note specifically where on the body the inmate was sprayed~~

~~b. Document circumstances surrounding the injuries and indicate if a justifiable use of force was necessary.~~

~~2. Need for psychiatric treatment~~

- ~~a. Observe for abnormal behaviors that may suggest mental health concerns~~
- ~~b. Document the behaviors and communicate this information to other appropriate individuals who will interact with inmate.~~

~~3. Need for treatment after chemical or pepper spray~~

- ~~a. Observe for reactions to chemical or pepper spray.~~
- ~~b. Treat for chemical or pepper spray reactions according to manufacturer's instructions.~~
- ~~c. Document circumstances surrounding the use of a spray and reasons this level of force was necessary.~~

~~4. Complete a written report documenting injuries for general medical treatment for an inmate, an officer, and an employee or a civilian.~~

- ~~a. Question the staff in regards to the injury.~~
- ~~b. Question the injured inmate.~~
- ~~c. Question other inmates in regards to the injury.~~
- ~~d. Perform a safety inspection in accordance with established policies.~~

e. Document the information on appropriate forms.

5. Identify the procedure to ensure that documentation is provided to supervisor/administrator regarding staff injuries per agency policy.

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

Jail Operations

Performance Outcome 4.1.

Commit Admit a an inmate prisoner to into a jail.

Training Objectives Related to 4.1.

1. Given a written or practical exercise, identify demonstrate the steps required to commit a admit an prisoner inmate into a jail.

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

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

~~4.1.2. Summon medical staff for body cavity search, if needed.~~

~~4.1.3.~~ 4.1.2. Examine the physical condition of the prisoner inmate to determine the need for medical attention.

~~4.1.4.~~ 4.1.3. Review and process appropriate commitment forms to determine a legal commitment intake into 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.~~ 4.1.4. Verify the inmate's identity through the warrant, prior commitments and personal documents ~~as applicable.~~

~~4.1.6.~~ 4.1.5. Review appropriate inmate records as applicable.

~~4.1.6.1. Inmate Data Base at the jail~~

~~4.1.6.2. Committal records from court or magistrate~~

~~4.1.6.3. VCIN/NCIC printouts~~

~~4.1.6.4. Local Inmate Data System DNA Databank, if available~~

~~4.1.6.5. Current or prior arrest warrants~~

~~4.1.6.6. Sentencing Orders from the court~~

~~4.1.6.7. Detainers from other jurisdictions~~

~~4.1.7.~~ 4.1.6. Inventory and issue personal property receipt/securing to secure inmate's property upon entry to the jail as required by local policy.

~~4.1.8.~~ 4.1.7. Identify high risk high-risk inmates such as that have medical, mental, suicidal, emotional, and behavioral illnesses. and violent/disruptive.

~~4.1.9.~~ 4.1.8. Maintain a formal log of initial inmate calls in accordance with policy.

~~4.1.10.~~ 4.1.9. Issue and review jail rules to ensure the inmate's understanding inmate understands to include the rules regarding phone calls, medical care, co-pays and attorney visits.

~~4.1.11.~~ 4.1.10. Question the inmate regarding the existence of illnesses, injuries and medications and secure both prescription and non-prescription medicine

brought in by prisoner the inmate. Notify medical staff of medical information and medication brought in by prisoner.

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

~~4.1.12.~~ 4.1.12. Identify the definition of and legal requirements related to detainees. Detainers:

~~4.1.12.1. Definition~~

~~4.1.12.2. Requirements~~

~~4.1.13.~~ 4.1.13. Serve or execute return of service on any court documents arriving after inmate is incarcerated.

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

~~1. Conduct a full search of inmate for weapons and contraband and contraband and document chain of custody for evidence.~~

~~2.~~ 1. Summon medical staff for Legality surrounding body cavity search, if needed.

~~3. Examine the physical condition of the inmate to determine the need for medical attention.~~

4. 2. Process forms to determine a legal commitment to the jail:

a. Commitment order from magistrate or court

b. Parole Board warrant / PO probation or parole officer's signature Signature

c. Governor Warrant from Virginia /extradition warrant

d. Federal Form 41

e. Bond revocation/surety capias (bonding company/bondsman)

~~5. Verify the inmate's identity through warrant, prior commitments and personal documents as applicable.~~

~~6. Review appropriate inmate records.~~

~~7. Inventory and issue personal property receipt/securing property as required by department policy.~~

~~8. Identify high risk inmates such as medical, mental, suicidal, and violent/disruptive.~~

~~9. Maintain formal log of initial inmate calls in accordance with policy.~~

~~10. Issue and review jail rules in order to ensure inmate's understanding.~~

~~11. Question inmate regarding the existence of illnesses, injuries and medications and secure both prescription and non-prescription medicine brought by inmate. Notify medical staff of medical information and medication brought in by inmate.~~

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

a. Examine the medication packaging to determine expiration date

~~12.~~ 4. Definition and requirements of detainers Detainers:

a. Definition In-state

b. Requirements: Out-of-state

c. Federal

~~1. In-state~~

~~2. Out-of-state~~

~~3. Federal~~

~~4.~~ d. Other:

Ⓐ. (i). Teletype

Ⓑ. (ii). Fax

Ⓒ. (iii). Electronic transmittal (printable document)

~~13. Serve or execute return of service on any court documents arriving after person is incarcerated.~~

~~**Instructor Note: VCIN/NCIC Check to be conducted upon commitment or release depending on department policy.**~~

Performance Outcome 4.2

Supervise an inmate within a jail according to classification criteria.

Training Objectives Related to 4.2

1. Given a written or practical exercise, identify the steps required to properly supervise an inmate within the jail according to classify an inmate using objective jail classification criteria.

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

~~4.2.1. Supervision of inmate activities and programs.~~

~~4.2.2. 4.2.1. Completion of Complete an objective jail classification exercise.~~

~~4.2.3. Document concern for potential behavioral problem by inmate.~~

~~4.2.4. Requirements for service as a member of a disciplinary hearing/ adjustment board.~~

~~4.2.5. Orientation of inmates on facility rules and regulations and the penalties for non-compliance.~~

~~4.2.6. Operational elements of canteen operation.~~

~~4.2.7. Procedures for receiving, securing and disbursing funds from inmate's personal account according to law.~~

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

~~1. Supervision of inmate activities and programs.~~

~~2. Completion of an objective jail classification exercise.~~

~~3. Documentation of concern for potential behavioral problems by inmate.~~

~~4. Requirements for service as a member of a disciplinary hearing/ adjustment board.~~

~~5. Orientation of inmates on facility rules and regulations and the penalties for non-compliance.~~

~~6. Operational elements of canteen operation.~~

~~7. Procedures for receiving, securing and disbursing funds from inmate's personal account according to law.~~

Performance Outcome 4.3.

Monitor visitors and inmates.

Training Objectives Related to 4.3.

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

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

4.3.1. Identify methods for monitoring visitors and inmates:-

4.3.1.1. Personal observation

4.3.1.2. Electronic surveillance

4.3.2. Identify behavior that may be questionable and lead to attempted passage of contraband to an inmate:.

~~4.3.2.1. Body language that appears to be secretive~~

~~4.3.2.2. The way a person speaks~~

~~4.3.2.3. Inappropriate dress~~

~~4.3.2.4. Inappropriate packages or luggage~~

~~4.3.2.5. Uncooperative, agitated, nervous, or very demanding persons~~

~~4.3.2.6. Attempts to go into unauthorized areas (may be a diversionary tactic)~~

~~4.3.2.7. Potential for the visitor to be under the influence of alcohol/drugs~~

4.3.3. Identify methods to prevent passage of contraband between visitors and inmates:.

~~4.3.3.1. Search property left for inmates~~

~~4.3.3.2. Inventory property left for inmates~~

~~4.3.3.3. Inspect/search all areas and containers of any type used by visitors before inmates remove these~~

~~4.3.3.4. Confiscate contraband if found~~

4.3.4. Inspect perimeter of jail after visitation for items that may be dropped.

4.3.5. Search ~~any~~ unattended packages.

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

1. Identify methods for monitoring visitors and inmates:-

- a. Personal observation
- b. Electronic surveillance

2. Identify behavior that may be questionable and lead to attempted passage of contraband to an inmate:-

- a. Body language that appears to be secretive
- b. The way a person speaks
- c. Inappropriate dress
- d. Inappropriate packages or luggage
- e. Uncooperative, agitated, nervous, or very demanding persons

f. Attempts to go into unauthorized areas (may be a diversionary tactic)

g. Potential for the visitor to be under the influence of alcohol/drugs

3. Identify methods to prevent passage of contraband between visitors and inmates:-

a. Search property left for inmates

b. Inventory property left for inmates

c. Inspect/search all areas and containers of any type used by visitors before inmates remove these

d. Confiscate contraband if found

~~4. Inspect perimeter of jail after visitation for items that may be dropped.~~

~~5. Search any unattended packages.~~

Performance Outcome 4.4.

Observe and supervise inmates within and outside of a jail.

Training Objectives Related to 4.4.

1. Given a written or practical exercise, identify the steps required to supervise and observe inmates in a jail.

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

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

4.4.1. Observe inmate's Identify signs of inmate behavior and conduct interviews to recognize/determine indicating deception, deceit, and manipulation.

4.4.2. Observe inmate for signs Identify signs an inmate may be under the influence of drug, alcohol or other substances.

4.4.3. Identify abnormal and/or suspicious behavior of an inmate.

4.4.4. Identify inmates who are afraid of being victims of an assault and/or manipulation signs an inmate may be scared or is being intimidated.

4.4.5. Observe inmate after violent confrontation to assess medical condition.

4.4.6. Monitor high risk inmates and/or inmates with health problems and provide access to sick calls Identify when an inmate may require medical assessment.

4.4.7. Observe/monitor inmates on suicide watch. (Covered in PO 3.9)

4.4.8. Identify ~~group agitators and threat groups among~~ inmate behaviors which may agitate other inmates.

4.4.9. Verify the authorization of inmate movement within the facility. (Moved to FTO 4.4.10. – 4.4.26.)

4.4.10. Supervise cleaning details and inmate workers.

4.4.11. Supervise inmates and inmate activities.

4.4.12. Attend to the special needs of inmates.

4.4.13. Verbally reprimand inmates for rules violations.

4.4.14. Provide for inmate privileges according to the Minimum Standards for Local Jails and Lockups.

4.4.15. Take away inmate privileges as a method of discipline.

4.4.16. Patrol housing unit, secured areas and perimeters.

4.4.17. Inspect facility to ensure that sanitary conditions are maintained.

4.4.18. Conduct irregularly timed security inspections.

4.4.19. Supervise inmates outside of the facility and maintain a security post at hospital if inmate is hospitalized.

~~4.4.20. Supervise juveniles according to law.~~

~~4.4.21. Direct inmates in the event of an emergency or in a disaster drill.~~

~~4.4.22. Conduct head counts and record in designated areas.~~

~~4.4.23. Supervise food service and control of dishes, beverage containers, and utensils.~~

~~4.4.24. Take custody of and record lost or found property.~~

~~4.4.25. Initiate contact with employers on the status of work release inmates.~~

~~4.4.26. Regulate accumulation of items in inmate's housing unit.~~

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

~~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. 1. Identify inmates who are afraid of being victims of an assault, sexual 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. 2. Identify group agitators and threat groups among inmates:

a. Threat groups:

1. (i). Religious based Gang affiliation

2. (ii). Ethnic gangs Anti-Government Affiliation

3. (iii). Other gangs Terrorist Organization Affiliation

b. Tattoos/markings

c. Signs (hand/body positions)

d. Initiation practices

e. Structured style of dress, (i.e., colors, clothing type, headgear, location of clothing – right or left)

~~10. Identify and confiscate dangerous items in the inmates' possession.~~

~~11. Investigate complaints from inmates.~~

~~12.~~ 3. Verify the authorization of inmate movement within the facility.

a. Escort inmate to appointments inside the jail

b. Observe inmate to ensure medication is taken

~~13.~~ 4. Supervise cleaning details and inmate workers.

a. Follow standard procedures related to controlling/cleaning of various spills

~~14. Supervise inmates and inmate activities.~~

~~15. Attend to the special needs of inmates and assist disabled inmates.~~

~~16.~~ 5. Verbally reprimand inmates for rules violations.

a. Talk with inmate to resolve disciplinary problems

~~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. 6. Direct inmates in the event of an emergency or in a disaster drill:~~

a. Fire

b. Disaster, (i.e., flood, hurricane, tornado)

c. Hostage situations, riot, or other disturbances

d. Chemical agents

e. Escape

f. Mass arrests

~~25. Conduct head counts and record in designated areas.~~

~~26. Supervise food service, control of dishes, beverage containers and utensils.~~

~~27. Take custody of and record lost or found property.~~

~~28. Initiate contact with employers on the status of work release inmates.~~

~~29. Regulate accumulation of items in inmate's housing unit.~~

Performance Outcome 4.5.

Transfer and/or release an inmate from a jail.

Training Objectives Related to 4.5.

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

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

4.5.1. Return the inmate inmate's personal property as required by local policy.

4.5.2. Collect linen, bedding and jail clothing.

4.5.3. Ensure that a VCIN/NCIC check for wants and warrants is conducted prior to transfer and/or release.

4.5.4. Check to ensure the release is legal ~~and within agency policy.~~

4.5.5. Verify release document:-

~~4.5.5.1. Release order from court/magistrate~~

~~4.5.5.2. Disposition from court; verify time computation/sentence served:~~

~~4.5.5.3. Parole Board warrant pulled by Probation Officer or action of parole board to release~~

~~4.5.5.4. Detainers (cross reference 4.1.12)~~

4.5.6. Ensure that the documentation package needed to transfer an inmate is given to the transportation officer.

4.5.7. Verify the identity of an inmate by comparing the photograph of the inmate to the inmate, if applicable.

4.5.8. Notify an agency holding a warrant/detainer on an inmate regarding transfer or release.

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

~~1. Return inmate personal property as required by local policy.~~

~~2. Collect linen, bedding and jail clothing.~~

~~3. Ensure that a VCIN/NCIC check for wants and warrants is conducted prior to transfer and/or release.~~

~~4. Check to ensure the release is legal and within agency policy.~~

~~5. Verify release document:~~

~~a. Release order from court/magistrate.~~

~~b. Disposition from court; verify time computation/sentence served.~~

~~c. Parole Board warrant pulled by Probation Officer or action of parole board to release.~~

~~d. Detainers (cross reference 4.1.13).~~

~~6. Ensure that the documentation package needed to transfer an inmate is given to the transportation officer.~~

~~7. Verify the identity of an inmate by comparing the photograph of the inmate to the inmate, if applicable.~~

~~8. Notify an agency holding a warrant/detainer on an inmate regarding transfer or release.~~

Performance Outcome 4.6

Protect inmates ~~as needed~~ and control violent or unruly inmates.

Training Objectives Related to 4.6

1. Given a written exercise, identify the procedures to be followed to protect inmates who feel threatened and/or have been assaulted.
2. Given a written exercise, identify the steps needed to request assistance or to provide backup assistance to control violent inmates in accordance with officer safety procedures.
3. Given a written exercise, recognize behaviors that are covered in the Prison Rape Elimination Act and act accordingly.

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

- 4.6.1. Identify ~~procedures to provide protection to inmates who feel threatened and/or have been assaulted~~ how to protect inmates.
- 4.6.2. Identify the steps needed to request assistance or provide assistance (~~backup~~) to control violent or unruly inmates in accordance with officer safety procedures.

4.6.3. Identify methods to secure the scene when a critical incident has occurred.

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

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

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

- ~~1. Identify procedures to provide protection to inmates who feel threatened and/or have been assaulted.~~
- ~~2. Identify the steps needed to request assistance to control violent or unruly inmates in accordance with officer safety procedures.~~
- ~~3. Identify methods to secure the scene when a critical incident has occurred.~~

Performance Outcome 4.7

Respond to injuries to inmates and administer cardio-pulmonary resuscitation (CPR) and basic first aid, if needed.

Training Objectives Related to 4.7.

1. Successfully complete an approved course for cardio-pulmonary resuscitation (CPR).

2. Successfully complete an approved course for basic first aid.

4. 3. Successfully complete an approved course for using an automatic external defibrillator (AED).

~~3.~~ 4. Given a practical exercise, Demonstrate ability to assist assist a person to prevent falling, move the person to a place of safety and support the person to a safe position.

~~5. Respond to a medical emergency/injury to an inmate.~~

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

4.7.1. Testing provided by approved CPR course provider.

4.7.2. Testing provided by approved basic first aid provider.

~~4.7.4.~~ 4.7.3. Testing provided by an approved automatic external defibrillator (AED) course provider.

Practical Exercise:

~~4.7.3.~~ 4.7.4. Assisting Assist a person to prevent falling, move the person to a place of safety if needed, and support the person to a safe position.

~~4.7.5. Respond to a medical emergency/injury to an inmate.~~

~~4.7.5.1. Approach emergency site carefully in case of deception.~~

~~4.7.5.2. Assess the emergency/injury.~~

~~4.7.5.3. Render first aid/CPR according to approved practices.~~

~~4.7.5.4. Transfer the inmate to medical services.~~

~~4.7.5.5. Follow universal precautions~~

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

~~1. An approved course for cardio-pulmonary resuscitation.~~

~~2. An approved course for basic first aid that covers the following at a minimum:~~

~~3. Assist a person to prevent falling, move the person to a place of safety and support the person to a safe position.~~

~~a. Protecting head and shoulders of person to the extent possible~~

~~b. Use of upper body strength~~

~~c. Use of base strength (hip and legs)~~

~~d. Use of torso/trunk strength (back and abdomen)~~

~~4. An approved course for using an automatic external defibrillator (AED).~~

~~5. Respond to a medical emergency/injury to an inmate:~~

~~a. Approach emergency site carefully in case of deception~~

~~b. Assess the emergency/injury~~

~~c. Render first aid/CPR according to approved practices~~

~~d. Transfer the inmate to medical services~~

~~e. Follow universal precautions~~

~~***Instructor Note: Approving entities for First Aid/CPR instruction include the American Heart Association, American Red Cross, Virginia Department of Health, National Safety Council, American Safety & Health Institute or a program approved by the Operational Medical Director of a local Emergency Medical Services (EMS) provider.***~~

Performance Outcome 4.8 **(Taken from Patrol Category 4.54 in new LE Standards)**

Identify applicable laws, definitions and background information related to terrorism.

Training Objectives Related to 4.8-

1. Given a written exercise, define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.

2. Given a written or practical exercise, identify the differences between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment.

3. Given a written or practical exercise, identify the distinctions between ~~and~~ an individual acting alone, domestic and international terrorist organizations and their supporters:

~~a. Background information~~

~~1. International~~

~~2. Domestic (Intra-national)~~

~~b. Strategies/current trends~~

~~1. Propaganda~~

~~2. Internet resources~~

~~3. Complex coordinated attacks intended to overwhelm the local jurisdiction and initiate a regional/statewide response~~

~~a. Three or more attackers~~

~~b. Simultaneous attack of two or more sites~~

~~4. Other as identified~~

~~c. Primary objectives~~

~~d. Potential targets~~

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

4.8.1. Define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.

4.8.2. Identify the difference between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment.

4.8.3. Identify the distinctions between and an individual acting alone, domestic and international terrorist organizations and their supporters.

4.8.3.1. Extreme political groups (~~Sovereign Citizens~~)

4.8.3.2. Race-based hate groups (~~White Supremacist, Black Separatists~~)

4.8.3.3. Religious-based hate groups (~~Christian Identity, Westboro Baptist Church~~)

4.8.3.4. Special interest groups (~~anti-abortion, animal rights~~)

4.8.3.5. Foreign Terrorist Organizations (~~al-Qaeda, ISIS, Boko Haram~~)

4.8.3.6. Identify the primary objectives of terrorists: 1.

4.8.3.6.1. Recognition

4.8.3.6.2. Coercion

4.8.3.6.3. Intimidation

4.8.3.6.4. Provocation

4.8.3.6.5. Insurgency Support

4.8.3.7. Potential targets

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

~~1. Define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.~~

~~2. Identify the difference between extremist beliefs and terrorist activity acts/speech protected by the First Amendment (i.e. subject has radical beliefs which are not a violation of law until they act upon them)~~

- ~~a. Identify the radicalization process and the behavioral factors influencing the process~~
- ~~b. Terrorist recruitment cycle and socialization activities~~
- ~~3. Identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:~~
 - ~~a. Extreme political groups (Sovereign Citizens)~~
 - ~~b. Race-based hate groups (White Supremacist, Black Separatists) Religious-based hate groups (Christian Identity, Westboro Baptist Church)~~
 - ~~c. Special interest groups (anti-abortion, animal rights)~~
 - ~~d. Foreign Terrorist Organizations (al-Qaeda, ISIS, Boko Haram)~~
- 4. 1. Identify types of organizations and individuals engaging in acts of terrorism:
 - a. Background information
 - ~~1.~~ (i). International
 - ~~2.~~ (ii). Domestic (Intra-national)
 - b. Strategies/current trends
 - ~~1.~~ (i). Propaganda

~~2. (ii).~~ Internet resources

~~3. (iii).~~ Complex coordinated attacks intended to overwhelm the local jurisdiction and initiate a regional/statewide response

~~a. (1).~~ Three or more attackers

~~b. (2).~~ Simultaneous attack of two or more sites

~~c. Primary objectives~~

~~d. Potential targets~~

Performance Outcome 4.9 (Taken from Patrol Category 4.57 in new LE Standards)

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

Training Objectives Related to 4.9-

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

~~a. Chemical agents~~

~~b. Biological agents~~

~~c. Radiological devices~~

~~d. Explosive devices~~

~~e. Weapons of mass destruction~~

2. Given a written or practical exercise, identify the responsibilities of the first officer on the scene of an act of terrorism a hazardous device.

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

4.9.1. Identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources.

~~4.9.1.1. Chemical agents~~

~~4.9.1.2. Biological agents~~

~~4.9.1.3. Radiological devices~~

~~4.9.1.4. Explosive devices~~

~~4.9.1.5. Weapons of mass destruction~~

~~4.9.2. Recognize and evaluate the situation.~~

~~4.9.3. Avoid and isolate the area.~~

~~4.9.4. Notify appropriate agencies and request assistance.~~

~~4.9.5. If and when determined, proceed to evacuate/shelter in place.~~

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

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

1. Identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:-

- a. Chemical agents
- b. Biological agents
- c. Radiological devices
- d. Explosive devices
- e. Weapons of mass destruction

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

a. Recognize and evaluate the situation

(i). Avoid and isolate the area

(ii). Notify appropriate agencies and request assistance

(iii). If and when determined, proceed to evacuate/shelter in place

~~2. Recognize and evaluate the situation.~~

~~3. Avoid and isolate the area.~~

~~4. Notify appropriate agencies and request assistance.~~

~~5. If and when determined, proceed to evacuate/shelter in place.~~

Performance Outcome 4.10. **(Taken from Patrol Category 4.59 in new LE Standards)**

Identify the impact of social media on today's terrorism activities.

Training Objectives Related to 4.10.

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

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

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

~~4.10.1.1. Monitor social media during the event, as applicable~~

~~4.10.1.2. Utilizing social media for distribution of information~~

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

~~1. Identify the impact of social media on terrorist activities.~~

~~a. Monitor social media during the event, as applicable~~

~~b. Utilizing social media for distribution of information~~

Performance Outcome 4.11 (Taken from Patrol Category 4.56 in new LE Standards)

Identify behavior(s) and indicators of suspicious ~~non-criminal~~ and criminal activity that may alert law enforcement to acts of terrorism and identify resources capable of providing assistance.

Training Objectives Related to 4.11.

1. Given a written ~~or practical~~ exercise, identify behavior(s) and indicators of suspicious ~~noncriminal~~ and criminal terrorist activity.

2. Given a written or practical exercise, identify federal, state, and local resources.

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

4.11.1. Identify behaviors and indicators of suspicious ~~non-criminal~~ and criminal activities.

4.11.2. Identify federal, state, and local resources.

4.11.2.1. Federal

4.11.2.1.1. Joint Terrorism Task Force

4.11.2.1.2. Terrorist Screening Center (TSC)

4.11.2.1.3. National Joint Terrorism Task Force

4.11.2.2. State Police — Fusion Center

4.11.2.3. Virginia Fusion Center

4.11.2.3. Local resources

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

~~1. Identify behavior(s) and indicators~~

~~a. Suspicious non-criminal~~

~~b. Criminal~~

~~2. Identify federal, state, and local resources.~~

~~a. Federal~~

~~1. Joint Terrorism Task Force~~

~~2. Terrorist Screening Center (TSC)~~

~~3. National Joint Terrorism Task Force~~

~~b. State Police—Fusion Center~~

~~c. Local resources~~

Performance Outcome 6.16 4.12 (Moved from DT Category)

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

Training Objectives Related to 6.16 4.12

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

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

~~6.16.1.~~ 4.12.1. Three factors Identify factors to consider when for controlling non-violent groups, ~~i.e., peaceable assemblies.~~

~~6.16.2.~~ 4.12.2. Identify officer safety Three factors to consider when dealing with hostile groups.

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

1. ~~Three factors for~~ Factors to consider when controlling non-violent groups, (i.e., peaceable assemblies):

- a. Officer safety considerations
- b. Command presence
- c. Communication skills
- d. Boundaries within which crowd must remain or move along
- e. Patterns of movement for crowd for control and safety

f. Emergency access/exit

2. ~~Three factors~~ Factors to consider when dealing with hostile groups: in a jail setting

a. Identify techniques of detecting violations of state laws/local ordinances/jail rules and regulations (sources of disturbance in a crowd by noise and movements)

b. Identify high risk areas (dark areas or areas where an inmate may hide)

c. Identify conditions that will indicate a law/jail rule violation

d. Identify appropriate steps to enforce the law and jail policies:

~~1.~~ (i). Deputy/ Jail Officer safety considerations:

~~a.~~ (1). Monitor the group's activity

~~b.~~ (2). Wait for appropriate back-up

~~c.~~ (3). Assess the group's propensity toward violence

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

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

~~2.~~ (ii). Command presence:

~~a.~~ (1). Safely approach the hostile group

~~b.~~ (2). Identify appropriate formations for potential riot

~~c.~~ (3). Identify emergency escape routes

~~d.~~ (4). Coordinate cover and contact responsibilities

~~3.~~ (iii). Communication skills and voice commands:

~~a.~~ (1). Establish contact with the hostile group

~~b.~~ (2). Formally identify the group leaders

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

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

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

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

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

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

~~i.~~ (9). Reassure the group of deputy/jail officer commitment to resolve the group's problems and restore peace and order to the area and/or facility.

4. (iv). Techniques of group control:

~~a.~~ (1). Smaller hostile groups

~~b.~~ (2). Larger hostile groups or rioters

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

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

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

6. (vi). Arrest procedures

7. (vii). Transportation of inmates

8. (viii). 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 4.13 (Taken from Patrol Category 4.60 in new LE Standards)

Respond to an active shooter/attack.

Training Objectives Relating to 4.13

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

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

Criteria: The student shall be tested on the following:

Practical Exercise:

4.13.1. Identify the entry points for responding officers.

4.13.2. Demonstrate safe weapons handling skills.

4.13.3. Demonstrate individual movements to an entry point.

4.13.4. Demonstrate team movements to an entry point.

4.13.5. Communicate scene status/actions before entry.

4.13.6. Identify and demonstrate concepts and principles of team movements, within a building.

4.13.7. Demonstrate team movement techniques from solo officer entry to multiple officers.

4.13.8. Demonstrate speed of movement based on the information provided.

4.13.9. Demonstrate responding and moving to immediately intervene in an ongoing active shooter/attack with stimulus/intelligence.

4.13.10. Demonstrate responding through a structure, during an active shooter/attack without active stimulus.

4.13.11. Demonstrate response techniques during an ongoing active shooter/attack that transitions into a barricaded suspect situation.

4.13.12. Demonstrate conducting room entries from one officer to multiple officers, while active shooter/attack is in progress.

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

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

4.13.15. Demonstrate self-care techniques.

Written Exercise:

4.13.16. Define active shooter event.

4.13.17. Define active attack event.

4.13.18. Identify the priorities of life.

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

1. Define active shooter

2. Define active attack

3. Equipment considerations

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

a. Knowing physical and marksmanship capabilities

b. Mentally rehearsing scenarios, which will enable better preparedness before an active shooter/attack occurs

c. Familiarization with the layout of the buildings

5. Considerations for lawful concealed handgun carry, armed citizens, and off duty/plain clothes first responders

6. Priorities of life

a. Victims

b. Innocents

c. Public Safety

d. Suspects

7. Vehicular approach and parking at the scene

a. Vehicle placement considerations

b. Lanes of ingress and egress for other responders should remain clear

8. Identify entry points

a. Dispatch

b. Reports from citizens

c. Officer observations

(i). Fleeing citizens

(ii). Visible victims

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

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

10. Concepts and principles of team movements within a building

a. Stay together as much as possible

b. Maintain security awareness around the team

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

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

11. Speed of movement based on the information provided

a. Stealth (Deliberate speed/systematic)

b. Direct-to-Threat (Dynamic)

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

a. One team holds the position of the known suspect

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

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

a. Known location of victims

b. Established zones

14. Render aid

Performance Outcome 4.14 (new 4.x)

Search delivery or transport vehicle for contraband or escapees.

Training Objective Related to 4.14.

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

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

Criteria: The student shall be tested on the following:

Practical Exercise:

4.14.1. Search a delivery vehicle for contraband or an escapee

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

Written Exercise:

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

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

Performance Outcome ~~5.3.~~ **4.15 Moved from INV (Taken from Patrol 4.49 in new LE Standards)**

~~Observe individual to recognize signs of abnormal behavior/mental illness.~~ Take an individual into custody when probable cause exists that a mental illness or a mental health crisis or emergency is occurring, using the appropriate Code of Virginia criteria and requirements.

Training Objective Related to ~~5.3.~~ **4.15**

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

Given a practical exercise:

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

Given a written exercise:

- ~~1. Identify behaviors that may indicate possible mental illness or other maladaptive and/or dangerous speech or actions that require deputy/jail officer intervention.~~
- ~~2. 2. Identify behaviors that may indicate possible dementia or Alzheimer's Disease that may require deputy/jail officer intervention.~~ Identify the process of obtaining and executing a Temporary Detention Order (TDO) in Virginia.
- ~~3. 3. Identify procedure to take into involuntary custody a person displaying behavior that gives the deputy/jail officer probable cause to believe that mental illness exists using the appropriate Code of Virginia requirements.~~ Identify the necessary criteria for the issuance and execution of an emergency custody order, based on applicable Code sections.

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

Practical Exercise:

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

~~5.3.1. 4.15.1.1. Signs~~ Observe and evaluate indicators of abnormal behavior ~~or dementia/Alzheimer's disease of an inmate;~~ speech, substance abuse, or other ongoing mental health crisis or emergency of the person in crisis

~~5.3.1.1. 4.15.1.2. Abnormal behaviors and physical signs that may be observed by deputy/jail officer~~ Obtain supporting information through the interview of witnesses on scene

~~5.3.2. 4.15.1.3. Identify~~ Evaluate the legal requirement procedure to take for taking an adult into involuntary emergency custody, pursuant to the Code of Virginia ~~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:~~

~~5.3.1.2. 4.15.1.4. Possible danger to officer from inmate behaving abnormally~~ Evaluate potential risk of harm to officer or other individual(s) on scene due to mental illness or state of crisis

~~5.3.1.3.~~ 4.15.1.5. Appropriate action to be taken related to abnormal behavior observed Take individual into custody, notify your supervisor of the time custody begins, and transport to a convenient location to be evaluated to determine whether the person meets the criteria for temporary detention and further hospitalization and treatment

~~5.3.3.~~ 4.15.1.6. Identify Demonstrate local procedure for securing, searching, and transporting a person who meets the criteria of an emergency custody order or temporary detention order in emergency custody.

Written Exercise:

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

~~5.3.1.4. Communication to jail staff of any statements or behavioral observations that indicate danger to the inmate or others.~~

~~5.3.2.1. Identify and be able to articulate conditions that assist mental health evaluators in obtaining an emergency custody order~~

5.3.2.2. 4.15.3. ~~Identify and be able to articulate conditions for a temporary detention order~~ Identify the process of obtaining and executing a Temporary Detention Order (TDO) in Virginia.

5.3.2.3. 4.15.4. ~~Identify procedures for obtaining an emergency custody order or temporary detention order.~~ Identify time constraints to execute ECO and TDO per § 37.2-808 (adults).

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

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

1. ~~Examples of abnormal behaviors or dementia/Alzheimer's Disease of an inmate.~~
Factors to consider when interacting with a potential person in crisis

a. Disorders and illnesses 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 or others:

~~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. c. The mannerisms displayed by someone who is severely depressed:

~~a.~~ (i). Going from talkative to quiet

~~b.~~ (ii). Giving away their personal effects

~~c.~~ (iii). Extreme sadness

~~d.~~ (iv). Excessive sleeping

e. (v). Noncompliance with jail rules

f. (vi). Neglect of personal hygiene.

4. d. The mannerisms displayed by someone who has suicidal tendencies:

~~a.~~ (i). Same as above for depression

~~b.~~ (ii). Talking of taking his life

~~c.~~ (iii). Hoarding of medications

~~d.~~ (iv). Attempts at suicide.

~~5. The mannerisms displayed by someone who has Alzheimer's:~~

~~a. Usually elderly~~

~~b. The “forgetfulness”~~

~~c. Not understanding their situation regarding incarceration~~

~~d. Physical behaviors such as pacing, problems with walking or mobility, wandering, poor eyesight, etc.~~

~~6. The mannerisms displayed by someone who is autistic:~~

~~a. Non-verbal~~

~~b. Echolalia~~

~~c. Unnatural use or association of items~~

~~d. The strange verbal noises uttered~~

~~e. The need for uniformity and a regular routine~~

~~f. The physical movements, (e.g.: rocking, snapping fingers, waving hands) associated with autism~~

~~g. The inability to meet personal needs.~~

~~7. The mannerisms displayed by someone who is intellectually challenged:~~

~~a. Low IQ evident in verbal or written communication~~

~~b. Misunderstanding of even simple commands~~

~~c. Not able to do even simple tasks~~

~~d. Not able to meet personal needs~~

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

~~d.~~ f. 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.

g. Substance abuse is considered a mental illness, per Americans with Disabilities

Act of 1990, Pub. L. No. 101-336, § 1, 104 Stat. 328 (1990)

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

~~2. Take into involuntary custody an inmate displaying behavior that gives the deputy/jail officer probable cause to believe that mental disability exists using the appropriate Code of Virginia requirements:~~

~~a. Identify and be able to articulate conditions that assist mental health evaluators in an emergency custody order~~

~~b. Identify and be able to articulate conditions for a temporary detention order~~

~~c. Identify procedures for obtaining an emergency custody order or temporary detention order~~

~~d. Identify procedure for securing, searching, and transporting an inmate who meets the criteria of an emergency custody order or temporary detention order.~~

~~3. 2. Identify potential for multi-jurisdictional transportation of persons under an ECO or TDO:~~

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

a. The respondent has a mental illness

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

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

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

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

4. Understand statewide jurisdiction pursuant to § 15.2-1724

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

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

a. ECO not a prerequisite for TDO

b. Evaluation must be complete before petitioning for TDO

7. Identify potential outcomes of ECO and TDO procedures (whether initially taken into

orderless custody or with order from magistrate from someone else's petition)

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

b. Court may order involuntary commitment, mandatory outpatient treatment

with discharge plan and monitoring, or a combination of the two

c. The court may order the respondent released

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

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

a. Relevant code sections

b. Law enforcement authority to execute and transport

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

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

about the individual and his/her status

11. Identify the MARCUS (Mental Health Awareness Response and Community Understanding Services) Alert System and its establishment of a framework for a statewide crisis response system

a. Facilitates a specialized response in accordance with § 9.1-193, when diversion is not feasible

b. No specific alert (like Amber Alert or Senior Alert systems) but requires law enforcement to adopt additional resources for response to calls for mental health crises

(i). Development of joint protocols and policies between law enforcement, CSBs, fire/EMS, and various other community stakeholders that dictate specific responses to certain calls for service, (i.e., CSB prescreening clinician meeting a law enforcement officer on scene or in an emergency room when appropriate)

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

a. Allows law enforcement and Commonwealth's Attorneys to file a petition with

the Court for a civil order to temporarily prohibit the possession, purchase, or transportation of firearms from individual at high risk of harm to themselves or others, § 19.2-152.14

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

Performance Outcome 4.16

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

Training Objectives Related to 4.16

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

Criteria: The student shall be tested on the following:

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

4.16.2. Define what generally constitutes a disaster.

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

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

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

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

1. Identify and explain the Code section enabling local counties, cities, and towns to establish local ordinances that deal with disaster (§ 15.2 and § 44-146.19)

2. Define what generally constitutes a disaster

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

3. Incident Command System (ICS):

a. Components

b. Structure

c. Purpose of unified command under ICS

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

e. Communications protocol

f. Transfer of command by the first responding deputy/ jail officer

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

a. Executive Order of the Governor requiring NIMS in Virginia

b. Presidential directive related to NIMS

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

Investigations

Performance Outcome 5.1

Investigate complaints from inmates.

Training Objective Related to 5.1.

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

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

5.1.1. Review written or verbal complaints received from inmates.

5.1.2. Research complaints from inmates: 1.

~~5.1.2.1. Review policy in reference to the type of complaints~~

~~5.1.2.2.~~ 5.1.2.1. Interview inmates making the complaints. 1.

~~5.1.2.3.~~ 5.1.2.2. If necessary, take complaint to a supervisor. 1.

~~5.1.3. Provide information to the inmate in accordance with agency policy.~~

~~5.1.4.~~ 5.1.3. Document the (your?) deputy/jail officer's response to the written requests or grievances of inmates: 1.

~~5.1.4.1. Make note in the daily log of response to inmate complaint or write on separate form and place in inmate inmate's file. 1.~~

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

~~1. Review written or verbal complaints received from inmates.~~ Use a camera to document evidence or scene

2. Provide the inmate with final resolution

~~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 problem-solving method methods to identify and alleviate the causes of problems within the jail.

Training Objectives Related to 5.2.

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

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

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

~~5.2.1.1. Functional approach~~

~~5.2.1.2. Analytical approach.~~

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

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

1. Use structured problem solving methods to identify causes of jail problems:

a. Functional approach requires deputy/jail officer to identify type of problem based on whether or not either a physical item in the jail is or is not working properly:

~~1-~~ (i). Includes physical/structural problems of the jail, (i.e., water leakage after heavy rain, etc.)

~~2-~~ (ii). Includes maintenance/mechanical problems of the jail, (i.e., lights out, plumbing stuck, etc.)

~~3-~~ (iii). Any other type of problem the instructor may use to illustrate this approach-

b. Analytical approach requires deputy/jail officer to identify type of problem based on whether or not an individual or program is functioning properly:

~~1.~~ (i). Includes overcrowding in cell blocks

~~2.~~ (ii). Includes behavioral problems with inmates

~~3.~~ (iii). Includes mental/physical health issues with inmates

4. (iv). Any other type of problem the instructor may use to illustrate this approach.

2. Ways to alleviate causes of jail problems:

a. Notify supervisor of any physical/structural damage to facility

b. Notify the maintenance department in accordance with department policy to make repairs

c. Move inmates to other housing to alleviate medical problems, overcrowding, or deal with disruptive inmates

d. Use of medical services to solve inmate mental/physical health issues, ~~(e.g.~~ i.e., suspected contagious diseases)

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

f. Request a mental health evaluation for inmate:

~~1.~~ (i). Notify supervisor of abnormal behavior observed

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

Performance Outcome 5.4. 5.3

Investigate unusual odors and sounds.

Training Objectives Related to 5.4. 5.3

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

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

5.4.1. 5.3.1. Investigating Identify steps to take when 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. 5.3.2. Investigating Identify steps to take when 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: all items listed in the Critiera section and the additional information below.

1. Making rounds and investigating unusual odors:

- a. Smoke from a fire either electrical or material
- b. Cigarette, tobacco products smoke to include illegal drugs
- c. Chemical spills, (i.e., inmate throws cleaning solution)
- d. Powder smells, (i.e., baby powder to hide cigarette smell)
- e. Homemade mash, wine, alcohol
- f. Overflowing toilets/backed up sewer systems
- g. Inmate vomiting
- h. Gas smells
- ~~i. Others as instructor may identify.~~

2. Emergency decisions to be made if needed:

- a. Evacuation in case of fire or ~~hazmat~~ HAZMAT incident
 - b. Notifying supervisor and/or coworkers
 - c. Notifying proper responding units and/or agencies, if needed:-
 - d. Extinguish small fires
 - e. Carry or drag an unconscious or immobile person to safety
3. Notify proper authorities to correct problems (such as maintenance, medical, etc.)-
4. Making rounds and investigating unusual sounds:-
- a. Sounds of scraping and or knocking against exterior/interior walls
 - b. Sounds of inmate in distress
 - c. Sounds of inmates involved in fight and/or illegal activities-
5. Making emergency decisions if needed:-
- a. Secure area if escape attempt discovered
 - b. Secure area if crime scene and act on violations-

Performance Outcome 3.2- 5.4

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

Training Objectives Related to ~~3.2.~~ 5.4

Given a ~~written or~~ practical exercise, 5.4

- ~~1. Identify factors to consider in conducting an inmate interview.~~
- ~~2.~~ 1. Interview a complainant, a witness or a victim.
- ~~3.~~ 2. Interview an inmate combining demonstrating legal requirements and interview techniques.

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

For a complainant, a witness or a victim:

- ~~3.2.1.~~ 5.4.1. Demonstrate Professional professional demeanor.
- ~~3.2.2.~~ Demonstrate Use use of open-ended questions.
- ~~3.2.3.~~ 5.4.2. Recording of information necessary to complete a report Record all
necessary information to complete a thorough report.

For an inmate:

~~3.2.4.~~ 5.4.3. Three considerations of conducting an interview Demonstrate professional demeanor.

~~3.2.5.~~ 5.4.4. Three interview styles Demonstrate considerations for conducting an interview.

~~3.2.6.~~ 5.4.5. Identify A a strategy and questions to ask prior to the interview questioning.

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

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

~~For a complainant, a witness or a victim:~~

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

~~1.~~ Professional demeanor

~~2.~~ Use of open-ended questions

a. Professional demeanor

b. Considering cultural differences

c. Separating parties involved prior to the interview

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

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

~~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:~~ For a victim:

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

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

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

6. Identify three considerations of conducting an interview:

a. Legal considerations

~~a.~~ b. Timing

~~b.~~ c. Location

~~c.~~ d. Physical and emotional needs

~~d.~~ e. Drug and alcohol effects

~~e.~~ f. Preparation

~~f.~~ g. Privacy/confidentiality

~~g.~~ h. Physical barriers

~~h.~~ Juvenile/adult

~~2.~~ Identify three interview styles

~~a. Factual~~

~~b. Sympathetic~~

~~c. Hostile~~

~~d. Apathetic~~

~~e. Face-saving~~

~~f. Complimentary~~

7. Interview techniques

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

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

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

(i). When answering questions

(ii). Speech patterns

(iii).Body posture

(iv). Eye position

(v). Lip behavior

(vi). Hand movements

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

~~4. Given a practical exercise combining legal requirements and interview techniques, conduct a suspect interview.~~

~~a. Introduction and purpose of the interview~~

~~b. Question for desired information~~

~~c. Adhere to legal requirements~~

~~d. Conclude~~

8. Identify ways to corroborate an inmate's confession

9. Record all necessary information to complete a thorough report

a. Use exact words as much as possible

10. Document statements given by victims, witnesses, and suspects with audio/video technology, when practical

Performance Outcome 3.3.

Summarize in writing the statements of inmates, witnesses and complainants

Training Objectives Related to 3.3.

1. Given a practical exercise, complete an accurate written report based on an interview.

Criteria: The trainee shall be tested on the following:

3.3.1. Facts related to the incident.

3.3.2. Events preceding the incident.

3.3.3. Write a the information gained during the interview.

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

1. Facts related to the incident

2. Events preceding the incident

3. Identification of good listening techniques that encourage the person to talk

4. Clarification of words or slang

~~5. Use of open-ended questions~~

~~6. Use of simple and focused language~~

~~7. Use of “listening” body language~~

~~a. Casual observation~~

~~b. Feedback language~~

~~c. Gaining complete information about interviewee~~

~~8. Write a the information gained during the interview~~

~~a. Summarize the statements of witnesses and complainants to answer who, what, where, when, why, and how of an incident.~~

~~b. Be clear, complete and concise.~~

~~c. Be accurate, reliable and objective.~~

~~d. Use proper grammar and spelling (proofread to remove errors).~~

~~e. Cover as completely as possible what the witness/complainant sees or knows.~~

~~9. Reports must be written independently in the trainee’s own words unless it is a direct quote. Trainees may not copy each other’s reports.~~

Performance Outcome 5.5 (Taken from PO 4.10 in new LE Standards)

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

Training Objectives Related to 5.5

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

Criteria: The student shall be tested on the following:

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

5.5.1.1. Marijuana

5.5.1.2. Hallucinogens

5.5.1.3. Stimulants

5.5.1.4. Narcotic analgesics

5.5.1.5. Inhalants

5.5.1.6. Depressants

5.5.1.7. Dissociative anesthetics

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

5.5.2.1. Marijuana

5.5.2.2. Hallucinogens

5.5.2.3. Stimulants

5.5.2.4. Narcotic analgesics

5.5.2.5. Inhalants

5.5.2.6. Depressants

5.5.2.7. Dissociative anesthetics

5.5.3. Identify various forms of drug paraphernalia.

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

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

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

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

a. Marijuana (and Tetrahydrocannabinol (THC) concentrates)

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

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

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

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

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

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

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

3. Common street packaging of controlled substances for illegal sale

a. Marijuana packaging varies

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

b. Powder Cocaine varies

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

c. Heroin

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

d. PCP (phencyclidine)

(i). Tin foil for small amounts

(ii). Vanilla extract bottles for liquid

(iii). Large amounts vary from baggies to mason jars

e. Methamphetamine

(i). Packaged in similar containers as cocaine

f. Crack Cocaine

(i). Sold in similar containers as powder

g. GHBs, Ecstasy

(i). Usually sold in capsules

h. Mushrooms

(i). Baggies

i. LSD

(i). Paper (usually blotter type)

(ii). Sugar cubes

j. Pills

(i). Packaging varies

k. Hash oil

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

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

(i). Designed plastic and foil baggies

(ii). Can come in pill and capsule form

(iii). Blotter paper

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

4. Factors to consider for controlled substances investigation and prosecution

a. Establishing probable cause for arrest

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

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

d. Evidence preservation

e. Evidence submission (to forensic lab)

f. Suitability of field test use

g. Suspect history/prior record

h. Suspect/witness relationship

i. Dispose of drugs (per court order)

j. Check with informants/concerned citizens

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

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

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

Performance Outcome 5.6

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

Training Objectives Related to 5.6

Given a written exercise:

1. Identify signs and symptoms of possible narcotics overdose.

2. Define opiate.

3. Identify commonly encountered opiates.

4. Identify methods for emergency response to a possible opioid overdose.

5. Identify delivery methods for pharmacological antidotes.

Criteria: The student shall be tested on the following:

5.6.1. Identify signs and symptoms of possible narcotics overdose.

5.6.2. Define opiate.

5.6.3. Identify commonly encountered opiates.

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

5.6.5. Identify delivery methods for pharmacological antidotes.

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

1. Identify signs and symptoms of possible narcotics overdose

a. Shallow breathing

b. Confusion

c. Altered level of consciousness, no response to stimuli

d. Loss of consciousness

2. Identify commonly encountered opiates

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

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

(i). Street names

(ii). Common packaging

3. Identify emergency care procedures for a possible opioid overdose

a. Check for consciousness

b. Open airway

c. Turn onto side to limit choking

d. Administer pharmacological antidote, (i.e., naloxone) if available

4. Identify delivery methods for pharmacological antidotes

a. Identify potential responses to rapid reversal by pharmacological antidotes
important to law enforcement

(i). Severe agitation and aggression

(ii). Continue to assess victim for continued care

Defensive Tactics/Use of Force

Performance Outcome 6.1 (New)

Understand the factors affecting the use of force.

Training Objectives Related to 6.1

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

Criteria: The student shall be tested on the following:

6.1.1. Identify factors affecting the use for force.

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

1. Factors affecting the use of force

a. Legal standing

b. Non-compliance

c. Levels of resistance by the subject(s)

d. Objective reasonableness /totality of the circumstances

2. Decision making process for escalation and de-escalation of force

a. Familiarization of use of force options

3. Identify the dangers of firing warning shots

4. Identify the dangers of shooting from a moving vehicle

5. Identify the dangers of shooting while in motion

6. Identify the dangers of shooting at a moving target

7. Identify the dangers of shooting into or at a moving vehicle

a. Review relevant legal statutes

Performance Outcome 6.5 6.2

Approach people subjects on foot and from department vehicle.

Training Objectives Related to 6.5 6.2

1. Given a practical exercise, identify safe approaches to people safely approach
subjects on foot and from department vehicle.

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

~~6.5.1.~~ 6.2.1. Evaluate risk to public and Deputy/Jail Officer:

~~6.5.1.1.~~ 6.2.1.1. People in area/~~inmates in area~~

~~6.5.1.2.~~ 6.2.1.2. Easily accessed buildings/areas

~~6.5.1.3.~~ 6.2.1.3. Potential escape routes

~~6.5.1.4.~~ 6.2.1.4. Cover

~~6.5.1.5.~~ 6.2.1.5. Potential for situation to escalate

~~6.5.1.6.~~ 6.2.1.6. Back-up

~~6.5.2.~~ 6.2.3 Techniques of safe approach

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

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below. : 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. 1. Techniques of safe approach:

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

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

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

~~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. 6.3

Use weaponless techniques to subdue control a person resisting arrest or to control a person, a resisting suspect subject and place in a prone position.

Training Objectives Related to ~~6.8.~~ 6.3

- ~~1. Given a written exercise, identify the psychological and physiological effects of sudden stress. (Criteria 6.8.1 and 6.8.2)~~
- ~~2.~~ **1.** 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) Given a practical exercise, demonstrate a proper method for controlling and placing a resisting suspect in a prone position.

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

6.3.1. Demonstrate safe contact and initial control.

6.3.2. Demonstrate a control hold to prone position

6.3.3. Maintain control in prone position for handcuffing.

6.3.4. Demonstrate bringing a handcuffed person to their feet.

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

1. Demonstrate weaponless techniques to control person

a. Effective communications

b. Weaponless (empty hand) control techniques

c. Safe contact and initial control

(i). Front

(ii). Side

(iii). Back

~~6.8.1. Identification of psychological and physiological effects of sudden stress related to each effect and reaction using an anatomical chart or volunteer~~

~~6.8.2. Identification of basic principles and fundamentals of defensive tactics:~~

~~6.8.2.1. Target identification~~

~~6.8.2.2. Access to target~~

~~6.8.3. Demonstration of technique of approach~~

~~6.8.4. Demonstration of blocking principles designed to neutralize attack:~~

~~6.8.4.1. Low outside~~

~~6.8.4.2. Low inside~~

~~6.8.4.3. Middle outside~~

~~6.8.4.4. Middle inside~~

~~6.8.4.5. High~~

~~6.8.4.6. Blocks to include both sides~~

~~6.8.5. Demonstration of weaponless techniques to control subject:~~

~~6.8.5.1. Effective communications~~

~~6.8.5.2. Weaponless (empty hand) control techniques:~~

~~6.8.5.2.1. Safe contact and initial control:~~

~~6.8.5.2.1.1. Front~~

~~6.8.5.2.1.2. Side~~

~~6.8.5.2.1.3. Back~~

~~6.8.5.2.2. Decentralization to prone position with minimal risk of injury
to resisting subject~~

~~6.8.5.2.3. Stabilization in prone position for cuffing or to await
backup deputies/jail officers~~

~~6.8.6. Demonstrate blocking techniques with a partner using safety equipment in a
controlled environment that provides for minimizing potential injury to the trainee
or partner.~~

~~6.8.7. Demonstrate techniques to prevent a takedown to the ground:~~

~~6.8.7.1. Demonstrate techniques to minimize injury when falling.~~

~~6.8.7.2. Demonstrate ground defense techniques to take control of a person
from the ground in order to escape and create distance or to position for
handcuffing.~~

~~6.8.8. Demonstrate ability to protect the firearm and other weapons on the duty
belt while on the ground.~~

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

~~1. Identification of psychological and physiological effects of sudden stress related to
each effect and reaction using an anatomical chart and/or volunteer.~~

~~2. Identification of basic principles and fundamentals of defensive tactics:~~

~~a. Target identification~~

~~b. Access to target~~

~~3. Demonstration of approach techniques~~

~~4. Demonstration of blocking principles designed to neutralize attack:~~

~~a. Low outside~~

~~b. Low inside~~

~~c. Middle outside~~

~~d. Middle inside~~

~~e. High~~

~~f. Blocks to include both sides~~

~~5. Demonstration of weaponless techniques to control subject:~~

~~a. Effective communications~~

~~b. Weaponless (empty hand) control techniques:~~

~~1. Safe contact and initial control:~~

~~a. Front~~

~~b. Side~~

~~c. Back~~

~~2. Decentralization to prone position with minimal risk of injury to resisting subject~~

~~3. Stabilization in prone position for cuffing or to await backup deputies/jail officers~~

~~6. Demonstrate blocking techniques with a partner using safety equipment in a controlled environment that provides for minimizing potential injury to the trainee or partner.~~

~~7. Demonstrate techniques to prevent a takedown to the ground:~~

~~a. Demonstrate techniques to minimize injury when falling.~~

~~b. Demonstrate ground defense techniques to take control of a person from the ground in order to escape and create distance or to position for handcuffing.~~

~~8. Demonstrate ability to protect the firearm and other weapons on the duty belt while on the ground.~~

~~Safety Equipment Note: Safety equipment must be utilized appropriately during demonstrations.~~

Performance Outcome 6.4 (Separated from 6.10)

Use blocking techniques to defend a strike or a kick.

Training Objectives Related to 6.4

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

Criteria: The student shall be tested on the following:

6.4.1. Demonstrate blocking techniques designed to neutralize attack.

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

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

Performance Outcome ~~6.12,~~ 6.5

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

Training Objectives Related to ~~6.12.~~ 6.5

Given a practical exercise:

1. ~~Given a written, audio-visual, or practical exercise, Identify~~ Demonstrate the location of body pressure points.
2. ~~Given a practical exercise, Demonstrate pressure point techniques.~~ the use of touch or striking pressure to gain control of a person who is standing, seated, or prone.
3. Demonstrate the use of touch or striking pressure to defend from an attack or grab.
4. Demonstrate an escape from a chokehold.

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

~~6.12.1.~~ 6.5.1. Identification of Identify the body body's pressure points.

6.5.1.1. On the head and neck

6.5.1.2. On the torso

6.5.1.3. On the arms and hands

6.5.1.4. On the legs

~~6.12.1.1.~~ 6.5.2. Identify carotid a choke hold as deadly force.

~~6.12.2.~~ 6.5.3. Demonstration of Demonstrate pressure point control techniques:.

~~6.12.2.1.~~ 6.5.3.1. Touch pressure

~~6.12.2.2.~~ 6.5.3.2. Strike

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section.
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 ~~6.14.~~ 6.6

Handcuff subject(s) and apply restraints.

Training Objective Related to ~~6.14.~~ 6.6

~~2.~~ **1.** Given a practical exercise, demonstrate safe and effective handcuffing of subject(s) and apply leg restraints to arrestees.

~~1.~~ **2.** Given a written exercise, define positional asphyxia and identify the legal considerations.

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

Practical Exercise:

~~6.14.1.~~ **6.6.1. Demonstrate** Safe safe and effective handcuffing of cooperative single and multiple subjects.

~~6.14.2.~~ **6.6.2. Demonstrate** Safe safe and effective handcuffing of a subject in the following positions:

6.14.2.1. Standing

6.14.2.2. Kneeling

6.14.2.3. Prone

~~6.14.3.~~ **6.6.3. Demonstrate** safe and effective handcuffing of a suspect after having performed a learned control hold/take down technique in standing, ~~kneeling~~, and prone positions.

~~6.14.4.~~ 6.6.4. Demonstrate Application application of leg irons "flex cuffs" or other devices that restrain legs or torso avoiding force levels and methods that present unnecessary injury potential to the deputy/jail officer and subject.

Written Exercise:

6.14.5. 6.6.5. Definition of Define positional asphyxia.

~~6.14.5.1. Identify primary medical dangers associated with sudden restraint of violent person.~~

6.14.5.2. 6.6.6. Identify Primary primary medical dangers associated with positional asphyxia and potential liability.

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

~~1. Safe and effective handcuffing of cooperative single and multiple 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. 1. Definition of positional asphyxia: Define positional asphyxia as a form of asphyxia, which occurs when someone's position prevents the person from breathing adequately~~

~~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 6.1,**~~ **6.7 (similar to Legal 2.14; Taken from DT Category 6.7 in new LE Standards)**

~~Search juvenile(s), visitor(s), subject(s), arrested person(s) or inmate(s).~~ **Pat down a subject and search an arrested person.**

Training Objective Related to ~~6.1,~~ 6.7

~~2. 1.~~ demonstrate the technique of conducting a search of a juvenile(s), visitor(s), subject(s), arrested person(s) or inmate Given a written exercise, identify factors to consider when conducting a pat down of a subject and search of an arrested person.

~~1. 2.~~ 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. Given a practical exercise, demonstrate techniques of conducting a pat down of a subject and search of an arrested person, or multiple subjects.

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

Practical Exercise:

~~6.1.6. 6.7.1.~~ Identification of contact and cover principles for safe approach to single and multiple subjects Demonstrate contact and cover principles for safe approach to single and multiple subjects.

~~6.1.7. 6.7.2.~~ Demonstrate the techniques of conducting a search: a pat down.

6.7.2.1. Provide verbal instructions.

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

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

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

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

6.7.3. Demonstrate a search.

6.7.3.1. Provide verbal instructions.

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

6.7.3.3. Maintain a safe position while conducting a search.

6.7.3.4. Maintain control of the subject during a search.

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

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

6.7.3.7. Communicate relevant information to the cover officer.

~~6.1.9. Use of personal protective equipment during 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~~

Written Exercise:

~~6.1.1.~~ 6.7.4. Define a search.

~~6.1.2.~~ 6.7.5. Identify Legal requirements/conditions of for different 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. 6.7.6. Identify Identification of those places on males and females locations where dangerous weapons or contraband may be concealed on subjects.~~

~~6.1.4. Identification of concealed weapon clues~~

~~6.1.5. 6.7.7. Identify Identification of pre-assault /pre-flight indicators.~~

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

~~1. Define a search~~

~~2. Legal requirements/conditions of types of searches:~~

~~a. Frisk~~

~~b. Thorough clothed search~~

~~c. Strip search~~

~~d. Body cavity search~~

~~e. Electronic search~~

~~3. Identification of those places on males and females where dangerous weapons or contraband may be concealed~~

~~4. Identification of concealed weapon clues~~

~~5. Identification of pre-assault indicators~~

~~6. Identification of contact and cover principles for safe approach to single and multiple subjects~~

~~7. Demonstrate the techniques of conducting a search and a search:~~

~~a. Verbal directions to give~~

~~b. Placement of single or multiple subjects in a pre-search position~~

~~c. Placement of single or multiple subjects in a standing, kneeling and prone search position.~~

~~d. Control and subject security during a search and a search~~

~~e. Safely retrieving and securing weapons or contraband that are identified during a search and a search~~

~~f. Communicating relevant information to the cover Deputy/Jail Officer~~

~~8. Secure and record any items taken during a custodial 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~~

1. Define a pat down and a search

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

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

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

2. The techniques of conducting a pat down

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

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

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

3. The techniques for conducting a search

a. Execution of standing search of suspect

(i). Search the waistband

(ii). Search their hair

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

(iv). Search the armpits and arms

(v). Search the legs using the same steady pressure technique

(vi). Switch to the other side and repeat entire procedure

(vii). Search mouth

(viii). Search the groin area

(ix). Search shoes, socks, and feet

(x). Communicate to cover officer about weapons or contraband found

(xi). Hand off to cover officer when possible

b. Execution of prone search

(i). After handcuffing, conduct an immediate cursory search of waist area in the prone position

(1). When practical, stand subject up and complete the standing search

(ii). Use caution when searching the legs to avoid being kicked

(iii). Turn the subject on his/her side away from you when searching their upper body

(iv). Avoid stepping over the subject when switching sides

(v). Always walk around the subject

4. Recognize improvised and disguised weapons

Performance Outcome 6.8

Demonstrate takedown avoidance techniques and ground defense techniques.

Training Objectives related to 6.8

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

Criteria: The student shall be tested on the following:

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

6.8.2. Demonstrate techniques to minimize injury when falling.

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

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

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

Performance Outcome 6.9

Use an impact weapon to control a person.

Training Objectives Related to 6.9

1. Given a practical exercise, demonstrate techniques for using an impact weapon to control a person.

2. Given a written exercise, identify areas not to target with an impact weapon.

Criteria: The student shall be tested on the following:

Practical Exercise:

6.9.1. Demonstrate offensive and defensive stances.

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

Written Exercise:

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

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

Performance Outcome ~~6.15~~ 6.10 (Taken from DT Category 6.10 in new LE Standards)

Use chemical agents and other crowd management equipment.

Training Objectives Related to ~~6.15~~ 6.10

1. Given a practical exercise, demonstrate deploying an inert oleoresin capsicum or its equivalent.

2. Given a practical exercise, demonstrate affecting an arrest after exposure to oleoresin capsicum or its equivalent.

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

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

Practical Exercise:

6.10.1. Demonstrate deploying an inert oleoresin capsicum or its equivalent.

6.10.2. Demonstrate affecting an arrest after exposure to oleoresin capsicum or its equivalent.

Written Exercise:

~~6.15.1.~~ 6.10.3. Description of Identify the types of chemical agents, and aerosol sprays and pyrotechnics used in criminal justice systems professions and methods of deployment.

~~6.15.2.~~ 6.10.4. Identification of Identify the proper application of chemical agents and aerosol sprays.

~~6.15.3.~~ 6.10.5. Identification of Identify the side intended effects on persons sprayed with chemical or aerosol spray.

~~6.15.3.1. Short term~~

~~6.15.3.2. Long term~~

6.15.4. 6.10.6. Description of Identify the first-aid or aftercare to use when contaminated with chemical agents or aerosol sprays according to type and density of the contamination.

6.15.5. 6.10.7. Description of Identify the methods of structural decontamination of chemical or aerosol agents.

6.15.6. 6.10.8. Description of Identify the methods of restraint and transportation of person sprayed with a 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 all items listed in the Criteria section and the additional information below. the following:

1. Identification of Identify the ethical consideration involved reasonableness and legal constraints considerations related to use of chemical agents and aerosol sprays-

4. 2. Intended Identification of side effects on persons sprayed with chemical or aerosol spray:

a. Short term Psychological

b. Long term Physiological

~~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.~~

~~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 ~~6.9.~~ 6.11 (Taken from DT Category 6.11 in new LE Standards)

Subdue Defend against and control a physically attacking person.

Training Objectives Related to ~~6.9.~~ 6.11

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

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

~~6.9.1. Identification of weapon considerations of subject and deputy/jail officer~~

~~6.9.2. 6.11.1. Demonstration of defensive strategy designed to protect deputy/jail officers' vulnerable targets~~ Maintain officer safety utilizing distance and approach.

~~6.9.3. 6.11.2. Demonstration of weapon control by the deputy/jail officer~~
Demonstrate defensive countermeasures designed to control the aggressor.

6.11.2.1. Move suspect to prone position for cuffing.

6.11.2.2. Disengage from the subject.

~~6.9.4. 6.11.3. Demonstration of offensive active countermeasures designed to neutralize aggressor for de-escalation~~ Demonstrate escalation in deadly force encounter.

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

~~6.9.5. Demonstration of de-escalation by:~~

~~6.9.5.1. Decentralizing suspect to prone position for cuffing~~

~~6.9.5.2. Disengaging from suspect~~

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

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

Performance Outcome ~~6.2~~ 6.12 (Taken from DT Category 6.12 of new LE Standards)

Restrain Control intoxicated, disruptive or violent individuals inmates.

Training Objectives Related to ~~6.2.~~ 6.12

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

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

~~6.2.1.~~ 6.12.1. Demonstrate Deputy/Jail Officer safety considerations.;

~~6.2.1.1.~~ 6.12.1.1. Key planning elements related to isolating Isolate a disruptive individual from others.;

~~6.2.1.2.~~ 6.12.1.2. Use of available backup deputies/jail officer(s)

~~6.2.2.~~ 6.12.2. Demonstrate Command command presence (stance, posture, eye contact).;

~~6.2.3.~~ 6.12.3. Demonstrate Communication communication skills to minimize antagonistic responses.;

~~6.2.4.~~ 6.12.4. Demonstrate Appropriate reasonable escalation/de-escalation of force ~~on a force continuum~~.;

~~6.2.5.~~ 6.12.5. Use safe and effective Restraint control procedures.;

~~6.2.6.~~ 6.12.6. Demonstrate Effecting effecting an arrest (if necessary).

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

~~1. Officer safety considerations:~~

~~a. Key planning elements related to isolating a disruptive individual from others~~

~~b. Use of available backup deputies/jail officer(s)~~

~~2. Command presence (stance, posture, eye contact)~~

~~3. Communication skills to minimize antagonistic responses~~

~~4. Appropriate escalation/de-escalation on a force continuum~~

~~5. Restraint procedures~~

~~6. Effecting an arrest (if necessary)~~

Performance Outcome ~~6.4.~~ 6.13 (Taken from DT Category 6.13 in new LE Standards)

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

Training Objective Related to ~~6.4.~~ 6.13

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

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

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

Cell:

6.4.1. 6.13.1. ~~Deputy/jail officer safety considerations~~ Demonstrate the safe approach to a cell.

6.4.2. 6.13.2. Demonstrate the Use use of appropriate extraction techniques. for cell and vehicle (extract from rear of transport vehicle)

6.4.3. 6.13.3. Maintain control of suspect subject

6.4.4. 6.13.4. Demonstrate the Use appropriate use of a reasonable level of force

6.4.5. 6.13.5. Demonstrate the Use use of appropriate restraints.

Vehicle:

6.13.6. Demonstrate the safe approach to a vehicle.

6.13.7. Demonstrate the use of appropriate extraction techniques.

6.13.8. Maintain control of subject.

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

6.13.10. Demonstrate the use of appropriate restraints.

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

1. Deputy/jail officer safety considerations

a. Monitor the subject's actions

b. Wait for appropriate subject's propensity toward violence

d. Determine the nature of their weapons

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

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

a. Verbal commands

b. Control holds

c. Pressure points

d. Distraction techniques

~~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 ~~6.7.~~ 6.14 (Taken from DT Category 6.14 of new LE Standards)

Break up fights between two or more persons.

Training Objectives Related to ~~6.7.~~ 6.14

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

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

~~6.7.1.~~ 6.14.1. Evaluate the situation.

~~6.7.2.~~ 6.14.2. Intervene verbally.

6.14.2.1. Announce officer presence.

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

~~6.7.3.~~ 6.14.3. Use the appropriate a reasonable level of force.

~~6.7.4.~~ 6.14.4. Demonstrate Use officer safety procedures.

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

~~1. Evaluate the situation~~

~~2. Intervene verbally using communication skills and voice commands:~~

~~a. Establish contact with the hostile persons~~

~~b. Ascertain the reason(s) for their hostility~~

~~c. Use calming techniques to reduce emotions and restore rational thought~~

~~d. Communicate the officer's position and responsibilities in the situation~~

~~e. State any applicable laws and rules and consequences of continued acts~~

~~3. Use the appropriate level of force when verbal intervention fails.~~

~~4. Use officer safety procedures:~~

~~a. Monitor the individuals' activities~~

- ~~b. Wait for appropriate back-up per department policy~~
- ~~c. Assess the individuals' propensity toward violence~~
- ~~d. Determine the nature of their weapons~~
- ~~e. Intervene using the quickest defensive tactics to restrain and control individuals.~~

Performance Outcome ~~6.11~~ 6.15 (Taken from DT Category 6.15 in new LE Standards)

Pursue a fleeing subject/inmate on foot and subdue maintain control the subject/inmate of them when apprehended.

Training Objectives Related to ~~6.11~~ 6.15

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

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

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

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

6.11.1. ~~6.15.1.2.~~ Assessment Assess the subject for immediate of threat. ~~by the~~
subject.

~~6.11.2. Identification of weapon considerations of subject and deputy/jail officer.~~

6.11.3. 6.15.2. ~~Demonstration of weapon~~ Demonstrate weaponless control by the
deputy/jail officer to subdue subject for arrest.

~~6.11.4. Demonstration of contact and initial control.~~

~~6.11.5. Demonstration of decentralization to prone position with minimal risk of
resisting suspect injury.~~

~~6.11.6. 6.15.3. Demonstration of stabilization~~ Demonstrate control in a in prone
position for cuffing procedures.

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

~~1. Assessment of threat by the subject~~

~~2. Identification of weapon considerations of subject and deputy/jail officer~~

~~3. Demonstration of weapon control by the deputy/jail officer~~

~~4. Demonstration of contact and initial control~~

~~5. Demonstration of decentralization to prone position with minimal risk of resisting subject injury~~

~~6. Demonstration of stabilization in prone position for cuffing procedures~~

Performance Outcome ~~6-13.~~ 6.16 (Taken from DT Category 6.16 in new LE Standards)

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

Training Objective Related to ~~6-13.~~ 6.16

~~1. Given a written exercise, identify factors to consider when attempting to disarm a subject.~~

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

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

~~6.13.1.~~ 6.16.1. Identification of Identify factors to consider when assessing considering whether an attempt to disarm a suspect is appropriate or not to control an armed threat.

~~6.13.1.1.~~ 6.16.1.1. Distance/cover

~~6.13.1.2.~~ 6.16.1.2. Type of weapon

~~6.13.1.3.~~ 6.16.1.3. Obstacles

~~6.13.1.4.~~ 6.16.1.4. Will the attempt jeopardize life or personal safety?

~~6.13.2.~~ 6.16.2. Demonstration of a Demonstrate trapping and the disarming sequence regarding a handgun and long gun.

~~6.13.2.1.~~ Handgun:

~~6.13.2.1.1.~~ 6.16.2.1. Front

~~6.13.2.1.2.~~ 6.16.2.2. Side

~~6.13.2.1.3.~~ 6.16.2.3. Rear

~~6.13.2.2~~ Long gun

6.16.3. Demonstrate disarming sequence regarding a long gun.

6.16.3.1. Front

6.16.3.2. Side

6.16.3.3. Rear

~~6.13.3.~~ 6.16.4. Demonstration of a Demonstrate takedown or control of subject armed with a firearm ~~handgun or long gun~~.

~~6.13.3.1.~~ 6.16.5. ~~stopping movement of~~ Demonstrate controlling the firearm ~~handgun or long gun~~ using officer's personal weapons against aggressor's ~~vulnerable targets~~ force options to:

~~6.13.3.1.1.~~ 6.16.5.1. Disarm and control subject Disengage or escalate,
as reasonably necessary

~~6.13.3.1.2.~~ 6.16.5.2. Take down Control to prone position and restrain
for safe disarming

~~6.13.4.~~ 6.16.6. Demonstration of a Demonstrate the takedown or control of subject armed with edged weapon: or bludgeoning instrument.

~~6.13.4.1.~~ 6.16.6.1. Range Maintain distance from of attack attacker and
demonstrate officer awareness

~~6.13.4.2.~~ 6.16.6.2. Move to a ~~Position~~ position for disengagement or
escalation ~~depending upon range and relative position~~

~~6.13.4.3.~~ 6.16.6.3. Stopping/deflecting Control movement of the edged weapon and using use deputy/jail officer's personal weapons against aggressor's vulnerable targets to:

~~6.13.4.3.1.~~ 6.16.6.3.1. Disarm and control subject Disengage or escalate

~~6.13.4.3.2.~~ 6.16.6.3.2. Takedown Control to prone position and restrain for safe disarming

~~6.13.5.~~ Demonstration of a takedown or control of subject armed with bludgeon instrument:

~~6.13.5.1.~~ Stopping/deflecting movement of the bludgeon weapon and using deputy/jail officer's personal weapons against aggressor's vulnerable targets to:

~~6.13.5.1.1.~~ Disarm and control subject

~~6.13.5.1.2.~~ Take down to prone position and restrain

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

the following:

~~1.~~ Identification of factors to consider when assessing whether an attempt to disarm a subject is appropriate:

~~a. Distance/cover~~

~~b. Type of weapon~~

~~c. Obstacles~~

~~d. Will the attempt jeopardize life or personal safety~~

~~2. Demonstration of a trapping and disarming sequence regarding a handgun and long gun:~~

~~a. Hand gun:~~

~~1. Front~~

~~2. Side~~

~~3. Rear~~

~~b. Long gun~~

~~3. Demonstration of a takedown or control of subject armed with handgun or long gun:~~

~~a. Stopping movement of the handgun or long gun using officer's personal body weapons against aggressor's vulnerable targets to:~~

~~1. Disarm and control subject~~

~~2. Take down to prone position and restrain~~

~~4. Demonstration of a takedown or control of subject armed with edged weapon:~~

~~a. Range of attack and officer awareness~~

~~b. Zoning to the outside position for disengagement and escalation or depending upon range and relative position~~

~~c. Stopping movement of the edged weapon and using officer's personal body weapons against aggressor's vulnerable targets to:~~

~~1. Disarm and control subject~~

~~2. Take down to prone position and restrain~~

~~5. Demonstration of a takedown or control of subject armed with bludgeon instrument:~~

~~a. Stopping movement of the bludgeon weapon and using officer's personal body weapons against aggressor's vulnerable targets to:~~

~~1. Disarm and control subject~~

~~2. Take down to prone position and restrain~~

Performance Outcome ~~6.6~~ 6.17 (Taken from DT Category 6.17 in new LE Standards)

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

Training Objectives Related to ~~6.6.~~ 6.17

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

Given a practical exercise, demonstrate the need to use less lethal force, as well as a reasonable level of force.

2. ~~Given a written or practical exercise, identify the factors that affect the deputy/jail officers' decision to use deadly force.~~ Given a practical exercise, demonstrate control of

a person(s) with the use of intermediate force options and articulate the actions chosen.

3. Given a written exercise, identify the factors that affect the need to use force.

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

Practical Exercise:

~~6.6.1. 6.17.1. Factors affecting the use of force:~~ Demonstrate control of a person(s) with the use of an intermediate force option(s).

~~6.6.1.1. Subject actions~~

~~6.6.1.2. Intent~~

~~6.6.1.3. Ability~~

~~6.6.1.4. Means~~

~~6.6.1.5. Opportunity~~

~~6.6.1.6. Deputy/Jail Officer perception of the need for force~~

~~6.6.1.7. Situation and environmental circumstances~~

~~6.6.1.8. Deputy/Jail officer safety considerations~~

~~6.6.2. 6.17.2. Factors affecting the use of deadly force: Articulate the decision making process to use force, in written format, for one exercise.~~

Written Exercise:

~~6.6.2.1. Likelihood of serious bodily harm or death:~~

~~6.6.2.1.1. Perceived or announced intent of subject~~

~~6.6.2.1.2. Ability~~

~~6.6.2.1.3. Means~~

~~6.6.2.1.4. Opportunity~~

~~6.6.2.2. Legal criteria~~

6.6.1. 6.17.3. Factors affecting the use of force Identify factors affecting the need for force.

6.6.3. General considerations for use of force:

6.6.3.1. Key elements for appropriate response for situations or environmental circumstances where a violent or resistant reaction is foreseen, e.g., multiple deputies/jail officers/backup.

6.6.3.2. Elements of command presence (stance, posture, eye contact)

6.6.3.3. Avoiding unintentional and/or unnecessarily antagonistic and provoking verbal and nonverbal factors by the deputy/jail officer

6.6.3.4. Primary aspects of proper verbalization (invoke authority, instructions on behavior compliance, clarity)

6.6.3.5. Appropriate escalation/de-escalation in use of force

6.6.3.6. Application of handcuffs and additional restraints

6.6.4. Deputy will identify the use of a vehicles as a force on the force continuum

6.6.5. Deputy will evaluate a moving target as an immediate deadly force threat and that the deputy has no alternative but to shoot at the moving target:-

~~6.6.5.1. Shooting at a moving target is the last resort available.~~

~~Example: Shooting at the driver of a moving vehicle must be the last resort available due to the possibility of the loss of control of the vehicle if the driver is shot.~~

~~6.6.6. Identify the extreme hazards to be encountered in attempting to shoot while in motion.~~

~~Example: Shooting from a moving vehicle.~~

~~6.6.6.1. The practice of shooting from a moving vehicle is in most cases not practical and places the deputy and public in severe danger.~~

~~6.6.6.2. Alternative measures should be employed by the deputy if at all possible, such as seeking cover, slowing their vehicle if being shot at by an adjacent vehicle, etc.~~

~~6.6.6.3. The danger deputies place themselves and the public in by shooting from a moving vehicle includes the reduced ability to aim a firearm at the threat and perform a fine motor skill such as directing aimed, deliberate gunfire while operating a moving vehicle in a safe and responsible manner.~~

~~6.6.6.4. The risk to the deputy and the public must be greatly outweighed by the benefit of trying to stop a person who is an immediate deadly threat to the deputy or the public in order for an officer to make an attempt to stop that person by firing from a moving vehicle.~~

~~6.6.7. Describe reasons why warning shots should not be fired:~~

~~6.6.7.1. The discharge of a firearm normally constitutes deadly force. The deadly force standard is for the preservation of life or to prevent serious physical injury.~~

~~6.6.7.2. Shooting is normally a last resort option.~~

~~6.6.7.3. There is no ability to determine the effect of a warning shot on the person.~~

~~6.6.7.4. The deputy is accountable for where the round goes or ends up:~~

~~6.6.7.4.1. Bullet may ricochet~~

~~6.6.7.4.2. Deputy cannot determine where bullet will land~~

~~6.6.7.4.3. May be illegal in some circumstances.~~

~~6.6.8. Identify at least three potential deadly force scenarios.~~

~~6.6.9. Identify other alternatives that the deputy may consider using before using deadly force.~~

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

~~1. Factors affecting the use of force:~~

- ~~a. Subject actions~~
- ~~b. Intent~~
- ~~c. Ability~~
- ~~d. Means~~
- ~~e. Opportunity~~
- ~~f. Deputy/Jail Officer perception of the need for force~~
- ~~g. Situation and environmental circumstances~~
- ~~h. Deputy/Jail officer safety considerations~~

~~2. Factors affecting the use of deadly force:~~

- ~~a. Likelihood of serious bodily harm or death:~~

~~1. Perceived or announced intent of subject~~

~~2. Ability~~

~~3. Means~~

~~4. Opportunity~~

~~b. Legal criteria~~

~~3. General considerations for use of force:~~

~~a. Key elements for appropriate response for situations or environmental circumstances where a violent or resistant reaction is foreseen, e.g., multiple deputies/jail officers/backup.~~

~~b. Elements of command presence (stance, posture, eye contact)~~

~~c. Avoiding unintentional and/or unnecessarily antagonistic and provoking verbal and nonverbal factors by the deputy/jail officer~~

~~d. Primary aspects of proper verbalization (invoke authority, instructions on behavior compliance, clarity)~~

~~e. Appropriate escalation/de-escalation on a use of force continuum:~~

~~1. Define use of force.~~

~~2. Identify the decision making process in using force.~~

~~f. Application of handcuffs and additional restraints~~

~~4. Deputy will identify the use of a vehicles as a force on the force continuum.~~

~~5. Deputy will evaluate a moving target as an immediate deadly force threat and that the deputy has no alternative but to shoot at the moving target:~~

~~a. Shooting at a moving target is the last resort available.~~

~~Example: Shooting at the driver of a moving vehicle must be the last resort available due to the possibility of the loss of control of the vehicle if the driver is shot.~~

~~6. Identify the extreme hazards to be encountered in attempting to shoot while in motion:~~

~~Example: Shooting from a moving vehicle.~~

~~a. The practice of shooting from a moving vehicle is in most cases not practical and places the deputy and public in severe danger.~~

~~b. Alternative measures should be employed by the deputy if at all possible, such as seeking cover, slowing their vehicle if being shot at by an adjacent vehicle, etc.~~

~~c. The danger deputies place themselves and the public in by shooting from a moving vehicle includes the reduced ability to aim a firearm at the threat and perform a fine motor skill such as directing aimed, deliberate gun fire while operating a moving vehicle in a safe and responsible manner.~~

~~d. The risk to the deputy and the public must be greatly outweighed by the benefit of trying to stop a person who is an immediate deadly threat to the deputy or the public in order for an officer to make an attempt to stop that person by firing from a moving vehicle.~~

7. Describe reasons why warning shots should not be fired:

~~a. The discharge of a firearm normally constitutes deadly force. The deadly force standard is for the preservation of life or to prevent serious physical injury.~~

~~b. Shooting is normally a last resort option.~~

~~c. There is no ability to determine the effect of a warning shot on the person.~~

~~d. The deputy is accountable for where the round goes or ends up:~~

~~1. Bullet may ricochet~~

~~2. Deputy cannot determine where bullet will land~~

~~3. May be illegal in some circumstances.~~

~~8. Identify at least three potential deadly force scenarios.~~

~~9. Identify other alternatives that the deputy may consider using before using deadly force.~~

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

Performance Outcome 6.18

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

Training Objectives Related to 6.18

Given a practical exercise:

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

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

Criteria: The student shall be tested on the following:

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

6.18.2. Demonstrate the ability to transition from deadly force.

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

1. Identify the requirements for the application of deadly force

a. To protect the officer's life or the life of others from an immediate threat of death or serious physical injury

b. Recognize and determine what force options are necessary and when to escalate or de-escalate

Performance Outcome ~~6.3~~ 6.19 (Separated Cell and Area TO and Criteria)

Participate in Conduct cell and area searches.

Training Objectives Related to ~~6.3~~ 6.19

1. Given a practical exercise, demonstrate techniques to be used in cell and area searches.

~~1.~~ 2. Given a written or practical exercise, identify three considerations factors to consider when for participating in a cell and or area searches search.

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

Practical Exercise:

~~6.3.4.~~ 6.19.1. Demonstrate techniques for a cell and area searches search.

6.19.2. Demonstrate an area search.

Written Exercise:

~~6.3.1.~~ 6.19.3. Identify the Importance importance of gathering of intelligence and conducting a briefing prior to gathering/planning for cell and/or area searches.

~~6.3.2.~~ Pre-cell/pre-area search briefing

~~6.3.3.~~ 6.19.4. Identify On scene which officers will serve as on-scene command and control of all cell and/or area search aspects, including interagency communications.

~~6.3.5.~~ 6.19.5. Identify Chain chain of custody concerns for weapons or contraband found.

~~6.3.6.~~ Logistical requirements

~~6.3.7.~~ Reasons for secrecy

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

~~1. Importance of intelligence gathering/planning for cell and/or area searches~~

~~2. Pre-cell/pre-area search briefing~~

~~3. On scene command and control of all cell and/or area search aspects:~~

~~a. Booby trap identification~~

~~b. Room entry techniques (proper movement and recognition)~~

4. 1. Identify Techniques techniques for cell and area searches:

a. 360-degree search

b. Bend over/kneel to search under stationary objects, (i.e., bed, behind toilets, etc.)

c. Grid search of areas ~~(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 6.10.

~~Subdue a non-compliant subject/inmate and place in a prone position.~~

Training Objective Related to 6.10.

~~1. Given a practical exercise, demonstrate proper methods of subduing and placing a non-compliant subject/inmate in a prone position.~~

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

~~6.10.1. Assessment of threat by the subject/inmate.~~

~~6.10.2. Demonstration of safe contact and initial control.~~

~~6.10.3. Demonstration of weapon control by the deputy/jail officer~~

~~6.10.4. Demonstration of decentralization to prone position with minimal risk of subject injury.~~

~~6.10.5. Demonstration of stabilization in prone position for cuffing procedure.~~

~~6.10.6. Demonstration of bringing a handcuffed subject to his or her feet.~~

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

~~1. Assessment of threat by the subject/inmate.~~

~~2. Demonstration of safe contact and initial control.~~

~~3. Demonstration of weapon control by the deputy/jail officer~~

~~4. Demonstration of decentralization to prone position with minimal risk of subject injury.~~

~~5. Demonstration of stabilization in prone position for cuffing procedure.~~

~~6. Demonstration of bringing a handcuffed subject/inmate to his or her feet.~~

Performance Outcome 6.16. (Moved to Operations)

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

~~Training Objective Related to 6.16.~~

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

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

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

6.16.2. Three factors to consider when dealing with hostile groups

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

~~1.~~ Three factors for controlling non-violent groups, i.e., peaceable assemblies:

~~a.~~ Officer safety considerations

~~b.~~ Command presence

~~c.~~ Communication skills

~~d.~~ Boundaries within which crowd must remain or move along

~~e.~~ Patterns of movement for crowd for control and safety

~~f.~~ Emergency access/exit

~~2.~~ Three factors to consider when dealing with hostile groups:

~~a. Identify techniques of detecting violations of state laws/local ordinances/jail rules and regulations (sources of disturbance in a crowd by noise and movements)~~

~~b. Identify high risk areas (dark areas or areas where inmate may hide)~~

~~c. Identify conditions that will indicate a law/jail rule violation~~

~~d. Identify appropriate steps to enforce the law and jail policies:~~

~~1. Deputy/ Jail Officer safety considerations:~~

~~a. Monitor the group's activity~~

~~b. Wait for appropriate back-up~~

~~c. Assess the group's propensity toward violence~~

~~d. Determine the nature of their weapons and contraband~~

~~e. Identify which subjects are believed to be leaders~~

~~2. Command presence:~~

~~a. Safely approach the hostile group~~

~~b. Identify appropriate formations for potential riot~~

~~c. Identify emergency escape routes~~

~~d. Coordinate cover and contact responsibilities~~

~~3. Communication skills and voice commands:~~

~~a. Establish contact with the hostile group~~

~~b. Formally identify the group leaders~~

~~c. Ascertain the reason(s) for their hostility~~

~~d. Use calming techniques to reduce emotions and restore rational
“group thought”~~

~~e. Evaluate the group’s proposed solutions to determine their specific
“needs”~~

~~f. Communicate the deputy/jail officer’s position and responsibilities in
the situation~~

~~g. Relate any applicable laws, rules, regulations and consequences of
continued acts~~

~~h. Explain the group’s option to comply with the law/jail rules and
pursue legal/administrative resolutions~~

~~i. Reassure the group of deputy/jail officer commitment to resolve the group's problems and restore peace and order to the area and/or facility.~~

~~4. Techniques of group control:~~

~~a. Smaller hostile groups~~

~~b. Larger hostile groups or rioters~~

~~c. Use stretched out arms to indicate a barrier when appropriate~~

~~d. Use shield, barricade, impact weapon, riot baton or other item to block group when appropriate~~

~~5. Move group to break it up using authorized and appropriate use of force.~~

~~6. Arrest procedures~~

~~7. Transportation of inmates~~

~~8. Medical needs~~

~~Instructor Note: The following should be done as indicated:~~

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

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

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

Weapons

CATEGORY 7 – WEAPONS

Performance Outcome 7.1.

Clean and inspect weapons system. (revolver, semi-automatic weapon)

Training Objectives Related to 7.1.

- ~~1. Given a written exercise, identify nomenclature of weapons. (revolver, semi-automatic weapon)~~
- ~~2. Given a practical exercise, demonstrate prescribed procedure for cleaning weapon. (revolver, semi-automatic weapon)~~

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

- ~~7.1.1. Identification of the correct terms to identify weapons and parts of weapons. (revolver, semi-automatic weapon)~~

~~7.1.2. Demonstration of prescribed procedure to prepare weapon for cleaning.
(revolver, semi-automatic weapon)~~

~~7.1.2.1. Remove magazine or empty cylinder~~

~~7.1.2.2. Remove round from chamber~~

~~7.1.2.3. Double check weapon to make sure it is empty~~

~~7.1.3. Identification of weapon cleaning equipment. (revolver, semi-automatic
weapon)~~

~~7.1.4. Demonstration of the use of weapon cleaning equipment. (revolver, semi-
automatic weapon)~~

~~7.1.4.1. Field strip weapon~~

~~7.1.4.2. Clean components~~

~~7.1.4.3. Inspect for damage and imperfections~~

~~7.1.4.4. Lubricate~~

~~7.1.4.5. Reassemble~~

~~7.1.4.6. Safely test for proper function~~

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

1. Identification of the correct terms to identify weapons and parts of weapons.

(revolver, semi-automatic weapon)

2. Demonstration of prescribed procedure to prepare weapon for cleaning. (revolver, semi-automatic weapon)

a. Remove magazine or empty cylinder

b. Remove round from chamber

c. Double check weapon to make sure it is empty

3. Identification of weapon cleaning equipment. (revolver, semi-automatic weapon)

4. Demonstration of the use of weapon cleaning equipment. (revolver, semi-automatic weapon)

a. Field strip weapon

b. Clean components

c. Inspect for damage and imperfections

d. Lubricate

e. Reassemble

f. Safely test for proper function

Performance Outcome 7.2.

Using proper hand grip and observation, draw department issued weapon from holster.
(revolver or semi-automatic weapon)

Training Objectives Related to 7.2.

1. Given practical exercises, use a good and consistent combat grip with a safe and efficient draw from the holster following prescribed drawing techniques using the officer's approved handgun and holster. (revolver or semi-automatic weapon)

Criteria: The trainee shall be tested on the following:

7.2.1. Draw and fire

7.2.2. Draw to a ready position

7.2.3. Draw to a "cover mode" simulating the covering of a suspect together with the issuance of the verbal order "Police Don't Move!"

7.2.4. Using standing, kneeling, and prone positions

~~7.2.5. Use of covering and concealment while maintaining visual contact with the threat~~

~~7.2.6. Reloading while concentrated on the threat and not the weapon~~

~~7.2.7. Clear handgun stoppages~~

~~7.2.8. Reholster weapon~~

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

~~1. Draw and fire~~

~~2. Draw to a ready position~~

~~3. Draw to a “cover mode” simulating the covering of a suspect together with the issuance of the verbal order “Police – Don’t Move!”~~

~~4. Using standing, kneeling and prone positions~~

~~5. Use of covering and concealment while maintaining visual contact with the threat~~

~~6. Reloading while concentrated on the threat and not the weapon~~

~~7. Clear handgun stoppages~~

~~8. Reholster weapon~~

Definitions:

- ~~a. Gripping: using sufficient strength to hold a weapon on a plane so that the projectile will travel on a line to the target~~
- ~~b. Lifting: having adequate strength to lift the weapon to eye level while maintaining safe control~~
- ~~c. Range of vision: should be such that a person can focus on one object (sights) and still see an image of the target~~
- ~~d. Strength: overall strength should be a minimum of being able to perform normal task without fatiguing quickly~~
- ~~e. Breathing: holding breath for a minimal time in order to complete the task of firing the weapon~~
- ~~f. Cover mode: finger outside the trigger guard until you are on target and have decided to fire~~

Performance Outcome 7.3.

~~Clear stoppage in semi-automatic pistols and revolvers. Demonstrate safe handling of weapons on the range and on and off duty.~~

~~Training Objectives Related to 7.3.~~

~~Given a practical exercise:~~

- ~~1. Demonstrate the techniques for clearing stoppages in pistols or revolvers.~~
- ~~2. Demonstrate safe handling of weapons on the range and how to do so on and off duty.~~

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

~~7.3.1. Techniques for clearing stoppages:~~

~~7.3.1.1. Semi-automatic pistol~~

~~7.3.1.1.1. Failure to fire~~

~~7.3.1.1.2. Failure to feed~~

~~7.3.1.1.3. Failure to eject~~

~~7.3.1.1.4. Failure to extract~~

~~7.3.1.2. Revolver~~

~~7.3.1.2.1. When trigger is pulled and revolver does not fire~~

~~7.3.1.2.2. When trigger gets tight and cylinder will not turn~~

~~7.3.1.2.3. When there is a squib load~~

~~7.3.2. Demonstration of safe handling of weapons on the range and identification
of safe handling of weapons on and off duty.~~

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

~~1. Techniques for clearing stoppages:~~

~~a. Semi-automatic pistol~~

- ~~1. Failure to fire~~
- ~~2. Failure to feed~~
- ~~3. Failure to eject~~
- ~~4. Failure to extract~~

~~b. Revolver~~

- ~~1. When trigger is pulled and revolver does not fire~~
- ~~2. When trigger gets tight and cylinder will not turn~~
- ~~3. When there is a Squib load~~

~~2. Demonstration of safe handling procedures of weapon while on the range and identification of safe handling procedures of weapon on and off duty.~~

Performance Outcome 7.4.

~~Fire a hand gun in various combat situations using issued equipment.~~

Training Objectives Related to 7.4.

~~1. Fire the officer's issued/approved weapon during daytime/low light and/or night time combat range exercises using issued/approved loading device, issued/approved holster and flashlight with 70% accuracy on two of the approved courses of fire.~~

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

~~7.4.1. Demonstrate dry firing and basic shooting principles.~~

~~7.4.2. Using proper marksmanship and reloading fundamentals, fire a minimum of 200 rounds with issued (or equal to this) ammunition in daylight conditions using issued/approved weapon prior to qualification.~~

~~7.4.3. Qualify on two of the below selected courses with approved targets under daylight conditions using issued (or equal to this) duty ammunition, weapon, duty belt and holster:~~

~~7.4.3.1. Virginia Modified Double Action Course for Semi-automatic Pistols and Revolvers, 60 rounds, 7, 15, 25 yards shooting. (See Appendix A)~~

~~7.4.3.2. Virginia Modified Combat Course I, 60 rounds, 25, 15, 7 yards shooting (See Appendix B)~~

~~7.4.3.3. Virginia Modified Combat Course II, 60 rounds, 25, 15, 7, 5, 3 yards shooting (See Appendix C)~~

~~7.4.3.4. Virginia Qualification Course I, 50 rounds, 25 to 5 yards shooting (See Appendix D)~~

~~7.4.3.5. Virginia Qualification Course II, 60 rounds, 3 to 25 yards shooting (See Appendix E)~~

~~7.4.3.6. Virginia Tactical Qualification Course I, 50 rounds, 5 or 7, 25 yards shooting (See Appendix F)~~

~~7.4.3.7. Virginia Tactical Qualification Course II, 36 rounds, 3 to 25 yards shooting (See Appendix G)~~

~~7.4.3.8. Virginia Tactical Qualification Course III, 50 rounds, 1/3 to 25 yards shooting (See Appendix H)~~

~~7.4.3.9. Virginia Tactical Qualification Course IV, 60 rounds, 1/3 to 25 yards shooting (See Appendix I)~~

~~7.4.3.10. Virginia Tactical Qualification Course V, 50 rounds, 1/3 to 25 yards shooting (See Appendix J)~~

~~7.4.4. Fire a minimum of 25 rounds on a low light and/or a minimum of 25 rounds on a nighttime course for practice prior to qualification using the agency issued or approved handgun, duty holster and loading device.~~

~~7.4.4.1. Fire a minimum of 25 rounds on a low light and/or a minimum of 25 rounds on a nighttime qualification course with a 70% qualification score on each course.~~

~~7.4.4.2. Fire a minimum of 12 rounds with use of a flashlight in Appendix B or Appendix C above.~~

~~7.4.4.2.1. Identify the advantages and disadvantages of three methods of flashlight use with a weapon.~~

~~7.4.4.2.2. Identify the correct target threat by using flashlight techniques and weapon in hand.~~

~~7.4.4.3. Low light and nighttime practice and qualifications courses with time limitations and distances will be established by the school, agency, or academy board.~~

~~7.4.4.4. Fire from point shoulder positions, cover down positions and barricade positions.~~

~~7.4.4.5. Fire using strong and weak hand as appropriate:~~

~~7.4.4.5.1. Standing position~~

~~7.4.4.5.2. Kneeling position~~

~~7.4.4.5.3. Prone position~~

~~7.4.4.6. Reload the weapon with emphasis on utilizing tactical reloads where appropriate~~

~~7.4.4.7. Correct any weapon stoppages that may occur~~

~~7.4.5. Fire familiarization drills using a minimum of 50 rounds (10 per position) with issued (or equal to this) ammunition to include:~~

~~7.4.5.1. Moving forward and backward (officer and/or target).~~

~~7.4.5.2. Moving side to side (officer and/or target).~~

~~7.4.5.3. Use of cover and concealment.~~

~~7.4.5.4. Shove and shoot.~~

~~7.4.5.5. Seated straight/90 degrees to simulate shooting from a vehicle.~~

Performance Outcome 7.5.

Secure weapons while off duty. (revolvers, semi-automatic weapons)

Training Objectives Related to 7.5.

~~1. Given a written exercise, identify reasons for and methods for avoiding firearms accidents while off duty.~~

Criteria: The trainee shall be tested on the following:

~~7.5.1. Reasons for security~~

~~7.5.1.1. Prevent injury and unauthorized access (§ [18.2-56.2](#))~~

~~7.5.1.2. Minimize theft opportunity (separate ammunition from the weapons)~~

~~7.5.2. Methods for security~~

~~7.5.2.1. Lock box~~

~~7.5.2.1.1. Loaded~~

~~7.5.2.1.2. Unloaded~~

~~7.5.2.2. Trigger lock~~

~~7.5.2.2.1. Unloaded~~

~~7.5.2.3. Cable lock~~

~~7.5.2.3.1. Unloaded~~

~~7.5.2.4. Disassemble weapon~~

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

~~1. Reasons for security~~

~~a. Prevent injury and unauthorized access (§ [18.2-56.2](#))~~

~~b. Minimize theft opportunity (separate ammunition from the weapons)~~

~~2. Methods for security~~

~~a. Lock box~~

~~1. Loaded~~

~~2. Unloaded~~

~~b. Trigger lock~~

~~1. Unloaded~~

~~c. Cable lock~~

~~1. Unloaded~~

~~d. Disassemble weapon~~

Performance Outcome 7.6.

~~Carry a firearm when off duty. (revolver, semi-automatic weapon)~~

Training Objectives Related to 7.6.

~~1. Given a written exercise, identify the factors to consider when carrying a firearm while off duty. (revolver, semi-automatic weapon)~~

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

~~7.6.1. Identification that an officer must comply with department policy relating to carrying a firearm while off duty and qualifying with the off duty firearm.~~

~~7.6.2. Identification of statutes that regulate the carrying of firearms while off duty.~~

~~7.6.3. Identification of the impact that alcohol consumption may have on judgment relating to use of firearms while off duty.~~

~~7.6.4. Identification of conditions that should be maintained while carrying a firearm off duty.~~

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

~~1. Identification that an officer must comply with department policy relating to carrying a firearm while off duty and qualifying with the off duty firearm.~~

~~2. Identification of statutes that regulate the carrying of firearms while off duty.~~

~~3. Identification of the impact that alcohol consumption may have on judgment relating to use of firearms while off duty.~~

~~4. Identification of conditions that should be maintained while carrying a firearm off duty~~

~~a. Concealed~~

~~b. Secure (retaining device)~~

~~c. Accessible~~

~~d. Law enforcement identification with weapon~~

~~e. Jurisdiction~~

~~f. Training~~

5. Identification of response to being stopped by on-duty officer:

~~a. Upon being challenged, members will remain motionless unless given a positive directive otherwise.~~

~~b. Members will obey the commands of the challenging member, whether or not he/she is in uniform. This may entail submission to arrest.~~

~~c. Members will not attempt to produce identification unless and until so instructed.~~

~~d. If circumstances permit, members may verbally announce their identity and state the location of their badge and credentials.~~

~~e. Members should ask the challenger to repeat any directions or questions that are unclear and should never argue with challenger.~~

~~f. Challenged members will follow all instructions received until recognition is acknowledged.~~

~~WEAPONS PERFORMANCE OUTCOMES~~

~~APPENDIX A~~

~~VIRGINIA MODIFIED DOUBLE ACTION COURSE FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS~~

~~Targets B-21, B-21X, B-27, Q~~

~~60 ROUNDS, 7-25 YARDS~~

~~Qualification Score: 70%~~

~~Each officer is restricted to the number of magazines carried on duty. Magazines shall be loaded to their full capacity. Range instructor shall determine when magazines will be changed.~~

~~**PHASE 1 – 7 YARD LINE:** With loaded magazine, on command fire 1 round in 2 seconds or fire 2 rounds in 3 seconds, make weapon safe, holster, repeat until 6 rounds have been fired.~~

~~1. On command draw and fire 2 rounds in 3 seconds, make weapon safe, holster, repeat until 6 rounds have been fired.~~

~~2. On command draw and fire 6 rounds strong hand and 6 rounds weak hand in 20 seconds for semi-auto and 30 seconds for revolver, make weapon safe and holster.~~

~~PHASE 2 – 15 YARD LINE: Point Shoulder Position~~

~~1. On command draw and fire 1 round in 2 seconds or 2 rounds in 3 seconds, make weapon safe, holster, repeat until 6 rounds have been fired.~~

~~2. On command draw and fire 2 rounds in 3 seconds, holster and repeat until 6 rounds have been fired.~~

~~3. On command draw and fire 6 rounds in 12 seconds, make weapon safe and holster.~~

~~PHASE 3 – 25 YARD LINE:~~ On command fire 6 rounds from prone, 6 rounds from kneeling and 6 rounds from standing until 18 rounds have been fired in 75 seconds for semi-auto, strong hand; for revolver,

~~90 seconds, strong hand. The order of position and use of cover/concealment and decocking is optional with the instructor.~~

~~SCORING –~~ B21, B21X targets ~~use indicated K value with a maximum 300 points divided by 3 to obtain percent.~~

~~B27 target – 8,9,10,X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points~~

~~divided by 3 to obtain percent.~~

~~Q target – 5 points inside the bottle, 3 points outside the bottle on the target. Divide by~~

~~3 to obtain percent.~~

~~INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN CHALLENGING~~

~~THE TARGET.~~

~~APPENDIX B~~

~~VIRGINIA MODIFIED COMBAT COURSE I~~

~~Targets – B21, B21X, B27, Q~~

~~60 ROUNDS, 25 – 7 YARDS~~

~~Qualification Score 70% Moving Course~~

~~Range instructor to determine when to load.~~

~~PHASE 1 – 3 Minute Course – at the 50 YARD LINE.~~

~~Officer/Deputy on command runs to the 25 YARD LINE, fires 12 rounds with strong hand~~

~~kneeling, fires 12 rounds prone strong hand, 6 rounds standing strong hand, barricades~~

may be used for cover/concealment. Order of positions and use of cover/concealment and decocking is optional per instructor.

~~PHASE 2~~ — 1 Minute — at the 25 Yard Line:

Officer/Deputy on command runs to the **~~15 YARD LINE~~** fires 12 rounds standing strong hand, reloads and fires 6 rounds kneeling.

~~PHASE 3~~ — 25 Seconds — at the 15 Yard Line:

Officer/Deputy on command runs to the **~~7 YARD LINE~~**, fires 6 rounds strong hand and 6 rounds weak hand.

~~SCORING~~ — B21, B21X, targets — used indicated K value with a maximum 300 points divided by 3 to obtain percent.

B27 targets — 8, 9, 10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent.

Q targets — 5 points inside the bottle, 3 points outside the bottle on the target. Divide by 3 to obtain percent.

~~INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN CHALLENGING THE TARGET.~~

APPENDIX C

VIRGINIA MODIFIED COMBAT COURSE II

FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS

Targets B21, B21X, B27, Q

60 ROUNDS, 25 – 3 YARDS

Qualification Score 70% Moving Course

Range Instructor to determine when to load.

PHASE 1 90 seconds for **REVOLVERS**, 70 seconds FOR **SEMI-AUTOMATICS** at the 50 Yard Line:

Officer/Deputy on command runs to the **25 YARD LINE** and fires 6 rounds standing, fires 6 rounds from the prone and 6 rounds kneeling using strong hand. The order of positions and use of cover/concealment and decocking in between is optional with the instructor.

PHASE 2 30 seconds at the 25 Yard Line:

~~Officer/Deputy on command runs to the 15 YARD LINE, fires 6 rounds standing, 6 rounds kneeling.~~

~~**PHASE 3** 25 seconds at the 15 Yard Line:~~

~~Officer/Deputy on command runs to the 7 YARD LINE, fires 6 rounds strong hand and 6 rounds weak hand.~~

~~**PHASE 4** at the 5 Yard Line.~~

~~On command draw and fire 12 rounds in any sequence, i.e. 1 round, 2 rounds, 3 rounds or staggered sequence.~~

~~**PHASE 5** at the 1 or 2 Yard Line, hip shooting.~~

~~On command draw and fire 6 rounds in any sequence, i.e. 1 round, 2 rounds, 3 rounds or staggered.~~

~~**SCORING** B21, B21X targets use indicated K value with a maximum 300 points divided by 3 to obtain percent.~~

~~B27 targets 8, 9, 10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent.~~

~~Q targets—5 points inside the bottle, 3 points outside the bottle on the target. Divide by 3 to obtain percent.~~

~~**INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN CHALLENGING THE TARGET.**~~

~~**APPENDIX D**~~

~~**VIRGINIA QUALIFICATION COURSE I**~~

~~**FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS**~~

~~**Targets—B21, B21X, B27, Q**~~

~~**50 ROUNDS, 25—5 YARDS**~~

~~**Qualification Score 70%**~~

~~**PHASE 1—At the 25 yard line, 75 seconds for pistols, 95 seconds for revolvers.**~~

~~On command with a fully loaded weapon fire 6 rounds prone, 6 rounds kneeling strong hand, 6 rounds standing strong hand. The order of the positions and use of cover/concealment and decocking in between is optional per instructor.~~

~~**PHASE 2—At the 25 Yard Line, 8 Seconds for pistol or revolver.**~~

On command move to the ~~15 Yard Line~~, draw and fire 2 rounds and stay at cover down position.

PHASE 3 — Stay on the ~~15 Yard Line~~, 3 seconds for pistols or revolvers.

On command from cover down position fire 2 rounds, recover, maintain cover down position, repeat four times for 8 rounds.

PHASE 4 — 20 seconds for pistols, 25 seconds for revolvers.

At the 15 Yard Line on command move to the ~~7 Yard Line~~, draw and fire 12 rounds with a MANDATORY RELOAD.

PHASE 5 — 20 seconds for pistols, 25 seconds for revolvers

On command at the 7 YARD LINE move to the ~~5 Yard Line~~, draw and fire 5 rounds strong hand, **Reload** and fire 5 rounds weak hand.

SCORING — B21, B21X targets — use indicated K value with a maximum 250 points multiplied by .4 to obtain percent.

B27 targets — 8, 9, 10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points multiply by .4 to obtain percent.

~~Q targets—5 points inside the bottle, 3 points outside the bottle on the target, multiply by .4. to get percent.~~

~~**INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN TO CHALLENGE THE TARGET.**~~

~~**APPENDIX E**~~

~~**VIRGINIA QUALIFICATION COURSE II**~~

~~**FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS**~~

~~**Targets—B21, B21X, B27, Q**~~

~~**60 Rounds, 3—25 YARDS**~~

~~**Qualification Score 70%**~~

~~**PHASE 1—20 seconds—at the 3 Yard Line, on command draw and fire 6 Rounds standing with strong hand, MAGAZINE CHANGE/RELOAD, Fire 6 rounds standing with weak hand.**~~

~~**PHASE 2—at the 7 Yard Line, on command draw and fire 2 rounds in 3 seconds, holster, repeat until 12 rounds have been fired.**~~

~~**PHASE 3** 10 seconds, at the **7 Yard Line**, On command draw and fire 6 rounds kneeling.~~

~~**PHASE 4** 37 seconds, At the **15 Yard Line**, on command fire 12 rounds standing, 6 rounds kneeling. SEMI AUTOS must have MAGAZINE CHANGE.~~

~~**ACADEMIES MUST CHOOSE ONE OF THE FOLLOWING PHASES FOR SCORING:**~~

~~**PHASE 5A** 45 seconds at the **25 Yard Line**, on command fire 12 rounds, 6 rounds kneeling using barricade and 6 rounds standing using barricade for cover.~~

~~**OR**~~

~~**PHASE 5B** 25 YARD LINE, 60 seconds for pistols, 60 seconds for revolvers. On command, fire 4 shots standing strong side, 4 shots kneeling strong side, and 4 shots prone strong side.~~

~~**SCORING** B21, B21X, targets use indicated K value with a maximum 300 points divided by 3 to obtain percent.~~

~~B27 targets 8, 9, 10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent.~~

~~Q targets 5 points inside the bottle, 3 points out of the bottle on the target. Divide by 3 to obtain percent.~~

~~INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY TO USE PROPER
VERBALIZATION TO CHALLENGE THE TARGET.~~

~~APPENDIX F~~

~~VIRGINIA TACTICAL QUALIFICATION COURSE I~~

~~FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS~~

~~Targets — B21, B21X, B27, Q~~

~~50 Rounds, 5/7 — 25 YARDS~~

~~Qualification Score 70%~~

~~Each officer/deputy restricted to number of magazines carried on duty. Magazines fully loaded. Instructor shall determine magazine changes.~~

~~**PHASE 1** — At 5, 7 OR FRACTION THEREOF, point shoulder shooting, fire 2 rounds in 3 seconds for 12 rounds. After each two rounds, holster, repeat until 12 rounds have been fired.~~

~~1. On command draw and fire 6 rounds in 8 seconds, point shoulder position.~~

~~2. On command draw and fire 4 rounds in 8 seconds, strong hand only, point shoulder.~~

~~3. On command fire 4 rounds in 10 seconds, weak hand point shoulder.~~

~~**PHASE 2**—At 15 Yard Line, point shoulder position~~

~~1. On command draw and fire 2 rounds in 3 seconds for 6 rounds. (Optional to holster after each 2 rounds)~~

~~2. On command draw and fire 6 rounds in 12 seconds.~~

~~**ACADEMIES MUST CHOOSE ONE OF THE FOLLOWING PHASES FOR SCORING:**~~

~~**PHASE 3A**—at 25 Yard Line, 45 seconds for pistols, 60 seconds for revolvers.~~

~~1. On command assume kneeling position, draw and fire 6 rounds behind a barricade.~~

~~2. Fire 6 rounds, strong hand standing barricade position.~~

~~**PHASE 3B**—at 25 Yard Line, 60 seconds for pistols, 60 seconds for revolvers. On command, fire 4 shots standing strong side, 4 shots kneeling strong side, and 4 shots prone strong side.~~

~~**SCORING**—B21, B21X targets—use indicated K value with a maximum 250 points multiply by .4 to obtain percent.~~

~~B27 targets—8, 9, 10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points multiply by .4 to obtain percent.~~

~~Q targets— 5 points inside the bottle, 3 points out of the bottle on the target, multiply by .4 to obtain percent.~~

~~INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER
VERBALIZATION TO CHALLENGE THE TARGET.~~

~~APPENDIX G~~

~~VIRGINIA TACTICAL QUALIFICATION COURSE II~~

~~FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS~~

~~Targets— B21, B21X, B27, Q~~

~~36 ROUNDS, 3— 25 YARDS~~

~~Qualification Score 70%~~

~~Course begins with a charged and fully loaded weapon, all shots fired standing with strong hand, weapon at eye level with all shots placed high in the chest area unless directed otherwise by the instructor. Weapons WILL NOT BE holstered until the target has edged or whistle has blown. At the end of each phase of fire, a tactical/combat~~

~~reload will be executed before holstering. If a reload is required it will be accomplished by using a combat or speed reloading technique.~~

~~Prior to the start of the course at the 7 YARD LINE, semi-auto pistol shooters will be advised to keep one magazine empty and load as directed by instructor in order to evaluate slide lock back, chamber empty and combat loads. Revolver shooters will have reload time increased by 2 seconds at all stages of fire.~~

~~**PHASE 1 — At 3 Yard Line,** on command draw and fire 2 rounds in 3 seconds, one round in the body, one round in the head or groin and holster. Repeat 3 more times until 8 rounds have been fired.~~

~~REVOLVER shooter will reload before firing last four rounds.~~

~~**PHASE 2 — At 7 Yard Line,** (Prior to firing this stage, pistol shooters will be directed to do an in holster magazine exchange placing a magazine with 2 rounds in the pistol). On command draw and fire 2 rounds strong hand, execute a combat or speed reload, transfers weapon to weak hand and fires 1 additional round in 10 seconds. Weapon remains out held in weak hand only and on command fires 3 rounds in 3 seconds and safely holsters. Total rounds fired 6.~~

~~**PHASE 3 — At 7 Yard Line,** draw and fire 4 rounds in 5 seconds and safely holster. Repeat again for a total of 8 rounds. (Revolvers, top off cylinder before firing last 4 rounds).~~

~~**PHASE 4 — At 15 Yard Line,** standing, draw weapon to READY GUN and wait command to fire. On command fire 2 rounds in 3 seconds, return to READY GUN. On command fire 2 rounds, execute a combat or speed reload fire 2 additional rounds and return to READY GUN.~~

~~**12 SECONDS allotted to fire rounds 3 & 4, reload and fire 2 additional rounds.** On command fire 2 rounds in 3 seconds, safely holster. Total rounds fired 8.~~

~~**PHASE 5 — AT 25 Yard Line,** Shooter stands beside cover (barricade), On command retreats behind cover, draws on the move and from behind cover, assumes strong side kneeling position, leans out from behind the cover, fires 2 rounds strong side kneeling in 12 seconds and holsters.~~

~~Shooter stands beside cover (barricade) and on command shooter retreats behind cover and assumes strong side standing position, leans out from behind cover and fires 2 rounds, strong side standing in 12 seconds and holsters.~~

~~Shooter again retreats behind cover, assumes weak side standing position, leans out from behind cover and fire 2 rounds weak side standing and holsters.~~

~~**WHEN SHOOTER RETREATS BEHIND COVER, ALL WEAPONS WILL BE DECOCKED AND TRIGGER FINGER PLACED OUTSIDE AND ABOVE THE TRIGGER GUARD. FAILURE TO DO**~~

~~SO IS A SAFETY VIOLATION AND NONE OF THE ROUNDS FIRED WILL BE SCORED.~~ This course of fire is to teach looking for and moving to cover.

~~SCORING~~ B21, B21X, B27 targets — used indicated K value with a maximum 180 points divide by 1.8 to obtain percent.

B27 target — 8, 9, 10, X rings = 5 points, 7 rings = 4 points, hits on silhouette = 3 points, divide by 1.8 to obtain percent.

Q targets — 5 points inside the bottle, 3 points out of the bottle and on the target divide by 1.8 to obtain percent.

~~INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.~~

~~APPENDIX H~~

~~VIRGINIA TACTICAL QUALIFICATION COURSE III~~

~~FOR SEMI-AUTOMATIC PISTOLS~~

~~Targets B21, B21x, B27, Q — 99~~

~~50 ROUNDS, 1/3-25 YARDS~~

~~Qualification Score 70%~~

~~Each officer/deputy restricted to number of magazines carried on duty. Magazines may be partially loaded during course of fire to induce a malfunction at instructor's discretion. Instructor may determine magazine exchanges. Course may be run from the 25 to the 1/3 yard line, or 1/3 yard line to the 25 yard line. Lateral, fore or aft movement during any phase at the instructor's discretion.~~

~~Phase 1~~ ~~At the 25 Yard Line, for a total of 6 rounds.~~

~~On command, draw and fire 3 rounds standing, and 3 rounds kneeling in 25 seconds. (Option use barricade or simulated cover)~~

~~Phase 2~~ ~~At the 15 Yard Line, for a total of 6 rounds.~~

~~On command, draw and fire 2 rounds in 4 seconds. (3x for total of 6 rounds) (Option, shoot then step laterally)~~

~~Phase 3~~ ~~At the 7 Yard Line, for a total of 6 rounds.~~

~~On command, draw and fire 2 rounds in 3 seconds. (3x for total of 6 rounds) (Option, step laterally as you draw)~~

~~Use either 4a or 4b~~

~~**Phase 4a** At the 7 Yard Line, for a total of 12 rounds.~~

~~On command, draw and fire 6 rounds, perform a reload, then fire an additional 6 rounds in 12 seconds. (Option, step laterally while reloading)~~

~~**Phase 4b** At the 7 Yard Line, for a total of 12 rounds.~~

~~On command, draw as you move to the 5 yard line,~~

~~1. Fire 2 rounds in 3 seconds, (3x for total of 6 rounds)~~

~~2. Fire 6 rounds in 6 seconds.~~

~~**Phase 5** At the 5 Yard Line, for a total of 14 rounds, on command, draw and fire (Option, step laterally as you draw)~~

~~1. 2 Rounds in 3 seconds (3x for total of 6 rounds)~~

~~2. 4 Rounds in 6 seconds, strong hand only~~

~~3. 4 Rounds in 8 seconds, weak hand only.~~

~~**Phase 6** At the 1-3 Yard Line, for a total of 6 rounds.~~

~~On command, draw and fire 3 rounds in 3 seconds using close quarter/hip technique.~~

~~(Option, shove and shoot and/or 1-2 steps to the rear after shooting)~~

~~**SCORING** B21, B21x targets use indicated K value with maximum 25 points multiplied by .4 to obtain percent.~~

~~B27 targets 8, 9, 10, X rings=5 points, 7 ring=4 points, hits on silhouette=3 points multiply by .4 to obtain percent.~~

~~Q targets 5 points inside the bottle, 3 points outside the bottle on target multiply by .4 to get percent.~~

~~**INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.**~~

~~**APPENDIX I**~~

~~**VIRGINIA TACTICAL QUALIFICATION COURSE IV**~~

~~**FOR SEMI-AUTOMATIC PISTOLS**~~

~~**Targets B21, B21x, B27, Q**~~

~~**60 ROUNDS, 1/3-25 YARDS**~~

~~**Qualification Score 70%**~~

~~Each officer/deputy restricted to number of magazines carried on duty. 25 yard line phase calls for rounds fired from 2 different positions (chosen from standing, kneeling, prone) for a total of 12 rounds. Mandated reloads or staging magazines to induce a malfunction at the instructor's discretion. When utilizing barricade or simulated cover position, Instructor option to begin behind cover or seek cover to begin phase. (Example: Shooter draws as he/ she steps behind cover) Close quarter/hip shooting portion can be run from three yards and in, utilizing close quarter shooting techniques. Lateral movement during draw or after shots may be introduced during any phase of fire at the instructor's discretion. Instructor option to substitute 5 Yard line stage with: draw and fire 4 rounds strong hand, safely transfer weapon to weak hand and immediately fire 4 rounds weak hand in 10 sec.~~

~~Phase 1~~ At the 25 Yard Line, for a total of 12 rounds.

~~On command, draw and fire 6 rounds from position 1; from position 2, fire 6 rounds in 45 seconds behind cover.~~

~~Phase 2~~ At the 15 Yard Line, for a total of 18 rounds. (Option for lateral movement)

~~1.~~ On command, draw and fire 2 rounds in 4 seconds (3x for total of 6 rounds)

~~2.~~ On command, draw and fire 6 rounds, combat reload, then fire 6 more rounds in 25 seconds.

~~**Phase 3** At the 10 Yard Line, for a total of 6 rounds. (Option for lateral movement)~~

~~1. On command, draw and fire 2 rounds in 3 seconds, then go to ready gun.~~

~~2. From ready gun, on command, fire 2 rounds in 3 seconds.~~

~~3. From ready gun, on command, fire 2 rounds in 3 seconds.~~

~~**Phase 4** At the 7 Yard Line, for a total of 12 rounds. (Option for lateral movement)~~

~~1. On command, draw and fire 2 rounds in 3 seconds.~~

~~2. On command, draw and fire 2 rounds in 3 seconds.~~

~~3. On command, draw and fire 2 rounds in 3 seconds.~~

~~4. On command, draw and fire 3 rounds in 4 seconds.~~

~~5. On command, draw and fire 3 rounds in 4 seconds.~~

~~**Use either 5a or 5b**~~

~~**Phase 5a** At the 5 Yard Line, for a total of 8 rounds. (Option for lateral movement)~~

~~1. On command, draw and fire 4 rounds in 6 seconds, strong hand only then assess, scan and holster.~~

~~2. On command, draw and fire 4 rounds in 8 seconds, weak hand only. Reload and holster.~~

~~**Phase 5b** At the 5 Yard Line, for a total of 8 rounds.~~

~~On command, draw and fire 4 rounds strong hand only, safely transfer to weak hand, then fire 4 more rounds weak hand only in 10 seconds.~~

~~**Phase 6** At the 3 Yard Line or Closer, for a total of 4 rounds.~~

~~1. On command, draw and fire using close quarter/hip technique 2 rounds in 3 seconds.
(Option, shove and shoot and/or 1-2 steps to the rear after shooting).~~

~~2. On command, draw and fire using close quarter/hip technique 2 rounds in 3 seconds.
(Option, shove and shoot and/or 1-2 steps to the rear after shooting).~~

~~**SCORING** B21, B21x targets use indicated K value with maximum 300 points divided by 3 to obtain percent.~~

~~B27 target 8, 9, 10, X rings=5 points, 7 ring=4 points, hits on silhouette=3 points divided by 3 to obtain percent.~~

~~Q target 5 points inside the bottle, 3 points outside the bottle on target, divide by 3 to get percent.~~

~~INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER
VERBALIZATION TO CHALLENGE THE TARGET.~~

~~APPENDIX J~~

~~VIRGINIA TACTICAL QUALIFICATION COURSE V~~

~~FOR SEMI-AUTOMATIC PISTOLS~~

~~Targets B21, B21x, B27, Q~~

~~50 ROUNDS, 1/3 25 YARDS~~

~~Qualification Score 70%~~

~~Each officer/deputy restricted to number of magazines carried on duty 25 yard line calls for rounds fired from 2 different positions (chosen from standing, kneeling, prone) for a total of 6 rounds. (Example: 3 standing and 3 kneeling) Mandated reloads or staging magazines to induce a malfunction/reload at instructor's discretion. When utilizing barricade or simulated cover position, instructor option to begin behind cover or seek cover to begin phase. (Example: Shooter draws as he/she steps behind cover) Lateral movement during draw or after shots may be introduced during any phase of fire at the instructor's discretion. Close quarter/hip shooting portion can be run from three yards~~

~~and in, utilizing close quarters shooting techniques. Instructor option to substitute 5 yard line stage with: draw and fire 4 rounds strong hand only, safely transfer weapon to weak hand and immediately fire 4 rounds weak hand only in 12 sec.~~

~~**Phase 1** At the 25 Yard Line, for a total of 6 rounds.~~

~~On command, draw and fire 3 rounds from position 1; from position 2, fire 3 rounds in 25 seconds behind cover.~~

~~**Phase 2** At the 15 Yard Line, for a total of 12 rounds.~~

~~1. Have shooters draw to Ready Gun position. On command fire 2 rounds in 3 seconds, assess, scan and return to Ready Gun. Repeat two (2) more times for a total of 6 rounds. Reload and holster.~~

~~2. On command, draw and fire 6 rounds in 12 seconds. Assess, scan and holster.~~

~~**Phase 3** At the 10 Yard Line, for a total of 12 rounds.~~

~~On command, draw and fire 6 rounds, reload, and immediately fire 6 more rounds in 20 seconds.~~

~~**Phase 4** At the 7 Yard Line, for a total of 6 rounds.~~

~~On command, draw and fire 2 rounds in 3 seconds. Repeat 2 more times for a total of 6 rounds.~~

~~Use either 5a or 5b~~

~~Phase 5a At the 5 Yard Line, for a total of 8 rounds.~~

~~1. On command, draw and fire 4 rounds in 6 seconds strong hand only, assess, scan and holster.~~

~~2. On command, draw and fire 4 rounds in 8 seconds weak hand only.~~

~~Phase 5b At the 5 Yard Line, for a total of 8 rounds.~~

~~On command, draw and fire 4 rounds strong hand only, safely transfer weapon to weak hand, and immediately fire 4 rounds weak hand only in 12 seconds.~~

~~Phase 6 At the 3 Yard Line or Closer, for a total of 6 rounds.~~

~~On command, draw and fire using close quarter/hip technique 3 rounds in 4 seconds.~~

~~Repeat again for a total of 6 rounds. (Option shove and shoot and/or 1-2 steps to the rear after shooting.)~~

~~**SCORING** B21, B21x targets use indicated K value with maximum 250 points multiplied by .4 to obtain percent.~~

~~B27 target 8, 9, 10, X rings=5 points, 7 ring=4 points, hits on silhouette=3 points multiply by .4 to obtain percent.~~

~~Q target 5 points inside the bottle, 3 points outside the bottle on target, multiply by .4 to get percent.~~

~~INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER
VERBALIZATION TO CHALLENGE THE TARGET.~~

Weapons

Performance Outcome 7.1 (Taken from new Firearms 7.1 in LE Standards)

Identify the cardinal rules of firearm safety.

Training Objectives Related to 7.1

1. Given a written exercise, identify the cardinal rules of firearm safety.

Criteria: The student shall be tested on the following:

7.1.1. Identify the cardinal rules of firearm safety.

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

1. Identify the cardinal rules of firearm safety

- a. Treat every weapon as if it is loaded
- b. Keep your finger off the trigger until you are ready to fire
- c. Never let the muzzle cover anything you are not willing to accept the responsibility for destroying
- d. Always be sure of your target and what is behind it

Performance Outcome 7.2

Safely clean and inspect duty handgun.

Training Objectives Related to 7.2

Given a practical exercise:

1. Demonstrate the identification of nomenclature of the duty handgun.
2. Demonstrate the prescribed procedure for cleaning the duty handgun.

Criteria: The student shall be tested on the following:

- 7.2.1. Identify the nomenclature of the duty handgun.
- 7.2.2. Safely demonstrate procedures to prepare the duty handgun for cleaning.
 - 7.2.2.1. Remove magazine or empty cylinder

7.2.2.2.. Remove round from chamber

7.2.3. Visually and physically inspect the handgun to make sure it is free of ammunition.

7.2.4. Identify duty handgun cleaning equipment.

7.2.5. Demonstrate of the use of duty handgun cleaning equipment.

7.2.5.1. Field strip duty handgun

7.2.5.2. Clean components

7.2.5.3. Inspect for damage and imperfections

7.2.5.4. Lubricate

7.2.5.5. Reassemble

7.2.5.6. Safely test for proper function

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

Performance Outcome 7.3

Using proper handgrip, safely draw duty handgun from holster.

Training Objectives Related to 7.3

1. Given dry fire practical exercises and using proper handgrip, safely draw duty handgun from holster.

Criteria: The student shall be tested on the following:

7.3.1. Draw issued duty handgun from the holster.

7.3.1.1. Draw to a ready position

7.3.1.2. Draw to a “cover mode” simulating the covering of a subject together with the issuance of verbal commands

7.3.1.3. Using standing, kneeling, and prone positions

7.3.1.4. Use of cover and concealment while maintaining visual contact with the threat

7.3.1.5. Reloading while concentrating on the threat and not the duty handgun

7.3.2. Re-holster and secure duty handgun.

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

Performance Outcome 7.4

Safely demonstrate techniques for clearing stoppages in the duty handgun.

Training Objectives Related to 7.4

Given a practical exercise:

1. Utilizing dummy rounds, demonstrate the techniques for clearing stoppages in the duty handgun.

2. Demonstrate safe handling of the duty handgun.

Criteria: The student shall be tested on the following:

7.4.1. Demonstrate the techniques for clearing stoppages in the duty handgun.

7.4.2. Demonstrate safe handling of the duty handgun.

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

Performance Outcome 7.5

Fire approved duty handgun daytime/low light exercises.

Training Objectives Related to 7.5

Given a practical exercise:

1. Fire the duty handgun during daytime exercises using approved loading

device and approved holster with 70% accuracy on two of the approved courses of fire (TQC + one additional approved course of academy's choice).

2. Fire approved duty handgun during low light conditions using approved loading device, approved holster, and flashlight with 70% accuracy on the approved course of fire.

Criteria: The student shall be tested on the following:

7.5.1. Demonstrate dry firing and fundamentals of marksmanship.

7.5.2. Using fundamentals of marksmanship, proper weapons handling skills, and reloading fundamentals, fire a minimum of 200 rounds with approved ammunition in daylight conditions, using approved duty handgun prior to qualification.

7.5.3. Qualify on the TQC and one additional approved course of academy choice from the below selected courses with approved IALEFI-QP target under daylight conditions, using approved ammunition, approved duty handgun, duty belt and holster:

7.5.3.1. Virginia Tactical Qualification Course I, 50 rounds, 5, 7, 15, 25 yards shooting (See Appendix F)

and choose one of the following:

7.5.3.2. Virginia Modified Double Action Course for Semi-automatic

Pistols and Revolvers, 50 rounds, 7, 15, 25 yards shooting (See Appendix A)

7.5.3.3. Virginia Modified Combat Course I, 50 rounds, 25, 15, 7

yards shooting (See Appendix B)

7.5.3.4. Virginia Tactical Qualification Course III, 50 rounds, 25, 15, 7,

5, 3 yards shooting (See Appendix H)

7.5.4. Fire a minimum of 100 rounds on in low light conditions for practice prior to qualification using the agency approved duty handgun, duty holster, and/or loading device.

7.5.5. Fire a minimum of 50 rounds on the low light qualification course. 25 rounds must be with the use of a hand-held flashlight, with a 70% qualification score.

7.5.5.1. Virginia Low Light Qualification Course; 50 rounds with 3, 5, 7, 10, and 15-yard shooting

7.5.6. Fire a minimum of 50 rounds with the use of a flashlight and proper techniques.

7.5.6.1. Demonstrate methods of flashlight use with duty handgun

7.5.6.2. Demonstrate the correct target threat by using

flashlight techniques with weapon duty handgun in hand

7.5.7. Demonstrate firing stance and position to include barricade positions.

7.5.7.1. Fire duty handgun using strong and support hand as appropriate:

7.5.7.1.1. Standing position

7.5.7.1.2. Kneeling position

7.5.7.1.3. Prone position

7.5.7.2. Reload the duty handgun with emphasis on utilizing appropriate reload procedures

7.5.7.3. Correct any duty handgun stoppages that may occur

7.5.8. Fire familiarization drills using a minimum of 200 rounds (minimum of 10 rounds per performance outcome) with approved ammunition to include:

7.5.8.1. Moving forward

7.5.8.2. Moving backward

7.5.8.3. Moving right

7.5.8.4. Moving left

7.5.8.5. Use of cover and concealment

7.5.8.6. Shove and shoot

7.5.8.7. Turn and shoot:

7.5.8.7.1. 90-degree right

7.5.8.7.2. 90-degree left

7.5.8.7.3. 180-degrees

7.5.8.8. Simulate shooting from a vehicle

7.5.9. Fire familiarization drills using a minimum of 30 rounds with approved ammunition to include:

7.5.9.1. Engage multiple targets during familiarization drills

7.5.9.1.1 Engage multiple targets with magazine exchanges

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

Performance Outcome 7.6

Secure duty handgun and all weapons while off-duty.

Training Objectives Related to 7.6

1. Given a written exercise, identify reasons and methods for avoiding firearm accidents while off-duty.

Criteria: The student shall be tested on the following:

7.6.1. Identify reasons for security, as they relate to firearm safety.

7.6.1.1. Prevent injury and unauthorized access, § 18.2-56.2

7.6.1.2. Minimize theft opportunity (separate ammunition from firearm)

7.6.2. Identify methods for security.

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

1. Methods for security

a. Lock box

(i).Loaded

(ii).Unloaded

b. Trigger lock

(i). Unloaded

c. Cable lock

(i).Unloaded

d. Gun safe and/or locked container

Performance Outcome 7.7

Carry a firearm while off-duty.

Training Objectives Related to 7.7

1. Given a written exercise, identify the factors to consider when carrying a firearm while off-duty.

Criteria: The student shall be tested on the following:

7.7.1. Identify how the officer must comply with department policy relating to carrying a firearm, while off-duty and qualifying with the off-duty firearm.

7.7.2. Identify the statutes that regulate the carrying of firearms while off-duty.

7.7.3. Identify the impact that any intoxicant may have on judgment, relating to use of firearms while off-duty.

7.7.4. Identify the conditions that should be maintained while carrying a firearm off-duty.

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

1. Identification of conditions that should be maintained while carrying a firearm off-duty

a. Concealed

b. Secure (retaining device)

c. Accessible

d. Law enforcement identification

e. Jurisdiction

f. Training

2. Identification of response to being stopped by on-duty officer

a. Upon being challenged, remain motionless unless given a positive directive otherwise

b. Obey commands which may entail submission to arrest

c. Do not attempt to produce identification until instructed to do so

d. If circumstances permit, verbally announce identity and state the location of badge and credentials

e. Ask the on-duty officer to repeat any directions or questions that are unclear and never argue during the encounter

f. Follow all instructions received until recognition is acknowledged

VIRGINIA TACTICAL QUALIFICATION COURSE I (MANDATORY)

(Formerly Appendix F)

Target- IALEFI QP

50 rounds, 5-25 yards

Qualification Score: 70%

Instructor to determine magazine changes and magazine capacity

Phase 1 – 5 YARD LINE: 12 rounds

1. Draw and fire 2 rounds in 3 seconds for 12 rounds. After each two rounds, holster and repeat.

PHASE 2—7 YARD LINE: 14 rounds

1. On command, draw and fire 6 rounds in 8 seconds.

2. On command, draw and fire 4 rounds in 8 seconds, strong hand only.

3. On command, fire 4 rounds in 10 seconds, support hand only.

PHASE 3—15 YARD LINE: 12 rounds

1. On command, draw and fire 2 rounds in 3 seconds. Stay out at ready-gun position.

2. From ready-gun, fire 2 rounds in 2 seconds, for a total of 4 rounds.

3. On command, draw and fire 6 rounds in 12 seconds.

PHASE 4—25 YARD LINE: 12 rounds

1. On command, draw and fire 6 rounds kneeling and 6 rounds standing in 45 seconds (pistol) or 60 seconds (revolver).

SCORING—2 points inside the bottle, 1 point outside the bottle, in the gray area

OPTION 1: VIRGINIA MODIFIED DOUBLE ACTION COURSE FOR SEMIAUTOMATIC

PISTOLS AND REVOLVERS

(Formerly Appendix A)

Target- IALEFI QP

50 rounds, 7-25 yards

Qualification Score: 70%

Instructor to determine magazine changes and magazine capacity

PHASE 1 – 7 YARD LINE: 20 rounds

1. On command, draw and fire 2 rounds in 3 seconds. Holster and repeat until

10 rounds have been fired (x5).

2. On command, draw and fire 5 rounds strong-hand. Conduct a reload and fire

5 rounds with support-hand in 22 seconds. Holster.

PHASE 2— 15 YARD LINE: 15 rounds (Two-handed shooting)

1. On command, draw and fire 2 rounds in 3 seconds. Holster and repeat until

10 rounds have been fired (x5).

2. On command, draw and fire 5 rounds in 10 seconds. Make duty firearm safe

and holster.

PHASE 3—25 YARD LINE: 15 rounds

1. On command, fire 5 rounds from standing, 5 rounds from kneeling, and 5

rounds from prone position until 15 rounds have been fired in 70 seconds

(semi-automatic) or 90 seconds (revolver).

SCORING—2 points inside the bottle, 1 point outside the bottle, in the gray area

OPTION 2: VIRGINIA MODIFIED COMBAT COURSE I

(Formerly Appendix B)

Target- IALEFI QP

50 rounds, Moving course- 50-7 yard lines

Qualification Score: 70%

Instructor to determine magazine change and magazine capacity

PHASE 1: 50 YARD LINE: 26 rounds

- 1. On command, run to the 25 yard line. Draw and fire 10 rounds standing. Fire 10 rounds kneeling, then 6 rounds prone in a total of 3 minutes.**

PHASE 2: 25 YARD LINE: 16 rounds

- 1. On command, run to the 15 yard line. Draw and fire 10 rounds standing. Reload and fire 6 rounds kneeling in a total of 60 seconds.**

PHASE 3: 15 YARD LINE: 8 rounds

- 1. On command, run to the 7 yard line. Draw and fire 4 rounds strong-hand only then 4 rounds support-hand only in a total of 25 seconds.**

SCORING—2 points inside the bottle, 1 point outside the bottle, in the gray area

OPTION 3: VIRGINIA TACTICAL QUALIFICATION COURSE III FOR SEMIAUTOMATIC

PISTOLS

(Formerly Appendix H)

Target- IALEFI QP

50 rounds, 25-3 yard lines

Qualification Score: 70%

Instructor to determine magazine change and magazine capacity

PHASE 1: 25 YARD LINE: 6 rounds

1. On command, draw and fire 3 rounds standing and 3 rounds kneeling in 25 seconds.

PHASE 2: 15 YARD LINE: 6 rounds

1. On command, draw and fire 2 rounds in 3 seconds (x3) for a total of 6 rounds.

PHASE 3: 7 YARD LINE: 6 rounds

1. On command, draw and fire 2 rounds in 3 seconds (x3) for a total of 6 rounds.

PHASE 4: 5 YARD LINE: 26 rounds

1. On command, draw and fire 4 rounds in 4 seconds (x3) for a total of 12 rounds.
2. On command, draw and fire 6 rounds in 5 seconds (two-handed shooting).
3. On command, draw and fire 4 rounds in 6 seconds, strong-hand only.
4. On command, draw and fire 4 rounds in 8 seconds, support-hand only.

PHASE 5: 3 YARD LINE: 6 rounds

1. On command, draw and fire 3 rounds in 3 seconds (x2) for a total of 6 rounds (two-handed shooting).

SCORING—2 points inside the bottle, 1 point outside the bottle, in the gray area.

Virginia Low Light Qualification Course (Mandatory) (NEW)

Target- IALEFI “QP”

50 rounds, 3 - 15 Yards

Qualification Score: 70%

PHASE 1 – 3 YARD LINE: 8 rounds

1. Draw and fire 2 rounds in 3 seconds (x4). Re-holster after each 2 rounds.

Total of 8 rounds (No Flashlight)

PHASE 2 – 5 YARD LINE: 9 rounds

1. Draw and fire 3 rounds in 4 seconds (x3). Re-holster after each 3 rounds.

Total of 9 rounds (No Flashlight)

PHASE 3 – 7 YARD LINE: 16 rounds

1. Draw and fire 4 rounds in 5 seconds (x2). Re-holster after each 4 rounds.

Total of 8 rounds (No Flashlight)

With Flashlight out and in support hand for remainder

2. Draw and fire 4 rounds in 5 seconds.

3. From the ready gun, fire 4 rounds in 5 seconds.

PHASE 4 – 10 YARD LINE: 9 rounds

1. Draw and fire 3 rounds in 5 seconds.

2. From the ready gun, fire 3 rounds in 4 seconds (x2) for a total of 6 rounds.

PHASE 5 – 15 YARD LINE: 8 Rounds

1. Draw and fire 4 rounds in 8 seconds.

2. From the ready gun, fire 4 rounds in 7 seconds.

SCORING - 2 points inside the bottle, 1 point outside the bottle, in the gray area.

Driver Training

Performance Outcome 8.1

Operate agency transport vehicle on various road surfaces and conditions if assigned by agency.

Training Objectives Related to 8.1.

1. Given a practical exercise, demonstrate operation of a transport vehicle.

~~1.~~ 2. Given a written exercise, identify factors to consider related to the operation of a transport vehicle, if assigned by agency.

~~2.~~ Given a practical exercise, identify or demonstrate methods of control of a vehicle while driving on dry, wet, icy, or snow covered pavement; dirt or loose gravel road; or skidpan, if assigned by agency. **Moved to 8.3**

~~3.~~ Demonstrate the techniques for recovery from off road at various speeds during a written or practical exercise, if assigned by agency. **Moved to 8.3**

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

Practical Exercise:

~~8.1.13.~~ 8.1.1. Demonstrate a physical and visual inspection of an agency vehicle.

~~8.1.14.~~ 8.1.2. Demonstrate the proper usage of a safety belt in the operation of an agency vehicle.

~~8.1.15. Demonstrate the proper techniques of acceptable steering methods for an agency vehicle.~~

~~8.1.15.1. hand position on the steering wheel~~

~~8.1.15.2. shuffle steering~~

~~8.1.16. Demonstrate the proper techniques in braking (with or without ABS) a transport vehicle.~~

~~8.1.16.1. Heat/cool~~

~~8.1.16.2. Threshold~~

~~8.1.16.3. Anti-lock braking systems~~

~~8.1.17. Demonstrate the proper techniques in backing a transport vehicle.~~

~~8.1.18.~~ 8.1.3. Demonstrate how to control a transport transport vehicle using acceptable techniques in the following vehicle movements:

~~8.1.18.1.~~ 8.1.3.1. Parking

8.1.3.1.1. Angle

8.1.3.1.2. Parallel

8.1.3.1.3. Perpendicular

~~8.1.18.2.~~ 8.1.3.2. “Y” turn

~~8.1.18.3.~~ 8.1.3.3. Backing

Given a written Written Exercise:

~~8.1.1.~~ 8.1.4. Identify the three components of defensive driving and their effect on vehicle accidents crashes.

~~8.1.1.1.~~ Driver

~~8.1.1.2.~~ Vehicle

~~8.1.1.3.~~ Environment

~~8.1.2.~~ 8.1.5. Identify the five steps of defensive driving.

~~8.5.2.1.~~ Scan

~~8.5.2.2.~~ Identify

~~8.5.2.3. Predict~~

~~8.5.2.4. Decide~~

~~8.5.2.5. Execute~~

~~8.1.3.~~ 8.1.6. Identify driving movements, which most frequently contribute to vehicle ~~accidents~~ crashes.

8.1.7. Identify factors that contribute to the effective use of a transport radio.

~~8.1.4.~~ 8.1.8. Identify the importance of seat belts, air bags, and other vehicle safety devices.

~~8.1.5.~~ 8.1.9. Identify and compare the different characteristics of ~~low light~~ nighttime driving to daytime driving, and identify how the human eye is affected.

~~8.1.6.~~ 8.1.10. Identify factors that influence the overall stopping distance of a vehicle.

~~8.1.7.~~ 8.1.11. Identify the effect speed has on observation and perception during transport.

~~8.1.8. Identify causes and steps to correct skids~~

~~8.1.9.~~ 8.1.12. Identify liability issues related to operating a transport vehicle.

8.1.13. Identify how lighting conditions impact or affect defensive driving skills.

~~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:~~

~~8.1.19. 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 all items listed in the Criteria section and the additional information below:

1. The components of Demonstrate a thorough a physical and visual inspection of an agency transport vehicle.

a. Check fluid levels and add fluid, if necessary

b. Check tire pressure and adjust as necessary

c. Check tread depth and inspect tire for abnormal wear or other deficiencies

d. Check all safety equipment

e. Check for internal and external damage

f. Check for weapons and contraband

2. Demonstrate the operation of a ~~law enforcement~~ transport vehicle in low-light conditions

~~2.~~ 3. The three components of defensive driving and their effect on transport vehicle accidents-

- a. Driver
- b. Vehicle
- c. Environment

~~3.~~ 4. 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-

a. Airbags are supplemental safety devices

b. Seatbelts are primary safety devices

6. The different characteristics of ~~low light~~ nighttime driving to daytime driving and how the human eye is affected-

a. The effects on vision related to light and dark environment adaptation

7. Factors that influence the overall stopping distance of a vehicle-

a. Driver perception or reaction

(i). Reaction time and overall stopping distance

(ii). Driver distractions inside the vehicle

b. Vehicle and vehicle condition

c. Visibility

d. Road conditions

e. Weather

f. Speed

g. Brake fade

8. Demonstrate the basic methods related to changing a vehicle's tire

~~8. The effect speed on observation and perception during transport.~~

~~9. Causes and steps to correct skids~~

~~10. Liability issues related to operating a transport vehicle~~

~~11. Identify the Code of Virginia requirements related to using emergency equipment (lights and siren).~~

~~12. Identify the requirement of transport vehicle operators to obey all traffic laws.~~

~~13. Identify the time limits for transport vehicle operators (number of hours permitted to drive within a 24 hour period). (Code of Virginia § [46.2-812](#))~~

Practice:

~~14. Demonstration of a physical and visual inspection of a transport vehicle.~~

~~15. Demonstration of the proper usage of a safety belt in the operation of law enforcement vehicle.~~

~~16. Demonstration of the proper techniques of acceptable steering methods.~~

~~a. Hand position on the steering wheel~~

~~b. Shuffle steering~~

~~17. Demonstration of proper techniques in braking (with/without ABS) a transport vehicle.~~

~~a. Heat/cool~~

~~b. Threshold~~

~~c. Anti-lock braking systems~~

~~18. Demonstration of the proper techniques in backing a transport vehicle.~~

~~19. Demonstration of the control of a transport vehicle using acceptable techniques in the following vehicle movements:~~

~~a. Parking~~

~~b. "Y" turn~~

~~c. Backing~~

~~20. Operation of a transport vehicle in night conditions~~

~~21. Skid control techniques~~

~~22. Braking control techniques~~

~~23. Steering control techniques~~

~~24. The techniques in correct order for recovery for two wheels off road to four wheels on road.~~

~~25. The techniques for four wheels off road to four wheels on road.~~

~~26. The areas of reduced traction.~~

~~**NOTE: This standard is “if assigned by agency”, i.e., a trainee shall be trained under this standard if his/her employer is assigning him/her to drive the agency vehicle.**~~

~~**Anyone assigned to drive the agency vehicle must complete a driver training program that meets this standard, however, this may not be necessary during basic academy.**~~

Performance Outcome 8.2 (Taken from Driving Category 8.2 in new LE Standards)

Demonstrate physical skills needed to operate a transport vehicle.

Training Objective Related to 8.2

1. Given a practical exercise, demonstrate physical skills required to properly operate a transport vehicle.

Criteria: The student shall be tested on the following:

8.2.1. Demonstrate one and two-hand gripping of steering wheel.

8.2.2. Demonstrate leg coordination for safe operation of a transport vehicle at varying speeds.

8.2.3. Demonstrate hand/eye coordination, (i.e., operation of a radio communication/seatbelt removal/drawing weapon, if needed).

8.2.4. Listen and understand radio communications.

8.2.5. Speak with clarity during radio communication.

8.2.6. Manipulate upper body to permit observation to sides and rear, as needed.

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

Performance Outcome 8.3 (Taken from Driving Category 8.3 of new LE Standards)

Identify factors to prevent and recover from skids or loss of traction.

Training Objectives Related to 8.3

1. Given a practical exercise, demonstrate the techniques for skid recovery both on and off the roadway, which include proper techniques for skid recovery in low traction.

2. Given a written exercise, identify areas of reduced traction, the different types of skids, skid prevention techniques, skid recovery techniques, and off-road recovery techniques.

Criteria: The student shall be tested on the following:

Practical Exercise:

8.3.1. Demonstrate proper techniques for recovery of two wheels in a low-traction environment.

8.3.2. Demonstrate proper techniques for recovery of four wheels in a low-traction environment.

8.3.3. Demonstrate skid recovery utilizing a skidpan, tire covers, courses, or vehicles which are designed to induce skidding.

Written Exercise:

8.3.4. Identify areas of reduced traction and low-traction environments.

8.3.5. Identify the different types of skids.

8.3.6. Identify skid prevention techniques.

8.3.7. Identify how Electronic Stability Control (ESC) works, and the dangers of overreliance on ESC.

8.3.8. Identify techniques for recovering from an oversteer skid, with a non-ESC equipped vehicle.

8.3.9. Identify techniques for recovering from an oversteer skid, with an ESC equipped vehicle.

8.3.10. Identify off road recovery techniques with or without ESC.

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

1. Areas of reduced traction and unstable surfaces

a. Wet roadway

b. Icy roadway

c. Snow covered roadway

d. Dirt or Gravel

2. Define the different types of skids

a. Front wheel skid (understeer): The characteristic of a vehicle to continue in a straight line, sliding to the outside of the turn and losing traction in the front tires; a front wheel drive vehicle is more likely to under steer than other vehicles, also known as “plowing”

b. Rear wheel skid (oversteer): The traction on the rear tires is less than that on the front causing the rear end to slide towards the outside of a curve due to the loss of traction; a rear wheel drive vehicle is more likely to over steer than other vehicles, also known as “fishtailing”

c. All-wheel skid: The loss of traction of all four wheels simultaneously

d. Hydroplane: A loss of traction that occurs when a vehicle's tire or tires ride upon the surface of the water rather than the roadway.

e. Acceleration skid: The loss of traction of a wheel(s) due to excessive power applied when accelerating

3. Skid prevention techniques

a. Reducing speed to properly corner and stop the vehicle

b. Adjusting speed and driving in areas of reduced traction utilizing proper steering and braking techniques

c. Scanning ahead

4. Techniques for recovering from an oversteer skid, with a non-ESC equipped vehicle

a. Off the gas

b. Off the brake

c. Counter steer

d. Look where you want to go

5. Techniques for recovering from an oversteer skid, with an ESC equipped vehicle

a. Off the brake

b. Counter steer

c. Smooth acceleration

d. Look and steer where you want to go

6. Techniques for recovering from an understeer skid, with or without an ESC equipped vehicle

- a. Off the gas
- b. Off the brake
- c. Manipulate the steering wheel to regain rolling traction
- d. Steer back into the turn
- e. Look and steer where you want to go

7. Off road recovery techniques with or without ESC

- a. Off the gas
- b. Off the brake
- c. Smooth steering
- d. Identify safe path back to roadway

Performance Outcome ~~8.2~~ 8.4

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

Training Objectives Related to ~~8.2~~ 8.4

1. Given a ~~written or~~ practical exercise, identify demonstrate the steps involved in transporting the proper transport of person(s) not in custody to various locations.

2. Given a written or practical exercise, identify demonstrate the steps involved in transporting the proper transport of person(s) in custody to various locations outside of the institution.

Criteria: The trainee student shall be tested on the following:

~~8.2.1.~~ 8.4.1. Identify Demonstrate proper procedures for transporting and escorting person(s) not in custody.

~~8.2.2.~~ 8.4.2. Identify Demonstrate proper escort techniques during movement for the escort of a subject by foot and vehicle ~~from place to place for person(s) in custody.~~

~~8.2.2.1. Secure subject with multiple restraints (handcuffs, leg irons, waist belt or chain).~~

~~8.2.2.2. Ensure subject has been properly searched.~~

~~8.2.2.3. Allow reaction space if possible.~~

~~8.2.2.4. Check security of transport vehicle before and after transport including entire interior.~~

~~8.2.2.5. Vehicle with cage~~

~~8.2.2.5.1. Place subject in right rear with proper restraints and seatbelt.~~

~~8.2.2.5.2. Adjust inside mirror to provide visual observation of subject.~~

~~8.2.2.6. Vehicle without cage~~

~~8.2.2.6.1. Option One:~~

~~8.2.2.6.1.1. Place in right front seat with proper restraints (cuffs, leg chains, waist chain) and seatbelt.~~

~~8.2.2.6.1.2. Make sure weapon is secure or placed away from potential access by subject.~~

~~8.2.2.6.2. Option Two:~~

~~8.2.2.6.2.1. Place in right rear seat with proper restraints (cuffs, leg chains, waist chain) and seatbelt.~~

~~8.2.2.6.2.2. Make sure weapon is secure or placed away from potential access by subject.~~

~~8.2.2.6.2.3. Adjust the rearview mirror to allow surveillance of inmate movement.~~

~~8.2.2.7. Upon arriving at destination, visually check area for possible security risks then unload subject and move inmate to appropriate area.~~

~~8.2.2.8. Observe subject and surroundings to ensure security and officer safety.~~

~~8.2.2.9. Do not allow yourself to be distracted from subject observation and control.~~

~~8.2.2.9.1. Do not relax after cuffing.~~

~~8.2.2.9.2. Do not let prisoner out of your sight.~~

~~8.2.3~~ **8.4.3.** Identify any statements or behavioral observations that may indicate that the subject is a danger to themselves or others, and danger by the subject to him/herself or to others and the need to communicate these to the person assuming custody.

Lesson Plan Guide: The lesson plan shall include the following: all items listed in the Criteria section and the additional information below.

1. Use proper procedures for transporting and escorting person(s) not in custody-

a. ~~Identify department policy and procedure for~~ Transportation of individuals
~~transporting individuals in other non-custody circumstances, (i.e., ride-alongs,~~
~~jurors, government officials, etc.)~~

~~1-~~ (i). Release of liability

~~2-~~ (ii). Security of criminal history information-

2. ~~Use proper escort techniques~~ Demonstrate techniques for the escort of a subject by
foot and vehicle ~~during movement by foot and vehicle from place to place for person(s)~~
in custody-

a. Handcuff subject with hands to rear if injury/illness permits, otherwise restrain
as appropriate (on gurney, if needed)-

b. Ensure subject has been properly searched-

c. Allow reaction space if possible-

d. Load into transport vehicle checking security of entire interior-

e. Vehicle with cage

~~1-~~ (i). Place in right rear with proper restraints and seatbelt-

~~2-~~ (ii). Adjust inside mirror to provide visual observation of prisoner-

(iii). Engage child safety lock

f. Vehicle without cage

Option One:

1. (i). Place in right front seat with proper restraints (cuffs, leg chains, waist chain) and seatbelt-

2. (ii). Make sure weapon is secure or placed away from potential access by subject-

(iii). Engage child safety lock; or

Option Two:

1. (iv). Place in right rear seat with proper restraints (cuffs, leg irons, waist chain) and seatbelt

2. (v). Make sure weapon is secure or placed away from potential access by subject

3. (vi). Adjust the rearview mirror to allow surveillance of inmate movement

g. Upon arriving arrival at destination, visually check area for possible security risks

then ~~unload and~~ move inmate subject to appropriate medical designated area-

h. Observe subject and surroundings to ensure security and officer safety-

i. Do not allow yourself to be become distracted from the observation and control of the inmate observation and control subject.

~~1. (i).~~ Do not relax after cuffing-

~~2. (ii).~~ Do not let prisoner the subject out of your officer's sight-

~~3. Identify any statements or behavioral observations that indicate danger by the subject to him/herself or to others and the need to communicate these to person assuming custody.~~

~~a. It is critical to communicate the statements or behavioral observations to person assuming custody since the individual being transported may attempt to do violence to him/herself or others.~~

~~b. If no one appears to be paying attention to the information you are giving, write it down and leave it. Make a field note regarding this. This will provide some protection with respect to liability.~~

Performance Outcome 8.3. 8.5

Transport ill or injured subject to receive medical care.

Training Objectives Related to ~~8.3.~~ 8.5

1. Given a written exercise, identify the steps involved ~~to transport~~ in the transportation of an ill or injured subject to receive medical care.

Criteria: The ~~trainee~~ student shall be tested on the following:

~~8.3.1.~~ 8.5.1. Identify appropriate medical and biohazard precautions ~~to take should~~ subject possibly have in case of an exposure to an airborne or bloodborne pathogen (tuberculosis, HIV, etc.).

~~8.3.1.1.~~ Protective masks and personal protective equipment

~~8.3.1.2.~~ Cleaning hands, face, masks and vehicle after transport

~~8.3.2.~~ 8.5.2. Secure subject as injury/illness permits.

~~8.3.3.~~ Use all other security practices noted in standard 8.2.

~~8.3.4.~~ Do not allow yourself to be distracted from subject observation and control even though responding to a medical need of the subject.

Lesson Plan Guide: The lesson plan shall include the following: all items listed in the Criteria section and the additional information below.

1. Identify appropriate medical and biohazard precautions to take should subject possibly have in case of an exposure to an airborne or blood borne pathogen-

a. Protective masks and personal protective equipment

b. ~~Cleaning~~ Clean and sanitize hands, face, masks and vehicle after transport

~~2. Secure subject as injury/illness permits.~~

~~3. Use all other security practices noted in standard 8.2.~~

4. 2. Do not allow yourself to be become distracted from the inmate observation and control of subject, even though when responding to a medical need of the subject-

~~**Instructor Notes: 1. Advise trainees to identify department policy related to medical transports involving rescue squad or other non-agency vehicle. 2. Advise trainees to identify department policy related to non-traditional medical transports, i.e. pregnant inmate, disabled inmate (various disabilities).**~~

Officer Wellness (Proposed Category)

Performance Outcome 9.1

Engage in physical exercise.

Training Objectives Related to 9.1

1. Given a practical exercise, engage in stand-alone physical exercise for a minimum of 30 hours, during academy time.

Criteria: The student shall be tested on the following:

9.1.1. Engage in stand-alone physical exercise for a minimum of 30 hours, during academy time.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section.

Performance Outcome 9.2

Drag a heavy object from a vehicle to simulate a rescue.

Training Objectives Related to 9.2

1. Given a practical exercise, extract an object that weighs at least 150 pounds from a vehicle, to simulate a rescue.

Criteria: The student shall be tested on the following:

9.2.1. Demonstrate the extraction of an object that weighs at least 150 pounds from a vehicle, to simulate effecting a rescue.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section.

Performance Outcome 9.3

Identify causes of stress, impacts, and reduction strategies.

Training Objectives Related to 9.3

Given a written exercise:

- 1. Identify causes of stress.**
- 2. Identify methods to manage and reduce stress.**
- 3. Identify symptoms of Post-Traumatic Stress Disorder (PTSD).**

Criteria: The student shall be tested on the following:

- 9.3.1. Identify the most commonly recognized causes of stress.**
- 9.3.2. Identify positive means of reducing stress.**
- 9.3.3. Identify the common symptoms of Post-Traumatic Stress Disorder.**

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Common causes of stress

a. Personal

b. Work

c. Critical incidents

2. Common symptoms of stress and warning signs

a. Headache or other aches and pains

b. High blood pressure

c. Heart disease

d. Insomnia

e. Negativity

f. Anger/irritability

g. Eating disorders

h. Anxiety

i. Changes to substance and alcohol use

j. Any marked negative change in behavior

3. Positive methods to reduce stress

a. Communication

b. Exercise

c. Positive attitude

d. Hobbies and other healthy activities

e. Healthy diet

4. Post-Traumatic Stress Disorder

a. After experiencing a shocking, scary, or dangerous event, the majority of individuals will experience symptoms of:

- (i). Arousal, (i.e., startled, tense, on edge, irritable, trouble sleeping)
- (ii). Re-experiencing, (i.e., bad dreams, intrusive thoughts of the event)
- (iii). Avoidance, (i.e., attempts to block out the feelings and thoughts, avoiding reminders)
- (iv). Cognitive and mood symptoms, (i.e., feeling depressed, confused, betrayed)

b. Understand that these are all common/normal

Performance Outcome 9.4

Identify suicidal ideation.

Training Objectives Related to 9.4

1. Identify the warning signs of suicidal ideation.
2. Explain what to do when suicide is imminent.
3. Explain how to be prepared after a suicide takes place.

Criteria: The student shall be tested on the following:

Written Exercise:

9.4.1. Identify the warning signs of suicidal ideation within the agency.

9.4.2. Identify what to do when suicide is imminent.

9.4.3. List resources for the suicidal individual.

9.4.4. Identify what to expect after a deputy/jail officer suicide takes place.

Lesson Plan Guide: The lesson plan guide shall include all items listed in the Criteria section and the additional information below.

1. Warning signs of suicidal ideation within the agency

a. Physical signs of suicidal ideation

b. Verbal cues of suicidal ideation

c. Feelings associated with suicidal ideation

d. Behavioral cues of suicidal ideation

e. Cues of suicidal thinking

2. Identify what to do when suicide is imminent

a. Be a good listener

b. Approach the situation with an open mind

c. Do not leave the individual alone

d. Notify appropriate personnel about the individual

3. List resources for the suicidal individual

a. Private practice therapy

b. Peer support

c. Employee assistance programs (EAPs)

d. Chaplains

e. National suicide prevention hotlines/lifelines

f. Local community services board/behavioral health authority emergency services response

4. Identify what to expect after an agency suicide takes place

a. Departmental grief, (i.e., ripple effect throughout the agency/department)

b. Services available to officers, (i.e., peer support/counseling, CISM, and EAPs)

c. National suicide prevention hotlines/lifelines

Jail Officer/ Field Training (New version generated from new LE version)

Deputy/Jail Officer Field Training –120 Hours Department Policies, Procedures, and Operations (General Deputy/Jail Officer)

Deputy/Jail Officers

In conjunction with maintaining the safety and security of the jail and persons therein, the deputy/jail officer must identify requirements related to their employing agency, local court systems, local government structures, and community resources and agencies. Expected performance outcomes are to be identified and discussed in accordance with agency policy, and demonstrated when required below:

Local Government Structure and Agency Organization

- 10.1 - Identify and discuss the organizational structure and chain of command.
- 10.2 - Identify and discuss the general orders/ rules and regulations/ departmental directives.
- 10.3 - Identify and discuss the department purpose, mission, and values.

Ethics and Professionalism

- 10.4 - Identify, discuss, and demonstrate the appropriate personal appearance and uniform requirements
- 10.5 - Identify and discuss the deputy/jail officer Code of Ethics.
- 10.6 - Identify, discuss, and demonstrate appropriate standards of conduct/ professionalism.
- 10.7 - Identify, discuss, and demonstrate discretion and decision-making.
- 10.8 - Identify and discuss the reporting of the misconduct of other officers.
- 10.9 - Identify and discuss cultural diversity, implicit bias, bias based policing with regard to all persons.
- 10.10 - Identify, discuss, and demonstrate fair and impartial treatment of inmates, staff, and visitors.

Communications

- 10.11 - Identify, discuss, and demonstrate communication with department employees and public safety partners.
- 10.12 - Identify, discuss, and demonstrate effective communication with citizens/ public.
- 10.13 - Identify, discuss, and demonstrate conflict management.
- 10.14 - Identify, discuss, and demonstrate proper radio procedures and etiquette.
- 10.15 - Identify, discuss, and demonstrate telephone procedures.
- 10.16 - Identify, discuss, and demonstrate requests for service.
- 10.17 - Identify and discuss proper response to dispatched/ jail communication center calls.
- 10.18 - Identify and discuss how to handle complaints about deputies/jail officers.
- 10.19 - Identify and discuss how information is disseminated to news agencies.
- 10.20 - Identify, discuss, and demonstrate monitoring radio channels to hear requests for assistance.
- 10.21 - Identify and discuss assisting individuals from various cultural backgrounds or various disabilities.

10.22 - Identify and discuss communicating an emergency message.

Records, Documentation and Report Writing

10.23 - Identify, discuss, and demonstrate the location of forms and reports.

10.24 - Identify, discuss, and demonstrate writing and turning in reports.

10.25 - Identify, discuss, and demonstrate maintaining a personal notebook.

10.26 - Identify, discuss, and demonstrate records/ report distribution and dissemination.

10.27 - Identify and discuss court and legal papers for filing and record keeping.

10.28 - Identify and discuss various agency records including directories, inventories, warrants served, and bonds as assigned to inmates.

10.29 - Identify and discuss steps required to act upon forms, documents, and orders generated by the courts or other legal entities, (i.e., dispositions, continuances, changes in charges, hold cards or detainers, etc.).

10.30 - Identify, discuss, and demonstrate filing/entering and retrieving documents in agency records systems.

Use of Force

10.31 - Identify and discuss the objectively reasonable use of force.

10.32 - Identify and discuss weapons and tactics.

10.33 - Identify and discuss rendering medical aid.

10.34 - Identify and discuss procedures for documentation.

10.35 - Identify and discuss de-escalation

10.36 - Identify and discuss an officer's duty to intervene

Court Systems, Personnel, Functions and Locations

10.37 - Identify and discuss the court system.

10.38 - Identify and discuss courtroom demeanor and testifying.

Resources and Referrals

- 10.39 - Identify and discuss the use of social service agencies.
- 10.40 - Identify and discuss using services for victims of rape and/or other sex crimes.
- 10.41 Identify and discuss victim services (i.e., suicide)

Legal/ Warrants

- 10.42 - Identify and discuss the deputies/jail officer's legal authority.
- 10.43 - Identify and discuss constitutional requirements.
- 10.44 - Identify and discuss misdemeanor vs. felony.
- 10.45 -Identify and discuss the location and purpose of the magistrate's office.
- 10.46 - Identify and discuss how to obtain warrants.
- 10.47 - Identify and discuss the service of warrants.

Criminal Offenses/ Local Ordinances

Crimes against Persons

- Identify, discuss, and when possible, demonstrate response/s to:

- 10.48 -Assault
- 10.49 -Homicide
- 10.50 -Sexual Assault
- 10.51 -Threats

Arrest and Search Procedures

- Identify, discuss, and when possible, demonstrate:

- 10.52 - Arrest procedures.

10.53 - Restraint application and removal.

Detention Facilities and Booking Procedures

- Identify, discuss, and when possible, demonstrate:

10.54 - Tour of the jail facility.

10.55 - Booking procedures.

10.56 - Procedures for photographing those arrested.

10.57 - Observe for the need of medical attention.

10.58 - Recognize signs of mental illness/ disability.

Administrative Handling of Persons in Crisis (PIC)

10.59 - Identify and discuss taking PIC into custody.

10.60 - Identify and discuss obtaining and the service of commitment papers.

10.61 - Identify and discuss the transportation of a PIC.

10.62 - Identify and discuss PIC resources.

Local Juvenile Policy

10.63 - Identify and discuss the juvenile procedures.

10.64 - Identify and discuss juvenile rights.

10.65 - Identify and discuss juvenile transportation.

Vehicle Operations

10.66 - Identify, discuss, and demonstrate a vehicle inspection.

10.67 - Identify, discuss, and demonstrate proper vehicle operation.

10.68 - Identify and discuss operation during inclement weather.

10.69 - Identify, discuss, and demonstrate the security of a parked transport vehicle.

- 10.70 - Identify and discuss towing of an agency vehicle.
- 10.71 - Identify and discuss the use of jumper cables.
- 10.72 - Identify and discuss changing a tire.
- 10.73 - Identify and discuss an agency vehicle involved crash.

Jail Procedures

- 10.74 - Identify, discuss, and demonstrate timely arrival to facility.
- 10.75 - Identify, discuss, and demonstrate reporting to muster/roll call.
- 10.76 - Identify, discuss, and demonstrate responding to inmate requests.
- 10.77 - Identify, discuss, and demonstrate performing various inmate and security checks.
- 10.78 - Identify, discuss, and demonstrate maintaining various logs.
- 10.79 - Identify, discuss, and demonstrate escorting inmates.
- 10.80 - Identify, discuss and demonstrate key and tool control.
- 10.81 - Identify, discuss, and demonstrate supervising trustees.
- 10.82 - Identify and discuss investigating unusual odors.
- 10.83 - Identify and discuss investigating unusual sounds or noises.
- 10.84 - Identify, discuss, and demonstrate providing inmates with intake clothing, hygiene, and bedding.
- 10.85 - Identify and discuss escorting medical staff and jail visitors (i.e., chaplains, electricians, etc.)
- 10.86 - Identify, discuss, and demonstrate asking inmate if they are in fear of their safety, during booking process.
- 10.87 - Identify and discuss the procedure relating to court docket paperwork and preparing inmates for transport to/from court.
- 10.88 - Identify, discuss, and demonstrate maintaining the security of doors.
- 10.89 - Identify, discuss, and demonstrate the procedure for food tray accountability.

- 10.90 - Identify and discuss the procedure to identify and document individuals entering and exiting the facility.
- 10.91 - Identify and discuss checking visitors and their personal items, (i.e., pat down/wand).
- 10.92 - Identify, discuss, and demonstrate the pat down and search of inmate entering or exiting the facility.
- 10.93 - Identify, discuss, and demonstrate verification of inmate identity by checking wristband or ID.
- 10.94 - Identify and discuss information that may be given to families of adult inmates.
- 10.95 - Identify and discuss inmate disciplinary actions.
- 10.96 - Identify and discuss documenting injuries to inmates, staff, and visitors.
- 10.97 - Identify and discuss the procedure for notifying persons exposed to blood or bodily fluids.
- 10.98 - Identify, discuss, and demonstrate verifying the authorization of inmate movement within the facility.
- 10.99 - Identify, discuss, and demonstrate supervising cleaning details and inmate workers.
- 10.100 - Identify, discuss, and demonstrate supervising inmates and inmate activities.
- 10.101 - Identify, discuss, and demonstrate attending to the special needs of inmates.
- 10.102 - Identify, discuss, and demonstrate verbally reprimanding inmates for rules violations.
- 10.103 - Identify, discuss, and demonstrate providing for inmate privileges according to the Minimum Standards for Local Jails and Lockups.
- 10.104 - Identify and discuss taking away inmate privileges as a method of discipline.
- 10.105 - Identify, discuss, and demonstrate patrol of housing unit, secured areas and perimeters.
- 10.106 - Identify, discuss, and demonstrate inspecting facility to ensure that sanitary conditions are maintained.
- 10.107 - Identify, discuss, and demonstrate conducting irregularly timed security inspections.
- 10.108 - Identify, discuss, and demonstrate supervising inmates outside of the facility and maintain a security post at hospital if inmate is hospitalized.
- 10.109 - Identify and discuss supervising juveniles according to law.
- 10.110 - Identify, discuss, and demonstrate directing inmates in the event of an emergency or in a disaster drill.
- 10.111 - Identify, discuss, and demonstrate conducting head counts and record in designated areas.
- 10.112 - Identify, discuss, and demonstrate supervising food service and control of dishes, beverage containers, and utensils.

- 10.113 - Identify, discuss, and demonstrate observing the medical staff dispense medicine and ensure medicine is consumed.
- 10.114 - Identify and discuss taking custody of and recording lost or found property.
- 10.115 - Identify and discuss demonstrate initiating contact with employers on the status of work release inmates.
- 10.116 - Identify, discuss, and demonstrate regulating accumulation of items in inmate's housing unit.
- 10.117 - Identify, discuss, and demonstrate the information that must be included in daily jail records.
- 10.118 - Identify and discuss the procedures to be followed when admitting a suspected undocumented immigrant into the jail.
- 10.119 - Identify and discuss the notification procedures to be followed in the event of a death in the jail.
- 10.120 - Identify and discuss the procedure to follow when admitting a suspected sex offender to jail.
- 10.121 - Identify and discuss the procedure to follow when ordered to obtain DNA from an arrestee or inmate.

Investigations

- 10.122 - Identify and discuss criminal investigations.
- 10.123 - Identify and discuss interview and Interrogations.
- 10.124 - Identify and discuss evidence collection handling.
- 10.125 - Identify and discuss follow-up Interviews.
- 10.126 - Identify and discuss chain of custody procedures.

Officer Safety

- 10.127 - Identify, discuss, and demonstrate situational awareness.
- 10.128 - Identify, discuss, and demonstrate approach/departure.
- 10.129 - Identify, discuss, and demonstrate body positioning.
- 10.130 - Identify, discuss, and demonstrate cover/concealment.
- 10.131 - Identify and discuss decompression/ self-care/support systems.

Miscellaneous

- 10.132 - Identify and discuss a barricaded subject.
- 10.133 - Identify and discuss hostage negotiations.
- 10.134 - Identify and discuss carrying a firearm off-duty.
- 10.135 – Identify and discuss the uses of specialty units and outside resources
- 10.136 - Identify and discuss marking contaminated area or vehicle with appropriate bio-hazard insignia.
- 10.137 - Identify and discuss crowd management techniques.
- 10.138 – Identify and discuss disposing of contaminated clothing, sharps, etc.
- 10.139 - Identify, discuss, and participate in drills, (i.e., fire, disaster, hostage, and/or evacuations).
- 10.140 - Identify, discuss, and demonstrate the inspection of security devices and report deficiencies to appropriate personnel.
- 10.141 - Identify, discuss, and demonstrate reporting and documenting the need for repairs to agency equipment or tools.
- 10.142 - Identify, discuss, and demonstrate checking audio/video communications equipment for proper operation and report deficiencies.
- 10.143 - Identify, discuss, and demonstrate fingerprinting an inmate for commitment to the jail.

~~Policies, Procedures, and Operations~~

~~Jail officers~~

~~In conjunction with completing basic academy training, the deputy sheriffs or jail officers as defined by 53.1-1 of the Code of Virginia must identify requirements related to the employing agency, and community resources and agencies that may assist a person in need. Expected performance outcomes include this basic knowledge and cover the following:~~

9.1 – 9.30 Policies, Procedures and Operations

~~9.1. Identify agency policy regarding professional appearance related to clothing and grooming.~~

~~9.2. Identify agency policy and procedures for handling violations of professional, ethical, or legal standards of conduct by fellow deputies/jail officers.~~

~~9.3. Identify agency policies related to commitment and treatment of prisoners.~~

~~9.4. Identify agency policy and procedure related to treatment of juvenile offenders.~~

~~9.5. Identify agency policy and procedure related to communicating information about a prisoner to internal and external authorities.~~

~~9.6. Identify agency policy and procedure for obtaining assistance for communicating with various cultural backgrounds or with various disabilities.~~

~~9.7. Identify agency policy and procedure related to receiving, securing, and disbursing funds from an inmate's personal account.~~

~~9.8. Identify agency policy related to file and retrieving records in agency system.~~

~~9.9. Identify agency policy related to removing a report from agency records system as appropriate and required by law and when assigned to make this removal.~~

~~9.10. Identify agency policy for reporting maintenance problems.~~

~~9.11. Identify agency policy for performing a safety inspection.~~

~~9.12. Identify agency policy and procedures for participating in searches with multiple agencies.~~

~~9.13. Identify agency policy and procedure for conducting interrogations.~~

~~9.14. Identify agency policy regarding the communication of emergency messages.~~

~~9.15. Identify agency policy and procedure for documenting proceedings related to dealing with emotionally upset individuals.~~

~~9.16. Identify agency policy and procedure for documenting proceedings related to a inmate who commits suicide.~~

~~9.17. Identify agency policy and procedures for obtaining an emergency custody order or temporary detention order.~~

~~9.18. Identify department policy related to explaining a violation of county or municipal ordinance(s) that is the basis for issuing a summons to a violator.~~

~~9.19. Identify department policy relating to use of discretion regarding a violation of law or ordinance.~~

~~9.20. Identify agency policy and procedure for establishing and tracking chain of custody of evidence.~~

~~9.21. Identify agency policy, procedure, and documentation required for return of property held as evidence when lawfully released.~~

~~9.22. Identify agency policy and procedure for making a warrantless arrest.~~

~~9.23. Identify agency policy regarding information that may be given to families of adult defendants.~~

~~9.24. Identify agency policy and procedure to initiate inmate disciplinary actions.~~

~~9.25. Identify agency policy and procedure to issue and document provision of non-prescription and prescription medicine in the absence of medical staff.~~

~~9.26. Identify agency policy related to sexual harassment in the workplace.~~

~~9.27. Identify agency policy and procedure related to operation of emergency vehicles.~~

~~9.28. Identify agency policy and procedures to follow upon the death of an inmate.~~

~~9.29. Identify agency policy and procedure for interrogations.~~

~~9.30. Identify agency policy and procedure for transporting and escorting a person for the purpose of obtaining personal property from a person under a restraining order.~~

~~Use of Force, Weapons Use~~

~~Jail officers~~

~~9.31 – 9.37 Use of Force, Weapons Use~~

~~9.31. Identify agency policy related to use of force.~~

~~9.32. Identify agency policy related to use of restraints, weapons (including impact weapons), electronic immobilization devices, and chemical sprays.~~

~~9.33. Identify agency policy and procedure for documenting injuries to a prisoner.~~

~~9.34. Identify agency policy and procedure for documenting injuries to staff.~~

~~9.35. Identify agency policy and procedure for documenting incidents that required a use of force.~~

~~9.36. Identify agency policy related to carrying a firearm while off duty.~~

~~9.37. Use an impact weapon to control a subject.~~

~~9.37.1. Identify primary, secondary and lethal target areas.~~

~~9.37.2. Demonstrate offensive and defensive stances.~~

~~9.37.3. Demonstrate the proper verbalization and touch/striking techniques for primary, secondary and the non-lethal target areas.~~

Transporting Prisoners

Jail officers

9.38 – 9.40 Transporting Prisoners

~~9.38. Identify agency policy related to medical transports involving rescue squads or other non-agency vehicle.~~

~~9.39. Identify agency policy related to non-traditional medical transports, i.e., pregnant inmate, disabled inmate (various disabilities), etc.~~

~~9.40. Identify agency policy and procedure for searching, securing, and transporting a prisoner to mental health facility.~~

Safety Training

Jail officers

9.41 – 9.44 Safety Training

~~9.41. Complete the Virginia Occupational Safety and Health training related to exposure to blood borne pathogens.~~

~~9.42. Demonstrate use of protective gear for air borne pathogens and the use of a protective mask to enter a simulated contaminated area following prescribed method and determine when safe to remove mask and exit area.~~

~~9.43. Notify persons exposed to blood or body fluids while assisting a deputy or jail officer that they have a right to the test results for HIV or hepatitis.~~

~~9.44. Identify procedure for a deputy or jail officer to follow to obtain a blood sample from an individual related to a blood exposure.~~

General Tasks

Jail officers

9.45 – 9.61 General Tasks

~~9.45. Stand, walk or sit for more than half of work shift.~~

~~9.46. Perform duties while wearing heavy equipment other than a gun belt (SCBA, Scott Air Pack, Ballistic Vest, Riot Gear).~~

~~9.47. Participate in drills (fire, disaster, hostage situations, and/or evacuations).~~

~~9.48. Facilitate group meetings within facility, if assigned.~~

~~9.49. Review incoming and outgoing mail and distribute mail.~~

~~9.50. Operate controls and radios for facility.~~

~~9.51. Inspect security devices and report deficiencies.~~

~~9.52. Maintain security of keys and tools and report discrepancies.~~

~~9.53. Report and document need for repairs to any equipment or tools used in the facility.~~

~~9.54. Inspect/wear emergency response equipment and protective gear/apparatus of agency and report any deficiencies.~~

~~9.55. Operate agency fire extinguisher to extinguish fires.~~

~~9.56. Check audio/video communications equipment for proper operation and report any deficiencies.~~

~~9.57. Discuss any personal or on-the-job problems with your supervisor.~~

~~9.58. Inspect electrical wiring, plugs, and receptacles for operation and safety.~~

~~9.59. Inventory forms and other supplies.~~

~~9.60. Test emergency power supply when directed.~~

~~9.61. Fingerprint subject for commitment to jail if assigned.~~

Records

~~9.62. Identify the records, documents and reports used within a jail.~~

~~9.63. Identify various agency records including directories, inventories, warrants served and bonds as assigned.~~

~~9.64. File and retrieve documents in agency records systems in accordance with agency policy.~~

~~9.65. Identify the forms and the steps required to act upon the forms, documents, and orders generated by the courts or other legal entities, i.e., disposition, continuance, changes in charges, hold cards or detainers, etc.~~

~~9.66. Identify other operational forms and documents used within the jail, i.e., canteen form, grievance forms, inmate requests, serious incident report (SIR) forms, post logs, supply requisitions, etc.~~

Public Safety Response to Terrorism

Jail officers

9.67 – 9.69 Public Safety Response to Terrorism

~~9.67. Complete IS 700 NIMS Introductory training course and provide certificate of completion to supervisor.~~

~~9.68. Complete ICS 100 Introductory training course and provide certificate of completion to supervisor.~~

~~9.69. (Repealed)~~