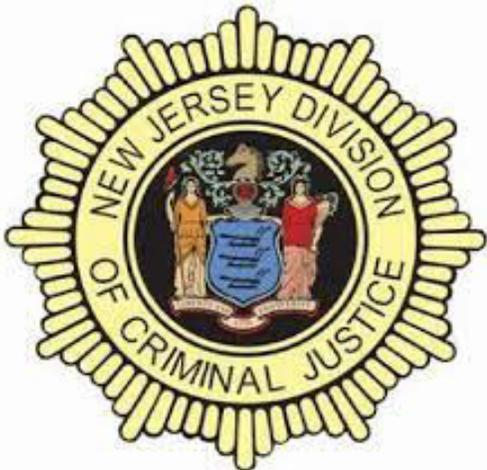




POLICE  
TRAINING  
COMMISSION

**Basic  
Course for  
Police  
Officers**

Updated APRIL 2022



# DISCLAIMER

The trainee recognizes, understands, and acknowledges that all exams to test performance for this course will be drawn from at least one but as many as all of the subsections for each Performance Objective. For example, under Performance Objective 2.2.1, there are five (5) categories of Law Enforcement Agencies that each trainee must identify and understand. The test questions for most Performance Objectives will cover at least one (1) but as many as all of the responses listed, listed A thru E.

In sum, the trainee will be responsible to study and demonstrate an understanding of all of the material taught, whether or not such material is tested.

*\*When viewing this curriculum in **Microsoft Word**, it is suggested to utilize the Navigation pane which provides the sequential listing of each Instructional Unit (double-click to move to the unit highlighted) as well as search the entire document for words or phrases. To open the Navigation pane click “View” on the top toolbar, and then to the left of the “Zoom” magnifying glass, click on “Navigation Pane” to open/close this useful tool.*

*When viewing in **Adobe PDF**, click the small arrow on the mid-left of the page to open the left toolbar and double-click on the bookmark icon (above the paper clip) to open the index where you can also double-click to move to each Instructional unit.*

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## **FUNCTIONAL AREA 1 - PROFESSIONAL DEVELOPMENT**

**UNIT GOAL:** The trainee will recognize the fundamental duties, obligations, influences, and philosophies inherent with the acceptance of a position as a law enforcement officer. He or she will possess a working knowledge of the employing agency organization, chain of command, rules and regulations.

### **INSTRUCTIONAL UNITS:**

#### **1.1 HISTORY AND DEVELOPMENT OF LAW ENFORCEMENT**

This unit describes the historical development of law enforcement to modern times. The unit emphasizes the role of law enforcement officers as public servants and community representatives.

#### **1.2 ROLE AND AUTHORITY OF A LAW ENFORCEMENT OFFICER**

This unit covers the specific statutory provisions that authorize an officer to carry a weapon, conduct investigations, serve subpoenas, and make arrests. Also discussed are the professional qualities that the officer should seek to develop, and the role as a public servant and protector of the community.

#### **1.3 MORALS AND ETHICS**

This unit is concerned with the professional characteristics of law enforcement, and the moral and ethical demands of a career in law enforcement. The consequences of unethical conduct by the law enforcement officer, and the impact of that conduct on the community is discussed.

#### **1.4 DECISION MAKING**

This unit discusses the decision-making process and the ethical standards on which decisions must be based.

## **1.5 EMPLOYING AGENCY POLICIES, PROCEDURES, RULES, REGULATIONS, RADIO COMMUNICATIONS**

This unit introduces the trainee to the organizational structure and jurisdiction of his or her agency, the terms to describe the organizational structure, the concept of chain of command, the necessity for a chain of command in police work, and the resulting requirement that an officer follow orders.

This unit also discusses agency policies, rules and regulations. Included are employee conduct, agency information, and information from external law enforcement agencies.

The trainee shall explain both agency policy, and the procedures by which this information is distributed to employees within the agency.

## **1.6 CAREER INFLUENCES**

This unit discusses the positive and negative aspects of a police career, and how it affects one's interactions with family, friends and the community. It describes various pressures of the job and the consequences one may encounter should the pressures become too great. In order to counteract these negative aspects of a career as a law enforcement officer, the trainee is introduced to a variety of techniques which can be utilized to overcome the respective pressures.

## **1.7 IDENTIFICATION OF TECHNIQUES FOR DEALING WITH STRESS**

This unit explains the reasons for human stress, and describes a variety of stress situations that may affect law enforcement activity. It discusses citizen reactions when encountering a law enforcement officer who displays stress, and the possible consequences of such an encounter. It offers techniques for the law enforcement officer to combat the cumulative effects of stress.

## **1.8 THE OFF-DUTY LAW ENFORCEMENT OFFICER**

This unit covers the role and responsibilities of an off-duty law enforcement officer. The appropriate actions to take when confronted with a crime in progress as well as traffic violations are discussed. The interaction with neighbors and merchants is also discussed, as well as the carrying of an off-duty firearm.

## **1.9 SUICIDE AWARENESS, PREVENTION AND RESILIENCY FOR THE LAW ENFORCEMENT OFFICER**

This unit discusses the causes, symptoms, warning signs and risks associated with officer suicide, and will identify appropriate intervention and prevention strategies to effectively deal with this issue.

## **1.10 INTERNAL AFFAIRS POLICY AND PROCEDURE**

This unit introduces the trainee to the basic provisions of the Attorney General guidelines for Internal Affairs Policy and Procedure, which are applicable to all law enforcement agencies under the jurisdiction.

## **1.11 ABLE-ACTIVE BYSTANDERSHIP FOR LAW ENFORCEMENT**

This unit introduces the trainee to creating a police culture in which officers routinely intervene as necessary to: prevent misconduct, avoid police mistakes, and promote officer health and wellness.

## INSTRUCTIONAL UNIT 1.1: HISTORY AND DEVELOPMENT OF LAW ENFORCEMENT

**UNIT GOAL:** The trainee will be able to identify the following historical events in Law Enforcement.

### **PERFORMANCE OBJECTIVES**

- 1.1.1 The trainee will list the following historical events in Law Enforcement to show the influence of the past on present Law Enforcement duties:
- A. The trainee will identify the basic concept of law enforcement that can be traced to tribal customs.
    - 1. The trainee will identify Hammurabi's Code and its role in law enforcement.
  - B. The trainee will identify the development of traditional English Anglo-Saxon policing, focusing on the roles of:
    - 1. Sheriff;
    - 2. Constable;
    - 3. Coroner; and
    - 4. Justice of the Peace
  - C. The trainee will identify law enforcement in Colonial America.
  - D. The trainee will identify law enforcement in the "Industrial Age."
    - 1. The trainee will identify the role of Scotland Yard in developing the nine principles of law enforcement.
  - E. The trainee will identify the nine principles of law enforcement.
  - F. The trainee will identify the significant changes in U.S. law enforcement in the beginning in 19<sup>th</sup> into the 20<sup>th</sup> & 21<sup>st</sup> centuries including:
    - 1. The expansion from a primarily rural aspect to modern police agencies coming about in NYC, Boston, Philadelphia, etc.
    - 2. The Political and Reform eras of the early to mid-20<sup>th</sup> century.
    - 3. The early use of Community Policing and return to it in the late 20<sup>th</sup> century through current day.
    - 4. The utilization of technology in policing to include radios, vehicles, computers, drones, DNA, etc.; well into the 21<sup>st</sup> century technological advances used by law enforcement.
  - H. The trainee will identify the role of minorities in law enforcement.
    - 1. Historical Role.
    - 2. Modern role post-Equal Employment Opportunities Act of 1972.

3. The importance for law enforcement agencies to reflect the diversity of the jurisdictions they serve; pursuant to Attorney General Guideline “Promoting Diversity in Law Enforcement Recruiting and Hiring”, dated December 7, 2021.

*\*Instructor’s note: Good opportunity to engage trainees at early point in their training and to be comfortable responding to questions in class by posing the question: Why is it important for law enforcement agencies to strive for workforces that reflect the diversity of the jurisdictions they serve and that can effectively interact with all community members.*

## INSTRUCTIONAL UNIT 1.2: ROLE AND AUTHORITY OF A LAW ENFORCEMENT OFFICER

**UNIT GOAL:** The trainee will understand the authority and powers of his/her position, and the law enforcement officer's role within the community.

### **PERFORMANCE OBJECTIVES**

- 1.2.1 The trainee will identify the authorities and responsibilities of a law enforcement officer to enforce:
- A. Criminal statutes;
  - B. Municipal ordinances;
  - C. Health codes and statutes;
  - D. Environmental statutes;
  - E. Court orders; and
  - F. All other state laws.
- 1.2.2 The trainee will identify the four major functions of policing and give examples of each. This will include:
- A. Prevention of crime;
  - B. Protection of life and property;
  - C. Regulation of non-criminal behavior; and
  - D. Provision of services to the community.
- 1.2.3 The trainee will identify the roles and activities an officer must play in a community policing setting including:
- A. Problem solving;
  - B. Conflict resolution;
  - C. Community organizing;
  - D. Home and business visits;
  - E. Networking with the private sector;
  - F. Personal interaction with residents, and
  - G. Referrals.
- 1.2.4 The trainee will identify tasks that are required of a law enforcement officer in the implementation of the officer's responsibility to the community including:
- A. Answer routine calls for service;
  - B. Conduct traffic enforcement;
  - C. Initiate door to door contacts in a neighborhood;

- D. Conduct follow-up investigations;
- E. Develop familiarity with community leaders in area of assignment;
- F. Teach residents how to address community problems;
- G. Enforce civil land code violations;
- H. Work with other local government and private agencies to solve problems
- I. Conduct community surveys and focused patrol operations as directed.

1.2.5 The trainee will identify the authority and powers of the Attorney General, County Prosecutors, County Sheriffs, Chief of the local police agency, the Police Director if appropriate, and the relationship to each other.

## INSTRUCTIONAL UNIT 1.3: MORALS AND ETHICS

**UNIT GOAL:** The trainee will identify and evaluate fundamental obligations and philosophies inherent in the acceptance of a law enforcement appointment.

### **PERFORMANCE OBJECTIVES**

- 1.3.1 The trainee will identify the principles involved in order for a career to be considered a “profession.”
- 1.3.2 The trainee will define the following:
  - A. Ethics;
  - B. Morals;
  - C. Illegal activities; and
  - D. Inappropriate conduct.
- 1.3.3 The trainee will identify acceptable legal behaviors and moral standards for all law enforcement officers.
- 1.3.4 The trainee will identify the duties and responsibilities of a law enforcement officer, both on and off duty.
- 1.3.5 The trainee will identify the moral, ethical and administrative problems associated with accepting gifts and gratuities.
- 1.3.6 The trainee will identify peer behavior that could negatively affect job performance.
- 1.3.7 The trainee will identify the problems associated with the failure to enforce specific laws.
- 1.3.8 The trainee will identify conduct that constitutes sexual harassment in the workplace, and ways to prevent it. This includes:
  - A. Defining sexual harassment;
  - B. Identifying different types of sexual harassment;
  - C. Identifying the extent of sexual harassment in the workplace and the impact sexual harassment has on the recipient and the workplace;
  - D. Identifying actions that should be taken to help prevent sexual harassment in the workplace; and

- E. Identifying steps that should be taken when one becomes aware that sexual harassment has occurred or is occurring in the workplace.

1.3.9 The trainee will identify the core values of law enforcement:

- A. Integrity;
- B. Fairness;
- C. Respect;
- D. Honesty;
- E. Courage; and
- F. Compassion.

## INSTRUCTIONAL UNIT 1.4: DECISION MAKING

**UNIT GOAL:** The trainee will develop skills in decision making based on ethical standards and the appropriate decision-making process.

### **PERFORMANCE OBJECTIVES**

- 1.4.1 The trainee will identify basic approaches to ethical decision making to include:
- A. Scientific method; and
  - B. Reaction method.
- 1.4.2 The trainee will list factors which can adversely affect the decision-making process to include:
- A. Bias/prejudice/discrimination;
  - B. Stress;
  - C. Emotions; and
  - D. Preconceptions.
- 1.4.3 The trainee will list the five steps in the decision-making process:
- A. Define the problem;
  - B. Collect all available information;
  - C. Identify alternatives through analysis of facts;
  - D. Evaluate alternatives; and
  - E. Select one alternative and implement it including follow through.
- 1.4.4 The trainee will identify the three basic questions to be considered to make ethical decisions:
- A. Is it legal and in accordance with proper procedure;
  - B. Do you believe it is the correct action; and
  - C. Would your peers and family be proud of your decision and actions.

---

*Instructor's Note: Given time, explain the difference between discrimination and prejudice.*

## INSTRUCTIONAL UNIT 1.5: EMPLOYING AGENCY POLICIES, PROCEDURES, RULES, REGULATIONS AND RADIO COMMUNICATIONS

**UNIT GOAL:** The trainee will acquire a knowledge of the relevant policies, procedures and rules that govern the operations and activities of the employing agencies. The trainee will also know the employing agency chain of command, and become familiar with basic procedures for operating law enforcement radio systems.

### **PERFORMANCE OBJECTIVES**

- 1.5.1 The trainee will identify the most common organizational structures in a police agency.
- 1.5.2 The trainee will identify the roles of various subdivisions of a police agency to include:
  - A. Operations;
  - B. Administration; and
  - C. Investigation.
- 1.5.3 The trainee will identify the purpose of the following documents:
  - A. Policies;
  - B. Procedures;
  - C. Rules and regulations;
  - D. General orders;
  - E. Special orders;
  - F. Memoranda; and
  - G. Directives.
- 1.5.4 The trainee will identify four reasons that necessitate a chain of command. This explanation will minimally include:
  - A. Promotion of efficiency of effort;
  - B. Protection and safety of the officer, other officers and the public;
  - C. Benefit of superior officer judgment based upon experience; and
  - D. Elimination of duplication of effort.

1.5.5 The trainee will define the following terms used in conjunction with the 911 system:

- A. Public Safety Answering Point (PSAP);
- B. Public Safety Dispatch Point (PSDP);
- C. Selective routing;
- D. Abandoned calls; and
- E. Enhanced 911 service.

1.5.6 The trainee will identify the capabilities of the 911 system to minimally include:

- A. Automatic number identification (ANI);
- B. Automatic location identification (ALI);
- C. No busy signal;
- D. Calls from hearing impaired persons; and
- E. Dispatching of fire-fighting, emergency medical, law enforcement or other emergency services.

## INSTRUCTIONAL UNIT 1.6: CAREER INFLUNCES

**UNIT GOAL:** The trainee will understand how a career in law enforcement affects an officer's family and personal life.

### **PERFORMANCE OBJECTIVES**

- 1.6.1 The trainee will identify satisfactions and dissatisfactions that are inherent in a career in law enforcement.
- 1.6.2 The trainee will identify the effects that a career in law enforcement has on an officer's family and personal life.
- 1.6.3 The trainee will identify a minimum of two (2) potential negative consequences of pressures placed upon an officer's family.
- 1.6.4 The trainee will identify techniques for overcoming negative consequences of pressures placed upon an officer's family.
- 1.6.5 The trainee will identify the advantages of continuing education throughout the officer's career.
- 1.6.6 The trainee will identify resources available to assist in the officer's continuing professional development. This will minimally include:
  - A. Universities, colleges and community colleges;
  - B. Agency in-service training;
  - C. Police Academy in-service training;
  - D. Professional journals;
  - E. Written policy and procedure updates; and
  - F. Internet resources.
- 1.6.7 The trainee will identify influences that may isolate law enforcement officers and their families from the general community they serve (i.e., often maintaining a social circle comprised primarily of law enforcement officers and their families).
- 1.6.8 The trainee will identify strategies to avoid the isolation identified in 1.6.7 above.

## INSTRUCTIONAL UNIT 1.7: IDENTIFICATION OF TECHNIQUES FOR DEALING WITH STRESS

**UNIT GOAL:** The trainee will recognize symptoms encountered both during and after exposure to stressful situations.

### **PERFORMANCE OBJECTIVES**

- 1.7.1 The trainee will identify two (2) types of stress:
  - A. Mental (Psychological)
  - B. Physical (Physiological)
  
- 1.7.2 The trainee will identify reasons for human stress. The explanation will minimally include:
  - A. Fear;
  - B. Anger;
  - C. Compassion;
  - D. Conflict;
  - E. Frustration; and
  - F. Job.
  
- 1.7.3 The trainee will identify the manifestations of stress that may affect their field performance and citizens' reactions.
  
- 1.7.4 The trainee will identify at least one emotional response for a variety of stress situations common to law enforcement. These situations will include:
  - A. A motor vehicle stops;
  - B. A situation involving weapons;
  - C. A verbal attack upon a law enforcement officer;
  - D. A human tragedy; and
  - E. Mob action or public demonstration.
  
- 1.7.5 The trainee will identify at least four techniques for dealing with stressful situations.
  
- 1.7.6 The trainee will identify techniques to combat the cumulative effects of stress.
  
- 1.7.7 The trainee will identify techniques for dealing with the short- and long-term stress of being shot or otherwise seriously injured.

- 1.7.8 The trainee will identify two effects or pressures placed upon an officer's family that may occur while working in a law enforcement career.
- 1.7.9 The trainee will identify two negative aspects of alcohol and/or drug abuse, and the effects on the law enforcement officer and law enforcement agency.
- 1.7.10 The trainee will identify two symptoms of substance abuse, and its effects on the law enforcement officer and law enforcement agency.
- 1.7.11 The trainee will identify the ability to gain assistance from such resources as their agency-designated Resiliency Program Officer (RPO) through the New Jersey Resiliency Program for Law Enforcement (NJRP-LE); as well as "Cop2Cop", NJ State PBA, Police Chaplain and other support groups.

## INSTRUCTIONAL UNIT 1.8: THE OFF-DUTY LAW ENFORCEMENT OFFICER

**UNIT GOAL:** The trainee will understand the appropriate behaviors and responsibilities of off-duty law enforcement officers.

### **PERFORMANCE OBJECTIVES**

- 1.8.1 The trainee will define the term “off-duty.”
- 1.8.2 The trainee will identify what actions to take when witnessing a crime in progress while off-duty.
- 1.8.3 The trainee will identify two possible consequences of an off-duty intervention involving a crime in progress.
- 1.8.4 The trainee will identify what action to take when witnessing a motor vehicle violation while off-duty.
- 1.8.5 The trainee will identify two possible consequences of an off-duty intervention involving a motor vehicle violation.
- 1.8.6 The trainee will identify appropriate personal behavior when stopped in his/her personal vehicle by an on-duty law enforcement officer.
- 1.8.7 The trainee will identify appropriate personal behavior if, as an off-duty officer, the trainee is confronted by an on-duty officer in a situation other than a motor vehicle stop.
- 1.8.8 The trainee will identify techniques for carrying and using an authorized off-duty weapon. This will minimally include:
  - A. Knowledge of mandated qualifications;
  - B. Concealment;
  - C. Care of weapon;
  - D. Approved equipment;
  - E. Out of state travel/H.R. 218;
  - F. Security; and
  - G. When to use.
- 1.8.9 The trainee will identify two common requests for information from neighbors and friends, and will provide an appropriate response for each.

1.8.10 The trainee will identify an agency that may provide assistances for alcohol/drug abuse problems.

1.8.11 The trainee will identify five other sensitive areas relating to off-duty behavior, and the impact on the community of inappropriate behavior in these areas. This will minimally include:

- A. Drugs or other illegal activities at social functions;
- B. Inappropriate sexual relationship;
- C. Bias comments;
- D. Domestic violence; and
- E. Using the color of your office for purchases or favors.

## INSTRUCTIONAL UNIT 1.9: SUICIDE AWARENESS, PREVENTION AND RESILIENCY FOR THE LAW ENFORCEMENT OFFICER

**UNIT GOAL:** The trainee will understand law enforcement officer behavioral healthcare stressors, strengths and tools to combat suicide risk through resilience skill building. The trainee will also identify the causes, symptoms, warning signs and risks associated with officer suicide, and will identify appropriate prevention, intervention and postvention strategies to effectively deal with this issue.

### **PERFORMANCE OBJECTIVES**

#### **Learning Objective #1**

Identify basic knowledge of law enforcement officer's behavioral healthcare stressors, strengths & challenges throughout your career

1.9.1 The trainee will identify four-character traits of law enforcement officers for self-awareness.

- A. Authoritative
- B. In command
- C. No mistakes
- D. Image armor
- E. Needs action
- F. Risk taker
- G. Hyper vigilant
- H. Service oriented
- I. Spiritual
- J. Cynical
- K. Less willing to socialize
- L. Negative attitude about people
- M. Suspicious
- N. Pessimistic
- O. Feelings
- P. Numb

1.9.2 The trainee will identify three aspects re; "The cycle of the job" (Dr. Kirschman PhD)

- A. Applicant Phase / Family-Hopeful
- B. Academy/ Family- Alone
- C. Honeymoon / Family- Proud
- D. Settling Down / Family- Routines
- E. Disillusionment/ Family- Victims
- F. Coming to a crossroad/ Family- Guarded
- G. Retirement/ Family- Hopeful Again

1.9.3 The trainee will identify seven of the twenty-one stressors that can motivate thoughts or actions associated with law enforcement suicide.

- A. Mental Health (Depression, PTSD, Anxiety)
- B. Trauma History (child abuse, sexual abuse, critical incident vicarious trauma, secondary trauma, posttraumatic stress)
- C. Community Relations (cultural diversity, defund police, social media)
- D. Work stress (job expectations, shift work, leadership or, wounded officers)
- E. Minorities (race, gender, LGBTQ)
- F. Military Service (combat veterans)
- G. Addictions (substance abuse, gambling)
- H. Police Culture (thin blue line, code of silence, cycle of police)
- I. Natural/ Man-made Disasters (pandemic fatigue)
- J. Relationships and family problems; parenting, marital/couple issues
- K. Marital issues;
- L. Legal issues;
- M. Qualified immunity;
- N. Financial Problems;
- O. Medical/Somatic/Health issues, including injury and disability;
- P. Major life events, including recent human loss, mass disasters;
- Q. Unfulfilled job expectations;
- R. Sleep deprivation;
- S. Management issues (assignment - lack of promotion - supervision);
- T. Discipline issues (internal affairs and/or criminal investigations); and
- U. Retirement (loss of identity and sense of belonging).

1.9.4 The trainee will identify five out of ten protective factors associated to prevent law enforcement suicide

- A. Hopeful/Optimistic;
- B. Job Satisfaction;
- C. Self-Awareness;
- D. Compassion;
- E. Assertive/Confidence;
- F. Recognize Obstacles;
- G. Faith & Belief/ Spirituality;
- H. Supportive Relationships; and
- I. Ask for Help.

### Learning Objective #2

Identify components of Law Enforcement suicide prevention, intervention and postvention with a comprehensive understanding of your psychological well being

1.9.5 The trainee will identify strategies that may be helpful in the identification of law enforcement suicide risk based on the top three stressors that lead to suicide.

- A. Substance Abuse Questions/CAGE test factor
- B. Cut down on drinking?
- C. Angry/ Annoyed by something said?
- D. Guilty over drinking?
- E. Eye Opener-morning drinks?
- F. Critical Incident Stress Management trauma signs
- G. LE Family Resource tips
- H. Post Traumatic Growth Model/ Resilience Skills
- I. Self-Awareness
- J. Self-Regulation
- K. Mental Agility
- L. Strengths of Character
- M. Connection
- N. Optimism

1.9.6 The trainee will identify suicide:

- A. The intentional taking of one's own life;
- B. A manifestation of overbearing strain on work/life roles;
- C. Sometimes believed to be the only solution to a problem;
- D. Suicide results in an IRREVOCABLE consequence for a TRANSIENT problem; and

- E. Suicide is a preventable type of death.

### Learning Objective #3

Recognize risk factors and warning signs associated with suicide in yourself and others and identify the myths and facts about suicide

1.9.7 The trainee will identify five of the eight risk factors associated with law enforcement suicide.

- A. Knowledge of and access to lethal means;
- B. Age;
- C. Gender;
- D. Ethnicity;
- E. Previous history (self or family member);
- F. Cumulative stressors;
- G. Feeling of hopelessness and helplessness; and
- H. Lack of intervention resources.

1.9.8 The trainee will identify four of the eight warning signs and symptoms associated with law enforcement suicide in self and in others.

- A. Depression:
  - 1. Attitude of hopelessness and helplessness;
  - 2. Unexplained changes in appetite, weight, appearance, and/or sleep habits;
  - 3. Difficulty making decisions;
  - 4. Difficulty concentrating;
  - 5. Overly anxious;
- B. Previous suicide attempt;
- C. Increase in the use of alcoholic beverages;
- D. Overly aggressive or violent behavior;
- E. Any changes in mood or behavior that are out of the ordinary, including a neutral mood;
- F. Changes in work habits;
- G. Anger / irritability; and
- H. Concern expressed by family / friends / colleagues about a specific individual;

1.9.9 The trainee will understand and identify the top three law enforcement officer stressors that are the most prevalent for suicide

- A. Substance Abuse
- B. Work Related Stress/ Internal Affairs
- C. Relationship/Marital Issues

1.9.10 The trainee will identify four of the nine obstacles to effective suicide prevention/intervention.

- A. Fear of stigma, isolation, humiliation, suspension, job loss;
- B. Fear of change in duty status;
- C. Police culture;
- D. Denial that there is a problem;
- E. Reluctance of the officer to seek help for fear of the officer losing control of the situation;
- F. The officer's fear that confidentiality will not be maintained;
- G. The officer's distrust of management;
- H. Supervisors/ peers protect or shield a troubled officer; and
- I. Lack of knowledge by a troubled individual about the availability of counseling resources, and concern about being able to afford such services.

1.9.11 The trainee will identify three of the six myths associated with suicide:

- A. **Myth**: People who talk about suicide won't complete the act; **Fact**: Many individuals who have committed suicide have talked about their intentions. Suicide threats should always be taken seriously
- B. **Myth**: Talking about suicide with a person who is depressed will not prevent the person from completing the act. **Fact**: Talking can be a powerful preventive measure
- C. **Myth**: Warning signs are not present before a person commits suicide. **Fact**: A suicidal person almost always plan how to take their life, and then gives clues
- D. **Myth**: Suicidal individuals have a history of mental illness. **Fact**: Some yes, but not all
- E. **Myth**: A suicidal person is completely committed to dying. **Fact**: Many are ambivalent. They want to die, but they also want to live. Suicide is perceived as the only way out of a situation in which the individual feels trapped and hopeless)

- F. **Myth:** A suicidal person is and will always be beyond help. **Fact:** With effective intervention and therapy, a person in suicidal crisis may never consider the act again

#### Learning Objective #4

Identify law enforcement suicide prevention resources and how to utilize your Law enforcement suicide prevention toolkit

- 1.9.12 The trainee will identify two of the four types of cues that a QPR intervention is needed
- A. Behavioral clues of suicidal thoughts:
1. Giving away possessions;
  2. Making a will;
  3. Talking about a long trip;
  4. Sudden interest or disinterest in religion;
  5. Substance abuse relapse; and
  6. Taking inappropriate duty-related and personal risks.
  7. Sudden interest or disinterest in religion, relapse into substance abuse
  8. Poor hygiene
- B. Situational Cues
1. Rejection by a loved one or divorce, anticipated loss of financial security, death of spouse, friend (especially if by accident or sudden)
  2. Being fired or suspended
  3. A recent unwanted move
  4. Loss of any major relationship
  5. Death of spouse, child, or friend, especially if by suicide
  6. Diagnosis of a serious or terminal illness
  7. Sudden unexpected loss of freedom/fear of punishment
  8. Anticipated loss of financial security
  9. Loss of a cherished therapist, counselor or spiritual leader
  10. Fear of becoming a burden to others
- C. Direct Verbal Cues:
1. I've decided to kill myself
  2. I wish I were dead
  3. You would be better off without me
  4. I'm going to commit suicide

D. Indirect Verbal Cues:

1. I'm tired of life, I just can't go on
2. I won't be around much longer
3. I can't take the pain

1.9.12 The trainee will identify intervention techniques and skills using the AID LIFE acronym.

- A. A - ASK; Ask if the person is thinking about suicide.
- B. I - INTERVENE immediately; Take action. Listen and let the person know that they are not alone.
- C. D - DON'T keep it a secret; Seek appropriate assistance.
- D. L - LOCATE help; Supervisor, chaplain, physician, friend, family member, crisis worker, emergency room staff
- E. I - INFORM the chain of command; Supervisors in the chain of command can make arrangements for long term resources, in accordance with department policy. Suicide risk does not improve with quick solutions. Effective problem solving takes time, and the supervisors in the chain of command can monitor progress to help avert future difficulties.
- F. F - FIND someone to stay with the person; Don't leave the person alone
- G. E - EXPEDITE; Get help now. An at-risk person needs immediate attention from qualified professionals.

1.9.14 The trainee will identify intervention techniques and skills using the QPR (Question, Persuade, and Refer) intervention and how it's used for suicide prevention.

- A. Question:
  1. Less Direct Approach:
    - "Do you ever wish you could go to sleep and never wake up?"
    - "Do you ever wish you could go to sleep and never wake up?"
  2. Direct Approach:
    - "You know, when people are as upset as you seem to be they sometimes wish they were dead. I'm wonder if you are feeling that way, too?"
    - "I wonder if you are thinking about suicide"
    - "Are you thinking about killing yourself?"
- B. Persuade
  1. Listen to the officer and give the them your full attention
  2. Remember, suicide is not the problem, only the solution to a perceived insoluble problem
  3. Do not rush to judgment

4. Offer hope in any form

C. Refer

1. Suicidal officers often believe they cannot be helped, so you may have to help them get the help they need.
2. The best referral involves taking the officer directly to someone who can help.
3. The next best referral is getting a commitment from them to accept help, then making the arrangements to get that help.
4. The third best referral is to give referral information and try to get a good faith commitment not to attempt suicide. Any willingness to accept help at some time, even if in the future, is a good outcome.

D. Effectiveness of QPR

1. "I want you to live" or "I'm on your side", "We'll get through this."
2. Get others involved. Ask the person who else might be able to help: fellow officers, respected supervisor, family member, friend, brother, sister, pastor, priest, rabbi, bishop, and physician?

1.9.15 The trainee will identify three of the six professional resources that can be helpful to an officer who has suicidal thoughts or intentions.

A. Cop 2 Cop Peer Program/Confidential 24/7 telephone counseling, 1-866-COP-COP

1. First and only program in the US, 20 years of service;
2. 100,000+CALLS
3. 10,000+ QPR officers trained
4. 1,000 Crisis Debriefings provided
5. Staffed by RETIRED COPS
6. Professional Peer Counselors & "Cop clinicians"
7. High risk populations target/Access a focus
8. Cultural/Strength based peer support/referrals
9. Suicide Prevention, Intervention, Post-Vention

B. EAP-Employee Assistance 1-866-327-9133

C. Programs/insurance/contracted providers

1. Offer department specific support for work related issues
2. Professional counseling/Brief model
3. Referrals

- D. RPO Resiliency Police Officer Liaison - A trusted peer officer or supervisor;
  - 1. Liaisons - Outreach, Consultation, and Peer Support.
- E. Medical or Mental health professional evaluation/counseling;
- F. Chaplains /Faith based counseling services 609-774-0283
- G. Hospital emergency room or screening center.
- H. Helplines –
  - 1. 4BlueNJ (Corrections) 888-425-8365
  - 2. NJ Vet2Vet – 866-838-7654
  - 3. Vets4Warriors -855-838-8255
  - 4. NJ Hopeline 1-855-654-6735
  - 5. Suicide Lifeline – 1-800-273-8255
  - 6. MHA NJ Cares 866-202-4357
  - 7. Reach NJ (Addictions) 844-276-2777
  - 8. Mom2Mom – 877-914-6662
  - 9. Care2Caregivers – 800-424-2492

1.9.16 The trainee will identify the NJ LE Officer Toolkit concepts

- A. Peer Support
- B. Resource/Referral - LE ONLY
- C. Crisis Response/ Critical Incident Stress Unit Services; Debriefings
- D. Substance Use
- E. Suicide Prevention
- F. RPO Liaisons, New Jersey Attorney General Resiliency Program Officer

#### Learning Objective #5

Putting together all of the suicide awareness and prevention pieces to operationalized resilience building skills to ensure a successful law enforcement career when handling and coping with the daily stressors of the work and life balance.

1.9.17 The trainee will identify Resilience skillset

- A. How Resiliency can be learned
- B. Be able to identify four tenants of Resiliency
- C. Explain the four tenets of Resiliency: Mental, Physical, Social and Spiritual

1.9.18 The trainee will identify three Resilience lessons

- A. Understand how an individual or agency can promote a Growth Mindset
- B. Mental, counting one's blessing, importance of gratitude
- C. Fixed Mindset is not open to new ideas
- D. Growth Mindset is open to new perspectives and information
- E. Examine what influenced your reaction, what is important to you or use a new playbook

1.9.19 Objectives for Accomplishing Resilience Goals

- A. Gain Control
- B. Helps Prioritize
- C. Understand your Values
- D. Improve Motivation, emotions, confidence and self-esteem
- E. S.M.A.R.T.: Specific, Measurable, Attainable, Relevant and Time-Based
- F. Goals chart and schedule the course of action to take and track progress

1.9.20 Define Resilience Behaviors and Consequences

- A. A.B.C.: Activating event, Brain and Consequences (emotional & physical reaction)
- B. Understanding stressors and triggers
- C. Using the ABC method in daily situations
- D. Explain what influences unproductive behavior
- E. Understanding one's values and past experiences
- F. Developing a playbook to determine what works and what doesn't

1.9.21 Identify two ways to balance your thinking between positive and negative thoughts

- A. Unproductive patterns of behavior
- B. Assess situations accurately, take actions based on evidence
- C. Brain takes shortcuts such as with touching a hotplate
- D. Shortcuts can create mistakes, interfere with accuracy and jump to conclusions
- E. Common Traps: all or nothing, blaming others or yourself, confirmation bias and mindreading
- F. Check the evidence, are you using a double standard, phone a friend to determine if they agree
- G. How do you react when your supervisor says call me?

1.9.22 Define Instant Balancing Your Thinking (IBYT)

- A. Ability to counter your thoughts, internal and external thoughts
- B. Preparing for a challenging task, dispute your unbalanced thoughts to reduce anxiety increase focus to take on task
- C. IBYT is used in moments of stress, pressure, self-doubt
- D. Draw on past-experience

1.9.23 Name two benefits for Capitalizing on Your Strengths

- A. Identify your strengths and find opportunities to use them
- B. Find ways for others to use their strengths
- C. Capitalizing on strengths increases chances of positive outcome
- D. Reduces stress, depression, greater well-being
- E. Increases engagement, job-satisfaction and performance

1.9.24 Describe three resilience issues for Resilience in Physical Fitness and Nutrition

- A. Avoid Manufactured & processed foods
- B. Change in composition based on the change in diet of beef, dairy, and poultry
- C. Define High fructose corn syrup vs glucose
- D. Variables that determine what we consume
  - 1. Cost
  - 2. Familiarity
  - 3. Taste
  - 4. Nutritional Value
  - 5. Allergies
  - 6. Fashion
  - 7. Convenience

1.9.25 The trainee will identify one action item in the areas of law enforcement suicide prevention/behavioral healthcare, suicide intervention/ LE toolkit and resilience/postvention to combat their risk for suicide throughout their career

- A. Suicide Prevention/Behavioral Healthcare
  - 1. Know yourself/ Personal Awareness
  - 2. Law Enforcement Traits
  - 3. Cycle of the Job
  - 4. LE Stressors/LE Strengths
- B. Suicide Intervention/ LE Toolkit
  - 1. Cop2Cop
  - 2. EAP
  - 3. RPO
  - 4. Chaplains

- C. Resilience /Postvention Skillset
  - 1. Physical
  - 2. Mental
  - 3. Spiritual
  - 4. Social

## INSTRUCTIONAL UNIT 1.10: INTERNAL AFFAIRS POLICY AND PROCEDURE

**UNIT GOAL:** The trainee will identify the basic provisions of the Attorney General Guidelines for Internal Affairs Policy and Procedures which are incorporated into the local agency Internal Affairs policy, including the Early Warning System established within their respective agency in accordance with Attorney General Law Enforcement Directive 2018-3.

### **PERFORMANCE OBJECTIVES**

- 1.10.1 The trainee will explain that reports or complaints of officer/employee misconduct must be accepted from any person, including anonymous sources, at any time.
- 1.10.2 The trainee will explain that complaints shall be accepted regardless of the age, race, ethnicity, religion, gender, sexual orientation, disability, or immigration status of the complaining party.
- 1.10.3 The trainee will explain that reports or complaints of officer/employee misconduct must be accepted, regardless of whether they are made in person, by telephone, in writing, or through a third party.
- 1.10.4 The trainee will explain that reports of complaints of officer/employee misconduct must be accepted even if the complainant declines to provide personal identification or contact information, including a signature, to the officer or employee who receives the report.
- 1.10.5 The trainee will explain that every report or complaint of officer/employee misconduct shall be thoroughly and objectively investigated to a logical conclusion.
- 1.10.6 The trainee will explain that an officer/employee shall not attempt to resolve or

discuss the merits of a report or complaint. Only a supervisor is authorized to informally resolve a minor complaint that is based upon a misunderstanding of the law or accepted law enforcement practice.

1.10.7 The trainee will identify the purpose and goals of the Early Warning Systems mandated by Attorney General Law Enforcement Directive No. 2018-3.

1.10.8 The trainee will identify the performance indicators included in an Early Warning System, which include but are not limited to:

- A. Internal affairs complaints against the officer, whether initiated by another officer or by a member of the public;
- B. Civil actions filed against the officer;
- C. Criminal investigations of or criminal complaints against the officer;
- D. Any use of force by the officer that is formally determined or adjudicated (for example, by internal affairs or a grand jury) to have been excessive, unjustified, or unreasonable;
- E. Domestic violence investigations in which the officer is an alleged subject;
- F. Sexual harassment claims against the officer;
- G. Vehicular collisions involving the officers that are formally determined to have been the fault of the officer;
- H. A positive drug test by the officer;
- I. Cases or arrest by the officer that are rejected or dismissed by a court;
- J. Cases in which evidence obtained by an officer is suppressed by a court;
- K. Insubordination by the officer;
- L. Neglect of duty by the officer
- M. Unexcused absences by the officer; and
- N. Any other indicators, as determined by the agency's chief executive.

1.10.9 The trainee will identify their agency's policy regarding how many instances of performance indicators within a twelve-month period will initiate the Early Warning System review process.

1.10.10 The trainee will identify the steps of the Early Warning System review process, including:

- A. Formal notification to the officer, in writing;
- B. A conference with the officer and appropriate supervisory personal;
- C. The development of a remedial program, including remedial/corrective actions listed in 1.10.11;
- D. The monitoring of the officer for a minimum of three months or until the supervisor concludes that the officer's behavior has been remediated (whichever is longer); and
- E. Findings documented and reported to the appropriate supervisory personnel and, if warranted, the internal affairs unit.

1.10.11 The trainee will identify the different types of remedial/corrective action, including but not limited to:

- A. Training or re-training;
- B. Counseling;
- C. Intensive supervision;
- D. Fitness-for-duty examination;
- E. Employee Assistance program (EAP) referral; and
- F. Any other appropriate remedial or corrective action;

## INSTRUCTIONAL UNIT 1.11: ABLE: ACTIVE BYSTANDERSHIP FOR LAW ENFORCEMENT

**UNIT GOAL:** The trainee will identify the components of Active Bystandership for Law Enforcement (ABLE).

### **Performance Objectives**

- 1.11.1 The trainee will identify the major goals of ABLE.
- 1.11.2 The trainee will identify skills to successfully intervene to prevent harm and to create a law enforcement culture that supports peer intervention.
- 1.11.3 The trainee will identify skills to prevent misconduct, avoid police mistakes and promotes officer health and wellness.
- 1.11.4 The trainee will identify skills to reduce unnecessary harm to civilians.
- 1.11.5 The trainee will identify skills to reduce unnecessary harm to police officers.
- 1.11.6 The trainee will identify skills to reduce risk of officers losing their jobs.
- 1.11.7 The trainee will identify skills to reduce risk of lawsuits against police department, city and individual officers.
- 1.11.8 The trainee will identify skills to improve police-community relations, officer job satisfaction and community member satisfaction with law enforcement.

## **FUNCTIONAL AREA 2 - THE CRIMINAL JUSTICE SYSTEM**

### **INSTRUCTIONAL UNITS:**

The trainee will possess the knowledge necessary to function in the criminal justice system.

#### **2.1 COMPONENTS OF THE CRIMINAL JUSTICE SYSTEM**

This unit gives the trainee an insight into the various entities that make up the criminal justice system, and identifies the goals of each. It spells out in detail the functioning of the judiciary and corrections, as well as identifying the role and relationship of the Attorney General, county prosecutors, sheriffs and municipal police agencies.

#### **2.2 LAW ENFORCEMENT AGENCIES, RELATED GOVERNMENTAL BODIES, AND POLICE LIAISON UNITS**

This unit includes the functions, jurisdictions and areas of potential mutual assistance for various federal, state, county, and municipal agencies.

#### **2.3 PROSECUTION AND GRAND JURY**

This unit covers the right of the defendant to have serious allegations presented to a grand jury. The purpose and powers of State and county grand juries as well as the role of the prosecuting attorney will be examined.

#### **2.4 NEW JERSEY COURT SYSTEM AND PROCEDURES**

This unit identifies the various New Jersey courts, and outlines the organizational structure and the primary responsibilities of each of the three types of courts. It describes the judicial process from arrest through disposition. It also explains the appeals process, its effect on the lower courts, and the consequences for law enforcement officers. Additionally, the purpose, powers, and process for service of subpoenas is discussed.

## **2.5 NEW JERSEY CORRECTIONAL SYSTEM AND JUVENILE JUSTICE COMMISSION**

This unit identifies and explains the goals and general operations of the New Jersey Department of Corrections and its relationship to law enforcement agencies. It describes the parole process as well as ways of assisting the parole officer. It explains the goals and operations of the county correction functions, the county probation process and ways of assisting the probation officer.

## INSTRUCTIONAL UNIT 2.1: COMPONENTS OF THE CRIMINAL JUSTICE SYSTEM

**UNIT GOAL:** The trainee will identify the components of the New Jersey criminal justice system, and understand the goals of each component as well as how each component affects the others.

### **PERFORMANCE OBJECTIVES**

- 2.1.1 The trainee will identify three major goals of the criminal justice system.
- 2.1.2 The trainee will identify the following five components of the criminal justice system and will state the primary goals:
- A. Law Enforcement;
  - B. Judiciary;
  - C. Prosecution;
  - D. Defense; and
  - E. Corrections.
- 2.1.3 The trainee will identify all the stages of the criminal justice system from the initial investigation to sentencing:
- A. Investigation/arrest;
  - B. Complaint, warrant or indictment;
  - C. Indictment based upon complaint or warrant;
  - D. Bail Hearing;
  - E. Arraignment;
  - F. First Appearance;
  - G. Status Conference;
  - H. Plea Cutoff/Plea Bargaining;
  - I. Trial;
  - J. Appels; and
  - K. Sentencing.

## INSTRUCTIONAL UNIT 2.2: LAW ENFORCEMENT AGENCIES, RELATED GOVERNMENTAL BODIES, AND POLICE LIAISON UNITS

**UNIT GOAL:** The trainee will understand the functions and jurisdictions of municipal, county, state and federal law enforcement agencies, related governmental bodies, and selected police liaison units. The trainee will know the importance of maintaining communication with criminal justice and governmental bodies to exchange information, request assistance, and make referrals.

### PERFORMANCE OBJECTIVES

- 2.2.1 The trainee will identify the main functions of the following local and county law enforcement agencies:
- A. Municipal police;
  - B. County prosecutors - investigators;
  - C. County park police/county police;
  - D. Sheriff's department; and
  - E. Campus Police (municipal and county agencies)
- 2.2.2 The trainee will identify the main functions of the following State agencies:
- A. Division of Criminal Justice;
  - B. Division of State Police;
  - C. Motor Vehicle Commission;
  - D. Department of Children and Families - Division of Child Protection and Permanency Services;
  - E. Campus police (State agencies);
  - F. Port Authority of New York and New Jersey;
  - G. State Commission of Investigation;
  - H. Juvenile Justice Commission;
  - I. Department of Corrections-Internal Affairs Unit;
  - J. Department of Environmental Protection;
  - K. State Department of the Treasury - Investigators;
  - L. Department of Insurance - Fraud Unit;
  - M. New Jersey Transit Police;
  - N. Alcoholic Beverage Control Division;
  - O. Gaming Enforcement Division;
  - P. Casino Control Commission;
  - Q. State and Regional Medical Examiner's Offices;

- R. Office of Counter Terrorism; and
- S. Office of the Comptroller.

2.2.3 The trainee will identify the main functions of the following federal law enforcement agencies:

- A. Bureau of Alcohol, Tobacco, Firearms and Explosives (A.T.F.E.);
- B. Conrail and Amtrak police;
- C. Drug Enforcement Administration (D.E.A.);
- D. Environmental Protection Agency;
- E. Federal Aviation Administration;
- F. Federal Bureau of Investigation (F.B.I.);
- G. Immigration and Customs Enforcement (ICE);
- H. Internal Revenue Service (I R.S.);
- I. Military Police (active duty military);
- J. National Crime Information Center (N.C.I.C);
- K. U.S. Customs and Border Protection;
- L. U.S. Marshals Service;
- M. U.S. Postal Service - Inspectors;
- N. U.S. Secret Service;
- O. U.S. Attorney's Office;
- P. Bureau of Prisons;
- Q. National Park Service Police; and
- R. Department of Defense Police (non-military)

2.2.4 The trainee will identify the requirements pursuant to Attorney General Directive 2012-1 concerning the notification of out-of-state law enforcement operations conducted within New Jersey.

2.2.5 The trainee will identify the requirements pursuant to Attorney General Directive 2018-6 v 2.0 concerning the manner in which local, county, and State law enforcement agencies and officers shall interact with federal immigration authorities.

## INSTRUCTIONAL UNIT 2.3: PROSECUTION AND GRAND JURY

**UNIT GOAL:** The trainee will understand the role of the municipal and county prosecutors and know the purpose, powers, and procedures of a State or county grand jury.

### **PERFORMANCE OBJECTIVES**

- 2.3.1 The trainee will identify the role and responsibilities of municipal and county prosecutors.
- 2.3.2 The trainee will identify the differences between indictable and non- indictable offenses.
- 2.3.3 The trainee will identify the options open to a county prosecutor during case screening. This will include:
  - A. Dismiss charges;
  - B. Downgrade charges;
  - C. Divert the case; and
  - D. Present to grand jury.
- 2.3.4 The trainee will identify the purpose of a county grand jury in the criminal justice system.
- 2.3.5 The trainee will identify the purpose of a State grand jury in the criminal justice system.
- 2.3.6 The trainee will identify the powers of a grand jury, to minimally include:
  - A. Conduct an investigation and subpoena documents, records, testimony, and handwriting exemplars of witnesses;
  - B. Indict (true bill);
  - C. Not indict (no bill);
  - D. Return no bill remand; and
  - E. Issue presentments.
- 2.3.7 The trainee will identify criteria necessary for the return of an indictment.
- 2.3.8 The trainee will identify the role and responsibilities of the prosecutor during a grand jury proceeding.

2.3.9 The trainee will identify the potential role and impact of a law enforcement officer during a grand jury proceeding.

## INSTRUCTIONAL UNIT 2.4: NEW JERSEY COURT SYSTEM AND PROCEDURES

**UNIT GOAL:** The trainee will have a basic understanding of the New Jersey court system, including criminal proceedings, court structure, and judicial process.

### **PERFORMANCE OBJECTIVES**

- 2.4.1 The trainee will identify the primary responsibilities and structure of the following:
- A. Municipal Court;
  - B. Superior Court;
    - 1. Law Division;
    - 2. Chancery Division; and
    - 3. Appellate Division
  - C. Supreme Court
- 2.4.2 The trainee will identify the purpose for each of the following judicial processes:
- A. Arraignment;
  - B. Bail;
  - C. Preliminary hearing;
  - D. Trial;
  - E. Sentencing; and
  - F. Probation.
- 2.4.3 The trainee will state the judicial processes for indictable and non-indictable offenses.
- 2.4.4 The trainee will identify the purposes and powers of a subpoena.
- 2.4.5 The trainee will identify who has the authority to issue subpoenas.
- 2.4.6 The trainee will identify the proper procedures for service of subpoenas.

## INSTRUCTIONAL UNIT 2.5: NEW JERSEY CORRECTIONAL SYSTEM AND JUVENILE JUSTICE COMMISSION

**UNIT GOAL:** The trainee will gain an understanding of the New Jersey Correctional System, including the Juvenile Justice Commission and the services which can be provided during a criminal investigation.

### **PERFORMANCE OBJECTIVES**

- 2.5.1 The trainee will identify the goals of the New Jersey Correctional System.
- 2.5.2 The trainee will define the terms “parole” and “parole violation.”
- 2.5.3 The trainee will define the terms “probation” and “probation violation.”
- 2.5.4 The trainee will identify the role and authority of the Juvenile Justice Commission.
- 2.5.5 The trainee will identify the services which the Juvenile Justice Commission staff may provide to a law enforcement officer.

## **FUNCTIONAL AREA 3 - POLICE COMMUNITY RELATIONS**

**UNIT GOAL:** The trainee will identify and utilize principles and techniques that promote positive police-community relations.

### **INSTRUCTIONAL UNITS:**

#### **3.1 BASICS OF COMMUNITY ORIENTED POLICING**

This unit introduces the law enforcement officer to the philosophy of Community Oriented Policing, the strategies and programs used by departments to foster success, and the benefits of Community Oriented Policing.

#### **3.2 LAW ENFORCEMENT RESPONSIBILITY TO PROVIDE COMMUNITY SERVICE**

Interaction between the community and the police is explained in the areas of police role in the community. Community expectation of police role and community attitudes toward the police, police stereotyping, effectiveness of police affirmative action programs, citizen evaluation, and factors which influence attitude formation are identified for the trainee. Through simulated situations, the trainee will be able to relate the basic concepts of police/community relations approaches when dealing with various individual and community problems.

#### **3.3 CRIME PREVENTION**

This unit emphasizes the importance of crime prevention in law enforcement. It provides an understanding of the basic concepts of community crime prevention, and the role law enforcement officers should play in crime prevention activities.

#### **3.4 AWARENESS OF EMOTIONAL REACTIONS**

This unit explains the importance of the law enforcement officer's awareness of his/her own emotional reactions to situations involving various types of individuals. The unit assists the trainee in identifying emotional reactions, and gaining an understanding of how these reactions might affect their professional actions. The unit emphasizes the importance of impartial enforcement.

### **3.5 CULTURAL DIVERSITY**

This unit identifies factors that constitute cultures and subcultures in the State of New Jersey. The unit describes the nature of bias, inherent bias, and the way that can affect the behavior of a law enforcement officer in the community they serve. The unit emphasizes verbal and non-verbal de-escalation techniques when interacting with a person of a different culture, ethnicity, religion, language, or sexual or gender identity. The unit reviews the procedure for reporting potential bias crimes.

### **3.6 CRISIS INTERVENTION**

This unit identifies the role of the law enforcement officer in crisis intervention, and the short- and long-range goals of crisis intervention. The unit describes aspects of personality and emotional development which may contribute to agitated relations among people, crisis situations in which police intervention commonly takes place, the potential hazards to the law enforcement officer, and effective intervention techniques.

### **3.7 COMMUNITY REFERRALS**

This unit emphasizes the responsibility of law enforcement officers to refer individuals with special problems to appropriate community agencies, and provides an identification of appropriate referral agencies. The unit describes services that private citizens can provide to assist law enforcement agencies and the benefits to law enforcement agencies which can result from improved utilization of community resources.

### **3.8 JUVENILES**

This unit describes the general behavioral characteristics of adolescents and common problems of youth which might provide motivation for delinquent behaviors. The unit emphasizes the role of the law enforcement officer in dealing with juvenile matters and the potential effect of positive law enforcement officer contact with youth.

### **3.9 HANDLING INDIVIDUALS WITH SPECIAL NEEDS**

This unit explains the responsibility of the law enforcement officer to deal with

individuals with special needs, identifies a variety of behaviors associated with these individuals, and techniques for dealing with them. The unit indicates community agencies that serve individuals with special needs.

### **3.10 GANG AWARENESS**

Gang culture, including methods to identify gang members, is discussed followed by a discussion of typical criminal activities and officer safety considerations.

### **3.11 PROBLEM SOLVING**

This unit discusses the principles and techniques of problem solving in community-oriented policing, and the roles of law enforcement officers and others in the problem-solving process

### **3.12 RACIALLY INFLUENCED POLICING**

This unit discusses what constitutes racially influenced policing, why it is inappropriate, and the prohibitions that have been imposed against this type of law enforcement practice.

### **3.13 ALCOHOLISM AS A DISEASE**

Alcoholism is discussed as a progressive but treatable disease. Symptoms of the various stages of alcoholism are discussed, and warning signs which might indicate that a person is suffering from alcoholism are listed. The unit also discusses how acceptance of alcoholism as a disease affects law enforcement. This unit also covers the responsibilities delegated to the law enforcement officer and other authorized persons by the Alcoholism Treatment and Rehabilitation Act. The trainee is taught to recognize common danger signs resulting from severe intoxication, and the trainee is made aware that various illnesses and injuries can produce symptoms similar to intoxication. The trainee is taught to deal with intoxicated persons in various situations.

### **3.14 HANDLING INTOXICATED INDIVIDUALS UNDER THE ALCOHOLISM TREATMENT AND REHABILITATION ACT**

This unit discusses the purpose, provisions, and goals of the Alcoholism Treatment and Rehabilitation Act (ATRA). The trainee will identify the purpose,

provisions, and goals of the Alcoholism Treatment and Rehabilitation Act (ATRA). The trainee will identify the role and responsibilities delegated by ATRA to a law enforcement officer. The trainee will be familiar with the choices for managing persons under the influence of alcohol.

### **3.15 ICAT-INTEGRATING COMMUNICATIONS, ASSESSMENT, AND TACTICS**

This unit will teach the trainee to safely and professionally resolve critical incidents involving subjects who may pose a danger to themselves or others but who are not armed with firearms. Reducing the need to use deadly force, upholding the sanctity of life, building community trust, and protecting officers from physical, emotional, and legal harm are the cornerstones of ICAT.

### **3.16 INTERACTIONS WITH UNDERAGE INDIVIDUALS AND THE USE OF INTOXICANTS**

This unit discusses recent changes in the decriminalization of offenses involving marijuana, hashish, and alcoholic beverages and the anticipated law enforcement contact with persons under legal age to purchase/possess/use these substances. The unit will also define and describe how inherent bias on the part of all parties may have an effect on the law enforcement encounter, and will define strategies to decrease mistrust and work to restore or improve police and community engagement.

### **3.17 DRUG ADDICTION STRATEGIES WHEN DEALING WITH SUBSTANCE ABUSE DISORDER**

This unit will provide the trainee with the resources to work with those persons suffering from Substance Abuse Disorder and to help them seek treatment. The unit will define Substance Abuse Disorder, its signs and symptoms, and will identify the Operation Helping Hands program that each County in New Jersey runs to help those seeking help.

## INSTRUCTIONAL UNIT 3.1: BASICS OF COMMUNITY ORIENTED POLICING

**UNIT GOAL:** The trainee will identify the concept of Community Oriented Policing, strategies that can be used to support community policing, and the benefits that can be realized.

### **PERFORMANCE OBJECTIVES**

- 3.1.1 The trainee will identify the concept of Community Oriented Policing.
- 3.1.2 The trainee will identify the strategies that support Community Oriented Policing.
- 3.1.3 The trainee will identify the benefits of implementing Community Oriented Policing strategies.

## INSTRUCTIONAL UNIT 3.2: LAW ENFORCEMENT RESPONSIBILITY TO PROVIDE COMMUNITY SERVICE

**UNIT GOAL:** The trainee will identify the law enforcement responsibilities to provide community service, and the identifiable behaviors which greatly influence community attitudes toward law enforcement. The trainee will additionally identify community expectations and the stereotyped roles within which law enforcement officers are categorized.

### **PERFORMANCE OBJECTIVES**

- 3.2.1 The trainee will identify the roles included in the law enforcement responsibility to provide community service, to minimally include:
- A. Order maintenance;
  - B. Conflict management;
  - C. Crime prevention;
  - D. Public education;
  - E. Delivery of service;
  - F. Enforcement of the law; and
  - G. Community caretaking/quality of life.
- 3.2.2 The trainee will identify major influences upon individual attitude toward law enforcement to minimally include:
- A. School exposure;
  - B. News media - T.V., radio, newspapers, and internet;
  - C. Family;
  - D. Peers;
  - E. Police-citizen contacts;
  - F. Culture and heritage; and
  - G. Social media.
- 3.2.3 The trainee will identify strategies an officer can use to positively affect those influences listed in Performance Objective No. 3.2.2.
- 3.2.4 The trainee will identify various methods by which citizens evaluate a law enforcement agency.
- 3.2.5 The trainee will identify what the community expects from law enforcement officers.

- 3.2.6 The trainee will identify a minimum of five (5) commonly held negative law enforcement stereotypes, and five (5) commonly held positive law enforcement stereotypes.
- 3.2.7 The trainee will identify the benefits of taking the time to explain the reasons for law enforcement actions to those persons affected.

## INSTRUCTIONAL UNIT 3.3: CRIME PREVENTION

**UNIT GOAL:** The trainee will identify the role of crime prevention in law enforcement, and the importance of the benefits derived from effective crime prevention techniques. The trainee will be able to apply these techniques in specific situations. 3

### **PERFORMANCE OBJECTIVES**

- 3.3.1 The trainee will define the term “crime prevention.”
- 3.3.2 The trainee will identify the three factors that are generally present in order for a crime to be committed.
- 3.3.3 The trainee will identify the relationship between the law enforcement officer and the public in the prevention of crime.
- 3.3.4 The trainee will identify at least one example of each of the following physical security measures:
  - A. Perimeter barriers;
  - B. Exterior controls; and
  - C. Interior controls.
- 3.3.5 The trainee will identify at least three personal security measures that may help prevent crimes against persons.
- 3.3.6 The trainee will identify two examples of proactive prevention activities associated with the patrol function.
- 3.3.7 The trainee will identify the purpose of a security survey.

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*Instructor’s Note: It is recommended that the instructor conduct a variety of simulated situations in which the trainee will survey the crime risks that exist, and identify the appropriate activity to remove or reduce that risk. The situations should include personal safety, residential safety, and commercial safety risks.*

## INSTRUCTIONAL UNIT 3.4: AWARENESS OF EMOTIONAL REACTIONS

**UNIT GOAL:** The trainee will identify possible emotional reactions from various types of individuals. The trainee will identify why it is important for law enforcement officers to enforce the law impartially, regardless of personal feelings.

### **PERFORMANCE OBJECTIVES**

- 3.4.1 The trainee will identify why it is important for law enforcement officers to be aware of their own emotional reactions to various types of individuals:<sup>4</sup>
- A. An individual who is well dressed;
  - B. An individual who is poorly dressed;
  - C. A young person;
  - D. An elderly person;
  - E. An excited individual who is emotionally disturbed;
  - F. A non-excited individual who is emotionally disturbed;
  - G. An individual who is developmentally disabled;
  - H. An individual whose moral standards conflict with those of the general community; and
  - I. A situation involving racial conflict.
- 3.4.2 The trainee will identify why it is important for law enforcement officers to enforce the law impartially, regardless of personal feelings.
- 3.4.3 The trainee will identify the consequences of failing to enforce the law impartially.

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*Instructor's Note: It is recommended that the instructor conduct a variety of simulated situations in which the trainee will identify his or her emotional reactions to each situation, as pursuant to Instructional Unit 1.3, and identify the reason for such reactions.*

## INSTRUCTIONAL UNIT 3.5: CULTURAL DIVERSITY

**UNIT GOAL:** The trainee will identify factors that constitute cultures and subcultures in the State of New Jersey. The trainee will identify the nature of bias, inherent bias, and the way that can affect the behavior of a law enforcement officer in the community they serve. The trainee will identify verbal and non-verbal de-escalation techniques when interacting with a person of a different culture, ethnicity, religion, language, or sexual or gender identity. The trainee will identify and understand the procedure for reporting potential bias crimes.

### PERFORMANCE OBJECTIVES

- 3.5.1 The trainee will identify police-community perceptions and understandings, including:
- A. The diverse groups in the community they serve;
  - B. The importance of cultural self-awareness and the culture of others in the community:
    - 1. Empathy;
    - 2. Changing cultural lenses.
- 3.5.2 The trainee will identify the current status of law enforcement and community relations, including:
- A. Law enforcement perception of the community;
  - B. Community perception of law enforcement;
  - C. Bridging the gap between law enforcement and the community;
  - D. Challenges of law enforcement in diverse communities.
- 3.5.3 The trainee will identify the necessity of community outreach, including:
- A. The importance of engaging with faith-based groups;
  - B. Creation of interfaith councils.
- 3.5.4 The trainee will identify the importance of social justice with respect to equality, including:
- A. Barriers to social justice.
- 3.5.5 The trainee will identify the importance of cultural diversity including:
- A. The basics of cultural diversity including, but not limited to:
    - 1. Definitions of race, culture, and ethnicity;
    - 2. Cultural identities;
    - 3. Current New Jersey demographics;

4. Diversity between and within groups;
5. Acculturation and immigration status;
6. Common assumptions and biases;
7. The impact of current policy and political climate on how communities may perceive law enforcement;
8. Self-examination of social identities, power, and privilege and what they might mean to the person with whom an officer is interacting.

3.5.6 The trainee will identify the definition of culture, race, and ethnicity, with an emphasis on:

- A. Cultural differences;
- B. The importance of not making assumptions.

3.5.7 The trainee will identify the importance of culture competence, including:

- A. The four components of cultural competence:
  1. Awareness of one's own cultural worldview;
  2. Attitude towards cultural differences;
  3. Knowledge of different cultural practices and worldviews;
  4. Cross-cultural skills.
- B. Influences on perception of individuals of different cultures, genders, races, ethnicities, and sexual preference;
  1. Geographic region, heritage, ethnic group, race, age, gender, sexual orientation, education, special needs, mental/physical abilities, class, profession, language, politics, tradition, religion, nationality, family, employment, citizen status, and values.

3.5.8 The trainee will identify a minimum of five (5) subcultures or ethnic groups in New Jersey.

3.5.9 The trainee will identify a minimum of four (4) ideas, attitudes, values, or habits of subcultures found in New Jersey, which may cause prejudice on the part of an officer not from that subculture.

3.5.10 The trainee will identify theories of cultural assimilation and identify their own cultural lens.

3.5.11 The trainee will identify the importance of understanding conscious bias, including:

- A. What constitutes conscious bias;
- B. The effect of conscious bias in police work.

3.5.12 The trainee will identify the importance of understanding implicit bias, including:

- A. The fact that everyone harbors implicit biases;
- B. The concept of the symbolic assailant;
- C. The problems with implicit biases;
- D. The perception of gender;
- E. Language barriers;
- F. The impact of socio-economic status on perception.

3.5.13 The trainee will identify the importance of de-escalation techniques, including:

- A. Personal development;
- B. Self-assessment;
- C. Weaknesses;
- D. Environmental analysis;
- E. Threats;
- F. Solutions;
- G. Approaches and techniques;
  - 1. Communication steps;
  - 2. Listening techniques;
  - 3. Emotion management;
  - 4. Contingency plans;
  - 5. Paralanguage;
  - 6. The host-negotiator model;
  - 7. Using respect as a technique.

3.5.14 The trainee will identify important features of the African American community that drive perception of law enforcement, including:

- A. History;
  - 1. Origins of American policing;
  - 2. Post-Civil War;
  - 3. Segregation/ Jim Crow;
  - 4. The long road to civil rights;
  - 5. The effect of history and perception.
- B. Perception of the African American community of law enforcement;
  - 1. Facts and data;
  - 2. Allegations of police misconduct;
  - 3. Perception of bias;
  - 4. The role of media in influencing bias.

- 3.5.15 The trainee will identify important features of the Muslim/Islamic community, including:
- A. The meaning and ethical principles of Islam;
  - B. The targeting of Muslims in New Jersey in bias incidents and crimes;
  - C. Examining myths and stereotypes about Muslim/Islamic faith;
  - D. Mosque etiquette;
  - E. The concept of Islamophobia components and assumptions.
- 3.5.16 The trainee will identify important features of the Asian community, including:
- A. Southeast Asian culture and Asian American demographics in the U.S.;
  - B. Culture;
  - C. Languages;
  - D. Stereotypes and common misperceptions;
  - E. History of exclusion against Asian Americans.
- 3.5.17 The trainee will identify important features of the Sikh community, including:
- A. General concepts of the Sikh faith;
  - B. Basic beliefs;
  - C. The Sikh turban;
  - D. Sikh articles of faith- the 5 K's;
  - E. Gurdwaras;
  - F. Stereotypes and common misconceptions;
  - G. Strategies for successful engagement;
  - H. Sikh civil rights advocacy.
- 3.5.18 The trainee will identify important features of the Latino/Hispanic community, including:
- A. Overview of the community;
  - B. The difference between the term "Latino" and "Hispanic";
  - C. Common stereotypes and misperceptions;
  - D. Latinos in New Jersey;
  - E. Mixed status families in the U.S.;
  - F. Deportation;
    - 1. Fears of detention and deportation;
  - G. Tactics for law enforcement officers for successful engagement with the Latino community;
  - H. Challenges for law enforcement officers;
    - 1. The Attorney General Directive 2018-6 v 2.0 (Strengthening Trust Between Law Enforcement and Immigrant Communities).

3.5.19 The trainee will identify important features of the Jewish community, including:

- A. Judaism Overview;
  - 1. American Jewish values;
  - 2. Diversity of self-expression as a Jew;
- B. Common stereotypes and misperceptions;
- C. Anti-Semitism;
  - 1. The Holocaust;
- D. Sects within Judaism;
  - 1. Facts about the Jewish community in New Jersey;
  - 2. Modes of orthodox dress for men and women;
  - 3. Orthodox rules guiding interaction between genders;
- E. Basics of Jewish prayer;
  - 1. Sabbath/Shabbos;
  - 2. Sabbath/Shabbos restrictions.

3.5.20 The trainee will identify important features of the LGBTQ+ community, including:

- A. LGBTQ+ Overview;
- B. Challenges and vulnerabilities of the LGBTQ+ community;
- C. Effective community engagement with the LGBTQ+ community;
- D. De-escalation tactics when interacting with LGBTQ+ individuals;
- E. Important things to consider during interactions with the LGBTQ+ community;
- F. Law enforcement interactions with the transgender community in accordance with Attorney General Law Enforcement Directive 2019-3;
  - 1. Relevant terminology;
  - 2. Name, pronoun, and terminology usage;
  - 3. Identification and searches;
  - 4. Making arrests.

## INSTRUCTIONAL UNIT 3.6: CRISIS INTERVENTION

**UNIT GOAL:** The trainee will identify the role of the law enforcement officer in crisis intervention, and the benefits of this role. The trainee will identify the aspects of personality and emotional development which may contribute to agitated relations among people, and will identify crisis situations in which law enforcement intervention commonly takes place. The trainee will identify the potential hazards to the law enforcement officer as well as effective intervention techniques. The trainee will learn to deal with crisis situations in an effective manner.

### PERFORMANCE OBJECTIVES

- 3.6.1 The trainee will identify the role of the law enforcement officer in crisis intervention, to minimally include:
  - A. Prevention;
  - B. Restoring of calm; and
  - C. Referral.
  
- 3.6.2 The trainee will identify the short term and long-term goals of crisis intervention by law enforcement officers.
  
- 3.6.3 The trainee will identify aspects of personality and emotional development which may contribute to strained relations among people.
  
- 3.6.4 The trainee will identify a minimum of four (4) examples of crisis situations in which police intervention commonly takes place.
  
- 3.6.5 The trainee will identify a minimum of three (3) potential hazards to the officer which are inherent in crisis situations.
  
- 3.6.6 The trainee will identify effective intervention techniques with relation to:
  - A. Initial Contact;
  - B. Restoring of calm;
  - C. Fact finding; and
  - D. Courses of action.

## INSTRUCTIONAL UNIT 3.7: COMMUNITY REFERRALS

**UNIT GOAL:** The trainee will identify the limitations of the law enforcement officer in handling special social problems. The trainee will be familiar with the various social service and other agencies that serve the community, as well as the referral process. The trainee will identify the benefits to the agency which can result from improved utilization of community resources.

### PERFORMANCE OBJECTIVES

- 3.7.1 The trainee will identify when it is part of a law enforcement officer's job to refer individuals with special problems to appropriate agencies.
- 3.7.2 The trainee will identify the appropriate agency or agencies to which a citizen could be referred. This will minimally include those dealing with:
- A. Public health;
  - B. Alcohol problems;
  - C. Family counseling and child guidance; and
  - D. Drug problems.
- 3.7.3 The trainee will identify a minimum of five types of services that private citizens, organizations, or agencies other than social service agencies can provide to assist law enforcement agencies.
- 3.7.4 The trainee will identify the benefits to the agency which could result from improved utilization of community resources.

## INSTRUCTIONAL UNIT 3.8: JUVENILES

**UNIT GOAL:** The trainee will identify the general behavioral characteristics of adolescents, common problems of youth which might provide motivation for delinquent behaviors, and juvenile offenses commonly encountered. The trainee will identify the role of the law enforcement officer in dealing with juvenile matters, and the potential effects of positive law enforcement contact with youth.

### **PERFORMANCE OBJECTIVES**

- 3.8.1 The trainee will define the term “delinquency.”
- 3.8.2 The trainee will identify a minimum of five (5) general behavioral characteristics of adolescents.
- 3.8.3 The trainee will identify three (3) common problems of youth which might provide motivation for delinquent behaviors.
- 3.8.4 The trainee will identify a minimum of five (5) juvenile offenses commonly encountered by law enforcement.
- 3.8.5 The trainee will identify the major responsibilities of the law enforcement officer when dealing with juvenile matters.
- 3.8.6 The trainee will identify a minimum of three (3) examples of working with young people in order to improve law enforcement-youth relations and prevent delinquency.
- 3.8.7 The trainee will identify the potential effects of positive law enforcement contact with youth, including:
  - A. The law enforcement officer and the law enforcement agency;
  - B. The young person;
  - C. The young person’s parents/family; and
  - D. The community
- 3.8.8 The trainee will identify the unique charging and custodial procedures concerning juvenile offenders including:
  - A. Curbside warnings
  - B. Stationhouse adjustments

- C. Separation from adult offenders
  - D. Short-term custody and the six-hour limitation pursuant to N.J.S.A. 2A:4A-32(a)
  - E. Prosecutorial discretion for juvenile diversion dispositions
  - F. Use of the Juvenile e-CDR system
  - G. The provisions of Attorney General Directive 2020-12
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*Instructor's Note: It is recommended that the instructor conduct a variety of simulated situations in which the trainee will identify effective procedures for dealing with juveniles engaged in delinquent as well as non-delinquent behavior.*

## INSTRUCTIONAL UNIT 3.9: HANDLING INDIVIDUALS WITH SPECIAL NEEDS

**UNIT GOAL:** The trainee will identify the limitations of the law enforcement officer in handling special social problems. The trainee will be familiar with the various social service and other agencies that serve the community, as well as the referral process. The trainee will identify the benefits to the agency which can result from improved utilization of community resources.

### **PERFORMANCE OBJECTIVES**

- 3.9.1 The trainee will identify when it is part of a law enforcement officer's job to refer individuals with special problems to appropriate agencies.
- 3.9.2 The trainee will identify the appropriate agency or agencies to which a citizen could be referred. This will minimally include those dealing with:
  - A. Public health;
  - B. Alcohol problems;
  - C. Family counseling and child guidance; and
  - D. Drug problems.
- 3.9.3 The trainee will identify a minimum of five types of services that private citizens, organizations, or agencies other than social service agencies can provide to assist law enforcement agencies.
- 3.9.4 The trainee will identify the benefits to the agency which could result from improved utilization of community resources.
- 3.9.5 The trainee will identify behaviors associated with a developmental disability, and considerations to be made when encountering an individual with a developmental disability. These considerations will minimally include:<sup>8</sup>
  - A. Do not intimidate the individual;
  - B. Ask questions slowly one at a time;
  - C. Be patient when waiting for a response.
  - D. Be prepared that the individual may not be able to answer in an

understandable manner;

E. Show kindness and understanding; and

F. Be aware that the individual may respond the way they think you want them to.

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*Instructor's Note: It is recommended that the instructor conduct a variety of simulated situations in which the trainee will demonstrate effective methods for dealing with an individual with a developmental disability.*

- 3.9.6 The trainee will identify behaviors associated with the following diseases and conditions, and identify general principles of positive law enforcement intervention in each case:
- A. Alzheimer's Disease;
  - B. Diabetes;
  - C. Epilepsy;
  - D. Parkinson's Disease;
  - E. Blindness;
  - F. Deafness;
  - G. Paralysis;
  - H. Cerebral Palsy;
  - I. Head injury;
  - J. Amnesia;
  - K. Stroke;
  - L. Alcohol/drug intoxication and withdrawal.
- 3.9.7 The trainee will identify a minimum of three community agencies which serve individuals with special needs, and identify the general types of services they provide.
- 3.9.8 The trainee will identify the training required for the Safe Return Program to recover lost individuals with Alzheimer's Disease and related disorders, pursuant to Attorney General Directive 2005-3.

## INSTRUCTIONAL UNIT 3.10: GANG AWARENESS

**UNIT GOAL:** The trainee will be able to identify various types of gangs in New Jersey and the methods of communication and identification they use. Additionally, trainees will know the precautions to take when dealing with gang members and the methods used to suppress gang activity.

### **PERFORMANCE OBJECTIVES**

- 3.10.1 The trainee will define the term “criminal street gang” and the nexus between such groups and criminal activity delineated under N.J.S.A 2C:33-29 as well as identify three types of criminal street gangs.
- 3.10.2 The trainee will describe gang culture and will identify the names of major street and motorcycle gangs functioning in New Jersey and surrounding areas.
- 3.10.3 The trainee will identify five methods of identifying gang members.
- 3.10.4 Given examples of gang tattoos, graffiti or colors, the trainee will identify the gang associated with each and the message conveyed.
- 3.10.5 Given examples of hand signals, jewelry, hair styles, clothing or jargon, the trainee will identify the gang associated with each and the message conveyed by each.
- 3.10.6 The trainee will identify indicators of gang related criminal activity.
- 3.10.7 The trainee will identify officer safety considerations when dealing with gangs.
- 3.10.8 The trainee will identify law enforcement methods that are useful in suppressing gang activity.
- 3.10.9 The trainee will identify the adverse impact of gangs on the community

to include:

- A. Social disorder;
- B. Physical disorder; and
- C. Quality of life.

## INSTRUCTIONAL UNIT 3.11: PROBLEM SOLVING

**UNIT GOAL:** The trainee will understand the basic principles and techniques of problem solving and the role of the law enforcement officer in identifying and solving problems.

### **PERFORMANCE OBJECTIVES**

- 3.11.1 The trainee will identify the four basic elements of problem-oriented policing.
- 3.11.2 The trainee will identify the following steps and processes of the SARA problem-solving model:<sup>9</sup>
  - A. Scanning;
  - B. Analysis;
  - C. Response; and
  - D. Assessment
- 3.11.3 The trainee will identify the role of individual law enforcement officers and the roles of other participants in identifying and solving community problems.

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*Instructor's Note: It is recommended that the instructor conduct a variety of simulated situations in which the trainee will apply the SARA problem solving model to resolve the situation.*

## INSTRUCTIONAL UNIT 3.12: RACIALLY INFLUENCED POLICING

**UNIT GOAL:** The trainee will understand what constitutes racially influenced policing, why it is inappropriate, and the prohibitions that have been imposed against this type of law enforcement practice.

### **PERFORMANCE OBJECTIVES**

- 3.12.1 The trainee will successfully complete the Eradicating Racial Profiling program, as prescribed by Attorney General Directive 2005-1, in accordance with the program guide.

## INSTRUCTIONAL UNIT 3.13: ALCOHOLISM AS A DISEASE

**UNIT GOAL:** The trainee will learn that alcoholism is a treatable disease, and how acceptance of the disease concept of alcoholism affects law enforcement.

### **PERFORMANCE OBJECTIVES**

- 3.13.1 The trainee will identify how the identification of alcoholism as a disease by the American Medical Association has affected law enforcement agencies.
- 3.13.2 The trainee will identify the symptoms associated with each of the main stages of alcoholism: early, middle, and late.

## INSTRUCTIONAL UNIT 3.14: HANDLING INTOXICATED INDIVIDUALS UNDER THE ALCOHOLISM TREATMENT AND REHABILITATION ACT

**UNIT GOAL:** The trainee will identify the purpose, provisions, and goals of the Alcoholism Treatment and Rehabilitation Act (ATRA). The trainee will identify the role and responsibilities delegated by ATRA to a law enforcement officer. The trainee will be familiar with the choices provided for managing persons under the influence of alcohol.

### **PERFORMANCE OBJECTIVES**

- 3.14.1 The trainee will identify the purposes and goals of the Alcoholism Treatment and Rehabilitation Act (ATRA).
- 3.14.2 The trainee will identify the provisions of ATRA.
- 3.14.3 The trainee will identify the alternatives available to the law enforcement officer for dealing with a person who is intoxicated or incapacitated in a public place.
- 3.14.4 The trainee will identify who is authorized to assist the police in handling intoxicated persons, and what resource agencies are available for assistance.
- 3.14.5 The trainee will identify the symptoms of common injuries or illnesses which produce effects resembling drunkenness.
- 3.14.6 The trainee will identify common danger signs resulting from complications of severe intoxication, and the procedures to follow in such cases.

## INSTRUCTIONAL UNIT 3.15: ICAT: COMPONENTS OF INTEGRATING COMMUNICATION, ASSESSMENTS AND TACTICS

**UNIT GOAL:** The Trainee will identify the components of Integrating Communications, Assessment, and Tactics (ICAT).

### **Performance Objectives**

- 3.15.1 The trainee will identify the major goals of ICAT.
- 3.15.2 The trainee will identify what at crisis is and understand potential causes.
- 3.15.3 The trainee will identify person(s) with Intellectual/developmental Disabilities and other special needs.
- 3.15.4 The trainee will identify tools, skills, and options for successfully and safely defuse a wide range of critical incidents.
- 3.15.5 The trainee will identify skill sets, participate in scenario-based exercises and will review case studies.
- 3.15.6 The trainee will exhibit the ability to actively listen while employing Critical Decision-Making (CDM) skills during scenario-based exercises.
- 3.15.7 The trainee will demonstrate an ability to communicate effectively when interacting with person(s) who are experiencing mental and/or situational crisis, are unarmed or armed with a weapon other than a firearm (e.g. a knife, bat, stick, etc.)
- 3.15.8 The trainee will identify as to the role of the First Line Supervisor (FLS) directly related to employing ICAT in crisis situations.
- 3.15.9 The trainee will identify training components of ICAT:

- A. Critical Decision-Making/Identify Options/Best Courses of Action
- B. Crisis Recognition/ Threat Assessment
- C. Tactical Communications
- D. Suicide by Cop
- E. Operational tactics/tactical Operations
- F. Step Up and Step In
- G. Scenario-based Training
- H. Patrol Officer Response
- I. Non-Firearm Incidents
- J. Officer Safety and Wellness
- K. Role of Telecommunicators
- L. Importance of an After-Action Review/Critique/Meaningful Review
- M. Role of different levels of Supervisors in Crisis Situation(s)
- N. Importance of Intelligence Gathering
- O. Overall Benefits of Employing the ICAT Model in Crisis/Critical Incidents
- P. Benefits of On-Going Training (Inter-agency and Intra-agency)

## INSTRUCTIONAL UNIT 3.16: DRUG ADDICTION STRATEGIES WHEN DEALING WITH SUBSTANCE ABUSE DISORDERS

**UNIT GOAL:** The trainee will identify the aspects of drug addiction and its recognition as a treatable condition. The trainee will identify that alternatives to arrest and prosecution are available to the offending person once willing to accept treatment; and that the officer with first contact can have an important role to direct the addicted person towards treatment. The trainee will identify the purpose, provisions, and goals of the Operation Helping Hands (OHH) program, based in each County Prosecutor's Office.

### **PERFORMANCE OBJECTIVES**

- 3.16.1 The trainee will identify the causes and signs of Substance Abuse Disorder as well as the stages of addiction and recovery.
- 3.16.2 The trainee will identify the purposes and goals of the NJCARES Statewide Operation Helping Hands (OHH) program.
- 3.16.3 The trainee will identify the purpose and goals of connecting individuals and family members who are affected by substance use disorder(s) to support and multiple pathways of recovery during an encounter.
- 3.16.4 The trainee will identify the reasoning behind encouraging treatment for those arrested for minor drug possession who have a substance use disorder.
- 3.16.5 The trainee will identify the utilization of the Statewide Drug Monitoring Initiative's At-Risk Matrix Delivery (ARMD) system that can identify individuals who are suffering from Chronic Substance Use Disorder
- 3.16.6 The trainee will identify the requirements pursuant to Attorney General Directive 2013-1 concerning statewide enforcement of the "Overdose Protection Act" and the provisions under N.J.S.A 2C:35-30 and 2C:35-31.
- 3.16.7 The trainee will identify the requirements pursuant to law enforcement responsibilities relating to patient brokering under N.J.S.A. 2C:21-22.1 (criminal running) and N.J.S.A. 2C:21-4.6; N.J.S.A 2C:5-2 (conspiracy to commit

insurance fraud).

## INSTRUCTIONAL UNIT 3.17: INTERACTIONS WITH UNDERAGE INDIVIDUALS, USE OF INTOXICANTS AND IMPLICIT BIAS

**UNIT GOAL:** The trainee will understand the new laws decriminalizing certain offenses involving marijuana, hashish, and alcoholic beverages for persons under age 21. These changes are reflected in N.J.S.A 2C:33-15 and the Interim Guidelines Regarding Marijuana Decriminalization, issued March 26, 2021 by the Attorney General. The trainee will also recognize and identify methods to address and avoid racial disparities and implicit bias as well as interacting with vulnerable juvenile populations.

### **PERFORMANCE OBJECTIVES**

- 3.17.1 The trainee will identify the elimination of certain offenses under N.J.S.A 2C:35-10; 2C:36-2; and 39:4-49.1 when it involves amounts less than 6 ounces of marijuana and/or 17 grams of hashish.
- 3.17.2 The trainee will identify and apply the changes to existing laws, specifically N.J.S.A 2C:33-15a; in regards to persons under age 21 including those under age 18 (juveniles); including:
- A. Specific requirements for 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> or subsequent offenses, including parental notification; referral and notification to community treatment services.
  - B. The inability for a person under age 21 to provide consent to a law enforcement officer to search their person, vehicle, or property and the prohibition for a law enforcement officer to request consent to search in regards to a violation of N.J.S.A 2C:33-15a (1).
  - C. The prohibition of the odor and/or plain-view observation of marijuana/hashish/alcoholic beverages to establish reasonable articulable suspicion to stop or detain; nor probable cause to search or arrest for

violations of possessory or lower-level distribution offenses of these substances.

- D. The prohibition of persons for arrest, transportation, or detention beyond that necessary to satisfy the necessary written warning procedures in accordance to the Attorney General guideline and N.J.S.A 2C:33-15 for those persons under age 21 for possessing or consuming marijuana/hashish/alcoholic beverages.
- E. The mandate for Body Worn Camera use and full recording during any call for service or incident involving a suspected violation of N.J.S.A 2C:33-15.
- F. Modifications to current fingerprinting requirements for persons identified in the new legislation.
- G. Specific reporting and record retentions regarding any written warnings, notifications, or incident reports pertaining to possession or consumption of marijuana/hashish/alcoholic beverages codified under the specific statute/Attorney General guideline.
- H. Culpability for officers who knowingly violate the provisions under N.J.S.A 2C:33-15 to be charged criminally under N.J.S.A 2C:30-6.1 (official deprivation of civil rights)

3.17.3 The trainee will identify the changes to enforcement of 4<sup>th</sup> degree Distribution/Possession with Intent to Distribute charges pertaining to marijuana and/or hashish

3.17.4 The trainee will understand the importance of training in regards to Implicit Bias to:

- A. Making law enforcement and communities safer.
- B. Increasing public trust and legitimacy of law enforcement.
- C. Using evidence-based policing to achieve all the above.
- D. Enhance officer's ability to achieve our personal and professional goals.

3.17.5 The trainee will identify how our thinking often utilizes shortcuts based on visual information to create assumptions and affect decision-making abilities.

- 3.17.6 The trainee will be able to differentiate between explicit and implicit bias.
- 3.17.7 The trainee will engage in several exercises which demonstrate the occurrence of mental shortcuts, referred to as traps.
- 3.17.8 The trainee will be able to define stereotypes, prejudice, and discrimination.
- 3.17.9 The trainee will identify the importance of analyzing a situation in order to alleviate implicit bias as well as provide increased officer safety.
- 3.17.10 The trainee will identify the importance of an officer's instinct, experience, knowledge and personal and community safety in recognizing the potential negative effects of implicit biases.
- 3.17.11 The trainee will recognize the nexus between their personal and professional goals and the recognition of and avoidance of implicit biases.
- 3.17.12 The trainee will identify the importance of engaging the community; especially populations that may have biases towards with law enforcement such as younger persons; and the importance of community programs that enhance the relationships between law enforcement and those groups

## **FUNCTIONAL AREA 4 - LAW**

**UNIT GOAL:** The trainee will know and understand the New Jersey laws that pertain to law enforcement. The trainee will possess the ability to recognize violations an officer is likely to encounter, and will know the legal obligations in enforcing those laws. The trainee will understand how laws, ordinances, and rules are created and adopted.

### **INSTRUCTIONAL UNITS:**

#### **4.1 FUNDAMENTALS OF NEW JERSEY LAW**

This unit introduces the trainee to the basic forms of laws, statutes, ordinances and rules. It discusses how these are adopted, and the resources needed to keep abreast of changes in laws and court interpretations.

#### **4.2 BASIC PRINCIPLES OF THE NEW JERSEY CODE OF CRIMINAL JUSTICE TITLE 2:C**

This unit introduces the trainee to the structure, major components and basic principles of the New Jersey Code of Criminal Justice Title 2C. The trainee will possess the ability to recognize violations that an officer is likely to encounter, and will know the legal obligations in enforcing those laws. Legal defenses and sentencing provisions are also covered.

#### **4.3 OFFENSES AGAINST PERSONS**

This unit covers violations of New Jersey laws pertaining to the offenses involving dangers to persons contained in N.J.S.A. 2C:11-1 et seq. through N.J.S.A 2C:16 et seq. and 2C:24 et seq.

#### **4.4 OFFENSES AGAINST PROPERTY**

This unit covers violations of New Jersey laws pertaining to the offenses involving dangers to persons contained in N.J.S.A. 2C:17-1 et seq. through 2C:21-1 et seq.

#### **4.5 OFFENSES AGAINST PUBLIC ADMINISTRATION**

This unit covers violations of New Jersey laws pertaining to offenses against public administration contained in N.J.S.A. 2C:27-1 et seq. through 2C:30-1 et

seq.

#### **4.6 OFFENSES AGAINST PUBLIC ORDER AND HEALTH**

This unit covers violations of New Jersey laws pertaining to offenses against public health, order and decency contained in N.J.S.A. 2C:33-1 et seq., 2C:58-1 et seq.

#### **4.7 CONTROLLED DANGEROUS SUBSTANCE OFFENSES**

This unit covers statutory provisions regarding the possession, sale and use of controlled dangerous substances. The trainee is given practice in identifying various substances and violations associated with drug use. Basic techniques for investigating those offenses will be discussed.

#### **4.8 LAWS PERTAINING TO JUVENILES**

This unit covers the provisions of the New Jersey Code of Juvenile Justice contained in N.J.S.A. 2A:4A-20-91 as applied to the role of the law enforcement officer. The unit describes the juvenile justice system, procedures, and initial alternatives available to the law enforcement officer. The trainee is given practice in identifying the steps to follow in handling juvenile cases from initial contact through final disposition at the police level

#### **4.9 PREVENTION OF DOMESTIC VIOLENCE ACT**

This unit covers the provisions of the Prevention of Domestic Violence Act and the basic responsibilities of the responding officer. Trainees practice identifying whether acts of domestic violence have occurred as defined in N.J.S.A. 2C:25-17 et seq.

#### **4.10 SEX OFFENDER NOTIFICATION (MEGAN'S LAW)**

This unit addresses the history, application, and requirements of the sex offender notification statute contained in N.J.S.A. 2C:7.

#### **4.11 INCHOATE CRIMES**

This unit, which is based on the New Jersey Code of Criminal Justice 2C:5, deals with the inchoate crimes of conspiracy and criminal attempt. The trainee will be

given practice in identifying each type of offense. Possession of burglary tools and motor vehicle master keys is also covered.

#### **4.12 PUBLIC INDECENCY OFFENSES**

This unit presents New Jersey laws pertaining to the public indecency offenses contained in N.J.S.A. 2C:34. The elements of the offenses of prostitution, obscenity, public communication of obscenity, and diseased persons having sexual intercourse are described. The trainee will practice identifying such crimes.

#### **4.13 ENVIRONMENTAL OFFENSES**

This unit discusses various environmental offenses contained in The Solid Waste Management Act, Medical Waste Management Act, The Public Utilities Act, The Water Pollution Control Act and The Air Pollution Control Act. The proper actions to take when encountering these violations as well as proper safety procedures are also covered.

#### **4.14 OTHER PUBLIC SAFETY OFFENSES**

This unit presents New Jersey laws pertaining to the public safety offenses contained in N.J.S.A. 2C:40. The elements of the offenses of creating a hazard, refusing to yield a party line, hazing, aggravated hazing, sale or use of portable oil-burning heating devices, and drug tampering are described. The trainee will practice identifying such offenses.

#### **4.15 ALCOHOLIC BEVERAGE CONTROL ACT AND RELATED TITLE 2C OFFENSES**

This unit summarizes the basic responsibilities of law enforcement agencies in enforcing the Alcoholic Beverage Control Act. Trainees will practice identifying violations of the act (Title 33).

#### **4.16 Intentionally Deleted 6/3/15**

#### **4.17 HUMAN TRAFFICKING**

This unit presents New Jersey laws pertaining to human trafficking contained in N.J.S.A. 2C:13-8. The elements of the crime of human trafficking are described. The trainee will practice identifying such crimes and interacting with possible victims of human trafficking. The trainee will also identify the appropriate line of communication for notification when an officer has probable cause to believe human trafficking has been committed or is being committed.

## INSTRUCTIONAL UNIT 4.1: FUNDAMENTALS OF NEW JERSEY LAW

**UNIT GOAL:** The trainee will understand how laws are developed and passed in New Jersey, and what resources to use to keep informed of new laws and court rulings.

### **PERFORMANCE OBJECTIVES**

- 4.1.1 The trainee will identify the differences between statutes, rules and ordinances.
- 4.1.2 The trainee will identify how statutes, rules and ordinances are adopted.
- 4.1.3 The trainee will identify how laws reflect community attitudes and values.
- 4.1.4 The trainee will identify the role of the community in the adoption of statutes, rules and ordinances in New Jersey.
- 4.1.5 The trainee will identify how New Jersey laws are organized and the content of commonly referenced titles, including:
  - A. Title 39 (Motor Vehicle and Traffic Laws);
  - B. Title 18A (Education);
  - C. Title 40 and 40A (Municipalities and Counties);
  - D. Title 4 (Agriculture and Domestic Animals);
  - E. Title 9 (Children-Juvenile and Domestic Relations Court);
  - F. Title 26 (Health and Vital Statistics);
  - G. Title 21 (Explosives and Fireworks);
  - H. Title 2C (Criminal Law);
  - I. Title 2A (Criminal Law); and
  - J. Title 24 (Narcotics)
- 4.1.6 The trainee will identify the role of the courts in the interpretation of laws.

- 4.1.7 The trainee will identify why it is important to keep current with new laws and court decisions.
- 4.1.8 The trainee will identify resources which should be used to keep current with new laws and court decisions. These will include the following:
- A. Agency memoranda and bulletins;
  - B. In-service training;
  - C. Lawbook updates; and
  - D. Prosecutor memoranda and newsletters.

## INSTRUCTIONAL UNIT 4.2: BASIC PRINCIPLES OF THE NEW JERSEY CODE OF CRIMINAL JUSTICE-TITLE 2C

**UNIT GOAL:** The trainee will identify the basic principles in Chapter One of the New Jersey Code of Criminal Justice.

### **PERFORMANCE OBJECTIVES**

- 4.2.1 The trainee will demonstrate the ability to locate a statute in the New Jersey Code of Criminal Justice - Title 2C.
- 4.2.2 The trainee will be able to demonstrate, through classroom exercises, the basic requirements necessary to interpret a statute. The trainee will identify the importance of “definitions” in statutory interpretation. The trainee will be able to distinguish between the words “and” and “or” in statutory interpretation. The trainee will identify the importance of elements of an “offense.” The trainee will identify the role the courts have in interpreting statutes through case law.
- 4.2.3 The trainee will identify the general purposes of the provisions governing the definition of offenses pursuant to N.J.S.A. 2C:1-2.
- 4.2.4 The trainee will identify the concept of a “voluntary” act pursuant to N.J.S.A. 2C:2-1:
- A. The requirement that the act be “voluntary;”
  - B. The distinction between offenses of “strict liability” and those requiring an accompanying “mentally culpable state;”
  - C. The trainee will identify and distinguish between “purposeful,” “knowing,” “reckless” and “negligent” conduct pursuant to N.J.S.A. 2C:2-2;
  - D. The trainee will identify how to interpret “mental culpability” requirements under N.J.S.A. 2C:2-2c, d and e;
  - E. The trainee will be able to identify the elements necessary to show liability for conduct of another under legal concept of “complicity,” pursuant to N.J.S.A. 2C:2-6;
  - F. The trainee will be able to identify liability of corporations and persons acting, or under a duty to act, in their behalf pursuant to N.J.S.A. 2C:2-7.
- 4.2.5 The trainee will identify the standard of “proof beyond a reasonable doubt” pursuant to N.J.S.A. 2C:1-13.

4.2.6 The trainee will identify the concept of “defenses” pursuant to N.J.S.A. 2C:2-5:

- A. Justification – N.J.S.A. 2C:3-1;
- B. Necessity – N.J.S.A. 2C:3-2;
- C. Duress – N.J.S.A. 2C:2-9;
- D. Intoxication – N.J.S.A. 2C:2-8;
- E. Consent – N.J.S.A. 2C:2-10;
- F. De minimis infractions – N.J.S.A. 2C:2-11;
- G. Execution of Public Duty – N.J.S.A. 2C:3-3;
- H. Statute of Limitations – N.J.S.A. 2C:1-6;
- I. Entrapment – N.J.S.A. 2C:2-12; and
- J. Insanity – N.J.S.A. 2C:4-1.

4.2.7 The trainee will identify the elements of an “ignorance” and/or “mistake” defense pursuant to N.J.S.A. 2C:2-4.

## INSTRUCTIONAL UNIT 4.3: OFFENSES AGAINST PERSONS

**UNIT GOAL:** The trainee will be able to identify violations of New Jersey laws pertaining to the offenses involving dangers to persons contained in N.J.S.A. 2C:11-1 et seq.<sup>10</sup> through N.J.S.A. 2C:16 et seq., and 2C:24 et seq.; and have a working knowledge of these offenses.

### **PERFORMANCE OBJECTIVES**

- 4.3.1 The trainee will identify the “definitions” contained in N.J.S.A. 2C:11-1:
- A. “Bodily injury,” pursuant to N.J.S.A. 2C:11-1a;
  - B. “Serious bodily injury,” pursuant to N.J.S.A. 2C:11-1b;
  - C. “Deadly weapon,” pursuant to N.J.S.A. 2C:11-1c; and
  - D. “Significant bodily injury,” pursuant to N.J.S.A. 2C:11-1d.
- 4.3.2 The trainee will identify the elements of the following offenses contained in N.J.S.A. 2C:11-1 et seq.:
- A. Murder, pursuant to N.J.S.A. 2C:11-3;
  - B. Felony Murder, pursuant to N.J.S.A. 2C:11-3a (3);
  - C. Aggravated Manslaughter, pursuant to N.J.S.A. 2C:11-4a (1) & (2);
  - D. Manslaughter, pursuant to N.J.S.A. 2C:11-4b;
  - E. Death by Auto, pursuant to N.J.S.A. 2C:11-5;
  - F. Knowingly Leaving the Scene of Motor Vehicle Accident Resulting in Death, pursuant to N.J.S.A. 2C:11-5.1;
  - G. Aiding Suicide, pursuant to N.J.S.A. 2C:11-6; and
  - H. Cloning of a Human Being, pursuant to N.J.S.A. 2C:11A-1.
- 4.3.3 The trainee will identify the elements of the following offenses contained in N.J.S.A. 2C:12-1 et seq.:
- A. Simple Assault, pursuant to N.J.S.A. 2C:12-1a;
  - B. Aggravated Assault, pursuant to N.J.S.A. 2C:12-1b;
  - C. Assault by Auto, pursuant to N.J.S.A. 2C:12-1c;
  - D. Knowingly Leaving Scene of Motor Vehicle Accident Resulting in Serious Bodily Harm, pursuant to N.J.S.A. 2C:12-1.1;
  - E. Endangering Another Person, pursuant to N.J.S.A. 2C:12-1.2;
  - F. *Intentionally Deleted: March 2022 (2C:12-2:Repealed 2015, replaced by N.J.S.A. 2C:24-7.1 (see 4.3.9, “C” below)*
  - G. Terroristic Threats, pursuant to N.J.S.A. 2C:12-3;
  - H. Stalking, pursuant to N.J.S.A. 2C:12-10;

- I. Permanent Restraining Order for Stalking Conviction, pursuant to N.J.S.A. 2C:12-10.1;
- J. Disarming a Law Enforcement Officer, pursuant to N.J.S.A. 2C:12-11;
- K. Definitions Relative to Certain Acts of Inmates, pursuant to N.J.S.A. 2C:12-12; and
- L. Throwing Bodily Fluid at Certain Law Enforcement Officers, pursuant to N.J.S.A. 2C:12-13.

4.3.4 The trainee will identify the elements of the following offenses contained in N.J.S.A. 2C:13-1 et seq.:

- A. Kidnapping, pursuant to N.J.S.A. 2C:13-1;
- B. Criminal Restraint, pursuant to N.J.S.A. 2C:13-2;
- C. False Imprisonment, pursuant to N.J.S.A. 2C:13-3;
- D. Interference with Custody, pursuant to N.J.S.A. 2C:13-4;
- E. Criminal Coercion, pursuant to N.J.S.A. 2C:13-5;
- F. Luring, Enticing Child by Various Means, Attempts, pursuant to N.J.S.A. 2C:13-6;
- G. Luring, Enticing Adult, Certain Circumstances, pursuant to N.J.S.A. 2C:13-7; and
- H. Human Trafficking, pursuant to N.J.S.A. 2C:13.8.

4.3.5 The trainee will identify the definitions contained in N.J.S.A. 2C:14-1.

4.3.6 The trainee will identify the elements of the following offenses contained in N.J.S.A. 2C:14-1 et seq.:

- A. Aggravated Sexual Assault, pursuant to N.J.S.A. 2C:14-2a;
- B. Sexual Assault, pursuant to N.J.S.A. 2C:14-2b and c;
- C. Aggravated Criminal Sexual Conduct, pursuant to N.J.S.A. 2C:14-3a;
- D. Criminal Sexual Conduct, pursuant to N.J.S.A. 2C:14-3b;
- E. Lewdness, pursuant to N.J.S.A. 2C:14-4; and
- F. Invasion of Privacy, pursuant to N.J.S.A. 2C:14-9.

4.3.7 The trainee will identify the elements of the following offenses contained in N.J.S.A. 2C:15-1 et seq.:

- A. Robbery, pursuant to N.J.S.A. 2C:15-1; and
- B. Carjacking, pursuant to N.J.S.A. 2C:15-2.

4.3.8 The trainee will identify the elements of Bias Intimidation, contained in N.J.S.A. 2C:16-1.

- 4.3.9 The trainee will identify the elements of the following offenses contained in N.J.S.A. 2C:24-1 et seq.:
- A. Endangering the Welfare of Children<sup>11</sup>, pursuant to N.J.S.A. 2C:24-4;
  - B. Willful Nonsupport, pursuant to N.J.S.A. 2C:24-5;
  - C. Endangering Another Person, pursuant to N.J.S.A. 2C:24-7.1;
  - D. Abuse and Neglect of Elderly or Disabled Persons, pursuant to N.J.S.A. 2C:24-8<sup>12</sup>; and
  - E. Use of 17-Year-Old or Younger to Commit Criminal Offense, pursuant to N.J.S.A. 2C:24-9.
- 4.3.10 Given simulated situations, the trainee will identify police responsibility in handling offenses against children, including abuse, abandonment, cruelty, or neglect as covered in N.J.S.A. 9:6-1 et seq. and N.J.S.A. 2C:24-4.

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*An abbreviation for the Latin et sequentes or et sequentia, meaning “and the following.”*

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*Instructor’s Note: The trainee will identify the requirements of Attorney General Directive 2010-3, concerning the revised AMBER Alert plan. Additionally, the trainee will identify the requirements of the Child Abduction Response Team (CART), pursuant to the Attorney General Directive 2008-4.*

*Instructor’s Note: The trainee will identify the responsibilities of the local State Police Stations concerning serious violent crimes which occur on state facilities run by the Department of Human Services, pursuant to Attorney General Directive 2001-6.*

## INSTRUCTIONAL UNIT 4.4: OFFENSES AGAINST PROPERTY

**UNIT GOAL:** The trainee will be able to identify violations of New Jersey laws pertaining to the offenses involving dangers to persons contained in N.J.S.A. 2C:17-1 et seq. through 2C:21-1 et seq. and have a working knowledge of these offenses.

### **PERFORMANCE OBJECTIVES**

- 4.4.1 The trainee will identify the elements of the following offenses contained in N.J.S.A. 2C:17-1 et seq.:
- A. Aggravated Arson, pursuant to N.J.S.A. 2C:17-1a;
  - B. Arson, pursuant to N.J.S.A. 2C:17-1b;
  - C. Failure to Control or Report Dangerous Fire, pursuant to N.J.S.A. 2C:17-1c;
  - D. Causing or Risking Widespread Injury or Damage, pursuant to N.J.S.A. 2C:17-2;
  - E. Criminal Mischief, pursuant to N.J.S.A. 2C:17-3;
  - F. Traffic Sign, Signal Damage, Removal, Violation, pursuant to N.J.S.A. 2C:17-3.1;
  - G. Certain Alteration of Motor Vehicle Trademarks, Identification Numbers, Prohibited, pursuant to N.J.S.A. 2C:17-6;
  - H. Damage to Nuclear Plant Resulting in Release of Radiation, pursuant to N.J.S.A. 2C:17-7;
  - I. Damage to Nuclear Plant Resulting in Death by Radiation, pursuant to N.J.S.A. 2C:17-8; and
  - J. Damage to Nuclear Plant Resulting in Injury by Radiation, pursuant to N.J.S.A. 2C:17-9
- 4.4.2 The trainee will identify the “definitions” contained in N.J.S.A. 2C:18-1:
- A. “Structure,” pursuant to N.J.S.A. 2C:18-1a;
  - B. “Utility Company Property,” pursuant to N.J.S.A. 2C:18-1b.
- 4.4.3 The trainee will identify the elements and/or grading of the following offenses contained in N.J.S.A. 2C:18-1 et seq. and N.J.S.A. 2C:5-1, et seq.:
- A. Burglary, pursuant to N.J.S.A. 2C:18-2a and defenses pursuant to N.J.S.A. 2C:18-3d;
  - B. Criminal Trespass (Unlicensed Entry of Structures), pursuant to N.J.S.A. 2C:18-3a;

- C. Defiant Trespass, pursuant to N.J.S.A. 2C:18-3b;
- D. Peering, pursuant to N.J.S.A. 2C:18-3c;
- E. Riding on Lands, pursuant to N.J.S.A. 2C:18-5a;
- F. Damaging Property on Lands, pursuant to N.J.S.A. 2C:18-5b;
- G. Possession of Burglar's Tools, pursuant to N.J.S.A. 2C:5-5; and
- H. Possession of Motor Vehicle Master Keys, pursuant to N.J.S.A. 2C:5-6.

4.4.4 The trainee will identify the "definitions" in N.J.S.A. 2C:20-1 and N.J.S.A. 2C:20-23 as they relate to the offenses contained in N.J.S.A. 2C:20-1 et seq.

4.4.5 The trainee will identify grading and penalties for the following, contained in N.J.S.A. 2C:20-1, et seq.:

- A. Consolidation of Theft and Computer Criminal Activity Offenses, pursuant to N.J.S.A. 2C:20-2;
- B. Motor Vehicle Theft, pursuant to N.J.S.A. 2C:20-2.1;
- C. Additional Fine for Auto Theft, pursuant to N.J.S.A. 2C:20-2.2; and
- D. Theft from Grave Sites, pursuant to N.J.S.A. 2C:20-2.3.

4.4.6 The trainee will identify the elements of the following offenses contained in N.J.S.A. 2C:20-1 et seq.<sup>13</sup>:

- A. Theft by Unlawful Taking or Disposition, pursuant to N.J.S.A. 2C:20-3;
- B. Offense Involving Access Device, pursuant to N.J.S.A. 2C:20-1.1;
- C. Theft by Deception, pursuant to N.J.S.A. 2C:20-4;
- D. Theft by Extortion, pursuant to N.J.S.A. 2C:20-5;
- E. Theft of Property Lost, Misplaced or Delivered by Mistake, pursuant to N.J.S.A. 2C:20-6;
- F. Receiving Stolen Property, pursuant to N.J.S.A. 2C:20-7;
- G. Fencing, pursuant to N.J.S.A. 2C:20-7.1;
- H. Theft of Services, pursuant to N.J.S.A. 2C:20-8;
- I. Theft by Failure to Make Required Disposition of Property Received pursuant to N.J.S.A. 2C:20-9;
- J. Unlawful Taking of Means of Conveyance, pursuant to N.J.S.A. 2C:20-10;
- K. Shoplifting, pursuant to N.J.S.A. 2C:20-11<sup>14</sup>;
- L. Leader of Organized Retail Theft Enterprise, pursuant to N.J.S.A. 2C:20-11.2;
- M. Operation of Facility for Sale of Stolen Automobile or Parts, pursuant to N.J.S.A. 2C:20-16;
- N. Use of Juvenile in Theft of Automobiles, pursuant to N.J.S.A. 2C:20-17;
- O. Leader of Auto Theft Trafficking Network, pursuant to N.J.S.A. 2C:20-18;

- P. Computer-Related Theft Offenses, pursuant to N.J.S.A. 2C:20-23, 2C:20-24, 2C:20-25, 2C:20-31, 2C:20-33 and 2C:20-34; and
- Q. Food Stamp Violations, pursuant to N.J.S.A. 2C:20-35, 36 & 37.

4.4.7 The trainee will identify the element of “intent” as it relates to the offense of forgery and other fraudulent practices contained in N.J.S.A. 2C:21-1 through 2C:21-6 and 2C:21-10.

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*Instructor’s Note: Given time, discuss the civil ramifications for the crimes under Chapter 20 of Section 2C, pursuant to N.J.S.A. 2C:20-20, 21 & 22.*

*Instructor’s Note: Discuss Guidelines for Prosecution of Shoplifting Offenses pursuant to N.J.S.A. 2C:20-11.1*

- 4.4.8 The trainee will identify the elements of the following offenses contained in N.J.S.A. 2C:21-1 et seq.:
- A. Forgery and grading, pursuant to N.J.S.A. 2C:21-1a & b;
  - B. Possession of Forgery Devices, pursuant to N.J.S.A. 2C:21-1c;
  - C. Criminal Simulation, pursuant to N.J.S.A. 2C:21-2;
  - D. Offenses Involving False Government Documents, pursuant to N.J.S.A. 2C:21-2.1;
  - E. Transfer of Certain Law Enforcement Badges without Authorization, pursuant to N.J.S.A. 2C:21-2.2;
  - F. Possession of Certain Fraudulent Receipts, UPC Labels and Checks, pursuant to N.J.S.A. 2C:21-2.4;
  - G. Frauds Relating to Public Records, pursuant to N.J.S.A. 2C:21-3;
  - H. Falsifying or Tampering with Records, pursuant to N.J.S.A. 2C:21-4;
  - I. Destruction, Falsification or Alteration of Records Relating to Medical Care, pursuant to N.J.S.A. 2C:21-4.1;
  - J. Insurance Fraud, pursuant to N.J.S.A. 2C:21-4.6;
  - K. Bad Checks, pursuant to N.J.S.A. 2C:21-5;
  - L. False Statements Made in Procuring Issuance of a Credit Card, pursuant to N.J.S.A. 2C:21-6b;
  - M. Credit Card Theft, pursuant to N.J.S.A. 2C:21-6c;
  - N. Deceptive Business Practices, pursuant to N.J.S.A. 2C:21-7;
  - O. Misconduct by Corporate Official, pursuant to N.J.S.A. 2C:21-9;
  - P. Commercial Bribery, pursuant to N.J.S.A. 2C:21-10;
  - Q. Rigging Publicly Exhibited Contest, pursuant to N.J.S.A. 2C:21-11;

- R. Defrauding Secured Creditors, pursuant to N.J.S.A. 2C:21-12;
- S. Receiving Deposits in a Failing Financial Institution, pursuant to N.J.S.A. 2C:21-14;
- T. Misapplication of Entrusted Property and Property of Government or Financial Institution, pursuant to N.J.S.A. 2C:21-15;
- U. Securing Execution of Documents by Deception, pursuant to N.J.S.A. 2C:21-16;
- V. Impersonation (Theft of Identity), pursuant to N.J.S.A. 2C:21-17;
- W. Use of Personal Identifying Information of Another, pursuant to N.J.S.A. 2C:21-17.2;
- X. Trafficking in Personal Identifying Information Pertaining to Another Person, pursuant to N.J.S.A. 2C:21-17.3;
- Y. Wrongful Credit Practices, pursuant to N.J.S.A. 2C:21-19a;
- Z. Pirating Recordings, pursuant to N.J.S.A. 2C:21-21;
- AA. Unauthorized Practice of Law, pursuant to N.J.S.A. 2C:21-22;
- BB. Financial Facilitation of Criminal Activity (Money Laundering), pursuant to N.J.S.A. 2C:21-25;
- CC. Counterfeiting, pursuant to N.J.S.A. 2C:21-32c;
- DD. False Contract Payment Claim or Representation for a Government Contract, pursuant to N.J.S.A. 2C:21-34; and
- EE. False Public Utility Employee Identification Badge, pursuant to N.J.S.A. 2C:21-35.

## INSTRUCTIONAL UNIT 4.5: OFFENSES AGAINST PUBLIC ADMINISTRATION

**UNIT GOAL:** The trainee will be able to identify violations of New Jersey laws pertaining to offenses against public administration contained in N.J.S.A. 2C:27-1 et seq. through 2C:30-1 et seq. and have a working knowledge of these offenses.

### **PERFORMANCE OBJECTIVES**

- 4.5.1 The trainee will identify the “definitions” contained in N.J.S.A. 2C:27-1.
- 4.5.2 The trainee will identify the elements of the following offenses contained in N.J.S.A. 2C:27-1 et seq.:
- A. Bribery in Official and Political Matters, pursuant to N.J.S.A. 2C:27-2;
  - B. Threats and Other Improper Influence in Official and Political Matters, pursuant to N.J.S.A. 2C:27-3;
  - C. Retaliation for Past Official Action, pursuant to N.J.S.A. 2C:27-5;
  - D. Unlawful Official Business Transaction Where Interest is Involved, pursuant to N.J.S.A. 2C:27-9;
  - E. Acceptance or Receipt of Unlawful Benefit by Public Servant for Official Behavior, pursuant to N.J.S.A. 2C:27-10;
  - F. Offer of Unlawful Benefit to Public Servant for Official Behavior, pursuant to N.J.S.A. 2C:27-11; and
  - G. Corruption of Public Resources, pursuant to N.J.S.A. 2C:27-12.
- 4.5.3 The trainee will identify the elements of the following offenses contained in N.J.S.A. 2C:28-1 et seq.:
- A. Perjury, pursuant to N.J.S.A. 2C:28-1;
  - B. False Swearing, pursuant to N.J.S.A. 2C:28-2;
  - C. Unsworn Falsification to Authorities, pursuant to N.J.S.A. 2C:28-3a;
  - D. False Reports to Law Enforcement Authorities and Fictitious Reports, pursuant to N.J.S.A. 2C:28-4a & b;
  - E. Tampering with Witnesses and Informants, pursuant to N.J.S.A. 2C:28-5;
  - F. Tampering with or Fabricating Physical Evidence, pursuant to N.J.S.A. 2C:28-6;
  - G. Tampering with Public Records or Information, pursuant to N.J.S.A. 2C:28-7; and
  - H. Impersonating a Public Servant or Law Enforcement Officer, pursuant to N.J.S.A. 2C:28-8.

- 4.5.4 The trainee will identify the elements of the following offenses contained in N.J.S.A. 2C:29-1 et seq.:
- A. Obstructing Administration of Law or Other Governmental Function, pursuant to N.J.S.A. 2C:29-1;
  - B. Resisting Arrest, pursuant to N.J.S.A. 2C:29-2a;
  - C. Eluding Officer, pursuant to N.J.S.A. 2C:29-2b;
  - D. Hindering Apprehension or Prosecution, pursuant to N.J.S.A. 2C:29-3;
  - E. Purposeful Injury to Animals Used for Law Enforcement, pursuant to N.J.S.A. 2C:29-3.1;
  - F. Compounding, pursuant to N.J.S.A. 2C:29-4;
  - G. Escape, pursuant to N.J.S.A. 2C:29-5;
  - H. Implements for Escape, pursuant to N.J.S.A. 2C:29-6;
  - I. Corrupting or Influencing a Jury, pursuant to N.J.S.A. 2C:29-8;
  - J. Juror Contact with Media, pursuant to N.J.S.A. 2C:29-8.1; and
  - K. Contempt, pursuant to N.J.S.A. 2C:29-9.
- 4.5.5 The trainee will identify the elements of the following offenses contained in N.J.S.A. 2C:30-2 et seq.:
- A. Official Misconduct and Accomplice Liability, pursuant to N.J.S.A. 2C:30-2;
  - B. Speculating or Wagering on Official Action or Information, pursuant to N.J.S.A. 2C:30-3;
  - C. Disbursement of Money or Incurring of Obligations by Public Officials in Excess of Appropriations or Limit, pursuant to N.J.S.A. 2C:30-4;
  - D. Official Deprivation of Civil Rights, pursuant to N.J.S.A. 2C:30-6;
  - E. Pattern of Official Misconduct, pursuant to N.J.S.A. 2C:30-7; and
  - F. “Public Corruption Profiteering Penalty Act,” pursuant to N.J.S.A. 2C:30-8.
- 4.5.6 Unique Role of Law Enforcement Officers as Public Servants - The trainee will identify recent case law interpreting their role as a public servant.
- 4.5.7 The trainee will identify job forfeiture issues and enhanced penalties for public servants found guilty of Official Misconduct.
- 4.5.8 The trainee will identify the ramifications of violating the laws associated with Official Misconduct:
- A. Mandatory Minimum Prison Term for Public Officer or Employee Convicted of Certain Crimes, pursuant to N.J.S.A. 2C:43-6.5;

- B. Mandatory Pension Forfeiture, pursuant to N.J.S.A. 2C:43:1-3.1;
- C. Mandatory Forfeiture of Public Office, Position or Employment, pursuant to N.J.S.A. 2C:51-2;
- D. The trainee will demonstrate the requirements of a Law Enforcement officer when he/she becomes aware of criminal conduct of a fellow officer; and
- E. The trainee will identify and evaluate methods for handling unethical and/or criminal misconduct on the part of a fellow officer.

## INSTRUCTIONAL UNIT 4.6: OFFENSES AGAINST PUBLIC ORDER AND HEALTH

**UNIT GOAL:** The trainee will be able to identify violations of New Jersey laws pertaining to offenses against public health, order and decency contained in N.J.S.A. 2C:33-1 et seq., 2C:58-1 et seq. and have a working knowledge of these offenses.

### **PERFORMANCE OBJECTIVES**

- 4.6.1 The trainee will identify the elements of the following offenses contained in N.J.S.A. 2C:33-1 et seq.:
- A. Riot, pursuant to N.J.S.A. 2C:33-1a;
  - B. Failure to Disperse, pursuant to N.J.S.A. 2C:33-1b;
  - C. Disorderly Conduct (Loitering), pursuant to N.J.S.A. 2C:33-2;
  - D. Wandering, Remaining in or Prowling Public Places with Purpose of Obtaining or Selling Controlled Substances, pursuant to N.J.S.A. 2C:33-2.1;
  - E. False Public Alarms, pursuant to N.J.S.A. 2C:33-3;
  - F. Harassment, pursuant to N.J.S.A. 2C:33-4;
  - G. Disrupting Meetings and Processions, pursuant to N.J.S.A. 2C:33-8;
  - H. Placing Signs or Displays that Imply Threats of Violence (Fear of Bodily Violence), pursuant to N.J.S.A. 2C:33-10;
  - I. Desecrating Religious or Sectarian Premises, pursuant to N.J.S.A. 2C:33-11;
  - J. Maintaining a Nuisance, pursuant to N.J.S.A. 2C:33-12;
  - K. Sexually Oriented Business Offense, pursuant to N.J.S.A. 2C:33-12.2;
  - L. Interference with Transportation, pursuant to N.J.S.A. 2C:33-14;
  - M. Possession or Consumption of Alcoholic Beverage by Person Under Legal Age, pursuant to N.J.S.A. 2C:33-15; *\*current (2021) statute heavily modified in regards to marijuana/hash/alcoholic beverages., see Inst. Unit 3.17*
  - N. Possession of Alcoholic Beverage on School Property, pursuant to N.J.S.A. 2C:33-16; *\*updated 2021 to include cannabis\**
  - O. Offering Alcoholic Beverage to Under Age Person, pursuant to N.J.S.A. 2C:33-17;
  - P. Interception of Emergency Communications for Unlawful Purposes, pursuant to N.J.S.A. 2C:33-21;
  - Q. Spray Paint Offenses, pursuant to N.J.S.A. 2C:33-24;
  - R. Solicitation, Recruitment to Join Criminal Street Gang, pursuant to

N.J.S.A. 2C:33-28;

- S. Gang Criminality, pursuant to N.J.S.A. 2C:33-29; and
- T. Promoting Organized Street Crime, pursuant to N.J.S.A. 2C:33-30.

4.6.2 The trainee will identify the “definitions” contained in N.J.S.A. 2C:37-1.

4.6.3 The trainee will identify the elements of the following offenses contained in N.J.S.A. 2C:37-1 et seq.:

- A. Promoting Gambling, pursuant to N.J.S.A. 2C:37-2;
- B. Possession of Gambling Records, pursuant to N.J.S.A. 2C:37-3;
- C. Maintenance of a Gambling Resort, pursuant to N.J.S.A. 2C:37-4; and
- D. Possession of a Gambling Device, pursuant to N.J.S.A. 2C:37-7.

4.6.4 The trainee will identify the “definitions” contained in N.J.S.A. 2C:38-2.

4.6.5 The trainee will identify the elements of the following offenses contained in N.J.S.A. 2C:38-1 et seq.:

- A. Terrorism, pursuant to N.J.S.A. 2C:38-2;
- B. Producing or Possessing Chemical Weapons, Biological Agents or Nuclear or Radiological Devices, pursuant to N.J.S.A. 2C:38-3;
- C. Hindering Apprehension or Prosecution for Terrorism, pursuant to N.J.S.A. 2C:38-4; and
- D. Soliciting or Providing Material Support or Resources for Terrorism, pursuant to N.J.S.A. 2C:38-5.

4.6.6 The trainee will identify the “definitions” contained in N.J.S.A. 2C:39-1.

4.6.7 The trainee will identify the elements of the following offenses contained in N.J.S.A. 2C:39-1 et seq.:

- A. Presumptions, pursuant to N.J.S.A. 2C:39-2;
- B. Possession of Prohibited Weapons and Devices, pursuant to N.J.S.A. 2C:39-3;
- C. Possession of Weapons for Unlawful Purposes, pursuant to N.J.S.A. 2C:39-4;
- D. Weapons; Controlled Dangerous Substances and Other Offenses, pursuant to N.J.S.A. 2C:39-4.1;
- E. Unlawful Possession of Weapons, pursuant to N.J.S.A. 2C:39-5;
- F. Certain Persons Not to Have Weapons, pursuant to N.J.S.A. 2C:39-7;
- G. Manufacture, Transport, Disposition and Defacement of Weapons and Dangerous Instruments and Appliances, pursuant to N.J.S.A. 2C:39-9;

- H. Sale of Certain Knives, pursuant to N.J.S.A. 2C:39-9.1;
- I. Sale of Handcuffs to Minors, pursuant to N.J.S.A. 2C:39-9.2;
- J. Violation of the Regulatory Provisions Relating to Firearms, pursuant to N.J.S.A. 2C:39-10;
- K. Pawnbrokers; Loaning on Firearms, pursuant to N.J.S.A. 2C:39-11;
- L. Unlawful Use of Body Vests, pursuant to N.J.S.A. 2C:39-13;
- M. Weapons Training for Illegal Activities, pursuant to N.J.S.A. 2C:39-14;  
and
- N. Leader of a Firearms Trafficking Network, pursuant to N.J.S.A. 2C:39-16.

4.6.8 The trainee will identify the provision in N.J.S.A. 2C:39-12 that permits voluntary surrender of firearms, weapons, destructive devices, silencers or explosives without conviction.

4.6.9 The trainee will identify the types of wounds and injuries that must be reported to the appropriate authorities pursuant to N.J.S.A. 2C:58-8.

4.6.10 The trainee will identify the circumstances under which an individual can possess a firearm without a permit, pursuant to N.J.S.A. 2C:39-6.

4.6.11 The trainee will identify the circumstances under which an individual may acquire or dispose of firearms, pursuant to N.J.S.A. 2C:58-3.

4.6.12 The trainee will identify the circumstances under which an individual must report the loss or theft of a firearm and the penalties for not doing so, pursuant to N.J.S.A. 2C:58-19.

4.6.13 The trainee will identify the definitions, goals, prohibited activities and penalties associated with the New Jersey Racketeering Act, pursuant to N.J.S.A. 2C:41-2, et seq.

## INSTRUCTIONAL UNIT 4.7: CONTROLLED DANGEROUS SUBSTANCES

**UNIT GOAL:** The trainee will be able to identify violations of New Jersey laws pertaining to the controlled dangerous substances offense contained in N.J.S.A. 24:21-3 et seq., 2C:35-1 et seq., and 2C:36-1 et seq. and have a working knowledge of these offenses.

### **PERFORMANCE OBJECTIVES**

- 4.7.1 The trainee will identify the “definitions” contained in N.J.S.A. 2C:35-2 et seq.<sup>15</sup>
- A. “Drugs,” pursuant to N.J.S.A. 2C:35-2;
  - B. “Controlled Dangerous Substance,” pursuant to N.J.S.A. 2C:35-2;
  - C. “Schedules I, II, III, IV, and V,” pursuant to N.J.S.A. 2C:35-2;
  - D. “Narcotic Drug,” pursuant to N.J.S.A. 2C:35-2;
  - E. “Controlled Substance Analog,” pursuant to N.J.S.A. 2C:35-2;
  - F. “Counterfeit Substance,” pursuant to N.J.S.A. 2C:35-2;
  - G. “Dispense,” pursuant to N.J.S.A. 2C:35-2;
  - H. “Distribute,” pursuant to N.J.S.A. 2C:35-2;
  - I. “Manufacture,” pursuant to N.J.S.A. 2C:35-2;
  - J. “Deliver,” pursuant to N.J.S.A. 2C:35-2; and
  - K. “Marijuana,” pursuant to N.J.S.A. 2C:35-2.
- 4.7.2 The trainee will identify the categories of each of the schedules of controlled substances as set forth by N.J.S.A. 24:21-3 et seq.:
- A. Schedule I Drugs, pursuant to N.J.S.A. 24:21-5;
  - B. Schedule II Drugs, pursuant to N.J.S.A. 24:21-6;
  - C. Schedule III Drugs, pursuant to N.J.S.A. 24:21-7;
  - D. Schedule IV Drugs, pursuant to N.J.S.A. 24:21-8; and
  - E. Schedule V Drugs, pursuant to N.J.S.A. 24:21-8.1.
- 4.7.3 The trainee will identify the elements of the following offenses contained in N.J.S.A. 2C:35-1 et seq.:
- A. Possession of a Controlled Dangerous Substance, pursuant to N.J.S.A. 2C:35-10a;
  - B. Use or Being Under the Influence of a Controlled Dangerous Substance, pursuant to N.J.S.A. 2C:35-10b; *\*use/under influence decriminalized, this statute changed to cover retail cannabis establishments\**
  - C. Failure to Make Lawful Disposition of a Controlled Dangerous Substance,

pursuant to N.J.S.A. 2C:35-10c; \*decriminalized, statute now covers prohibitions to use odor or marijuana for reasonable suspicion/probable cause\*

- D. Manufacturing, Distributing or Dispensing of a Controlled Dangerous Substance, pursuant to N.J.S.A. 2C:35-5a;
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*Instructor's Note: Given time, discuss the differences between over-the-counter (OTC) drugs, Prescription Legend Drugs (PLD) and Controlled Dangerous Substances (CDS).*

- E. Grading of Manufacturing, Distributing or Dispensing of a Controlled Dangerous Substance, pursuant to N.J.S.A. 2C:35-5b and 5c;
- F. Leader of Narcotics Trafficking Network, pursuant to N.J.S.A. 2C:35-3;
- G. Maintaining or Operating a Controlled Dangerous Substance Production Facility, pursuant to N.J.S.A. 2C:35-4;
- H. Booby Traps in Manufacturing or Distribution Facilities; Fortified Premises, pursuant to N.J.S.A. 2C:35-4.1;
- I. Manufacturing, Etc. Gamma Hydroxybutyrate, pursuant to N.J.S.A. 2C:35-5.2;
- J. Manufacturing, Etc. Flunitrazepam, pursuant to N.J.S.A. 2C:35-5.3;
- K. "Drug Offender Restraining Order Act of 1999," (DORA or SODA), pursuant to N.J.S.A. 2C:35-5.4 et seq.;
- L. Employing a Juvenile in a Drug Distribution Scheme, pursuant to N.J.S.A. 2C:35-6;
- M. Distributing, Dispensing or Possessing a Controlled Dangerous Substances Near or On School Property, pursuant to N.J.S.A. 2C:35-7;
- N. Distributing, Dispensing or Possessing a Controlled Dangerous Substance Within 500 Feet of Certain Public Property, pursuant to N.J.S.A. 2C:35-7.1;
- O. Distribution to Persons Under Age 18 or Pregnant Female, pursuant to N.J.S.A. 2C:35-8;
- P. Strict Liability for Drug-Induced Deaths, pursuant to N.J.S.A. 2C:35-9;
- Q. Inhaling Toxic Chemicals, pursuant to N.J.S.A. 2C:35-10.4;
- R. Prescription Legend Drugs, Distribution or Intent to Distribute, and Grading, pursuant to N.J.S.A. 2C:35-10.5;
- S. Imitation Controlled Dangerous Substance, Distribute or Intent to Distribute, pursuant to N.J.S.A. 2C:35-11a;
- T. Imitation Controlled Dangerous Substance, Manufacture, pursuant to N.J.S.A. 2C:35-11b;

- U. Obtaining Controlled Dangerous Substance by Fraud, pursuant to N.J.S.A. 2C:35-13;
- V. Rehabilitation Program for Drug and Alcohol Dependent Persons, pursuant to N.J.S.A. 2C:35-14;
- W. Rehabilitation Program for Mandatory Drug Enforcement and Demand Reduction Penalties, pursuant to N.J.S.A. 2C:35-15;
- X. Forfeiture or Postponement of Driving Privileges, pursuant to N.J.S.A. 2C:35-16; *\*note 2021 relaxation of license suspension if marijuana/hashish involved\**

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*Instructor's Note: Given time, discuss the Supplemental Directive Modifying the Brimage Guidelines to account for judicial authority to waive or reduce mandatory minimum sentences in school zone cases pursuant to N.J.S.A. 2C:35-7b, pursuant to Attorney General Directive 2010-2 and 2010-4.*

- Y. Comprehensive Drug Reform Act Violation Occurring Upon Leased Residential Premises, pursuant to N.J.S.A. 2C:35-16.1;
- Z. Exception to Physician-Patient Privilege, pursuant to N.J.S.A. 2C:35-17;
- AA. Exemption; Burden of Proof, pursuant to N.J.S.A. 2C:35-18;
- BB. Laboratory Certificates, pursuant to N.J.S.A. 2C:35-19; and
- CC. Seizure in Violation of Chapter; Pretrial Destruction of Bulk Seizures of Controlled Dangerous Substances, pursuant to N.J.S.A. 2C:35-21.

4.7.4 The trainee will identify the elements of the following offenses contained in N.J.S.A. 2C:36-1 et seq.:

- A. Drug Paraphernalia, pursuant to N.J.S.A. 2C:36-1; *\*amended in 2021; marijuana related paraphernalia mostly lawful\**
- B. Possession or Distribution of Hypodermic Syringe or Needle, pursuant to N.J.S.A. 2C:36-6; *\*repealed Jan 2022\**
- C. Use or Possession with Intent to Use (Drug Paraphernalia), pursuant to N.J.S.A. 2C:36-2; *\*amended 2021\**
- D. Distribute, Dispense or Possess with Intent to Distribute or Manufacture (Drug Paraphernalia), pursuant to N.J.S.A. 2C:36-3;
- E. Advertising to Promote Sale (Drug Paraphernalia), pursuant to N.J.S.A. 2C:36-4; and
- F. Delivering Drug Paraphernalia to Person Under 18 Years of Age, pursuant

to N.J.S.A. 2C:36-5.

- 4.7.5 The trainee will identify the requirements of a law enforcement officer in applying for a Drug Offender Restraining Order, pursuant to Attorney General Directive 2002-1.

*Instructor note: Given time, discussion/reinforcement of the changes/ decriminalization of certain marijuana/hashish laws in N.J.S.A 2C:33-15 as well as changes to certain N.J.S.A 2C:35 and 2C:36 offenses as seen in this Instructional Unit can be explored and used as an example of how laws can change.*

## INSTRUCTIONAL UNIT 4.8: LAWS PERTAINING TO JUVENILES

**UNIT GOAL:** The trainee will identify laws and procedures that pertain to juveniles.

### **PERFORMANCE OBJECTIVES**

- 4.8.1 The trainee will identify the general philosophy and purposes underlying the New Jersey Code of Juvenile Justice as found in N.J.S.A. 2A:4A-21 et seq.
- 4.8.2 The trainee will identify the terms “juvenile,” “delinquency” and “juvenile-family crisis” in accordance with New Jersey State law.
- 4.8.3 The trainee will identify the term “custody” under the Code of Juvenile Justice and will identify criteria for taking a juvenile into custody.
- 4.8.4 The trainee will identify initial approaches available to a law enforcement officer in handling a juvenile pursuant to Attorney General guidelines, specifically the provisions listed in Attorney General Law Enforcement Directive 2020-12. This description shall include local agency practices such as warning, release and referral.
- 4.8.5 The trainee will identify the unique nature of the Family Court in handling juveniles charged with delinquency offenses. This will include, at a minimum:
  - A. Purpose for having a separate court for juveniles;
  - B. Jurisdiction of the Family Court;
  - C. Procedural differences from adult criminal court;
  - D. Types of dispositions available to a judge;
  - E. Circumstances under which a case may be referred to other courts;
  - F. Role of the Department of Children and Families (DCF); and
  - G. Role of the Juvenile Justice Commission.
- 4.8.6 The trainee will identify procedures to take once a juvenile has been taken into custody. This description shall include, at a minimum:
  - A. Signing of complaint;
  - B. Notification of parents;
  - C. Advisement of constitutional rights (Miranda warnings);
  - D. Presence of a parent or guardian during questioning of a juvenile suspect;
  - E. Specific requirements dealing with juvenile custodial interrogation and necessity for parental notification and/or consent;
  - F. Specific requirements dealing with juvenile custodial interrogation when

guardians are not contacted.

- G. Place of custody;
- H. Fingerprinting;
- I. Photographing;
- J. Referral to juvenile detention; and
- K. Release on own recognizance.

4.8.7 The trainee will identify the circumstances under which law enforcement records pertaining to juvenile delinquents or juvenile- family crises may be disclosed and under what circumstances records must be sealed.

4.8.8 The trainee will identify the procedure to waive a juvenile to adult court and crimes that deal with waiver.

## INSTRUCTIONAL UNIT 4.9: PREVENTION OF DOMESTIC VIOLENCE ACT

**UNIT GOAL:** The trainee will be able to identify violations of the New Jersey Prevention of Domestic Violence Act, N.J.S.A. 2C:25-17 et seq., and have a working knowledge of these offenses.

### **PERFORMANCE OBJECTIVES**

- 4.9.1 The trainee will identify the legal definition of “domestic violence,” pursuant to N.J.S.A. 2C:25-19a.
- 4.9.2 The trainee will identify the criteria that must be met for an incident to be considered domestic violence in New Jersey:
- A. Act of Domestic Violence;
  - B. Domestic Violence Defendant; and
  - C. Domestic Violence Victim.
- 4.9.3 The trainee will identify the “Acts of Domestic Violence,” pursuant to N.J.S.A. 2C:25-19a.
- A. Homicide
  - B. Assault;
  - C. Terroristic Threats;
  - D. Kidnapping;
  - E. Criminal Restraint;
  - F. False Imprisonment;
  - G. Sexual Assault;
  - H. Criminal Sexual Contact
  - I. Lewdness;
  - J. Criminal Mischief;
  - K. Burglary;
  - L. Criminal Trespass;
  - M. Harassment; and
  - N. Stalking;
  - O. Criminal Coercion
  - P. Robbery;
  - Q. Contempt of a Domestic Violence Order
  - R. Any other crime involving risk of death or serious personal injury to a person protected under the “Prevention of Domestic

Violence Act”;  
S. Cyber- Harassment.

- 4.9.4 The trainee will identify who can be considered a Domestic Violence Defendant:
- A. An adult age 18 or older;
  - B. An Emancipated Minor, pursuant to N.J.S.A. 2C:25-19e.
- 4.9.5 The trainee will identify who can be considered a Domestic Violence Victim pursuant to N.J.S.A. 2C:25-19d:
- A. A victim is a person 18 years of age or older, or an emancipated minor and the Act of Domestic Violence is committed by a spouse, former spouse or former household member;
  - B. A victim is a person of any age and the act of domestic violence is committed by a person with whom the victim has a child in common, or anticipates having a child in common, if one of the parties is pregnant; or
  - C. A victim is a person of any age and the Act of Domestic Violence is committed by a person with whom the victim has had a dating relationship.
- 4.9.6 Given simulated situations, the trainee will identify the steps to be taken if confronted with a Domestic Violence situation (Act + Defendant + Victim) and the steps to be taken if the situation does not rise to the legal threshold of Domestic Violence.
- 4.9.7 The trainee will identify when and how a Domestic Violence Victim can apply for a Temporary Restraining Order:
- A. Police responding to a Domestic Violence incident;
  - B. Victim can go to Family Court; or
  - C. Victim can go to the Police Department.
- 4.9.8 The trainee will identify what a law enforcement officer’s responsibility is pertaining to a Domestic Violence Temporary Restraining Order:
- A. Call out Domestic Violence Response Team (DVRT);
  - B. Check Domestic Violence Central Registry (DVCR);
  - C. Complete Temporary Restraining Order application;
  - D. Call Judge;
  - E. Both Law Enforcement Officer and Victim must speak with Judge on a taped line (or the Judge takes notes) pursuant to R. 5:7A;
  - F. If denied or granted, the Temporary Restraining Order must be sent to the

- Family Court;
- G. If granted, the Temporary Restraining Order must be served on the defendant;
- H. Law Enforcement Officer should explain to the victim what do if the Temporary Restraining Order is violated; and
- I. A hearing on a Final Restraining Order shall be held in ten days.

4.9.9 The trainee will identify the actions to be taken by the responding officer when a restraining order has been violated.

4.9.10 The trainee will identify the burden of proof for a hearing on a Final Restraining Order and the legal consequences if a Final Restraining Order is issued.

4.9.11 The trainee will identify the four instances in which an arrest is mandatory under the Prevention of Domestic Violence Act pursuant to N.J.S.A. 2C:25-21a:

- A. When the victim exhibits signs of injury caused by an act of domestic violence, pursuant to N.J.S.A. 2C:25-21a (1);
- B. When a warrant is in effect, pursuant to N.J.S.A. 2C:25-21a (2);
- C. When there is probable cause to believe that the person has violated N.J.S.A. 2C:29-9 (Contempt), and there is probable cause to believe that the person has been served with the order alleged to have been violated;
- D. When there is probable cause to believe that a weapon, as defined in N.J.S.A. 2C:39-1, has been involved in the commission of an act of domestic violence.

4.9.12 The trainee will identify the characteristics of the “predominant aggressor” when both parties exhibit signs of injury, pursuant to N.J.S.A. 2C:25-21c (2).

4.9.13 The trainee will identify the “red flags” in Domestic Violence cases. These shall minimally include:

- A. Recent Separation or Break-Up;
- B. Service of Divorce Papers;
- C. Temporary and Final Restraining Orders;
- D. Loss of a Job or other Financial Stress;
- E. Pregnancy;
- F. Drug or Alcohol Problems;
- G. Prior Assaults or Threats;
- H. Prior 911 Calls;
- I. Strangulation;

- J. Depression;
- K. Pet Abuse; and
- L. Access to or Possession of Firearms.

4.9.14 The trainee will identify the provisions of N.J.S.A. 2C:25-21c (3), stating that “no victim shall be denied relief or arrested or charged under this act with an offense because the victim used reasonable force in self-defense against domestic violence by an attacker”:

- A. Was the Use of Force Justified under N.J.S.A. 2C:3-4; and
- B. Model Jury Charge on self-defense.

4.9.15 The trainee will identify the circumstances under which a law enforcement officer may seize weapons in Domestic Violence cases pursuant to N.J.S.A. 2C:25-21d.

4.9.16 The trainee will identify the procedures for dealing with the involvement of a law enforcement officer in an Act of Domestic Violence:

- A. Role of the County Prosecutor if it involves a municipal or county law enforcement officer pursuant to Attorney General Directive 2000-3.
- B. Role of the Division of Criminal Justice if it involves a State law enforcement officer pursuant to Attorney General Directive 2000-4.

4.9.17 The trainee will identify the importance of taking photos, both initially and at a later date to show injuries and to illustrate the injuries that are described in a police report.

4.9.18 The trainee will identify the importance of following up on an Act of Domestic Violence with Standard Operating Procedures.

4.9.19 The trainee will identify the intent of the Prevention of Domestic Violence Act, N.J.S.A. 2C:25-17 et seq.

## INSTRUCTIONAL UNIT 4.10: SEX OFFENDER NOTIFICATION (MEGAN'S LAW)

**UNIT GOAL:** The trainee will be able to identify the purpose and legal requirements of Megan's Law, N.J.S.A. 2C:7-1, et seq.

### **PERFORMANCE OBJECTIVES**

4.10.1 The trainee will identify the purpose of Megan's Law:

- A. To create a system of registration that will permit law enforcement officers to identify and alert the public when necessary for the public safety;
- B. Assist law enforcement in preventing and promptly resolving incidents involving sexual abuse and missing persons.

4.10.2 The trainee will identify that Megan's Law units in prosecutor offices are bound by the following legal authority:

- A. N.J.S.A. 2C:7-1 through 7-23;
- B. Attorney General's Guidelines for Law Enforcement for the Implementation of Sex Offender Registration and Community Notification Laws (June 1998, revised February 2007); and
- C. Case law.

4.10.3 The trainee will identify who must register as a sex offender pursuant to N.J.S.A. 2C:7-2:

- A. Any person convicted, adjudicated delinquent, or acquitted by reason of insanity of a "sex offense" as defined in N.J.S.A. 2C:7-2b, which includes crimes that do not involve sex, must register;
- B. If the Court finds that the offender's conduct was repetitive and compulsive, regardless of the date of the offense, persons convicted, adjudicated delinquent, or acquitted by reason of insanity of the following offenses must register:
  1. Aggravated sexual assault, pursuant to N.J.S.A. 2C:14-2a;
  2. Sexual assault, pursuant to N.J.S.A. 2C:14-2b;
  3. Aggravated criminal sexual contact, pursuant to N.J.S.A. 2C:14-3a; and
  4. Kidnapping, pursuant to N.J.S.A. 2C:13-1c (2);
- C. Any person convicted, adjudicated delinquent, or acquitted by reason of insanity on or after October 31, 1994 of crimes enumerated in N.J.S.A. 2C:7- 2b (2) or any person on probation, parole, community supervision, or confined following NGRI or civil commitment, or serving a sentence

for one of the crimes enumerated in N.J.S.A. 2C:7-2b (2) on October 31, 1994 must register. These crimes consist of:

1. Aggravated sexual assault, pursuant to N.J.S.A. 2C:14-2a;
2. Sexual assault, pursuant to N.J.S.A. 2C:14-2b;
3. Aggravated criminal sexual contact, pursuant to N.J.S.A. 2C:14-3a;
4. Kidnapping, pursuant to N.J.S.A. 2C:13-1c (2);
5. Endangering the welfare of a child, pursuant to N.J.S.A. 2C:24-4a;
6. Endangering the welfare of a child (distribution of pornography), pursuant to N.J.S.A. 2C:24-4b (3), (4) or (5)(a);
7. Luring or enticing a child by various means, pursuant to N.J.S.A. 2C:13-6;
8. Criminal sexual contact if the victim is a minor, pursuant to N.J.S.A. 2C:14-3b;
9. Kidnapping of a minor, pursuant to N.J.S.A. 2C:13-1;
10. Criminal restraint of a minor, pursuant to N.J.S.A. 2C:13-2;
11. False imprisonment of a minor, pursuant to N.J.S.A. 2C:13-3; and
12. Promoting prostitution of a child, pursuant to N.J.S.A. 2C:34-1b (3) or (4).

4.10.4 The trainee will identify the procedure to be followed if a sex offender's conviction did not occur in New Jersey but they move to New Jersey, pursuant to N.J.S.A. 2C:7-2b (3).

4.10.5 The trainee will identify the procedure to be followed by a sex offender to register:

- A. Where must a sex offender register;
- B. What specific steps do a sex offender take to register; and
- C. What information is required upon registration, pursuant to N.J.S.A. 2C:7-4

4.10.6 The trainee will identify what is to be included in a prosecutor's Megan's Law file.

4.10.7 The trainee will identify the procedure for dealing with confidential records in a Megan's Law file.

4.10.8 The trainee will identify the Tiering Procedure of Megan's Law, and the notification and publication requirements of each tier:

- A. Tier 1;
- B. Tier 2;
- C. Tier 3.

- 4.10.9 The trainee will identify what information is publicly available on the New Jersey Sex Offender Internet Registry, pursuant to N.J.S.A. 2C:7-13g.
- 4.10.10 The trainee will identify that, pursuant to N.J.S.A. 2C:7-2d, upon change of address, a person must notify law enforcement where they were registered and then re-register with the new law enforcement agency 10 days prior to the move.
- 4.10.11 The trainee will identify when and under what circumstances Megan's Law offenders must verify their address.
- 4.10.12 The trainee will identify the duration of a sex offender's registration in New Jersey.
- 4.10.13 The trainee will identify when a sex offender can terminate their registration obligations, pursuant to N.J.S.A. 2C:7-2f and g and applicable case law.
- 4.10.14 The trainee will identify the elements of Misuse of Internet Registry, pursuant to N.J.S.A. 2C:7-16b.
- 4.10.15 The trainee will identify the provisions of N.J.S.A. 2C:43-6.4, which provides for Community Supervision for Life and Parole Supervision for Life.
- 4.10.16 The trainee will identify the elements of Sex Offender Prohibited from Participation in Youth Serving Organization, pursuant to N.J.S.A. 2C:7-23.

## INSTRUCTIONAL UNIT 4.11: INCHOATE CRIMES

**UNIT GOAL:** The trainee will be able to identify violations of New Jersey laws pertaining to the “inchoate crimes” contained in N.J.S.A. 2C:5-1 et seq. and have a working knowledge of these offenses.

### **PERFORMANCE OBJECTIVES**

- 4.11.1 The trainee will identify crimes that constitute inchoate crimes.
- 4.11.2 The trainee will identify the elements of the following offenses contained in N.J.S.A. 2C:5-1 et seq.:
- A. Attempts to commit crimes, pursuant to N.J.S.A. 2C:5-1;
  - B. Conspiracy, pursuant to N.J.S.A. 2C:5-2; and
  - C. Manufacture or Possession of Burglar’s Tools, pursuant to N.J.S.A. 2C:5-5.
- 4.11.3 The trainee will identify grading for the offenses of attempts to commit crimes and conspiracy, pursuant to N.J.S.A. 2C:5-4a.
- 4.11.4 The trainee will identify the legal requirements of a conspiracy pursuant to the seminal case of including:
- A. A common plan;
  - B. Familiarity/Interplay between co-conspirators; and
  - C. Co-conspirator’s use of others’ existence to aid scheme.

## INSTRUCTIONAL UNIT 4.12: PUBLIC INDECENCY OFFENSES

**UNIT GOAL:** The trainee will be able to identify violations of New Jersey laws pertaining to the public indecency offenses contained in N.J.S.A. 2C:34-1 et seq., and have a working knowledge of these offenses.

### **PERFORMANCE OBJECTIVES**

- 4.12.1 The trainee will identify the elements of the following offenses contained in N.J.S.A. 2C:34-1 et seq.:
- A. Prostitution, pursuant to N.J.S.A. 2C:34-1b (1);
  - B. Promoting Prostitution, pursuant to N.J.S.A. 2C:34-1b (2);
  - C. Loitering for the Purpose of Engaging in Prostitution, pursuant to N.J.S.A. 2C:34-1.1;
  - D. Obscenity for Persons 18 Years of Age or Older, pursuant to N.J.S.A. 2C:34-2;
  - E. Obscenity for Persons Under 18, pursuant to N.J.S.A. 2C:34-3.
- 4.12.2 The trainee will identify the potential nexus between Prostitution and other offenses under N.J.S.A. 2C:34 and the crimes of Human Trafficking (under N.J.S.A. 2C:13-8); and to involve the necessary supervisory and investigative personnel when a suspected act or acts of human trafficking.

## INSTRUCTIONAL UNIT 4.13: ENVIRONMENTAL OFFENSES

**UNIT GOAL:** The trainee will be able to identify various environmental offenses and will know the appropriate actions to take when encountering possible offenses.

### **PERFORMANCE OBJECTIVES**

4.13.1 The trainee will define terms routinely used when dealing with environmental regulations and offenses. These terms will minimally include:

- A. Solid Waste;
- B. Generator;
- C. Solid waste transfer facility;
- D. Hazardous waste;
- E. Treatment, storage, or disposal facility;
- F. Pollutant;
- G. Toxic pollutant; and
- H. Regulated medical waste.

4.13.2 The trainee will identify the illegal discharge of pollutants violations contained in the Water Pollution Control Act, N.J.S.A. 58:10A-1 et seq.

4.13.3 Given a simulated situation and a copy of N.J.S.A. 2C, the trainee will determine whether the elements of the offense of causing or risking widespread injury or damage as contained in N.J.S.A. 2C:17-2 are present, and whether the circumstances support an arrest or prosecution for that offense.

4.13.4 The trainee will identify common violations of the hazardous waste provisions of the Solid Waste Management Act N.J.S.A. 13:1E-1 et seq. to minimally include the generation, transportation, storage and disposal of hazardous waste.

4.13.5 The trainee will identify and interpret the documents required by law to accompany hazardous waste shipments.

4.13.6 The trainee will identify common violations of the Medical Waste Management Act contained in N.J.S.A. 13:1E-48.1 et seq. These violations will minimally include:

- A. Disposing or storing regulated medical waste without authorization;
- B. False or misleading statements; and

C. Transportation of regulated waste without proper authorization.

4.13.7 The trainee will identify common solid waste violations contained in the Solid Waste Management Act, N.J.S.A. 13:1E-48.1 et seq. and the Public Utilities Act, N.J.S.A.48:2-1.3 et seq. These violations will minimally include:

- A. Unlicensed collecting or hauling of solid waste; and
- B. Illegal disposal of solid waste.

4.13.8 The trainee will identify common criminal violations of the Air Pollution Control Act, N.J.S.A. 26:2C:1 et seq. These will minimally include:

- A. Open burning; and
- B. Smoke stack emissions.

4.13.9 The trainee will identify the proper actions to take when encountering possible violations of the environmental statutes. These will minimally include:

- A. Protection of the environment;
- B. Preservation of the scene;
- C. Detention of violators; and
- D. Notification of the proper authorities.

4.13.10 Given simulated situations depicting various hazardous situations stemming from environmental violations or accidents, the trainee will identify what actions to take to ensure officer and public safety. The actions will minimally include:

- A. Identification of hazard;
- B. Use of the protective Hazard equipment; and
- C. Avoiding confined spaces.

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*Instructor's note: Trainees should be referred to the Attorney General's 2019 Environmental Crimes Handbook for reference and resources when encountering environmental crimes, as well as identifying the local resources available when encountering a suspected environmental crime*

## INSTRUCTIONAL UNIT 4.14: OTHER PUBLIC SAFETY OFFENSES

**UNIT GOAL:** The trainee will be able to identify violations of New Jersey laws pertaining to the public safety offenses contained in N.J.S.A. 2C:40-1 et seq. and have a working knowledge of these offenses.

### **PERFORMANCE OBJECTIVES**

- 4.14.1 The trainee will identify the elements of the following offenses contained in N.J.S.A. 2C:40-1 et seq.:
- A. Creating a Hazard, pursuant to N.J.S.A. 2C:40-1;
  - B. Aggravated Hazing, pursuant to N.J.S.A. 2C:40-3b; and
  - C. Drug Tampering, pursuant to N.J.S.A. 2C:40-17.
- 4.14.2 The trainee will identify the requirements of law enforcement agencies to establish policies to enhance school security and safety, pursuant to Attorney General Directive 2007-1.

## INSTRUCTIONAL UNIT 4.15: ALCOHOLIC BEVERAGE CONTROL ACT AND RELATED TITLE 2C OFFENSES

**UNIT GOAL:** The trainee will be able to identify violations of New Jersey laws pertaining to the provisions of the Alcoholic Beverage Control Act contained in N.J.S.A. 33 and have a working knowledge of these offenses, as well as the related N.J.S.A. 2C offenses.

### **PERFORMANCE OBJECTIVES**

- 4.15.1 The trainee will be able to identify the “definitions” contained in N.J.S.A. 33:1-1, including the definition of the term alcoholic beverage.
- 4.15.2 The trainee will be able to identify those persons designated to enforce the Alcoholic Beverage Control Act.
- 4.15.3 The trainee will identify the elements of the offense of Sale of Distilled Spirits Without a License contained in N.J.S.A. 33-1-2 et seq.
- 4.15.4 The trainee will identify which legal or illegal liquor/beer sales should be considered for referral to the Alcohol Beverage Control Enforcement Bureau.
- 4.15.5 The trainee will identify who determines the hours during which sale and/or consumption of alcoholic beverages on licensed premises is permitted.
- 4.15.6 The trainee will identify the elements of the following offenses:
  - A. The Sale or Furnishing of Alcoholic Beverages to an Obviously Intoxicated Person, pursuant to N.J.S.A. 33-1-31; and
  - B. The Direct and Indirect Sales of Alcoholic Beverages to Persons Under the Legal Age, pursuant to N.J.S.A. 33-1-77 and 33:1-81.
- 4.15.7 The trainee will identify the requirements of law enforcement officers concerning the Potential Liability Warning, pursuant to Attorney General Directive 2004-1 and N.J.S.A. 39:4-50.22; known as “John’s Law”.

Intentionally Deleted 6.3.15

## INSTRUCTIONAL UNIT 4.17: HUMAN TRAFFICKING

**UNIT GOAL:** The trainee will be able to recognize and identify violations of New Jersey laws pertaining to human trafficking offenses contained in N.J.S.A. 2C:13-8.

### **PERFORMANCE OBJECTIVES**

- 4.17.1 The trainee will identify the requirements of Attorney General Law Enforcement Directive 2012-2.
- 4.17.2 The trainee will define the term “human trafficking.”
- 4.17.3 The trainee will identify the elements of a human trafficking offense contained in N.J.S.A. 2C:13-8.
- 4.17.4 The trainee will identify the indicators of a human trafficking case to minimally include:
- A. Control;
  - B. Document Holding; and
  - C. Isolation.
- 4.17.5 The trainee will identify certain clues to human trafficking, to include:
- A. Evidence of sleeping or living in commercial setting;
  - B. Evidence of being controlled;
  - C. Evidence of inability to move or leave job;
  - D. Bruises or other signs of physical abuse;
  - E. Fear or depression;
  - F. Not speaking on own behalf;
  - G. No passport or other forms of identification or documentation; and
  - H. Isolation.
- 4.17.6 The trainee will identify certain groups of people vulnerable to human trafficking in New Jersey.
- 4.17.7 The trainee will identify reasons why victims of human trafficking do not come forward to seek help from law enforcement.

4.17.8 The trainee will identify appropriate questions to ask when interacting with possible victims of human trafficking.

4.17.9 The trainee will identify appropriate actions and behaviors when interacting with possible victims of human trafficking.

4.17.10 The trainee will identify appropriate lines of communication for making notifications or reporting information when a law enforcement officer makes an arrest or otherwise develops probable cause to believe that human trafficking has been or is being committed.

## **FUNCTIONAL AREA 5 - LEGAL REQUIREMENTS OF ARREST, SEARCH, SEIZURE, EVIDENCE, AND USE OF FORCE**

**UNIT GOAL:** The trainee will understand the constitutional principles and legal precedents relating to arrest, search, and seizure. Additionally, policy and law relating to use of force will be covered.

### **INSTRUCTIONAL UNITS:**

#### **5.1 CONSTITUTIONAL RIGHTS**

The unit covers the basic rights of individuals as provided by the United States Constitution and the New Jersey Constitution, with special emphasis on the federal First, Fourth, Fifth and Sixth Amendments and the corresponding state provisions. The authority of the courts in resolving constitutional issues is described and the purpose of the court-created Exclusionary Rule is explained.

#### **5.2 PROBABLE CAUSE**

The unit discusses the concept and definition of probable cause. It covers the sources for developing probable cause and the considerations that should be identified for establishing probable cause. The trainee will be given practice in determining whether sufficient basis exists for establishing probable cause.

#### **5.3 LEGAL REQUIREMENTS AND PROCEDURES OF LAWFUL ARREST**

The unit covers the legal requirements that must exist before an arrest can be made, the law enforcement officer's authority and jurisdiction to arrest, the requirements and limitations of an arrest with or without a warrant, and the process for obtaining a complaint-summons and a complaint-warrant. The unit presents other arrest authorities, for example, citizen arrest, and the police procedures for persons exempt from arrest. The unit emphasizes the conditions when Miranda warnings are to be given. The unit provides the trainee with practice in determining whether an arrest is lawful and in determining when Miranda warnings are to be given.

#### **5.4 FIELD INQUIRIES, TERRY STOPS AND TERRY FRISKS**

The unit covers the legal requirements necessary for street encounters including inquiries, stops, and detention and covers legal guidelines regarding frisks. The unit also explains the legal limitations to a field stop and pat down.

## **5.5 SEARCH WARRANTS**

This unit covers the legal requirements that must exist before a search warrant can be issued, the requirements for obtaining a search warrant, and the procedures to follow in the execution of the search warrant. Exceptions to the search warrant requirement are covered including searches incident to arrest, consent searches, plain view, automobile exception and exigent circumstances. Body intrusion searches and telephonic search warrants are also covered in the unit.

## **5.6 WARRANTLESS SEARCHES AND SEIZURES**

This unit discusses interpreting the Fourth Amendment, and whether or not an officer can search and/or seize evidence without a warrant.

## **5.7 FIFTH AMENDMENT AND MIRANDA WARNINGS**

This unit discusses when Miranda warnings are required to be given.

## **5.8 USE OF FORCE**

This unit provides an overview of the statutory requirements regarding use of force. The concept of reasonable force is emphasized in self-defense situations, in defense of others, in law enforcement situations and in defense of premises and personal property. Through the use of simulated situations, the trainee is provided with the opportunity to evaluate whether the force used was reasonable under the circumstances. The Attorney General's guidelines prohibiting warning shots and describing sanctions a law enforcement officer may incur for the improper use of force are also covered.

## **5.9 EYEWITNESS IDENTIFICATION**

This unit discusses the procedures which must be followed to conduct a proper show up, photo array, and lineup to ensure that the results are admissible in court. The suspect's rights and the role of counsel during these procedures are outlined. The steps necessary to compel a person not in police custody to appear in a lineup are also identified.

## **5.10 RULES OF EVIDENCE**

This unit touches upon the basic legal concepts regarding the rules of evidence as they apply to a law enforcement officer's duty. Classification of evidence, types of evidence, witness qualification, testimonial privileges, hearsay evidence and the types of statements or evidence which may or may not be admissible in court are topics introduced in the unit. The importance of demonstrating the chain of evidence is also introduced.

### **5.11 ASSET FORFEITURE**

This unit discusses the legal issues surrounding asset forfeiture including what can be seized and how to initiate asset forfeiture proceedings. The Attorney General's Forfeiture Guidelines are presented and investigation techniques used to enhance forfeiture proceedings are identified. Through the use of simulated situations trainees will be required to determine whether a forfeiture action against property is appropriate.

## INSTRUCTIONAL UNIT 5.1: CONSTITUTIONAL RIGHTS

**UNIT GOAL:** The trainee will identify certain constitutional provisions that protect the rights of individual citizens.

### **PERFORMANCE OBJECTIVES**

- 5.1.1 The trainee will identify the role of each branch of government pursuant to the Constitutions of the United States and the State of New Jersey.
- 5.1.2 The trainee will identify the purpose of the Bill of Rights.
- 5.1.3 The trainee will identify the authority of the judicial branch to interpret the Constitution.
- 5.1.4 The trainee will identify the authority of the New Jersey Supreme Court to interpret the United States Constitution and the New Jersey Constitution.
  - A. The trainee will identify the importance of case law.
- 5.1.5 The trainee will identify the authority of the United States Supreme Court and the New Jersey Supreme Court to interpret the constitutionality of statutes.
- 5.1.6 The trainee will identify the rights granted to citizens under the First Amendment.
- 5.1.7 The trainee will identify the rights granted to citizens under the Fourth Amendment.
- 5.1.8 The trainee will identify the rights granted to citizens under the Fifth Amendment.
- 5.1.9 The trainee will identify the rights granted to citizens under the Sixth Amendment.
- 5.1.10 The trainee will identify the rights granted to citizens under the Eighth Amendment in conjunction with the New Jersey Constitution and the New Jersey Court Rules regarding bail for a person accused of a criminal offense.

5.1.11 The trainee will identify the Due Process Clause and its application to the states under the Fourteenth Amendment.

5.1.12 The trainee will identify the purpose of the Exclusionary Rule and the consequences of violating the constitutional rights of an individual.

## INSTRUCTIONAL UNIT 5.2: PROBABLE CAUSE

**UNIT GOAL:** The trainee will identify the concept of probable cause.

### **PERFORMANCE OBJECTIVES**

- 5.2.1 The trainee will identify the definition of probable cause as it pertains to:
- A. An arrest with a warrant;
  - B. An arrest without a warrant;
  - C. A search with a warrant; and
  - D. A search without a warrant.
- 5.2.2 The trainee will identify sources for developing probable cause.
- 5.2.3 The trainee will identify problems with establishing probable cause through anonymous informants.

## INSTRUCTIONAL UNIT 5.3: LEGAL REQUIREMENTS AND PROCEDURES OF LAWFUL ARREST

**UNIT GOAL:** The trainee will identify the legal requirements and procedures for an arrest.

### **PERFORMANCE OBJECTIVES**

- 5.3.1 The trainee will identify the differences between:
- A. Hunch;
  - B. Reasonable and Articulate Suspicion;
  - C. Probable Cause; and
  - D. Proof Beyond a Reasonable Doubt.
- 5.3.2 The trainee will identify the requirements of a legal arrest for a:
- A. Crime; and
  - B. Offense.
- 5.3.3 The trainee will identify the law enforcement officer's authority and jurisdiction as determined by statute and/or court-sanctioned authority. These will minimally include:
- A. Arrest within the geographic area of appointing authority;
  - B. Arrest beyond the geographic area of appointing authority;
  - C. Arrest based on pursuit;
  - D. Arrest for motor vehicle violations;
  - E. Arrest based on verbally transmitted information; and
  - F. Arrest based on written transmitted information.
- 5.3.4 The trainee will identify the following instruments and the requirements and processes for obtaining each:
- A. Complaint;
  - B. Complaint-summons (NJ/CDR-1); and
  - C. Complaint-warrant (NJ/CDR-2).
- 5.3.5 The trainee will identify when a law enforcement officer would be authorized to charge a defendant on a complaint-warrant and/or complaint-summons pursuant to the provisions of:
- A. R. 3:4-1, Procedure After Arrest;
  - B. R. 3:3-1, Issuance of an Arrest Warrant or Summons; and

C. R. 3:2-3, Arrest Warrant.

- 5.3.6 The trainee will identify the proper steps in serving a complaint-warrant (NJ/CDR-2).
- 5.3.7 The trainee will identify the Constitutional requirements for an arrest with a warrant.
- 5.3.8 The trainee will identify the exceptions to an arrest warrant requirement.
- 5.3.9 Intentionally Deleted 6.3.15.
- 5.3.10 Intentionally Deleted 6.3.15.
- 5.3.11 The trainee will identify the following concepts:
  - A. The authority of a citizen to arrest without a warrant; and
  - B. Arrest by SPCA Humane Law Enforcement Officers.
- 5.3.12 The trainee will identify the liabilities and immunities for law enforcement officers in making an arrest.

## INSTRUCTIONAL UNIT 5.4: FIELD INQUIRIES, TERRY STOPS AND TERRY FRISKS

**UNIT GOAL:** The trainee will identify the legal requirements for Field Inquiries, Terry stops and Terry frisks.

### **PERFORMANCE OBJECTIVES**

- 5.4.1 The trainee will identify what constitutes a field inquiry and the legal requirement that the officer's reason for the initial inquiry was not based on race, ethnicity or age of the individual.
- 5.4.2 The trainee will identify case law interpreting field inquiries.
- 5.4.3 The trainee will identify the legal requirements for investigative detention:
- A. Terry stop;
  - B. Terry frisk
- 5.4.4 The trainee will identify case law interpreting Terry stops:
- A. Difference between anonymous tips, informant tips, confidential tips and citizen tips;
  - B. Difference between federal and New Jersey law concerning flight of a suspect.
- 5.4.5 The trainee will identify case law interpreting what would constitute circumstances justifying:
- A. A pat down for weapons;
  - B. A pat down and removal of soft objects; and
  - C. A pat down and removal of suspicious bulges pursuant to the plain touch doctrine.
- 5.4.6 The trainee will understand the concept that there are no circumstances where a pat down can be considered justification for entering a resident's home. (See 5.6.5 and 5.6.10 for only circumstances which would allow for a warrantless entry into a residence.)
- 5.4.7 The trainee will identify that handcuffing a suspect during a Terry stop or Terry frisk does not automatically constitute an arrest.

## INSTRUCTIONAL UNIT 5.5: SEARCH WARRANTS

**UNIT GOAL:** The trainee will identify the requirements to write and/or prepare and execute a search warrant pursuant to New Jersey law.

### **PERFORMANCE OBJECTIVES**

- 5.5.1 The trainee will identify that search warrants are required to search and seize evidence in a dwelling unless very limited circumstances arise.
- 5.5.2 The trainee will identify Fourth Amendment requirements and New Jersey constitutional requirements for search warrants:
- A. Based upon probable cause;
  - B. Supported by oath or affirmation; and
  - C. Particularly describing place to be searched and persons or things to be seized.
- 5.5.3 The trainee will identify several types of search warrants:
- A. Traditional;
  - B. Anticipatory Search Warrant; and
  - C. Communications Data Warrant.
- 5.5.4 The trainee will identify what a search warrant enables a law enforcement officer to seize:
- A. Documents;
  - B. Books;
  - C. Papers; and
  - D. Other Intangible Objects.
- 5.5.5 The trainee will identify the basic ingredients of a search warrant affidavit:
- A. Description of places or persons to be searched;
  - B. Qualifications of the affiant;
  - C. List of contraband to be seized;
  - D. Crimes being investigated; and
  - E. Probable cause.
- 5.5.6 The trainee will identify the necessity for a search warrant affidavit and/or search warrant to describe the places and/or persons to be searched:
- A. Whether the entire house or a specific area within a house;

- B. Sheds, detached garages;
- C. Multi-occupancy buildings and the requirements for apartments to be particularly described;
- D. Vehicles;
- E. Persons; and
- F. Area within curtilage of home.

5.5.7 The trainee will identify the qualifications of a law enforcement officer to be written in a search warrant affidavit and/or a search warrant.

5.5.8 The trainee will identify the list of evidence/contraband required in a search warrant affidavit and/or a search warrant:

- A. General narcotics cases;
- B. Homicide investigations;
- C. Economic/white collar investigations; and
- D. Cell phones.

5.5.9 The trainee will identify the requirement to list the crimes under investigation in the search warrant affidavit and/or search warrant.

5.5.10 The trainee will identify the requirement that there must be sufficient probable cause to search and seize evidence in the warrant affidavit and the warrant itself.

5.5.11 The trainee will identify the difference between a “knock and announce” and a “no-knock” search warrant.

5.5.12 The trainee will identify the requirements regarding search warrants pursuant:

- A. Attorney General Directive 2002-02 concerning search warrant affidavits
- B. Attorney General Directive 2021-12 concerning “no knock” search warrants

5.5.13 The trainee will identify the process to obtain approval for a search warrant affidavit and/or warrant.

- A. Review by an assistant prosecutor or deputy attorney general;
- B. Review by the court.

5.5.14 The trainee will identify when a search warrant must be executed.

5.5.15 The trainee will identify the requirements for secrecy in executing a search warrant.

- 5.5.16 The trainee will identify the amount of force that may be used in executing a search warrant.
- A. The trainee will identify the legal significance of the use of Distraction Devices (also referred to as “flash bangs”) and the narrow scope for the utilization in accordance with NJ Attorney General Law Enforcement Directive 2021-12
- 5.5.17 The trainee will identify the legal paperwork generated in a search warrant application to include:
- A. Search warrant affidavit;
  - B. Search warrant;
  - C. Search warrant cover sheet;
  - D. Search warrant return;
  - E. Evidence list detailing items seized;
  - F. Evidence list indicating persons seized; and
  - G. Search warrant approval form.
  - H. No Knock search warrant application form
- 5.5.18 The trainee will identify the requirements for a telephonic search warrant after State v. Witt, 223 N.J. 409 (2015) and pursuant to R.3:5-3(b).

## INSTRUCTIONAL UNIT 5.6: WARRANTLESS SEARCHES AND SEIZURES

**UNIT GOAL:** The trainee will identify case law interpreting the Fourth Amendment, and whether or not an officer can search and/or seize evidence without a warrant.

### **PERFORMANCE OBJECTIVES**

- 5.6.1 The trainee will identify constitutional protections given to all citizens under the Fourth Amendment to the United States Constitution, and Article I, Paragraph 7 of the New Jersey Constitution.
- 5.6.2 The trainee will identify that the Fourth Amendment protects against unreasonable searches and seizures by government officials:
- A. Federal case law interpreting this concept;
  - B. New Jersey case law interpreting this concept.
- 5.6.3 The trainee will identify what constitutes a reasonable expectation of privacy pursuant to case law.
- 5.6.4 The trainee will identify the standard of review in any subsequent suppression hearing concerning the actions of an officer:
- A. Warrantless searches must be justified by law enforcement under established theories;
  - B. General Rule -- in New Jersey, a warrantless search is impermissible unless it falls under an exception to the warrant requirement;
  - C. Under the concept of Dual Federalism, the New Jersey Supreme Court, interpreting the New Jersey Constitution has provided more rights than the United States Constitution.
- 5.6.5 The trainee will identify the “consent to search” warrantless search requirement:
- A. What constitutes a voluntary and knowing consent;
  - B. When is a third-party consent valid; and
  - C. The scope of a consent search.
- 5.6.6 The trainee will identify New Jersey case law interpreting “consent to search” cases and motor vehicles:
- A. Two-pronged test established by the New Jersey Supreme Court under *State v. Carty*, 170 N.J. 632 (2002);

- B. Case law interpreting what constitutes reasonable and articulable suspicion;
- C. The application of the Carty standard to disabled cars; and
- D. Case law interpreting consent to search a vehicle in narcotics cases.

5.6.7 The trainee will identify warrantless searches authorized under the “automobile exception”:

- A. The trainee will identify the aspect of mobility in a motor vehicle and how that factors into officers not having to have a search warrant as compared to a house or other immovable location which would require a warrant.
- B. The trainee will identify examples of probable cause in a motor vehicle setting that would allow a warrantless search of that vehicle.
- C. The trainee will identify the Federal case standard (Carroll, 1925); and how New Jersey used the Alston (1981) case until 2009 when Pena-Flores inserted the exigency requirement, and how in State vs. Witt (2015) case overruled Pena-Flores ruling

5.6.8 The trainee will identify the concept of a search incident to a valid arrest:

- A. New Jersey case law limiting search incident to a valid arrest during a motor vehicle stop;
- B. The Supreme Court ruling in State v. Eckel, 185 N.J. 523 (2006) holding “once the occupant of the car has been arrested, removed or secured elsewhere, the rationale for a search incident to an arrest no longer applies and law enforcement must secure the vehicle and get a search warrant;”
- C. Case law interpreting search incident to a valid arrest in non- motor vehicle cases;
- D. Case law interpreting the contemporaneous requirement; and
- E. Case law interpreting the scope of the search.

5.6.9 The trainee will identify what constitutes reasonable and articulable suspicion to stop a motor vehicle:

- A. Observations of a Title 39 offense;
- B. Information from dispatcher reports;
- C. Calls/tips from the public;
- D. Motor vehicle stops justified under the community caretaker function;
- E. Authority to remove driver/passenger from vehicle;
- F. Length of the detention; and
- G. Roadblocks.

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*Instructor's Note: Given the "automobile exception," discuss how the case law changed, highlighting the importance of staying abreast of legal decisions; also discuss the case law involving canine searches.*

5.6.10 The trainee will identify what constitutes exigent circumstances and/or hot pursuit, justifying a warrantless search of a home or residence.

5.6.11 The trainee will identify the three-pronged emergency-aid doctrine and scope of the search justified.

5.6.12 The trainee will identify the two-pronged test to justify an inventory search.

5.6.13 The trainee will identify the plain-view doctrine.

5.6.14 The trainee will identify the plain-touch doctrine.

5.6.15 The trainee will identify the plain-smell doctrine.

5.6.16 The trainee will identify what constitutes abandoned property.

5.6.17 The trainee will identify the methods for seizure or extraction of physical evidence from a person's body.

## INSTRUCTIONAL UNIT 5.7: FIFTH AMENDMENT AND MIRANDA WARNINGS

**UNIT GOAL:** The trainee will identify when Miranda warnings are required to be given.

### **PERFORMANCE OBJECTIVES**

- 5.7.1 The trainee will identify constitutional provisions associated with Miranda warnings:
  - A. Fifth Amendment;
  - B. Sixth Amendment.
- 5.7.2 The trainee will identify when Miranda warnings must be given.
- 5.7.3 The trainee will identify case law interpreting what constitutes “custody.”
- 5.7.4 The trainee will identify case law interpreting what constitutes “interrogation.”
- 5.7.5 The trainee will identify whether or not there is a public safety exception to the Miranda rule.
- 5.7.6 The trainee will identify when Miranda warnings must be given in juvenile proceedings, and the steps that must be taken to contact a guardian<sup>19</sup>.
- 5.7.7 The trainee will identify what constitutes a valid waiver of the Miranda warnings:
  - A. Ambiguous assertions;
  - B. Remaining silent; and
  - C. Initiating contact with law enforcement after initially invoking Fifth Amendment rights.
- 5.7.8 The trainee will identify steps that must be taken if an attorney calls claiming to represent a defendant during an interrogation.
- 5.7.9 The trainee will identify whether Miranda warnings must be given during routine booking/processing questions.
- 5.7.10 The trainee will identify whether or not a waiver was voluntary.

5.7.11 The trainee will identify case law interpreting the appropriate length of interrogation.

5.7.12 The trainee will identify when a Sixth Amendment right to counsel becomes effective.

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*Instructor's Note: Given time, discuss the Station House Adjustment Guidelines concerning the alternative method that law enforcement agencies may use to handle first-time juvenile offenders who have committed minor juvenile delinquency offenses within their jurisdiction, pursuant to Attorney General Directive 2020-12.*

## INSTRUCTIONAL UNIT 5.8: USE OF FORCE

**UNIT GOAL:** The trainee will identify the justifications under N.J.S.A. 2C:3-1 et seq., and the Attorney General’s Use of Force Policy (issued December 2021) that apply to the lawful use of force, and consequences that might result from the misuse of force.

### **PERFORMANCE OBJECTIVES**

- 5.8.1 The trainee will define and give examples of:
- A. Bodily Harm/ Injury, pursuant to N.J.S.A. 2C:3-11e;
  - B. Serious Bodily Harm/ Injury, pursuant to N.J.S.A. 2C:3-11d;
  - C. Deadly Force, pursuant to N.J.S.A. 2C:3-11b; which includes the following:
    - 1. applying a chokehold, carotid artery restraint, or similar technique that involves pressure on the neck;
    - 2. sitting, kneeling, or standing on a person’s chest, back, or neck for a prolonged period of time;
    - 3. intentionally driving a vehicle at or in the direction of a person with the intent to strike the individual; and
    - 4. using a baton or other weapon to intentionally strike an individual in the head or neck area
  - D. Unlawful Force, pursuant to N.J.S.A. 2C:3-11a
  - E. The trainee will identify the five levels of resistance needed to determine the appropriate level of force when encountering resistance:
    - 1. Passive Resistor
    - 2. Active Resistor
    - 3. Threatening Assailant
    - 4. Active Assailant
- 5.8.2 The trainee will identify the criteria for determining whether or not the use of force is reasonable:
- A. Pursuant to relevant statutes;
  - B. Pursuant to the Attorney General’s Use of Force policy;
  - C. For corrections officers pursuant to N.J.S.A. 10A:3-3.4a and b;
  - D. Understanding that the test to determine reasonableness will be objective rather than subjective
  - E. That the level of force used is reasonable, necessary, and proportional to the level of resistance used or threatened against the officer or others in

order to overcome the unlawful force used or resistance being confronted.

- F. That the use of, or threat to use force is prohibited in order to:
  - 1. Punish a person or retaliate against them for prior conduct
  - 2. Be a lesson to prevent a person from resisting or fleeing in the future
  - 3. Resolve a situation more quickly (unless the delay would pose a safety risk or interfere with other legitimate law enforcement objectives)

5.8.3 The trainee will identify the conditions that must be met before non-deadly force may be used in self- defense:

- A. Pursuant to N.J.S.A. 2C:3-4a; and
- B. Pursuant to the Attorney General’s Use of Force Policy: Core Principle 4.3

5.8.4 The trainee will identify the following concepts dealing with use of non-deadly force in an arrest situation:

- A. Limitations of the Use of force pursuant to N.J.S.A. 2C:3-4b;
- B. Case law interpreting what a private citizen can do when excessive force is used by a law enforcement officer;
- C. Case law concerning officers’ liability for excessive Use of force; and
- D. Case law indicating private citizens may not resist arrest.

5.8.5 The trainee will identify the difference between use of force in resisting arrest and use of force against unlawful force during an arrest in accordance with N.J.S.A 2C:3-4b(1)a

5.8.6 The trainee will identify the conditions that must be met before deadly force may be used in self-defense:

- A. Pursuant to N.J.S.A. 2C:3-4b(2); and
- B. Pursuant to the Attorney General’s Use of Force Policy

5.8.7 The trainee will identify the conditions that must be met before non-deadly force may be used to protect a third-party:

- A. Pursuant to N.J.S.A. 2C:3-5; and
- B. Pursuant to the Attorney General’s Use of Force Policy.

5.8.8 The trainee will identify the conditions that must be met before deadly force may be used to protect a third-party:

- A. Pursuant to N.J.S.A. 2C:3-5; and
- B. Pursuant to the Attorney General’s Use of Force Policy.

5.8.9 The trainee will identify Seven Core Principles of the 2021 Attorney General

Use of Force Policy to include:

- A. The Sanctity of Human Life and Serving the Community
- B. Force as a Last Resort and Duty to De-Escalate.
- C. Duty to Use Only Objectively Reasonable, Necessary, and Proportional Force.
- D. Duty to Use Deadly Force Only as an Absolute Last Resort and Duty to Avoid Actions Which Create a Substantial Risk of Death or Serious Bodily Injury.
- E. Duty to Intervene and Report.
- F. Duty to Render Medical Assistance.
- G. Duty to Report and Review Uses of Force.

5.8.10 The trainee will identify the force options which may be employed in law enforcement:

- A. Constructive Force;
- B. Physical Force;
- C. Mechanical Force;
- D. Enhanced Mechanical Force; and
- E. Deadly Force.

5.8.11 The trainee will identify the importance of exhausting other reasonable means before resorting to the use of force, if feasible; utilizing the following De-escalation techniques:

- A. Verbal commands
- B. Critical decision making
- C. Tactical deployment techniques
  - 1. Tactical communication
  - 2. Tactical positioning
  - 3. Strategic deployment
  - 4. Time as a Tactic

- D. Taking into consideration the person's ability to comply, possible mental health crisis, and other factors which may be behind the person's resistance to commands and/or physical threat(s).

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*Instructor's Note: Trainees should be directed to their ICAT (Integrating Communications, Assessment and Tactics) instruction from Instructional Unit 3.15*

5.8.12 The trainee will identify the conditions that must be met before non- deadly force may be used to effectuate an arrest by:

- A. A law enforcement officer pursuant to the Attorney General's policy and N.J.S.A. 2C:3-7;
- B. Private citizens pursuant to N.J.S.A. 2C:3-7.

5.8.13 The trainee will identify the conditions that must be met before deadly force may be used to effectuate an arrest by a law enforcement officer:

- A. Pursuant to Attorney General policy;
- B. Pursuant to N.J.S.A. 2C:3-7b (2).

5.8.14. The trainee will identify the prohibitions on the use of deadly force as described in the Attorney General's Use of Force policy to include:

- A. As a signal to help
- B. As a warning to a suspect
- C. To prevent property damage or loss
- D. To prevent the destruction of evidence; including a chokehold/carotid restraint against a person attempting to swallow evidence
- E. Against a person who poses a threat only to themselves and no other persons
- F. General prohibitions against firing at or from a moving vehicle

5.8.15 The trainee will identify the levels of force that can be used to prevent escape of a suspect from custody, pursuant to N.J.S.A. 2C:3-7c.

5.8.16 The trainee will identify the levels of force that can be used to prevent escape from jail, prison or a similar institution pursuant to N.J.S.A. 2C:3-7c.

5.8.17 The trainee will identify the conditions that must be met before non- deadly force may be used to prevent suicide or the commission of a crime involving bodily harm or damage to property pursuant to N.J.S.A. 2C:3-7e.

5.8.18 The trainee will identify the conditions that must be met before deadly force may

be used to prevent the commission of a crime which will endanger human life or inflict serious bodily harm; including the requirement that imminent danger be present and immediately likely to occur absent action by the officer, pursuant to N.J.S.A 2C:3-7e(2)

5.8.19 The trainee will identify the conditions that must be met in order for force to be used in the defense of property, pursuant to N.J.S.A. 2C:3-6.

5.8.20 The trainee will identify when a request to desist must be used in defense of premises or personal property situations, pursuant to N.J.S.A. 2C:3-6b (1).

5.8.21 The trainee will identify the conditions that must be met in order for non-deadly force to be used in defense of personal property, pursuant to N.J.S.A. 2C:3-6c.

5.8.22 The trainee will identify sanctions and general prohibitions that a law enforcement officer may face as a result of an improper Use of Force:

- A. Criminal sanctions;
- B. Civil sanctions.
- C. Force shall never be used as a retaliatory or punitive measure
- D. Officers may only use Defensive Tactics and Pain Compliance Techniques that they have received departmental training/certification for.

5.8.23 The trainee will identify the requirements for use of a Conducted Energy Device pursuant to Addendum A of the 2021 Attorney General's Use of Force Policy.

5.8.24 The trainee will identify the requirements for the use of *Less Lethal Devices and Ammunition*, pursuant to Addendum A of the 2021 Attorney General's Use of Force Policy.

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*Instructor's note: full training & certification on CED's & Less Lethal Devices & Ammunition is completed through the trainee's agency*

5.8.25 The trainee will identify the conditions that must be met when attempting to control or disperse a civil disturbance, including:

- A. the differentiation between a peaceful demonstration and a civil disturbance
- B. the identification of level of resistance threatened or used by individual actors or persons in concert with others to engage in unlawful acts; in order to apply the proportional, the level of force to achieve a lawful purpose;
- C. the use of clear communication of instructions, warnings and consequences

and reasonable opportunity to comply  
D. restrictions involving the use of Less Than Lethal ammunition, CED's, OC sprays, and police canines in regards to crowd management

5.8.26 The trainee will identify the risks of positional asphyxiation during any restraint of a subject who has been restrained, handcuffed, or left in any position that would impair their breathing; including:

A. The heightened risk factors for positional asphyxiation including:

1. alcohol or drug intoxication;
2. possible mental health episode or incident;
3. a substantially overweight individual;
4. possible suffering of respiratory muscle fatigue (exhaustion);
5. possible airway obstruction;
6. unconsciousness

B. The actions required to reduce any risk of positional asphyxiation to a subject,

C. The requirement to monitor the condition of any person in custody showing signs of positional asphyxiation.

5.8.27 The trainee will identify the requirement to render medical assistance to any injured person following an officer's use of force.

5.8.28 The trainee will identify the duty to intervene and immediately report any use of illegal, excessive, or otherwise inconsistent with the Use of Force policy.

5.8.29 The trainee will identify the requirements of reporting certain levels of force applied in the course of their duties, including pointing a firearm as constructive force to the Attorney General Use of Force reporting portal in accordance to the Attorney General's Use of Force Policy.

5.8.30 The trainee will identify the procedures to access the Attorney General's Use of Force Reporting portal in order to file a Use of Force report pursuant to the Attorney General's Use of Force Policy.

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*Instructors note: Motor vehicle pursuit guidelines are anchored in Addendum B of the 2021 Use of Force Policy; and this component is covered in Instructional Unit 7.2.*

## INSTRUCTIONAL UNIT 5.9: EYEWITNESS IDENTIFICATION

**UNIT GOAL:** The trainee will identify the proper procedures for preparing and conducting lineups and photo arrays.

### **PERFORMANCE OBJECTIVES**

- 5.9.1 The trainee will identify the purpose of the 2001 Attorney General Guidelines for Preparing and Conducting Photo and Live Lineup Identification Procedures:
- A. Level playing field;
  - B. Suspect should not unduly stand out.
- 5.9.2 The trainee will identify the role of memory and recollection as issues in identification procedures.
- 5.9.3 The trainee will identify the concept of “blind testing” in the role of identification:
- A. Blind testing means that the person administering the test does not know the “correct” or “desired” answer;
  - B. No presumption of an intentional effort by the tester to influence the subject; and
  - C. The trainee will identify that the purpose of blind testing is to prevent unintentional influence.
- 5.9.4 The trainee will identify the purpose of an “Independent Lineup Administrator”:
- A. The use of an Independent Lineup Administrator should be the rule and not the exception;
  - B. The Independent Lineup Administrator should be trained to conduct lineups and record results.
- 5.9.5 The trainee will identify the proper procedure for composing a photo or live lineup:
- A. Suspect should not unduly stand out, but complete uniformity of features is NOT required;
  - B. Fillers must merely match the description of the offender as given by the witness:
    1. If there is a limited or inadequate description or when the description of the perpetrator differs significantly from the

- appearance of the suspect; fillers should resemble the suspect in significant features;
2. Artificially add or conceal unique or unusual features like scars or tattoos;
  3. Try to select fillers with similar features/characteristics or enhance fillers with a similar feature;
  4. If suspect has a unique feature not described by the witness, you should NOT alter the suspect's photo;
  5. If available, select photo that resembles the suspect's description at the time of the incident;
  6. Minimum of 5 fillers for photo lineups;
  7. Minimum of 4 fillers for live lineups;
  8. May use more than the recommended number of fillers; and
  9. Avoid reusing fillers for the same witness.
- C. Should include only one suspect in each identification procedure;
- D. When conducting more than one lineup due to multiple witnesses, consider placing the suspect in different positions in each lineup;
- E. Reserve some witnesses for alternative identification procedures;
- F. Ensure that no writings or information concerning previous arrests are visible;
- G. Always double-check the array once completed:
1. Get other opinions;
  2. Preserve the presentation order of the photo lineup;
- H. Individuals or photos should be viewed one at a time and presented in random order;
- I. Ensure that any identification action, such as speaking or moving, is performed by all members of the lineup.

5.9.6 The trainee will identify the instructions that must be given to a witness prior to viewing a photo or live lineup:

- A. Witness must be instructed prior to photo or live lineup that the perpetrator may not be there;
- B. Instructions must ensure that the witness understands a lineup may not only identify the actual perpetrator, but may also exculpate the innocent;
- C. Should also ensure the witness knows that the individuals in the lineup may not appear exactly as they did on the date of the incident;
- D. Assure the witness that regardless of whether or not an ID is made, police will continue to investigate the incident; and
- E. Make sure that the witness knows that they must take as much time as necessary before moving to the next individual/photo.

- 5.9.7 The trainee will identify the proper technique for recording identification results.
- 5.9.8 The trainee will identify that “show-ups” are still permissible under New Jersey law.
- 5.9.9 The trainee will identify the legal considerations regarding admissibility of out-of-court identifications.
- A. Totality of circumstances test;
  - B. Compliance with legal standards does not guarantee an accurate identification.
- 5.9.10 The trainee will identify the requirements pertaining to the recordation of any eyewitness identifications (photographic, live/show up) in accordance with:
- A. NJ Court Rules R. 3:11 (this accounts for the required actions for any eyewitness ID in the field or post-incident investigation)
  - B. ATTORNEY GENERAL GUIDELINES FOR PREPARING AND CONDUCTING OUT-OF-COURT EYEWITNESS IDENTIFICATIONS, issued 2/9/21)
  - C. Attorney General Photo-Array Eyewitness Identification and Show up Identification Procedures worksheets

## INSTRUCTIONAL UNIT 5.10: RULES OF EVIDENCE

**UNIT GOAL:** The trainee will understand the basic rules of evidence.

### **PERFORMANCE OBJECTIVES**

- 5.10.1 The trainee will identify the legal definition of “chain of custody,” pursuant to N.J.R.E. 901, State v. Brunson, 132 N.J. 337 (1993) and State v. Morton, 155 N.J. 383, 446 (1998).
- 5.10.2 The trainee will identify the definition of “relevant evidence” pursuant to N.J.R.E. 401.
- 5.10.3 The trainee will identify the legal requirements to have evidence admitted into court.
- 5.10.4 The trainee will identify the legal requirements to have the following exhibits admitted into court:
- A. Real;
  - B. Documentary;
  - C. Demonstrative;
  - D. Illustrative Aids; and
  - E. Photographs, Videotapes, CDs and DVDs.
- 5.10.5 The trainee will distinguish between presumptions and inferences pursuant to N.J.R.E. 301 as they relate to the State’s burden of proof.
- 5.10.6 The trainee will identify how evidence may be excluded from consideration:
- A. Suppression as a result of a violation of Fourth, Fifth or Sixth Amendment Rights;
  - B. Duplicative, pursuant to N.J.R.E. 1004(d); and
  - C. Probative Value is substantially outweighed by the prejudicial effect, pursuant to N.J.R.E. 403.
- 5.10.7 The trainee will identify the role of a witness in a trial.
- 5.10.8 The trainee will identify the criteria for a witness to be permitted to testify.
- 5.10.9 The trainee will identify the following testimonial privileges:

- A. Self-incrimination, pursuant to N.J.R.E. 503;
- B. Marital, pursuant to N.J.R.E. 509;
- C. Lawyer-client, pursuant to N.J.R.E. 504;
- D. Patient-physician, pursuant to N.J.R.E. 506;
- E. Clergymen-penitent, pursuant to N.J.R.E. 511;
- F. Informer's identity privilege, pursuant to N.J.R.E. 516; and
- G. Psychologist-patient, pursuant to N.J.R.E. 505.

5.10.10 The trainee will identify what constitutes inadmissible hearsay.<sup>20</sup>

5.10.11 The trainee will identify exceptions to the Hearsay Rule. These shall minimally include:

- A. Prior statement by a witness, pursuant to N.J.R.E. 803(a);
- B. Statement by a party opponent, pursuant to N.J.R.E. 803(b);
- C. Excited Utterance, pursuant to N.J.R.E. 803(c)(2);
- D. Dying Declaration, pursuant to N.J.R.E. 804(b)(2); and
- E. Admission, pursuant to N.J.R.E. 803(b)(1);

5.10.12 The trainee will identify evidence rules concerning:

- A. Prior contradictory statements of witnesses/law enforcement officers;
- B. Prior consistent statements of witnesses/law enforcement officers; and
- C. The cross-examination of witnesses/law enforcement officers on such statements.

5.10.13 The trainee will identify the concepts of Past Recollection Recorded and Past Recollection Refreshed.

5.10.14 The trainee will identify evidence rules governing cross-examination, which shall include:

- A. Prior criminal record of defendant;
- B. Prior criminal record of witnesses;
- C. Prior bad acts;
- D. Bias; and
- E. Character.

5.10.15 The trainee will identify the applicability of the Rules of Evidence in the following hearings:

- A. Grand Jury;
- B. Motion to Suppress;
- C. Jackson/Denon; and

D. Miranda.

5.10.16 The trainee will identify the time-frames for evidence destruction, pursuant to Attorney General Directives 2011-1 and 2010-1. Such evidence will include:

- A. Homicide Evidence;
- B. Sex Crimes Evidence;
- C. Narcotics Evidence;
- D. Firearms Evidence; and
- E. Special Circumstances.

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*<sup>0</sup>Instructor's Note: Identify the differences between "statement" and "conduct" as they pertain to the Hearsay Rule, N.J.R.E. 802 and the definitions contained in N.J.R.E. 801.*

## INSTRUCTIONAL UNIT 5.11: ASSET FORFEITURE

**UNIT GOAL:** The trainee will be able to recognize and identify circumstances where criminal conduct may give rise to asset forfeiture litigation under N.J.S.A. 2C:64 et seq., or other civil remedies including N.J.S.A. 2C:41 et seq., and will have a working knowledge of the methods of seizure and restraint and the applicable New Jersey Attorney General's regulations and guidelines.

### **PERFORMANCE OBJECTIVES**

- 5.11.1 The trainee will define the following terms as they are used in forfeiture litigation.
- A. In Rem;
  - B. Nexus; and
  - C. Proportionality
- 5.11.2 The trainee will identify what types of offenses are subject to forfeiture litigation.
- 5.11.3 The trainee will identify the content of the Attorney General's forfeiture guidelines on the following issues:
- A. Seizure of residences;
  - B. Court approval for seizures;
  - C. Forfeiture and the underlying offense; and
  - D. Disposition and forfeiture and criminal charges.
- 5.11.4 The trainee will identify the maximum time allowed between seizure and the filing of a verified complaint under N.J.S.A. 2C:64 et seq.

## **FUNCTIONAL AREA 6 - COMMUNICATIONS**

**UNIT GOAL:** The trainee will possess the proficiency to communicate effectively and professionally through written, oral, and mechanical media.

### **INSTRUCTIONAL UNITS:**

#### **6.1 NOTE TAKING AND REPORT WRITING**

This unit details the importance of note taking and report writing. It points out the various uses of an officer's notes and discusses information properly included. In simulated situations trainees will have the opportunity to take notes based on specific given details.

This unit also presents those elements which are present in a satisfactory police report. It discusses the qualities of a good report and outlines those areas of information covered by a complete report. Practice in organizing and writing of a report is provided, and use of correct English and proper sentence construction is emphasized.

#### **6.2 TELEPHONE COMMUNICATIONS**

Law enforcement telephone communications with different types of persons under a variety of conditions will be discussed in this unit. Effective telephone communications which project a positive police image and promote good community relations are detailed. In simulated situations, trainees will have the opportunity to respond to various types of calls from persons seeking assistance.

#### **6.3 9-1-1 EMERGENCY RESPONSE SYSTEM**

This unit provides an overview of the 9-1-1 Emergency Response System including definitions of terms, capabilities of the system and the training requirements specified for personnel to serve as call takers and dispatchers.

#### **6.4 VERBAL AND NON-VERBAL COMMUNICATIONS**

This unit presents the basic problems of oral communications between the law enforcement officer and the public. It points out various essentials behind sound and responsible communications, and presents those areas in language and action which the officer should avoid when dealing with citizens. In simulated situations trainees will engage in various person-to-person conversations and confrontations, attempting to respond in a professional and respectful manner. The importance of verbal and non-verbal communications in a community-oriented approach to policing will be emphasized.

## **6.5 POLICE RADIO COMMUNICATIONS**

This unit covers the basic operation of police radio systems, both local and regional, including the Statewide Police Emergency Network (SPEN). Codes and procedures are also identified and explained.

## INSTRUCTIONAL UNIT 6.1: NOTE TAKING AND REPORT WRITING

**UNIT GOAL:** The trainee will be able to gather and analyze relevant information and report it in an objective, clear, and concise manner that will meet the needs of the personnel using the information.

### **PERFORMANCE OBJECTIVES**

- 6.1.1 The trainee will identify two (2) purposes of the incident or investigative report.
- 6.1.2 The trainee will identify four (4) uses of the incident or investigative report.
- 6.1.3 The trainee will identify four (4) potential readers of the incident or investigative report.
- 6.1.4 The trainee will identify the six (6) questions to ask in gathering information.
- 6.1.5 The trainee will identify the four (4) basic steps in effective report writing.
- 6.1.6 The trainee will identify common weaknesses in reports and report writing.
- 6.1.7 The trainee will identify the necessity for accuracy, completeness and truthfulness in a police report from both a legal and an ethical standpoint.
- 6.1.8 The trainee will identify the reasons for preserving accurate field notes and the policy regarding disposition of handwritten notes in accordance with Attorney General Directive 2011-2.
- 6.1.9 The trainee will identify the purpose of use of force reports.
- 6.1.10 The trainee will complete a minimum of three (3) investigative reports throughout the course in an appropriate report format. This will be accomplished by:
  - A. Taking appropriate field notes;
  - B. Organizing the facts in a chronological order;
  - C. Relating the facts in appropriate sentence form;
  - D. Eliminating unnecessary information;
  - E. Ensuring that reports are clear and concise; and
  - F. Answering the questions who, what, when, where, why, and how

## INSTRUCTIONAL UNIT 6.2: TELEPHONE COMMUNICATIONS

**UNIT GOAL:** The trainee will be able to communicate in telephone conversations with all types of persons, under a variety of conditions, in a manner that will promote effective police service and foster a positive community attitude toward the law enforcement officer.

### **PERFORMANCE OBJECTIVES**

- 6.2.1 The trainee will identify what must be accomplished by an officer in a telephone conversation in order to promote a positive police image and effective communication. This response will include:
- A. Prompt answering;
  - B. Appropriate greeting and identification;
  - C. Courteous listening;
  - D. Accurate recording of information;
  - E. Demonstrated interest and sincerity;
  - F. Quick and accurate routing of calls;
  - G. Provision of service or information requested; and
  - H. Courteous termination of call.

## INSTRUCTIONAL UNIT 6.4: VERRBAL AND NON-VERBAL COMMUNICATIONS

**UNIT GOAL:** The trainee will communicate with various segments of the public in such a way as to enhance effective police service and a positive community attitude toward the police. He/she will understand the importance and impact of non-verbal communications on the communications process and the importance of interpersonal communication in community policing.<sup>22</sup>

### **PERFORMANCE OBJECTIVES**

- 6.4.1 The trainee will identify the proper communication skills necessary to communicate with the public.
- 6.4.2 The trainee will identify language factors which would contribute to a negative response from the public. These factors will include:
  - A. Profanity;
  - B. Derogatory language;
  - C. Ethnically offensive terminology; and
  - D. Slang.
- 6.4.3 The trainee will identify the impact of non-verbal communications on what is said verbally.
- 6.4.4 The trainee will identify non-language factors which would contribute to a negative response from the public. These factors will include:
  - A. Officious and oppressive manner;
  - B. Disrespectful attitude/arrogance;
  - C. Officious tone of voice; and
  - D. Use of body language.

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*Instructor's Note: Demonstrate the controls of both voice and body which are required for effective and positive police interaction with the public.*

## INSTRUCTIONAL UNIT 6.5: POLICE RADIO COMMUNICATIONS

**UNIT GOAL:** The trainee will become familiar with basic procedures for operating police radio systems, including operation of the mobile radio and base radio station used by local and regional networks.

### **PERFORMANCE OBJECTIVES**

- 6.5.1 The trainee will identify difference police communication systems to minimally include:
- A. Police Radio;
  - B. Mobile Data Systems; and
  - C. Cellular Phones
- 6.5.2 The trainee will identify the purpose of the police radio system.
- 6.5.3 The trainee will identify the purpose of mobile data systems.<sup>23</sup>
- 6.5.4 The trainee will identify the purpose of cellular phones.
- 6.5.5 The trainee will identify the Statewide Police Emergency Network (SPEN), the functions of each channel, and the circumstances when SPEN can be used most effectively.

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*Instructor's Note: Explain Fourth Amendment issues and legal ramifications for misuse of mobile data systems citing State v. Donis*

## **FUNCTIONAL AREA 7 - VEHICLE OPERATIONS**

**UNIT GOAL:** The trainee will possess the attitudes, knowledge, and skills to operate a police vehicle safely and legally under all operating conditions.

### **INSTRUCTIONAL UNITS:**

#### **7.1 FACTORS AFFECTING ACCIDENT PROBABILITY**

This unit describes the common factors that contribute to motor vehicle accidents. It discusses driver attitudes, concepts of driving, driving hazards, and vehicle operations that specifically pertain to police driving.

#### **7.2 LEGAL REQUIREMENTS AND RESPONSIBILITIES OF POLICE DURING EMERGENCY AND PURSUIT DRIVING**

This unit examines the various aspects of pursuit driving and emergency driving, including agency policy, actions to be taken upon beginning a pursuit, and factors to be considered in determining whether to initiate, continue or abandon a pursuit as outlined in the Attorney General's Police Vehicular Pursuit Policy. The unit also identifies measures that should be taken by the driver of an emergency vehicle to reduce the possibility of an accident while responding to an emergency and the legal aspects of operating an emergency vehicle under emergency conditions. Practice in completing a pursuit incident report is also included.

#### **7.3 INSPECTION AND VEHICULAR MAINTENANCE**

This unit discusses vehicle maintenance and the importance of pre-shift mechanical inspection of a police vehicle.

#### **7.4 VEHICLE CONTROL TECHNIQUES**

This unit examines types of skids, and other emergency maneuvers that affect the driver's control of a motor vehicle. The ability to maintain control of the vehicle during an emergency is stressed.

## INSTRUCTIONAL UNIT 7.1: FACTORS AFFECTING ACCIDENT PROBABILITY

**UNIT GOAL:** The trainee will identify the factors that make an operator susceptible to vehicle accidents.

### **PERFORMANCE OBJECTIVES**

- 7.1.1 The trainee will identify causes of common driver errors that contribute to the occurrence of traffic accidents. These errors will minimally include:
- A. Impaired judgment as a result of alcohol or narcotics use;
  - B. Misinterpretation of driving situations and conditions; and
  - C. Lack of control in emergency situations.
- 7.1.2 The trainee will identify preoccupation, its causes, and the hazards it presents.
- 7.1.3 The trainee will identify the components of defensive driving. These will minimally include:
- A. Driver attitude;
  - B. Driver skill;
  - C. Vehicle capability; and
  - D. Driving conditions.
- 7.1.4 The trainee will identify and distinguish between the following terms:
- A. Reaction time;
  - B. Reaction distance;
  - C. Braking distance; and
  - D. Total stopping distance.
- 7.1.5 The trainee will identify how speed affects the handling and the total stopping distance of a vehicle. This will include:
- A. Effect of speed on total stopping distance; and
  - B. Effect of speed on turning movements.
- 7.1.6 The trainee will identify the driving situations where most collisions involving police vehicles occur. These will minimally include:
- A. Driving through intersections;
  - B. Passing;
  - C. Backing up; and
  - D. Right of way violations.

7.1.7 The trainee will identify why a law enforcement driver should rely on caution and skill rather than emergency warning devices on the police vehicle to reduce the chances of an accident.

## INSTRUCTIONAL UNIT 7.2: LEGAL REQUIREMENTS AND RESPONSIBILITIES OF POLICE DURING EMERGENCY AND PURSUIT DRIVING

**UNIT GOAL:** The trainee will identify the State laws which identify the legal requirements and responsibilities of a law enforcement officer when operating an emergency vehicle under emergency conditions. The trainee will identify the provisions of the Attorney General's Police Vehicular Pursuit Policy. The trainee will identify the common factors involved in determining whether to initiate, continue, or terminate a pursuit. The trainee will identify the vehicular pursuit restrictions contained in the Attorney General's Police Vehicular Pursuit Policy and the sanctions which can be imposed for improperly operating a vehicle under emergency and pursuit conditions. The trainee will identify the importance of demonstrating a public safety attitude while performing emergency and pursuit driving. The trainee will complete a pursuit incident report.

### **PERFORMANCE OBJECTIVES**

- 7.2.1 The trainee will identify the major components of the State motor vehicle code concerning emergency driving.
- 7.2.2 The trainee will identify the major provisions of the Attorney General's Police Vehicular Pursuit Policy to include the following:
  - A. Definitions;
  - B. When an officer may pursue;
  - C. When an officer must terminate a pursuit;
  - D. Role of the pursuing officer and supervisor;
  - E. Pursuit restrictions;
  - F. Interjurisdictional pursuits; and
  - G. Pursuit report requirements.
- 7.2.3 The trainee will identify a law enforcement officer's responsibility regarding emergency driving.
- 7.2.4 The trainee will identify additional responsibilities of a law enforcement officer before initiating and during a pursuit.
- 7.2.5 The trainee will identify the responsibilities of the designated field supervisor during a pursuit.

- 7.2.6 The trainee will identify those factors to be considered in determining whether to initiate, continue, terminate or reinstate a pursuit. These factors will minimally include:
- A. Hazards presented;
  - B. Environmental conditions;
  - C. Condition of equipment and driver skills;
  - D. Offenses committed or suspected;
  - E. Pursuit involving multiple vehicles;
  - F. Pursuit involving multiple jurisdictions;
  - G. Criteria for termination of pursuits according to the Attorney General's Policy; and
  - H. Department Policy.
- 7.2.7 The trainee will identify those actions to be taken upon initiating a pursuit. This will minimally include:
- A. Use of emergency warning devices;
  - B. Notification to communications and supervising officer;
  - C. Recording of target vehicle license plate number/description of vehicle; and
  - D. Considerations of hazardous actions a fleeing suspect might take during pursuit.
- 7.2.8 The trainee will identify the actions that should be taken by the driver of an emergency vehicle to reduce the likelihood of an accident while responding to an emergency. The response will minimally include:
- A. Proper use of emergency warning devices;
  - B. Slowing or stopping for intersections;
  - C. Slowing before curves, then accelerating as curve permits;
  - D. Passing other vehicles on the left; and
  - E. Using well-planned routes of travel.
- 7.2.9 The trainee will identify additional actions that should be taken by the driver of a law enforcement vehicle to reduce the likelihood of an accident while conducting a vehicle pursuit. The response will minimally include:
- A. Following distance;
  - B. Speed and vehicle positioning;
  - C. Communication tactics;
  - D. Maintenance of responsible pursuit behavior demonstrating a public safety

attitude in response to the challenge of a fleeing driver.

7.2.10 The trainee will identify the vehicular pursuit restrictions that are contained in the Attorney General's Police Vehicular Pursuit Policy.

7.2.11 The trainee will identify the criteria for establishing a roadblock including who may establish a roadblock.

7.2.12 The trainee will identify sanctions an individual may face as a result of improper actions during emergency or pursuit driving.

- A. Departmental (Administrative);
- B. Civil; and
- C. Criminal.

## INSTRUCTIONAL UNIT 7.3: INSPECTION AND VEHICLE MAINTENANCE

**UNIT GOAL:** The trainee will identify the knowledge and skills necessary to perform needed vehicle maintenance and inspections.

### **PERFORMANCE OBJECTIVES**

- 7.3.1 The trainee will identify the main objectives of a vehicle inspection and maintenance program. These objectives will minimally include:
- A. Prevention of accidents;
  - B. Promotion of operational efficiency; and
  - C. Reduction of maintenance and repair costs.
- 7.3.2 Given a copy of an inspection checklist, the trainee will be able to identify the procedures for a thorough inspection of a motor vehicle. These procedures will minimally include:
- A. When to check the vehicle;
  - B. Where to check the vehicle; and
  - C. How to check the vehicle.

## INSTRUCTIONAL UNIT 7.4: VEHICLE CONTROL TECHNIQUES

**UNIT GOAL:** The trainee will identify the knowledge and skills necessary to perform various behind-the-wheel maneuvers in a motor vehicle.

### **PERFORMANCE OBJECTIVES**

- 7.4.1 The trainee will identify the correct driving techniques for various operating situations. These situations will minimally include:
- A. Parallel parking;
  - B. Evasive maneuver;
  - C. Controlled braking;
  - D. Skid control;
  - E. Off-road recovery;
  - F. Blowouts;
  - G. Low light and night driving conditions;
  - H. Negotiating intersections; and
  - I. Backing up skills.
- 7.4.2 The trainee will demonstrate the ability to perform various driving techniques for handling common highway emergencies.

## INSTRUCTIONAL UNIT 6.3: 9-1-1 EMERGENCY RESPONSE SYSTEM

**UNIT GOAL:** The trainee will understand the capabilities of the 9-1-1 Emergency Response System and how the system can assist the law enforcement officer.

### **PERFORMANCE OBJECTIVES**

- 6.3.1 The trainee will identify the following terms used in conjunction with the 9-1-1 system.
- A. Public Safety Answering Point (PSAP);
  - B. Public Safety Dispatch Point (PSDP);
  - C. Selective routing;
  - D. Abandoned calls; and
  - E. Enhanced 9-1-1 service.
- 6.3.2 The trainee will identify the capabilities of the 9-1-1 system to include:
- A. Automatic number identification (ANI);
  - B. Automatic location identification (ALI);
  - C. No busy signal;
  - D. Calls from speech and hearing-impaired residents (TDD); and
  - E. Dispatching of firefighting, emergency medical, law enforcement, or other emergency services.
- 6.3.3 The trainee will identify the role of the law enforcement officer in the 9-1-1 Emergency Response System and what specialized training is required to serve as (1) a call taker and (2) a dispatcher.

## **FUNCTIONAL AREA 8 - EMERGENCY MEDICAL CARE**

### **INSTRUCTIONAL UNITS:**

#### **8.1 FIRST RESPONDER TRAINING**

This Unit requires the trainee to successfully complete the National Association of State EMS Officials (NASEMSO) Education Standards for Emergency Medical Responder (EMR): National Standards Curriculum and either the American Heart Association Basic Life Support Course C, Healthcare Provider Course, the American Red Cross CPR for the Professional Rescuer Course, or the National Safety Council Professional Rescuer Course. This unit includes the following from the National Association of State EMS Officials (NASEMSO) Education Standards for Emergency Medical Responder (EMR): National Standards Curriculum:

#### **8.2 CONTROLLING EXPOSURE TO BLOODBORNE PATHOGENS**

This unit discusses Human Immunodeficiency Virus (HIV) and how it is transmitted. It will also discuss the responsibilities the employing agency has to the officer under the PEOSH Blood borne Pathogens Standard as well as their rights under the Ryan White Comprehensive AIDS Emergency Act.

## INSTRUCTIONAL UNIT 8.1: FIRST RESPONDER TRAINING

**UNIT GOAL:** The trainee will develop the skills and knowledge necessary to administer emergency medical care as specified in the Emergency Medical Responder National Standard Curriculum issued by the National Association of State EMS Officials.

### **PERFORMANCE OBJECTIVES**

8.1.1 The trainee will successfully complete the National Association of State EMS Officials (NASEMSO) Education Standards for Emergency Medical Responder (EMR): National Standards Curriculum and either the American Heart Association Basic Life Support Course C, Healthcare Provider Course, the American Red Cross CPR for the Professional Rescuer Course, or the National Safety Council Professional Rescuer Course. The course is broken down into the following:

1. Preparatory;
2. Anatomy and Physiology;
3. Medical Terminology;
4. Pathophysiology;
5. Life Span Development;
6. Public Health;
7. Pharmacology;
8. Airway Management, Respiration and Artificial Ventilation;
9. Patient Assessment;
10. Medicine;
11. Shock and Resuscitation;
12. Trauma;
13. Special Patient Populations; and
14. EMS Operations

## INSTRUCTIONAL UNIT 8.2: CONTROLLING EXPOSURE TO BLOODBORNE PATHOGENS

**UNIT GOAL:** The trainee will identify how the Human Immunodeficiency Virus (HIV) is transmitted and will identify the specific precautions to follow to minimize the risk of contracting the AIDS virus, Hepatitis B virus and other blood borne pathogens while performing job-related duties. The trainee will also identify what responsibilities the employing agency has to the officer under the PEOSH Blood borne Pathogens Standard as well as their rights under the Ryan White Comprehensive AIDS Emergency Act.

### **PERFORMANCE OBJECTIVES**

- 8.2.1 The trainee will identify how the Human Immunodeficiency Virus (HIV) can be transmitted.
- 8.2.2 The trainee will identify general infection control procedures for protection against blood borne pathogens.
- 8.2.3 The trainee will identify precautions to take in response to human bites.
- 8.2.4 The trainee will identify precautions to take when searching a person and handling evidence.
- 8.2.5 The trainee will identify precautions to take when administering cardiopulmonary resuscitation (CPR).
- 8.2.6 The trainee will identify precautions to take when touching or moving a body.
- 8.2.7 The trainee will identify the responsibilities of an employing agency under the PEOSH Bloodborne Pathogens Standard to protect a law enforcement officer from contracting blood borne pathogens. These will minimally include:
  - A. Hepatitis B vaccination;
  - B. Protective equipment;
  - C. Training about potential hazards.
- 8.2.8 The trainee will identify the rights of a law enforcement officer serving as an emergency response employee, under the Ryan White Comprehensive AIDS Resources Emergency Act.

## **FUNCTIONAL AREA 9 - WEAPONRY AND UNARMED DEFENSE**

**UNIT GOAL:** The trainee will possess the basic knowledge and psychomotor skills to exercise competency in the use of firearms, ancillary police weaponry, and unarmed defense.

### **INSTRUCTIONAL UNITS:**

#### **9.1 FIREARMS SAFETY**

This unit stresses firearms safety requirements.

#### **9.2 HANDGUN AND SHOTGUN**

This unit requires the trainee to identify agency authorized firearms, the major parts of the service handgun, and ammunition capabilities. The unit also covers the care and cleaning of the agency authorized handgun.

#### **9.3 SHOOTING PRINCIPLES**

This unit covers the principles of good marksmanship.

#### **9.4 RANGE EXERCISES**

This Unit requires the trainee to demonstrate proficiency in using the agency authorized handgun both in daylight and under night time conditions.

#### **9.5 CHEMICAL AGENT DEVICES**

This unit acquaints the trainee with the types of chemical agent devices and their effects. Trainees will be asked to identify local agency policies regarding the use of these devices. They will also learn to select chemical agent devices that would be appropriate to use in given hypothetical situations.

#### **9.6 UNARMED DEFENSE**

This unit will cover the principles underlying basic weaponless defense. The trainee will learn to use body parts as defensive weapons and will become familiar with the vulnerable parts of the body. The unit will also include disarming techniques and tactics to increase officer capability for self-protection.

## **9.7 BATON TECHNIQUES**

This unit identifies the low and high-risk vulnerable areas of the body, covers the basic techniques of using the baton, and develops an awareness of the consequences that might result from inappropriate use of the weapon.

## INSTRUCTIONAL UNIT 9.1: FIREARMS SAFETY

**UNIT GOAL:** The trainee will handle weapons in a safe manner.

### **PERFORMANCE OBJECTIVE**

- 9.1.1 The trainee will identify how to safely handle handguns. This will minimally be done under the following conditions/situations:
- A. Securing all agency-authorized as well as off- duty handguns at all times;
  - B. Loading and unloading revolvers and semi-automatic pistols
  - C. Utilizing authorized agency loading devices or bullet loops (authorized agency loading device may include speed loaders, speed strips, and bullet pouches.);
  - D. Holstering and drawing authorized agency handguns;
  - E. Inspecting weapons;
  - F. Operating weapons storage mechanisms in agency authorized vehicles and in authorized agency storage areas;
  - G. Clearing malfunctions.
- 9.1.2 Intentionally deleted March 2022. (*AG Directive 2006-3/recalled ballistic vests*)
- 9.1.3 The trainee will identify the provisions of N.J.S.A 2C:58-15 concerning the prohibition of minors to firearms and the related criminal and civil consequences of careless storage of firearms. Furthermore, the trainee should be fully aware of their agency, county, or other policies regarding firearms storage.

## INSTRUCTIONAL UNIT 9.2: HANDGUN FUNCTION

**UNIT GOAL:** The trainee will identify the firearms/ammunition authorized by the employing agency and identify the mechanical functions, capabilities, and maintenance of those weapons.

### **PERFORMANCE OBJECTIVES**

- 9.2.1 The trainee will identify the major parts of the service handgun, and identify the basic mechanical functions.
- 9.2.2 Intentionally Deleted March\_2022 (*former shotgun related objective*)
- 9.2.3 The trainee will identify the effective range and lethal capabilities of the agency handgun(s).
- 9.2.4 The trainee will demonstrate the ability to clean the service handgun effectively.

## INSTRUCTIONAL UNIT 9.3: SHOOTING PRINCIPLES

**UNIT GOAL:** The trainee will identify recognized shooting principles and will demonstrate the techniques of good marksmanship with the agency-approved handgun.

### **PERFORMANCE OBJECTIVES**

9.3.1 The trainee will identify the principles of good marksmanship and will demonstrate the techniques with a handgun. The presentation will minimally include:

- A. Stance;
- B. Grip;
- C. Breath control;
- D. Sight alignment;
- E. Trigger control; and
- F. Follow through.

9.3.2 The trainee will demonstrate commonly recognized handgun shooting positions. These positions will minimally include:

- A. Prone;
- B. Standing (barricade, and strong);
- C. Kneeling (barricade, and strong);
- D. Point shoulder (with or without barricade);
- E. Natural point;
- F. Isosceles stance;
- G. Weaver stance; and
- H. Weapon retention.

9.3.3 Intentionally Deleted: March 2022 (*former shotgun related objective*)

9.3.4 Intentionally Deleted: March 2022 (*former shotgun related objective*)

9.3.5 Given a series of simulated situations utilizing a firearms training simulator, the trainee will demonstrate appropriate shoot-don't shoot decisions.  
(RECOMMENDED NOT REQUIRED)

9.3.6 Given a series of simulated situations at the firing range, the trainee will demonstrate appropriate shoot-don't shoot decisions.

## INSTRUCTIONAL UNIT 9.4: RANGE EXERCISES

**UNIT GOAL:** The trainee will undergo training and demonstrate shooting proficiency with the service handgun.

### **PERFORMANCE OBJECTIVES**

- 9.4.1 The trainee, given both day and night range exercises, will load, empty, and reload the service handgun, using authorized ammunition\*, and the authorized agency loading device and/or bullet loops worn by the officer on duty. (\*Authorized ammunition can include dummy ammunition during these loading and unloading exercises).
- 9.4.2 In daylight, using agency service ammunition, the trainee will achieve an average of no less than 80% of a possible perfect score (100%) for three consecutive firings of the Handgun Qualification Course (HQC), as set forth in the Police Training Commission Basic Course Firearms Manual.
- 9.4.3 Intentionally Deleted – February 1991.
- 9.4.4 Under subdued lighting conditions, the trainee will fire the Handgun Night Training Course as set forth in the Police Training Commission Basic Course Firearms Manual. The trainee will achieve an average of no less than 80% of a possible perfect score (100%)
- 9.4.5 Intentionally Deleted: March 2022 (*former shotgun related objective*)

## INSTRUCTIONAL UNIT 9.5: CHEMICAL AGENT DEVICES

**UNIT GOAL:** The trainee will identify types, capabilities, and limitations of various chemical agent devices, and will identify local agency policies. The chemical agent devices will include oleoresin capsicum (OC).

### **PERFORMANCE OBJECTIVES**

- 9.5.1 The trainee will identify various chemical agent devices and the capabilities and limitations of each. The chemical agent devices will include oleoresin capsicum (OC).
- 9.5.2 The trainee will identify the factors to be considered in the decision to use a chemical agent. The factors to be identified will minimally include:
- A. Situation e.g., single individual, crowd, an attacking animal;
  - B. Characteristics of the chemical agent in relation to the circumstances presented;
  - C. Environment;
  - D. Avenues of escape; and
  - E. Preparedness and capabilities of control force.
- 9.5.3 Given a description of a series of situations calling for the use of chemical agents and including the factors that would influence the type of agents to be used, the trainee will identify the types of agent(s) to be used dictated by the facts. The situations will include a description of a person attacking an officer with OC spray. The trainee will determine whether the officer is justified in using deadly force in response to the OC attack.
- 9.5.4 The trainee will identify safety precautions associated with carrying OC:
- A. Before using OC;
  - B. When drawing OC;
  - C. When reholstering OC; and
  - D. When other officers are present.
- 9.5.5 The trainee will identify the OC spraying techniques:
- A. Vertical spray;
  - B. Horizontal spray;
  - C. Circular Spray; and
  - D. Duration.

- 9.5.6 The trainee will identify advantages and disadvantages of carrying OC on the strong side and on the weak side.
- 9.5.7 Given simulated situations, the trainee will identify and practice the verbal commands to be used before, during and after confrontations involving the use of OC.
- 9.5.8 The trainee will identify circumstances when OC should not be used. These circumstances will minimally include:
- A. Vicinity of infants;
  - B. Vicinity of juveniles under age of 12;
  - C. Vicinity of the elderly;
  - D. Against certain persons in custody or in restraining devices;
  - E. Against persons operating a motor vehicle or occupying a motor vehicle capable of being operated; and
  - F. When the use of OC may pose a greater risk than an alternative method of physical force.
- 9.5.9 The trainee will identify after care procedures to be taken when a suspect has been sprayed with OC.
- A. Providing assistance to the person sprayed to alleviate the effects of OC and preclude positional asphyxia;
  - B. Monitoring indications of potential in-custody deaths;
  - C. Monitoring suspect until symptoms disappear;
  - D. Identifying whether medical treatment should be obtained; and
  - E. Informing custodians of detention facilities that the individual has recently been sprayed with OC.
- 9.5.10 The trainee will identify indicators that medical treatment should be obtained. These indicators will minimally include:
- A. Display of physical symptoms other than a slight reddening of the skin;
  - B. Complaint of an inordinate amount of pain;
  - C. Symptoms present for more than 30 minutes; and
  - D. Presence of respiratory disease.
- 9.5.11 Given a simulated situation involving the application of OC, the trainee will complete an OC application report.
- 9.5.12 The trainee will identify the precautions required when using Aerosol Spray

Devices due to its flammable nature if used in conjunction with Conducted Energy Devices (CEDs), pursuant to Attorney General Directive 2021-14 and 2021 Use of Force Policy.

## INSTRUCTIONAL UNIT 9.6: UNARMED DEFENSE

**UNIT GOAL:** The trainee will demonstrate an operational level of skill in applying basic defensive techniques.

### **PERFORMANCE OBJECTIVES**

Instructor Note: The trainee will demonstrate an operational level of skill in accordance with the requirements set forth in the Defensive Tactics Manual effective January 1, 2009.

## INSTRUCTIONAL UNIT 9.7: BATON TECHNIQUES

**UNIT GOAL:** The trainee will develop an operational level of skill in using the baton and will know when and how to apply the tactical and legal principles and techniques in police work with an emphasis on the concept of reasonable force.

### **PERFORMANCE OBJECTIVES**

- 9.7.1 The trainee will name the parts of the baton.
- 9.7.2 The trainee will explain the proper purpose and function of the baton in police work and will outline the possible consequences of inappropriate use.
- 9.7.3 The trainee will identify the vulnerable parts of the body where a baton blow:
  - A. Can produce pain or incapacitation with minimum risk of permanent injury;
  - B. Can cause permanent injury or death.
- 9.7.4 The trainee will demonstrate the ability to control and use the baton effectively with the minimum amount of force necessary in a given situation.
- 9.7.5 The trainee will demonstrate the proper drawing and closing techniques of the expandable straight baton if issued by the employing agency.

## **FUNCTIONAL AREA 10 - PATROL CONCEPTS**

**UNIT GOAL:** The trainee will possess the skills and knowledge to perform the patrol function safely and effectively.

### **INSTRUCTIONAL UNITS:**

#### **10.1 PATROL**

This unit introduces two basic patrol strategies and the major types of police patrol as well as the chief advantages and rationale for each type. It covers preventive patrol methods and defines selective enforcement. Factors determining the size of beat and shift assignment of personnel are examined. Advantages of foot patrol and motorized patrol are compared.

#### **10.2 OBSERVATION AND PERCEPTION**

This unit focuses on perception and observation skills. It is designed to help the officer develop basic techniques in observation and perception. It provides a variety of approaches to develop these skills.

#### **10.3 PATROL TECHNIQUES**

This unit focuses on techniques and procedures which should increase a law enforcement officer's capability to prevent and detect crime while on patrol. It describes systematic planning techniques for determining patrol routes, identifying beat problem situations, and vehicle check out procedures. The proper reaction when encountering a plainclothes officer in the field is also explained. Trainee's agency policies for determining "holds" on persons or property and mutual aid and jurisdiction are investigated.

#### **10.4 PEDESTRIAN SUSPECT APPROACH AND CONTACT**

This unit focuses on procedures used by a law enforcement officer on foot or in a police vehicle, when initiating pedestrian contacts and stopping suspicious pedestrians. Criteria are detailed for determining whether or not to make a stop and when and where to make a stop. Trainees will be given practice in proper and safe stopping techniques.

## **10.5 VEHICLE PULLOVER TECHNIQUES**

This unit presents the police procedures utilized in making a vehicle pullover and stop. Potential hazards incurred by officers, passengers, and vehicles are detailed. Through simulated situations, trainees will be given practice in properly doing the following:

- A. Recording, transmitting, and utilizing information about a vehicle to be stopped;
- B. Determining the appropriate distance for initiating a stop;
- C. Gaining attention of the driver;
- D. Using spotlight and flashlight;
- E. Positioning police vehicle;
- F. Approaching a stopped vehicle with passenger/driver approach;
- G. Obtaining and determining the acceptability of identification;
- H. Enhancing communication and cooperation between driver officer and passenger officer or backup officer;
- I. Removing suspects from stopped vehicle in arrest stops;
- J. Selection of location; and
- K. Activating mobile data systems for recording.

Specific information is given on applying pullover techniques to motorcycles, campers and vans, buses and trucks.

## **10.6 SEARCH OF SUSPECTS**

This unit focuses on six types of searches: (1) the visual cursory search, (2) the pat-down search, (3) the standing search, (4) the kneeling search, (5) the prone search, and (6) the strip search. Officer safety and the effectiveness of the search are stressed in situations involving single and multiple suspects as well as suspects of the opposite sex of the officer. The role of the covering officer is detailed.

## **10.7 SEARCH OF VEHICLES**

This unit presents the procedures to follow in making a safe and effective vehicle search for contraband and concealed weapons. Techniques for the removal and control of suspects from a vehicle are also presented.

## **10.8 SEARCH OF BUILDINGS OR AREAS**

This unit focuses on the elements of a safe and effective search for a suspect in a building, in a residential area or in a business district. It describes the importance of containing the building and area. Techniques of a systematic search with emphasis on different search patterns are given. In simulated situations trainees will be given practice in searching a building and the deployment of additional manpower when such deployment is necessary.

## **10.9 HANDCUFFING**

This unit deals with the principles and purposes of handcuffing. Safe and effective methods of handcuffing single and multiple suspects are detailed. Procedures for handcuffing suspects who merit special handling are described.

## **10.10 TRANSPORTATION OF PRISONERS**

This unit instructs the trainee about the proper techniques for safely transporting single and multiple prisoners. It details approaches for officers working alone or with a partner and describes methods for handling prisoners who warrant special considerations. The trainee will need to identify the procedures used in his/her local agency.

## **10.11 PRISONER PROCESSING AND PRISONERS' RIGHTS**

This unit deals with the booking of adult prisoners and the processing of juveniles, rights of prisoners, and the law. The trainee will examine local agency requirements regarding issuing receipts for personal property taken from prisoners, and the legal rights of prisoners immediately after booking. Particular attention will be paid to those prisoners who warrant special consideration. Prisoner suicide prevention techniques are also covered.

## **10.12 RELEASING PRISONERS FROM CUSTODY**

This unit deals with the procedures for releasing adult prisoners and juveniles in custody in conformance with local agency policy, rights of prisoners and the law. Conditions are outlined under which a lawfully arrested prisoner may be released.

### **10.13 TACTICAL CONSIDERATIONS FOR CRIMES-IN-PROGRESS**

This unit deals with the principles and procedures of responding to reports of crimes-in-progress. Tactical considerations such as approach routes, use of vehicle, approach techniques and coordination of other units are described.

Three types of calls are given special attention:

- A. Robbery;
- B. Burglary; and
- C. Suspicious persons.

### **10.14 HANDLING DISTURBANCES, DISPUTES AND DOMESTIC VIOLENCE SITUATIONS**

This unit covers disturbances, disputes and domestic violence situations, and identifies the basic responsibilities of the officer. The unit prepares the officer for the dangers in handling emotionally charged confrontations, and provides approaches for handling them. Trainees will have the opportunity to practice responding to relevant simulated situations and to prepare a Domestic Violence Report. The unit also covers procedures for the seizure of weapons in domestic violence cases.

### **10.15 CIVIL DISPUTES**

This unit introduces the concepts of civil law relative to landlord-tenant disputes and labor disputes, and the proper procedures for handling these and other forms of civil complaints.

### **10.16 MISSING PERSONS**

This unit deals with the proper procedures for initial action taken by a law enforcement officer in cases involving missing persons, both adult and juvenile. Emphasis is placed on the categories of missing persons including those reported as endangered, disabled, involuntary, juveniles and disaster victims. Special factors will be considered in cases of missing children. The unit shows how age and condition of the missing person determines the action to be taken by law enforcement officers.

## **10.17 HANDLING SICK, INJURED, AND DECEASED PERSONS**

This unit concentrates on agency policy relative to handling sick, injured or dead persons. It includes procedures for rendering first aid, legal death determination, searching bodies, and the function of the New Jersey State Medical Examiner.

## **10.18 HANDLING ANIMALS**

This unit will explain the procedures in handling injured, sick, or loose animals of varying sizes and species; as well as the role of Humane Law Enforcement Officers (HELO's) and other persons/groups tasked with handling and investigating offenses and calls involving animals.

## **10.19 SNIPER AND AMBUSHES**

This unit identifies and explains various techniques and tactical procedures to minimize the probability of a law enforcement officer being ambushed, counter actions while under attack, and use of the police vehicle as a protective device to reduce the risk of serious injury. It details procedures for taking cover, use of weapons, containment of the attack area and protection of bystanders, vehicle maneuvers through the "kill zone," and tactics one can utilize when a fire bomb strikes a police vehicle. The trainee will be able to identify the types of attacks one might encounter, and in simulated situations of ambush attacks, react in a safe and effective manner.

## **10.20 UNUSUAL OCCURRENCES, DISASTERS, AND ACCIDENTS**

This unit examines responsibilities of a law enforcement officer at natural disasters or acts of terrorism. Such incidents include floods, aircraft crashes, structural collapses or explosions and other unusual occurrences. It describes the procedures to be followed by the first police unit to arrive at the scene. Agency policy relating to these incidents is also covered.

## **10.21 FIRE**

This unit deals with emergent fires in which immediate action should be taken by the police. Major groups of fire types are described, and extinguishing techniques for each are identified. Dangers inherent when entering a burning building are detailed with special attention focused on ways of determining whether a

building is safe to enter. Safe and effective ways of entering and leaving a burning building and searching for possible victims are given.

### **10.22 RIOT AND CROWD CONTROL**

This unit deals with the basic principles of crowd and riot control. Tactics of crowd and riot control will be described and demonstrated. Trainees will participate in the basic crowd and riot control formations. The importance of team work is stressed.

### **10.23 VICTIM/WITNESS SERVICES**

This unit emphasizes the importance of victim witness assistance in law enforcement. It provides the trainee with an understanding of the needs and rights of crime victims and witnesses and also identifies for the trainee a variety of resources available to assist crime victims and witnesses. The unit also includes recommended guidelines for the death notification process.

### **10.24 NEWS MEDIA RELATIONS**

This unit examines the relationship between the news media and the police, and the rights and responsibilities of both in the dissemination of information when a news-worthy event occurs. It describes agency news release procedures, explains Federal and State laws on free press and identifies information which could be prejudicial to an individual if released to news media. The trainee will be able to recognize official press credentials and explain police procedures regarding admittance of news media personnel across police lines.

### **10.25 RAPID RESPONSE TO AN ACTIVE SHOOTER IN A SCHOOL**

This unit will discuss the serious and potentially dangerous nature of an active shooter in a school, and will identify the proper procedures to follow when responding to this type of incident.

### **10.26 ROLE OF THE NJ OFFICE OF HOMELAND SECURITY AND PREPAREDNESS AND THE JOINT TERRORISM TASK FORCE**

This unit provides an overview of terrorism, why it is used, and how it differs from typical criminal activity. This unit then reviews the roles of the New Jersey

Office of Counter- Terrorism and the F.B.I. Joint Task Force. Emphasis is placed on the role of the local law enforcement officer and the interaction between the officer and these agencies.

### **10.27 DOMESTIC TERRORISM**

This unit identifies the threats to the United States posed by domestic terrorist groups. The emphasis is placed on practical information a law enforcement officer should have in order to identify and deal with potentially dangerous situations involving domestic terrorists.

### **10.28 INTERNATIONAL TERRORISM**

This unit discusses different types of international terrorist organizations and the types of threats they pose to the United States.

### **10.29 IDENTIFYING FRAUDULENT OR ALTERED DOCUMENTS**

This unit describes commonly altered identification documents and methods to identify forged or altered documents.

### **10.30 INCIDENT COMMAND SYSTEM**

This unit describes the Incident Command System.

### **10.31 FIRST RESPONDER HAZARDOUS MATERIALS AWARENESS**

This unit describes the dangers presented by hazardous materials, precautions to take and procedures to follow at the scene of an incident.

### **10.32 WEAPONS OF MASS DESTRUCTION AWARENESS**

This unit describes the chemical, biological and radiological weapons of mass destruction including potential sources, symptoms of an attack, protective measures and responder actions.

### **10.33 OFFICER SAFETY**

This unit describes how terrorism differs from typical criminal activity and the role of law enforcement in detecting, deterring and/or responding to a terrorist attack.

## INSTRUCTIONAL UNIT 10.1: PATROL

**UNIT GOAL:** The trainee will understand the major types of police patrol and the chief advantages and the rationale for each type.

### **PERFORMANCE OBJECTIVES**

10.1.1 The trainee will identify basic preventive patrol concepts. These concepts will include:

- A. Fluctuating patrol patterns;
- B. Maintenance of visibility;
- C. Frequent checks of business premises;
- D. Frequent checks of suspicious persons; and
- E. Self-directed patrolling.

10.1.2 The trainee will identify basic directed patrol concepts. These concepts will include:

- A. Structured patrol pattern;
- B. Determined by higher authority;
- C. Result of community complaint/criminal activity analysis;
- D. Designed to address a particular problem; and
- E. Finite time period.

10.1.3 The trainee will identify consideration in planning patrols. This will include:

- A. Identify through community input of principal crime, disorder and quality of life issues;
- B. Have a thorough knowledge of persons and conditions in the assigned patrol area;
- C. Work with superior officers in identifying training needs and strategies; and
- D. Risks and hazards of patrol area.

10.1.4 The trainee will identify responsibilities of the law enforcement officer in a community to minimally include:

- A. Role as an information exchange referral source;
- B. Problem solver;
- C. Community organizer and planner;
- D. Protector; and

E. Most visible representative of the local government.

10.1.5 The trainee will define the concept of "selective enforcement." The definition will minimally include the following points:

- A. It is generally targeted to reduce specific violations or circumstances;
- B. Can be based upon geographical considerations; and
- C. Must avoid even the appearance of discrimination due to race, ethnicity, age, sexual preference, gender or other factors.

10.1.6 The trainee will identify the factors which may determine size of the patrol zone and shift assignment of personnel. These factors will include:

- A. The type of police patrol utilized (foot vs. vehicular vs bicycle);
- B. Type of area (demographics, density);
- C. Type of criminal activity;
- D. Frequency of crime;
- E. Personnel available; and
- F. Frequency of and volume of calls for service by time of day and day of week.

10.1.7 The trainee will list the advantages of "foot patrol" over "vehicular patrol." This listing will minimally include:

- A. Increased personal contact between police and citizen;
- B. Increased ability to effectively observe activity and people;
- C. Increased ability to gather information; and
- D. Increased ability to blend in with surroundings.

10.1.8 The trainee will list the advantages of "vehicular patrol" over "foot patrol." This listing will minimally include:

- A. Increased speed and mobility;
- B. Increased visibility;
- C. Increased availability of additional equipment; and
- D. Increased transportation capability.

## INSTRUCTIONAL UNIT 10.2: OBSERVATION AND PERCEPTION

**UNIT GOAL:** The trainee will understand the relationship between what an individual sees and what the individual perceives. The trainee additionally will know methods by which the trainee's own perception skills may be improved, and will possess the ability to utilize those skills effectively.

### **PERFORMANCE OBJECTIVES**

- 10.2.1 The trainee will identify factors which affect perception by an individual. These factors will include:
- A. Past individual experiences;
  - B. Experiences of other community members;
  - C. Mental condition/cognitive ability;
  - D. Emotional involvement;
  - E. Environmental conditions present;
  - F. Cultural influences;
  - G. Media coverage of police actions; and
  - H. Personal bias.
- 10.2.2 The trainee will identify at least two (2) means by which skills of observation and perception can be improved.

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*Instructor's Note: Given simulated situations where the trainee observes a scene and/or an activity for a specific period of time, the trainee will identify the scene or activity with acceptable accuracy.*

## INSTRUCTIONAL UNIT 10.3: PATROL TECHNIQUES

**UNIT GOAL:** The trainee will be able to perform those techniques and procedures which maximize a law enforcement officer's capability in preventing and detecting crime while on patrol.

### **PERFORMANCE OBJECTIVES**

- 10.3.1 The trainee will identify the factors to be considered by a law enforcement officer in becoming familiar with a newly assigned patrol area. The explanation will include:
- A. Community demographics and cultural background;
  - B. Appropriate geographic information;
  - C. Specific facts that may influence the patrol function, i.e., location of emergency hospitals, crime hazards, schools, businesses, etc.; and
  - D. Past criminal and quality of life issues in the patrol area.
- 10.3.2 The trainee will list the duties a law enforcement officer must perform in order to prepare for a tour of duty. These duties will include:
- A. Being properly uniformed and equipped;
  - B. Gathering information through crime reports and briefings including undercover activity in your patrol area;
  - C. Gathering needed materials, i.e., report forms, summons books, etc.;
  - D. Obtaining and checking personal and departmental equipment, i.e., emergency equipment, vehicle, mobile data/video systems, etc.; and
  - E. Being well rested and fit.
- 10.3.3 The trainee will identify the criteria an officer should consider when determining an effective patrol route for covering the beat area. The identification will include:
- A. Composition of patrol area;
  - B. Location of police high crime areas;
  - C. Population distribution;
  - D. Selective enforcement activity;
  - E. Recent crime activity;
  - F. Comments from residents; and
  - G. Awareness of any undercover operations.

10.3.4 The trainee will identify those locations and/or situations which exist in a patrol area that warrant frequent checks on the part of an officer (hot spots). These locations/situations will include:

- A. Areas where a breach of the peace or criminal act is likely to occur;
- B. Areas that are hazardous to the public safety; and
- C. High risk areas.

10.3.5 The trainee will identify patrol techniques that increase the possibility of crime detection.

10.3.6 The trainee will identify the advantages of an officer patrolling at a reduced speed. This identification will include increased:

- A. Physical sense acuity;
- B. Reaction ability;
- C. Visibility as a crime prevention measure;
- D. Opportunity for community contact; and
- E. Approachability for community contact.

10.3.7 The trainee will identify the indicators of burglary about which an officer on patrol should be aware. These will include:

- A. Broken windows;
- B. Open doors;
- C. Pry marks around locks, on doorjambs and on window sills;
- D. Suspicious vehicles;
- E. Suspicious person on foot;
- F. Lights off that are normally on or vice versa;
- G. Unusual sounds (alarms, barking dogs, breaking glass); and
- H. Signs of suspicious roof access.

10.3.8 The trainee will identify ways to determine if a parked vehicle has been recently operated.

10.3.9 The trainee will identify ways to determine if a vehicle has been parked at a location for a lengthy period of time.

- 10.3.10 The trainee will identify the actions a law enforcement officer should take when encountering a plainclothes officer. These actions will include:
- A. No display of recognition until presence acknowledged by the plainclothes officer;
  - B. In the absence of acknowledgment, action should be identical to the treatment of any other citizen.
- 10.3.11 The trainee will identify the hazards of "silhouetting" oneself while performing field tasks and methods of avoiding these hazards.
- 10.3.12 The trainee will identify the hazards of making certain authority sounds and methods of avoiding these hazards. The explanation will include:
- A. Vehicle sounds;
  - B. Police radio sounds;
  - C. Key sounds;
  - D. Whistle sounds;
  - E. Verbalizations; and
  - F. Uniform sounds (leather, raincoat, handcuffs, etc.).
- 10.3.13 The trainee will identify the reasons for always having a suspect's hands in plain view.

## INSTRUCTIONAL UNIT 10.4: PEDESTRIAN SUSPECT APPROACH AND CONTACT

**UNIT GOAL:** The trainee will be able to approach and contact pedestrian suspects safely and, in a manner, consistent with maintaining good community relations.

### **PERFORMANCE OBJECTIVES**

- 10.4.1 The trainee will identify those characteristics which should arouse a law enforcement officer's suspicions toward an individual on foot, and will describe variables to consider when confronting that person. This identification and description will include:
- A. Identification of characteristics and/or activities that create suspicion; and
  - B. Factors to consider in determining:
    - 1. Whether or not to stop the person;
    - 2. When to stop the person;
    - 3. Where to stop the person; and
    - 4. Method to utilize in stopping the person
- 10.4.2 The trainee will identify why it is beneficial to approach a pedestrian suspect on foot.
- 10.4.3 The trainee will identify positions that one or two officers can take while interviewing one or more suspicious persons.

## INSTRUCTIONAL UNIT 10.5: VEHICLE PULLOVER TECHNIQUES

**UNIT GOAL:** The trainee will be able to safely stop a vehicle, utilizing authorized equipment, and procedures.

### **PERFORMANCE OBJECTIVES**

- 10.5.1 The trainee will identify the advantages of recording and reporting the license plate number and description of the vehicle and occupants an officer is about to stop.
- 10.5.2 The trainee will identify the importance of reporting the location of a vehicle stop.
- 10.5.3 The trainee will identify the proper distance between the target vehicle and the police vehicle when initiating a vehicle stop. This description will include:
- A. That distance which is not so great as to encourage the other driver to attempt escape; and
  - B. That distance which is not so close as to present a hazard due to unanticipated actions by the target driver.
- 10.5.4 The trainee will identify techniques for gaining the attention of the target driver.
- 10.5.5 The trainee will identify the proper use of the spotlight in a pullover and approach situation. These uses will include:
- A. Not blinding the driver of the target vehicle while that vehicle is in motion; and
  - B. Illuminating the interior of the target vehicle after it has stopped.
- 10.5.6 The trainee will identify the elements to be considered when selecting the proper location to affect the "stop" of a vehicle. These elements will include:
- A. A location presenting as little traffic hazard as possible;
  - B. A location presenting as few escape routes as possible;
  - C. A location presenting as little population as possible; and
  - D. A location presenting as much light as possible.

- 10.5.7 The trainee will identify the hazards to an officer when approaching a stopped vehicle on foot either alone or with a partner. These hazards will include:
- A. The threat of attack by the occupant(s) of the vehicle;
  - B. The danger of being hit by passing traffic;
  - C. The approach of another vehicle to the stop site; and
  - D. Alternative approaches to the vehicle.

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*Instructor's Note: Emphasize communicating the location of a vehicle stop as the most important and possibly lifesaving information to report before exiting the patrol vehicle.*

10.5.8 The trainee will identify the importance of the in-car video system and Body Worn Camera (BWC) recordings in regards to investigation, prosecution, and training.

10.5.9 The trainee will identify proper positioning of the police vehicle when effecting a vehicle stop. The explanation will include:

- A. Distances based upon nature of stop; and
- B. Creation of a "safety corridor" for both the officer and target vehicle occupants.

10.5.10 The trainee will identify the responsibility of the officer for the safety of the occupants of a vehicle stopped by the law enforcement officer.

10.5.11 The trainee will identify potential hazards in failing to closely watch the movements of occupants in a target vehicle an officer is about to stop, is in the act of stopping, or has already stopped. These hazards will include:

- A. Attack from both armed and unarmed occupants;
- B. Destruction or concealment of evidence;
- C. Escape of occupants; and
- D. Flight of vehicle.

10.5.12 The trainee will identify the issues to be considered when preparing to stop a vehicle containing a criminal suspect. These elements will include:

- A. Seriousness of crime;
- B. Availability of backup;
- C. Location to make stop;

- D. Tactics to be deployed upon effecting the stop; and
- E. Number of suspects involved.

10.5.13 The trainee will identify the tactics that could be used to safely stop and approach vehicles other than automobiles. These vehicles will include:

- A. Motorcycles;
- B. Campers and vans;
- C. Buses; and
- D. Trucks.

## INSTRUCTIONAL UNIT 10.6: SEARCH OF SUSPECTS

**UNIT GOAL:** The trainee will be able to conduct safe and effective searches of suspects in situations that include both single and multiple suspects.

### **PERFORMANCE OBJECTIVES**

- 10.6.1 The trainee will identify the basic types of personal searches. These will include:
- A. Visual/cursory;
  - B. Pat-down;
  - C. Field search (standing, kneeling, prone); and
  - D. Strip search (in accordance with Attorney General's Strip Search and Body Cavity Search Requirements and Procedures for Police Officers as well as Attorney General Law Enforcement Directive 2019-3 concerning searches of transgendered, non-binary, and gender non-conforming individuals).
- 10.6.2 The trainee will identify the common principles of searching an individual which maximize the effectiveness of the search and the safety of the officer(s). These principles will include:
- A. Constant alertness;
  - B. Maintaining a position of control and "advantage;";
  - C. Thoroughness of search/continue to search until you find everything; and
  - D. Collecting and safe-guarding weapons and evidence.
- 10.6.3 The trainee will identify the responsibilities of a "covering officer" when backing up another officer who is conducting a search of an individual(s). These responsibilities will include:
- A. Protecting the searching officer from outside interference;
  - B. Acting as a psychological deterrent;
  - C. Physically assisting the searching officer; and
  - D. Continuously observing suspect(s) and the immediate environment.
- 10.6.4 The trainee will identify areas on both males and females where dangerous weapons or contraband may be concealed.

## INSTRUCTIONAL UNIT 10.7: SEARCH OF VEHICLES

**UNIT GOAL:** The trainee will be able to conduct a safe and effective search of a vehicle.

### **PERFORMANCE OBJECTIVES**

10.7.1 The trainee will identify the principles of a safe and effective search of a vehicle. These will include:

- A. A systematic method of search;
- B. Proper removal and control of occupants;
- C. Safeguard weapons and/or contraband;
- D. Proper collection of evidence; and
- E. Awareness of potential hazards.

*Instructor's note: A review of State v. Eckel (2006) concerning the search of a vehicle incident to a lawful arrest should be covered.*

## INSTRUCTIONAL UNIT 10.8: SEARCH OF BUILDINGS OR AREAS

**UNIT GOAL:** The trainee will be able to initiate and conduct a safe and effective search of a building and a residential or business area.

### **PERFORMANCE OBJECTIVES**

- 10.8.1 The trainee will identify the elements of a safe and effective search of a building or area for a suspect. These elements will include:
- A. Containment of the total area or building;
  - B. Containment of area(s) already searched;
  - C. Utilization of a systematic method;
  - D. Safe searching technique;
  - E. Control of persons encountered;
  - F. Safeguarding weapons/contraband and evidence; and
  - G. Awareness of potential hazards (biological, physical, chemical, electrical, structural)
- 10.8.2 The trainee will identify the special considerations and tactics that must be considered when searching an occupied school, a wooded area or field.

## INSTRUCTIONAL UNIT 10.9: HANDCUFFING

**UNIT GOAL:** The trainee will be able to handcuff suspect(s) safely and effectively, and will be able to maintain control of a restrained prisoner.

### **PERFORMANCE OBJECTIVES**

10.9.1 The trainee will identify the purposes for handcuffing a prisoner, including:

- A. Temporary restraint to prevent attack;
- B. Temporary restraint to prevent escape;
- C. Temporary restraint to prevent the destruction or concealment of evidence or contraband; and
- D. Temporary restraint to prevent the individual from harming the law enforcement officer.

10.9.2 The trainee will identify various handcuffing techniques which should be met in order to reasonably guarantee the restraint of a suspect. These principles will include:

- A. Constant control of the suspect;
- B. Constant control of the restraining device;
- C. Proper positioning of key outlets and double locks;
- D. Reasonable degree of tightness (proper fit);
- E. Proper positioning of suspect's hands; and
- F. Continuous observation of the suspect.

## INSTRUCTIONAL UNIT 10.10: TRANSPORTATION OF PRISONERS

**UNIT GOAL:** The trainee will be able to transport prisoners safely and effectively.

### **PERFORMANCE OBJECTIVES**

- 10.10.1 The trainee will identify the elements of the safe transportation of prisoners. These elements will include:
- A. The search of the transport vehicle prior to and immediately after transporting the prisoner;
  - B. Proper positioning of officer(s) and prisoner(s) within the vehicle;
  - C. Close observation of the prisoner(s);
  - D. Proper use of seat belts; and
  - E. Proper use of mobile vehicle recording devices during transport
  - F. Restricting view of mobile data system from persons being transported.

## INSTRUCTIONAL UNIT 10.11: PRISONER PROCESSING AND PRISONER'S RIGHTS

**UNIT GOAL:** The trainee will possess the knowledge and ability to process adult prisoners as well as juveniles in conformance with agency policy. The trainee will be aware of the rights of the prisoners and the provisions of applicable law.

### **PERFORMANCE OBJECTIVES**

- 10.11.1 The trainee will identify the prisoner's rights that pertain to telephone calls immediately following processing.
- 10.11.2 The trainee will identify indicators that a prisoner may be suicidal.
- 10.11.3 The trainee will identify precautions to be taken to prevent prisoner suicide.
- 10.11.4 The trainee will identify the procedures regarding the searching and transportation of transgendered, non-binary, and gender non-conforming persons in custody in accordance with Attorney General Law Enforcement Directive 2019-3

## INSTRUCTIONAL UNIT 10.12: RELEASING PRISONERS FROM CUSTODY

**UNIT GOAL:** The trainee will possess knowledge concerning the release of adult prisoners and juveniles from custody according to agency policy. The trainee will be aware of rights of the prisoners and applicable law.

### **PERFORMANCE OBJECTIVES**

- 10.12.1 The trainee will identify conditions under which a prisoner may be released.
- 10.12.2 The trainee will identify the crucial need for proper authorization to release and confirmatory identification of persons being released from custody.
- 10.12.3 The trainee will identify the differences between personal property being returned and other property being retained as part of an investigation or prosecution.

*Instructor's Note: Discuss the importance of an officer verifying all documents and the identification of the person scheduled for release as cased of the wrong person released could have serious consequences for all involved.*

## INSTRUCTIONAL UNIT 10.13: TACTICAL CONSIDERATIONS FOR CRIMES IN PROGRESS

**UNIT GOAL:** The trainee will be able to respond to crimes in progress safely and effectively.

### **PERFORMANCE OBJECTIVES**

10.13.1 The trainee will identify the purpose and utilization of different methods when responding to a crime in progress; these methods will include:

- A. Proceed directly to scene as quickly and quietly as possible;
- B. Proceed directly to scene utilizing siren and flashing lights;
- C. Proceed to the location most likely to intercept fleeing suspect(s);
- D. Proceed to scene and coordinate arrival and/ or deployment with other units; and
- E. Proceed to an adjacent location and continue on foot.

10.13.2 The trainee will identify the criteria to be considered when determining the method to be utilized in responding to crimes-in-progress. This identification will include:

- A. Distance to location;
- B. Availability of assisting units;
- C. Nature of crime;
- D. Time lag;
- E. Geographic environment (street configuration, freeway ramps, etc.);
- F. Time of day, vehicular and pedestrian traffic patterns; and
- G. Common sense.

10.13.3 The trainee will identify the criteria upon which an officer should choose a response route. These criteria will include:

- A. Distance to location;
- B. Traffic situation;
- C. Time of day;
- D. Condition of route;
- E. Most appropriate direction from which to approach; and
- F. Criticality of situation.

10.13.4 The trainee will identify the tactical responsibilities of the primary unit responding to a crime-in-progress call. These will include:

- A. Formulation of a flexible plan;
- B. Coordination with other units;
- C. "Be On the Lookout For" (BOLO) and other radio transmissions; and
- D. Access of any electronic information available for location.

10.13.5 The trainee will identify tactical considerations in response to a robbery- in-progress. These will include:

- A. Determination of a response method;
- B. Plan for deployment upon arrival at scene/location of responding vehicles;
- C. Protected entry into location;
- D. Apprehension of suspects or initiation of criminal information;
- E. Hostage or bystander safety; and
- F. Securing the scene and witnesses after apprehension.

10.13.6 The trainee will identify tactical considerations to be made in response to a burglary-in-progress. These will include:

- A. Silent approach;
- B. Coordination of responding units;
- C. Where to park vehicle;
- D. Containment of the scene/evidence preservation;
- E. Exterior search of scene;
- F. Protected entry and interior search of location;
- G. Apprehension of suspect(s) followed by continued search; and
- H. Securing the scene.

10.13.7 The trainee will identify common procedures to be followed in responding to a suspicious person call. This identification will include:

- A. Coordination of responding units;
- B. Utilization of a quiet and possible "blacked out" approach;
- C. Containment of the area; and
- D. Actions to take upon arrival.

10.13.8 The trainee will identify tactical considerations to be made in response to an active shooter call. These will include:

- A. When to deploy (active shooter v. barricaded suspect);
- B. Assessment of situation;
- C. Communications;
- D. Assemblage of response team; and
- E. Assemblage of rescue team.

## INSTRUCTIONAL UNIT 10.14: HANDLING DISTURBANCES, DISPUTES, AND DOMESTIC VIOLENCE SITUATIONS

**UNIT GOAL:** The trainee will be able to handle disturbances, disputes, and domestic violence situations in a safe and efficient manner, consistent with the maintenance of positive community relations and NJ laws.

### **PERFORMANCE OBJECTIVES**

- 10.14.1 The trainee will identify the basic responsibilities of an officer at the scene of a disturbance. These responsibilities will include:
- A. Keep the peace (restore and maintain order);
  - B. Provide safety to officers, individuals, and property (provide first aid as needed);
  - C. Determine if a crime has been committed;
  - D. Take appropriate action to resolve the problem; and
  - E. Refer to appropriate agencies.
- 10.14.2 The trainee will identify the potential dangers to an officer who arrives at the scene of a disturbance, a dispute, or a domestic violence situation.
- 10.14.3 The trainee will identify the advantages and disadvantages of separating parties at a disturbance, dispute or domestic violence situation, and then obtaining information from each person individually.
- 10.14.4 The trainee will identify the major forms of abusive behavior in domestic violence situations.
- 10.14.5 The trainee will identify appropriate action to be taken at the scene of domestic violence in accordance with the "Prevention of Domestic Violence Act" (N.J.S.A. 2C:25-17 et. seq.
- 10.14.6 The trainee will identify the proper procedures for the seizure of weapons in domestic violence cases involving following circumstances:
- A. Voluntary surrender by an actor;
  - B. Plain view
  - C. Probable cause a weapon was involved in an act of Domestic Violence
  - D. Reasonable belief that victim would be endangered by weapon on premise;

- E. Consent of the victim in jointly-occupied premises;
- F. Refusal to surrender;
- G. Domestic violence warrant process;
- H. Court orders; and
- I. Law enforcement officer involved.

## INSTRUCTIONAL UNIT 10.15: CIVIL DISPUTES

**UNIT GOAL:** The trainee will recognize and be able to deal with civil disputes effectively.

### **PERFORMANCE OBJECTIVES**

- 10.15.1 Given simulated situations the trainee will identify criminal violations, civil disputes, and torts, including those that the trainee is likely to encounter during field assignment.
- 10.15.2 The trainee will identify the general laws applicable to handling of landlord-tenant disputes including N.J.S.A 2C:33-11.1 .
- 10.15.3 The trainee will identify the general rules pertaining to the repossession of items by court order or agreement. These rules will include:
- A. What property is subject to repossession;
  - B. Who may make a repossession;
  - C. To what lengths an individual may go to make a repossession; and
  - D. When the repossession is complete.
- 10.15.4 The trainee will identify the general procedure and legal basis for handling labor disputes. This explanation will include:
- A. Trespassing or loitering near posted business properties;
  - B. Legalities of allegations by either management or union members that the other party is not abiding by the court orders;
  - C. Activities that interfere with the operations of a business establishment; and
  - D. Enforcement of court orders.

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*Instructor's Note: Emphasize the importance in involving "chain of command" in civil disputes.*

## INSTRUCTIONAL UNIT 10.16: MISSING PERSONS

**UNIT GOAL:** The trainee will know proper procedures in the initial response to an investigation of missing persons. The trainee will possess the ability to recognize the different categories associated with missing persons. The trainee will be able to take appropriate action when confronted with situations involving missing adults and juveniles, and will also know proper procedures to take when responding to a call involving an unidentified dead body.

### **PERFORMANCE OBJECTIVES**

- 10.16.1 The trainee will identify the requirements pursuant to the Policy of the Attorney General Regarding Missing and Unidentified Persons Investigations
- 10.16.2 The trainee will identify the scope of the missing persons problem on the National and State levels and will identify the resources available for provide assistance in missing persons cases.
- 10.16.3 The trainee will identify the categories of missing persons as reported through the National Crime Information Center (NCIC).
- 10.16.4 The trainee will identify the procedures to be followed in cases involving missing juveniles.
- 10.16.5 The trainee will identify the procedures to be followed in cases involving missing adults.
- 10.16.6 The trainee will identify the procedures to take when investigating unidentified dead bodies.

## INSTRUCTIONAL UNIT 10.17: HANDLING SICK, INJURED, AND DECEASED PERSONS

**UNIT GOAL:** The trainee will know employing agency policies and procedures for handling sick, injured, and deceased persons.

### **PERFORMANCE OBJECTIVES**

- 10.17.1 The trainee will identify those criteria by which an individual may be determined to be dead and how the body is declared legally dead.
- 10.17.2 The trainee will identify the limits to which an officer may search a dead person.
- 10.17.3 The trainee will identify the legalities involved in transporting a dead person.

## INSTRUCTIONAL UNIT 10.18: HANDLING ANIMALS

**UNIT GOAL:** The trainee will be able to handle injured and sick animals in a safe and efficient manner.

### PERFORMANCE OBJECTIVES

- 10.18.1 Given simulated situations depicting animals injured to varying degrees, the trainee will identify the proper procedure to be used in each. The simulated situations will include:
- A. Minor injury to a small animal;
  - B. Severe injury to a small animal;
  - C. Minor injury to a large animal;
  - D. Severe injury to a large animal; and
  - E. Extremely vicious or possibly rabid animal.
- 10.18.2 The trainee will identify the role and responsibilities of Humane Law Enforcement Officers (HLEO) and/or Animal Control Officers and will be familiar their agency/county procedures to initiate an investigation regarding suspected animal cruelty.
- 10.18.3 The trainee will identify agency policy for handling animals.
- 10.18.4 The trainee will identify what constitutes animal cruelty according to N.J.S.A 4:22-17 and the procedures to investigate and prosecute violations involving suspected animal cruelty
- 10.18.5 The trainee will identify the criminal implications of a person purposely killing, injuring, or interfering with a dog, horse, or other animal being owned or used for law enforcement purposes, in accordance with N.J.S.A 2C:29.3.1.
- 10.18.6 The trainee will identify the criminal implications of a person who recklessly kills, injures, or interferes in accordance with N.J.S.A 2C:29:3-2.
- 10.18.7 The trainee will identify the criminal implications of dog fighting and recognition of evidence that may be indicative of such an offense in accordance with N.J.S.A. 2C:33-31.

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*Instructor's note: Descriptive scenarios of possible animal cruelty should be provided to trainees, with the instructor(s) explaining the process of when to use a local Animal Control Officer and when to contact their local Humane Law Enforcement Officer (HELO) in order to assure that officers properly identify and report suspected animal cruelty.*

## INSTRUCTIONAL UNIT 10.19: SNIPER AND AMBUSHES

**UNIT GOAL:** The trainee will know the fundamental responses to sniper and ambush situations, and will be able to act properly when confronted with such situations.

### **PERFORMANCE OBJECTIVES**

- 10.19.1 The trainee will identify steps to take to avoid an ambush.
- A. Possible locations and situations for an ambush;
  - B. Differentiation between cover and concealment upon an ambush.
- 10.19.2 The trainee will identify tactical steps to be immediately taken in sniper fire situations. These steps will include:
- A. Take cover;
  - B. Observe;
  - C. Hold fire;
  - D. Warn bystanders;
  - E. Call for assistance; and
  - F. Isolate and clear area.
- 10.19.3 The trainee will identify tactical actions to be taken by the driver of a vehicle that comes under sniper attack. This will include:
- A. Acceleration through "kill zone;"
  - B. Turning vehicle right or left into nearest available cover;
  - C. Abandonment of vehicle; and
  - D. Reversal of vehicle.
- 10.19.4 The trainee will identify the tactics that should be utilized by an officer whose police vehicle has been hit with a firebomb. These tactics will include:
- A. Acceleration from the area;
  - B. Roll up windows; and
  - C. If vehicle is incapable of acceleration, abandon after initial flame burst.

## INSTRUCTIONAL UNIT 10.20: UNUSUAL OCCURRENCES, DISASTERS, AND ACCIDENTS

**UNIT GOAL:** The trainee will know those responsibilities and actions required of an officer at the scene of a disaster, accident, or at a bomb scene.

### **PERFORMANCE OBJECTIVES**

- 10.20.1 The trainee will identify initial responsibilities of the first unit(s) to arrive at the scene of a major incident or act of terrorism. These responsibilities will include:
- A. Transmitting a summary and preliminary assessment of conditions;
  - B. Securing the scene and establishing command and control;
  - C. Requesting needed assistance and equipment;
  - D. Providing for emergency medical aid;
  - E. Establishment of security perimeter;
  - F. Establishment of entrance and exit corridors;
  - G. Identification and admission of authorized personnel; and
  - H. Advising other units of the dangers involved.
- 10.20.2 The trainee will identify considerations unique to the handling of transportation related incidents. This will minimally include:
- A. Aircraft crashes;
  - B. Bus or train crashes; and
  - C. Commercial transport accidents.
- 10.20.3 The trainee will identify responsibilities and considerations unique to handling accidents involving hazardous materials or weapons of mass destruction. This identification will minimally include:
- A. Identifying the danger and coordinating with the supervisor a request for assistance from the Emergency Management or Hazmat coordinator and the Department of Environmental Protection;
  - B. Isolation and evacuation of a defined area;
  - C. Prohibit eating, drinking or smoking in the danger area;
  - D. Isolate persons possibly affected by exposure; and
  - E. Administer necessary emergency medical aid.

- 10.20.4 The trainee will identify the considerations of the law enforcement officer on arrival at the scene of a suspected or actual explosive device. These considerations will include:
- A. Immediate isolation and reasonable evacuation;
  - B. Determination of and request for appropriate assistance;
  - C. Avoid handling suspected device; and
  - D. Maintain of radio and cellular phone silence to avoid radio frequency detonation.

## INSTRUCTIONAL UNIT 10.21: FIRE

**UNIT GOAL:** The trainee will know how to react to fires.

### **PERFORMANCE OBJECTIVES**

- 10.21.1 The trainee will identify the first steps that should be taken by an officer who discovers a fire.
- 10.21.2 The trainee will identify the best methods to extinguish the following fires:
- A. Chemical;
  - B. Electrical;
  - C. Debris;
  - D. Structural; and
  - E. Fuel (gasoline, natural gas, oil).
- 10.21.3 The trainee will identify the danger signs that indicate a burning building is unsafe to enter.
- 10.21.4 The trainee will identify methods to maximize the safe and effective search for victims in a burning building.
- 10.21.5 The trainee will identify safety precautions when responding to a fire, to minimally include:
- A. Melting of uniform; and
  - B. Propane tank explosion.
- 10.21.6 The trainee will identify steps necessary when responding to a vehicle fire.
- 10.21.7 The trainee will identify the importance of restricting public access to a fire scene and safeguarding hoses and other fire-fighting equipment to allow member of the fire to carry out their specific duties.
- 10.21.8 The trainee will identify the identification of a fire scene as a crime scene and the importance of securing a fire scene to safeguard evidence and allow for any post-fire investigative procedures.

## INSTRUCTIONAL UNIT 10.22: RIOT AND CROWD CONTROL

**UNIT GOAL:** The trainee will know the basic principles of crowd control and riot tactics and will be able to participate effectively in the basic crowd control formation.

### **PERFORMANCE OBJECTIVES**

- 10.22.1 The trainee will identify basic techniques to be used in crowd control to include the following:
- A. Know the makeup of the crowd;
  - B. Know why the crowd is there;
  - C. Remain alert;
  - D. Maintain communications with fellow officers and supervisor;
  - E. Know where to refer individuals who may need first aid;
  - F. Keep access open to emergency vehicles; and
  - G. Always show courtesy, professionalism and respect.
- 10.22.2 The trainee will identify the basic tactical principles of riot control. These will include:
- A. Containment of riotous activity;
  - B. Isolation of riot; and
  - C. Dispersal of rioters.
- 10.22.3 The trainee will identify the importance of and mechanisms for rumor control and clear communications for both riot and crowd control.
- 10.22.4 The trainee will identify the proper procedures to provide clear instructions and warnings to a crowd and to provide a reasonable opportunity for compliance
- 10.22.5 The trainee will identify the restrictions of the use of OC sprays, Conductive Electrical Devices (CED's), and Less-lethal ammunition in crowd management situations in accordance to the Attorney General Use of Force Policy, section 3.8 (Use of force for crowd management)

## INSTRUCTIONAL UNIT 10.23: VICTIM-WITNESS SERVICES

**UNIT GOAL:** The trainee will know and understand the rights and the needs of crime victims and witnesses and the role of the law enforcement officer in providing victim assistance. The trainee will also be aware of the resources and services available to assist the victim.

### **PERFORMANCE OBJECTIVES**

- 10.23.1 The trainee will identify four (4) of the rights afforded victims of crime and/or victims of intoxicated drivers.
- 10.23.2 The trainee will identify three (3) injuries associated with victimization to include common personal reactions to crime.
- 10.23.3 The trainee will identify four (4) local or county resources that will assist the law enforcement officer with victim-witness assistance and referrals.
- 10.23.4 The trainee will identify four (4) services offered by the Office of Victim-Witness Advocacy.
- 10.23.5 The trainee will identify three (3) forms of assistance offered by the Victims of Crime Compensation Board and the major categories for which compensation is awarded.
- 10.23.6 The trainee will identify four (4) of the recommended procedures for the death notification process contained in the Revised Homicide and Sudden Death Survivor Guidelines.
- 10.23.7 The trainee will identify the effects on children who have been exposed to traumatic events, such as domestic violence incidents or the arrest of a parent for criminal activity known as “Adverse Childhood Experiences” (ACEs); and the requirement to complete a “Handle With Care” notice to the child’s school of enrollment should the child be subject to one or more of the identified ACE’s in accordance to Attorney General Directive 2020-09

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*Instructor's Note: In doing so, the trainee will identify the purpose and service offered by the Victim Information & Notification Everyday (V.I.N.E.) system, as part of the Office of Victim-Witness Advocacy.*

## INSTRUCTIONAL UNIT 10.24: NEWS MEDIA RELATIONS

**UNIT GOAL:** The trainee will possess the ability to deal effectively with members of the news media in such a way as to benefit both the agency and the community it serves.

### **PERFORMANCE OBJECTIVES**

- 10.24.1 The trainee will identify the legal rights of the news media to obtain information and/or to access a crime scene in accordance with the provisions of Attorney General Law Enforcement Directive 2021-11 .
- 10.24.2 The trainee will identify types of information which could logically prejudice the rights of an individual if furnished to the news media. Such information will minimally include:
- A. Statements about the character or reputation of an accused person or prospective witness;
  - B. Admissions or confessions attributed to an accused;
  - C. Results, performance, or refusal of a suspect or witness to take any test(s);
  - D. The believed credibility of an accused or witness;
  - E. Prejudging evidence against an accused; and
  - F. Information prohibited by local agency policy.
- 10.24.3 The trainee will identify the importance of maintaining good relations with the news media, and the impact on the community.

## INSTRUCTIONAL UNIT 10.25: RAPID RESPONSE TO AN ACTIVE SHOOTER IN A SCHOOL

**UNIT GOAL:** The trainee will understand the serious and potentially dangerous nature of an active shooter in a school, and will learn the proper procedures to follow when responding to this type of incident.

### **PERFORMANCE OBJECTIVES**

- 10.25.1 The trainee will define “active shooter” and identify the difference between an “active shooter” and a “barricaded shooter.”
- 10.25.2 The trainee will identify certain conditions that have led individuals in the past to commit armed assault on school grounds.
- 10.25.3 The trainee will identify the Law Enforcement Active Shooter Rapid Response Model Policy pursuant to Attorney General Directive 2007-1.
- 10.25.4 The trainee will identify the goal of the law enforcement officer when responding to an active shooter situation.
- 10.25.5 The trainee will identify the priorities of law enforcement when responding to an active shooter situation. This will minimally include, in order of importance:
  - A. Stop shooter - as soon as possible;
  - B. Rescue victim;
  - C. Provide medical assistance; and
  - D. Preserve the scene.
- 10.25.6 The trainee will identify that the law enforcement officer may use any legal means to make contact with the active shooter and to stop him/her as soon as possible.
- 10.25.7 The trainee will identify that while the law enforcement officer may wish to help victims of the active shooter, the priority of the officer is to stop the shooter from injuring other persons.
- 10.25.8 The trainee will identify the role of the school administration, faculty and staff during an active shooter situation.

## INSTRUCTIONAL UNIT 10.26: ROLE OF THE NEW JERSEY OFFICE OF HOMELAND SECURITY PREPAREDNESS AND THE JOINT TERRORISM TASK FORCE

**UNIT GOAL:** The trainee will understand the roles of the New Jersey Office of Homeland Security & Preparedness, the F.B.I. Joint Terrorism Task Force, and the responsibilities of the local law enforcement officer in counter-terrorism efforts.

### **PERFORMANCE OBJECTIVES**

- 10.26.1 The trainee will be able to identify the joint goals of the New Jersey Office of Homeland Security and Preparedness and the Joint Terrorism Task force to include:
- A. Detection;
  - B. Prevention; and
  - C. Response.
- 10.26.2 The trainee will be able to identify the mission of the New Jersey Office of Homeland Security and Preparedness.
- 10.26.3 The trainee will be able to state the mission of the Joint Terrorism Task Force.
- 10.26.4 The trainee will be able to identify the major activities of the New Jersey Office of Homeland Security and Preparedness and the Joint Terrorism Task Force.
- 10.26.5 The trainee will be able to explain the process of how information is gathered/disseminated by the New Jersey Office of Homeland Security and Preparedness and the Joint Terrorism Task Force.
- 10.26.6 The trainee will be able to identify the five handling codes used by the Terrorism Screening Center on an NCIC query and the steps to take in response to each.
- 10.26.7 The trainee will be able to identify the procedures for reporting suspicious activities or tips relating to potential terrorist activities in accordance with Attorney General Law Enforcement Directive 2016-7.

## INSTRUCTIONAL UNIT 10.27: DOMESTIC TERRORIST THREATS

**UNIT GOAL:** The trainee will know the different types of terrorist threats from domestic sources, how to identify potential terrorists and steps to take when dealing with a terrorist.

### **PERFORMANCE OBJECTIVES**

- 10.27.1 The trainee will identify the three (3) main categories of domestic terrorism.
- 10.27.2 The trainee will identify four (4) domestic terrorist groups that are active in New Jersey.
- 10.27.3 The trainee will identify tattoos, dress, grooming and insignia of domestic terrorist groups.
- 10.27.4 The trainee will identify signs of potential domestic terrorist involvement which may be observed during a traffic stop.

## INSTRUCTIONAL UNIT 10.28: INTERNATIONAL TERRORISM

**UNIT GOAL:** The trainee will understand some of the major international threats facing the United States and the world.

### **PERFORMANCE OBJECTIVES**

- 10.28.1 The trainee will identify international terrorism.
- 10.28.2 The trainee will identify the goals of terrorism.
- 10.28.3 The trainee will identify two significant trends in international terrorism.
- 10.28.4 The trainee will identify the three (3) main categories of international terrorist organizations.
- 10.28.5 The trainee will identify reasons why Al Qaeda targets the United States.
- 10.28.6 The trainee will identify the common characteristics of individuals who belong to a terrorist cell.
- 10.28.7 The trainee will list three (3) modern terrorism trends that will affect U.S. national security in the coming year.
- 10.28.8 The trainee will be able to define a suicide bomber.
- 10.28.9 The trainee will be able to identify warning signs that may identify a member of a terrorist cell.

## INSTRUCTIONAL UNIT 10.29: IDENTIFYING FRAUDULENT OR ALTERED DOCUMENTS

**UNIT GOAL:** The trainee will be able to identify genuine documents including Passports, New Jersey and International Driver Licenses, Social Security Cards, Visas, Permanent Resident Cards and Resident Alien Cards.

### **PERFORMANCE OBJECTIVES**

- 10.29.1 The trainee will identify two ways passports are counterfeited or altered.
- 10.29.2 The trainee will identify two most commonly altered points on a driver license.
- 10.29.3 The trainee will identify two ways to identify a counterfeit or altered Social Security Card.
- 10.29.4 The trainee will identify two ways to identify various types of counterfeit, altered, or expired Visas.
- 10.29.5 The trainee will identify two ways to identify a counterfeit or altered Permanent Resident Card.
- 10.29.6 The trainee will identify two ways to identify a counterfeit or altered Resident Alien Card.
- 10.29.7 The trainee will identify what steps a law enforcement officer should take when encountering fraudulent, altered or expired documents.

## INSTRUCTIONAL UNIT 10.30: INCIDENT COMMAND SYSTEM

**UNIT GOAL:** The trainee will have a working knowledge of the Incident Command System.

### **PERFORMANCE OBJECTIVE**

10.30.1 The trainee will successfully complete the Incident Command System National Training Curriculum, ICS, Orientation, module 1.

Successful completion will be demonstrated by achieving a score of 70% on a written examination of the course content.

## INSTRUCTIONAL UNIT 10.31: FIRST RESPONDER HAZARDOUS MATERIALS AWARENESS

**UNIT GOAL:** The trainee will understand the dangers presented by hazardous materials, precautions to take and procedures to follow at the scene of an incident.

### **PERFORMANCE OBJECTIVE**

10.31.1 The trainee will successfully complete the New Jersey Hazmat Emergency Response Course, Level 1, First Responder, Awareness published by the State of New Jersey, Office of Emergency Management.

Successful completion will be demonstrated by achieving a score of 70% on a written examination of course content.

## INSTRUCTIONAL UNIT 10.32: WEAPONS OF MASS DESTRUCTION AWARENESS

**UNIT GOAL:** The trainee will be familiar with chemical, biological and radiological weapons of mass destruction including potential sources, symptoms of an attack, protective measures and responder actions.

### **PERFORMANCE OBJECTIVE**

10.32.1 The trainee will successfully complete the New Jersey Hazmat Emergency Response Course, Level 1, First Responder, Domestic Preparedness, Weapons of Mass Destruction Awareness published by the State of New Jersey Office of Emergency Management.

Successful completion will be demonstrated by achieving a score of 70% on a written examination of course content.

## INSTRUCTIONAL UNIT 10.33: OFFICER SAFETY REGARDING TERRORISM

**UNIT GOAL:** The trainee will know how terrorism differs from typical criminal activity and the role of law enforcement in detecting, deterring and/or responding to a terrorist attack.

### **PERFORMANCE OBJECTIVE**

- 10.33.1 The trainee will be able to identify the main purpose of terrorism.
- 10.33.2 The trainee will be able to identify five of the characteristics of terrorists that make them different from a common criminal.
- 10.33.3 The trainee will be able to list five (5) crimes/violations commonly committed by terrorists/extremists.
- 10.33.4 The trainee will be able to identify five (5) terrorist/extremist behaviors and potential warning signs that could jeopardize officer safety.
- 10.33.5 The trainee will be able to identify the stage at which a terrorist operation is most likely to be stopped or detected during the Attack Cycle Continuum.
- 10.33.6 The trainee will be able to identify the need for heightened awareness on the part of a law enforcement officer and describe signs or actions that may raise suspicions relating to:
  - A. Packages;
  - B. Vehicles;
  - C. Individuals; and
  - D. Pre-incident indicators.
- 10.33.7 The trainee will be able to identify five (5) tactical actions an officer can take if encountering a possible terrorist/extremist.
- 10.33.8 The trainee will be able to identify the responsibilities of the local law enforcement officer in detecting and deterring terrorism.

## **FUNCTIONAL AREA 11 - TRAFFIC**

**UNIT GOAL:** The trainee will possess the knowledge and skills required to deal with common motor vehicle violations effectively. This is accomplished by recognizing violations, locating those violations in the motor vehicle code, and contacting the violator safely and professionally. These measures are a critical role in law enforcement to decrease the physical, emotional, and economical victimization due to traffic collisions. Additionally, the trainee will be able to take those steps necessary, at a crash scene to protect life and property and demonstrate the ability to complete the requisite reporting forms including the NJTR-1 form as required.

### **INSTRUCTIONAL UNITS:**

#### **11.1 TRAFFIC LAW ENFORCEMENT**

This unit presents the growing traffic and safety problems in the state and the law enforcement officer's role in efficient traffic flow and decreasing crashes.

#### **11.2 MOTOR VEHICLE AND TRAFFIC LAWS**

This unit covers Title 39 of the Motor Vehicle and Traffic Laws. The trainees are given practice in using the various motor vehicle law resources to locate and classify each law. The trainees will demonstrate the ability to recognize the most common violations committed and to identify each by its legal and common name.

#### **11.3 TRAFFIC STOPS**

This unit focuses on the procedures necessary for conducting safe and effective traffic stops. Methods of handling the various reactions of traffic violators to promote a positive police citizen image are detailed. Hazards and officer safety during a traffic stop are also covered. Practice is given in properly performing a traffic stop, including completing and issuing a summons.

#### **11.4 OFFICER RESPONSIBILITIES AT A CRASH**

This unit identifies the responsibilities of a law enforcement officer at a crash scene from the approach to final reporting of the incident. In simulated situations the trainee will perform the proper procedures for handling an crash scene including: moving injured victims or disabled vehicles; placement of and safe lighting of traffic warning devices; requesting emergency assistance; and identifying and securing evidence related to the crash investigation.

## **11.5 MANUAL TRAFFIC CONTROL**

This unit will focus on the knowledge and physical ability to enable the officer to communicate effectively with persons through the use of flashlight, whistle, and hand signals as well as the safe and efficient use of emergency traffic control devices.

## INSTRUCTIONAL UNIT 11.1: TRAFFIC LAW ENFORCEMENT

**UNIT GOAL:** The trainee will recognize the importance of traffic law enforcement and its impact towards decreasing traffic crashes, fatalities, injuries and economic loss as well as its role in police-citizen relations.

### **PERFORMANCE OBJECTIVES**

- 11.1.1 The trainee will identify the results of enforcement of traffic laws. Descriptions will minimally include the effect on:
- A. Highway fatalities and injuries;
  - B. Property damage; and
  - C. Overall public safety, deterrence, and changing driver behavior.
- 11.1.2 The trainee will identify the crucial impact of traffic enforcement upon the public image and community attitudes toward the police.
- 11.1.3 The trainee will identify the individual and collective purposes behind the 5 “E’s” of Traffic Safety:
- A. Education
  - B. Enforcement
  - C. Engineering
  - D. Emergency Response
  - E. Equity

## INSTRUCTIONAL UNIT 11.2: MOTOR VEHICLE AND TRAFFIC LAWS

**UNIT GOAL:** The trainee will know and understand the basic laws that pertain to the operation of motor vehicles. The trainee will recognize violations of these basic laws and will be able to identify each by number and classification upon consulting the Motor Vehicle and Traffic Laws.

### **PERFORMANCE OBJECTIVES**

- 11.2.1 The trainee will define the following terms as used in the Motor Vehicle and Traffic Laws, N.J.S.A. 39:1-1:
- A. Crosswalk;
  - B. Daylight Hours;
  - C. Driver-Operator;
  - D. Highway;
  - E. Intersection;
  - F. Motor Vehicle;
  - G. Official Traffic Control Devices;
  - H. Roadway;
  - I. School Bus;
  - J. Shoulder;
  - K. Vehicle;
  - L. Motorized Bicycle: and.
  - M. Low Speed Vehicles/Scooters/Bicycles
- 11.2.2 The trainee will identify each section as being definitive, procedural or punitive.
- 11.2.3 The trainee will indicate the arrest or summons procedures for motor vehicle violations, in accordance with N.J.S.A. 39:5-25.
- 11.2.4 The trainee will identify the Motor Vehicle and Traffic Laws requirements pertaining to the registration of vehicles, in accordance with N.J.S.A. 39:3-4.
- 11.2.5 The trainee will identify the requirements for the licensing of the various classifications of motor vehicle operators, in accordance with N.J.S.A. 39:3-10 et seq.

- 11.2.6 The trainee will identify the current equipment requirements for specific types of vehicles, in accordance with N.J.S.A. 39:3-44 et seq.
- 11.2.7 The trainee will identify basic requirements of equipment for the safe operation of school buses, in accordance with N.J.S.A. 39:3B-1 et seq.
- 11.2.8 The trainee will identify regulations pertaining to the movement of pedestrians on the highway and within crosswalks, as well as regulations for motor vehicle operators encountering pedestrians, in accordance with N.J.S.A. 39:4-32-37.1.
- 11.2.9 The trainee will identify regulations pertaining to the operation and movement of bicycles and motorized bicycles on the highway, as well as the regulations for motor vehicle operators encountering persons operating such devices, in accordance with N.J.S.A. 39:4-11-14.3.
- 11.2.10 The trainee will determine certain hazardous moving violations. This will include unsafe loads, obstructed views and other unsafe operating conditions, in accordance with N.J.S.A. 39:4-58 et seq.
- 11.2.11 The trainee will identify the Motor Vehicle and Traffic Laws pertaining to the law of the road and the right of way, in accordance with N.J.S.A. 39:4-66.1 et seq.
- 11.2.12 The trainee will identify the proper application of laws pertaining to motor vehicle speed, in accordance with N.J.S.A. 39:4-52 and N.J.S.A 39:4-98 et seq.
- 11.2.13 The trainee will identify the laws pertaining the following moving violations:
- A. Failure to obey a traffic control device, in accordance with N.J.S.A. 39:4-81 et seq.
  - B. Careless Operation, in accordance with N.J.S.A 39:4-97
  - C. Reckless Operation, in accordance with N.J.S.A 39:4-96
  - D. The trainee will differentiate between Careless and Reckless operation from situational descriptions

- 11.2.14 The trainee will identify the laws pertaining to turning movements, in accordance with N.J.S.A. 39:4-123-127.
- 11.2.15 The trainee will identify the laws relating to passing a stopped school bus, in accordance with N.J.S.A. 39:4-128.1.
- 11.2.16 The trainee will identify the proper application of laws related to vehicle crashes, in accordance with N.J.S.A. 39:4-129-130.
- 11.2.17 The trainee will identify the laws pertaining to motor vehicle parking, in accordance with N.J.S.A. 39:4-135-138.
- 11.2.18 The trainee will identify the legal requirements for compulsory motor vehicle insurance, in accordance with N.J.S.A. 39:6B-1-2.
- 11.2.19 The trainee will identify the laws pertaining to the inspection of motor vehicles, in accordance with N.J.S.A. 39:8-1 et seq.
- 11.2.20 The trainee will identify the laws relating to the improper use of cellular phones/texting while driving, in accordance with N.J.S.A. 39:4-97.3.
- 11.2.21 The trainee will identify the legal requirements of motor vehicle operators passing other traffic in regards to the following:
- A. The purpose to ensure safety of those conducting roadway/highway safety & enforcement measures of the New Jersey Move Over Law, in accordance with N.J.S.A. 39:4-92.2
  - B. Concerning motor vehicles overtaking certain pedestrians, bicyclists, and scooter riders, in accordance with N.J.S.A. 39:4-92.4
- 11.2.22 The trainee will identify the statute of limitations for various motor vehicle violations.
- 11.2.23 The trainee will identify the requirements of the law enforcement officer when using Automated License Plate Readers (ALPRs) and Stored ALPR Data, pursuant to Attorney General Directive 2010-5.
- 11.2.24 The trainee will identify the requirements of law enforcement officers

when processing a subject under arrest for violation of New Jersey Statute 39:4-50, et seq. to complete a Division of State Police form 111A-Drinking Driver/Operator Questionnaire, pursuant to Attorney General Directive 2007-2.

- 11.2.25 The trainee will identify the utility of the Standardized Field Sobriety Testing in identifying and prosecuting a violation of N.J.S.A 39:4-50

*Instructor note: This instruction may include some aspects of the currently recognized Standardized Field Sobriety Tests that the trainee may be able to use as inculpatory evidence in any prosecution for a N.J.S.A. 39:4-50. Trainees are encouraged to attend the full and become fully certified in Standardized Field Sobriety Testing as instructed by the NJSP or other certified instructors.*

- 11.2.26 The trainee will identify the situations where the use of a Drug Recognition Expert (DRE) would be required and the observations of the DRE being used in a prosecution of a violation of N.J.S.A. 39:4-50

## INSTRUCTIONAL UNIT 11.3: TRAFFIC STOPS

**UNIT GOAL:** The trainee will recognize the importance of traffic stops, and will possess the ability to perform a safe and efficient traffic stop with due regard for positive police-citizen contacts.

### **PERFORMANCE OBJECTIVES**

- 11.3.1 The trainee will identify the steps necessary for effecting safe vehicle stops for motor vehicle violations.
- 11.3.2 The trainee will be able to identify whether there is reasonable and articulable suspicion to stop a motor vehicle.
- 11.3.3 The trainee will identify the characteristics of positive police-citizen contacts when dealing with a traffic violation, including the right for bystanders to record police activity from an area which is not interfering with a lawful police investigation, in accordance with Attorney General Directive 2021-11 (effective Dec 7, 2021)
- 11.3.4 The trainee will identify common violator reactions upon being stopped by a law enforcement officer, and will discuss techniques for dealing with the identified reactions effectively. The common violator reactions to be identified and discussed will include:
- A. Embarrassment;
  - B. Anger;
  - C. Fear; and
  - D. Excuse for violation.
- 11.3.5 The trainee will identify why an officer should not argue with a traffic violator.
- 11.3.6 The trainee will identify the inherent hazards involved when an officer conducts a traffic stop. These hazards will relate to:<sup>30</sup>
- A. The stop;
  - B. The approach;
  - C. The contact with the violator; and
  - D. Other vehicles and traffic adjacent to and passing the traffic stop.

*Instructor's Note: Given time, discuss the requirements of law enforcement agencies to not rely on an apparent violation of N.J.S.A. 39:3-33 if the motor vehicle is equipped with an exterior mounted E-Z Pass tag on front license plate of motor vehicle, pursuant to Attorney General Directive 2000-5.*

- 11.3.7 The trainee will identify the advantages and disadvantages of allowing a stopped traffic violator to leave his/her vehicle.
- 11.3.8 The trainee will identify the importance of obtaining the violator's driver license and vehicle registration as soon as is reasonably possible when making a traffic stop.
- 11.3.9 The trainee will state the reasons why an officer should not accept a motorist's wallet in response to a request for a driver license.
- 11.3.10 The trainee will recognize and identify the importance of an officer checking both the validity and authenticity of a motorist's credentials.
- 11.3.11 The trainee will identify the areas which afford the most protection for the officer from passing traffic while he/she is conducting a traffic stop.
- 11.3.12 The trainee will identify court procedures and violator's alternatives in dealing with an issued summons.

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*Instructor's Note: In doing so, identify that every traffic stop has the potential for danger. In 2021, 58 officers were killed in traffic-related incidents, including 27 struck and killed. This was a 93% increase in "struck-by fatalities" as compared to 2020. Source: (2021 National Law Enforcement Memorial and Museum's "2021 End-of Year Fatalities Report")*

## INSTRUCTIONAL UNIT 11.4: OFFICER RESPONSIBILITIES AT A CRASH

**UNIT GOAL:** The trainee will recognize the police responsibility at the scene of a traffic crash, and will possess the ability to carry out these duties and protect the persons and property of those who are involved as well as completing the necessary NJTR-1 and related reporting documents.

### **PERFORMANCE OBJECTIVES**

- 11.4.1 The trainee will identify the responsibilities of an officer while responding to and arriving at a crash scene. These responsibilities will include:
- A. Traveling to the crash scene at an appropriate rate of speed;
  - B. Proper positioning of the police vehicle and placement of emergency traffic devices (if necessary) in order to minimize the hazards to the officer and others;
  - C. Evaluation of the crash scene in order to determine what additional assistance is necessary;
  - D. Requesting additional assistance immediately if the need for it is apparent; and
  - E. Providing emergency medical care until first aid squad arrives.
- 11.4.2 The trainee will identify the first responsibilities at the scene of a crash. These responsibilities will include:
- A. Determination of the existence of injuries and the provision for emergency treatment of those injuries;
  - B. Removal of the injured from the roadway;
  - C. Requesting additional assistance at any point that the need for it becomes apparent;
  - D. Protection of property and prevention of theft at the crash scene; and
  - E. Understanding and addressing the needs of family members, witnesses and other parties present at the scene.
- 11.4.3 The trainee will identify instances in which the immediate removal from the street of vehicles involved in a traffic crash would be highly undesirable.
- 11.4.4 The trainee will identify the advantages of immediate removal from the street of vehicles involved in a traffic crash.
- 11.4.5 The trainee will identify the steps needed for securing of evidence/scene at

a crash site.

11.4.6 The trainee will differentiate between the use of the terms “accident” versus “crash” and recognize the importance of enforcing a violation that contributed to a traffic crash

11.4.7 The trainee will identify the ability to properly complete a NJTR-1 Crash Investigation Report and the related supplemental reports as well as identify the utility of the data gathered from NJTR-1 reports to:

- A. Provide data to support roadway and/or traffic engineering changes
- B. Prioritize enforcement actions and campaigns
- C. Identify shortcomings in driver knowledge

## INSTRUCTIONAL UNIT 11.5: MANUAL TRAFFIC CONTROL

**UNIT GOAL:** The trainee will possess the knowledge and physical ability to enable the officer to communicate effectively with persons through the use of flashlight, whistle, and hand signals.

### **PERFORMANCE OBJECTIVES**

- 11.5.1 The trainee will identify the hand signals necessary to command a vehicle to stop.
- 11.5.2 The trainee will identify the hand signals necessary to command a vehicle to proceed.
- 11.5.3 The trainee will identify the hand signals necessary to command a vehicle to affect a left and right turn.
- 11.5.4 The trainee will identify the proper procedure to use a flashlight to communicate effectively when dealing with visibility limitations.
- 11.5.5 The trainee will identify the steps necessary to implement safe traffic lane reductions.
- 11.5.6 The trainee will identify safe equipment that should be utilized/worn by a law enforcement officer to minimally include:
  - A. Vest; (including the mandate under the Manual Use of Traffic Control Devices (MUTCD) for the use of high-visibility apparel during traffic stops and crash investigations)
  - B. Whistle;
  - C. Flashlight; and
  - D. Gloves.
- 11.5.7 The trainee will identify ways to control traffic at intersections, accidents, etc. to minimally include the safe procedure to utilize:
  - A. Cones;
  - B. Officer Directed;

- C. Patrol Vehicle;
- D. Manual Use of Traffic Control Devices;
- E. Arrow Boards;
- F. Crash Trucks; and
- G. Flares.

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*Instructor's Note: Demonstrate the proper procedure to use a whistle to communicate effectively when dealing with manual traffic control.*

*Instructor's Note: Trainees should be provided specific instruction on how to safely ignite and place safety flares at a crash scene.*

## **FUNCTIONAL AREA 12 - CRIMINAL INVESTIGATION**

**UNIT GOAL:** The trainee will possess the knowledge and skill necessary to satisfactorily accomplish the investigative duties and responsibilities associated with being the first officer to discover or respond to the scene of a crime.

### **INSTRUCTIONAL UNITS**

#### **12.1 PRELIMINARY INVESTIGATION-RESPONSIBILITY OF THE RESPONDING OFFICER**

This unit provides the trainee with the information and practice necessary to conduct a preliminary investigation at the scene of a crime.

#### **12.2 IDENTIFICATION OF PHYSICAL EVIDENCE**

This unit presents the techniques to use in searching a crime area for physical evidence. Practice is provided for various search methods, and identification of items as evidence.

#### **12.3 EVIDENCE PROCESSING**

This unit provides the information and procedures necessary to mark or package and tag items of evidence in a manner that will suffice for identification in court. This unit covers the special treatment, storage and transmission of evidence found at a crime scene, in addition to explaining the "chain of custody" and the proper completion of agency forms to insure the admissibility of crime scene evidence in a court of law.

Requirements for handling specific materials such as soil, liquids, firearms, minute items, clothing and restricted substances are given.

#### **12.4 BIAS CRIMES**

This unit will focus on identifying bias crimes and techniques used in investigating bias crime offenses.

## **12.5 PREPARING CRIME SCENE NOTES**

This unit identifies the specific data which should be included in crime scene notes, and provides guidelines for disposition. Practice is provided in the proper preparation and disposition.

## **12.6 CRIME SCENE DOCUMENTATION**

This unit provides information concerning crime scene sketches, the data to include in sketches, and the procedures to follow in making a sketch. Practice is provided in making a crime scene sketch.

## **12.7 LOCATING AND PROCESSING FINGERPRINTS**

This unit focuses on fingerprints, and includes a description of the two types, latent and plastic. Practice is given in locating, processing, lifting, and preserving both types of prints in a manner that will ensure admissibility in court.

## **12.8 DEVELOPING SOURCES OF INFORMATION**

This unit focuses on the identification and development of sources of information, including record searches, the availability of information in both private and public records, and the associated legal requirements.

## **12.9 PLANNING AND CONDUCTING AN INTERVIEW**

This unit focuses on identifying the components of an investigation relating to child abuse.

## INSTRUCTIONAL UNIT 12.1: PRELIMINARY INVESTIGATION RESPONSIBILITY OF THE RESPONDING OFFICER

**UNIT GOAL:** The trainee will know the law enforcement officer's duties and responsibilities at the scene of a crime, and will possess the knowledge and skill necessary to perform those duties.

### **PERFORMANCE OBJECTIVES**

- 12.1.1 The trainee will identify the steps necessary to conduct a preliminary investigation.
- 12.1.2 The trainee will identify the role and responsibilities of the first officer to arrive at a crime scene. These will include:
- A. Ensure officer safety and the safety of others present;
  - B. Ensure medical aid for injured;
  - C. Preservation and control of crime scene;
  - D. Notification to supervisor;
  - E. Identify and secure witnesses and victims; and
  - F. Documentation observations.
- 12.1.3 The trainee will identify three (3) common mistakes which can contaminate a crime scene.
- 12.1.4 The trainee will identify why it is particularly critical that the responding officer is sensitivity to the emotional state and needs of victims, family members, and witnesses at a crime scene.
- 12.1.5 The trainee will identify evidence that would logically be classified as "fragile", and will specify the actions necessary to preserve each piece of evidence. This will minimally include:
- A. Biologicals (blood, semen, and other bodily fluids);
  - B. DNA (hair, saliva, etc.);
  - C. Footprints;
  - D. Tire marks; and
  - E. Broken Glass.
- 12.1.6 The trainee will identify the responsibility of the officer to inform the victim(s) and witness(s) of the investigative process, and services available to witnesses and victims.

## INSTRUCTIONAL UNIT 12.2: IDENTIFICATION OF PHYSICAL EVIDENCE

**UNIT GOAL:** The trainee will be proficient in the identification of physical evidence.

### **PERFORMANCE OBJECTIVES**

- 12.2.1 The trainee will identify what constitutes evidence at a crime scene.
- 12.2.2 The trainee will identify the three different types of evidence.
- 12.2.3 The trainee will identify the different classifications of evidence.
- 12.2.4 The trainee will identify: (A) individual and (B) class evidence.
- 12.2.5 The trainee will define “strip,” “spiral,” “grid,” and “quadrant” methods of searching a crime scene for physical evidence.

## INSTRUCTIONAL UNIT 12.3: EVIDENCE PROCESSING

**UNIT GOAL:** The trainee will possess the knowledge and skill needed to mark and/or tag and preserve items of evidence for identification.

### **PERFORMANCE OBJECTIVES**

12.3.1 The trainee will identify various types of evidence at a crime scene. The trainee will identify the steps to mark or package and tag each kind of evidence in a manner which is consistent with proper chain of custody procedures.

- A. Soil;
- B. Non-biological liquids;
- C. Firearms and other weapons;
- D. Minute and very large items;
- E. Clothing;
- F. Hazardous substances;
- G. Knives and other sharp objects;
- H. Biologicals (blood, saliva and other body fluids);
- I. Tools;
- J. Drugs;
- K. Vehicles;
- L. Documents
- M. Computers;
- N. Perishable items; and
- O. Cash, jewelry and other valuables.

12.3.2 The trainee will identify the proper procedure for the identification of explosives or improvised explosive devices (IEDs).

12.3.3 The trainee will identify steps to be taken to preserve items of evidence without losing or altering them during inclement weather at an outside crime scene.

12.3.4 The trainee will identify the term "chain of custody."

12.3.5 The trainee will identify the services and capabilities of a Forensic Laboratory.

## INSTRUCTIONAL UNIT 12.4: BIAS CRIMES

**UNIT GOAL:** The trainee will be able to identify bias crimes and techniques used in investigating bias crimes.

### **PERFORMANCE OBJECTIVES**

- 12.4.1 The trainee will define “bias incident.”
- 12.4.2 The trainee will identify common bias related offenses.
- 12.4.3 The trainee will identify techniques used to determine if an offense is bias related.
- 12.4.4 The trainee will identify specific hate groups likely to commit bias crimes.
- 12.4.5 The trainee will identify distinguishing characteristics of individuals associated with various hate groups.
- 12.4.6 The trainee will identify certain considerations when responding to victims of bias incidents.
- 12.4.7 The trainee will identify certain considerations when interacting with the community regarding the suspected or confirmed bias incident.
- 12.4.8 The trainee will identify the guidelines for the initial law enforcement response to a bias incident, pursuant to the Attorney General’s Bias Incident Standards.
- 12.4.9 The trainee will identify techniques used in investigating bias related incidents.
- 12.4.10 The trainee will identify the requirements of adopting and enforcing the official statewide policy defining and prohibiting the practice of "Racially Influenced Policing," pursuant to Attorney General Directive 2005-1.

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*Instructor’s Note: Emphasize that some suspected bias incidents may not*

*clearly fit the definition. In those cases, a common-sense approach to the incident must be used. If an incident appears to be bias based, it should be investigated as such.*

*Instructor's Note: The trainee will also identify the importance for law enforcement agencies handling bias incidents to ensure that the bias incident investigation is actively pursued to a successful conclusion or until all leads have been considered.*

## INSTRUCTIONAL UNIT 12.5: PREPARING CRIME SCENE NOTES

**UNIT GOAL:** The trainee will possess the ability to prepare satisfactory crime scene notes and provide for the satisfactory disposition thereof.

### **PERFORMANCE OBJECTIVES**

- 12.5.1 The trainee will identify the elements necessary to satisfactorily prepare crime scene notes to minimally include:
- A. Identification of officer in charge;
  - B. Observations of significant conditions present at the time of arrival;
  - C. Identification of victim(s), witness(es), and suspect(s);
  - D. Chronological account of actions taken until relieved;
  - E. Recording of any identification and handling of items of evidence;
  - F. Date, time and location of officer arrival and departure;
  - G. Weather conditions; and
  - H. Log of all personnel entering and exiting the scene.
- 12.5.2 The trainee will identify the reasons for preserving accurate field notes and the policy regarding disposition of handwritten notes of witness interviews and crime scenes in accordance with Attorney General Directive 2011-2.

## INSTRUCTIONAL UNIT 12.6: CRIME SCENE DOCUMENTATION

**UNIT GOAL:** The trainee will possess the ability to prepare satisfactory crime scene sketches.

### **PERFORMANCE OBJECTIVES**

- 12.6.1 The trainee will identify the value of the following methods of crime scene documentation:
- A. Photographs;
  - B. Notes;
  - C. Sketches; and
  - D. Video recordings.
- 12.6.2 The trainee will identify the elements necessary to prepare a crime scene sketch to minimally include:
- A. All appropriate measurements;
  - B. Identification of items of evidence;
  - C. Identification of reference points;
  - D. Scale to which sketch is drawn;
  - E. A legend; and
  - F. Direction of North.

## INSTRUCTIONAL UNIT 12.7: LOCATING AND PROCESSING FINGERPRINTS

**UNIT GOAL:** The trainee will possess the knowledge and skill necessary to locate and process fingerprint evidence in a manner that will ensure evidential value.

### **PERFORMANCE OBJECTIVES**

- 12.7.1 The trainee will identify the differences between "latent fingerprints" and "plastic fingerprints."
- 12.7.2 The trainee will identify the use and advantages of the Automated Fingerprinting Identification System (AFIS) as it pertains to criminal investigations.

## INSTRUCTIONAL UNIT 12.8: DEVELOPING SOURCES OF INFORMATION

**UNIT GOAL:** The trainee will possess the ability to recognize effective techniques of identifying and developing sources, informants, and records as means of collecting information.

### **PERFORMANCE OBJECTIVES**

- 12.8.1 The trainee will identify methods of identifying and developing sources of information.
- 12.8.2 The trainee will identify types of private records which may be of assistance when collecting investigative information, and will identify the legal requirements regarding use of private records.
- 12.8.3 The trainee will identify public records which may be of assistance when collecting information.
- 12.8.4 The trainee will identify the benefit of maintaining good community relations for the development of sources of information.
- 12.8.5 The trainee will identify the factors in determining whether or not to use an informant.
- 12.8.6 The trainee will identify the factors in determining what instructions are to be given to informants.
- 12.8.7 The trainee will identify the legal privileges regarding non-disclosure of informant identity in court.

## INSTRUCTIONAL UNIT 12.9: PLANNING AND CONDUCTING AN INTERVIEW

**UNIT GOAL:** The trainee will recognize the importance of planning interviews and will know how and when to advise a person of his/her Miranda rights in a manner that conforms to the judicial requirements.

### **PERFORMANCE OBJECTIVES**

- 12.9.1 The trainee will identify the difference between an interview and an interrogation.
- 12.9.2 The trainee will identify specific factors which can affect the ability of a witness to observe or recall an event.
- 12.9.3 The trainee will identify the steps a law enforcement officer should take to prepare for an interview.
- 12.9.4 The trainee will identify the steps for conducting an interview.
- 12.9.5 The trainee will identify active listening skills that should be utilized during an interview.
- 12.9.6 The trainee will identify the requirements for recording responses during an interview, pursuant to Attorney General Directive 2011-2.
- 12.9.7 The trainee will identify techniques to use when taking field notes during an interview to avoid discouraging the interviewee from talking.
- 12.9.8 The trainee will identify effective techniques for interviewing individuals who are:
  - A. Hostile;
  - B. Nervous;
  - C. Cooperative; and
  - D. Juvenile.

- 12.9.9 The trainee will recognize verbal and non-verbal behaviors that can be used by the law enforcement officer during an interview or interrogation.
- 12.9.10 The trainee will identify tactics which should not be used during an interrogation.
- 12.9.11 The trainee will identify the legal and investigative limitations for using the polygraph as an investigative tool and for admissibility as evidence, to minimally include:
- A. Without prior investigation having been completed;
  - B. Age considerations;
  - C. On a subject who is under the influence of alcohol or drugs; and
  - D. On a subject with severe respiratory or heart condition.
- 12.9.12 The trainee will identify the requirements of law enforcement officers regarding the electronic recordation of station house interrogations, pursuant to Attorney General Directive 2006-2.

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*Instructor's Note: In doing so, the trainee will also identify similar technologies used to detect deception and the limitations for using each.*

## INSTRUCTIONAL UNIT 12.10: INVESTIGATIVE REPORTS

**UNIT GOAL:** The trainee will demonstrate through written submissions how to effectively write investigative reports, use of force reports, search warrant affidavits, search warrants and communications data warrants.

### **PERFORMANCE OBJECTIVES**

- 12.10.1 The trainee will identify the elements included in investigative reports.
- 12.10.2 The trainee will identify the elements included in use of force reports.
- 12.10.3 The trainee will identify the elements included in a search warrant affidavit.
- 12.10.4 The trainee will identify the elements included in a search warrant.
- 12.10.5 The trainee will identify the elements included in a communications data warrant.

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*Instructor's Note: The trainee shall write various reports for editing and subsequent to the editing process, final reports should be prepared and graded. The trainee shall be provided an opportunity to resubmit all work after editing by instructor. The trainee will be graded on a Pass/Fail basis after resubmitting edited work.*

## INSTRUCTIONAL UNIT 12.11: COURTROOM TESTIMONY

**UNIT GOAL:** The trainee will possess the ability to prepare and deliver courtroom testimony in such a manner as to promote professionalism and the administration of justice.

### **PERFORMANCE OBJECTIVES**

- 12.11.1 The trainee will identify the value of professional courtroom demeanor and appearance and the value of a positive first impression.
- 12.11.2 The trainee will list the steps in the following areas to be taken by an officer preparing to give courtroom testimony:
- A. Consult with prosecutor prior to testimony;
  - B. Personal appearance;
  - C. Ensure that all relevant evidence and reports that are your responsibility are available; and
  - D. Refreshing the memory.
- 12.11.3 The trainee will identify principles of effective testimony. The principles to be identified will minimally include:
- A. Honesty;
  - B. Brevity;
  - C. Clarity;
  - D. Objectivity; and
  - E. Emotional control.

## INSTRUCTIONAL UNIT 12.12: NEW JERSEY CRIMINAL JUSTICE INFORMATION SYSTEM

**UNIT GOAL:** The trainee will be able to identify how law enforcement databases can be used as an investigative tool.

### **PERFORMANCE OBJECTIVES**

- 12.12.1 The trainee will identify the steps to access a criminal history.
- 12.12.2 The trainee will identify the uses of the Master Name Index Files.
- 12.12.3 The trainee will identify the use of the Interstate Identification Index Files.
- 12.12.4 The trainee will identify the information needed to obtain driver/motor vehicle information from the interstate motor vehicle files.
- 12.12.5 The trainee will identify the different analysis available to law enforcement officers.
- 12.12.6 The trainee will identify agencies that provide analytical resources to New Jersey law enforcement agencies, including:
  - A. Division of Criminal Justice;
  - B. Division of State Police/Regional Operations Intelligence Center (ROIC);
  - C. Middle Atlantic-Great Lakes Organized Crime Law Enforcement Network (MAGLOCLLEN);
  - D. Automated Fingerprinting Identification System (AFIS); and
  - E. Office of Homeland Security & Preparedness.
- 12.12.7 The trainee will identify the procedures to submit information to the Violent Criminal Apprehension Program (VI CAP), pursuant to Attorney General Directive 2008-3.

- 12.12.8 The trainee will identify the procedures to submit firearms and/or shell casing information when a law enforcement agency recovers a firearm, and which database such information should be entered into, pursuant to Attorney General Directive 2008-1. Such entries will include:
- A. National Crime Information Center (NCIC) System Data Entry;
  - B. e-Trace Data Entry; and
  - C. National Integrated Ballistics Identification Network (NIBIN) Data Entry.
- 12.12.9 The trainee will identify the requirements of law enforcement officers to participate in the mandatory training for National Incident Management System (NIMS) courses, pursuant to Attorney General Directive 2005-2.

## INSTRUCTIONAL UNIT 12.13: PRELIMINARY INVESTIGATION OF SERIOUS CRIMES AGAINST PERSONS

**UNIT GOAL:** The trainee will possess the knowledge and skill necessary to satisfactorily accomplish a uniformed law enforcement officer's responsibility associated with the preliminary investigation of serious crimes against persons.

### **PERFORMANCE OBJECTIVES**

- 12.13.1 The trainee will identify the tasks commonly delegated to the law enforcement officer during the preliminary investigation of certain serious crimes against persons to minimally include:
- A. Aggravated assault;
  - B. Sexual assault;
  - C. Homicide;
  - D. Suicide;
  - E. Robbery;
  - F. Kidnapping/child abduction;
  - G. Poisoning (accidental or otherwise);
  - H. Domestic violence;
  - I. Child abuse; and
  - J. Human trafficking.
- 12.13.2 The trainee will identify the emotional and psychological factors facing a victim and family members subsequent to a crime, and particularly a violent crime.
- 12.13.3 The trainee will identify ways the officer can address the needs of victims and family members.

## INSTRUCTIONAL UNIT 12.14: HOMICIDE AND CRIMES AGAINST PERSONS

**UNIT GOAL:** The trainee will be able to identify investigative techniques regarding death, assault, and kidnapping.

### **PERFORMANCE OBJECTIVES**

- 12.14.1 The trainee will identify the three types of homicide.
- 12.14.2 The trainee will identify the roles of the responding agencies at the scene of an unattended death.
- 12.14.3 The trainee will identify two responsibilities of the Medical Examiner.
- 12.14.4 The trainee will identify the types of information that the Medical Examiner can supply which would be of assistance in an investigation.
- 12.14.5 The trainee will identify how to estimate time of death through body changes.
- 12.14.6 The trainee will identify the modes of death and their symptoms.
- 12.14.7 The trainee will identify indicators of suicide.
- 12.14.8 The trainee will identify the term “Sudden Infant Death Syndrome.”
- 12.14.9 The trainee will identify the procedures to be followed by law enforcement agencies in the event an infant is left at a hospital or police station, pursuant to Attorney General Directive 2001-4, known as the ‘New Jersey Safe Haven Protection Act’

## INSTRUCTIONAL UNIT 12.15: PRELIMINARY INVESTIGATION OF CRIMES AGAINST PROPERTY

**UNIT GOAL:** The trainee will possess the knowledge and skill necessary to satisfactorily accomplish the responsibilities of a law enforcement officer associated with the preliminary investigation of crimes against property.

### **PERFORMANCE OBJECTIVES**

- 12.15.1 The trainee will identify the tasks commonly required of the law enforcement officer during the preliminary investigation of certain crimes against property to minimally include:
- A. Theft;
  - B. Motor vehicle theft;
  - C. Burglary;
  - D. Arson; and
  - E. Criminal mischief.

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*Instructor's Note: In doing so, the trainee will identify those certain cases regarding crimes against property beyond the responsibility of the uniformed law enforcement officer that are to be referred for follow up investigation. This will minimally include:*

- A. Computer based crimes*
- B. Identity theft*

## INSTRUCTIONAL UNIT 12.16: NARCOTIC INVESTIGATION

**UNIT GOAL:** The trainee will be able to identify the techniques of investigating narcotics offenses and crimes.

### **PERFORMANCE OBJECTIVES**

- 12.16.1 The trainee will identify the physical forms in which certain narcotics may be obtained to minimally include:
- A. Heroin;
  - B. Cocaine/Crack Cocaine;
  - C. Marijuana;
  - D. Hashish;
  - E. Methamphetamine (“meth”);
  - F. Phencyclidine (“PCP”);
  - G. Lysergic Acid (“LSD”); and
  - H. MDMA (“ecstasy”).
- 12.16.2 The trainee will identify the common packaging of certain narcotics, to minimally include:
- A. Heroin;
  - B. Cocaine/Crack Cocaine;
  - C. Marijuana;
  - D. Hashish;
  - E. Methamphetamine (“meth”);
  - F. Phencyclidine (“PCP”);
  - G. Lysergic Acid (“LSD”); and
  - H. MDMA (“ecstasy”).
- 12.16.3 The trainee will identify the effects of using certain narcotics to minimally include:
- A. Heroin;
  - B. Cocaine/Crack Cocaine;
  - C. Marijuana;
  - D. Hashish;
  - E. Methamphetamine (“meth”);
  - F. Phencyclidine (“PCP”);
  - G. Lysergic Acid (“LSD”); and

H. MDMA (“ecstasy”).

12.16.4 The trainee will identify the proper procedure for handling certain narcotics to minimally include:

- A. Heroin;
- B. Cocaine/Crack Cocaine;
- C. Marijuana;
- D. Hashish;
- E. Methamphetamine (“meth”);
- F. Phencyclidine (“PCP”);
- G. Lysergic Acid (“LSD”); and
- H. MDMA (“ecstasy”).

12.16.5 The trainee will identify the proper method of identifying controlled dangerous substances, and will state when field testing should be performed.

12.16.6 The trainee will identify techniques used in investigating drug offenses.

*Instructor’s note: Time permitting, a quick review of the changes regarding marijuana/hashish as well as CDS paraphernalia decriminalization (for marijuana/hashish/heroin paraphernalia) that were effective in 2021.*

## INSTRUCTIONAL UNIT 12.17: SEX CRIMES INVESTIGATION

**UNIT GOAL:** The trainee will be able to identify the components of an investigation relating to sexual assaults.

### **PERFORMANCE OBJECTIVES**

- 12.17.1 The trainee will identify the following considerations when responding to an alleged sexual assault incident:
- A. Not permitting the victim to shower;
  - B. Identifying the best method for collecting and preserving the victim's clothing;
  - C. To be a victim advocate; and
  - D. "Fresh Complaint Witness."
- 12.17.2 The trainee will identify the following terms:
- A. Actor;
  - B. Victim;
  - C. Sexual penetration;
  - D. Sexual contact;
  - E. Intimate parts;
  - F. Severe personal injury;
  - G. Physically helpless;
  - H. Mentally defective;
  - I. Mentally incapacitated;
  - J. Coercion;
  - K. Sodomy;
  - L. Cunnilingus;
  - M. Fellatio;
  - N. Anal intercourse; and
  - O. Digital penetration.
- 12.17.3 The trainee will identify the types of forensic evidence found at the criminal scene of a sexual assault investigation.
- 12.17.4 The trainee will identify the important information obtained from the initial interview of a sexual assault victim.
- 12.17.5 The trainee will identify the role of the Department of Children and

Families - Division of Child Protection and Permanency in a sexual assault investigation of a juvenile.

12.17.6 The trainee will identify the role of the Multi-Disciplinary Team in sexual assault investigation of a juvenile.

12.17.7 The trainee will identify the protocols regarding the response to allegation of a sexual assault in accordance with Attorney General Directive 2018-5 (Implementing Procedures and Protocols for Sexual Assault Response and Referrals)

## INSTRUCTIONAL UNIT 12.18: CHILD ABUSE INVESTIGATIONS

**UNIT GOAL:** The trainee will be able to identify the components of an investigation relating to child abuse.

### **PERFORMANCE OBJECTIVES**

- 12.18.1 The trainee will identify the following terms:
- A. Physical abuse in a juvenile;
  - B. Physical neglect in a juvenile;
  - C. Sexual abuse in a juvenile; and
  - D. Emotional abuse in a juvenile.
- 12.18.2 The trainee will identify indicators of:
- A. Physical abuse in a juvenile;
  - B. Physical neglect in a juvenile;
  - C. Sexual abuse in a juvenile; and
  - D. Emotional abuse in a juvenile.
- 12.18.3 The trainee will identify which agency must be notified about reported cases of abuse or neglect.

## **FUNCTIONAL AREA 13 - PHYSICAL FITNESS**

**UNIT GOAL:** The trainee will understand the physical problems that typically affect law enforcement officers. The trainee will be able to assess his/her own physical condition, understand the factors contributing to maintaining physical fitness, and learn the skills necessary for developing a physical fitness program designed to prevent health problems. The trainee will also participate in the Police Training Commission Physical Conditioning Training Program.

### **INSTRUCTIONAL UNIT**

#### **13.1 PHYSICAL FITNESS**

In this unit the common physical problems of law enforcement officers are identified. Programs for the prevention of these problems are given. The hazards of smoking and the use and abuse of alcohol are discussed. The importance of diet and physical activity will be stressed. Methods of self-evaluation of body fat and developing cardiovascular endurance will be presented and practiced. Trainees will learn the skills necessary to develop their own individualized program of activities to promote cardiovascular endurance, muscular strength, endurance and flexibility. Trainees will participate in the Police Training Commission Physical Training Program.

## INSTRUCTIONAL UNIT 13.1: PHYSICAL FITNESS

**UNIT GOAL:** The trainee will understand the physical problems that typically affect law enforcement officers. The trainee will be able to assess his/her own physical condition, understand the factors contributing to maintaining physical fitness, and learn the skills necessary for developing a physical fitness program designed to prevent health problems. The trainee will also participate in the Police Training Commission Physical Conditioning Training Program.

### **PERFORMANCE OBJECTIVES**

- 13.1.1 The trainee will identify the primary factors contributing to health problems of law enforcement officers:
- A. Heart disease;
  - B. Low back injuries; and
  - C. Gastrointestinal disorders.
- 13.1.2 The trainee will identify the hazards of cigarette smoking, to minimally include the effects on the cardiovascular system and various types of cancer.
- 13.1.3 The trainee will identify problems associated with the use and abuse of alcohol, to minimally include:
- A. Addiction;
  - B. General psychological effects; and
  - C. Effects of alcohol on the body.
- 13.1.4 The trainee will describe a program directed to the prevention of heart problems. The program description will minimally include:
- A. Aerobic fitness;
  - B. Weight control and body composition; and
  - C. Control of cholesterol levels.
- 13.1.5 The trainee will identify key factors for the prevention of low back injury.
- 13.1.6 The trainee will identify measures to prevent gastrointestinal disorders and describe how they can be practiced on the job.

- 13.1.7 The trainee will identify the general effects that the following basic food nutrients have on the body:
- A. Carbohydrates;
  - B. Fats; and
  - C. Protein.
- 13.1.8 The trainee will identify common foods that are either high or low in:
- A. Calories;
  - B. Carbohydrates; and
  - C. Fats (cholesterol)
- 13.1.9 The trainee will identify the components of a weight control program, to include:
- A. Diet; and
  - B. Physical activity
- 13.1.10 The trainee will identify various methods of evaluating body fat level.
- 13.1.11 The trainee will identify a method for computing the target heart rate when performing aerobic activities.
- 13.1.12 The trainee will identify various components of an individualized physical fitness program, to include:
- A. Cardiovascular endurance;
  - B. Muscular strength and endurance; and
  - C. Flexibility.
- 13.1.13 The trainee will participate in the Police Training Commission Physical Conditioning Training program as stipulated in the Physical Conditioning Training manual. The trainee will participate in activities that relate to:
- A. Flexibility;
  - B. Agility;
  - C. Balance;
  - D. Power;
  - E. Speed;
  - F. Muscular Strength and Endurance; and
  - G. Cardiorespiratory Endurance.

## **FUNCTIONAL AREA 14 - PRACTICAL EXERCISES**

### **INSTRUCTIONAL UNIT 14.1: PRACTICAL EXERCISES**

#### **PERFORMANCE OBJECTIVES**

- 14.1.1 Given a simulated situation, the trainee will indicate effective methods for handling an individual attempting suicide. (*Functional Area 1 - Instructional Unit 1.9*)
- 14.1.2 Given simulated situations the trainee will identify the expected behavior of an officer from the perspective of:  
A. The community;  
B. The persons directly involved;  
C. The officer's agency; and  
D. The officer  
(*Functional Area 3 - Instructional Unit 3.2*)
- 14.1.3 Given simulated situations the trainee will act in a manner that promotes positive community attitudes. (*Functional Area 3 - Instructional Unit 3.2*)
- 14.1.4 Given simulated situations with negative community attitudes, the trainee will identify behavior demonstrating impartial enforcement of the law.  
(*Functional Area 3 - Instructional Unit 3.2*)
- 14.1.5 Given simulated situations he trainee will demonstrate ways to bridge cultural barriers within the community. (*Functional Area 3 - Instructional Unit 3.5*)
- 14.1.6 Given a simulated situation, the trainee will role play a crisis intervention.  
(*Functional Area 3 - Instructional Unit 3.6*)
- 14.1.7 Given a simulated situation, the trainee will safely and properly deal with an agitated individual who is emotionally distressed or impaired in functioning.  
(*Functional Area 3 - Instructional Unit 3.9*)
- 14.1.8 Given a simulated situation, the trainee will demonstrate restraint of an emotionally distressed individual and will identify the circumstances under

which restraint is necessary. (*Functional Area 3 - Instructional Unit 3.9*)

- 14.1.9 Given a simulated situation, the trainee will demonstrate effective methods for dealing with an individual with a developmental disability or experiencing emotional distress. (*Functional Area 3 - Instructional Unit 3.9*)
- 14.1.10 Given a simulated situation, the trainee will determine whether or not an individual's First Amendment rights were violated. (*Functional Area 5 - Instructional Unit 5.1*)
- 14.1.11 Given a simulated situation, the trainee will determine whether or not an individual's Fourth Amendment rights were violated. (*Functional Area 5 - Instructional Unit 5.1*)
- 14.1.12 Given a simulated situation, the trainee will determine whether or not an individual's Fifth Amendment rights were violated. (*Functional Area 5 - Instructional Unit 5.1*)
- 14.1.13 Given a simulated situation, the trainee will determine whether or not an individual's Sixth Amendment Rights were violated. (*Functional Area 5 - Instructional Unit 5.1*)
- 14.1.14 Given a simulated situation, the trainee will determine whether or not evidence is admissible under the exclusionary rule. (*Functional Area 5 - Instructional Unit 5.1*)
- 14.1.15 Given simulated situations, the trainee will determine whether or not there is sufficient basis for establishing probable cause. These situations will include:
- A. A civilian witness;
  - B. A police officer statement;
  - C. A criminal informant;
  - D. A non-criminal informant; and
  - E. Direct observation by the police officer.
- (*Functional Area 5 - Instructional Unit 5.2*)
- 14.1.16 Given simulated situations depicting various arrest situations, the trainee will identify whether or not an arrest is or is not lawful. (*Functional Area 5 - Instructional Unit 5.3*)

- 14.1.17 Given simulated situations, the trainee will determine if justification exists to stop, question or frisk an individual, then proceed accordingly. *(Functional Area 5 - Instructional Unit 5.4)*
- 14.1.18 Given a simulated situation, the trainee will distinguish between:  
A. Field inquiry;  
B. Terry stop;  
C. Terry frisk; and  
D. Arrest.  
*(Functional Area 5 - Instructional Unit 5.4)*
- 14.1.19 Given a simulated situation involving a search with consent, the trainee will determine whether or not the search was lawful, and will explain the basis for that determination. *(Functional Area 5 - Instructional Unit 5.6)*
- 14.1.20 Given a simulated situation depicting a "plain view" seizure, the trainee will determine whether or not the requirements of the "plain view" exception were met. *(Functional Area 5 - Instructional Unit 5.6)*
- 14.1.21 Given a simulated situation, the trainee will determine the scope of a search following the custodial arrest of the occupants of a vehicle. *(Functional Area 5 - Instructional Unit 5.6)*
- 14.1.22 Given a simulated situation involving the search of an automobile under the automobile exception, the trainee will determine if the search was lawful. *(Functional Area 5 - Instructional Unit 5.6)*
- 14.1.23 Given a simulated situation, the trainee will determine whether or not exigent circumstances exist to justify a warrantless search. *(Functional Area 5 - Instructional Unit 5.6)*
- 14.1.24 Given simulated situations, the trainee will determine whether or not Miranda warnings should be given. *(Functional Area 5 - Instructional Unit 5.7)*
- 14.1.25 Given simulated situations, the trainee will decide whether or not a defendant has waived his Miranda warnings or evoked a Fifth Amendment protection.

*(Functional Area 5 - Instructional Unit 5.7)*

- 14.1.26 Given a simulated situation depicting a custodial suspect's request for an attorney, the trainee will determine the appropriate actions to take.  
*(Functional Area 5 - Instructional Unit 5.7)*
- 14.1.27 Given a simulated situation depicting a suspect's invocation of his or her right to remain silent, the trainee will determine the appropriate actions to take.  
*(Functional Area 5 - Instructional Unit 5.7)*
- 14.1.28 Given simulated situations depicting street encounters, the trainee will determine whether or not a Miranda warning is required. *(Functional Area 5 - Instructional Unit 5.7)*
- 14.1.29 Given simulated situations, the trainee will identify the force options or restraints that may be used during various street encounters.  
*(Functional Area 5 - Instructional Unit 5.8)*
- 14.1.30 Given simulated situations, the trainee will determine whether or not the force used was reasonable under the circumstances. These simulated situations will include the following:
- A. Use of non-deadly force in a self-defense situation;
  - B. Use of deadly force in a self-defense situation;
  - C. Retreat rule in a self-defense situation;
  - D. Exceptions to retreat rule;
  - E. Use of non-deadly force in a situation involving defense of others;
  - F. Use of deadly force in a situation involving defense of others; and
  - G. Retreat rule in a defense of another situation.
- (Functional Area 5 - Instructional Unit 5.8)*
- 14.1.31 Given simulated situations, the trainee will determine whether or not the force used was reasonable under the circumstances. These simulated situations will include the following:
- A. Use of non-deadly force to effect an arrest;
  - B. Use of deadly force to effect an arrest;
  - C. Use of non-deadly force to prevent escape from arrest;
  - D. Use of deadly force to prevent escape from arrest;
  - E. Use of non-deadly force to prevent escape from custody;

- F. Use of deadly force to prevent escape from custody;
  - G. Use of non-deadly force to prevent the commission of a crime; and
  - H. Use of deadly force to prevent the commission of a crime.
- (Functional Area 5 - Instructional Unit 5.8)*

- 14.1.32 Given simulated situations depicting defense of personal property, the trainee will determine whether or not the level of force is reasonable.  
*(Functional Area 5 - Instructional Unit 5.8)*
- 14.1.33 Given a simulated situation, the trainee will determine whether or not the evidence submitted is relevant. *(Functional Area 5 - Instructional Unit 5.10)*
- 14.1.34 Given a simulated situation, the trainee will be able to testify in direct and cross examination. *(Functional Area 5 - Instructional Unit 5.10)*
- 14.1.35 Given simulated stressful situations of interaction with the public, the trainee will communicate properly and effectively with the following types of persons:
- A. Hostile;
  - B. Angry;
  - C. Hysterical/scared;
  - D. Intoxicated;
  - E. Deranged;
  - F. Very young;
  - G. Very old;
  - H. Racist;
  - I. Someone who knows little or no English;
  - J. Speech and Hearing impaired.
- (Functional Area 6 - Instructional Unit 6.4)*
- 14.1.36 The trainee will demonstrate the use of the mobile radio. This will include the following:
- A. Transmitting and receiving;
  - B. Codes;
  - C. Style of broadcast;
    - 1. Brevity
    - 2. Clarity
  - D. Logging assignments.
- (Functional Area 6 - Instructional Unit 6.5)*

- 14.1.37 Given simulated situations depicting the conditions of a pursuit, the trainee will identify acceptable methods and strategies to be used when initiating, conducting, and terminating a vehicle pursuit, and will complete the Police Pursuit Incident Report. (*Functional Area 7 - Instructional Unit 7.2*)
- 14.1.38 Given simulated situations depicting the conditions of a pursuit, the trainee will demonstrate on a driving course acceptable methods and strategies to be used when initiating, conducting, and terminating a vehicle pursuit, and will complete the required Police Pursuit Incident Report. (*Functional Area 7 - Instructional Unit 7.2*)
- 14.1.39 The trainee will demonstrate the ability to perform various driving techniques for handling common highway emergencies. (*Functional Area 7 - Instructional Unit 7.4*)
- 14.1.40 Given simulated situations where the trainee observes a scene and/or an activity for a specific period of time, the trainee will describe the scene or activity with acceptable accuracy. (*Functional Area 10 - Instructional Unit 10.2*)
- 14.1.41 Given simulated situations, the trainee will locate the Vehicle Identification Number (VIN) on various vehicles. These vehicles will include:
- A. Autos
  - B. Motorcycles
  - C. Trucks
  - D. Trailers
- (*Functional Area 10 - Instructional Unit 10.3*)
- 14.1.42 The trainee will demonstrate safe and effective tactics for approaching pedestrian suspects when the officer is in a patrol vehicle. The demonstration will include:
- A. Approaching pedestrian suspect(s) traveling in the same direction as the patrol vehicle and on the same side of the street;
  - B. Approaching pedestrian suspect(s) traveling in the opposite direction as the patrol vehicle and on the same side of the street;
  - C. Approaching pedestrian suspect(s) traveling in the same direction as the patrol vehicle and on the opposite side of the street; and
  - D. Approaching pedestrian suspect(s) traveling in the opposite

direction as the patrol vehicle and on the opposite side of the street. (*Functional Area 10 - Instructional Unit 10.4*)

- 14.1.43 Given simulated situations depicting person(s) acting suspiciously, the trainee having sufficient probable cause will approach, contact, interview and make the proper disposition of the person(s) contacted. (*Functional Area 10 - Instructional Unit 10.4*)
- 14.1.44 The trainee, in simulated situations, through a process of interview and other methods of screening, will determine the acceptability of various types of identification presented. (*Functional Area 10 - Instructional Unit 10.4*)
- 14.1.45 Given simulated situation(s) involving the stopping of another vehicle for a motor vehicle violation, the trainee, using agency approved equipment, will demonstrate in a safe and acceptable manner the ability to stop the vehicle, radio the necessary information to the dispatcher, approach on foot and contact the occupant(s) of the vehicle. (*Functional Area 10 - Instructional Unit 10.5*)
- 14.1.46 Given simulated situation(s) involving the stopping of a vehicle containing criminal suspect(s), the trainee will demonstrate the ability to safely stop the vehicle, report the necessary information to the dispatcher, remove and place the occupants in a position of disadvantage without the officer(s) being placed in a position that would be inherently dangerous. (*Functional Area 10 - Instructional Unit 10.5*)
- 14.1.47 The trainee, in simulated situations, through a process of interview and other methods of screening, will determine the acceptability of various types of identification presented. (*Functional Area 10 - Instructional Unit 10.5*)
- 14.1.48 Given simulated situations, the trainee will demonstrate the ability to perform safely and effectively as "cover officer" while another officer conduct searches of single and multiple suspects. (*Functional Area 10 - Instructional Unit 10.6*)
- 14.1.49 Given simulated situations, the trainee will demonstrate the ability to conduct the various types of searches of a suspect(s) safely and effectively.

These will include:

- A. The visual/cursory search;
- B. The pat-down search; and
- C. The field search, including the standing, kneeling, and prone positions.

*(Functional Area 10 - Instructional Unit 10.6)*

14.1.50 The trainee will conduct a safe and effective search of a vehicle.

*(Functional Area 10 - Instructional Unit 10.7)*

14.1.51 Given simulated situations, the trainee will safely and effectively initiate and conduct a search for a suspect, including deployment of any additional manpower available. This will include:

- A. Search of a building; and
- B. Search of a residential or business area.

*(Functional Area 10 - Instructional Unit 10.8)*

14.1.52 In simulated situation(s), the trainee will safely and effectively handcuff individual and multiple suspects.

*(Functional Area 10 - Instructional Unit 10.9)*

14.1.53 In simulated situation(s), the trainee will safely remove handcuffs from individual and multiple suspects while:

- A. Maintaining control of the suspect(s); and
- B. Maintaining control of the restraining device.

*(Functional Area 10 - Instructional Unit 10.9)*

14.1.54 Given simulated situations, the trainee will demonstrate the ability to safely transport individual and multiple prisoners while both working alone and with a partner. *(Functional Area 10 - Instructional Unit 10.10)*

14.1.55 Given simulated situations, the trainee will safely and effectively respond to and handle various crimes-in-progress. These will include:

- A. Robbery-in-progress;
- B. Burglary-in-progress;
- C. Suspicious persons calls;
- D. Unknown emergency; and.
- E. Shooting in progress.

*(Functional Area 10 - Instructional Unit 10.13)*

- 14.1.56 Given simulated situations, the trainee will handle a domestic violence situation in a safe and effective manner and will complete the required Domestic Violence Reports. (*Functional Area 10 - Instructional Unit 10.14*)
- 14.1.57 Given various simulated situations, the trainee will demonstrate the proper procedure to be followed for the seizure of weapons in domestic violence incidents. (*Functional Area 10 - Instructional Unit 10.14*)
- 14.1.58 Given simulated situations based on civil law cases, the trainee will handle the situations in a manner consistent with agency policy and law. The situations will include:
- A. A situation involving a landlord-tenant dispute;
  - B. A situation involving the repossession of a vehicle; and
  - C. A civil dispute situation likely to be encountered by the trainee on field assignment.
- (*Functional Area 10 - Instructional Unit 10.15*)
- 14.1.59 The trainee when confronted with simulated sniper or ambush situations, will react in a safe and effective manner.  
(*Functional Area 10 - Instructional Unit 10.19*)
- 14.1.60 The trainee will identify and participate in the basic crowd and riot control formations. These formations will include:
- A. Line;
  - B. Wedge; and
  - C. Diagonal.
- (*Functional Area 10 - Instructional Unit 10.22*)
- 14.1.61 The trainee will demonstrate the proper procedures to follow when responding to an active shooter in a school. (*Functional Area 10 - Instructional Unit 10.25*)
- 14.1.62 Given examples of real and fraudulent or altered documents the trainee will identify the real document. These will include:
- A. Passports;
  - B. New Jersey Driver License;
  - C. International Driver License;
  - D. Social Security Card;

- E. Visas;
  - F. Permanent Resident Card; and
  - G. Resident Alien Card.
- (Functional Area 10 - Instructional Unit 10.29)*

- 14.1.63 Given the Motor Vehicle and Traffic Laws the trainee will determine the proper application of the driving while intoxicated statutes and will identify it by common name and section number. This determination will include the proper application of a field sobriety examination and, if applicable, the proper utilization of any devices used to determine blood alcohol content. The arrested person's obligations regarding the implied consent law will be identified.  
*(Functional Area 11 - Instructional Unit 11.2)*
- 14.1.64 The trainee will demonstrate the appropriate initial conversation between the law enforcement officer and the traffic violator which will enhance the violator's recognition of the importance of obeying traffic laws and will create a positive impression of the officer.  
*(Functional Area 11 - Instructional Unit 11.3)*
- 14.1.65 Given a blank traffic summons and the required information, the trainee will properly and legibly complete the form within an acceptable time limit.  
*(Functional Area 11 - Instructional Unit 11.3)*
- 14.1.66 Given simulated situations, the trainee will safely and effectively conduct traffic stop(s) and issue citations, as well as manage bystanders lawfully recording police or unlawfully interfering. This will be done in a manner that promotes a positive police image.  
*(Functional Area 11 - Instructional Unit 11.3)*
- 14.1.67 The trainee will safely light and extinguish the type of traffic warning device used by the officer's agency.  
*(Functional Area 11 - Instructional Unit 11.4)*
- 14.1.68 Given a simulated crash scene, the trainee will safely lay a traffic warning device pattern that will best protect persons and property, with due regard given to the presence of flammable materials and traffic flow. *(Functional Area 11 - Instructional Unit 11.4)*

- 14.1.69 Given a simulated traffic accident scene, the trainee will handle the situation in a safe and effective manner, to include:
- A. Requesting the necessary assistance;
  - B. Assisting those that may be injured
  - C. Protecting persons and property involved;
  - D. Removing situations that may cause additional crashes;
  - E. Exhibiting the elements of courtesy, professionalism, and respect;
- and
- F. Maintaining neutrality.
- (Functional Area 11 - Instructional Unit 11.4)*
- 14.1.70 The trainee will identify State motor vehicle and traffic law policy regarding the taking of accident reports and will accurately complete a New Jersey Police Accident Report Form (NJTR-1) based on a simulated situation depicting a traffic crash. *(Functional Area 11 - Instructional Unit 11.4)*
- 14.1.71 Given a variety of practical exercises, the trainee will demonstrate the ability to effectively execute recognized traffic hand signals in an appropriate manner. These signals will include as a minimum:
- A. Requiring a driver to stop;
  - B. Requiring a driver to go;
  - C. Requiring a driver to turn right; and
  - D. Requiring a driver to turn left.
- (Functional Area 11 - Instructional Unit 11.5)*
- 14.1.72 Given a practical exercise, the trainee will demonstrate the ability to use a flashlight to communicate effectively. Minimum qualifications will include demonstrated regard for visibility limitations. *(Functional Area 11 - Instructional Unit 11.5)*
- 14.1.73 Given a simulated situation in which a crime has just occurred and the suspect has fled, the trainee will explain how to use the radio to alert other officers and agencies. *(Functional Area 12 - Instructional Unit 12.1)*
- 14.1.74 Given a practical exercise depicting a variety of conditions, the trainee will explain how to identify the perimeter of the crime scene, and how to contain and preserve the scene.  
*(Functional Area 12 - Instructional Unit 12.1)*

- 14.1.75 Given a practical exercise in which citizens, other police officers and public officials attempt to enter a "contained" crime scene, the trainee will demonstrate the ability to deny access, and to identify and maintain a comprehensive log of those authorized to enter. (*Functional Area 12 - Instructional Unit 12.1*)
- 14.1.76 Given a simulated situation, the trainee conducts that portion of a preliminary investigation that would minimally include:
- A. Ensure trainee safety and the safety of others present;
  - B. Identify the extent of the crime scene;
  - C. Ensure medical aid for injured;
  - D. Contain area-preserve crime scene;
  - E. Identify and preserve evidence;
  - F. Notify supervisor;
  - G. Locate and identify suspects, witnesses, and victims;
  - H. Conduct initial interviews; and
  - I. Complete field notes indicating conditions and events.
- (*Functional Area 12 - Instructional Unit 12.1*)
- 14.1.77 Given a practical exercise, the trainee will search a crime scene for physical evidence through the use of an organized method such as the "strip," "spiral," "grid" and "quadrant" methods. (*Functional Area 12 - Instructional Unit 12.2*)
- 14.1.78 Given a variety of practical exercises in which items of evidence that would be reasonably associated with the alleged crime are present, the trainee will identify such items as evidence. (*Functional Area 12 - Instructional Unit 12.2*)
- 14.1.79 The trainee will properly complete all necessary forms utilized by the officer's agency to ensure the chain of custody. (*Functional Area 12 - Instructional Unit 12.3*)
- 14.1.80 Given a practical exercise in which a variety of "latent" and "plastic" prints have been placed on a number of items that vary in texture and color, the trainee will handle the responsibilities commonly assigned to an officer at his/her level. These responsibilities may include (if applicable):
- A. Locating the prints.

- B. Developing the prints; and
  - C. Preserving the prints (for identification in court)
- (Functional Area 12 - Instructional Unit 12.7)*

14.1.81 Given simulated situations depicting criminal offenses, the trainee will interview persons (actors) about their knowledge of the offense.  
*(Functional Area 12 - Instructional Unit 12.9)*

14.1.82 Given a practical exercise, the trainee will provide testimony in a professional manner when faced with an attorney who may be:

- A. Aggressive;
- B. Condescending;
- C. Friendly; and
- D. Belligerent.

*(Functional Area 12 - Instructional Unit 12.11)*

14.1.83 Given a practical exercise requirement to handle the preliminary investigative responsibilities of an alleged theft, the trainee will demonstrate the ability to perform the tasks commonly delegated to the police officer.  
*(Functional Area 12 - Instructional Unit 12.15)*

14.1.84 The trainee will demonstrate the ability to handle those responsibilities commonly delegated to a police officer investigating an alleged motor vehicle theft.  
*(Functional Area 12 - Instructional Unit 12.15)*

14.1.85 Given a practical exercise, the trainee will demonstrate the ability to handle the responsibilities commonly delegated to the police officer investigating an alleged burglary.  
*(Functional Area 12 - Instructional Unit 12.15)*

## **FUNCTIONAL AREA 15 - AGENCY TRAINING**

### **INSTRUCTIONAL UNIT 15.1**

#### AGENCY TRAINING

#### **PERFORMANCE OBJECTIVES**

- 15.1.1 The trainee will identify the statutory authority of his/her job title.  
*(Functional Area 1 - Instructional Unit 1.2)*
- 15.1.2 The trainee will identify the geographic boundaries of his/her jurisdiction and authority. *(No reference cited)*
- 15.1.3 The trainee will identify the organization and chain of command of his/her agency. *(Functional Area 1 - Instructional Unit 1.5)*
- 15.1.4 The trainee will identify five areas of concern that necessitate pertinent rules, regulations, policies and procedures:
- A. Personnel (general work rules, outside employment, grievance procedures, standards of conduct on and off duty, etc.);
  - B. Dissemination of documents or files;
  - C. Firearms policy;
  - D. Handling calls and outside communications;
  - E. Bias incident reporting and investigation;
  - F. Responding to a crime in progress;
  - G. Observing a motor vehicle violation;
  - H. Disposition of vicious or attacking animals;
  - I. Unusual occurrences; and
  - J. Preservation of Interview/Field Notes pursuant to A.G. Policy.
- (No reference cited)*
- 15.1.5 The trainee will identify agency procedures for informing personnel of pertinent communications. *(Functional Area 1 - Instructional Unit 1.5)*
- 15.1.6 The trainee will have a working knowledge of specialized agency equipment, including computers, necessary to the performance of his/her duties. *(No reference cited)*

- 15.1.7 The trainee will identify the policies of the employing agency concerning the control and dissemination of narcotics information and the control of investigative funds. (*Functional Area 1 - Instructional Unit 1.5*)
- 15.1.8 The trainee will identify all law enforcement agencies in the geographic boundaries of his or her agency jurisdiction and their respective responsibilities. (No reference cited)
- 15.1.9 The trainee will define mutual aid:
- A. Using official vehicles outside the primary jurisdiction of the agency;
  - B. Responding to calls for assistance from law enforcement agencies within the primary jurisdiction of the agency;
  - C. Responding to calls for assistance from law enforcement agencies outside the primary jurisdiction of the agency;
  - D. Assisting outside agencies with arrests in the agency jurisdiction. (*Functional Area 1 - Instructional Unit 1.5*)
- 15.1.10 The trainee will identify the organization and delegation of investigative responsibilities within his/her agency. (*Functional Area 1 - Instructional Unit 1.5*)
- 15.1.11 The trainee will identify the agency specific Policy and Procedures concerning the receipt and investigation of citizen complaints, complaints against law enforcement officers and agencies, and complaints against public officials. (*Functional Area 1 - Instructional Unit 1.10*)
- 15.1.12 The trainee will identify existing community organizations within his/her jurisdiction. (*No reference cited*)
- 15.1.13 The trainee will identify at least two (2) crime prevention programs in which citizens can participate. (*Functional Area 3 - Instructional Unit 3.3*)
- 15.1.14 The trainee will identify subcultures or ethnic groups existing in his/her jurisdiction. (*Functional Area 3 - Instructional Unit 3.5*)
- 15.1.15 The trainee will identify possible sources of cultural miscommunication

- between those subcultures. (*Functional Area 3 - Instructional Unit 3.5*)
- 15.1.16 The trainee will identify ways to bridge cultural barriers within the community he/she serves. (*Functional Area 3 - Instructional Unit 3.5*)
- 15.1.17 The trainee will identify the schools, hospitals, recreational facilities, health and social service providers in his/her community. (*Functional Area 3 - Instructional Unit 3.7*)
- 15.1.18 The trainee will identify at least (5) services that social service agencies provide to a community. (*Functional Area 3 - Instructional Unit 3.7*)
- 15.1.19 The trainee will identify the officer in his/her agency who has primary responsibility to be the liaison between the department and the school system. (*Functional Area 3 - Instructional Unit 3.8*)
- 15.1.20 The trainee will identify programs or agencies in his/her jurisdiction designed for youth as part of a formal referral system. (*Functional Area 3 - Instructional Unit 3.8*)
- 15.1.21 The trainee will identify facilities within the jurisdiction of the employing agency, approved by the State Department of Human Services to conduct evaluations and provide treatment for individuals with a psychological disorder who may require civil commitment. (*Functional Area 3 - Instructional Unit 3.9*)
- 15.1.22 The trainee will identify local agencies to which an officer may refer an individual who is in need of mental health services. (*Functional Area 3 - Instructional Unit 3.9*)
- 15.1.23 A. The trainee will successfully complete the Developmental Disabilities Awareness Training for NJ Emergency responders, which must be completed on line via NJ Learn system. This training must be completed within 60 (sixty) calendar days from the Orientation day for the class.
- B. The trainee will successfully complete the Heroin-Opiate

Investigation & Prosecution Training, which must be completed on line via NJ Learn system. This training must be completed within 60 (sixty) calendar days from the Orientation day for the class.

- 15.1.24 The trainee will identify initial approaches available to a police officer in handling a juvenile who has allegedly committed a delinquency offense. This description shall include local departmental practices such as warning, release, and referral.  
*(Functional Area 4 - Instructional Unit 4.8)*
- 15.1.25 The trainee will identify the procedures for handling a juvenile-family crisis. This should include the legal criteria for taking a juvenile into short-term custody, the procedures to be followed once the juvenile has been taken into short-term custody, and any local agency policies to be followed. *(Functional Area 4 - Instructional Unit 4.8)*
- 15.1.26 The trainee will identify the hours during which the sale and/or consumption of alcoholic beverages on premises requiring a license is prohibited, and identify the person in his/her agency responsible for ABC administrative duties.  
*(Functional Area 4 - Instructional Unit 4.15)*
- 15.1.27 Given a simulated situation, the trainee will complete the agency authorized use of force report form. *(Functional Area 5 - Instructional Unit 5.8)*
- 15.1.28 The trainee will state the employing agency policy regarding disposition of handwritten notes. *(Functional Area 6 - Instructional Unit 6.1)*
- 15.1.29 The trainee will identify and list the use of the primary report forms utilized by his or her agency. *(Functional Area 6 - Instructional Unit 6.1)*
- 15.1.30 The trainee will select and prepare interoffice correspondence on the proper form and in an acceptable manner according to the requirements of his or her agency. *(Functional Area 6 - Instructional Unit 6.1)*

- 15.1.31 Given a practical exercise, the trainee will demonstrate his/her ability to communicate effectively with members of ethnic and cultural groups. *(No references cited)*
- 15.1.32 The trainee will explain his/her agency vehicular pursuit policy. The explanation shall include:
- A. Criteria for initiation of a pursuit;
  - B. Criteria for terminating a pursuit;
  - C. Use of emergency warning devices (sirens, flashing lights, etc.)
  - D. Departmental vehicular pursuit procedures. *(Functional Area 7 - Instructional Unit 7.2)*
- 15.1.33 The trainee will identify how to safely handle handguns and shotguns. This will include operating weapons storage mechanisms in agency authorized vehicles and in authorized agency storage areas. *(Functional Area 9 - Instructional Unit 9.1)*
- 15.1.34 The trainee will identify those firearms and ammunition his/her agency authorizes for both on-duty and off-duty use. *(Functional Area 9 - Instructional Unit 9.2)*
- 13.1.35 The trainee will identify employing agency policies regarding the utilization of each chemical agent device used by the agency. *(Functional Area 9 - Instructional Unit 9.5)*
- 15.1.36 Given simulated situations, the trainee will determine if there are any warrants for persons and/or property using agency procedures. *(Functional Area 10 - Instructional Unit 10.3)*
- 15.1.37 The trainee will identify his/her agency policy(ies) regarding mutual aid and jurisdiction. This will include:
- A. Using official vehicles and equipment outside the primary jurisdiction of the employing agency;
  - B. Responding to calls for assistance outside the primary jurisdiction; and
  - C. Assisting outside agencies with arrests within the primary jurisdiction.
- (Functional Area 10 - Instructional Unit 10.3)*

- 15.1.38 The trainee will identify his/her agency policy regarding the searching of individuals, juveniles, elderly persons, and persons who are physically handicapped or impaired. *(Functional Area 10 - Instructional Unit 10.6)*
- 15.1.39 The trainee will identify the employing agency policy regarding the searching of individuals of the opposite sex. *(Functional Area 10 - Instructional Unit 10.6)*
- 15.1.40 The trainee will identify his/her agency policy regarding the handcuffing of individuals. The explanation will include handcuffing:
- A. Males;
  - B. Females;
  - C. Juveniles;
  - D. Special cases;
  - E. Elderly persons;
  - F. Injured persons; and
  - G. Physically handicapped persons. *(Functional Area 10 - Instructional Unit 10.9)*
- 15.1.41 The trainee will identify his/her agency policy regarding transportation of prisoners and/or other individuals. The explanation will include:
- A. Transportation of females;
  - B. Positioning within vehicle;
  - C. Transportation of injured or sick prisoners;
  - D. Transportation of juveniles;
  - E. Transportation of victims/witnesses;
  - F. Transportation infants and young children; and
  - G. Transportation of other citizens. *(Functional Area 10 - Instructional Unit 10.10)*
- 15.1.42 In a simulated situation, the trainee will properly complete the processing of an adult prisoner in conformance with the law and the policies of the agency. This processing will include the required notifications that an officer must make. *(Functional Area 10 - Instructional Unit 10.11)*
- 15.1.43 The trainee will identify his/her local agency requirements regarding issuing receipts for personal property taken from

prisoners. (*Functional Area 10 - Instructional Unit 10.11*)

15.1.44 The trainee will identify notifications an officer is required to make when processing a juvenile. The notifications will reflect:

- A. The law; and
- B. The policies of his/her agency.

(*Functional Area 10 - Instructional Unit 10.11*)

15.1.45 In a simulated situation, the trainee will properly complete the processing of a juvenile in conformance with the law and the policies of his/her agency. (*Functional Area 10 - Instructional Unit 10.11*)

15.1.46 In a simulated situation, the trainee will properly complete the processing of prisoners who warrant special consideration, and will identify the detention facility his/her agency designates for the processing of such prisoners. These special considerations shall include situations when a prisoner is:

- A. Intoxicated or under the influence alcohol/drugs;
- B. Injured;
- C. Sick;
- D. Female; E. Juvenile;
- F. Excited/ emotionally disturbed;
- G. Mentally handicapped/disoriented;
- H. Does not speak English;
- I. Physically handicapped; and
- J. Elderly.

(*Functional Area 10 - Instructional Unit 10.11*)

15.1.47 The trainee will identify his/her agency procedures for the release of a prisoner. (*Functional Area 10 - Instructional Unit 10.12*)

15.1.48 The trainee will identify the criteria to be considered when determining the method to be utilized in responding to crimes-in-progress. This identification will include agency policy.

(*Functional Area 10 - Instructional Unit 10.13*)

- 15.1.49 The trainee will identify his/her agency policy for handling labor disputes. (*Functional Area 10 - Instructional Unit 10.15*)
- 15.1.50 The trainee will identify his/her agency policy and procedures for reporting missing persons. (*Functional Area 10 - Instructional Unit 10.16*)
- 15.1.51 The trainee will identify the procedures of his/her agency for handling sick or injured persons. These procedures will include:
- A. The extent of first aid to be performed by police;
  - B. The role of ambulance and paramedic crews;
  - C. The hospitals to which sick or injured are to be transported; and
  - D. The use of universal precautions when handling sick, injured, or deceased persons.
- (*Functional Area 10 - Instructional Unit 10.17*)
- 15.1.52 The trainee will identify the employing agency policy and procedure in accordance with State guidelines for notifying the next of kin in cases of sudden death. (*Functional Area 10 - Instructional Unit 10.17*)
- 15.1.53 The trainee will identify his/her agency procedures for handling dead body calls under various situations. These situations will include persons who have died:
- A. As a result of a suicide;
  - B. With a doctor signing a death certificate;
  - C. From apparent natural causes, no death certificate;
  - D. As a result of an accident;
  - E. Under suspicious circumstances; and
  - F. As a result of a crime.
- (*Functional Area 10 - Instructional Unit 10.17*)
- 15.1.54 The trainee will identify his/her agency policies concerning the disposition of vicious, injured or sick animals. (*Functional Area 10 - Instructional Unit 10.18*)

- 15.1.55 The trainee will identify local agencies which can provide assistance in treating domesticated and non-domesticated animals that are sick or injured, and disposing of dead animals. *(Functional Area 10 - Instructional Unit 10.18)*
- 15.1.56 The trainee will identify his/her agency procedures for handling and processing animal bite cases. *(Functional Area 10 - Instructional Unit 10.18)*
- 15.1.57 The trainee will identify his/her agency policy for handling situations where a non-domesticated animal enters a residential area. *(Functional Area 10 - Instructional Unit 10.18)*
- 15.1.58 The trainee will simulate the impounding of a vehicle in an authorized manner. This will include:
- A. Following his/her agency policy; and
  - B. Completion of required paperwork.
- (No reference cited)*
- 15.1.59 The trainee will identify his/her agency procedures for a law enforcement officer when confronted with unusual local occurrences. These occurrences will include:
- A. Electrical wires down;
  - B. Malfunctioning traffic signals;
  - C. Hazardous road conditions;
  - D. Damage to fire hydrants;
  - E. Gas leaks; and
  - F. Other local possibilities.
- (Functional Area 10 - Instructional Unit 10.20)*
- 15.1.60 The trainee will identify the considerations of the law enforcement officer on arrival at the scene of a suspected or actual explosive device. These considerations will include agency policy. *(Functional Area 10 - Instructional Unit 10.20)*
- 15.1.61 The trainee will identify his/her agency procedures for releasing information to the media. *(Functional Area 10 - Instructional Unit 10.24)*

- 15.1.62 The trainee will identify his/her agency policies regarding who may release information to the news media. *(Functional Area 10 - Instructional Unit 10.24)*
- 15.1.63 The trainee will recognize and identify authorized press credentials honored by his/her agency. *(Functional Area 10 - Instructional Unit 10.24)*
- 15.1.64 The trainee will identify law and agency policy that pertains to the admission of news media representatives into areas otherwise closed to the public. *(Functional Area 10 - Instructional Unit 10.24)*
- 15.1.65 The trainee will read and study the policy of his/her agency, as required by the Attorney General, regarding response to a bomb threat in a school. *(No references cited)*
- 15.1.66 The trainee will read and study the policy of his/her agency, as required by the Attorney General, regarding the rapid response to an active shooter in a school. *(Functional Area 10 - Instructional Unit 10.25)*
- 15.1.67 The trainee will read and study the policy of his/her agency, as required by the Attorney General, regarding the lockdown of a school. *(Functional Area 10 - Instructional Unit 10.25)*
- 15.1.68 The trainee will read and study the policy of his/her agency, as required by the Attorney General, regarding the evacuation of a building. *(No references cited)*
- 15.1.69 The trainee will identify additional specific responsibilities and considerations unique to handling accidents involving hazardous materials or weapons of mass destruction. This identification will include agency policy. *(Functional Area 10 - Instruction Unit 10.31 and 10.32)*
- 15.1.70 The trainee will identify the appropriate procedure notifying the dispatcher or supervisor when making a motor vehicle stop. *(Functional Area 11 - Instructional Unit 11.3)*

- 15.1.71 The trainee will demonstrate the ability to process lawful lookups on agency equipment in police vehicles where applicable.  
*(Functional Area 11-Instructional Unit 11.3)*
- 15.1.72 The trainee will identify his/her agency rules, policies, and procedures regarding the storage of various types of evidence. These types of evidence will include:
- A. Soil;
  - B. Non-Biological liquids
  - C. Firearms and other weapons;
  - D. Minute and very large items;
  - E. Clothing;
  - F. Hazardous substances;
  - G. Knives and other sharps;
  - H. Biological materials (blood, saliva and other body fluids);
  - I. Tools;
  - J. Explosives; K. Drugs;
  - L. Vehicles;
  - M Documents; N. Computers;
  - O. Perishable items
  - P. Cash, jewelry and other valuable items
- (Functional Area 12 - Instructional Unit 12.3)*
- 15.1.73 The trainee will properly complete all necessary forms utilized by his/her agency to ensure the chain of custody.  
*(Functional Area 12 – Instructional Unit12.3)*
- 15.1.74 The trainee will identify his/her agency policies and procedures regarding the transfer of evidence to laboratory examination facilities. *(Functional Area 12 - Instructional Unit 12.3)*
- 15.1.75 Given a practical exercise in which a variety of "latent" and "plastic" prints have been placed on a number of items that vary in texture and color, the trainee will handle the responsibilities commonly assigned to an officer at his/her level. These responsibilities may include (if applicable):
- A. Locating the prints;

- B. Developing the prints; and
  - C. Preserving the prints (for identification in court).
- (Functional Area 12 - Instructional Unit 12.7)*

- 15.1.76 The trainee will state the employing agency procedures for handling informants including the following:
- A. Documentation of information received; B. Contact with any informants;
  - C. Payment to informants; D. Witness Relocation;
  - E. Admissibility and/or Inadmissibility of Records of Informants in a legal proceeding:
    - 1. Cooperation agreement;
    - 2. Any payments made to informant; and
    - 3. Hotel/travel arrangements.
- (Functional Area 12 - Instructional Unit 12.8)*

- 15.1.77 The trainee will identify organizations, community groups, and government bodies that offer opportunities for officers to perform community service activities. While not required, it is in keeping with community policing concepts for police officers to involve themselves in volunteer activities on the community level by participation in a wide variety of community service projects including volunteering time to work with youth, helping out at a food kitchen, working with nonprofit agencies and organizations serving the community. Employing agencies are urged to encourage officers to participate in appropriate volunteer activities during their off-duty hours.
- (No reference/embodiment of 21<sup>st</sup> century community involvement)*

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