

# Compulsory Minimum Training Standards for Law Enforcement

The Proposed Changes and an Overview of  
the Process of Amending and Revising



**DCJS**

Virginia Department of Criminal Justice Services



LE.TRAINING.STANDARDS@DCJS.VIRGINIA.GOV

## 6 VAC 20-20 Rules Relating to the Compulsory Minimum Training Standards for Law Enforcement Officers

- An individual hired as a law enforcement officer, as defined in [§ 9.1-101](#) of the *Code of Virginia*, shall comply with all law enforcement certification requirements, such as:
  - Successful completion of law-enforcement basic training at a certified criminal justice training academy, including instruction in specific categories of training
  - Successful completion of approved training in the category of field training by meeting or exceeding the field training performance outcomes
  - Successful completion of the certification exam

# Law Enforcement Academies



**11 Regional Academies**  
*(serve 11,874 Law Enforcement Officers)*



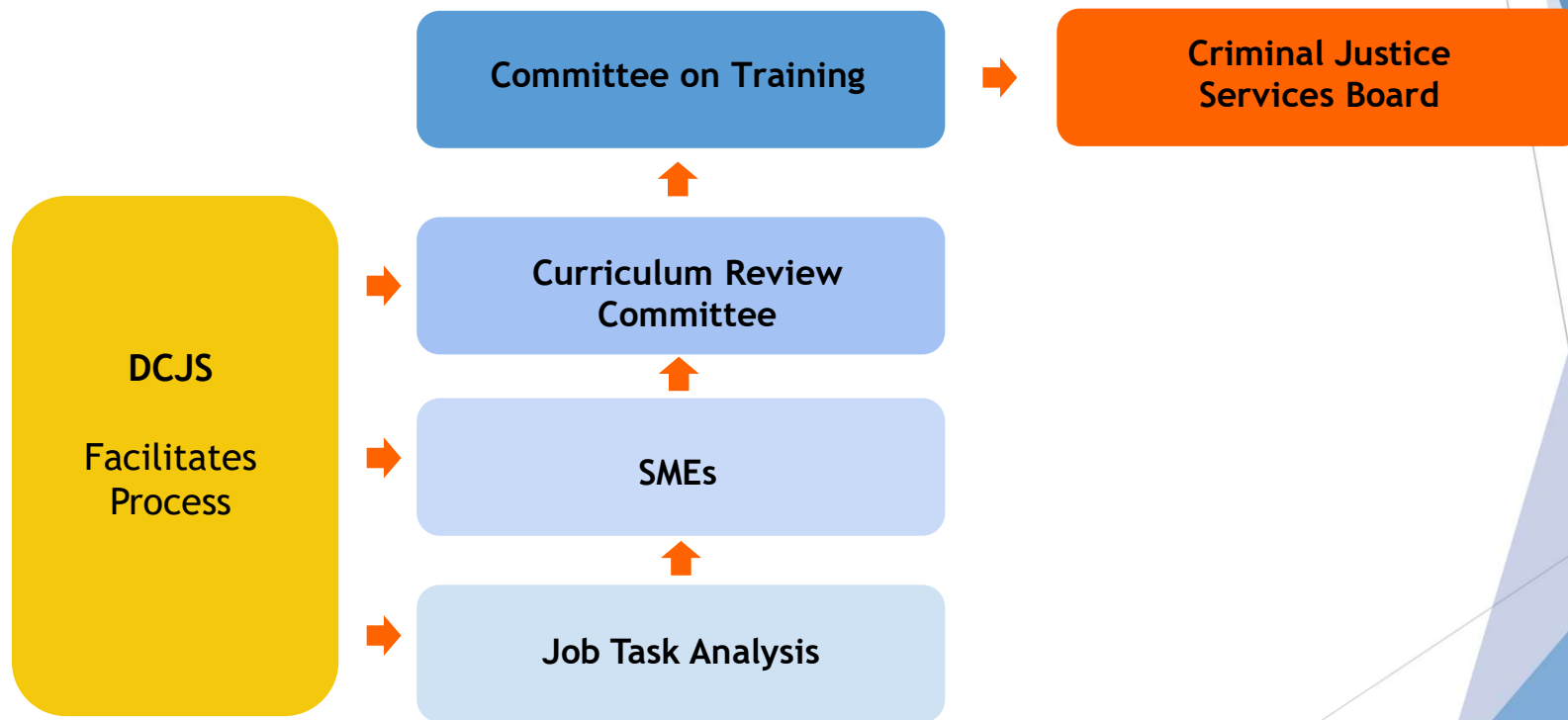
**28 Independent Academies**  
*(Including DCJS, serve 10,406 Law Enforcement Officers)*

# So why did DCJS decide to begin the process of modifying and improving the training standards for law enforcement?

- Passage of HB1500 in the State budget by the 2017 General Assembly required the start of the process of updating the compulsory minimum training standards for entry-level law enforcement officers
- Review began with a contractor-driven Job Task Analysis (JTA), which was a survey of over 1,500 law enforcement officers across the Commonwealth to determine the tasks deemed essential for a new officer



# What is the process of amending training standards?



# Current Curriculum Review Committee Membership

## 6 VAC 20-20-10

The Law Enforcement Curriculum Review Committee (CRC) consists of nine individuals representing the certified criminal justice training academies, appointed by the Committee on Training (COT).

- Four members representing regional criminal justice training academies
- Four members representing independent criminal justice training academies
- One member representing the Department of State Police Training Academy





# Current Committee on Training Membership

## *Virginia Code § 9.1-112*

The Committee on Training (COT) is composed of 15 members of the Criminal Justice Services Board (CJSB):

- The Superintendent of the Department of State Police
- The Director of the Department of Corrections
- The member of the Private Security Services Advisory Board
- The Executive Secretary of the Supreme Court of Virginia
- The two sheriffs representing the Virginia State Sheriff's Association
- The two representatives of the Virginia Chiefs of Police Association
- The active-duty law enforcement officer representing police and fraternal associations
- The attorney for the Commonwealth representing the Association of Commonwealth's Attorneys
- The representative of the Virginia Municipal League
- The representative of the Virginia Association of Counties
- The regional jail superintendent representing the Virginia Association of Regional Jails
- The citizen representing community interests
- One member designated by the chairman of the Board from among the other appointments made by the Governor



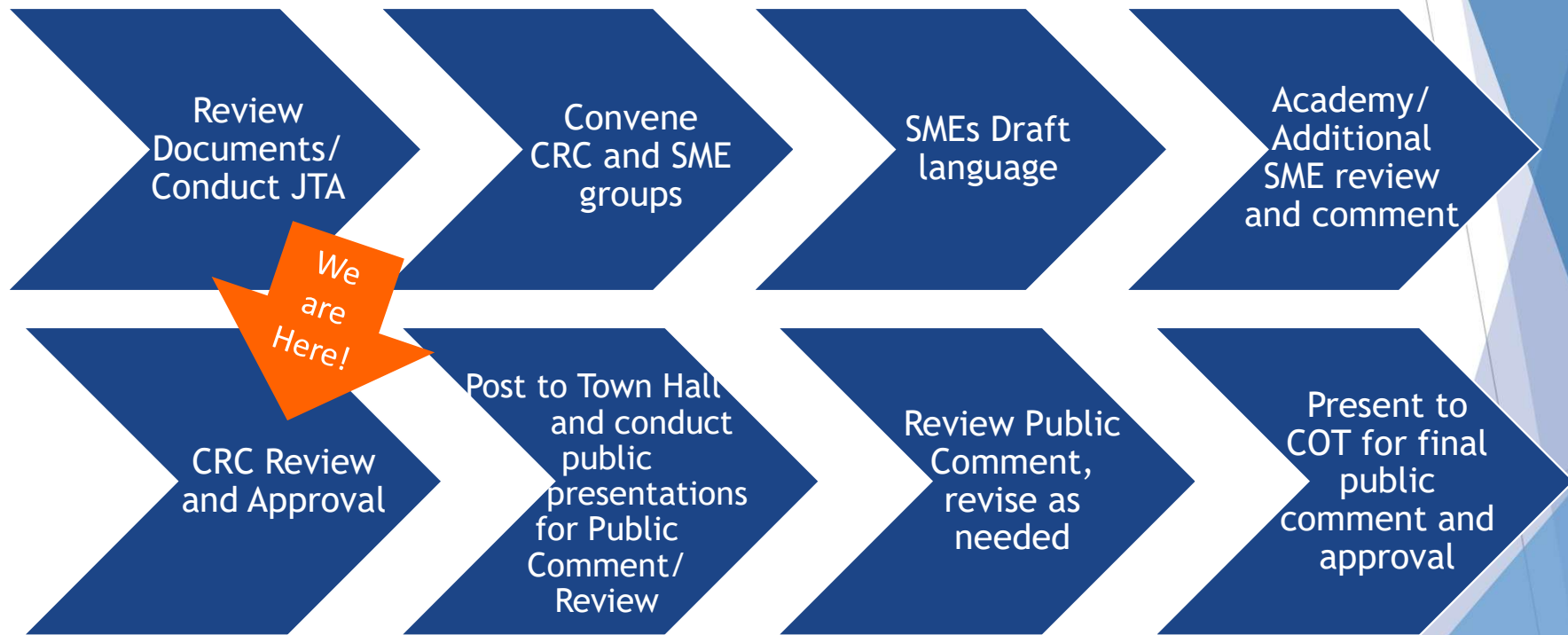
# Approval Process



- Notice of proposed revisions and an opportunity for public comment are posted on the Virginia Regulatory Town Hall for a minimum of 60 days
- After these series of meetings and reviews, the training standards are presented to the COT for review and approval

<https://townhall.virginia.gov/L/ViewAction.cfm?actionid=5665>

# Summary of the Process





## Three years later and where are we now?

- Notice of Intended Regulatory Action (NOIRA) submitted to Town Hall for review in early December 2020; Action will be reviewed by the Department of Planning and Budget (DPB), the Secretary's Office, and the Governor's Office
- SMEs and the LE CRC have substantially completed their review and revisions of nine of the (now) ten categories of training:
  - ☐ Professionalism
  - ☐ Legal
  - ☐ Patrol
  - ☐ Officer Wellness
  - ☐ Firearms/Weapons
  - ☐ Defensive Tactics
  - ☐ Driver Training
  - ☐ Investigations
  - ☐ Communications
  - ☐ Field Training





# So what have we been reviewing and updating?

Revising and enhancing areas of de-escalation and bias-based policing

Revising the current standards to include recommendations for additional content on active shooter/attack response training

Draft revisions include significantly enhanced training in the response to persons in crisis

# What are some of the changes?

New increased 75% firearms qualification score and utilization of universal target

Increased training in the area of mental health orders (ECOs and TDOs)

New Officer Wellness category addressing physical and emotional well-being

Increased minimum number of field training hours

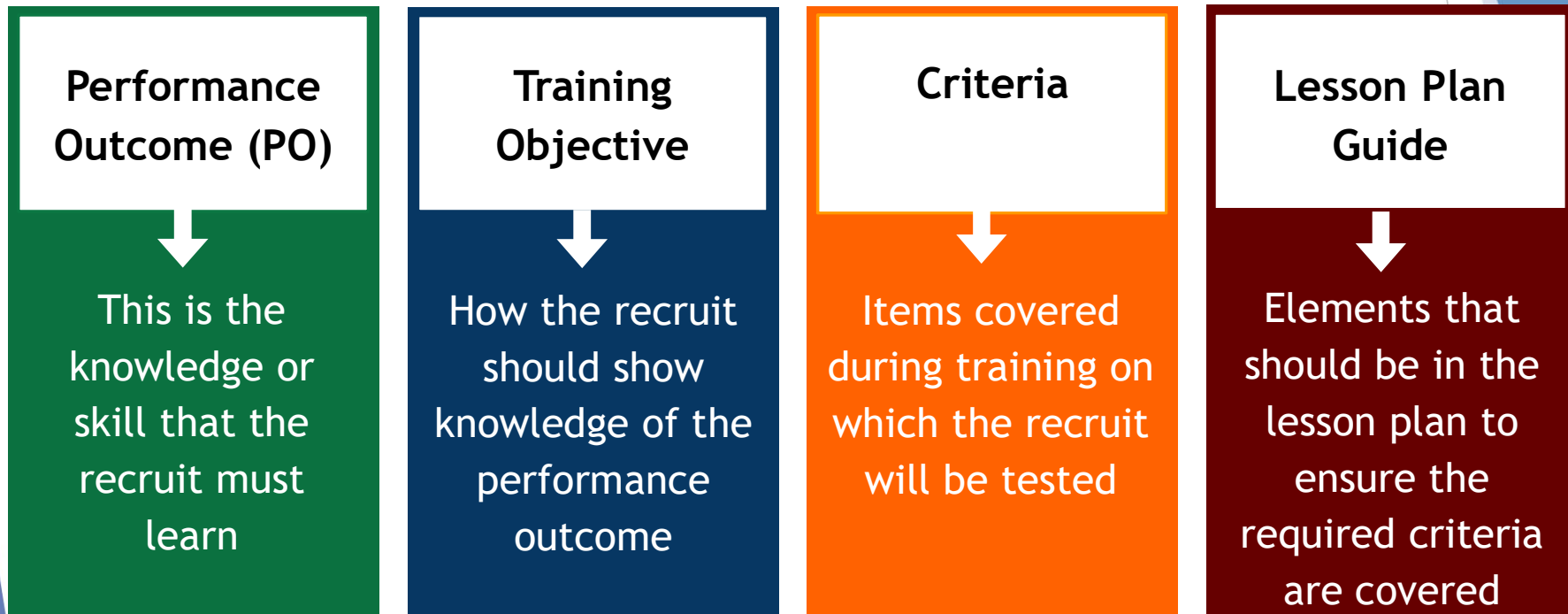
New stand-alone performance outcome dedicated solely to the interaction with persons in crisis

New performance outcome addressing bias-based policing and its negative consequences

Increased training on trauma-informed approach

# How are training standards structured?

Each training standard is broken down into several components:



# Training Standards and Lesson Plans

What's the difference?





# Current Training Standard

## **Performance Outcome 4.25.**

Pursue a suspected offender on foot.

### **Training Objective Related to 4.25.**

1. Given a written or practical exercise, identify considerations for safely pursuing a suspected offender on foot.

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

- 4.25.1. Secure vehicle.
- 4.25.2. Use radio to give location, description of suspect.
- 4.25.3. Be aware of hazards (natural and manmade).
- 4.25.4. Coordinate pursuit with responding units.

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

- 1. Secure vehicle.
- 2. Use radio to give location, description of suspect.
- 3. Be aware of hazards (natural and manmade).
- 4. Coordinate pursuit with responding units.
  - a. Back-up
  - b. K-9 (if available)
  - c. Aviation (if available)
  - d. Any other special units available

**EXAMPLE**

# RAPPAHANNOCK REGIONAL CRIMINAL JUSTICE ACADEMY

## LAW ENFORCEMENT **LESSON PLAN**

### 4.25 FOOT PURSUIT

**EXAMPLE**

This document is for the exclusive use in the RRCJA entry-level law enforcement training program. There will be an assumption of risk and liability by any other user or for any other purpose.

#### PERFORMANCE OUTCOME AND TRAINING OBJECTIVE

Performance Outcome 4.25 - Pursue a suspected offender on foot.

Training Objective 4.25 - Given a written or practical exercise, identify considerations for safely pursuing a suspected offender on foot.

- 4.25.1. Secure vehicle
- 4.25.2. Use radio to give location, description of suspect
- 4.25.3. Be aware of hazards (natural and manmade)
- 4.25.4. Coordinate pursuit with responding units

**RAPPAHANNOCK REGIONAL CRIMINAL JUSTICE ACADEMY  
LAW ENFORCEMENT LESSON PLAN**

**4.25 FOOT PURSUIT**

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**EXAMPLE**

**4.25 FOOT PURSUIT**

**I. Foot Pursuits**

- A. Secure your vehicle (LE 4.25.1)
- B. Use your radio and inform dispatch of location, direction of travel and description of suspect (LE 4.25.2)
- C. Coordinate your pursuit with your back-up or other responding units - use your radio (LE 4.25.4)
  - 1). Back-up
  - 2). K-9, if available
  - 3). Aviation, if available
  - 4). Any other special units available
- D. If you have a back-up, try to stay with your partner. Run together - At most 50 feet apart by day, closer at night
- E. Don't run directly behind suspect - keep on an angle (each officer) so suspect will not know position. Officers must continually assess threat posed by suspect some type (knife, gun, chain, etc.) could be produced at any time.
- F. Keep in mind that officers should not draw their weapons from their holsters unless there is the likelihood of an imminent lethal force threat by the suspect, however, they may still issue the proper police command, "police, don't move!" Officers should also use caution while chasing with intermediate force weapons in hand (OC, baton)
- G. Never chase directly around a blind corner. Contact officer stops first, quick peek, second officer covers.
- H. Don't climb over a fence or wall that your suspect did. Slow down first, listen to suspect, then use cover and contact method.
- I. Always be aware of hazards, both natural and man-made (LE 4.25.3)
- J. Try not to tackle on the run
  - 1). You could lose balance and end up in a position where you are not in control.
  - 2). Once you have left your feet you have put yourself in a strength vs. strength struggle
  - 3). Always need to beware of weapons (yours and/or the suspects)
- K. Acceptable options for controlling a suspect you have chased and caught include attempting to shove the suspect down or strike him with baton on the arm or leg. If possible, control his arm from the shoulder down, and then go into a takedown.
- L. When officer subdues suspect, use appropriate force (control holds/takedowns, OC, baton) depending on situation and control the suspect on the ground as safely as possible.
- M. De-escalate appropriately - keep in mind the adrenaline rush, anger (stay in control).

**RAPPAHANNOCK REGIONAL CRIMINAL JUSTICE ACADEMY  
LAW ENFORCEMENT LESSON PLAN  
4.25 FOOT PURSUIT**

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**EXAMPLE**

N. Once the suspect is under control, handcuff him, and allow suspect to sit upright -don't impair breathing as he is probably exhausted (as is the officer). DO NOT HOG-TIE!

O. At this point give the suspect the Miranda warning (Following departmental policy). If there was another officer involved in the pursuit he/she may take over this part of the process.

**II. Considerations if Officer Gets Involved in a Physical Altercation:**

- A. Suspect could get officer's weapon
- B. Suspect produces a weapon
- C. Additional suspects arrive
- D. The solution to these problems is to have a backup officer at the scene, if at all possible, so you will be ready for any surprises
  - 1. Maintain good angle of observation.
  - 2. Be careful and protect each other!

# How do the training standards visually look during the revision process?

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

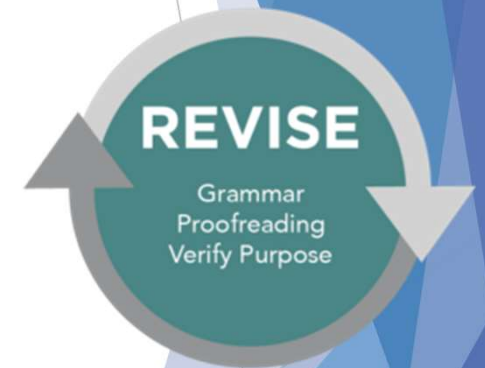
a. Attempt to commit felony/misdemeanor, 18.2-25, 18.2-26, 18.2-27:

(i). Intent to commit a crime

(ii). “Overt act” toward commission of the crime

(A). It must be beyond mere preparation

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



# Let's take a more detailed look!



# How do the current standards look?

## Category 1 – Professionalism

**EXAMPLE**

### c. Bias:

1. Define bias
2. Define discrimination
3. Identify consequences of bias based policing
4. Identify consequences of impartial law enforcement
5. Identify methods that an officer may use to prevent bias from determining a law enforcement intervention



# Category 1 – Professionalism

## **Performance Outcome 1.6**

**Identify and understand the consequences of biased-based policing.**

### **Training Objective Relating to 1.6**

- 1. Given a written exercise, identify bias, biased-based policing, implicit bias, and discrimination.**
- 2. Given a written exercise, identify potential consequences of bias-based policing.**
- 3. Given a written exercise, identify methods that an officer may use to prevent bias-based policing.**

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

- 1.6.1. Identify bias.**
- 1.6.4. Identify implicit bias.**
- 1.6.2. Identify biased-based policing.**
- 1.6.3. Identify discrimination.**
- 1.6.6. Identify potential consequences of biased-based policing.**
- 1.6.7. Identify strategies to prevent biased-based policing.**

# Category 1 – Professionalism

**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

2. Potential consequences of bias-based policing

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

3. Identify strategies to prevent biased based policing

- a. Extensive and continuous training for officers and command staff that center around raising awareness of unconscious biases and the acknowledgement of its presence
- b. Transform the conversation between police and the community
  - (i). Cultivate a diverse workforce and preferably hire from the community in which the agency serves, when possible
  - (ii). Engage in various community policing initiatives to not only reduce biases on both sides, but improve interactions between the two
- c. Enact and reevaluate policies to limit the impact of bias and promote transparency

# Category 1 – Professionalism

## **Performance Outcome 1.7**

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

## **Training Objectives Relating to 1.7**

- 1. Given a written exercise, identify cultural diversity.**
- 2. Given a written exercise, identify communication methods that help promote understanding and tolerance.**
- 3. Given a written exercise, identify the impact that embracing and understanding cultural diversity has on the law enforcement profession.**

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

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

# Category 1 – Professionalism

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

1. Define:

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

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

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

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

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

- a. Awareness
- b. Sensitivity
- c. Impacts
- d. Perceptions
- e. Common barriers- language, socioeconomic etc.
- f. Consequences of biased-based policing

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

- a. Enhance both citizen and officer safety
- b. Ability to problem-solve more effectively
- c. Limit unnecessary use of force incidents
- d. Build citizens' confidence and communication in police/community relations

# Category 1 – Professionalism

## Performance Outcome X.X

Identify an officer's duty to intervene.

## Training Objectives Relating to X.X

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

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

- X.X.1. Demonstrate the affirmative duty of a law enforcement officer to intervene when an officer is subjecting a citizen to unethical or unlawful violations.
- X.X.2. Identify the liability and potential repercussions associated with failure to intervene.

# Category 1 – Professionalism

**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, §15.2-1704.1, §15.2-1704.2

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 police culture

a. Team responsibility

b. Peer monitoring

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

## Category 2 – Legal

1. Define Explain robbery, the elements of the crime, and the punishments ([§ 18.2-58](#))

a. Robbery (felony), 18.2-58 is the

(i). Taking

(ii). With the intent to steal

(iii). The personal property of another

(iv). Against his will

(v). From his person or his presence

(vi). By violence, or intimidation

**EXAMPLE**



# Category 3 – Communications

## **Performance Outcome 3.1 (combined old 3.10, 3.14, and 3.15)**

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

### **Training Objectives Relating to 3.1**

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

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

**3.1.1. Identify primary language and linguistic ability of individual.**

**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.**

# Category 3 – Communications

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

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

- a. Individuals with various cultural background, religious norms, and language(s) spoken
- b. Individuals with cognitive impairment (CI)
- c. Juveniles unable to comprehend the situation

2. Methods to communicate effectively with juveniles

- a. Physically move down to make eye-contact, if possible
- b. Pay close attention to any details given
- c. Give praise for asking questions or offering information
- d. Treat older juveniles in a more adult-like manner

3. Communicate with elderly individuals

4. Communicate with persons with different levels of comprehension

5. Communication with distraught individuals

6. Individuals with physical disabilities

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

7. 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.)

# Category 3 – Communications

## **Performance Outcome 3.2 (Combined old 3.8, 3.9, and 3.13)**

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. Demonstrate the ability to bring the situation to a logical conclusion.

# Category 3 – Communications

**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

# Category 3 – Communications

## 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. Safely approach the subject(s)
- b. Communicate from a location of advantage
- c. Do not stand with hand(s) in pocket(s)
- d. Keep gun hand free during enforcement situations
- e. Maintain a safe distance when interviewing persons
- f. Do not expose weapon to subject(s)
- g. When interviewing person(s), do not allow individual to stand with hands in pocket
- h. Maintain control of suspect's movements
- i. Keep suspect/violator in sight
- j. Provide cover for other officers

## 4. Utilize emotional intelligence

# Category 4 – Patrol

## Performance Outcome 4.X (NEW PO)

Interact with persons in crisis.

## Training Objectives Related to 4.X

1. Given a practical exercise, communicate with a person in crisis to resolve the situation.

Criteria: The student shall be tested on the following:

4.X.1. Communicate with a person in crisis to resolve the situation.

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

1.Communication skills to calm and resolve the situation

a. Identify yourself

b. Identify the person in crisis

c. Identify the emotions by:

(i). Displaying empathy

(ii). Using a calm tone of voice

(iii). Using non-threatening body language and facial expressions

(iv). Eliciting specific information about what they are experiencing

(1). If a trigger is identified, attempt to remove or avoid it

(2). Telling them you want to understand

d. Summarize what the person has stated



## 2. Provide crisis resources:

a. Mental health professionals

b. Hospitals

c. Magistrates

d. Church/Pastor/Chaplain

f. Help-lines and text lines

g. Friend or family member

# Category 4 – Patrol

## **Performance Outcome 4.12**

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

## **Training Objective Related to 4.12**

Given a written and practical exercise:

1. Identify behaviors that may indicate possible mental illness or current state of crisis that would potentially require law enforcement intervention.
2. Identify individual's history and behavior patterns by speaking with family members, friends, or other individuals on scene, if applicable or practical.
3. Identify how consent to treatment changes the course of action for an officer interacting with an individual experiencing a mental health episode or crisis.

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

- 4.12.1. Identify indicators of abnormal behavior, speech, substance abuse, or other ongoing mental health crisis or emergency.
- 4.12.1.1. Identify physical signs and speech patterns observed by witnesses and officers on scene.
- 4.12.1.2. Identify potential risk of harm to officer or other individual(s) on scene due to mental illness or state of crisis.
- 4.12.1.3. Determine appropriate action to be taken:
  - 4.12.1.3.1. Orderless involuntary custody and transport to local ER or mental health facility vs. advising family/friends on how to seek ECO from magistrate if situation escalates or continues (if criteria and probable cause is not met during initial contact with law enforcement).
- 4.12.1.4. When ECO criteria is not met but in cases of subsequent arrest, effectively communicate any statements made or behavioral observations to booking/intake officer.

## Category 4 – Patrol

4.12.2. Identify legal requirements for taking an adult or juvenile into involuntary custody.

4.12.2.1. Identify criteria necessary for both involuntary custody and ECO issued by a magistrate for both an adult and a juvenile.

4.12.2.2. Identify the process of a Temporary Detention Order (TDO) in Virginia, criteria necessary to obtain, and how to execute once a magistrate issues.

4.12.2.3. Understand statewide authority to execute under § 37.2-808 (adults) and § 16.1-340 (juveniles) as well as time constraints for both ECOs and TDOs (§ 15.2-1724).

4.12.2.4. Identify local procedure for securing, searching, and transporting a person in involuntary custody, to include procedure for a change of voluntary consent for transport during transport (to include alternate transport provider).

4.12.2.5. Identify procedures for transferring custody of the individual in custody (known as “respondent”).

4.12.3. Identify the findings or criteria necessary for an ECO or TDO for an adult.

4.12.4. Identify the findings or criteria statutorily necessary for an ECO or TDO for a juvenile.

4.12.4.1. The juvenile has a mental illness.

4.12.4.2. Because of the mental illness, the minor either presents a serious danger to self or others to the extent that a severe or irreparable injury is likely to result (as evidenced by recent threats made or behavior); or is experiencing a serious deterioration of the ability to care for self in a developmentally age-appropriate manner.

4.12.4.3. The juvenile is in need of treatment for a mental illness and is reasonably likely to benefit from the proposed treatment (consent to treatment by a juvenile is irrelevant).

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

1. Factors to consider when interacting with a potential person in crisis
  - a. Disorders and illnesses commonly responsible for abnormal behavior
  - b. Abnormal behaviors and physical signs that may be observed by officers or citizens
  - c. Potential for harm to officer or others from person behaving abnormally
  - d. Appropriate sources and types of information useful in assessing a person's behavior
  - e. Importance of seeking help for persons suffering from an emotional crisis
  - f. Substance abuse is considered a mental illness, per statute.
  - g. Identification of dementia, Alzheimer's disease, and other illnesses that could potentially affect behavior, though do not necessarily require emergency custody
2. Identify the findings or criteria necessary for an ECO or TDO for an adult.
  - a. The respondent has a mental illness
  - b. There is a substantial likelihood that, as a result of mental illness, the respondent will either cause serious physical harm to self or others; or suffer serious harm (not necessarily physical) due to the lack of capacity to provide for their basic human needs
  - c. The respondent is in need of hospitalization or treatment
  - d. The respondent is unwilling to volunteer or incapable of giving consent to treatment or hospitalization.
3. Identify and describe the local community services board (CSB)'s role and authority in evaluation of the individual experiencing mental health crisis
  - a. ECO not a prerequisite for TDO
  - b. Evaluation must be complete before petitioning for TDO
4. Identify potential outcomes of ECO and TDO procedures (whether initially taken into orderless custody or with order from magistrate)
  - a. Commitment hearing in court after TDO
  - b. Court may order involuntary commitment, mandatory outpatient treatment with discharge plan and monitoring, or a combination of the two (for adults)
  - c. The court may order the respondent released
5. Differentiate between mental health and medical ECO and TDO procedures and when and how to initiate (four separate orders)
6. Understand that ECOs and TDOs (both mental health and medical) vary for Conditionally-Released Aquittees, 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
7. Provide pertinent information on Emergency Custody Orders and Temporary Detention Orders to family members inquiring about the individual

**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 procedures for service of an EPO, PPO, or PO

2. Under normal circumstances, the magistrate can issue an oral Emergency Protective Order (Field EPO) only in cases where the officer petitions for an order over the telephone or radio from the scene of the incident (often if no predominant aggressor can be determined and parties need to temporarily separate

a. In this case, the officer will reduce the oral order to written form while on scene and provide the magistrate with all parties' pertinent information telephonically

b. The officer must return the order to the magistrate for verification (of the identifying information of the respondent, and the name, date of birth, sex, and race of each protected person), signature, and entry into Virginia Criminal Information Network (VCIN) (can be done in-person or electronically)

(i). Officer should return order immediately upon clearing scene

(ii). Entry into VCIN shall be forthwith, but no later than the end of the business day the order was issued

(iii). If it is discovered that the officer did not transcribe the order correctly, the magistrate will correct the order and have law enforcement serve the amended copy on the respondent

~~1.~~ Definition of the following terms:

~~a.~~ Family disturbances

~~b.~~ Family offenses

~~c.~~ Family abuse

~~d.~~ Family or household member

~~2.~~ 3. The appropriate law enforcement response to these calls:

a. If person does possess firearms, pursuant to VA Code 18.2-308.1:4:

(i). Must allow 24 hours for subject to surrender firearms once order has been served

(ii). May turn over firearms to Law Enforcement until order has expired

(iii). May transfer to a dealer as defined in 18.2-308.2:2

(iv). Or may transfer to someone not prohibited from possessing by law

# Category 4 – Patrol

## Performance Outcome 4.41

Make a high-risk motor vehicle stop in both daytime and nighttime conditions.

### **Training Objectives Related to 4.41**

1. Given a written exercise, identify factors to consider ~~in~~ when making a high-risk motor vehicle stop.
2. Given a practical exercise, demonstrate the techniques to be ~~used to effect~~ utilized during both daytime and nighttime a high-risk ~~stop~~ stops.

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

- 4.41.1. ~~Identification of~~ Identify the circumstances under which high-risk stop techniques ~~can~~ should be ~~used~~ utilized.
- 4.41.2. ~~Identification of the~~ Identify officer and public safety considerations ~~in~~ during a high-risk stop.
- 4.41.3. ~~Demonstration of the~~ Demonstrate techniques to be used ~~to effect~~ during a high-risk stop, during daytime conditions:
  - 4.41.3.1. Evaluate traffic pattern.
  - 4.41.3.2. ~~Communication and coordination~~ Communicate and coordinate with between primary and backup officers, as primary officer will give all instructions
  - 4.41.3.3. ~~Vehicle position~~  
4.41.3.3. Illuminate suspect vehicle.

# Category 4 – Patrol

~~4.41.3.4. Control stop for a safe area.~~

~~4.41.3.5.~~ 4.41.3.4. Do not approach car vehicle.

~~4.41.3.6. Necessary backup present~~

~~4.41.3.7.~~ 4.41.3.5. Supply Give commands to vehicle occupants ~~secure suspect vehicle.~~

~~4.41.3.8. Keys thrown out.~~

~~4.41.3.9. Supply commands to evacuate suspect vehicle.~~

~~4.41.3.10. Persons in car to exit one by one.~~

~~4.41.3.11.~~ 4.41.3.6. Control traffic in area.

~~4.41.3.12.~~ 4.41.3.7. Remove suspects from vehicle ~~car, if uncooperative~~

~~4.41.3.13.~~ 4.41.3.8. Appropriate level of Use reasonable force ~~exercised to control occupants.~~

~~4.41.3.14.~~ 4.41.3.19. Coordinate separation/security of occupants.

~~4.41.3.15.~~ 4.41.3.10. Coordinate ~~safety~~ search of occupants and vehicle.

# Category 4 – Patrol

## 4.41.4. Demonstrate techniques to be used during a high-risk stop, during nighttime conditions:

4.41.4.1. Evaluate traffic pattern.

4.41.4.2. Communicate and coordinate with backup officers, as primary officer will give all instructions

4.41.4.3. Illuminate suspect vehicle

4.41.4.4. Do not approach vehicle.

4.41.4.5. Give commands to vehicle occupants

4.41.4.6. Control traffic in area.

4.41.4.7. Remove suspects from vehicle

4.41.4.8. Use reasonable force to control occupants.

4.41.4.9. Coordinate separation/security of occupants.

4.41.4.10. Coordinate search of occupants and vehicle.

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



# Category 4 – Patrol

## **Performance Outcome 4.X (NEW)**

Respond to an active shooter/attack.

## **Training Objectives Relating to 4.X**

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:

- 4.X.1. Define an active shooter/attack event.
- 4.X.2. Identify the priorities of life.
- 4.X.3. Identify the entry points for responding officers.
- 4.X.4. Demonstrate safe weapons handling skills.
- 4.X.5. Demonstrate individual movements to an entry point.
- 4.X.6. Demonstrate team movements to an entry point.
- 4.X.7. Communicate scene status/actions before entry.
- 4.X.8. Identify and demonstrate concepts and principles of team movements within a building.

# Category 4 – Patrol

4.X.9. Demonstrate team movement techniques from solo officer entry to multiple officers.

4.X.10. Demonstrate speed of movement based on the information provided.

4.X.11. Demonstrate responding and moving to immediately intervene in an ongoing active shooter/attack with stimulus/intelligence.

4.X.12. Demonstrate responding through a structure, during an active shooter/attack without active stimulus.

4.X.13. Demonstrate response techniques during an ongoing active shooter/attack that transitions into a barricaded suspect situation.

4.X.14. Demonstrate conducting room entries from one officer to multiple officers, while active attack is in progress.

4.X.15. Demonstrate conducting room entries from one officer to multiple officers, while NO active attack is in progress.

4.X.16. Demonstrate verbal and non-verbal communication, during room entries.

4.X.17. Demonstrate self-care techniques.

4.X.18. Identify the prerequisites to warm/indirect zone care.

4.X.19. Identify Rescue Taskforce.

# Category 4 – Patrol

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

1. Define active shooter/attack
2. Go-bag/Equipment considerations
3. Importance of mental preparation for responding to an active attack incident
  - a. Know your physical and marksmanship capabilities
  - b. Mentally rehearse scenarios, which will enable better preparedness before an active shooter/attack occurs
  - c. Become familiar with the layout of the schools and buildings in the patrol area
4. Considerations for lawful concealed handgun carry, armed citizens, and off duty/plain clothes first responders
5. Priorities of life:
  - a. Victims
  - b. Innocents
  - c. Public Safety
  - d. Suspects
6. Vehicular approach and parking at the scene
  - a. Concealment of parking approach
  - b. Lanes of ingress and egress for other responders should remain clear
7. Identify entry point
  - a. Dispatch
  - b. Reports from citizens
  - c. Officer observations
    - (i). Fleeing citizens
    - (ii). Visible victims
    - (iii). Audible information (i.e. screaming, shooting, etc.)

# Category 4 – Patrol

- 8. Demonstrate individual and team movements to an entry point.
  - a. Identify team movement and strength/vulnerabilities of each
  - b. Explain directed fire and its purpose to aid in team movement
- 9. Breaching types and process' to gain entry to the building
- 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
    - (i). Perform threshold evaluation prior to entry into a room
    - (ii). Move only as fast as you can shoot accurately and think
- 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 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. Interaction with the civilians (collection points for media/parents)
- 14. Identify the prerequisites to setting up a casualty collection point (CCP)
  - a. Unified command
  - b. Known location of victims
  - c. Established zones
- 15. Render aid

# Category 4 – Patrol

## Performance Outcome: 4.X (New)

Respond to an ambush in an exterior environment.

## Training Objectives Relating to: 4.X

1. Given a written exercise, identify responses to being ambushed while in a vehicle.
2. Given a practical exercise, demonstrate responses from a vehicle during an ambush.

Criteria: The student shall be tested on the following:

- 4.X.1. Identify responses to being ambushed while in a vehicle.
- 4.X.2. Demonstrate responses from a vehicle during an ambush.

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

1. Responses to being ambushed while in a vehicle
  - a. Recognize and avoid
  - b. Take action
2. Defending from a vehicle in response to an ambush
  - a. Identify techniques of shooting through glass from within the vehicle
  - b. Demonstrate exiting the vehicle after initial engagement of threat
  - c. Identify available terrain to gain tactical advantage
  - d. Demonstrate moving off the “X” using distance and angles

# Category 4 – Patrol

## 3. Vehicle window ballistics

### a. Explain bullet deviation from various angles

#### (i). Driver side impact

#### (ii). Passenger side impact

## 4. Describe various techniques for weapon manipulation within a vehicle

### a. Drawing from seated position

### b. Weapon placement

### c. Decrease muzzle distance limits deflection

### d. Provides a port for weapon

### e. Reduces particle blowback

## 5. Engaging subject around a vehicle

### a. Considerations

#### (i). Do not crowd your cover

#### (ii). Think about the weapon systems and equipment that are readily available

##### (1). Long gun

##### (2). Go bag

### b. Tactics

#### (i). Using vehicle as cover

##### (1). Stacking pillars

##### (2). Engine block

##### (3). Wheels

# Category 5 – Investigations

## **Performance Outcome 5.8**

Conduct preliminary investigation of a rape or sexual offense, ~~and follow-up investigation when assigned.~~

## **Training Objectives Related to 5.8**

1. Given a ~~written or~~ practical exercise, ~~identify or~~ demonstrate the duties of the first responding officer investigating a rape or sexual offense.

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

- 5.8.1. Determine if the crime is in progress, if the suspect is still on the premises, or how much time has elapsed since the rape.
- 5.8.2. Calm the victim and seek appropriate medical attention.
- 5.8.3. Identify and separate witnesses.
- 5.8.4. Secure the crime scene and protect evidence.
- 5.8.5. Notify the appropriate investigating agency.
- 5.8.6. Provide referrals to services that assist victims of sex crimes.
- 5.8.7. Identify the evidentiary value of a PERK (Physical Evidence Recovery Kit).
- 5.8.8. Complete necessary reports.
- 5.8.9. ~~Identify procedures to follow should a polygraph or similar truth-telling examination be requested of a victim of a sex offense (§19.2-9.1).~~
- 5.8.10. 5.8.9. Provide the appropriate notifications in accordance with §19.2-11.11.

# Category 5 – Investigations

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

- ~~1. Determine if the crime is in progress, if the suspect is still on the premises, or how much time has elapsed since the rape.~~
- ~~2.~~ 1. Calm the victim and seek appropriate medical attention.
  - a. Arrange for PERK (Physical Evidence Recovery Kit) administration
2. Victim-centered sexual assault response
  - a. Treat each victim with consideration, compassion and professionalism. Keep personal values, opinions, and judgments out of the response.
  - b. Understand reasons why sexual assault crimes are under reported
  - c. Understand misconceptions about sexual assault
- ~~3. Identify and separate witnesses.~~
- ~~4. Secure the crime scene and protect evidence.~~
- ~~5. Notify the appropriate investigating agency~~
- ~~6. Provide referrals to services that assist victims of sex crimes.~~
- ~~7. Identify the evidentiary value of a PERK (Physical Evidence Recovery Kit).~~
- ~~8. Complete necessary reports.~~
- ~~9. Identify procedures to follow should a polygraph or similar truth-telling examination be requested of a victim of a sex offense. (§19.2-9.1).~~
- ~~10. Provide the appropriate notifications in accordance with §19.2-11.11.~~



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# Category 5 – Investigations

**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, or victim, or suspect 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

~~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 a suspect:~~

3. For victim:

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

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

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

# Category 6 – Defensive Tactics

## **Performance Outcome 6.1 (New)**

Understand the factors affecting the use of force.

### **Training Objective Related to 6.1**

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

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

6.1.1. Identify factors affecting the use for force.

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

1. Factors affecting the use of force

- a. Legal standing
- b. Non-compliance
- c. Levels of resistance by the subject(s)
- d. Objective reasonableness/totality of the circumstances

2. Decision making process for escalation and de-escalation of force

- a. Familiarization of use of force options

3. Identify the dangers of firing warning shots

- a. Review relevant legal statutes

4. Identify the dangers of shooting from a moving vehicle

- a. Review relevant legal statutes

5. Identify the dangers of shooting while in motion

- a. Review relevant legal statutes

6. Identify the dangers of shooting at a moving target

- a. Review relevant legal statutes

# Category 6 – Defensive Tactics

## **Performance Outcome 6.6** (~~Separate from 6.9- will be new 6.1~~)

~~Identify the use of force necessary and reasonable and appropriate to when engaged in law enforcement services.~~ Identify factors to determine the reasonable use of less lethal force.

### **Training Objectives Related to 6.6**

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

~~1, 2.~~ Given a written and or practical exercise, identify the factors that affect the use of reasonable and necessary force. Given a practical exercise, demonstrate the need to use less lethal force, as well as the reasonable level of force.

3. ~~Given a written and or practical exercise, identify the factors that affect the 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.

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

6.6.1. Factors affecting the use of force Identify factors affecting the need for force.

6.6.1.1. Subject actions

6.6.1.2. Officer perception

6.6.2. Factors affecting the use of deadly force Demonstrate control of a person(s) with the use of an intermediate force option(s).

6.6.2.1. Intent

6.6.2.2. Ability

6.6.2.3. Means

6.6.2.4. Opportunity

6.6.2.5. Legal criteria (Graham vs Connor, Tennessee vs Garner)

6.6.3. General considerations for use of force Articulate the decision making process to use force, in written format, for one exercise.

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

# Category 7 – Firearms

## **Performance Outcome 7.1 (NEW)**

Identify the cardinal rules of firearm safety.

## **Training Objectives Related to 7.1**

**1. Given a written exercise, identify the cardinal rules of firearm safety.**

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

7.1.1. Identify the cardinal rules of firearm safety.

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

1. Identify the cardinal rules of firearm safety

- a. Treat every weapon as if it is loaded
- b. Keep your finger off the trigger until you are ready to fire
- c. Never let the muzzle cover anything you are not willing to accept the responsibility for destroying
- d. Always be sure of your target and what is behind it

# Category 7 – Firearms

## **Performance Outcome 7.4 7.5**

Fire a approved duty handgun in various combat situations using issued equipment. daytime/low light exercises.

## **Training Objectives Related to 7.4 7.5**

1. Fire the officer's issued/ approved weapon duty handgun during daytime/low light and/or night time combat range exercises using issued/ approved loading device, issued/ approved holster and flashlight with 70% 75% accuracy on two of the approved courses of fire (TQC + one additional approved course of academy/instructor's choice).

2. Fire approved duty handgun during low light conditions using approved loading device, approved holster, and flashlight with 75% accuracy on the approved course of fire.

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

~~7.4.1.~~ 7.5.1. Demonstrate dry firing and basic shooting principles fundamentals of marksmanship.

~~7.4.2.~~ 7.5.2. ~~Using proper marksmanship and reloading fundamentals,~~ Using fundamentals of marksmanship, proper weapons handling skills, and reloading fundamentals, fire a minimum of 200 rounds with issued approved ~~(or equal to this)~~ ammunition in daylight conditions, using issued/approved weapon duty handgun prior to qualification.

~~7.4.3.~~ 7.5.3. Qualify on two of the below selected courses with approved IALEFI-QP targets target under daylight conditions, using approved ~~issued (or equal to this)~~ duty ammunition, weapon approved duty handgun, duty belt and holster:

~~7.4.3.6.~~ 7.5.3.1. Virginia Tactical Qualification Course I, 50 rounds, 5, 7, ~~or 7~~, 15, 25 yards shooting (See Appendix F)

and choose one of the following:

# Category 7 – Firearms

~~7.4.3.1~~ 7.5.3.2. Virginia Modified Double Action Course for Semi-automatic Pistols and Revolvers, 50 ~~60~~ rounds, 7, 15, 25 yards shooting (See Appendix A)

~~7.4.3.2~~ 7.5.3.3. Virginia Modified Combat Course I, 50 ~~60~~ rounds, 25, 15, 7 yards shooting (See Appendix B)

~~7.4.3.8~~ 7.5.3.4. Virginia Tactical Qualification Course III, 50 rounds, 25, 15, 7, 5, 3 yards shooting (See Appendix H)

~~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)

~~7.4.3.7~~. Virginia Tactical Qualification Course II, 36 rounds, 3 to 25 yards shooting (See Appendix G)

~~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~~ 7.5.4. Fire a minimum of 25 100 rounds on a in low light conditions and/or a minimum of 25 rounds on a nighttime course for practice prior to qualification using the handgun issued or approved duty handgun, duty holster and /or loading device.

~~7.4.4.1~~ 7.5.5. Fire a minimum of 25 50 rounds on a the low light and/or a minimum of 25 rounds on a nighttime qualification course. 25 rounds must be with the use of a hand-held flashlight, with a ~~70%~~ 75% qualification score ~~on each course~~.

7.5.5.1. Virginia Low Light Qualification Course, 50 rounds, 3, 5, 7, 10, 15 yards shooting

~~7.4.4.2~~ 7.5.6. Fire a minimum of 12 50 rounds with use of a flashlight and proper techniques in Appendix B or Appendix C above.

~~7.4.4.2.1~~ 7.5.6.1. Identify the advantages and disadvantages of three Demonstrate methods of flashlight use with a weapon duty handgun.

~~7.4.4.2.2~~ 7.5.6.2. Identify Demonstrate the correct target threat by using flashlight techniques and with weapon duty handgun in hand.

7.4.4.3. Low light or nighttime practice and qualifications courses with time limitations and distances will be established by the school, agency, or academy board.

7.4.4.4. 7.5.7. Demonstrate firing stance and position to include barricade positions. Fire from point shoulder positions, cover down positions and barricade positions.

7.4.4.5. 7.5.7.1. Fire duty handgun using strong and weak support hand as appropriate:

7.4.4.5.1. 7.5.7.1.1. Standing position

7.4.4.5.2. 7.5.7.1.2. Kneeling position

7.4.4.5.3. 7.5.7.1.3. Prone position

7.4.4.6. 7.5.7.2. Reload the ~~weapon~~ duty handgun with emphasis on utilizing tactical appropriate reloads procedures. ~~where appropriate.~~

7.4.4.7. 7.5.7.3. Correct any ~~weapon~~ duty handgun stoppages that may occur.

7.4.5. 7.5.8. Fire familiarization drills using a minimum of 50 200 rounds (minimum of 10 rounds per ~~position~~ performance outcome) with issued (~~or equal to this~~) approved ammunition to include:

7.4.5.1. 7.5.8.1. Moving forward and backward (~~officer and/or target~~).

7.5.8.2. Moving backward

~~7.4.5.2.~~ 7.5.8.3. Moving side-to-side right (officer and/or target)

~~7.4.8.4.~~ 7.5.8.4. Moving left

~~7.4.5.3.~~ 7.5.8.5. Use of cover and concealment

~~7.4.5.4.~~ 7.5.8.6. Shove and shoot

~~7.4.5.5.~~ Seated straight/90 degrees to simulate shooting from a vehicle.

7.5.8.7. Turn and shoot:

7.5.8.7.1. 90 degree right

7.5.8.7.2. 90 degree left

7.5.8.7.4. 180 degrees

7.5.8.8. Simulate shooting from a vehicle

7.5.9. Fire familiarization drills using a minimum of 30 rounds with approved ammunition to include:

7.5.9.1. Engage multiple targets during familiarization drills

7.5.9.1.1 Engage multiple targets with magazine exchanges

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



# Category 8 – Driving Training

## **Performance Outcome 8.4 (combined with former 8.2) (New #3)**

~~Recover from high speed response driving and pursuit driving off road at various speeds~~ Identify factors to prevent and recover from skids or loss of traction.

### **Training Objectives Related to 8.4**

1. 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.
2. 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.

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

- 8.4.1. Identify areas of reduced traction and low-traction environments.
- 8.4.2. Identify and define the different types of skids.
- 8.4.3. Identify skid prevention techniques.
- 8.4.4. Identify how Electronic Stability Control (ESC) works, what ESC can control based on vehicle models, and the dangers of overreliance on ESC.
- 8.4.5. Identify techniques for recovering from an oversteer skid, with a non-ESC equipped vehicle.
- 8.4.6. Identify techniques for recovering from an oversteer skid, with an ESC equipped vehicle.
- 8.4.7. Identify off road recovery techniques with or without ESC.
- 8.4.8. Demonstrate proper techniques for recovery of two wheels in a low-traction environment, reaching a minimum of 35 mph.
- 8.4.9. Demonstrate proper techniques for recovery of four wheels in a low-traction environment, reaching a minimum of 35 mph.
- 8.4.10. Demonstrate skid recovery utilizing a skidpan, tire covers, courses, or vehicles which are designed to induce skidding.

# Category 8 – Driving Training

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

1. Areas of reduced traction and unstable surfaces

- a. Wet roadway
- b. Icy roadway
- c. Snow covered roadway
- d. Dirt or Gravel

2. Define the different types of skids:

- a. Front wheel skid (understeer): The characteristic of a vehicle to continue in a straight line, sliding to the outside of the turn and losing traction in the front tires; a front wheel drive vehicle is more likely to under steer than other vehicles, also known as “plowing”
- b. Rear wheel skid (oversteer): The traction on the rear tires is less than that on the front causing the rear end to slide towards the outside of a curve due to the loss of traction; a rear wheel drive vehicle is more likely to over steer than other vehicles, also known as “fishtailing”
- c. All-wheel skid: The loss of traction of all four wheels simultaneously
- d. Hydroplane: A loss of traction that occurs when a vehicle’s tire or tires ride upon the surface of the water rather than the roadway.
- e. Acceleration skid: The loss of traction of a wheel(s) due to excessive power being 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

# Category 8 – Driving Training

## 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

(NOTE: This technique may need to be performed multiple times)

## 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

# Category 8 – Driving Training

## **Performance Outcome 8.2 (NEW- separated from 8.1)-(New #6)**

Operate a law enforcement vehicle before, during, and after a pursuit.

### **Training Objectives Related to 8.2**

1. Given a written exercise, identify factors to consider when engaging in pursuit driving.

2. Given a practical exercise, demonstrate proper driving techniques, while engaged in a vehicle pursuit, during daytime and nighttime conditions, as both primary and secondary.

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

#### **Written Exercise:**

~~8.1.1.~~ 8.2.1. Identify factors to be considered when making a decision to initiate or engage in a pursuit.

~~8.1.2. Identify five common hazards associated with pursuit or emergency response driving in a congested area or on an open road.~~

8.2.2. Identify factors to consider before, during, and after a vehicle pursuit.

~~8.1.3.~~ 8.2.3. Identify factors to consider that may impact terminating a vehicle pursuit.

~~8.1.4. Identify legal considerations for emergency response driving.~~

~~8.1.4.1. Code of Virginia~~

~~8.1.4.2. Case law~~

#### **Practical Exercise:**

8.2.4. Engage in a vehicle pursuit during daytime conditions as the primary vehicle for a minimum of 3 minutes.

8.2.5. Engage in a vehicle pursuit during daytime conditions as the secondary vehicle for a minimum of 3 minutes.

8.2.6. Engage in a vehicle pursuit during nighttime conditions as the primary vehicle for a minimum of 3 minutes.

8.2.7. Engage in a vehicle pursuit during nighttime conditions as the secondary vehicle for a minimum of 3 minutes.

# Category 9 – Officer Wellness

## **Performance Outcome 9.1**

Engage in physical exercise.

## **Training Objectives Related to 9.1**

**1. Given a practical exercise, engage in stand-alone physical exercise for a minimum of 60 hours, during academy time.**

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

**9.1.1. Engage in stand-alone physical exercise for a minimum of 60 hours, during academy time.**

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

## **Performance Outcome 9.2**

Navigate and complete a Law Enforcement Work Performance Course.

### **Training Objectives Related to 9.2**

**1. Given a practical exercise, navigate and complete a Law Enforcement Work Performance Course, under the required time by the end of the academy.**

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

**9.2.1. Navigate and complete an obstacle course while running, jumping, and crawling, under the required time of 1:36, by the end of the academy.**

**9.2.1.1. Receive a physical description of a suspect, while seated and belted in a vehicle, timer begins when monitor says "Go".**

**9.2.1.2. Run 25 yards, then**

**9.2.1.3. Jump 3 feet, then**

**9.2.1.4. Run 25 yards, then**

**9.2.1.5. Climb over a 5-foot wall, then**

**9.2.1.6. Run 10 yards, then**

**9.2.1.7. Crawl under an obstacle that is 2 feet high X 10 feet long, then**

**9.2.1.8. Run 25 yards, then**

**9.2.1.9. Climb 8 inch "step up and down" (12 times), motion must be "up/up-down/down," then**

**9.2.1.10. Run 15 yards, then**

**9.2.1.11. Climb through a window 36 inches wide X 30 inches high X 3 feet above the ground, then**

**9.2.1.12. Run 10 yards, then**

**9.2.1.13. Identify the suspect, then**

**9.2.1.14. Run 15 yards, then**

**9.2.1.15. Drag a 150-pound object 5 yards, then**

**9.2.1.16. Run 20 yards, then**

**9.2.1.17. Place barrel of weapon through 6 inch opening, dry fire the weapon once with dominant hand and dry fire the weapon once with non-dominant hand, then**

**9.2.1.18. Place handgun on the table. This action stops the timer.**

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

# Category 9 – Officer Wellness

## **Performance Outcome 9.3**

Drag a heavy object from a vehicle to simulate a rescue.

## **Training Objectives Related to 9.3.**

1. Given a practical exercise, extract an object that weighs at least 150 pounds from a vehicle to simulate a rescue.

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

9.3.1. Demonstrate extracting an object that weighs at least 150 pounds from a vehicle to simulate effecting a rescue.

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

# Category 9 – Officer Wellness

## **Performance Outcome 9.4**

Identify causes of workplace stress, impacts and reduction strategies.

## **Training Objectives related to 9.X**

**1. Given a written exercise, identify the following:**

- a. Causes of workplace stress.
- b. Methods to reduce stress.
- c. Symptoms of Post-Traumatic Stress Disorder (PTSD).

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

- 9.4.1. Identify the most commonly recognized causes of workplace stress
- 9.4.2. Identify positive means of reducing stress
- 9.4.3. Identify the common symptoms of Post-Traumatic Stress Disorder

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

**1. Common causes of stress:**

- a. Personal
- b. Work
- c. Critical incidents

**2. Common symptoms of stress and warning signs:**

- a. Headache or other aches and pains
- b. High blood pressure
- c. Heart disease
- d. Insomnia
- e. Negativity
- f. Anger / irritability
- g. Eating disorders
- h. Anxiety
- i. Changes to substance and alcohol use
- j. Any marked negative change in behavior



# Category 9 – Officer Wellness

## 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 (PTSD)

- a. After experiencing a shocking, scary, or dangerous event, the majority of individuals will experience symptoms of arousal (startled, tense, on edge, irritable, trouble sleeping), re-experiencing (bad dreams, intrusive thoughts of the event), avoidance (attempts to block out the feelings and thoughts; avoiding reminders), and cognitive and mood symptoms (feeling depressed, confused, feeling betrayed); This is normal
- b. When these symptoms do not decrease over time and continue to have an impact on ability to function for 1-3 months after the event, this may have developed into post traumatic stress disorder (PTSD).
- c. Symptoms of PTSD as recognized by the National Institute of Mental Health must be present for at least one month and include:
  - (i). At least one re-experiencing symptom
  - (ii). At least one avoidance symptom
  - (iii). At least two arousal and reactivity symptoms
  - (iv). At least two cognition and mood symptoms

# Category 9 – Officer Wellness

## **Performance Outcome 9.5**

Identify suicidal ideation.

### **Training Objectives Relating to 9.5**

1. Given a written exercise, identify the warning signs of suicidal ideation.
2. Given a written exercise, explain what to do when suicide is imminent.
3. Given a written exercise, explain how to be prepared after a suicide takes place.

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

- 9.5.1. Identify the warning signs of suicidal ideation within the law enforcement community.
- 9.5.2. Identify what to do when suicide is imminent:
- 9.5.3. List resources for the suicidal individual
- 9.5.4. Identify what to expect after a law enforcement suicide takes place.

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

1. Warning signs of suicidal ideation within the law enforcement community.
  - a. Physical signs of suicidal ideation
  - b. Verbal cues of suicidal ideation
  - c. Feelings associated with suicidal ideation
  - d. Behavioral cues of suicidal ideation
  - e. Cues of suicidal thinking

2. Identify what to do when suicide is imminent

- a. Be a good listener
- b. Approach the situation with an open mind
- c. Do not leave the person alone
- d. Notify appropriate personnel about the individual

3. List resources for the suicidal individual

- a. Private practice therapy
- b. Peer support
- c. EAP
- d. Chaplains
- e. National Suicide Prevention Lifelines
- d. Local Community Services Board/Behavioral Health Authority Emergency Services Response

4. Identify what to expect after a law enforcement suicide takes place

- a. Departmental grief (A ripple effect throughout the department)
- b. Services available such as peer support, CISM or EAP
- c. National Suicide Prevention Lifelines

# Category 10 – Field Training

## What is Field Training?



# Category 10 – Field Training

**Law Enforcement Field Training -~~100~~ 240 hours**

## **Department Policies, Procedures, and Operations (General Law Enforcement)**

### **Law Enforcement Officers**

In conjunction with responding to calls for law enforcement service, the officer must identify requirements related to their employing law enforcement 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.
- ~~10.4- Identify, discuss, and demonstrate a shift briefing.~~
- 10.5- Identify, discuss, and demonstrate the appropriate personal appearance/ uniform requirements/ badge of authority.

#### **Facilities and Territory Familiarization**

- 10.6- Identify, discuss, and demonstrate by tour, local government facilities.
- 10.7- Identify, discuss, and demonstrate patrol areas.
- 10.8- Identify and discuss jurisdictional boundaries and mutual aid considerations.
- ~~10.9- Identify and discuss mutual aid.~~

#### **Ethics and Professionalism**

- ~~10.10- Identify, discuss, and demonstrate the Law Enforcement Code of Ethics.~~
- 10.11- Identify, discuss, and demonstrate appropriate standards of conduct/ professionalism.
- 10.12- Identify, discuss, and demonstrate discretion and decision-making.
- 10.13- Identify and discuss the reporting of the misconduct of other officers.
- 10.14- Identify and discuss cultural diversity, implicit bias, bias based policing with regard to all persons.

# Category 10 – Field Training

## **Arrest and Search Procedures**

- Identify, discuss, and when possible, demonstrate:

10.74 - Issuance of a summons.

10.75 - Arrest procedures.

10.76 - Handcuffing.

10.77 - Search incident to arrest.

10.78 - Transportation of persons in custody.

10.79 - Conducting a consent search.

10.80 - Conducting an inventory search.

10.81 - Obtaining and executing a search warrant.



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# Questions?

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