



# PO TO JCO TRANSFER ACADEMY

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## INTRODUCTION

This manual presents the training requirements that a journey level Probation Officer (PO) must complete within one year of transfer to a Juvenile Corrections Officer position. This course of training is only available and applicable to officers who have successfully completed a full PO core course. Those transferring officers must complete this transfer academy within the first year of employment to meet the state standard for training set by the Board of State and Community Corrections (BSCC), Standards and Training for Corrections (STC) program.

The content was developed by identifying the overlap and gaps in training between the PO and the JCO core courses. Training that was already covered in the PO core course was removed from the transfer academy to eliminate the repeating of content when an officer transfers from a PO to a JCO position. What remains in the PO to JCO transfer academy is training that is unique to the JCO position.

### Purpose and Scope of This Manual

The primary purpose of this **PO to JCO Transfer Academy Manual** is to present the core training standards for JCOs transferring from PO positions within or across local probation departments. These standards include the required training classes, performance objectives, instructional hours, and testing requirements for training that is required to be completed within one year of hire (core training). The information in this manual is designed for core training providers to provide an overview of the content of the transfer academy. For more in-depth coverage of the core course certification and delivery requirements, training providers are encouraged to thoroughly read the STC Policy and Procedure Manual for *Presenting Local Corrections Core Courses*.

This PO to JCO core training manual is divided into several sections.

- A summary description of the JCO job as it is widely performed across the State and provides information about how core training is linked to the requirements of the job.
- BSCC's role in standard development and authority to set training standards for local corrections agencies.
- An overview of the core training program and how it was developed
- The overarching principles that were used to guide the development of the core training standards.
- General information about the core training program.
- Information about adding optional agency specific training (Topic 17.0) to a core training course.
- Information about testing performance objectives
- An outline of the testing requirements for each class.
- An outline of the content of the core course including the topics, classes, how much instructional time required for each.
- General information and format, prerequisites and the prescribed objectives for the course. These objectives are the fundamental building blocks of the curriculum. They provide the goals toward which trainees will strive and the basis for developing methods to evaluate performance effectiveness.

## **Effective Date of This Manual**

The training standards presented in this manual are effective July 1, 2020 and remain in effect until replaced. STC periodically reviews and updates the standards. Minor revisions will be noted in this manual with a revision date on the front cover and footnote. Major revisions will be accomplished by retiring and replacing this manual.

## **JUVENILE CORRECTIONS OFFICER JOB DESCRIPTION**

The JCO job can differ from one county or city to another and from one assignment to another in the same jurisdiction. This core training course relates to the activities or tasks performed by most juvenile officers throughout the state, regardless of the location, size, budget, etc. of the employing agency. The JCO job can differ from one county or city to another and from one assignment to another in the same jurisdiction. This core training course relates to the activities or tasks performed by most juvenile corrections officers throughout the state, regardless of the location, size, budget, etc. of the employing agency. Generally speaking, the JCO ensures that juveniles in county custody are provided with a safe and humane environment. The JCO is responsible for the custody, supervision, treatment and rehabilitation of those juveniles. The JCO is a peace officer and exercises peace officer duties.

This job description comes from two sources. First, the overall mission of the JCO job and its place in the California Criminal Justice System are established in state law. The second and primary source of information about the job comes from the statewide job analysis research conducted periodically by the STC Program of the BSCC.

## **BACKGROUND AND AUTHORITY**

The BSCC was established on July 1, 2012, and was formerly known as the Corrections Standards Authority (CSA), and prior to 2005, as the Board of Corrections (BOC) which was created in 1944 to provide leadership and coordination for local corrections agencies. Among other duties, the BSCC sets minimum standards for the selection and training requirements for local corrections personnel employed by Sheriff's Offices, Probation Departments, and Police Departments, including the core training standards presented in this manual. These responsibilities are defined in California Penal Code Sections 6024 through 6037 and carried out by the STC Division of the BSCC.

### **About the Standards and Training for Corrections Program**

The STC program was established in 1980 to establish a statewide standard to raise the level of competence of the state's local corrections and probation personnel. The program accomplishes this by developing selection and training standards, providing a statewide course certification and delivery system, conducting compliance reviews, and providing technical assistance, training and funding to local corrections agencies.

The STC program assists local corrections agencies in ensuring they select qualified personnel and train them to a statewide standard to support proficient job performance. STC establishes legally defensible job-related skills training standards and selection criteria that helps protect agencies from failure to training and fair employment challenges. Job relatedness is provided through a thorough job analysis and assessment process that demonstrates the relationship between the standard (course subject matter or employment screening tool) and the job being performed.

Local corrections agencies participate in the STC program voluntarily. Through their participation, agencies receive access to the statewide standards, the certification and course delivery system, and training and technical assistance provided through the STC program and agree to follow all program regulations, policies and procedures. Local corrections agencies also receive funding to help offset the costs of complying with the state standards.

### **Authority**

The STC program is authorized in Penal Code Section 6035 and 6036. Supporting regulations are found in Title 15, Division 1, Subchapter 1, Articles 1 - 9, Sections 100-358 of the California Code of Regulations (CCR).

## **CORE TRAINING OVERVIEW**

California Code of Regulations Sections 169-185 requires everyone hired into an entry-level corrections position to complete a core course of training, prescribed by STC, within one year of hire, assignment, or promotion. This includes:

- Adult Corrections Officer (ACO)– responsible for the supervision and custody of adults detained in an adult facility
- Juvenile Corrections Officer (JCO)– responsible for the supervision and custody of youth detained in a juvenile facility
- Probation Officer (PO)– responsible for the supervision of youths and adults on probation
- Supervisor – responsible for supervising staff within a facility or probation function
- Manager/Administer – above first line supervisor and responsible for managing a facility or probation function

### **What Is and Is Not Included in Core Training**

Core training is the entry-level or basic training provided within the first year of employment to any employee hired into any of the entry-level corrections positions listed above. Core training is based on the tasks that each employee in the respective entry-level position must perform. Core tasks are identified through job analysis research conducted by STC. These analyses are periodically updated due to the evolving nature of the local corrections professions. Each core course has specific content and a minimum number of instructional hours. The core courses for ACO, JCO and PO also include prescribed classes, performance objectives, training notes and testing requirements to measure learning. Core training does not fulfill all the training requirements for an entry-level employee. Many employees are also required to complete training mandated by the Commission on Peace Officer Standards and Training (POST) such as PC 832 training. Additionally, counties may have local training requirements that are not met through core training. It is the responsibility of each hiring agency to identify and fulfill the training requirements for their employees.

### **When Is Core Training Required**

Although core training can be completed within one year of hire, it is designed as a pre-assignment model and assumes that the students have no prior training or work experience in the classification. The training needs of experienced employees are not covered by the core course. BSCC strongly encourages agencies to deliver core training to students immediately upon hire and prior to performing the duties of the job.

### **Who Can Delivery Core Training**

Most core courses are delivered by corrections agencies to corrections employees. However, a small number of core courses are delivered by community colleges or private training providers and can include students who are not hired to one of the positions listed above but are enhancing their skills to become employed at a local corrections agency. All core courses must be certified by STC. Information about the certification process can be found in the STC publication *Policy and Procedure Manual for Presenting Local Corrections Core Courses*.

## **Job Relatedness and Defensibility of Core Training**

The major tasks and responsibilities of the JCO job in the State of California are defined by a comprehensive and statewide job analysis completed by the BSCC in 2015. The primary data gathering instrument in the job analysis was a structured task questionnaire completed by nearly 5,000 probation officer job incumbents and supervisors. The questionnaire identified the tasks that are performed by probation officers, the frequency that each task is performed, and how important each task is to successful job performance. The ratings from these questionnaires were used to identify the core tasks upon which this curriculum is built and provides the legally defensible link between training and job requirements. The 2015 job analysis report can be found on the STC web page.

There are a great many tasks performed by local corrections professionals around the state. To be included on the list of core tasks, a task must meet the statistical criteria for frequency of performance, importance, and statewide application. After the core tasks were identified, incumbents and supervisors identified the knowledge, skills and abilities (KSA) required to perform each task. The tasks and KSAs are the basis for developing performance objectives that can be directly tied back to job requirements. The establishment of the relationship between the required training and job performance (job relatedness) provides legal defensibility of the core training requirements.

## **ASSUMPTIONS GUIDING DEVELOPMENT OF THE PO TO JCO TRANSFER ACADEMY**

Training design involves a series of decisions, many of which are critical to producing an effective instructional program. For example, the designers must repeatedly make decisions regarding the inclusion or exclusion of specific content in the training course. While such decisions are often complex and difficult, they are much more easily made if some basic assumptions or parameters have been established for the project. The assumptions that guided the development of the PO core course are presented below.

### **Assumption #1: Entry level training is not necessary to be repeated when experienced officers transfer to a closely related job.**

The job analysis determined that there is a significant amount of overlap and similarity between the PO and JCO jobs. A subsequent training gap analysis identified a significant amount of overlap in the entry level training provided to these classifications. When an experienced employee transfers from one classification to another, it is not necessary to repeat entry level training. Therefore, the duplicative training was removed for employees transferring from the a PO to JCO position.

### **Assumption #2: The content of the training course must be job related.**

This assumption refers all decisions on training content, methods, and format back to the actual demands of the probation officer's job. To the extent that knowledge or skills are not either frequent and/or essential to job performance as identified by job analysis, they are not included in the training course.

### **Assumption #3: The training course should specify the training needed by entry-level juvenile corrections officers who have no prior training or experience in that job.**

This assumption identifies entry-level JCOs as the target audience for the core training course. The training needs of experienced JCOs are not covered by this course. Because core training can be provided up to one year after hire, some JCOs attending core may already have some work experience, but that experience can vary widely and is not considered in core training. The assumption of no prior training or experience ensures that the core training course covers the needs of all entry-level personnel.

### **Assumption #4: The training course should specify only the knowledge and skills that are essential for the newly hired juvenile corrections officer to meet minimum performance standards for entry-level personnel and to obtain maximum benefit from subsequent on-the-job training and experience.**

The core training course should not be expected to produce an experienced JCO capable of handling every job assignment. The core training course provides the trainee with the minimum concepts and skills necessary to perform the job and to accelerate later on-the-job learning and training.

**Assumption #5: Trainees will complete the entire core training course prior to their first actual work assignment.**

Assumption #5 is derived from Assumptions #3 and #4. Since trainees are assumed to have no prior background in the juvenile corrections officer job, the core training course should be completed before trainees begin performing the complex requirements of the job.

**Assumption #6: The core training course should be administratively feasible and efficient.**

This assumption helps ensure that the standards are reasonable and can be implemented within operational and administrative constraints (e.g., policies, time, budget, personnel, etc.).

## **GENERAL INFORMATION ON CORE COURSE CONTENT AND FORMAT**

STC sets a core training program that applies statewide. To account for the variation in policies and procedures across the state, core training standards are set at the outline level. This includes determining which topics and classes are required, the performance objectives for each class, the training notes, the instructional hours, and the testing time and method.

The performance objectives are written as measurable statements that describe expected learning outcomes to be achieved and demonstrated by a trainee upon completion of the core training course. Training notes are concepts that must be covered in the class but are not required to be tested. The instructional time is the minimum amount of time for the topic.

Training providers are encouraged to exceed these minimums and may request approval for certification of these increased time allocations. Except for the Behavioral Health topic, STC does not provide lesson plans, tests, or any other instructional materials. It is the responsibility of the training provider to develop lesson plans for each class identified in the core manual that meets the minimum standard established by BSCC.

### **Instructor Qualifications**

This course was designed under the general assumption that instructors have some type of instructor experience and/or subject matter expertise. No special instructor qualifications are required unless specifically noted at the beginning of a topic or class. A general instructor development course is recommended for all core instructors.

### **Order of classes**

Topics and classes do not need to be taught in any specific order, with the following exceptions:

- California Criminal Justice System shall be the first topic taught as part of the core curriculum.
- Booking and Intake class shall be taught before the Releasing class.

### **Keeping Content Current**

Realizing that laws and policies frequently change, instructors must continuously monitor their lesson plans and update content and references (case law, policies, etc.) to ensure that it is current and accurate. The *Policy and Procedure Manual for Presenting Local Corrections Core Courses* and other BSCC publications provide additional information on lesson plan development, test item writing, and procedures for presenting the curriculum.

## **AGENCY SPECIFIC TRAINING (OPTIONAL)**

Agencies that wish to add instructional content to the course that is not included in the performance objectives will need to designate it as Topic 17.0 (Agency Specific Training) in the core certification.

This place holder topic may be used by the agency or provider for the presentation of subject matter that meets a specific need for the target trainees, such as agency-specific policies and procedures, special issues, and additional content beyond the core course prescribed performance objectives. The provider will need to develop measurable performance objectives for the agency-specific material to secure STC certification of the subject matter. Time devoted to Topic 17.0 material is in addition to the minimum 59 hours prescribed in the PO to JCO transfer core course.

Agency Specific Training material might include but is not limited to instruction in the following areas: court consent decrees, CPR/First Aid, or other internal policy and procedure training. Performance objectives must be written for each agency specific class.

Performance Objectives are like the objectives listed in the body of this manual. The provider or agency is required to provide objectives for any agency specific content that has been added to the course. Use the example below when writing objectives for Topic 17.0 material.

**NOTE: THIS CORE MAY NOT FULFILL ALL THE TRAINING REQUIREMENTS FOR AN ENTRY LEVEL JUVENILE CORRECTIONS OFFICER, SUCH AS STATUTORY AND LOCAL POLICIES (E.G., FIRST AID/CPR OR FIREARMS).**

## TESTING PERFORMANCE OBJECTIVES

STC sets the standard for the type of test to be administered for each performance objective. STC uses three types of tests:

1. MCT (Multiple Choice Test) – This can include multiple choice, fill in the blank and true/false items.
2. WST (Written Skills Test) – This is a writing activity that can include essay questions or completing a form. This shall be graded as a pass/fail.
3. BST (Behavioral Skills Test) – This form of testing requires each learner to demonstrate the skill and be graded on their performance using an evaluation tool developed by the training provider. This shall be graded as a pass/fail.

Each performance objective is required to be tested. The type of test is indicated in parenthesis at the end of the performance objective.

It is the responsibility of the training provider to develop the tests. For the most part, instructors should write the test items because they are best positioned to link the items most accurately to the lesson plans.

When developing MCT tests, the best practice is to allocate one minute of time for multiple choice type test questions. The testing time requirement in the core course is for MCT testing. It does not include time for WSTs and BSTs. The administration time for these two types of evaluation are built into the instructional time allotted for the classes that require them.

Refer to the BSCC Website Publication *Testing in Core Courses* for help in developing MCT, WST and BST items.

**NOTE: Many classes have, in addition to performance objectives, training notes. This content is required to be covered by the instructor but will not be tested.**

## Minimum Test Items by Class

The table below indicates the minimum number of test items that are required per class. For a course to be certified, the core certification must indicate that all the required testing is provided.

Class #	Class Title	Required MCT	Required WST	Required BST
1.1	Title 15	2		
1.2	Legal Foundations and Liability and Roles and Responsibilities	4		
2.1	Gang Overview and Gang Supervision	2		
3.2	Crisis Communication and De-escalation	1		
3.3	Effective Communication	2		
4.1	Security and Key Control	12		
4.2	Counts	5		
4.3	Facility Searches	5		1
4.4	Contraband and Evidence	3		
5.1	Booking and Intake and Booking Procedures	5		
5.2	Orientation, Clothing and Supplies	5		
5.3	Releasing Juveniles	2		
6.1	Manipulation of Staff	6		
6.2	Disturbances and Disputes	6		1
6.3	Safety/Health Standards and Procedures	4		
6.4	Recreation	7		
6.5	Cleaning of Rooms	4		
6.6	Progressive Discipline and Juvenile Grievances	5		
6.7	Group Dynamics	3		
6.8	Movement	5	1	
6.9	Offender Workers	3		
7.1	Medical Issues and Universal Precautions, Medical Emergencies and Medical Legal Issues	10		
8.1	Classification of Juveniles	5	2	
9.1	Cultural Diversity and Ethnic Disparity	1		
10.1	General Reports		5	
11.1	Emergency Planning	5		
11.2	Fire and Life Safety	5		1
12.1	Visitation	6		
13.1	Screening and Distribution of Supplies and Mail	7		

<b>Class #</b>	<b>Class Title</b>	<b>Required MCT</b>	<b>Required WST</b>	<b>Required BST</b>
14.1	<b>Preparation for Transport and Transport Procedures</b>	3	1	
15.1	<b>Room Extractions</b>	2		1
16.2	<b>Initial Assessment</b>			4
16.3	<b>Final Assessment</b>			4
<b>TOTALS</b>		<b>135</b>	<b>9</b>	<b>12</b>

## SECTION B. CORE TRAINING COURSE OUTLINE AND TOPIC SCHEDULE

<b>1.0</b>	<b>California Criminal Justice System</b>	<b>2</b>
1.1	Title 15	1
1.2	Legal Foundations and Liability	1
<b>2.0</b>	<b>Gangs</b>	<b>1</b>
2.1	Gang Overview and Gang Supervision	1
<b>3.0</b>	<b>Communication</b>	<b>1.5</b>
3.1	Interpersonal Communication	0.5
3.2	Crisis Communication and De-escalation	0.5
3.3	Effective Communication	0.5
<b>4.0</b>	<b>Maintaining Security</b>	<b>9</b>
4.1	Security and Key Control	3
4.2	Counts	2
4.3	Facility Searches	3
4.4	Contraband and Evidence	1
<b>5.0</b>	<b>Booking, Receiving and Releasing</b>	<b>3</b>
5.1	Booking and Intake & Booking Procedures	1
5.2	Orientation, Clothing and Supplies	1
5.3	Releasing Juveniles	1
<b>6.0</b>	<b>Supervising Juveniles</b>	<b>10.5</b>
6.1	Manipulation of Staff	3
6.2	Disturbances and Disputes	2
6.3	Safety/Health Standards and Procedure	0.5
6.4	Recreation	1
6.5	Cleaning of Rooms	0.5
6.6	Progressive Discipline and Juvenile Grievances	1
6.7	Group Dynamics	1
6.8	Movement	1
6.9	Juvenile Workers	0.5
<b>7.0</b>	<b>Medical</b>	<b>2</b>
7.1	Medical Issues and Universal Precautions, Medical Emergencies and Medical Legal Issues	2

<b>8.0</b>	<b>Classification of Juveniles</b>	<b>2</b>
8.1	Classification of Juveniles	2
<b>9.0</b>	<b>Cultural Awareness</b>	<b>0.5</b>
9.1	Cultural Diversity and Ethnic Disparity	0.5
<b>10.0</b>	<b>Report Writing and Record Keeping</b>	<b>6</b>
10.1	General Reports	6
<b>11.0</b>	<b>Emergency Procedures</b>	<b>6</b>
11.1	Emergency Planning	2
11.2	Fire and Life Safety	4
<b>12.0</b>	<b>Visitation</b>	<b>2</b>
12.1	Visitation	2
<b>13.0</b>	<b>Screening and Distribution of Supplies and Mail</b>	<b>1.5</b>
13.1	Screening and Distribution of Supplies and Mail	1.5
<b>14.0</b>	<b>Transportation</b>	<b>2</b>
14.1	Preparation for Transport and Transport Procedures	2
<b>15.0</b>	<b>Defensive Tactics and Restraint Techniques</b>	<b>4</b>
15.1	Room Extractions	4
<b>16.0</b>	<b>Physical Tasks and Conditioning</b>	<b>4</b>
16.1	Orientation – Physical Conditioning Basics	1.5
16.2	Assessment and Fitness Planning	2.5
	<b>Instructional Hours</b>	<b>57</b>
	<b>Testing Hours</b>	<b>2</b>
	<b>Total Core Hours</b>	<b>59</b>



## **TOPIC #1.0: CALIFORNIA CRIMINAL JUSTICE SYSTEM**

**Topic Instructional Time: 2 hours**

**Note:** The California Criminal Justice System topic (#1.0) shall be taught before any other topic.

**CLASS #1.1: TITLE 15**  
Instructional Time: 1 hour

### **OBJECTIVES:**

- 1.1.1 Identify the importance of the Minimum Standards for Local Detention Facilities as defined in Title 15. (MCT)
- 1.1.2 Given a description of a situation related to juvenile housing or care, and using Title 15 and case law as references, identify instances of mistreatment. (MCT)

**CLASS #1.2: LEGAL FOUNDATIONS AND LIABILITY**  
Instructional Time: 1 hour

### **OBJECTIVES**

- 1.2.1 Identify the major areas of officer liability and the possible consequences associated with each. (MCT)
- 1.2.2 Given a description of a crime that has been committed inside a juvenile facility, identify the applicable Penal Code sections related to the crime. (MCT)
- 1.2.3 Identify the legal rights of any juveniles involved in a crime committed inside a juvenile facility. (MCT)

### **TRAINING NOTES:**

- 1.2.A Identify the legal issues inherent in the handling of a crime that has been committed inside a juvenile facility.

**TOPIC #2.0: GANGS**  
**Topic Instructional Time: 1 hour**

**CLASS #2.1: GANG OVERVIEW AND GANG SUPERVISION**  
Instructional Time: 1 hour

**GANG OVERVIEW**

**OBJECTIVES:**

2.1.1 Identify typical classification issues related to gang membership. (MCT)

**TRAINING NOTES:**

2.1.A Identify signs or symbols that may appear on envelopes or letters indicating gang affiliation.

**GANG SUPERVISION**

**OBJECTIVES:**

2.1.2 Identify verbal and non-verbal methods gang members use to communicate in a custody setting.  
(MCT)

**TRAINING NOTES:**

2.1.B Identify typical in-custody activity of gangs.

2.1.C Identify typical strategies used to monitor, supervise and prevent gang activity.

**TOPIC #3.0: COMMUNICATION**  
**Topic Instructional Time: 1.5 hours**

**CLASS #3.1: INTERPERSONAL COMMUNICATION**  
Instructional Time: 0.5 hours

**TRAINING NOTES:**

- 3.1.A Identify potential benefits of consistent communications with fellow officers.
- 3.1.B Identify proper etiquette when speaking to juveniles. (e.g., consider gender sensitivity and comfort level of juvenile when speaking to opposite gender).

**CLASS #3.2: CRISIS COMMUNICATION AND DE-ESCALATION**  
Instructional Time: 0.5 hours

**OBJECTIVES:**

- 3.2.1 Identify effective ways to give commands to a group of juveniles who are engaging in negative group dynamics. (MCT)

**CLASS #3.3: EFFECTIVE COMMUNICATION**  
Instructional Time: 0.5 hours

**OBJECTIVES:**

- 3.3.1 Identify the barriers to effective communication in a juvenile facility. (MCT)
- 3.3.2 Identify the topics an officer should or should not discuss with a juvenile. (MCT)

**TRAINING NOTES:**

- 3.3.A Identify the importance of effective communication in a juvenile facility.

## **TOPIC #4.0: MAINTAINING SECURITY**

**Topic Instructional Time: 9 hours**

### **CLASS #4.1: SECURITY AND KEY CONTROL**

Instructional Time: 3 hours

#### **OBJECTIVES:**

- 4.1.1 Identify the purpose of a sally port. (MCT)
- 4.1.2 Identify the rules for handling facility keys. (MCT)
- 4.1.3 Identify issues related to handling keys that may pose a threat to security. (MCT)
- 4.1.4 Identify the guidelines for security rounds, according to Title 15. (MCT)
- 4.1.5 Identify potential issues to look for when conducting perimeter checks. (MCT)
- 4.1.6 Identify steps in conducting an outside perimeter check. (MCT)
- 4.1.7 Identify potential issues to look for when conducting security rounds. (MCT)
- 4.1.8 Identify how to recognize signs of abuse, neglect, misconduct and mental illness during security rounds. (MCT)
- 4.1.9 Identify the principles, conditions and limitations under which safety rooms may be used, according to Title 15. (MCT)
- 4.1.10 Identify mandated requirements for safety room checks, according to Title 15. (MCT)
- 4.1.11 Identify the requirements for monitoring a juvenile who is placed in a safety room. (MCT)
- 4.1.12 Identify areas covered by safety and security rounds (e.g., physical plant, outer fences, etc.). (MCT)

#### **TRAINING NOTES:**

- 4.1.A Identify the proper procedure when a door or gate will not open or close.
- 4.1.B Identify security issues associated with electric doors/electronic controls.
- 4.1.C Discuss re-housing (roll-ups) of juveniles.
- 4.1.D List the proper steps to follow when locking and unlocking doors/gates.
- 4.1.E Identify reasons to transfer relevant information to other shifts and/or supervisor(s).

### **CLASS #4.2: COUNTS**

Instructional Time: 2 hours

#### **OBJECTIVES:**

- 4.2.1 Identify procedures for doing a numerical count. (MCT)
- 4.2.2 Identify procedures for doing a body count. (MCT)
- 4.2.3 Identify principles that are important to the effective counting of juveniles (e.g., welfare of juveniles, stop movement, never let juveniles count, etc.). (MCT)
- 4.2.4 Identify the procedure for responding to the absence of a juvenile. (MCT)
- 4.2.5 Identify the general guidelines for searching for a missing or escaped juvenile. (MCT)

**CLASS #4.3: FACILITY SEARCHES**  
Instructional Time: 3 hours

**OBJECTIVES:**

- 4.3.1 Identify the primary considerations for conducting facility searches. (MCT)
- 4.3.2 Identify the procedure to follow when searching a facility. (MCT)
- 4.3.3 Identify areas to search in a juvenile facility. (MCT)
- 4.3.4 Identify items to look for when searching the facility. (MCT)
- 4.3.5 Identify how to manage juveniles during facility searches. (MCT)
- 4.3.6 In a simulated exercise, demonstrate the proper procedure for searching an area of a juvenile facility. (BST)

**TRAINING NOTES:**

- 4.3.A List potential hiding places to be checked carefully during a search of the facility.
- 4.3.B Identify the procedure for limiting and controlling movement of juvenile workers during facility searches.
- 4.3.C Identify the purpose of tools or materials commonly used during facility searches.

**CLASS #4.4: CONTRABAND AND EVIDENCE**  
Instructional Time: 1 hour

**OBJECTIVES:**

- 4.4.6 Identify security issues with juveniles using an unauthorized telephone. (MCT)
- 4.4.7 Given a scenario, identify items that should be treated as contraband and rise to the level of disciplinary sanction or court proceedings. (MCT)
- 4.4.8 Given a description of an incident in which a juvenile is found to be in possession of a given type of contraband, state whether an arrest is indicated. (MCT)

**TRAINING NOTES:**

- 4.4.A Define contraband.
- 4.4.B Identify the types of contraband most commonly found in mail.
- 4.4.C Given a list of sample contraband, identify how each item should be confiscated.

## **TOPIC #5.0: BOOKING, RECEIVING AND RELEASING**

**Topic Instructional Time: 3 hours**

**Note:** The *Booking and Intake and Booking Procedures* class (#5.1) shall be taught before the *Releasing Juvenile Offenders* class (#5.3).

### **CLASS #5.1: BOOKING AND INTAKE AND BOOKING PROCEDURES**

Instructional Time: 1 hour

#### **BOOKING AND INTAKE**

##### **OBJECTIVES:**

- 5.1.1 Identify requirements regarding the medical screening of incoming juveniles, according to Title 15. (MCT)

#### **BOOKING PROCEDURES**

##### **OBJECTIVES:**

- 5.1.3 List the steps to the booking procedure. (MCT)
- 5.1.4 Identify the number of calls incoming juveniles are allowed to make, according to PC 851.5 and applicable WIC codes. (MCT)
- 5.1.5 Given a description of a juvenile's behavior in the receiving/holding room, identify the potential issues that may require additional referrals or action. (MCT)
- 5.1.6 Identify the reasons why warrant checks should be completed prior to booking or releasing juveniles. (MCT)

##### **TRAINING NOTES:**

- 5.1.A Identify the reasons why it is important to obtain clear fingerprints.

### **CLASS #5.2: ORIENTATION, CLOTHING AND SUPPLIES**

Instructional Time: 1 hour

##### **OBJECTIVES:**

- 5.2.1 Identify the procedure for orienting incoming juveniles, according to Title 15. (MCT)
- 5.2.2 Identify the correct procedure for orienting a incoming juvenile when communication barriers exist (e.g., non-English speaking, hearing or speech impaired, etc.). (MCT)
- 5.2.3 Identify the major steps in processing juveniles prior to housing. (MCT)
- 5.2.4 Identify the minimum type of clothing and bedding required, according to Title 15. (MCT)
- 5.2.5 Identify the consequences of issuing prohibited supplies to juveniles. (MCT)

**TRAINING NOTES:**

- 5.2.A Identify important things to be aware of when communicating with juveniles during the orientation process.
- 5.2.B Identify the benefits of providing incoming juveniles with a thorough orientation.
- 5.2.C Identify why it is important to issue juveniles clothing that is in good condition.
- 5.2.D Explain why failure to provide a thorough orientation is against the law.

**CLASS #5.3: RELEASING JUVENILES**  
Instructional Time: 1 hour

**OBJECTIVES:**

- 5.3.1 Identify the different types of releases. (MCT)
- 5.3.2 Identify the steps involved in releasing a juvenile. (MCT)

**TRAINING NOTES:**

- 5.3.B Identify the procedures for an in-custody release (e.g., to a transportation officer or another jurisdiction, etc.).

## **TOPIC #6.0: SUPERVISING JUVENILES**

**Topic Instructional Time: 10.5 hours**

### **CLASS #6.1: MANIPULATION OF STAFF**

Instructional Time: 3 hours

#### **OBJECTIVES:**

- 6.1.1 Identify indicators that a staff member is being victimized. (MCT)
- 6.1.2 Identify the actions an officer should take when they feel they have been manipulated. (MCT)
- 6.1.3 Identify how an officer can avoid being a victim of manipulation. (MCT)
- 6.1.4 Identify the signs of being a victim of manipulation. (MCT)
- 6.1.5 Identify behaviors that may make a staff member prone to being manipulated. (MCT)
- 6.1.6 Identify techniques and strategies of a juvenile manipulator. (MCT)

#### **TRAINING NOTES:**

- 6.1.A Given a scenario in which a juvenile is attempting to manipulate an officer, demonstrate the appropriate response.

### **CLASS #6.2: DISTURBANCES AND DISPUTES**

Instructional Time: 2 hours

#### **OBJECTIVES:**

- 6.2.1 Identify signs of potential disturbances. (MCT)
- 6.2.2 Identify group behaviors that indicate imminent conflict. (MCT)
- 6.2.3 Identify potential consequences of failing to promptly respond and investigate disturbances. (MCT)
- 6.2.4 Identify principles for maintaining safety and security while responding to disturbances. (MCT)
- 6.2.5 Given several descriptions of juvenile disputes, classify each according to whether back-up should be called. (MCT)
- 6.2.6 Identify precautions that may prevent a dispute from leading to physical injury or property damage. (MCT)
- 6.2.7 Given a role play scenario, demonstrate the ability to give instructions to a group of juveniles in an agitated state. (BST)

#### **TRAINING NOTES:**

- 6.2.A Identify the factors in a facility setting that produce tension for juveniles and staff.
- 6.2.B Given a situation, identify specific criteria that warrant further investigation.
- 6.2.C Identify key reasons for stopping all horseplay.
- 6.2.D Given a scenario depicting a problem situation occurring in the dining hall, generate a plan for enforcing discipline and re-establishing order.

**CLASS #6.3: SAFETY/HEALTH STANDARDS AND PROCEDURES**

Instructional Time: 0.5 hours

**OBJECTIVES:**

- 6.3.1 Identify issues that may arise when supervising bathroom facilities and showers. (MCT)
- 6.3.2 Identify the reasons for maintaining count and control over hygiene supplies. (MCT)
- 6.3.3 Identify the value of good hygiene habits. (MCT)
- 6.3.4 Identify the reasons proper safety and health practices should be promoted within a juvenile facility. (MCT)

**CLASS #6.4: RECREATION**

Instructional Time: 1 hour

**OBJECTIVES:**

- 6.4.1 Identify Title 15 directives and case law relevant to juvenile exercise, recreation, fresh air, and natural light exposure. (MCT)
- 6.4.2 Identify how to properly supervise recreational and social activities. (MCT)
- 6.4.3 Identify reasons for properly supervising recreational and social activities. (MCT)
- 6.4.4 Identify classification issues to be aware of during exercise and recreation. (MCT)
- 6.4.5 Given a facility description, classifications, and environmental factors, identify potential safety and security hazards that can occur during recreation time. (MCT)
- 6.4.6 Identify reasons why it is important to properly supervise juvenile phone calls. (MCT)
- 6.4.7 Identify the mandates and other state laws that apply to juvenile phone privileges. (MCT)

**CLASS #6.5: CLEANING OF ROOMS**

Instructional Time: 0.5 hours

**OBJECTIVES:**

- 6.5.1 Identify requirements relating to cleanliness of rooms or dorms, according to Title 15. (MCT)
- 6.5.2 Identify the responsibilities of officers in supervising the cleaning of rooms or dorms. (MCT)
- 6.5.3 Identify what officers should look for during the inspection of rooms or dorms. (MCT)
- 6.5.4 Identify potential dangers to staff and juveniles from cleaning supplies. (MCT)

**CLASS #6.6: PROGRESSIVE DISCIPLINE AND JUVENILE GRIEVANCES**

Instructional Time: 1 hour

**OBJECTIVES:**

- 6.6.1 Define the key principles that underlie the use of progressive discipline. (MCT)
- 6.6.2 Identify the juvenile disciplinary process under Title 15. (MCT)
- 6.6.3 Identify the legal requirements associated with juvenile grievances. (MCT)
- 6.6.4 Identify the steps in the appeals process for juvenile grievances. (MCT)
- 6.6.5 Identify the staff roles in the appeals process for juvenile grievances. (MCT)

**CLASS #6.7: GROUP DYNAMICS**

Instructional Time: 1 hour

**OBJECTIVES:**

- 6.7.1 Identify reasons for effective group management when working in a juvenile facility. (MCT)
- 6.7.2 Given a group activity, identify typical group dynamic issues. (MCT)
- 6.7.3 Given a description of a juvenile group, identify those likely to be group leaders, followers and victims within the group. (MCT)

**TRAINING NOTES:**

- 6.7.A Identify typical group dynamics that occur within a juvenile facility.
- 6.7.B Identify juvenile behaviors that may signal trouble during meal time.
- 6.7.C Identify the duties of the officer in supervising meal time.

**CLASS #6.8: MOVEMENT**

Instructional Time: 1 hour

**OBJECTIVES:**

- 6.8.1 Identify safety and security concerns when escorting juveniles to and from locations within the facility. (MCT)
- 6.8.2 Identify how the classification system and housing layout is essential to escorting juveniles within a facility. (MCT)
- 6.8.3 Identify potential consequences of improper supervision during in-house movement of juveniles. (MCT)
- 6.8.4 Identify key actions an officer should take when escorting a juvenile. (MCT)
- 6.8.5 Identify unique concerns related to supervising juveniles on furlough or field trips. (MCT)
- 6.8.6 Given an escort scenario, generate a plan for conducting the escort. (WST)

**CLASS #6.9: JUVENILE WORKERS**  
Instructional Time: 0.5 hours

**OBJECTIVES:**

- 6.9.1 Identify ability requirements and restrictions related to specific duty assignments (e.g., physical, mental, learning, etc.). (MCT)
- 6.9.2 Identify the primary considerations for an officer when supervising a work detail. (MCT)
- 6.9.3 Identify the criteria for selection of juvenile workers. (MCT)

**TRAINING NOTES:**

- 6.9.A Identify how to properly supervise work details.
- 6.9.B Identify the reasons why relatives should not be allowed to work together.
- 6.9.C Identify the reasons why juveniles should be assigned to work details rather than selecting their own.
- 6.9.D Given a list of tasks and responsibilities, classify each as either appropriate or inappropriate for assignment to juvenile workers.

**TOPIC #7.0: MEDICAL**  
**Topic Instructional Time: 2 hours**

**CLASS #7.1: MEDICAL ISSUES AND UNIVERSAL PRECAUTIONS, MEDICAL EMERGENCIES AND MEDICAL LEGAL ISSUES**  
Instructional Time: 2 hours

**MEDICAL ISSUES AND UNIVERSAL PRECAUTIONS**

**OBJECTIVES:**

- 7.1.1 Identify universal safety precautions and their application to the institutional environment. (MCT)
- 7.1.2 Identify if and when a juvenile has a legal right to refuse medications. (MCT)

**TRAINING NOTES:**

- 7.1.A Identify the role of the officer when assisting medical staff.
- 7.1.B Identify possible communication problems that can occur between medical staff and officers.

**MEDICAL EMERGENCIES**

**OBJECTIVES:**

- 7.1.3 Given a description of a juvenile's behavior and/or appearance, identify whether medical attention is needed. (MCT)
- 7.1.4 List the steps an officer should follow in handling a medical emergency. (MCT)
- 7.1.5 Identify the appropriate response to a possible adverse reaction to medication. (MCT)

**MEDICAL LEGAL ISSUES**

**OBJECTIVES:**

- 7.1.6 Identify circumstances where medical treatment cannot be refused. (MCT)
- 7.1.7 Identify the procedure to follow for a juvenile who refuses medical treatment. (MCT)
- 7.1.8 Identify the potential liability for staff noncompliance with the medical treatment of juveniles. (MCT)
- 7.1.9 Identify consequences of improper handling or control of medication. (MCT)
- 7.1.10 Define the term "direct visual observation," according to Title 15. (MCT)

## **TOPIC #8.0: CLASSIFICATION OF JUVENILES**

**Topic Instructional Time: 2 hours**

### **CLASS #8.1: CLASSIFICATION OF JUVENILES**

Instructional Time: 2 hours

#### **OBJECTIVES:**

- 8.1.1 Identify the purpose of classification. (MCT)
- 8.1.2 Identify sources of information for classification decisions. (MCT)
- 8.1.3 Identify the consequences of incorrectly classifying a juvenile. (MCT)
- 8.1.4 Given a list of classifications, identify the specific risks and required precautions associated with each classification. (MCT)
- 8.1.5 Identify factors that influence ongoing reclassification. (MCT)
- 8.1.6 Given a sample case description, indicate factors that would affect classification/housing. (WST)
- 8.1.7 Given a sample intake profile and classification plan, classify the juvenile and assign appropriate housing. (WST)

#### **TRAINING NOTES:**

- 8.1.A Identify behaviors exhibited during the classification process that would suggest the need for further investigation prior to classification.

## **TOPIC #9.0: CULTURAL AWARENESS**

**Topic Instructional Time: 0.5 hours**

### **CLASS #9.1: CULTURAL DIVERSITY AND ETHNIC DISPARITY**

Instructional Time: 0.5 hours

#### **OBJECTIVES**

- 9.1.1 Identify reasons for maintaining an awareness and sensitivity to the variety of cultures within a facility (e.g., group control, danger to self or staff, public trust, etc.). (MCT)

#### **TRAINING NOTES:**

- 9.1.A Given the ethnic, religious and cultural diversity found in facilities, discuss problems or opportunities that might arise while interacting with a juvenile and/or family.

## **TOPIC #10.0: REPORT WRITING AND RECORD KEEPING**

**Topic Instructional Time: 6 hours**

### **CLASS #10.1: GENERAL REPORTS**

Instructional Time: 6 hours

#### **OBJECTIVES:**

- 10.1.1 Presented with a scenario involving unusual juvenile behavior, generate a written report of the juvenile's behavior and appearance. (WST)
- 10.1.2 Given a scenario, write a disciplinary report. (WST)
- 10.1.3 Given a scenario, write a first draft of a report describing the scenario. (WST)
- 10.1.4 Given a scenario involving a facility incident, write a description of the incident. (WST)
- 10.1.5 Given a scenario, write a use of force report. (WST)

#### **TRAINING NOTES:**

- 10.1.A Identify the major types of reports used in juvenile facilities.
- 10.1.B Identify the structure and elements of each major type of report.
- 10.1.C Identify the major requirements for writing mechanics involved in reports.
- 10.1.D Identify the potential uses of a report.

**\*all WSTs in this topic can be covered in one activity**

## **TOPIC #11.0: EMERGENCY PROCEDURES**

**Topic Instructional Time: 6 hours**

### **CLASS #11.1: EMERGENCY PLANNING**

Instructional Time: 2 hours

#### **OBJECTIVES:**

- 11.1.1 Identify the types of emergency situations that may occur in a juvenile facility. (MCT)
- 11.1.2 Identify priorities and responsibilities of officers during an emergency. (MCT)
- 11.1.3 Given a description of an emergency, identify the steps needed to respond. (MCT)
- 11.1.4 Identify the procedure for evacuating juveniles (e.g., fire, hazardous materials spill, or earthquake, etc.). (MCT)
- 11.1.5 Identify situations when response from additional law enforcement might be necessary. (MCT)

#### **TRAINING NOTES:**

- 11.1.A Identify guidelines for communicating with staff and juveniles during emergencies.

### **CLASS #11.2: FIRE AND LIFE SAFETY\***

Instructional Time: 4 hours

#### **OBJECTIVES:**

- 11.2.1 Identify possible dangers posed by the spread of smoke and gases in a juvenile facility. (MCT)
- 11.2.2 Identify the procedure for responding to a fire in a facility. (MCT)
- 11.2.3 Identify the key elements that should be considered in maintaining fire safety in a juvenile facility. (MCT)
- 11.2.4 Match different types of fires with the appropriate fire extinguishing equipment needed to put out each type. (MCT)
- 11.2.5 Identify the procedures for isolating and confining fire, smoke and gases to the area of origin. (MCT)
- 11.2.6 Demonstrate the correct use of fire extinguishing equipment. (BST)

#### **TRAINING NOTES:**

- 11.2.A Discuss that not all sprinkler heads operate at the same time in an automatic sprinkler system.
- 11.2.B Identify how to manually override automatic sprinkler system controls.

\*Performance objectives pertaining to the use and fit of Self Contained Breathing Apparatus (SCBA) have been removed due to variations in institution and agency policy. If your agency utilizes SCBA it is recommended that content be added under Agency Specific training.

**TOPIC #12.0: VISITATION**  
**Topic Instructional Time: 2 hours**

**CLASS #12.1: VISITATION**

Instructional Time: 2 hours

**OBJECTIVES:**

- 12.1.1 Identify problems that can occur during parent/guardian visits. (MCT)
- 12.1.2 Identify problems that can occur during professional visits. (MCT)
- 12.1.3 Define the term "privileged communication". (MCT)
- 12.1.4 Given a list of potential visitors, identify those who have the right to privileged communication. (MCT)
- 12.1.5 Identify potential consequences of violating statutes concerning privileged communication. (MCT)
- 12.1.6 Identify issues related to visits and contacts that should be reported to medical and/or mental health staff. (MCT)

**TRAINING NOTES:**

- 12.1.A Identify appropriate steps for admitting visitors into a facility.
- 12.1.B Given juvenile classification and other relevant information, identify the procedure for monitoring a non-contact visit.
- 12.1.C Identify problems most commonly associated with visits from family or friends.
- 12.1.D Given appropriate code sections, Minimum Standards for Local Detention Facilities and case law for reference, identify the rights and visitation privileges of attorneys and other visitors.
- 12.1.E Discuss the importance of visits to enhance juvenile development, family unification and rehabilitation.

## **TOPIC #13.0: SCREENING AND DISTRIBUTION OF SUPPLIES AND MAIL**

**Topic Instructional Time: 1.5 hours**

### **CLASS #13.1: SCREENING AND DISTRIBUTION OF SUPPLIES AND MAIL**

Instructional Time: 1.5 hours

#### **OBJECTIVES:**

- 15.1.1 Identify Title 15 mandates and postal regulations relevant to the opening and reading of legal and non-legal mail. (MCT)
- 15.1.2 Define legal mail according to Title 15. (MCT)
- 15.1.3 Identify the appropriate procedure for handling legal mail. (MCT)
- 15.1.4 Given sample portions of letters containing various types of information, identify why the information can pose a threat to safety and security of the facility. (MCT)
- 15.1.5 Identify potential consequences of inadequate supervision of clothing or bedding exchange and distribution of supplies. (MCT)
- 15.1.6 Given a list of juvenile classifications and standard supplies, identify potential incompatibilities. (MCT)
- 15.1.7 Identify the types of contraband most commonly found in mail. (MCT)

#### **TRAINING NOTES:**

- 15.1.A Identify possible consequences of inappropriately processing legal mail.
- 15.1.B Identify possible consequences of improper mail distribution.
- 15.1.C Identify the persons to whom a juvenile may or may not correspond.
- 15.1.D Identify signs indicating mail marked as legal, is in fact not legal mail.
- 15.1.E Identify things to observe during clothing or bedding exchange and distribution of supplies.
- 15.1.F Identify the key reasons for maintaining a properly operated commissary.
- 15.1.G Identify the procedure for distributing commissary goods to a juvenile who is not present at regular distribution time.

**TOPIC #14.0: TRANSPORTATION**  
**Topic Instructional Time: 2 hours**

**CLASS #14.1: PREPARATION FOR TRANSPORT AND TRANSPORT PROCEDURES**  
Instructional Time: 2 hours

**PREPARATION FOR TRANSPORT**

**OBJECTIVES:**

- 14.1.1 Given a transport scenario where use of a vehicle is required, generate a plan for conducting the transport. (WST)
- 14.1.2 Identify the consequences of transporting the wrong juvenile. (MCT)

**TRAINING NOTES:**

- 14.1.A Identify common vehicle transportation duties necessary for an officer to perform when outside the facility.
- 14.1.B Identify the importance of planning prior to conducting a transport and/or escort.

**TRANSPORT PROCEDURES**

**OBJECTIVES:**

- 14.1.3 Identify the required procedure for transporting a juvenile in a vehicle. (MCT)
- 14.1.4 Identify the escort duties/procedures for the facility movement of non-ambulatory juveniles. (MCT)

## **TOPIC #15.0 DEFENSIVE TACTICS AND RESTRAINT TECHNIQUES**

**Topic Instructional Time: 4 hours**

### **Notes about defensive tactics:**

In accordance with the Governor's directive of June 2020 that the carotid control hold and choke hold shall not be included in any state training program or training materials, no course will be STC certified that contains training on carotid control hold or choke hold. Do not include carotid control hold training as part of your STC certified training program.

\*Class hours identified in the Defensive Tactics and Restraint Techniques topic ***only*** were based on a student to instructor ratio of 8 to 1. However, providers and agencies have the flexibility to adjust the time (either more or less) based on student needs, class size, instructor availability, and instructor-student ratio. Providers will need to justify any adjustments thus ensuring the safety and defensibility of the class. Contact your STC field representative for questions, issues or concerns related to this topic.

### **CLASS #15.1: ROOM EXTRACTIONS**

Instructional Time: 4 hours

### **OBJECTIVES:**

- 15.1.1 Identify key considerations that must be addressed in planning room extractions. (MCT)
- 15.1.2 Given a scenario, demonstrate the roles of each member of the room extraction team. (BST)
- 15.1.3 Identify the circumstances under which a room extraction is necessary. (MCT)

### **TRAINING NOTES:**

- 15.1.A Identify the principles governing the use of security restraints on juveniles (e.g. marshal box, pat lock "black box", wrap restraints, flex, etc.).

## **TOPIC #16.0: PHYSICAL ORIENTATION AND TESTING**

**Topic Instructional Time: 5.5 hours**

**CLASS #16.1: PRACTICE AND TECHNIQUE**  
Instructional Time: 1.5 hours

### **OBJECTIVES:**

Practice the following:

- 16.1.1 Dummy Lift: With knees bent, wrap arms around a hanging bag or dummy weighing up to 150 pounds, get a firm hold on it, then straighten legs to lift the bag or dummy high enough to create slack in the rope/chain; aim to hold for 30 seconds. Start with a 120-130-pound bag or dummy. As able to support bag or dummy successfully, increase weight in 10-20-pound increments and/or time spent supporting the bag or dummy.
- 16.1.2 Weighted Agility Run: Walk briskly or jog through a 150-foot zigzag barrier course consisting of three sharp turns, pick up a 20-pound fire extinguisher or weighted tube bag at the 75-foot mark and carry it back through the course, walking briskly. Aim for completing the full course in 30 seconds.

### **TRAINING NOTES:**

- 16.1.A In pairs or small groups of trainees, exchange ideas and goals for on-going, performance-based fitness plans at the end of training, such as the following:
- How many days per week can you schedule exercise?
  - How much time per session can you exercise?
  - Name 3 Lower Body strength or Plyometric exercises you plan to do.
  - Name 3 Upper Body strength or Plyometric exercises you plan to do.
  - Name a form of cardiovascular exercise you plan to do.
  - What would keep you from adhering to this program?
  - Name 3 ways to eliminate roadblocks to adhering to this program.
- 16.1.B During class, trainees are to write up goals and plans using a structured work sheet or other suitable format. (Discussion and Report Out to Class)

**CLASS #16.2: INITIAL ASSESSMENT**

Instructional Time: 2 hours

**OBJECTIVES:**

- 16.2.1 On a straight track, complete a 75-yard sprint within 30 seconds. (BST)
- 16.2.2 For 30 seconds, support the weight of a hanging 150-pound bag or dummy so that all stress is taken off the rope or chain from which it is suspended. (BST)
- 16.2.3 Within 30 seconds, jog or walk briskly 150 feet while maneuvering around obstacles; lift and carry a 20-pound weighted object (such as a fire extinguisher) for 75 feet of the 150 total feet. (BST)
- 16.2.4 Drag a 150-pound bag or dummy for 20 feet within 30 seconds. (BST)

**CLASS #16.3: FINAL ASSESSMENT**

Instructional Time: 2 hours

**Final assessment is only required for those who do not successfully complete the initial assessment.**

**OBJECTIVES:**

- 16.2.1 On a straight track, complete a 75-yard sprint within 30 seconds. (BST)
- 16.2.2 For 30 seconds, support the weight of a hanging 150-pound bag or dummy so that all stress is taken off the rope or chain from which it is suspended. (BST)
- 16.2.3 Within 30 seconds, jog or walk briskly 150 feet while maneuvering around obstacles; lift and carry a 20-pound weighted object (such as a fire extinguisher) for 75 feet of the 150 total feet. (BST)
- 16.2.4 Drag a 150-pound bag or dummy for 20 feet within 30 seconds. (BST)

## Dummy Lift

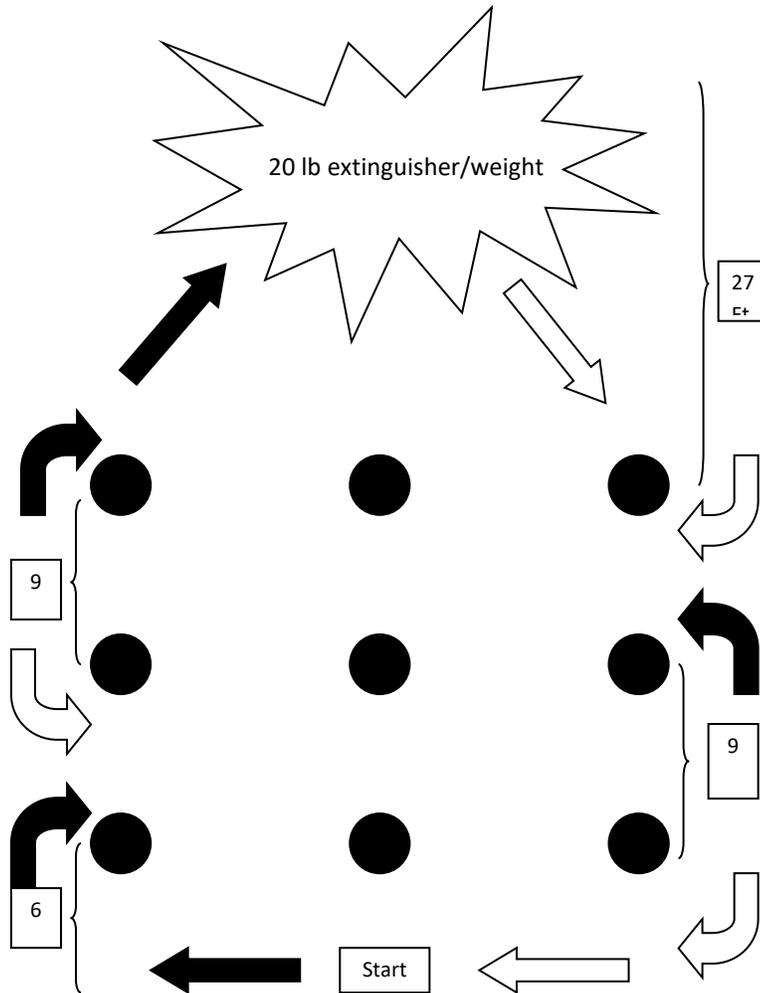
For 30 seconds, support the weight of a hanging 150-pound bag or dummy so that all stress is taken off the rope or chain from which it is suspended.

With knees bent, wrap arms around the 150-pound bag or dummy. Get a firm hold, and then straighten legs to lift the bag or dummy high enough to create slack in the rope/chain.



## Weighted agility run

Walk briskly or jog through a 150-foot zigzag barrier course consisting of three sharp turns. Pick up a 20-pound fire extinguisher or weighted tube bag at the 75-foot mark and carry it back through the course. Complete the full course within 30 seconds.



## Dummy Drag

Drag a 150-pound bag or dummy for 20 feet within 30 seconds.

Wrap arms around the dummy under the arms. Extend the legs while maintaining a straight back. Now walk backward with the dummy elevated to not interfere with the knees until the required distance is completed.



## ATTACHMENTS

### ATTACHMENT 1: LESSON PLAN POLICY (REVISED JULY 1, 2019)

STC-Request for Certification (RFC) courses (annual and core) must have a written lesson plan. A copy of the lesson plans must be made available to the STC Field Representative **upon request**.

Best practices indicate detailed lesson plans enhance the development and delivery of training. Lesson plans help ensure quality training delivery by providing detailed information about the delivery of instructional objectives, instructional methodology, testing, and classroom activities. Furthermore, lesson plans provide written documentation of training.

#### Components of a Lesson Plan

STC does not require a standardized format; however, the lesson plan must be in such detail that a substitute instructor with requisite knowledge of the subject could teach from the lesson plan without contacting the instructor for clarification.

**Along with the approved RFC**, all STC-RFC lesson plans must contain the following components:

#### **Room Set-Up:**

How the classroom needs to be set up (e.g., classroom style, small group, theater, etc.). Note: If part of a longer course, this does not need to be repeated for each class if room set-up will not change.

#### **Instructor Material(s)/Equipment Needed:**

All material and equipment needed, including handouts and reference material for the class or module.

#### **Performance Objectives and Training Notes (if a core class):**

These should be listed (include performance objective/training note number indicated in core manual if a core class and also reference in lesson plan where material is covered).

#### **Time for Each Section or Exercise/Activity:**

The beginning and end time or amount of time needed for each exercise/activity, section, or topic.

#### **Trainer's Script:**

Any notes to remind the trainer of anything pertinent in that section. This may include key concepts, targeted responses, activity instructions, etc. It is not necessary to capture everything the instructor will say, for example, stories drawn from the instructor's own experience to illustrate or underscore a key concept would not necessarily be included. This should be written to a level that a person that is familiar with the content and course could step in and complete the training.

#### **Handout/Classroom Materials:**

The distribution of handouts and classroom materials should be noted in the section of the lesson plans where the distribution occurs.

**Testing Type and Description of BST/WST completion (if applicable):**

The type of test(s) to be given in the class or topic; i.e., Multiple Choice Test (MCT), Behavior Skills Test (BST), and Written Skills Test (WST). Describe in writing each BST and WST to be completed in the class or module. This can be attached to the lesson plan as a handout and labeled appropriately as to when to administer it.

## **ATTACHMENT 2: TEST ADMINISTRATION POLICY (EFFECTIVE JULY 1, 2013)**

Core providers must have written policies and procedures for exam administration. Successful completion of core, including the exams, is part of the selection process. Because the exams are used to measure successful completion of core, the purpose of exam policies and procedures is to ensure fair and equitable testing. No examinee should have an advantage or disadvantage of any kind. Following standardized policies and procedures helps ensure that each examinee is provided with a guarantee of fair testing and an equal opportunity to maximize exam performance. This policy must be available for review by STC staff upon request.

The components identified below must be addressed in core providers' policies and procedures for testing.

### **I. Exam Administration Staff**

- a. Qualifications (e.g., position, classification)
- b. Training requirements (initial and periodic refresher training)
- c. Responsibilities

### **II. Exam Administration Procedures**

- a. Exam room environmental characteristics (e.g., good lighting, comfortable temperature, adequate ventilation, freedom from noise and interruption)
- b. Exam room preparation (e.g., working clock, remove materials on walls that may provide information to examinees, arrange seating with a minimum space distance, post any required information)
- c. Staff requirements for number of examinees (e.g., exam supervisor and a proctor for 1 - 20 examinees, an additional proctor for each additional 20 examinees).
- d. Accommodations for documented disabilities in accordance with the Americans with Disabilities Act (ADA) allowed in the exam room
  - i. Accommodations that can be handled with a regular exam administration (e.g. use of magnifier)
  - ii. Accommodations that require a special exam administration (e.g. extended testing time, reader)
- e. Admitting examinees into the exam room
- f. Review and remind examinees of "code of ethics" (responsible for confidentiality and security of the exam)
- g. Administering the exam – follow proctoring scripts
- h. Distributing exam materials
- i. Timing and break policies
- j. Collection and return of secure exam materials

### **III. Test Security**

- a. All exam (MCTs, test scenarios) materials must be stored in locked location always unless being administered
- b. Limited access to exam materials
- c. Test security agreement signed annually by all exam staff
- d. Test questions should never be brought into the classroom unless being administered

**IV. Maintaining Security in the Exam Room/Proctor Responsibilities**

- a. Accounting for test materials
- b. Conducting the test (remain vigilant and do not engage in activities that are not exam related)
- c. Monitor equipment use

**V. Procedures for Reporting and Handling Test Irregularities and Compromises**

- a. Test irregularities
  - i. Misconduct or inappropriate behavior of examinees
  - ii. Test question error or ambiguities
  - iii. Student complaints
  - iv. Other incidents or disturbances (e.g., uncontrollable events such as fire alarms, power outage)
- b. Compromises
  - i. Test is lost or stolen
  - ii. Unauthorized access to a test
  - iii. Examinee copies from another examinee
  - iv. Individual attempts to impersonate and take a test for an examinee
  - v. Examiners and examinees share information about an exam
  - vi. Examinee receives answers to questions before the test
- c. Investigating compromises
- d. Consequences of a security breach
  - i. Agency
  - ii. Examiners
  - iii. Examinees

**VI. Accommodated Test Administration**

- a. Requests for accommodations
- b. Required documentation for disabilities

**VII. Document Retention Policies**

- a. Test materials that should be retained in a secure location
- b. Retention schedule for test materials (abide by record retention policy of your agency)

**VIII. Emergency Plan**

- a. Identify staff responsible for managing an emergency
- b. List emergency supplies available in the exam room
- c. Identify alternative exam rooms and secure transportation of tests
- d. Detailed plans for how to handle specific emergencies (e.g., violence, natural disasters, illness, hazardous waste, bomb threat)

**IX. Test Development**

- a. Instructors develop own test questions
- b. Write at least two test questions for each performance objective; one for test and one for remedial test. Best practice would be one additional question in case there are problems with the other two
- c. Review evaluate (Are the items functioning?) and revise tests regularly
- d. Test development oversight by training coordinator

**X. Remediation**

The provider testing policy will identify how many times a trainee will be remediated in cases where he or she does not pass the Multiple-Choice Test (MCT), Written Skills Test (WST), Behavior Skills Test (BST). To successfully complete the course, each trainee must pass all tests.

The policy will minimally include:

- a. What is the provider's cut-off score for each test? This does not include WST or BST, which are pass/fail only.
- b. Procedure for the re-taking of a new test, with new test questions.
- c. The number of test failures that constitute a course failure.
- d. Briefing on testing procedures and successful course completion requirements to trainees prior to first test delivery.