

# Basic Law Enforcement Training



## Course Management Guide

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PILOT DRAFT

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## I. INTRODUCTION

This Course Management Guide (CMG) was developed collaboratively by the N.C. Criminal Justice Education and Training Standards Commission and N.C. Justice Academy. This Guide helps School Directors properly prepare for and deliver the Basic Law Enforcement Training (BLET) course.

BLET is adopted by reference in the [North Carolina Administrative Code](#) (NCAC). School Directors must be intimately familiar with and follow all NCAC requirements for BLET. This Guide **DOES NOT** provide a complete or verbatim account of all NCAC requirements for BLET. Therefore, School Directors shall not rely solely on this Guide for all BLET delivery standards.

The Guide is divided into specific sections that correspond with the [Table of Contents](#). Because the BLET curriculum is in a constant state of revision, this Guide will also be updated as needed. School Directors should contact the Standards Division to ensure they are using the most current version of this Guide when administering a BLET course.

## II. ACCREDITATION OF SCHOOLS AND COURSES

To deliver BLET, the institution or agency must first apply to be a Criminal Justice School by submitting a Request for School Accreditation Form (F-10 SA). A school's accreditation status must be renewed every five (5) years. Failure to renew accreditation will cause all applicable certifications to become null and void on the school's accreditation expiration date.

## III. ADMINISTRATION OF SCHOOLS AND THE BLET COURSE

Under [12 NCAC 9B.0501](#), each agency or institution must have a certified BLET School Director. Applications for School Director must be submitted on the Request for School Director Certification (F-10). The initial School Director certification is valid for two (2) years and renewable every three (3) years thereafter.

School Directors are responsible for the daily administration of a BLET course and ensuring full compliance with all requirements under [12 NCAC 9B.0201](#). BLET School Directors are also the first and primary point of contact for the Criminal Justice Standards Division. If the accredited school or agency assigns additional responsibilities to a BLET School Director, a certified Qualified Assistant (QA) shall be designated to help the School Director administer a BLET course delivery.

### A. Planning and Coordination

BLET School Directors should begin planning the course delivery months before the scheduled start date. This includes but is not limited to procuring needed facilities, scheduling instructors, and obtaining required course materials and equipment for students.

### B. Facilities

To deliver BLET, the accredited school or agency must have facilities that meet specific minimum standards. If an accredited school or agency does not own or have immediate access to all facilities required for a BLET delivery, a written

agreement between other entities shall be in place to ensure use of needed facilities.

1. Classroom

The classroom must be comfortable, climate controlled, ventilated, and meet the following standards:

- a) A minimum of 20 square feet of floor space per student
- b) Over-head lighting measuring at not less than 30–50-foot candles at desktop level
- c) An adult size table and chair for each student
- d) Audio-visual equipment (e.g., computer with speakers, projector with screen or large screen televisions)
- e) Internet access
- f) Instructional aids (e.g., dry-erase board, flip chart) to facilitate delivery of content

2. Library

A student-accessible library with sufficient copies of current publications, journals, and materials covering the course subject-matter.

3. Firearms range

The firearms range must be designed for criminal justice training and possess the following minimum specifications:

- a) Restricted access to authorized criminal justice students, instructors, and personnel when firearms are being discharged.
- b) Warning signs at all entry points to clearly identify the area as a criminal justice firearms range.
- c) Public address system loud enough to be heard by students wearing hearing protection and while firearms are being discharged.
- d) Emergency first-aid kit and Automated External Defibrillator (AED).
- e) Restrooms, drinking water, and a rain-resistant shelter for all personnel engaged in training.
- f) Telephone or radio communications immediately available for instructors.

**NOTE:** Minimum firearms range specifications above are only applicable for BLET course deliveries. They are not mandatory for in-service firearms training.

4. Motor vehicle driving range

The driving range must be adequate in size and design to safely conduct specific driving courses with the following minimum specifications:

- a) Physical barriers to prevent unauthorized personnel and motor vehicle traffic from entering the driving range while training is in progress.
- b) Warning signs posted at all vehicle entry points to clearly identify the area as a law enforcement driving range and indicate restricted access to criminal justice students, instructors, and personnel authorized by the School Director.
- c) An emergency first-aid kit and AED.
- d) Four (4) automobiles designed and equipped for criminal justice driver training.
- e) Restrooms and drinking water for personnel engaged in training.
- f) Telephone or radio communications immediately available for instructors.

**NOTE:** Minimum driving range specifications above are only applicable for BLET course deliveries. They are not mandatory for in-service driver training.

5. Physical skills training area

An indoor area large enough to safely teach, demonstrate, and practice hands-on subject control and arrest techniques. Minimum specifications for the physical skills training area include the following:

- a) Permanent or portable cushioned floor matting (equal to 50 square feet per student).
- b) Emergency first-aid kit and AED.
- c) Restroom area.
- d) Telephone or radio communications immediately available for instructor(s).

**NOTE:** Minimum physical skills training area specifications above are only applicable for BLET course deliveries. They are not mandatory for in-service subject control training.

6. Fitness training area

Indoor or outdoor area suitable and safe for physical activity with the following minimum specifications:

- a) A Police Officer Physical Abilities Test (POPAT) course designed and constructed according to specifications outlined in this guide and as referenced in [12 NCAC 9B.0205\(d\)](#).
- b) Ample space for running, weight training, calisthenics and aerobic activities.
- c) Restrooms and drinking water for all personnel engaged in training.
- d) Shower facilities if physical fitness training is conducted immediately before classroom instruction.

C. Supplemental Academy Rules and Regulations

School Directors are required to develop, adopt, reproduce, and distribute any supplemental rules, regulations, or requirements he or she believes is necessary to accomplish BLET academy goals and objectives. Examples include but are not limited to attendance, testing standards, and personal conduct. Supplemental standards must be provided to students and the employing/sponsoring agency executive before or during [Course Orientation](#).

D. Supervision of Staff

School Directors must maintain direct supervision and control over all persons with delegated authority over any portion of the planning, development, or administration of a BLET course.

E. Pre-Delivery Report Submission

Under [12 NCAC 09B.0202 \(b\)\(7\)](#), School Directors shall submit a Pre-Delivery Report of Training Course Presentation ([F-10A](#)) form to the Criminal Justice Standards Division **not less than 30 days** before the BLET course start date. The F-10A form shall be completed in its entirety and must include attached copies of the course schedule and any [supplemental rules and regulations](#).

F. Post-Delivery Report Submission

In addition to all documents specified in [12 NCAC 09B.0202\(b\)\(10\)](#), School Directors shall submit a Post-Delivery Report of Training Course Presentation ([F-10B](#)), Orientation Roster, and [POPAT Post Delivery Report](#) to the Criminal Justice Standards Division **within 10 days** after receiving the comprehensive written exam scores from the test administrator. A complete and accurate report on student progress and achievement (Student Course Completion Record) must be included in the F-10B and POPAT Post-Delivery Reports.

#### IV. TRAINEE PARTICIPATION AND PERFORMANCE REQUIREMENTS

School Directors are responsible for monitoring daily student attendance, progress, and performance. All minimum attendance and performance requirements shall be enforced



by the School Director along with any supplemental rules and regulations adopted by the agency or institution.

A. Enrollment

Students must be at least 20 years old to register for a BLET course unless he or she is given authorization for early enrollment. Authorization for early enrollment must be approved in writing by the Criminal Justice Standards Director. The Director may approve early enrollment if the student turns 20 years old before the scheduled state comprehensive written exam date.

Course enrollment requirements for BLET students include full-time and partial or limited enrollment.

1. Full-time

All full-time students shall be enrolled on or before the first day of class. Full-time students **CANNOT** be enrolled after the first day of class.

2. Partial or limited

Partial or limited enrollment requires a written letter of authorization from either Commission (i.e., Criminal Justice or Sheriff's). The letter must list all BLET topics the student is required to complete. All out-of-state transfers or persons with prior military police experience who are granted a limited enrollee status must be tested on the entire state [comprehensive written exam](#). To prepare for the state comprehensive written exam, limited enrollee students should review all lesson learning objectives and corresponding materials.

B. Course Orientation

School Directors must deliver the [Course Orientation](#) lesson first because it provides students with BLET attendance, participation, and performance requirements. School Directors must also cover all [supplemental rules and regulations](#) required by the agency or institution during *Course Orientation*.

School Directors should provide students with specific information on all physical and mental requirements of BLET to include essential law enforcement officer job functions. Contact the Criminal Justice Standards Division for a list of essential law enforcement officer job functions.

*Course Orientation* also provides students with an opportunity to make any reasonable accommodation requests. If a reasonable accommodation request is made, the following applies:

1. The request shall be made in writing by the student and submitted **no later than the second day** after *Course Orientation* to the BLET Program Manager at the Criminal Justice Standards Division. The written request for a reasonable accommodation must be supplemented by documentation verifying the extent and range of the disability.

2. Any request to change a standard is not considered reasonable. School Directors may seek guidance from the Criminal Justice Standards Division to determine if the request is reasonable and does not alter the essential job functions.
3. The Criminal Justice Standards Division is available to assist School Directors if the request for a reasonable accommodation falls under the Americans with Disabilities Act.

C. Attendance

BLET attendance requirements are covered under [12 NCAC 09B.0404](#). Students are required to attend all class sessions.

1. Makeup work for excused absences

School Directors shall schedule makeup work for excused absences to ensure students complete all BLET course time and performance requirements. If a student does not make up work missed for an excused absence, he or she **CANNOT** take the state comprehensive written exam. To take the state comprehensive written exam, the student must enroll in a subsequent BLET delivery to make up any missed work. School Directors shall provide a detailed account of all topics and missed work in the [Post-Delivery Report](#).

If the student is a [limited](#) enrollee, he or she may only make up missed work in a subsequent BLET delivery for one of the following reasons:

- a) Excused absences due to accident, illness, emergency or other good cause
- b) Excused absences do not exceed five percent (5%) percent of the course work which could not be scheduled for makeup

**NOTE:** Under [12 NCAC 9B.0404\(c\)](#), School Directors are responsible for reimbursing instructors tasked with delivering any makeup work.

2. Unexcused absences

School Directors should terminate a student from the BLET course for any unexcused absence. This includes being habitually tardy or leaving class early.

3. Excused absences

School Directors have discretion to excuse student absences for valid and unavoidable reasons (e.g., death in family, sickness, injury, medical emergencies). However, excused absences **CANNOT** exceed five percent (5%) of the total BLET course hours.

School Directors shall report all injuries sustained by students during or outside the BLET delivery that may impact his or her attendance, performance, or ability to successfully complete the course to the BLET Program Manager at the Criminal Justice Standards Division. This

notification must be made by the School Director no later than the subsequent class day.

Any absence directly related to religious observances outlined in N.C.G.S. 115D-5 are included within the maximum five percent (5%) allowable absence hours under 12 NCAC 09B.0404. Additionally, this NCAC regulation requires School Directors to grant an excused absence.

D. Performance Standards

Tests are administered throughout the BLET course to determine if a student has demonstrated minimum levels of proficiency needed for certification as a law enforcement officer in North Carolina. To graduate from BLET, students must demonstrate proficiency by earning minimum passing scores **on all tests in all topics** per [12 NCAC 9B.0405](#).

**NOTE:** Copies of all student test scores and other grading criteria shall be kept on file by the School Director.

All testing, re-testing procedures, and individual agency pass/fail standards should be clearly communicated by School Directors to students during *Course Orientation*.

Students shall be told a minimum of 48 hours in advance by School Directors about the type of test (i.e., written or skills), the date and time of a test, and preparation strategies. For example, School Directors can encourage students to form study groups to review BLET lessons or practice skills. School Directors and instructors should frequently remind students that all BLET tests directly relate to learning objectives in each lesson.

1. Testing methods

a) End-of-topic

The two (2) types of tests that occur during BLET are end-of topic *written* and *skills* tests.

(1) Written tests

Written tests shall be administered for each BLET topic. School Directors shall use end-of-topic written tests developed by the Justice Academy in collaboration with the Criminal Justice Standards Division. The Criminal Justice Standards Division is responsible for the administration, scoring, data collection and analysis of all BLET tests.

**NOTE: All end-of topic written test scores for each student must be kept on file by the School Director.**

End-of-topic written tests should be administered to all students at once and as soon as possible, but only **AFTER** a topic has been fully delivered. School Directors should try and schedule end-of-topic written tests on a consistent date

(e.g., every Monday morning so students can study over a weekend).

The total number of questions and the time allowed for each end-of-topic written test are identified in the table below.

Module	Topic	Questions	Time Allowed
I	Course Orientation	10	30
I	Ethics and Problem Solving	20	30
I	Officer Health and Wellness	20	30
I	Communication and De-escalation Skills	25	30
I	Crisis Intervention: Interacting with Special Needs Populations	15	20
I	First Responder	30	30
I	Field Notes and Report Writing	15	25
I	Arrest, Search, Seizure and Constitutional Law	50	75
I	Interviews and Interrogations	30	45
I	Compliance and Control Techniques	10	15
I	Firearms	25	30
I	Law Enforcement Driver Training	25	30
II	Criminal Investigations	35	50
II	Responding to Crime Victims	10	20
II	Person Crimes	13	15
II	Property Crimes	25	30
II	Crimes Against the Public	15	25
II	Juvenile Laws and Procedures	20	30
II	Domestic Violence	15	25
II	Sexual Assaults	15	25
II	Human Trafficking	10	20
II	Hate Crimes	15	25
II	Controlled Substances	25	40
II	Missing Persons	10	15
II	Deceased Persons	10	15
II	Testifying in Court	20	30
III	Motor Vehicle Laws	25	40
III	Traffic Law Enforcement	20	30
III	Traffic Crash Investigations	20	30
III	Standardized Field Sobriety Testing	N/A	N/A
IV	Explosives and Hazardous Material Emergencies	20	30
IV	Transporting and Processing Arrestees	10	15
IV	Civil Process	20	35
IV	Courtroom Security	15	25
IV	Crime Prevention	10	15
IV	Homeland Security/Anti-Terrorism	15	30
IV	Rapid Deployment to Active Attacker	10	15
IV	Crowd Management	10	15
IV	Patrol Techniques	15	20

**NOTE:** School Directors may develop additional written tests to evaluate student performance and/or provide practice in test taking methodology and strategy. All BLET end-of-topic written tests will be maintained and administered online by the Criminal Justice Standards Division using Acadis. Hard copies of end-of-topic tests will **NOT** be provided to School Directors. All end-of-topic written tests will be administered individually for its own score and NOT combined with other written tests. For example, the *Criminal Investigations* end-of-topic test questions will not be combined with *Controlled Substances* to create a single test score.

The Justice Academy, with assistance from the Criminal Justice Standards Division, will develop, validate, and maintain a bank of end-of-topic questions. All end-of-topic written test questions will use a multiple-choice format with three (3) possible answers. Answers will include an (1) obviously wrong answer, (2) a partly wrong answer, and (3) a correct answer. End-of-topic test questions will **NOT** include an "All of the Above" or "None of the Above" as a possible answer.

Consider the following example:

$$3 + 1 = ?$$

- A. 73 [obviously wrong answer]
- B. 4 [correct answer]
- C. 4.3 [partly wrong answer]

Answer distribution data from multiple choice questions will allow the Justice Academy and Criminal Justice Standards Division to pinpoint individual student deficiencies and instructor effectiveness with greater accuracy.

All end-of-topic written test questions use a combination of *recall*, *identification*, and *application* formats.

- (a) *Recall* questions test student ability to memorize specific information. This includes but is not limited to definitions and legal requirements (e.g., days, hours, ages). Difficulty level for *recall* questions is low. The following is an example *recall* question:

\_\_\_\_\_ is facts and circumstances sufficient to convince a reasonable person to believe a crime was committed and the person suspected, more likely than not, committed it.

- A. Civil Law [obviously wrong answer]
- B. Reasonable suspicion [partly wrong answer]
- C. Probable cause [correct answer]

- (b) *Identification* questions test student ability to choose the correct answer when presented with a set of facts.

Difficulty level for *identification* questions is moderate to high. The following is an example *identification* question.

Which type of motor vehicle *skids* are generally less than 3 feet long and occur when a locked wheel momentarily lifts off, then comes back onto the roadway.

- A. Skip skids [correct answer]
- B. Gap skids [partly wrong answer]
- C. Gouge marks [obviously wrong answer]

**NOTE:** The above question could also be presented to students using images. For example: What type of motor vehicle skid is presented in the following image?

- (c) *Application* questions test student ability to apply, problem solve, or demonstrate specific knowledge given a job-related scenario. Difficulty level for *application* questions is moderate to high. The following is an example *application* question.

Officer Dodder responded to a 911 “hang-up” call at 101 Galeon Road. When Officer Dodder arrived, he heard what sounded like a woman screaming inside the home. Officer Dodder knocked on the door and said, “Police Department – is everything okay?! Does anyone inside need help?!” A man inside the home said, “Leave us alone.” Officer Dodder heard the same woman screaming again and asked, “Is everyone okay?! Do you need help?!” There is no response. The door is closed and locked. Officer Dodder forced the door open and made entry. A man and woman were inside the home, but everything was okay.

Given only the facts and circumstances provided above, did Officer Dodder have authority to enter the home?

- A. Yes, because there was a possible urgent necessity for Officer Dodder to render aid. [correct answer]
- B. Yes, because Officer Dodder had *reasonable suspicion* to believe the woman called 911. [partly wrong answer]
- C. No, because the man inside the home said, “Leave us alone.” [obviously wrong answer]

(2) Skills tests

Several BLET topic areas have practical exercises that help instructors evaluate proficiency. Many are scenario-based and require students to perform specific job tasks identified in lesson learning objectives. It is important that instructors differentiate which practical exercises are for training purposes and those that are classified as a skills test.

**NOTE:** It is imperative that instructors remediate students that don't immediately show proficiency during a practical exercise in the same fashion they would if it were a skills test.

**NOTE:** School Directors may develop additional practical exercises to evaluate student performance.

The following BLET topics have skills tests that are used to establish proficiency:

Module	Topic
I	First Responder
I	Officer Health and Wellness (POPAT)
I	Compliance and Control Techniques
I	Firearms
I	Law Enforcement Driver Training
III	Standardized Field Sobriety Testing (SFST)

**NOTE:** All end-of topic skills test scores for each student must be kept on file by the School Director.

**NOTE:** All practical exercises for each student must be kept on file by the School Director.

To evaluate learning and identify student deficiencies effectively, School Directors should compare end-of-topic written and skills test scores for the same lesson to target remediation efforts. For example, John Doe failed the end-of-topic written test for *Compliance Control Techniques* but passed all skills tests for *Compliance Control Techniques*.

b) State comprehensive written exam

Students who meet all attendance requirements and pass all end-of-topic written and skills tests may take the state comprehensive written exam. Students with any existing [deficiency](#) (see below) **CANNOT** take the state comprehensive written exam. The School Director is responsible for determining if a student is eligible to take the state comprehensive written exam.

**NOTE:** Per [12 NCAC 09B .0406](#), any trainee who sustains injury prior to the final POPAT attempt and who achieved a passing



score on the last attempt, who has completed the required coursework with the exception of the final POPAT, may request from the Director of the Criminal Justice Standards Division a medical waiver to take the comprehensive written examination prior to completion of the final POPAT.

Under [12 NCAC 9B.0406 \(d\)](#) students must score a 70% on the comprehensive written exam to pass.

Students who score between 60-69 are eligible for a re-test of the comprehensive written examination. Students who score 59 and below cannot re-test or graduate and must enroll in a subsequent BLET delivery in its entirety.

Students who score between 60-69 on the comprehensive written exam may request a re-examination. The written request must be received by the Criminal Justice Standards Division **within 30 days** of the first examination. Students receive one (1) opportunity for re-examination within 60 days of the first examination date. Students who do not score above a 70 fail the re-test will not graduate and must enroll in a subsequent course delivery in its entirety. See [12 NCAC 9B .0406 \(e\)](#)

## 2. Remediation

Remediation efforts should begin as soon as possible after a student fails any end-of-topic written test or end-of-topic skills test or when any inadequate performance is detected. The goal of remediation is to prevent students from falling behind. Early failures can be predictive of later ones because each BLET topic serves as a building block for the next. Remediation may **ONLY** be given by certified instructional staff. Remediation efforts include but are not limited to the following:

- a) One-on-one tutoring
- b) Additional practice on a physical skill
- c) Reading assignments

## 3. Failures

Students cannot fail more than four (4) total end-of-topic written or skills tests (individual [academy rules](#) may be more restrictive). Students may receive remediation and one (1) re-test for up to a total of four (4) end-of-topic written or skills test failures. This is a cumulative total so failing five (5) end-of-topic written tests, five (5) end-of-topic skills tests, or any combination adding up to five requires immediate dismissal.

**NOTE:** A student may pass the written test, but fail the skills test on the same topic, or vice-versa. Re-tests must be specific to the type of failure. For example, if a student failed the end-of-topic written test but passed the skills test for the same lesson, he or she only needs to be re-tested on the written test.



Testing after remediation should occur only once. A pattern of failures following remediation may indicate multiple deficiencies.

**NOTE: School Directors must maintain records for all testing on each topic, including original failure and remediation scores.**

Under [12 NCAC 9B.0405](#), students who fail a total of five (5) end-of-topic written or skills tests shall be dismissed immediately and must complete a subsequent BLET delivery in its entirety. Consider the following example:

Student John Doe fails the (1) *Arrest, Search, Seizure and Constitutional Law* written test, (2) *First Responder* written test, (3) *Driver's Training (Radius Curve)* skills test, and (4) *Controlled Substances* written test, but passes each re-test after remediation.

When John Doe fails the *Firearms Accuracy Qualification (Day)* in the 10<sup>th</sup> week of the academy, he must be immediately dismissed from BLET without remediation or a re-test and complete a subsequent BLET delivery in its entirety.

#### 4. Deficiencies

A deficiency occurs when a student fails any end-of-topic written or skills test, undergoes remediation, then fails the subsequent re-test.

If a student accumulates a third topic deficiency, he or she must be immediately dismissed from the course and complete a subsequent BLET delivery in its entirety.

A student who incurs one or two deficiencies during a BLET course can make them up in a subsequent BLET as a limited enrollee under [12 NCAC 9B.0406 \(a\)](#). Students who incur more than two deficiencies during a BLET course cannot take the state comprehensive written exam and must complete a subsequent BLET in its entirety. Consider the following examples:

Student Jane Doe failed the *Law Enforcement Driver Training* end-of-topic written test. After remediation, she failed the re-test and now has one (1) deficiency. Jane Doe then failed the end-of-topic skills test for *Compliance and Control Techniques* and failed the re-test after remediation. Jane Doe now has two (2) deficiencies. If Jane Doe does not incur any additional deficiencies during BLET, she can make them up in a subsequent BLET delivery as a limited enrollee.

However, Jane Doe failed the *Human Trafficking* end-of-topic written test and failed the re-test after remediation. She now has three (3) deficiencies and must be dismissed from the BLET course. Jane Doe cannot be a limited enrollee in a subsequent delivery and must start BLET over in its entirety.

#### 5. Cheating

Cheating is a violation of [12 NCAC 09B.0101\(3\(h\)\)](#). Acts of cheating are

referred to Probable Cause Committees of the Criminal Justice Education and Training and Standards Commission and the Sheriffs' Education and Training Standards Commission for possible sanctions.

Students are forbidden from providing any information about end-of-topic written test contents to instructors. Students are also forbidden from providing any information about the state comprehensive written exam to any instructor, Qualified Assistant, or School Director. The Criminal Justice Standards Division considers all the above cheating.

6. Electronic devices prohibited

Students may not possess any electronic communication or mobile device (e.g., tablets, mobile phones) while taking any end-of-topic written test or the state comprehensive written exam. Students found in possession of an electronic device, including devices that are off and stored in a pocket or backpack, etc., shall be promptly removed from the testing site. School Directors should notify students of this specific prohibition during *Course Orientation* and consequences for non-compliance (e.g., possible enforcement action by the NC Criminal Justice Education and Training Standards Commission).

If an existing circumstance or emergency dictates the need for a student to have immediate access to a prohibited electronic device during testing, a School Director may maintain possession and control of the device. Any communications made by a student on the device must be conducted in the presence of the School Director.

E. Completion of Minimum Training Requirements

As part of the Post-Delivery Report, School Directors are required to submit a Student Course Completion Record (SCCR) for each student enrolled in a delivery of the BLET. The SCCR, is a form that includes student information, name, date of birth, and Social Security Number; agency/sponsor, state exam date and score, and scores for each individual block of instruction. This form is also used for students who voluntarily withdraw or are terminated from the BLET course.

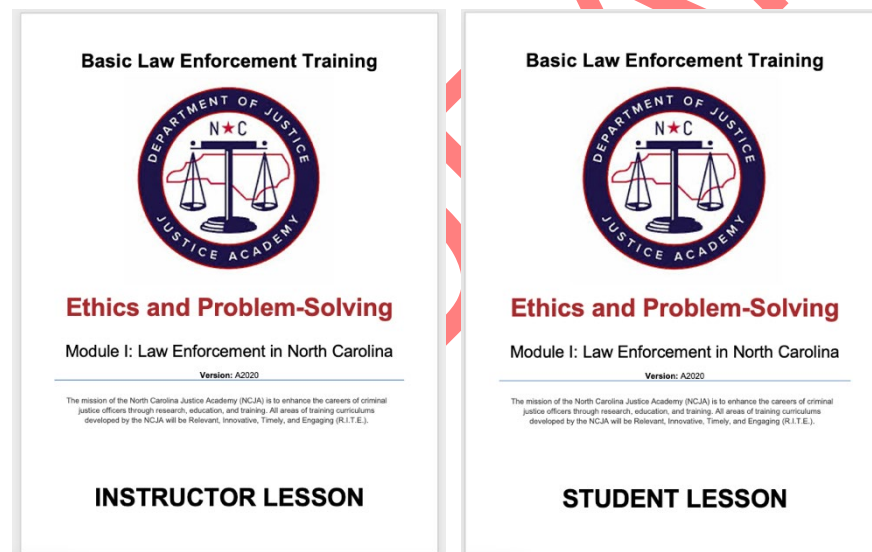
## VI. ORGANIZATION OF THE BASIC LAW ENFORCEMENT TRAINING CURRICULUM

### A. Course Materials

#### 1. Lessons

BLET lessons provide content in a manuscript or narrative form. After completing BLET, lessons can become ideal on-duty job aids and professional resources for students.

Branded BLET course materials come in separate 'Instructor' and 'Student' lessons identified by cover page and individual page headers. With the exception of choreography and delivery methodology content (e.g., when to show a slide, facilitate exercises) 'Instructor' and 'Student' lesson content **is identical**.



#### a) Instructor lessons

Content designed exclusively for instructors uses **bold text** that begins with **NOTE** or **SLIDE**. Directions that follow specifically tell instructors when to perform a specific activity, task, or strategy designed to enhance the training and student learning. They include but are not limited to reminders on when to show visual aids, distribute handouts, conduct a practical exercise, or facilitate open discussions.

The 'Instructor Note' section that appears immediately after the academic checklist provides detailed directions for delivering the lesson.

This CMG **DOES NOT** provide a complete or verbatim account of all 'Instructor' lesson content. School Directors are responsible for

knowing all standards, protocols, and other topic delivery requirements found in each 'Instructor' lesson.

BLET lessons **MUST** be delivered as directed. For example, all slides and videos identified within a lesson must be shown and practical exercises or skills tests administered. Instructors still have autonomy within the context of what is provided to enhance the delivery using individualized presentation styles and experiences. For example, instructors may supplement lessons with personal stories, additional visual aids (e.g., slides and videos), materials (e.g., handouts, news media articles), and case studies. Additional content provided by instructors must be relevant to the topic and support existing content.

[NCAC 9B.0405\(a\)](#) limits the scope of additional content used by schools. School Directors must retain all additional content provided by instructors in their permanent files. This includes any additional handouts, lessons, and visual aids.

b) Academic checklist

Both 'Instructor' and 'Student' lessons contain academic checklists with the following information:

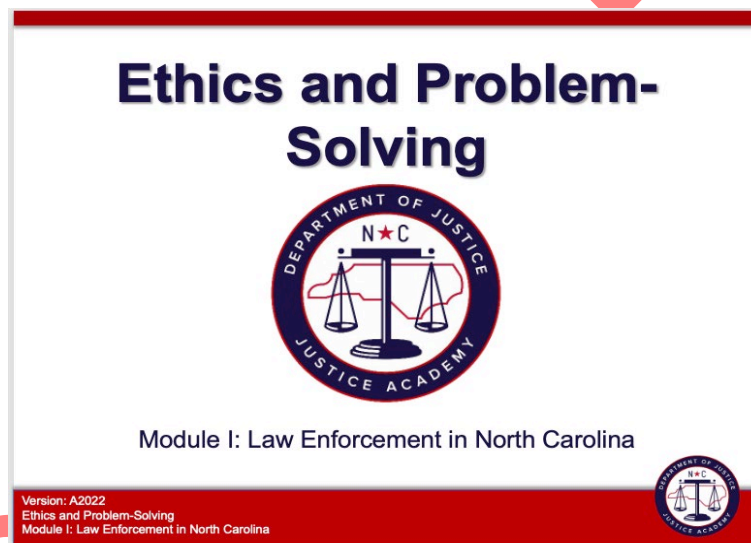
- (1) Lesson purpose and learning objectives. Instructors are required to cover lesson learning objectives at the beginning (I. Introduction) and end (III. Conclusion) of every topic. Instructors and students are also reminded via lesson text that end-of-topic written tests and state comprehensive written exam questions are directly related to learning objectives.
- (2) Minimum number of hours required to deliver the topic. When applicable, a breakdown of hours required for classroom instruction, practical exercises, and skills testing is included. School Directors must plan accordingly for larger classes that require additional time on task to complete practical exercises and skills testing.
- (3) All instructional methods needed to deliver the lesson. This includes but is not limited to facilitated discussions, classroom activities, and practical exercises.
- (4) Required training aids, handouts, videos, and equipment.
- (5) Testing methodologies used to measure student performance (e.g., end-of-topic test, skills test).
- (6) References and resources used to prepare the lesson plan.
- (7) Names of subject matter experts, legal reviewers, and other personnel who authored or revised the lesson.

## 2. Audio-visual aids

School Directors must provide instructors with equipment to show required audio-visual aids. This includes but is not limited to a computer with an internet connection, DVD player, speakers for sound, applicable software (i.e., Microsoft Office®), and projector or large screen television. School Directors must also ensure that instructors know how to operate the equipment and use audio-visual aids effectively to deliver BLET materials.

### a) PowerPoint slides

All static BLET visual aids (i.e., PowerPoint® slides) use a standard branding and format depicted in the image shown below. This includes headers, footers, colors, and fonts.



PowerPoint® slides were developed using the most current version of Microsoft Office® software. Some PowerPoint® slides contain embedded hyperlinks that requires an internet connection to show an external source (e.g., video, website).

It is important for students to know that PowerPoint® slide content is taken directly from lessons and generally condensed to fit on a slide. School Directors and instructors should repeatedly remind students that critical (and testable) content is not always shown on slides.

PowerPoint® slides only supplement delivery efforts and are **NOT** a substitute for any lesson's text. Instructors must frequently refer to and deliver lesson materials not found on PowerPoint® slides. Instructor over-reliance on slides to deliver any topic without fully covering lesson contents can result in the following:

- (1) Instructors may falsely believe content is missing because it was not on a slide, even though it is fully covered in lesson.

- (2) Instructors may fail to use active learning methods (e.g., facilitation, group discussion, etc.) as scripted in lessons, thus depriving students of critical reinforcement of their learning.
- (3) Instructors may provide content prematurely, inconsistently, or out of context because they are not following the lesson.
- (4) Instructors may go off-topic to discuss materials that were covered previously or will be covered in forthcoming lessons. This can cause instructors to contradict previous (and future) lesson contents, creating unnecessary confusion for students, hinder learning, and adversely impact written or skills testing.

b) Videos

All required videos are listed in the lesson’s academic checklist. Instructor notes provide directions on when to show a video and its total length.

The NCJA produced many of the required BLET videos. They are available for purchase on DVDs as a set or individually at the NCJA Bookstore. The NCJA has a limited number of BLET DVDs available for temporary loan to delivery sites. Outside vendor videos/DVDs must be contacted independently and ordered.

3. Handouts

Most BLET handouts use a standard branding and format depicted in the image shown here. Handouts are provided in both ‘Instructor’ and ‘Student’ lessons. For some topics, specific handouts are only provided to instructors. Handout contents include but are not limited to the following:

- a) Case studies and examples
- b) Directions for classroom and practical exercises
- c) Skills test grading rubrics
- d) Forms and waivers
- e) Condensed lesson content for students to use as a reference or for future use as an on-duty job aid

**Ethical Inventory Questionnaire**

INSTRUCTIONS: Answer the following 10 questions as True (T) or False (F). When finished, count the total number of number of True (T) responses. Answers are confidential.

Question	T or F
1. I have never cheated on a test or examination of any kind.	<input type="checkbox"/>
2. I have not lied to anyone about anything in the last month.	<input type="checkbox"/>
3. I have never passed off another's work as my own.	<input type="checkbox"/>
4. I would never knowingly accept overpayment in change after a purchase.	<input type="checkbox"/>
5. I have never attempted to cheat the telephone company.	<input type="checkbox"/>
6. I have never been paid for work I did not do.	<input type="checkbox"/>
7. I have never taken an item from a hotel room not intended for guests to keep.	<input type="checkbox"/>
8. I have never overstated a claim to an insurance firm.	<input type="checkbox"/>
9. I have never failed to tell the whole truth when completing income tax forms.	<input type="checkbox"/>
10. I have never knowingly misrepresented any item in order to make a sale.	<input type="checkbox"/>
<b>TOTAL True</b>	<input type="checkbox"/>

**Total number of True responses:**

9-10 = Highly developed conscience

7-8 = above average conscience

5-6 = average conscience

1-4 = below average conscience.

Version: A0222  
Ethics and Problem-Solving  
Module I: Law Enforcement in North Carolina

4. Version control

“Version” numbers are used to identify the most current BLET materials. BLET version numbers are found on document covers and footers. Instructors and students must possess the most current BLET materials available based on the academy’s start date. Contact the BLET School Director to confirm the correct materials are being used.

BLET revisions, enhancements, changes, and legal updates occur bi-annually. Coding systems have been developed to identify the most current BLET materials for delivery. School Directors are responsible for ensuring instructors use the most current BLET materials available according to the academy start date. For more information, contact the BLET Curriculum Coordinator in Salemburg or visit the Justice Academy website at <https://www.ncdoj.gov/ncja> and navigate to ‘Commission Courses’ and then ‘Basic Law Enforcement Training.’

a) Lessons

Version control numbers are found on BLET lessons, handouts, and PowerPoint® slides. A sequential lettering and year system identifies the most current BLET materials available. For example, a version control number of “C2023” means the document is in its third iteration (i.e., C) and was last revised in 2023. Version control numbers appear in the following BLET material locations:

- (1) Lesson cover pages
- (2) Page 1 of a lesson’s academic check list
- (3) Document footers (lessons; handouts; PowerPoint® slides)

**NOTE:** End-of-topic written test documents use the same version control system as lessons.

b) Videos/DVDs

N.C. Justice Academy BLET videos/DVDs are coded by the year produced, redistributed, or revised. Outside vendor videos/DVDs are coded by copyright date. A current video/DVD list is available at <https://ncdoj.gov/ncja/commission-courses/blet/blet-instructor-resources/>.

c) Lesson Plan Correction and Revision Form

School Directors and instructors who find typographical, content, or other errors/omissions in BLET materials are encouraged to document them on the BLET Lesson Plan Correction & Revision Form. It is available [online](#) or in Section VIII of this guide.

The BLET Lesson Plan Correction & Revision Form can also be used to provide recommendations and suggest curriculum changes or enhancements. Recommendations should be listed in detail on the



form and sent directly to the BLET Curriculum Coordinator by email or by U.S. Mail:

N.C. Justice Academy  
PO Box 99  
Salemberg, NC 28385

B. Selecting and Managing Instructors

School Directors are ultimately responsible for selecting, monitoring, and evaluating instructor performance. Instructors should be selected according to his or her topic expertise, job knowledge, delivery skills, enthusiasm, and dedication to law enforcement training. Prior to a BLET course start date, School Directors should meet with all instructors individually or in groups to cover specific duties and responsibilities and confirm teaching dates/times.

1. Certification

The School Director must use instructors who are certified by the Commission. The School Director is responsible for verifying that each instructor's certification is current, valid, **and remains valid throughout a BLET course delivery.**

When applicable, School Directors must ensure instructors possess valid specialized and current CPR certifications to deliver the following topics:

- a) Explosives and Hazardous Materials Emergencies
- b) Firearms
- c) First Responder
- d) Law Enforcement Driver Training
- e) Officer Health and Wellness
- f) Compliance and Control Techniques

Instructors with specialized certifications must teach twelve (12) hours every three (3) years in **EACH** specialization held to be re-certified. See [12 NCAC 9B.0304](#) for additional information on specialized instructor certifications.

2. Instructor Responsibilities

- a) Remain current and knowledgeable in the topic area to be instructed through practical experience, formal advanced education, specific readings and research, as well as continued on-the-job experience and success. See [12 NCAC 9B.0301\(c\)](#).



- b) Openly support and demonstrate a positive attitude about BLET. Undermining BLET content or the individual school or agency can negatively impact student learning and on-the-job performance during field training.
- c) To retain certification, all general instructors must successfully complete a one-hour online refresher course annually. Instructors who fail to complete the required one-hour refresher course by December 31<sup>st</sup> every year must do the following to retain his or her certification:
  - (1) Deliver eight (8) hours of evaluated training by March 1<sup>st</sup> of the following year in a course recognized by Criminal Justice Standards and be evaluated.
  - (2) Successfully complete the missed one-hour online refresher class for the previous year before March 1<sup>st</sup>.

Instructors who fail to meet annual recertification requirements forfeit all instructor certifications to include General and Specialized.
- d) Use the most current BLET lesson version provided by School Directors according to academy start date.
- e) Follow all instructor notes and directions. Cover all content in BLET lessons including visual aids, classroom activities, practical exercises, and skills tests. Generally, the instructor should not read directly from the lesson, rather dynamically deliver the content by fully engaging students.

### 3. Monitoring

Effective instructor performance is essential for student learning and future success as a law enforcement officer. School Directors, or their designee, must monitor each instructor used during a BLET delivery to evaluate his or her performance and suitability for continued assignments in BLET.

Under NCAC 9B.0303(b), Instructor evaluations shall be completed on the F-16 form and kept on file by the school or institution for three (3) years for inspection by a Commission representative upon request.

**NOTE:** School Directors are not required to complete an evaluation on an instructor every time he or she teaches in a BLET course. Evaluations completed by the school director must be kept on file for the twelve (12) hours for which the instructor is using as his/her re-certification teaching hours for renewal of the instructor's specialized instructor certification.

### 4. Student evaluations

BLET students are required to evaluate instructors on the Student Evaluation of Instructors (Form 17). This form is included at the end of every BLET lesson as a handout. If more than one instructor is used to deliver a single BLET lesson, students must complete a Form 17 for each instructor. School Directors shall review and keep completed Form 17s on file for inspection by the Criminal Justice Standards Division.

### C. Managing Practical Exercises and Skills Testing

Many BLET lessons include scenario-based practical exercises and [skills testing](#). Practical exercises are used to help students apply new information or practice a new skill. Skills testing requires instructors to evaluate and score student performance (i.e., pass/fail) using specific forms and grading rubrics provided in a lesson. BLET 'Instructor' lessons provide detailed directions, specific parameters, safety measures, and scripts for required practical exercises.

Because adults learn best by doing, significant portions of the BLET curriculum are devoted to scenario-based practical exercises. On average, one scenario-based practical exercise requires the following:

- One (1) instructor
- One (1) role player
- 15 minutes to administer

BLET lessons generally allocate anywhere from six (6) to eight (8) hours to administer one (1) scenario-based practical exercise. To ensure all students participate, School Directors must schedule enough facilities, personnel, and equipment to administer practical exercises. For example, a scenario based practical exercise for [X Topic] requires one (1) instructor and (1) role player. To administer it [X Topic] for a class of 24 students in the six (6) hours allotted, the School Director will need to schedule four (4) instructors and four (4) role players and run the [X Topic] practical exercise in four (4) locations simultaneously. School Directors have discretion to add more time to the minimum number of hours required for practical exercises.

With oversight and approval from School Directors, instructors may develop additional scenario-based practical exercises. Best practices for developing scenario-based practical exercises include the following:

1. Develop detailed scripts

All practical exercises should include a written scenario or detailed script (see several BLET lessons for example scripts). This helps ensure that every student is exposed to identical circumstances with pre-determined outcomes for which they are being evaluated. Detailed scripts also prevent instructors and role players from improvising. Moreover, BLET academies who use detailed scripts have documentation showing how students were trained.

Practical exercise scripts should include the following:

- a) Applicable learning objectives.
- b) Equipment, logistic, and personnel requirements.
- c) Specific directions for instructors, students, and role-players, etc.
- d) Grading rubrics for skills testing with clearly defined performance outcomes.

**NOTE:** Practical exercises must never involve 'no-win' situations. Effective scripts target specific skills in realistic settings.

2. Use safety measures

Safety is ultimately the School Director's responsibility.

- a) Conduct a safety briefing

Before administering any practical exercise with a potential for injury, instructors must conduct a safety briefing with all participants (e.g., other instructors, role players, students).

Safety briefings should include a form or waiver that clearly lists all prohibited conduct and risk mitigation strategies for the practical exercise. All participants should acknowledge any form or waiver provided with his or her signature. School Directors shall keep a copy of all signed safety briefing waivers or forms in each student's permanent file.

- b) Conduct inspections

Formal "safety check" inspections of all participants are needed to ensure potentially dangerous equipment and weapons are rendered safe or inoperable or kept out of the training environment.

- c) Force-on-force training

Extreme caution and additional safety measures must be used when the practical exercise involves dynamic physical contact between participants (e.g., striking, grabbing), training weapons (e.g., foam/soft rubber batons), or simulated ammunition (e.g., paint marking or blank cartridges).

- (1) Protective equipment

Protective equipment is determined by the type of training and includes but is not limited to soft (e.g., padded) or hard (e.g., plastic) devices designed to protect the body from

injury. Examples include full-body suits, helmets, torso vests, and safety goggles or glasses.

(2) Role players

Role players must be given specific instructions (i.e., detailed scripts) to follow **without deviation or improvisation**. Role-player performance must be carefully monitored, controlled, and consistent throughout.

School Directors should avoid using BLET students or personnel with prior law enforcement experience as role players. Civilian role players generally produce more realistic experiences for students.

(3) Weapon training aids

In most cases plastic or polymer knives and guns are effective options. Academies who want to use more realistic training aids to enhance the learning environment have added safety responsibilities. For example, School Directors must take all necessary precautions to prevent any live ammunition from entering the training environment.

School Directors must use instructors with specific experience or credentials for using firearm training aids (e.g., paint or blank cartridges). American National Standards Institute (ANSI) rated safety glasses must be worn by all participants when firearms training aids are used.

School Directors must ensure that 'primer only' cartridges are used. Loading blank or primer only cartridges into any firearm must occur under the direct supervision of the lead firearms instructor or designated safety officer. Primer only cartridges must be test fired into cardboard prior to any training activity to ensure there is no penetrating capability. Primer only cartridges cannot be aimed directly at any participants. Appropriate hearing protection should be used according to circumstances or notify students with hearing aids about the pending use.

3. Evaluate student performance

Written and verbal feedback from instructors on student performance following a practical exercise is critical for effective training. School Directors must remind instructors and role-players that the purpose of any practical exercise is evaluate performance. Instructors should be specific when providing written or verbal feedback. Use positive feedback to reinforce correct performance and clearly communicate any deficiency. Strategies for providing feedback include the following:

- a) Ask students specific questions.
  - (1) How did you do?
  - (2) What did you think/feel when [X] happened?
  - (3) Would you do anything differently next time?

- b) Require students to take notes on feedback.

Make students responsible for organizing verbal feedback in writing for reciting or presenting to the instructor. A student's written analysis of the instructor's comments reinforces the feedback.

- c) Video record the performance for playback and review.

Showing students exactly what they did and said on video can be very powerful.

**NOTE: As a reminder, copies of all paperwork related to practical exercises, whether scenario based or in-class activities, shall be kept in the student's course file by School Directors.**

## VI. COURSE DELIVERY

To reinforce critical and overlapping content consistently across multiple topics, the BLET course must be strategically scheduled for delivery. This allows each lesson to serve as a building block for the next. Thus, the sequencing of BLET topic delivery order is critical. Some topics must be delivered before others without deviation. More importantly, **EVERY** lesson must be delivered regardless of agency jurisdiction or primary service delivery type.

### A. Scheduling

School Directors should begin scheduling needed instructors, role players, facilities, and equipment months before a BLET course start date. Additional information on logistics, facilities, and equipment needs are found throughout this guide.

### B. Instructor Holistic Knowledge

1. Because BLET lessons connect and serve as building blocks for subsequent topics, overlapping concepts and terminology must be repeated and integrated consistently by instructors. To deliver BLET effectively and as intended, instructors must possess a holistic knowledge of multiple topics and not just their own. To help prepare, 'Instructor Note' sections identify BLET lessons that overlap or connect. For example, instructors who teach *Interviews and Interrogations* must consistently reinforce content covered previously in *Arrest, Search, Seizure and Constitutional Law* and *Communication and De-escalation Skills*.
2. Instructors who lack of holistic knowledge of the BLET and supporting lessons can create inconsistencies across multiple topics where there must be none. Instructors must consistently explain or demonstrate the nexus between multiple topics to effectively reinforce student learning.
3. Lesson materials are not designed to be delivered entirely as a lecture. A portion of the delivery time should be spent promoting open discussion and seeking input from students. Instructors should use active learning methods to deliver materials. This includes group discussions and exercises, peer demonstrations, and facilitation. Instructors are encouraged to share relevant media articles, videos, and personal work experiences when appropriate to emphasize the lesson content.
4. Most lessons include hypothetical problems for students to solve using the **Critical Decision-Making (C.D.M.)** problem-solving model. See the **Ethical Problem-Solving** lesson for complete content on the Critical Decision-Making model. The C.D.M. model is what students will be expected to use when presented with problem-solving scenarios throughout the BLET experience. Refer to the provided handout refresher on the **Critical Decision-Making** model. Instructors must facilitate an open discussion emphasizing ethical decision-making and procedural justice.

### C. Practical Exercises/Evaluations Delivery Considerations

## 1. Training Methodology - Phases of Instruction

Students will go through the following sequence of training phases: Instruction, then Evaluation, then, if necessary, Remedial, followed by Re-evaluation.

- a) Instruction. This phase includes the lecture during the class delivery of the lesson plan, demonstrations by the instructor showing proper skills and techniques learned in the lesson plan, any practice sessions provided to the student by the instructor, and other teaching methods to instruct the skills that will be evaluated during the practical exercises.
- b) Evaluation. This phase occurs during the practical exercises delivered as recommended and evaluated by the instructor(s). Students must score satisfactory in all of the evaluated skill sets to pass.
- c) Remedial. This phase will occur only if a student fails to successfully demonstrate the desired skills during the practical evaluation in the evaluation phase. Any student who fails the evaluation phase will be remediated with the approval of the School Director.
- d) Re-evaluation. This phase is the process of re-evaluating those students who were provided a remedial phase by the School Director. Instructors will deliver the re-evaluation practical exercise similarly to the failed evaluation practical exercise.

Students are to be given feedback immediately after the exercises are completed. The student's performance must be indicated on the skills sheet for the evaluated scenario. The instructor shall submit each student's practical exercise evaluation form to the School Director, which becomes part of the student's permanent file.

## 2. Conducting the Exercises/Evaluations

- a) There is no substitute for performing practical exercises. Instructors are encouraged to stage role players to serve as victims, suspects, or other involved personnel.
- b) Instructors should allow for demonstration of the techniques and the practicing of those techniques by students.
- c) Careful planning and coordination of practical exercise events cannot be overemphasized. Instructor demonstration of a skillset may require the instructor to perform the skill or activity being taught in part or in its entirety. Instructors may also demonstrate the role of the suspect or victim to assist in the learning process.

- d) The instructor will restrict uninvolved personnel so that unknowing individuals will not “accidentally” wander into the practical exercises. This could distract students or impede the training delivery.
- 3. Instructor NOTES are inserted throughout the manuscript. They are used to choreograph delivery and ensure content is presented as intended. Instructors should use active learning methods to deliver content. This includes but is not limited to open facilitation, discussions, and group exercises. Instructors may also share relevant media articles and personal work experiences when appropriate.
- 4. Students must be provided with the student manuscript. Student manuscripts can be distributed in print (hard copy) or electronic (PDF) formats for viewing. Electronic formats are recommended because they allow students to take full advantage of lesson resources and hyperlinks to internal and external content.

D. Topic Delivery Order

The BLET curriculum is organized into the following four (4) modules for a layered and holistic delivery of content.

- Module I: Law Enforcement in North Carolina
- Module II: Criminal Investigations
- Module III: Motor Vehicle Investigations
- Module IV: Patrol Duties

Although not required, all Module I topics should be delivered before Module II topics, and so forth. However, there are some topics within a module that must be delivered before others without deviation. The table below lists the minimum hours by topic.

Module I: Law Enforcement in N.C.	Hours
1. Course Orientation (Must be delivered first.)	8
2. Ethics and Problem-Solving (Must be delivered second.)	16
3. Officer Health and Wellness	54
4. Communication and De-Escalation Skills (Recommended to be delivered fourth.)	24
5. First Responder	24
6. Field Notes and Report Writing	16
7. Crisis Intervention: Interacting with Special Needs Populations (Delivered after Communication and De-Escalation Skills.)	24
8. Arrest, Search, Seizure and Constitutional Law	24
9. Interviews and Interrogations (Delivered after Arrest, Search, Seizure and Constitutional Law.)	24
10. Compliance and Control Techniques (CCT)	64
11. Firearms (Blocks One through Three delivered prior to CCT.)	96
12. Law Enforcement Driver Training	48



<b>Module II: Criminal Investigations</b>		<b>Hours</b>
13. Criminal Investigations (Must be first lesson for Module II.)		40
14. Responding to Crime Victims (Must immediately follow Criminal Investigations.)		8
15. Person Crimes		16
16. Property Crimes		16
17. Crimes Against the Public		16
18. Juvenile Law and Procedures		12
19. Domestic Violence		16
20. Sexual Assaults		16
21. Human Trafficking		4
22. Hate Crimes		8
23. Controlled Substances		16
24. Missing Persons		4
25. Deceased Persons		4
26. Testifying in Court		16
<b>Module III: Traffic Investigations</b>		
27. Motor Vehicle Laws (Must be first lesson for Module III.)		20
28. Traffic Law Enforcement (Must be after Driving and Motor Vehicle Law.)		24
29. Traffic Crash Investigations		24
30. Standardized Field Sobriety Testing		28
<b>Module IV: Patrol Duties</b>		
31. Crime Prevention		4
32. Transporting and Processing Arrestees		8
33. Civil Process		24
34. Courtroom Security		8
35. Explosives and Hazardous Material Emergencies		16
36. Homeland Security/Anti-terrorism		8
37. Rapid Deployment to Active Attacker		16
38. Crowd Management		16
39. Patrol Techniques (Should be the last topic for BLET.)		28
<b>Testing</b>		
End-of-topic written testing		30
<b>TOTAL</b>		<b>868</b>

The following guidelines for course delivery are only an overview of each topic and do not replace instructor notes within a lesson. This Guide **DOES NOT** provide a complete account of all BLET lesson contents. School Directors are responsible for knowing all standards, protocols, and other topic delivery requirements found in BLET lessons.

PILOT DRAFT

## VII. LESSON PLAN NOTES and DELIVERY INSTRUCTIONS

### Module I

#### Law Enforcement in North Carolina

Module I provides students with mandatory BLET requirements, standards of conduct, and foundational knowledge/skills needed for every North Carolina law enforcement officer. Many of the concepts and skills learned in Module I are reinforced in Modules II, III, and IV.

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PILOT DRAFT

BLET: 01

Topic: **Course Orientation** (8 hours)

- A. Course Orientation is intended to familiarize students with relevant administrative rules and requirements of the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission. Additional [supplemental academy rules and regulations](#) such as testing requirements, dress codes, grooming expectations, drills and formations, disciplinary processes, and other rules and policies should also be discussed during orientation.

**NOTE: Course Orientation must be the first topic delivered. It MUST be taught by the BLET School Director or his/her qualified assistant.**

- B. *Course Orientation* provides students with an opportunity to request a reasonable accommodation.
- C. Every provision must be explained thoroughly, and students must be allowed to ask questions. After the orientation, it is required that students complete and be given a copy of the following forms:

1. **Certification Prerequisites for Law Enforcement Officers**
2. **Acknowledgment of Certification Prerequisites**
3. **Request for Accommodation** (The School Director is to submit any requests for accommodation within two days of the orientation being delivered to the BLET Program Manager at the Criminal Justice Standards Division.)

These forms must be completed and retained in the student's permanent files.

- D. Several schools incorporate *drill and ceremony* into their training, beginning with orientation. While not mandated, the BLET Advisory Group recognizes and endorses the value of this type of training in a basic academy environment. School Directors who incorporate *drill and ceremony* in their academies are encouraged to use portions of commonly accepted guides such as:

1. *The US Army Field Manual*, No. 3-21.5  
[https://armypubs.army.mil/epubs/DR\\_pubs/DR\\_a/ARN32297-TC\\_3-21.5-000-WEB-1.pdf](https://armypubs.army.mil/epubs/DR_pubs/DR_a/ARN32297-TC_3-21.5-000-WEB-1.pdf)
2. *US Marine Corps Drill and Ceremonies Manual*  
<https://www.marines.mil/Portals/1/Publications/MCO%20P5060.20%20W%20CH%201.pdf>

PILOT DRAFT

BLET: 02

Topic: **Ethical Problem-Solving (16 Hours)**

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
- B. *Ethical Problem-Solving* **MUST** be the second lesson delivered immediately after *Course Orientation*. It covers the law enforcement oath of office and 21<sup>st</sup> Century Policing concepts such as ethics, procedural justice, and bias.

This lesson is designed to emphasize specific and critical values needed by law enforcement professionals. Its primary goal is to explain how integrity, ethics, and morals are essential for decision-making and problem-solving.

- C. The **C**ritical **D**ecision-**M**aking (C.D.M.) model is introduced during the lesson.

The C.D.M. model can be used as a tool to help solve any problem regardless of complexity or size. Most BLET lessons hereafter includes one or more problem-solving or ethical decision-making scenarios that require students to apply the C.D.M. model. Therefore, every instructor needs to be familiar with steps found in C.D.M.

- D. Concepts taught during this lesson are referenced and reinforced throughout every BLET lesson. Therefore, this lesson is a prerequisite course for Module I and the entire BLET. Therefore, all BLET instructors will be tasked with emphasizing decision-making and problem-solving methods in this lesson in other topics. For example, students will be expected to apply the Critical Decision-Making model when presented with problem-solving scenarios throughout the BLET experience.

- E. Practical Exercises/Evaluations Delivery Considerations

Students will go through the following sequence of training: Instruction, then Evaluation, then, if necessary, Remedial, followed by Re-evaluation.

1. If a student fails to score satisfactory in all the desired skills during the practical exercise evaluations, then remedial training will occur. Any student who fails the evaluation phase will be remediated at the approval of the School Director.
2. Instructors will deliver the re-evaluation practical exercise similarly to the evaluation practical exercise. However, some aspects may be adjusted. For example, the location of contraband during the courtroom search can be relocated to another place, or the facility itself may be changed since it is the tactics used by the student under evaluation.

- F. Instructional Personnel and Equipment

1. One primary instructor can conduct the classroom lecture and supervise and evaluate the students during practical exercises. Additional instructors and role-players may be needed if multiple exercises are needed simultaneously due to classroom enrollment numbers. The practical exercises may be conducted indoors or outdoors at the School Director's discretion.

2. Students actively participating in the scenarios do not need any additional equipment, only their scenario handouts.

G. Demonstration/Practical Exercises

During the delivery of the lecture, practical exercises are written within the instructor's notes. These are not formally evaluated but treated as instructional opportunities for the instructor to review work by the students and then provide helpful, constructive feedback to the students to improve their skill sets. Refer to Scenario Sample Handouts for instructor and student information. Additional scenario templates are provided for the instructor to construct other scenarios that may also be used.

1. Scenario Sample 1: Officer Safety – Improper Search
2. Scenario Sample 2: Unprofessional Conduct
3. Scenario Sample 3: Unethical Conduct
4. Scenario Sample 4: Policy Violation
5. Scenario Sample 5: Use of Force

- H. Training weapons are to be used for relevant portions of several blocks of instruction. "Training weapons" are props or training aids that are used in scenario-type training events. Training weapons are those such as polymer molded firearms and weapons that have been rendered "safe" to the point that they cannot be loaded and/or fired. Weapons rendered "safe" have had modifications such as barrel firing pin removal, etc. Training weapons should be marked and physically inspected for each session of training to ensure the integrity of a "safe" training environment.



BLET: 03

Topic: **Officer Health and Wellness** (54 Hours)

*Lecture: 8 Hours*

*Fitness Assessments, Fitness Sessions and POPAT testing: 46 Hours*

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a Specialized Physical Fitness Instructor.
- B. Students shall be examined by a licensed medical professional **BEFORE** any fitness testing or exercise program. The medical professional must complete a medical history statement (F-1) and an examination report (F-2). The examining medical professional shall be made aware of what students are required to do during training.
- C. Students must complete the Physical Activity Readiness Questionnaire (PAR-Q) **BEFORE** he or she can participate in any fitness assessment or activity that requires physical exertion.
- D. Instructors should thoroughly review all student medical forms, records, or related health conditions and discuss any concerns with the School Director before any fitness activity. Student medical records and related information is confidential under Health Insurance Portability and Accountability Act (HIPAA) laws.
- E. The institution or agency must establish a standardized physical fitness uniform for all students (e.g., pants/shorts, shirt, ball cap).
- F. Instructors and School Directors shall keep detailed and accurate fitness records on every student, preferably in a notebook. This includes but is not limited to fitness assessments, fitness profiles, goal-setting recommendations, injury records, doctor's notes/releases, daily log of activities, and POPAT results (to include practice attempts).
- G. Instructors must emphasize safety and adhere to the following guidelines during fitness assessments, physical training activities, and POPAT testing.
  - 1. Monitor and record weather conditions each day (i.e., daily log) and avoid outdoor exercise if the heat index is >91 as defined by the Occupational Safety and Health Administration (OSHA).
  - 2. Ensure students wear appropriate athletic attire according to weather conditions.
  - 3. Provide students with access to frequent water breaks.
  - 4. Have first-aid equipment and an AED immediately available.
  - 5. Conduct 'injury checks' at the beginning and end of every physical training session. Instructors **MUST** submit a detailed report to the School Director for any injury witnessed or reported by students.

6. Submit a 'Daily Physical Training Report' to the School Director for all exercise, fitness assessment, and POPAT activities.
- H. School Directors must schedule, and a certified Specialized Physical Fitness Instructor(s) shall administer, a minimum of three (3) fitness assessments: one at the beginning, one at the middle, and one at the end of a BLET delivery. Three hours are allocated for each assessment. The following is an example schedule:

Weeks 1-2: Assessment #1\*,  
Weeks 7-8: Assessment #2\*  
Weeks 15-16: Assessment #3\*

**\*Week numbers may vary for BLET deliveries that are longer than the 19-week minimum.**

Refer to the Fitness Assessment Protocols document for administration standards and guidelines.

1. In the interest of time management, several Specialized Physical Fitness Instructors are needed to conduct fitness assessments. The first fitness assessment shall be completed, graded, and results provided to students before or during the eight (8) hour classroom lecture.
2. To conduct fitness assessments, the accredited school **MUST** own or have access to the following equipment and the respective School Director must ensure these items are used during the delivery as directed in BLET materials:
  - a) [Fitness training area](#) (as covered in Section III)
  - b) Body weight scale
  - c) Manual or electronic blood pressure measurement device
  - d) Minimum of three (3) 12" step boxes (optional)
  - e) Bench press (free weight or machine)
  - f) Vertical jump measuring system
  - g) Exercise mats
  - h) Marked area for 1.5 mile and 300-meter runs
  - i) Calculator
  - j) Stopwatch

Instructors should use fitness assessment results to design individual student and group exercise programs for each class. Exercise programs should be designed to improve overall student fitness abilities and help prepare them for the final POPAT test.

- I. The one-hour sessions for student exercise shall incorporate a wide variety of activities to include aerobic events, weight training, calisthenics, and other various combinations.
1. A minimum of 34, one-hour, daily physical training sessions must be administered over the entire BLET course. The one-hour sessions **CANNOT** be combined (e.g., 2 hours in one day), with fitness assessments, or with POPAT testing.
  2. A minimum of one (1) Specialized Physical Fitness Instructor must be present for all 1-hour physical training sessions. However, there must be enough Specialized Physical Fitness Instructors present to ensure direct and continuous supervision of all students at all times during physical training.
  3. To conduct effective one-hour physical training sessions, the accredited school or agency **MUST** own or have access to the following equipment and the respective School Director must ensure these items are used during the delivery:
    - a) [Fitness training area](#)
    - b) Exercise equipment
    - c) Running areas with minimal or no vehicular traffic
- J. Even though the **Police Officer Physical Abilities Test (POPAT)** course is a job skills test, Specialized Physical Fitness Instructors are the most logical choice for helping students improve unintended fitness attributes directly related to POPAT. Furthermore, POPAT requires physical exertion with a potential for injury. Specialized Physical Fitness Instructors are trained in injury prevention and basic treatment strategies. Several Specialized Physical Fitness Instructors may be needed to administer and document all aspects of POPAT properly.
1. Specialized Physical Fitness Instructors **MUST** fully explain, correctly demonstrate, and complete POPAT themselves in the presence of all students before any practice attempts or final testing. The required POPAT video was designed for instructors to use as a guide and refresher. The POPAT video does not replace the required in-person demonstration of POPAT by a Specialized Physical Fitness Instructor.
  2. Instructors should provide students with several practice attempts at POPAT before any final testing. School Directors should document all student practice attempts on the 'POPAT Student Evaluation Form' to monitor progress.
  3. Instructors must ensure that no live weapons or ammunition are brought into any training or testing site. Any weapons carried by students or instructors during POPAT practice or testing must be inspected and rendered safe or inoperable.
  4. Students are given two (2) final attempts to successfully complete POPAT in six (6) minutes or less for Scenario #1 and three (3) minutes or less for Scenario #2. These times were rounded for clarity and ease of administration. Actual times from the data were 5:58 and 2:50 minutes, respectively.

5. The rest period between scenario #1 and scenario #2 must be between ten (10) minutes and two (2) hours. If a student requires a second attempt, it **CANNOT** occur on the same day. Students requiring a second attempt **MUST** be given 24 hours of rest between attempts. If a student fails either portion of the POPAT, they must re-take the entire test (i.e., both portions).
6. Final POPAT tests and fitness assessments **CANNOT** be administered on the same day.
7. To administer POPAT, the accredited school or agency **MUST** own or have access to the following, and the respective School Director must ensure they are used during the delivery:
  - a) [Fitness training area](#)
  - b) BLET Video: POPAT
  - c) Standard issue ballistic vest
  - d) Marking tape
  - e) Chair
  - f) Cones
  - g) 4-foot fence (+/- 5 inches from top of bar) with at a minimum, an 8-foot x 4-foot mat on each side
  - h) 2-foot-high obstacle (+/- 3 inches from bottom of bar)
  - i) 4-inch-high push-up box (easily cleaned)
  - j) 100-pound heavy bag with closed top to prevent sand leakage and designed for ground maneuvers, not hanging
  - k) Roll drill mat (minimum of 8-foot x 4-foot mat)
  - l) 8-inch-high step box (+/- 1 inch from top of box) aerobic or wooden step box
  - m) 175 pound dummy

8. **School Directors must complete and include the POPAT Post Course Delivery Form in the submission of Post Delivery documents to the Criminal Justice Standards Division.**

K. There are two (2) options available for satisfying a [deficiency](#) in *Officer Health and Wellness* with the School Director's approval. Written authorization shall be received from the Criminal Justice Standards Division before exercising either option.

1. Option 1: A student shall be allowed to make up the deficiency at the original training site without enrolling in a subsequent delivery of BLET. Under this

option, the student shall have 120 days from the state comprehensive written exam administration date for the original BLET course to successfully satisfy the POPAT deficiency. Students who select this option shall be allowed two (2) final attempts -- with 24 hours of rest between attempts -- during the 120-day period.

2. Option 2: A student shall be allowed to enroll in a subsequent delivery of BLET as a [limited enrollee](#) within 120 days from the date the state comprehensive written exam was administered to the original BLET course in order to successfully satisfy the POPAT deficiency. Students who select this option shall be allowed two (2) final attempts--with 24 hours of rest between attempts--during the delivery period of the subsequent BLET course. The School Director shall have the discretion to determine when an attempt to satisfy the deficiency may be scheduled.

If a student elects to enroll in a subsequent delivery of BLET at another institution, he or she must still pass the standards required by the original school.

3. The individual student is responsible for practicing and preparing for any re-test.
4. Student access to a school's POPAT course for practice is at the discretion of the School Director.
5. A certified Specialized Physical Fitness Instructor is the only person authorized to administer and grade any re-test.

L. The following BLET forms **MUST** be retained in each student's permanent file:

1. **Physical Activity Readiness Questionnaire (PAR-Q)**
2. **Fitness Assessments**
3. **Fitness Profiles**
4. **POPAT Student Evaluation Form**

PILOT DRAFT

BLET: 04

Topic: **First Responder** (24 Hours)

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a Specialized First Responder Instructor or a Professional Lecturer - Medicine.
- B. School Directors may purchase a commercially produced textbook for every student to use as a supplement to this lesson. These textbooks are available from several publishers.
- C. CPR shall be delivered during the First Responder block of training. While it is recommended that CPR training be delivered first, it is left to the instructor's discretion as to exactly when the CPR portion of training is delivered. Hours needed to deliver CPR vary according to the provider. For example, the American Heart Association's course is four (4) hours, while others may be up to eight (8) hours. School Directors may need to adjust course delivery hours above the minimum hours depending on which type of CPR training they choose to deliver.
- D. Instructors teaching CPR should be certified or trained in supplemental materials used for the lesson. The instructor must also hold a certification to instruct the specific product discussed in this paragraph. The CPR portion of this lesson must include breaths, compressions, and how to use an automated external defibrillator (AED).
- E. Arrangements must be made for an area suitable for practical exercises, complete with protective mats to reduce the chance of physical injury.
- F. Practical exercise scenarios are found throughout the lesson delivery. To make each scenario as realistic as possible, only use PPE and supplies commonly carried and readily available to uniform patrol officers (e.g., gloves, contents of a first-aid kit found in a patrol car). Encourage students to consider other items that can also be used to administer care (e.g., t-shirt, socks, belt). Additional personnel (e.g., instructors, role players) and resources may be needed to administer practical exercises and skills tests within time allocated.
- G. School Directors should consider fusing skills covered in *First Responder* into reality-based scenarios for other BLET lessons to reinforce learning (e.g., *Domestic Violence Response*, *Rapid Deployment to Active Attacker*, *Patrol Techniques*).
- H. The accredited school or agency **MUST** own or have access to the following and the respective School Director must ensure these items are used during the delivery:
  - 1. BLET Video: First Responder
  - 2. Adult resuscitation manikin
  - 3. Infant resuscitation manikin
  - 4. Automated External Defibrillator (AED) [for training]
  - 5. CPR masks (one per student)

6. Training tourniquets
  7. Disposable gloves
  8. Face shields/masks
  9. Epinephrine auto-ejector training devices
  10. Multiple dressing types to include ones for penetrating chest wounds
  11. Scissors
  12. Blankets
  13. Alcohol wipes or other products to sterilize apparatus used by multiple students
- I. The following BLET forms **MUST** be retained in each student's permanent file for *First Responder*:
1. **Provider CPR card or certificate (e.g., American Heart Association)**
  2. **First Responder Practical Exercises**



BLET: 05

Topic: **Field Notes and Report Writing (16 Hours)**

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
- B. Reading comprehension and writing assessments may be administered in advance by individual academies to identify possible student writing deficiencies.
- C. Best practices covered in this lesson are referenced, reinforced, and tested throughout other BLET topics. Additional report writing content and skill development exercises are in Modules II, III, and IV. For example, students must write complete reports for domestic violence, sexual assault, arrest, traffic crash investigation, and other common investigations-related topics.
- D. Most of the delivery time should be spent facilitating open discussions with students and performing practical writing exercises outlined herein. Students should spend as much time as possible taking notes in real-time and writing report narratives using scenarios provided. Student-written works should be thoroughly reviewed with prompt feedback by the instructor(s). Instructors are encouraged to utilize supplemental methods to emphasize the best practices covered in the lesson plan. For example, instructor(s) may create skill development exercises for writing accurate and effective narratives beyond those already provided in the lesson plan.
- E. It is considered a best practice for School Directors to select a lead report writing instructor to deliver this lesson and evaluate all reports submitted by students throughout BLET. For example, the lead report writing instructor should review all reports submitted by students for Module II: Criminal Investigations and Module III: Motor Vehicle Investigations. Using a lead instructor to review all student reports helps ensure feedback provided is consistent. The lead report writing instructor will need additional time outside the classroom to review student reports and provide effective written feedback.
- F. Instructional Personnel and Equipment
  - 1. One primary instructor can conduct the classroom lecture and supervise and evaluate the students during practical exercises. Additional instructors and role-players may be needed if multiple exercises are needed simultaneously due to classroom enrollment numbers. The practical exercises may be conducted indoors or outdoors at the School Director's discretion.
  - 2. Students actively participating in the scenarios must have the following equipment to complete the exercise of Field Notes and Report Writing successfully:
    - a) Notepad 3" x 5" (Pocket size)
    - b) Pen
    - c) Blank Incident Report (handwritten)
    - d) Laptop/computer (optional - with an electronic Incident Report)

## G. Demonstration/Practical Exercises

During the delivery of the lecture, practical exercises are written within the instructor's notes. These are not formally evaluated but treated as instructional opportunities for the instructor to review work by the students and then provide helpful, constructive feedback to the students to improve their skill sets.

### 1. Demonstration Scenario (Instructional/Not Evaluated): Break-in Call

Synopsis (hypothetical call for service): A citizen calls 911 to report a break-in to their [house, garage, storage shed, etc.].

- a) Goals: Single officer response, obtaining the necessary information for an incident report, and using proper chronology and writing mechanics (spelling, grammar, etc.) to prepare a legible and professionally complete incident report and narrative.
- b) Suspects: Unknown number of suspects and no description for the suspect since the victim did not witness the crime.
- c) Role player: At least one role player is needed to play the role of the victim. The role player may use a fictitious name, address, date of birth, and phone number for this exercise. However, the role-player should use the same information for each student in this scenario. The School Director may use a second role-player to play the role of a neighbor who saw a "suspicious" person walking down the street once with nothing in their arms, if possible. (This can be the unhelpful witness that can sometimes blur the reporting process.) The neighbor can provide a fictitious name, address, date of birth, and phone number if the student officer asks. Still, they should use the same information for each student in this scenario. Additionally, the neighbor can provide a fictitious description of the "suspect" if asked by the student officer but must report the same suspect description for each student.
- d) Setting: house, garage, storage shed, etc.
- e) Scenario setup: The victim discovered the break-in 1 hour before this scenario began, and the call to 911 occurred 30 minutes before this scenario began. The caller last knew the building was secured two days ago. The caller did not witness the crime occur and has no suspect information. [If a second role-player is used, they may approach the student and role-player to report a suspicious person in the area and provide a fictitious description.] The victim must report three items stolen during the crime:
  - (1) 2022 John Deere E-180 riding lawnmower. It is green and yellow in color. It had less than 50 hours of use, and the victim had no serial number. The value of the lawnmower is \$2,700.
  - (2) Browning bolt action rifle. The rifle had a camouflage stock and a black barrel. It was a 300 Weatherby Magnum caliber, and the victim had no model or serial number. The value of the rifle is \$1,500.

- (3) Bose over-the-ear headset. They are white in color, unknown model number but a serial number of 5DW3321OBX1. The victim should initially say they do not know the value of the Bose headset but may provide an estimate if urged.

2. Demonstration Scenario (Instructional/Not Evaluated): Damage to Property Call

Synopsis (hypothetical call for service): A citizen calls 911 to report damage to their car door parked at [location] in the student officer's jurisdiction.

- a) Goals: Single officer response, obtaining the necessary information for an incident report, discerning between a reporting person and victim, and using proper chronology and writing mechanics (spelling, grammar, etc.) to prepare a legible, articulate, and professionally complete incident report and narrative. (Instructors should not openly disclose the reporting person is not the victim – the student officer should make that determination and adequately document that in the report.)
- b) Equipment/Props: Driver's license (fictitious prop) for the reporting person; A registration card for the damaged vehicle that illustrates a different name than the reporting person (fictitious prop).
- c) Suspect: White male suspect, brown hair and beard [no further description provided], driving a red and white pickup truck [no further description provided].
- d) Role-player: At least one role-player is needed to play the victim/reporting person role. The role-player may use a fictitious name, address, date of birth, and phone number for this exercise. However, the role-player should use the same information for each student in this scenario.
- e) Setting: Residential or parking lot setting.
- f) Scenario setup: The "reporting person" pulled into a parking space at the business of [location] to pick up some needed items one hour before this scenario begins. The "reporting person" states that while parking, they observed a red and white pickup truck parked in the space to the right of their vehicle, with a white male with brown hair and a beard sitting in the driver's seat. The "reporting person" reports being in the store for about 10 minutes and returning to their vehicle to discover several large and deep scrapes in the passenger door that were not there before. The damage is described as deep scaring of the paint surface, typical when a vehicle is "keyed." The caller says the red and white truck was gone when the damage was discovered, and there was no other vehicle in the parking space, so *it just had to be him that did the damage*. The "reporting person" may provide the student officer with the prop driver's license and prop registration card for the vehicle during the reporting process. The "reporting person" verbally estimates the damage to the vehicle at \$10,000 since paint jobs are costly now.

- H. Training weapons are to be used for relevant portions of several blocks of instruction. “Training weapons” are props or training aids that are used in scenario-type training events. Training weapons are those such as polymer molded firearms and weapons that have been rendered “safe” to the point that they cannot be loaded and/or fired. Weapons rendered “safe” have had modifications such as barrel firing pin removal, etc. Training weapons should be marked and physically inspected for each session of training to ensure the integrity of a “safe” training environment.

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BLET: 06

Topic: **Communication and De-escalation Skills** (24 Hours)

*Lecture: 16 Hours*

*Practical Exercises: 8 Hours*

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
- B. This lesson should be delivered by the end of the second week because best practices covered are found in many other BLET topics. Regardless, *Communication and De-escalation Skills* **MUST** be delivered before the *Crisis Intervention: Interacting with Special Needs Populations* lesson.
- C. Students must complete an Emotional Intelligence (EI) self-assessment for this lesson (see handouts). The EI self-assessment is used to identify, explain, and emphasize traits needed for effective communication. The EI self-assessment also gives every student an opportunity to examine their unique behavioral style and EI level.
- D. Since personality influences how we receive information, make decisions, solve problems, communicate, and interact with the world, this lesson plan provides some basic information to help students determine their personality styles.

As an option, School Directors may purchase DISC personality evaluations from several vendors as a lesson enhancement. DISC personality evaluations purchased should include scoring mechanisms and a results interpretation key.

- E. The following BLET forms from the practical exercises **MUST** be retained in each student's permanent file:

1. **Reframing (Communication Performance Form)**
2. **Negotiating (Communication Performance Form)**
3. **De-Escalation (De-Escalation Performance Evaluation)**
4. **Public Speaking (Public Speaking Checklist)**

Additional personnel (e.g., instructors, role players) and resources may be needed to administer the practical exercises in the eight (8) hours allocated.

- F. Instructors are encouraged to visit the North Carolina Department of Health and Human Services, Division of Services for the Deaf and the Hard of Hearing website at <http://www.ncdhhs.gov/dsdhh/where.htm> to assist them in presenting the information on effective communication methods when interacting with the deaf or hard of hearing, low vision, and blind community. It is recommended to request someone from the regional center in your area to be a guest speaker during this block of instruction. Additional supplemental information and handouts are also available on this website.

- G. The accredited school or agency **MUST** own or have access to the following and the School Director must ensure use during the delivery:
- Video camera to record student performance and view for feedback.

PILOT DRAFT

BLET: 07

Topic: **Crisis Intervention: Interacting with Special Needs Populations** (24 Hours)

*Lecture: 16 Hours*

*Practical Exercises: 8 Hours*

- A. This lesson must be delivered by a person currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor. Instructors for this lesson should have experience obtaining and serving involuntary and voluntary commitment procedures, preferably training as a Crisis Intervention Team (CIT) member.
- B. This lesson must be delivered after the *Communication and De-escalation Skills* lesson. Instructors must be familiar with and reinforce the de-escalation content covered in the *Communication and De-escalation Skills* lesson.
- C. A local mental health advocate or representative can be used as a guest speaker to reinforce or supplement lesson contents. This includes but is not limited to open facilitation, discussions, peer demonstrations, and group exercises. Instructors may also share relevant news media articles, videos, and personal work experiences when appropriate.
- D. Instructors must review the following AOC and DMH forms during delivery. Required forms are available at [www.nccourts.org](http://www.nccourts.org), included in lesson handouts, or accessible via hyperlinks.

AOC-SP-220	AOC-SP-300	AOC-SP-306
AOC-SP-222	AOC-SP-302A	AOC-SP-909M
AOC-SP-223	AOC-SP-302B	DMH 5-72-01
AOC-SP-224	AOC-SP-305	DMH 5-72-01-A

- E. There are several video segments depicting situations officers may encounter. Video segments are designed to illustrate some characteristics associated with a mental illness or developmental disability and intervene more effectively with people in crisis.
- F. The accredited school or agency **MUST** own or have access to the following and the School Director must ensure use during the delivery:
  - 1. BLET Video: Individuals with Mental Illness and Developmental Disabilities
  - 2. 'Auditory Hallucinations' MP3 audio file
  - 3. Electronic device capable of playing an MP3 audio file
  - 4. Earbuds or headphones for each student
- G. The BLET Crisis Intervention practical exercise form **MUST** be retained in each student's permanent file.

H. Instructors must administer several practical exercises. Additional personnel (e.g., instructors, role players) and resources may be needed to administer these exercises in the eight (8) hours allocated.

I. The “Hallucinations Exercise” practical exercise is required and takes 30-45 minutes to administer.

1. Purpose

Provide students with a simulation of what a person with a mental illness may experience with auditory hallucinations (e.g., hearing voices). The intent is to help students appreciate how auditory hallucinations can impact a person’s ability to concentrate, listen to others, and complete specific tasks.

2. Equipment, Personnel, and Logistical Requirements

a) One (1) instructor

b) 45-minute MP3 “[Auditory Hallucinations](https://vimeo.com/user132877434/hallucinationsexercise?share=copy)” file (Instructors may provide students with the following link to enter into their cellular phone, tablet, or laptop with headphone accessory and internet access to access the file. <https://vimeo.com/user132877434/hallucinationsexercise?share=copy>)

c) Electronic devices capable of playing an MP3 audio file for each student. The MP3 file can be played for each student or provided to each student to download on a personal mobile device (e.g., phone, tablet). Students will listen to the file while conducting the practical exercise identified under section D.

d) Earbuds or headphones for each student

3. Exercise Conditions

Students will listen to the provided MP3 file that simulates auditory hallucinations. While listening to the MP3 file, students must complete several tasks. Explain to students that some may find this exercise disturbing or upsetting. If a student begins to feel distressed while participating in this exercise, the instructor may consider pausing the experience for that student until they can continue since this exercise is not performance-evaluated.

4. Administration Procedures

a) Distribute electronic devices, the MP3 file, and headphones/earbuds. Explain how to operate playing devices (e.g., power on and off, adjust volume, and access the “Hallucinations Exercise” file) if needed.

b) Explain the following to students:

- (1) Auditory hallucinations (e.g., voices or sounds) may fade in and out. Do not assume the MP3 file has ended if voices or sounds briefly cease. Keep the audio file playing until instructed to stop.



- (2) You must complete several tasks while listening to the audio file.

Exercise tasks are provided in lesson handouts.

- (a) Task #1: “The Interview”

Pairs of students take turns interviewing each other. The interviewer must ask a series of questions and memorize the fellow student’s answers without writing them down. When the interviewer is finished asking questions, students switch roles. Students have ten (10) minutes to complete the interviews (e.g., 5 minutes each). When student pairs are done interviewing, instructors should quiz random students by asking them a few short questions from the interview (e.g., “What was your partner’s mother’s maiden name?” “Where was your partner born?” “What was the name of your partner’s first pet?”)

- (b) Task #2: “Descriptions”

Students’ ability to remember specific and important details about people, places, and objects is tested. While students are still listening to the MP3 file, read the provided robbery scenario aloud. Students cannot take any notes while listening to the scenario. After the robbery scenario is finished, give students ten (10) minutes to answer questions provided in handouts about the robbery. Review student answers.

- (3) Facilitate open discussion by asking students the following questions:

- (a) Did the simulated auditory hallucinations affect your ability to concentrate, listen to others, or follow instructions?

- (b) You could stop the voices by removing the headphones/earbuds at any time. How would it affect you if you could not stop the voices, and had to listen to them constantly?

Student responses should reflect greater empathy for people who experience auditory hallucinations.

- (c) After this exercise and discussing the effects people experience with auditory hallucinations, ask the students if there is anything they might do differently when interacting with a person experiencing auditory hallucinations.

Student responses may include repeating or simplifying instructions, being more patient, reducing outside stimuli and distractions (i.e., quieting the environment), and working harder to maintain the person’s attention.

(d) This exercise simulated just one symptom of psychosis. People with severe mental illnesses may experience several symptoms. For example, in addition to the voices, a person may experience delusions that go along with the voices. He or she may even think the voices are from God talking directly to them. If you are talking to a person who also believes God is talking to him or her at the same time, to whom do you think he/she may pay more attention?

(4) Additional discussion points

(a) The practical exercise attempted to make the auditory hallucinations as similar as possible to those of people who experience psychosis. However, auditory hallucinations can vary greatly from person to person. Some people may only hear noises or sounds and no voices at all. Some may only hear one voice while others hear many different voices. Voices may be from people that are known or unknown.

(b) Some voices may provide simple commentary on what the person with mental illness is doing (e.g., “you are going to open the door now.”) Voices are typically negative, but some people may experience voices more positively, even finding companionship in them.

(c) People can experience ‘command hallucinations’ where the voice tells them to do something. Some people can ignore them, and others feel compelled to act. It is critical to remember that the legality of a confession may be affected should the Court decide that the command hallucination interfered with a person’s ability to give a voluntary statement to law enforcement officers. *See Colorado v. Connolly*, 479 U.S. 157 (1983) (Court found confession admissible despite defendant’s claim that he was suffering from command hallucinations in the form of the voice of God).

(d) Just because the individual has auditory hallucinations does not necessarily mean that person is violent or dangerous.

J. The following reality-based scenarios must be administered AFTER all classroom content has been delivered. A minimum of eight (8) hours must be allocated to reality-based scenarios. Academy class size and instructor/role player availability will determine exercise parameters, but it is recommended that there be a ratio of one instructor for every ten students.

1. Purpose

Correctly demonstrate [initial response](#) strategies when encountering a person who has a mental illness or a developmental disability and answer the following questions:

- a) What is the appropriate [de-escalation](#) response?
- b) Is the person dangerous to [self](#) or [others](#)?
- c) What legal authority does law enforcement have to address responding to a crisis involving individuals with mental illness and developmental disabilities?
- d) What action should be taken? (e.g., Can the situation be resolved on the scene? Can the person get services voluntarily to help the illness? Is a commitment or other enforcement action the appropriate step to take?)

## 2. Equipment, Personnel, and Logistical Requirements

- a) At least one (1) instructor for each scenario. If multiple scenarios are administered simultaneously, more than one (1) instructor is required.
- b) At least one role player is required for each scenario. Multiple role players are needed if the same scenarios are administered simultaneously.
- c) Residential, commercial, or public settings.
- d) Duty belt and related equipment for students.
- e) Safety goggles or eyewear for students and role players.
- f) Video camera to record student performance for classroom feedback sessions (optional)

## 3. Administration Procedures

- a) Safety briefing

Instructors must review the 'Practical Exercise Safety Instructions' form with students before participating in any scenario. The form must be signed by the instructor and students and provided to the School Director for placement in the student's permanent file.

- b) Role players

Explain to role players that they must follow all instructor directions and scenario scripts without deviation. Scenarios require some spontaneous reactions from role players, but they must not put students in a 'no-win' situation. The student's safety awareness should be challenged (e.g., maintain a safe distance) but not taken to extremes. Instructors should explain the grading rubric used to evaluate student performance to role players.

Students should use caution imitating or role-playing persons with any type of disability or mental health condition in ALL scenarios. This is a learning and training environment, and it should not be used for mockery.

c) Scenarios

- (1) Students participate in pairs. Assign one student to be the primary (contact officer) and the other secondary (cover officer). The primary officer communicates with the person and makes decisions based on scenario parameters. Explain to the primary officer that he or she can consult with the secondary officer if needed. The primary officer is the one being evaluated.
- (2) Ideally, students should participate in at least two (2) scenarios as the primary officer. The first scenario should be used for students to practice skills and provide an opportunity for instructors to coach. Use the second or last scenario as the final grade for student performance. Evaluating instructors must document student performance using the Persons with Mental Illness and Developmental Disabilities form. The original form must be signed by evaluating instructors and provided to the School Director for placement in the student's permanent file.
- (3) Instructors may consider requiring students to complete a report narrative on one scenario. The instructor may select the specific scenario at their discretion. If used, this additional exercise will provide students with practical skills at interacting with special needs populations and the necessary skills to accurately articulate in writing the incident they responded to and the actions they took. Additionally, students should be reminded that incident reports may become evidence in court litigation.

(4) Scenario #1: Suicidal

(a) Student Instructions

[NAME], a teenager, called 911 and said, "I just want to kill myself so I can see my mom." [NAME] then hung up the phone. Respond to [LOCATION] to find [NAME].

(b) Role-player instructions

Your mom died from cancer last year. You rarely see your dad because he works so much. You are responsible for taking care of a younger brother and sister. You are overwhelmed, feel very lonely, and do not want to live anymore. You want to kill yourself to be with your mom. You have not planned to commit suicide, and there are no weapons inside the home.

You are not aggressive and very reluctant to communicate with officers. Transition from talking to staring off with distinct periods of silence without answering questions. Common statements to officers include, "It doesn't matter anymore. I just want to be with Mom." If the officer uses effective body

language and demonstrates empathy, begin talking about the trauma of watching your mom get sicker and sicker and the day she died.

(5) Scenario #2: Depression

(a) Student Instructions

Respond to [LOCATION] and find [PERSON DESCRIPTION] hiding in a bathroom. 911 caller said [PERSON] may be injured or needs help.

(b) Role-player instructions

You have superficial cuts on your wrist and some healed scars from similar cuts. Fluctuate frequently between anger and a depressed state. Ignore what the officer is saying initially and look away from him or her. Say, "You do not care about me. No one cares about me. This is my body, and I can do what I want. I don't want to talk with you or anyone else. No one really listens to me."

If the officer is authoritative, insensitive, indifferent, or invades your personal space, it triggers flashbacks of past abuse. Begin shutting down emotionally and show increased anxiety.

If the officer uses effective body language, builds rapport, and demonstrates empathy, reveal that your stepfather sexually molested you for several years. When you told your mom about the sexual abuse, she became angry with you. "I should have never told my mom about the abuse." Be clear that you are not trying to harm yourself. The self-cutting is done to control the pain. You are always thinking about sexual abuse, which gives you nightmares and prevents you from sleeping. Because you and your mom move around a lot, you have no friends and are not doing well in school.

(6) Scenario #3: Bipolar Disorder

(a) Student Instructions

Respond to a report of loud noises coming from [APARTMENT ADDRESS]. Neighbors report hearing a woman inside the apartment yelling and singing loudly. Neighbors also heard items being thrown about the apartment and breaking glass.

(b) Role-player instructions

Do not open the door immediately when the officer(s) knock. Wait 45-60 seconds. When you open the door, you appear

shocked to see the officers. Wear clothes that are unusual or inappropriate. The apartment interior should be in complete disarray, with furniture items turned over. There is a radio playing, and the volume is loud.

Do not be aggressive toward officers. You are highly energized, easily distracted, and constantly moving around. Change your focus from one officer to the other, then to the radio, and then back to a drawing you have been “working on all day.” If officers ask you to turn down the radio, say, “I need to listen to my music because it helps me to be creative with my art.”

If the primary officer is empathetic and effectively builds rapport-building, say, “I do not sleep or eat because life provides all I need!” Remain easily distracted and divert your attention from the officer’s questions to the radio and your drawing. You have medication for a bipolar diagnosis but do not like to take it because “it makes me gain weight.”

To get the information needed to help you, officers should allow you to draw and listen to the radio, but at a more controlled level. You do not have any family in the area. Still, you will consider going for an assessment if officers can work through her distractions.

If officers try to remove distractions (e.g., radio and drawing), shut down emotionally and tell officers to leave.

(7) Scenario #4: Schizophrenia

(a) Student Instructions

Respond to a reported disturbance at [RESIDENTIAL ADDRESS] where a [MAN/WOMAN] is breaking the windows to [HIS/HER] own home. The [MAN/WOMAN] lives alone and has a history of mental illness.

(b) Role player instructions

You are paranoid and believe Osama Bin Laden is hiding in your home. You want Bin Laden to move out. Your plan is to replace the windows you broke with mirrors so Bin Laden can confront his sins and be driven out of the house. Ask the officers to help you remove Bin Laden from the house.

If officers say that Bin Laden cannot be in the house because he was killed by the U.S. military, say, “Bin Laden’s death was staged by the U.S. Government and a hoax, just like the moon landing in 1969. You heard Bin Laden singing Islamic chants. Bin Laden also told you to do “things,” but you won’t harm anyone.

(8) Scenario #5: Autism

(a) Student Instructions

While on foot patrol at a local fair, you see [DESCRIPTION OF PERSON] pick up a flashlight from a vendor's table and walk away with it. The vendor tells [PERSON] to "Stop!"

(b) Role player instructions

Two (2) role players are needed for this scenario.

You have autism, are nonverbal, and are very interested in lights of all kinds. You carry an identification card with personal and caregiver information. Too many external stimuli make you anxious. You calm yourself by rocking back and forth.

After picking up the flashlight, you are fascinated by how it works. You keep turning it on and off while walking away from the vendor, who continues yelling, "Stop!"

When officers approach you, stop and stare at them without moving as if frightened. When officers ask for your name or what you are doing with the flashlight, hold it closer to your chest (as if cuddling it) and start to rock back and forth on the balls/heels of your feet to self-calm. The vendor continues to yell at you. Excessive stimuli (e.g., officer presence, yelling vendor) causes you to hit yourself in the head with an open hand repeatedly.

Officers should recognize possible symptoms of autism and immediately minimize external stimuli (e.g., ask the vendor not to yell and explain the situation). Officers should not invade your personal space, touch you, or use a loud voice. If officers use a loud voice, invade your personal space, or do not attempt to reduce external stimuli, increase autistic behaviors of rocking and self-hitting.

Officers can show you their flashlights or ask you to move to a quieter area to decrease external stimuli further. If the officers respond appropriately, gradually calm down and show the officer your identification.

(9) Scenario #6: Post-Traumatic Stress Disorder

(a) Student Instructions

Respond to [LOCATION] to investigate a reported disturbance. A woman called 911 to say her husband had



“lost it.” He wakes up screaming and keeps saying he just wants to die. The man is crying on the floor in the living room. There are no weapons inside the house.

(b) Role-player instructions

Two (2) role players are needed for this scenario.

- Wife

You are very concerned and distressed. Explain that today is the first anniversary of your son’s suicide. Your husband has never been able to speak of the incident. He gets drunk, rarely interacts with the family, and does not talk with a therapist.

- Husband

You are outraged and repeatedly say, “I’m a failure and do not want to live anymore. I have not been a good father. I cannot sleep because of the nightmares, and I am so tired.”

If the officer builds rapport and demonstrates empathy, explain what happened on the day your son committed suicide. “I was arguing with my son about getting poor grades in school. He was angry with me, went into his room, and said he hated me. I said, ‘Yeah, well, I hate you, too!’ Moments later, you heard a bang, and your son had shot himself with your duty weapon. You could not cope with your son’s death and began drinking heavily. You were eventually fired from your job as a law enforcement officer following allegations of excessive force and being intoxicated at work. You blame yourself for your son’s death, and the last words you said to him were that you hated him.



BLET: 08

Topic: **Arrest, Search, Seizure and Constitutional Law** (24 Hours)

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor or Professional Lecturer - Law. Given foundational legal content covered, this lesson should be delivered by an attorney experienced in Constitutional Law and criminal procedure.
- B. This lesson **MUST** be delivered **BEFORE** *Interviews and Interrogations* and **ALL** Module II, Module III, and Module IV lessons.
- C. Instructors must be intimately familiar with facts and circumstances for all cases used in the lesson. Instructors may task individual students before delivery with researching specific case law citations used in the lesson to help facilitate classroom discussion.
- D. The accredited school or agency **MUST** provide each student with the current edition of Robert Farb's textbook, *Arrest, Search, and Investigation in North Carolina, 5<sup>th</sup> Ed.* and any available supplements. The School Director must ensure its use during delivery.
- E. Applicable federal and state case law for the use of force is also covered in the *Compliance and Control Techniques* lesson. This allows students to apply foundational legal knowledge in the specific context they are being trained using practical exercises and scenarios.
- F. Applicable federal and state case law for interview and interrogation is also covered in the *Interviews & Interrogations* lesson. This allows students to apply foundational legal knowledge in the specific context they are being trained using practical exercises and scenarios.
- G. Applicable federal and state case law for motor vehicle searches and seizures are also covered in the *Traffic Law Enforcement* lesson. This allows students to apply foundational legal knowledge in the specific context they are being trained using practical exercises and scenarios.

PILOT DRAFT

BLET: 09

Topic: **Interviews and Interrogations** (24 Hours)

*Lecture: 16 Hours*

*Practical Exercises: 8 Hours*

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor. Legal content herein (e.g., Miranda, etc.) can be delivered by an attorney who is certified as a “Professional Lecturer” by the North Carolina Criminal Justice Education and Training Standards Commission or an investigator with experience in criminal procedure and custodial interrogations.
- B. This lesson **SHOULD** be delivered immediately **AFTER** *Arrest, Search, Seizure and Constitutional Law* and **BEFORE** all Module II, Module III, and Module IV lessons.
- C. Instructors should be an investigator with experience or specialized training in conducting interviews and interrogations. Instructors should also be intimately familiar with facts and circumstances for all cases used in the lesson. Instructors may task individual students before delivery with researching specific case laws used in the lesson to help facilitate classroom discussion.
- D. The Basic Law Enforcement Training curriculum uses acronyms to facilitate the learning of significant concepts and methodologies for students. In this training lesson plan, several in-depth core concepts are necessary to assist the law enforcement officer with interviewing and interrogating persons, performing an appropriate and efficient investigation, and establishing effective victim-centered communication. Therefore, before delivering this content, the instructor should be thoroughly familiar with the **P.R.I.N.C.I.P.L.E.S.** and **P.R.I.D.E.S.** concepts. Additionally, to fully complement the holistic delivery of other core methods and material, instructors must be knowledgeable with and reinforce foundational content covered in the following lessons delivered before teaching *Interviews and Interrogations*:
1. *Ethical Problem-Solving*
  2. *Communication and De-escalation Skills*
  3. *Field Notes and Report Writing*
  4. *Arrest, Search, Seizure, and Constitutional Law*
- E. Additionally, during classroom instruction for all topics within Module II: Criminal Investigations, students should simultaneously review the BLET lesson, the North Carolina Crimes book, and the applicable Cumulative Supplement to North Carolina Crimes content to implement a well-rounded understanding of the criminal investigation element to performing effectively as a law enforcement officer.
- F. The accredited school or agency **MUST** own or have access to the following and the School Director must ensure use during the delivery:

1. Current edition of *Arrest, Search, and Investigation in North Carolina* (authored by Robert Farb) and any available supplements for each student
2. BLET Video: Interviews
3. Miranda rights warning cards for each student (available at the NCJA Bookstore)
4. Video camera to record student performance and view for feedback

G. Logistics and Equipment Needs

1. Personnel Needs - Multiple instructors and role players may be needed to administer the practical exercises if numerous sessions are delivered simultaneously. Students should not be used as role players. Role-players must have a picture identification; simulated is acceptable and be well versed in the scenario backgrounds to engage students appropriately.
2. Set up a room (away from distractions) with two chairs and a table for the interrogation. A third chair is appropriate for the instructor.
3. Students must report for duty in *full uniform* to include the following minimum equipment items:
  - a) Ballistic vest
  - b) Duty belt
  - c) Handcuffs
  - d) Training or non-functional firearm
  - e) Notepad and pen
4. An instructor(s) must be on-site for all portions of the practical exercises. The School Director must be able to respond to the training site, if needed, immediately.
5. Signs must be posted at all access points to notify the public of law enforcement training being conducted in the area. School Directors and instructors must ensure the safety of role players, students, staff, and the public during all aspects of training.
6. Functional firearms are NOT permitted on the training site. Instructors may use training weapons or props that cannot be loaded or fired (e.g., polymer-molded firearms and knives). Training weapons also include ones with modifications that do not allow any loading or firing of lethal ammunition (e.g., barrel plugs or inserts, firing pin removed). Instructors MUST physically inspect all training weapons to ensure they are incapable of loading or firing.

H. Evaluation forms

Instructors shall use the provided **P.R.I.D.E.S.** and **P.R.I.N.C.I.P.L.E.S.** performance evaluation forms for each student. In the event of a failure during the evaluation phase, the instructor will utilize a second evaluation form and indicate it is a “Re-Evaluation” on the form at the top.

1. If the student performs the listed skill satisfactorily for the practical exercises, write an “**S**” in the applicable space provided.
2. If the student does not perform the listed skill satisfactorily, write a “**U**” in the applicable space provided. Instructors must document the deficiency in the comments section with remedial instructions where applicable. If the student fails the exercise, they will enter the remedial phase.
3. Students who do not successfully complete any practical exercise will have one opportunity for remedial and re-evaluation for each practical exercise. Instructors will deliver the same evaluated exercise as the re-evaluated exercise. Still, they may utilize a different role player at their discretion.
4. Instructors shall submit all completed Practical Exercise Evaluation Forms to the School Director. The School Director shall retain completed forms in the student's permanent file.

I. Scenarios

1. Skills Building – **Not Evaluated**

There are several scenario-based problem-solving scenarios within the lesson plan content that instructors can utilize to build student skills and ensure comprehension by the students. Additionally, there is one skills-building scenario (**Suspicious Person Field Interview**) where a dynamic example is presented to the class.

2. Practical Exercise - **Evaluated**

There is one EVALUATED practical exercise (**Custodial Interrogation**). Instructors must administer the practical exercise using the parameters provided in the instructor's notes within the lesson plan. Assign students (and role players) to review the case study handout in depth the night before the evaluated exercise. Students must score satisfactorily (S) on all ten skills to pass.

J. The following BLET forms **MUST** be retained in each student's permanent file:

1. Field Interview Practical Exercise
2. Interrogation Practical Exercise

PILOT DRAFT

BLET: 10

Topic: **Compliance and Control Techniques** (64 Hours)

*Lecture: 8 Hours*

*Practical Exercises and Skills Testing: 56 Hours*

- A. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a Subject Control Arrest Techniques Instructor or Specialized Compliance and Control Tactics Instructor.
- B. This lesson requires a lecture and demonstration on the part of the instructor and practice on the part of the student. Instructors must demonstrate all the techniques listed on the student performance evaluation form and allow students time to practice each technique prior to evaluation.
- C. This lesson requires skills testing. The skills testing is documented on the attached evaluation form and must be retained in each student's permanent file. Pass/Fail criteria are listed on the testing form. **Instructors must follow directions as listed in the Instructor Notes section of this lesson plan and the Course Description Packet for Compliance and Control Tactics, as published by the North Carolina Justice Academy.**
- D. It is recommended that the lesson be taught in four-hour blocks of instruction. The lecture portion of the lesson must be taught first. Additionally, **Compliance and Control Tactics** must be taught after the **Communication and De-escalation Skills** topic block has been delivered in its entirety.
- E. During the practical exercises, students should wear clothing deemed appropriate by the School Director for strenuous physical activity.
- F. Training weapons are to be used for relevant portions of the block of instruction. "Training weapons" are props or training aids that are used in scenario-type training events. Training weapons such as polymer molded firearms and weapons that have been rendered "safe" to the point that they cannot be loaded and/or fired. Weapons rendered "safe" have had modifications such as barrel plugs or inserts that will not allow the loading of deadly ammunition, firing pin removal, etc. Training weapons should be marked and physically inspected for each session of training to ensure the integrity of a "safe" training environment.
- G. The lesson plan typically outlines procedures utilizing the suspect's right side. All techniques can be reversed and should be practiced going left or right. The movement against the right side of the suspect is taught because the right is usually the dominant side.
- H. Students will be evaluated on their skills proficiency using the skills testing checklist produced by the North Carolina Justice Academy provided in the Course Description

Packet (CDP). Students must successfully and adequately demonstrate all the techniques during the skills testing.

I. Phases of Instruction

Students will go through the following sequence of training: Instruction, then Evaluation, then, if necessary, Remedial, followed by Re-evaluation.

1. **Instruction**. This phase includes a lecture during the class delivery of the lesson plan, demonstrations by the instructor showing proper skills and techniques in the mat room, practice sessions provided to the student by the instructor in the mat room, and other teaching methods to instruct the Compliance and Control Tactics skill sets that will be evaluated later during the practical exercises. Students will be given feedback immediately after completing the demonstrations and practice sessions.
  - a) All techniques must be practiced slowly at first. Speed and proficiency will come with continued practice. At no time should the trainees be allowed to perform at dynamic or “full” speed. The instructor will demonstrate the proper technique method and allow the student adequate practice time. Safety is paramount. Proper technique is more important than the speed of technique application. Each technique can be followed up with a handcuffing technique.
  - b) No functional firearms may be used in class. Practice weapons must be plastic, or metal models of the student’s service weapons or a service weapon that cannot be fired. Weapons are to be checked before class for maximum safety.
  - c) Students should be instructed how and when to “tap out” either physically or verbally when they feel pressure or pain when a technique is applied to avoid injury.
  - d) The Compliance and Control Tactics course is broken into two segments, with lecture, demonstration, and practice (instructional elements) in each segment. This is covered in greater detail in the “Delivery Considerations” section.
  - e) Instructors shall follow the instructor notes within the lesson plan and follow all instructions provided in the instructor version of the Course Description Packet (CDP) as published by the North Carolina Justice Academy for Compliance and Control Tactics without deviation. The CDP provides critical information to the Compliance and Control Tactics instructor related to the training methodology, the objective and appropriate performance for each of the techniques and



scenarios, and all applicable evaluation forms. This helps ensure standardization among all delivery sites. A student version of the CDP is also provided, which only covers instructions on each technique.

2. **Evaluation**. This phase occurs after the completion of the instruction phase and consists of students performing the Compliance and Control Tactics while being evaluated without assistance. Minimum score requirements are illustrated on each applicable evaluation form. The instructor shall submit each student's practical exercise evaluation form(s) to the School Director, which becomes part of the student's permanent file.
  - a) Once skills evaluation has begun, the student must demonstrate all techniques listed on the performance evaluation checklist in one session. For example, a student may not demonstrate half of the techniques on one day and then return the next day to complete the remaining techniques.
    - (1) Instructors may evaluate in a "straight through" format where instructors are assigned a group of students and evaluates the same students through all the technique or tactic groupings on the same day, or,
    - (2) Instructors may use a "staging" format where one instructor remains with a particular group of techniques or tactics (ground, standing, handcuffing, etc.) and evaluates groups of students who rotate around for evaluation through all of the technique or tactic groupings on the same day.
    - (3) Regardless of the evaluation format used by the School Director and instructors, students will complete all of the techniques in that group of techniques or tactics before receiving feedback on any unsatisfactory evaluations. For example, if a student is being evaluated in handcuffing applications and scores unsatisfactory in "handcuffing – removal," they will continue being evaluated on the remaining handcuffing applications until the last handcuffing application is evaluated. Then, the student will receive feedback on the applications, including the unsatisfactory application. Then, the student group will move on to the next technique or tactic grouping for evaluation. Once all evaluation is complete, students with unsatisfactory scores for any technique or tactic will transition into the remedial phase, where instructors shall remediate the student before entering the re-evaluation phase for those techniques or tactics.

- (4) During student skills evaluation, instructors should make sure that the student can demonstrate all the steps in each of the techniques in a smooth, fluid, and continuous motion.
  - (5) The instructor shall not offer any assistance to the student during the evaluation and will only score the student as part of the evaluation and then call out the next technique to be demonstrated by the student. The instructor can, however, give direction of any positioning or actions needed by the student's partner. For example, if a student is being evaluated on a pressure point technique, the instructor can give directions to the student's partner to go to a kneeling position. This will set up the positioning to allow the student being evaluated to perform the technique.
3. **Remedial.** This phase is designed to correct deficient skills and will occur only if a student fails to demonstrate the desired skills during the evaluation phase. Any student who fails the evaluation phase will have one opportunity for remediation (and re-evaluation) for each failed technique, but the School Director must approve that opportunity.
- a) The instructor will explain what the student did incorrectly, demonstrate the proper technique(s), and allow the student to practice the technique(s) to develop proficiency. Any deficiencies observed by the instructor should be written in detail in the notes section of the performance evaluation checklist. For example, during the execution of the escape from the mount technique, the student traps the wrong side leg. The instructor should annotate the student trapped the wrong leg, the error was explained, the technique was demonstrated correctly by the instructor, and/or the number of practice repetitions performed, or the duration of time provided for any remedial training.
  - b) The student would then enter re-evaluation for the technique(s) for which they are deficient.
4. **Re-evaluation.** This phase is the student's final evaluated attempt(s) to successfully perform each failed technique after having been through the remedial phase.
- a) If the student has failed to perform any technique(s) adequately, the student will retest on all inadequate techniques. If the students do not perform the technique(s) adequately during the retest, then a failure has occurred, and no other retests are allowed.

- b) The instructor shall submit each student's practical exercise re-evaluation form(s) to the School Director, which becomes part of the student's permanent file.

#### J. Delivery Considerations

1. The Compliance and Control Tactics course is divided into two segments, each containing instruction and evaluation and then remedial and re-evaluation, if necessary. The segments and timing are:
  - a) Segment One. This segment is delivered early in the Basic Law Enforcement Training course. It will comprise of forty (40) hours where the lesson plan is presented through lecture in the classroom, followed by demonstration, practice, and evaluation of the various tactics and techniques in an appropriate mat room.
    - (1) There are several control techniques found within this CDP not listed on the skill performance evaluation form that instructors can optionally cover to further expand upon the block of instruction.
    - (2) However, those techniques which are listed on the skill performance evaluation form must be demonstrated and taught by the instructor as the student will be evaluated on their ability to perform those identified techniques properly. This will comprise of demonstration and practice in an appropriate mat room.
  - b) Segment Two. This segment is delivered later in the Basic Law Enforcement Training course. It will comprise of eight (8) hours for refreshing the tactics and techniques evaluated in segment one, followed by 16 hours to present each student with a minimum of two evaluated use-of-force scenario-based skills tests.
    - (1) During segment two, students must demonstrate satisfactory proficiency in handling two use-of-force/decision-making scenario-based exercises.
      - (a) The exercises will require the student to apply the knowledge learned during the lecture portion of the course and evaluate the student's proper incorporation of the practical applications for de-escalation, decision-making, arrest, and/or use-of-force techniques in a fluid real-world scenario.
      - (b) Each scenario provides the instructor an opportunity to evaluate the elements of presence/communication, use-of-

force, tactic/technique application, officer safety, legal considerations, and after actions.

- (c) During the evaluated scenarios, the student's unassisted performance (score/feedback) must be indicated on the appropriate evaluation form.
- (d) Instructors will find the scoring requirements listed in the Compliance and Control Tactics - **Course Description Packet (CDP)**, the instructor notes section of the Compliance and Control Tactics lesson plan, and on the evaluation forms.
- (e) During the reality-based scenarios, there must be a minimum of two (2) certified Compliance and Control Tactics Instructors present. One serves as the facilitator, briefing the student on the scenario before beginning; serves as a safety officer during the scenario; and evaluates the student's performance. The second instructor will be role-playing the "suspect" in the scenario.
- (f) Students must demonstrate an understanding of appropriate levels of decision-making abilities using various force options under stress. Once the student has learned the subject control techniques in a static environment with very little resistance, they need to be recalled and used in a more stressful environment. Instructors will then test the students using reality-based scenarios where the student must choose between the various levels of force options to gain control of a role-playing offender.
- (g) All scenarios should be winnable if the student selects tactics and techniques that would be considered generally reasonably effective.
- (h) Instructors should establish an appropriate time limit for each scenario to prevent the scenario from becoming either stagnant or prolonged.
- (i) Training aids may be used to enhance the stressors of the scenario, such as loud music, boisterous voices, and demeanors by role-players. During reality-based scenarios, protective equipment must be provided for the students and instructor to minimize injuries. Various safety equipment such

as protective suits, headgear, mouthpieces, striking gloves, and training weapons may be used.

- (2) Instructors are provided with a total of four (4) evaluated scenario-based exercises. The School Director and instructors shall select two (2) of the provided four (4) scenarios for initial testing. In the event a student fails to successfully complete either (or both) scenarios, the instructor will have two (2) remaining scenarios to select from for the re-evaluation phase.
  - (3) Students who fail to achieve satisfactory scores on a scenario shall be remediated on the failed scenario. To promote realistic training, the students will be re-evaluated on one of the remaining scenarios. During the evaluated scenarios, the student's unassisted performance (score/feedback) must be indicated on the appropriate evaluation form.
2. Once skills testing has begun, the student must demonstrate all techniques listed on the performance evaluation checklist in one session. For example, a student may not demonstrate half of the techniques on one day and then return the next day to complete the remaining techniques.
- K. Students need to demonstrate an understanding of appropriate levels of decision-making abilities using various force options under stress. Once the student has learned the subject control techniques in a static environment with very little resistance, they need to be recalled and used in a more stressful environment. Instructors will then test the students using reality-based scenarios where the student must choose between the various levels of force options to gain control of a role-playing offender. Scoring requirements are listed on each applicable evaluation form. If a failure occurs, remedial training and feedback should be offered, and a re-evaluation allowed. If a second failure occurs, the student has now failed the CCT Topic block. All scenarios should be winnable if the student selects appropriate tactics and techniques. Training aids may be used to enhance the stressors of the scenario, such as loud music, *Redman* suits, striking gloves, etc.

PILOT DRAFT

BLET: 11

Topic: **Firearms** (96 Hours)

*Lecture: 30 Hours*

*Range Practical Exercises and Skills Testing: 66 Hours*

- A. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a Specialized Law Enforcement Firearms Instructor. Instructors MUST fully explain, and correctly demonstrate, the firing practical skills themselves in the presence of all students before any practice attempts or final testing.
- B. The goal of conducting basic firearms training is for the student to develop a sincere appreciation for safety in general and demonstrate safe gun handling at all times.
- C. It is required that blocks 1-3 (draw, accuracy classroom, and accuracy range training) be scheduled before the classroom portion of *Compliance and Control Techniques (CCT)*, where use of force and de-escalation is discussed in more detail.
- D. It is recommended that the classroom and actual shooting be interspersed. The availability of range time, instructor schedules, and class size will impact and help determine the schedule of activities. There is a required break of at least three weeks between the accuracy range period and the tactical skills period. It is permissible for those two blocks of range time to be further subdivided across weeks to accommodate instructor or facility availability.
- E. The two most significant causes of accidents on the range are unfamiliarity with the firearm and complacency.
  - 1. The first problem can be addressed through thorough preparation and practice. Extensive familiarization and practice with the unloaded firearm before the actual firing begins will help mitigate accidents. The students must be required to dry fire through all the positions several times while simulating loading and unloading in the correct loading stance. This practice also allows them to get accustomed to the procedures and commands.
  - 2. Complacency while handling firearms can be avoided by strictly applying the four cardinal gun handling safety rules as outlined in this lesson plan. Students must be instructed that any unprofessional conduct is grounds for dismissing the student from the range and possibly from the BLET program.
- F. The firing range is a dangerous place. The instructor/student ratio of one Specialized Firearms Instructor per six students shall be strictly enforced by the lead firearms instructor while on the range.
- G. Students must wear adequate eye and ear protection at all times. (OSHA 1910.133 for eye protection and OSHA 1910.95 for hearing protection as well as ANSI 87.1 version 2015.)
- H. Inert weapons (blue guns, red guns, or non-firing weapons of any color or manufacturer) may be issued to the students in the early weeks of the BLET, most often in conjunction

with Block One of this lesson plan as indicated below. Under no circumstances are operable firearms to be issued to students before the first day of class for Block Two of this lesson plan.

- I. Students may only practice drawing an inert firearm under the supervision of a firearms instructor. Students may wear an inert firearm in a proper holster during any class session as directed by the School Director and staff.
- J. Instructors may wish to run a “hotline.” In utilizing a “hotline,” students are instructed to reload as soon as the firearm is empty. Recognizing that student skill levels may vary from class to class, the instructor shall determine when it is safe to implement this practice. It is important to have a higher level of control at the beginning of the range time and as students demonstrate safety and good decision-making, migrate to running a “hot line” near the end of the range sessions.
- K. Before allowing students to enter the range area or classroom, the firearms instructor must personally inspect all firearms to ensure they are unloaded and serviceable.
- L. Agency-issued weapon-mounted light (WML) systems are authorized for use in the BLET. Student-supplied weapon-mounted light systems are not authorized. Specific requirements apply during qualifications. The decision to allow WML systems rests with the school director, and in general, will result in all of the students using WMLs or none of the students using WMLs.
- M. Agency-issued sighting systems are NOT authorized for use in the BLET. Student-supplied sighting systems are also NOT authorized. Sighting systems are NOT authorized during qualifications.
- N. Every student will be required to shoot using a handheld flashlight during the low light accuracy qualification course. No weapon-mounted lighting system use is allowed during this qualification. Delivery sites allowing WML systems may use the WML during the decision-making qualification course.
- O. To allow students to attempt shooting at moving targets, as noted in the case of *Popow v. Margate*, all students shall fire at some type of moving target system (i.e., “running man” system, pulley system, swinging target, skeet, etc.).
- P. The course objectives require that the student unload a variety of weapons including a revolver, semi-automatic pistols, shotguns, and rifles to demonstrate safe handling and securing firearms taken in arrest or search situations. This practical exercise must include eight (8) or more weapons, a minimum of one in each category listed above. Firearms such as pump and semi-automatic shotguns, derringers, “Saturday Night Specials,” double-barreled shotguns, bolt action rifles, lever-action rifles, and other firearms likely to be encountered by officers are to be used. Dummy ammunition shall be used during this exercise. **LIVE AMMUNITION shall not be used during this practical exercise, nor shall any live ammunition be in the classroom during this exercise.**
- Q. Each student will demonstrate proficiency in their ability to perform all required skills. The lesson includes four sets of range drills (accuracy daylight, accuracy low light, decision-making (tactical) daylight, and decision-making (tactical) low light) that are required for



every student to complete. Additional skills are required, and proficiency will be documented on the approved form.

- R. Due to the health hazards related to lead, firearms instructors must ensure students are aware of the hazards of lead and some simple “do’s” and “don’ts” relating to lead and lead safety. First, lead is derived from both the primer and the projectile. Lead from the primer creates lead dust in the air, on the ground, on the firearm, and on shell casings. During each trip to the shooting range, students are to be reminded (1) to wash their hands with cold water (cold water closes pores and reduces the likelihood lead will enter the body) before eating or drinking and (2) that shell casings are never to be placed in a hat or cap when cleaning the range. (3) Smoking, vaping, and smokeless tobacco are not allowed on the range due to the lead particles in the air and on students’ hands, and (4) neither food nor drinks are allowed downrange. (See OSHA requirements)
- S. To enhance range safety, instructors shall wear distinctive clothing, as determined by the school director, clearly indicating they are range instructors. No other range participants shall wear this type of clothing. The range staff shall maintain an emergency medical first aid kit for immediate access in the case of injury.
- T. Students in the BLET will complete four Qualification Courses as follows:
1. Accuracy Qualification daylight= **80%**
  2. Accuracy Qualification low light= **80%**
  3. Decision-Making Qualification daylight= **70%**
  4. Decision-Making Qualification low light= **70%**
- U. Qualification Courses shall have the following requirements and restrictions:
1. Each qualification course will be reviewed in the classroom and then properly demonstrated on the range by a specialized firearms instructor.
  2. If the student has an agency-issued handgun and the qualification will be used for certification, then the qualification must be completed with ballistic equivalent ammunition.
  3. Students shall be notified before the firing that the courses are for qualification purposes.
  4. Students are required to qualify twice in three consecutive attempts on the same day on each course. Courses can be completed on the same or different days. For instance, the daylight accuracy qualification and the low light accuracy qualification may be on the same or different days.
  5. Once the qualification attempts begin, there is no practice between qualification attempts.
  6. Target scoring for the Accuracy Qualification is as follows:

- a) Standard scoring per the points in each ring for 0 points if the round is off the paper or outside the scoring, and then 3, 4, or 5 points for the given scoring rings.
  - b) Any round cutting into the line for a higher point value will be scored at the higher point value.
  - c) Should a student accidentally fire 1 or more rounds too many, the target will be scored a 0 overall for a default/automatic failure attempt.
  - d) Should a student accidentally shoot the target of a different shooter, the shooter's target will be scored a 0 overall for a default/automatic failure attempt. The other student will be given a clean target and have a new opportunity to qualify without penalty.
7. If a student fails to qualify twice in the first three attempts on any qualification course, remedial training may be offered. Remedial training for the entire firearms block shall not exceed four hours of additional training. Remedial training for the whole of the firearms block shall also not exceed 500 rounds of ammunition.
- a) During the Accuracy Qualification Course, if remedial training is required, it shall be accomplished after the **second** failure. There is no minimum requirement for this remedial training. Based on input from the instructor and student, remedial training may be minimal or may include more extensive practice. Up to three hours of training and 400 rounds of ammunition may be expended in remedial training for accuracy. The remaining one hour and 100 rounds of ammunition must be reserved for any potential remedial training after the decision-making qualification courses.
  - b) During the Decision-Making Qualification Course, the student will receive immediate remedial training on each course of fire when there is a failure. The student will shoot the same course of fire up to three additional times to correct deficiencies and build confidence in tactical skills and decision-making. Successful completion of the remediated scenario will NOT count towards the successful completion of the qualification course.
  - c) After all three Decision-Making Qualification Courses have been fired and upon receiving two failures, the student will receive additional remedial training as determined by the instructor in consultation with the student. There is no minimum requirement for this remedial training, and, as a maximum, the training cannot exceed the total balance of 4 hours, nor can the student fire more than 500 rounds of ammunition during the decision-making remedial training.
    - (1) If there was no remedial for accuracy, the full balance of 4 hours and 500 rounds is available for decision-making remedial.
    - (2) If, for example, there were 2 hours of remedial for accuracy, then there are 2 hours of remedial for decision making.

- (3) If there were 3 hours of remedial for accuracy, then there is 1 hour of remedial for decision making.
- d) Any remedial training conducted shall not excuse the student from completing other training activities accomplished by the rest of the class. Remedial training must take place during downtime, before class, after class, or on additional range days as scheduled by the lead instructor.
8. After remedial training has been conducted, the student will receive three additional attempts to qualify. The three additional attempts to qualify may take place on the same day or they may be continued to a future range date. No more than two sets of attempts are permitted.
  9. During the second chance to qualify, if the student again fails to qualify twice after three consecutive attempts, the student must receive a deficiency in the Firearms block of instruction. No additional attempts to qualify are allowed.
  10. Practice scores MAY NOT be used for accuracy qualification scores.
  11. Scores are recorded on the provided BLET Firearms Qualification Record.
  12. Instructors and other students on the range are not allowed to assist fellow students once the qualification attempts begin. **Examples of assistance that is NOT permitted are someone other than the student preparing magazines or loading a student's firearm for the qualification attempts; coaching or giving marksmanship advice during the qualification attempts; physically assisting students into or out of positions or directing them around any cover or barricades.**
  13. All firing is done from the designated standing or kneeling positions.
  14. Students will fire only those rounds specified at each stage. Students WILL NOT be allowed to "catch up," firing unexpended rounds later in the course of fire.
  15. The student begins each stage of the accuracy qualification course with a holstered firearm, any retention device activated, and hands OFF the firearm (interview type stance).
  16. Students must start with the pistol in the holster. Students qualifying with double-action semi-automatics must start each sequence in the double-action mode. Students qualifying with single-action semi-automatics must start each sequence with the hammer back and locked with all safety devices activated.
  17. Students will be instructed that when all rounds have been fired, they must automatically clear and holster an empty firearm. The exception will be if the instructor decides to run a "hotline." If a "hotline" is utilized, students are given one command to load at the beginning of the course of fire; after that, the student will reload whenever all rounds have been fired.
  18. When agencies or BLET programs issue weapon-mounted light systems:

- a) The student is required to use a handheld flashlight for all stages of the Accuracy Qualification Course.
  - b) Later in the lesson plan, the student may use the weapon-mounted light system when shooting the Decision-Making Qualification Course.
19. The primary Firearms Instructor is responsible for completing all qualification records. Qualification targets may only be scored by a Specialized Firearms Instructor. The qualification form shall be retained in the student's permanent file.
- V. This lesson plan contains six distinct blocks of instruction and a final hour of class time for the end-of-block testing. The instructional periods are as follows:

Block	Title	Location	Approx. Hours
One	Drawing, Presenting, and Holstering the Duty Pistol	Classroom	2 hours followed by 5 sessions of practice at 1 hour each, a total of 7 hours
Two	Deadly Force, Shooting Basics, and Accuracy	Classroom	12
Three	Accuracy Range Drills and Qualification	Range	36
Four	Tactical Skills Instruction	Classroom	6
Five	Tactical Skills Range Drills and Qualification	Range	28
Six	Post-Shooting Investigations and Procedures	Classroom	6
	Total Training Time:		96 hours

**School Director Note:** Block One will be delivered early in the program of study for the entire BLET. Additional practice sessions for drawing the weapon will be scheduled each week for five (5) weeks leading up to the delivery of Block Two. These practice sessions must be supervised and instructed by a Specialized Firearms Instructor.

BLET: 12

Topic: **Law Enforcement Driver Training (48 Hours)**

*Lecture: 14 Hours*

*Track Practical Exercises and Skills Testing: 34 Hours*

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a Specialized Driving Instructor.
- B. School Directors have the flexibility to deliver *Law Enforcement Driver Training* according to driving range and instructor availability. Because student failure rates for testable driving skills are higher for *Law Enforcement Driver Training* than most other BLET topics, the lesson should be delivered as soon as possible. Additionally, delivering the *Law Enforcement Driver Training* lesson early in the BLET course allows academies to develop additional and more robust practical exercises (or skills tests) that reinforce critical skills and evaluate performance. Specialized Driving Instructors **MUST** fully explain, and correctly demonstrate, the driving practical skills themselves in the presence of all students before any practice attempts or final testing.
- C. This lesson is designed to instill driving attitudes and skills needed to safely operate a law enforcement motor vehicle during non-emergency and emergency situations. Thus, instructors must embody and instill safe driving attitudes and techniques.
- D. Agencies, School Directors, and instructors may supplement this lesson with additional practical exercises or skills tests necessary to accomplish their individualized training objectives.
- E. Students are required to demonstrate all driving courses in the table below correctly according to parameters outlined in the lesson.

<b>Course</b>	<b>Day</b>	<b>Night</b>
Offset Lane Maneuver	Yes	No
Fixed Radius Curve	Yes	No
Precision	Yes	Yes
Serpentine	Yes	No
Evasive Maneuver	Yes	No
Emergency Response Driving	Yes	Yes
Pursuit Driving	Yes	Yes

All instructors shall use the Course Description Packet published by the N.C. Justice Academy. The packet contains all driving course set up, administration, testing, forms, and remediation standards.

- F. As outlined previously [herein](#), the driving range must be adequate in size and designed to conduct all required courses safely. Driving range requirements include the following:
  - 1. The driving track surface must reasonably level and made of asphalt, concrete, or other hard-paved surface similar in texture and composition to a standard state-maintained roadway.

2. All BLET cone courses will be set up and remain completely on the required surface at all times. Driving course build sheets and schematics are published by the N.C. Justice Academy and included in the Course Description Packet.
  3. A safety boundary or barrier shall be established for all cone courses, as illustrated in cone course build sheets and schematics included in the Course Description Packet. The purpose of the safety boundary or barrier is to help prevent the contact of the training vehicle with any tangible objects including but not limited to curbs, trees, poles, and fences within the area. It shall be the responsibility of the School Director to establish a safety area or zone reasonably commensurate with vehicle speeds reached during pursuit and emergency response driving.
  4. The driving range must be secured using barriers to prevent non-authorized personnel from entering the area while training is conducted. Signs must be posted at all motor vehicle access points to identify the driving range as a law enforcement training area, and access is restricted to authorized personnel only.
  5. Under NCAC [09B.0202\(b\)\(4\)](#) there must be one (1) certified Specialized Driver Instructor for every six (6) students while actively engaged in a practical performance exercise.
  6. Instructors must possess a telephone, portable radio, or other method to communicate directly with off-site personnel while conducting training on the driving range.
  7. A first aid kit, restroom facility, and drinking water must be available for all persons participating in training.
- G. The accredited school or agency **MUST** own or have access to the following and the School Director must ensure use during the delivery:
1. BLET Video: Law Enforcement Driver Training
  2. A minimum of four (4) law enforcement motor vehicles equipped for law enforcement driver training (e.g., emergency lights, siren). The School Director must provide upon request the appropriate approval/inspection report/receipt for each motor vehicle.
  3. Cones (18" minimum height)
  4. Stop watches
  5. Clip boards
  6. Measuring devices
  7. Chalk or spray paint
- H. The Law Enforcement Driver Training Skills Test form (for all courses) **MUST** be retained in each student's permanent file.

- I. Driving range recommendations include the following:
1. The driving range location should have minimal impact on the immediate surrounding area. It should be reasonably level or flat with proper drainage. A run-off grade of 1% is ideal.
  2. Review the Driving Range Rules handout with students during the classroom portion. Instructors may include additional rules for specific driving ranges.
  3. Instructors and students must wear reflective vests at all times while on the driving range.
  4. Provide one or more defined areas for students to stage safely and away from vehicles moving through courses.
  5. Driving courses should be set up before the students arrive at the driving range.
  6. When more than one driving course is being conducted simultaneously on the range, a minimum separation of 50 feet is required for student and instructor safety.
  7. Have extra vehicle fluids (e.g., transmission, oil, brake), spare tires, and repair tools on-site.
- J. Student recommendations include the following:
1. To create a realistic training environment, students should wear their duty uniform belt with gear and ballistic vest while driving on the range.
  2. Students should drive vehicles similar to those currently used in the field or by employing agency. Considerations include year, make, and model. For example, qualification scores for driving courses in this lesson are intended for a traditional 4-door sedan motor vehicle. However, some agencies use sport-utility vehicles. Although not required, students should drive and be tested on vehicles they will most likely use on the job.

PILOT DRAFT



## Module II

### Criminal Investigations

Module II provides students with foundational best practices for conducting preliminary criminal investigations, from crime scene response to testifying in court. Other than the exceptions identified below, most Module II topics can be delivered in any order.

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**BLET: 13**

Topic: **Criminal Investigations (40 hours)**

*Lecture: 24 Hours*

*Practical Exercises: 16 Hours*

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
- B. *Criminal Investigations* **MUST** be the first Module II topic delivered and followed immediately by *Responding to Crime Victims*.
- C. For the most effective delivery of content, it is recommended the following BLET lessons be delivered sequentially as listed:
1. *Arrest, Search, Seizure and Constitutional Law*
  2. *Interviews and Interrogations*
  3. *Criminal Investigations*
  4. *Responding to Crime Victims*
- D. Instructors must be familiar with and reinforce foundational content covered in the following lessons delivered prior to *Criminal Investigations*:
1. *Ethical Problem-Solving*
  2. *Compliance and Control Techniques*
  3. *Field Notes and Report Writing*
  4. *Arrest, Search, Seizure, and Constitutional Law*
  5. *Interviews and Interrogations*
- E. School Directors should consider scheduling multiple instructors to deliver the lesson according to the sub-topic covered. If a single instructor is used, he or she must have experience with all facets of a preliminary criminal investigation and be familiar with North Carolina State Crime Laboratory policies and procedures for evidence submissions.
- F. Logistical, equipment, and other requirements for hands-on practice and graded skill development exercises are found throughout the lesson. They can be administered in order as found in the lesson or all at once after all lesson contents have been delivered. For example, the hands-on practicum for securing and documenting the crime scene may be administered immediately after the respective lesson content is delivered. Contact the School Director for scheduling.

- G. Instructors must administer several practical exercises. Additional personnel (e.g., instructors, role players) and resources may be needed to administer the practical exercises in the sixteen (16) hours allocated.
- H. The accredited school or agency **MUST** own or have access to the following and the School Director must ensure use during the delivery:
1. BLET Video: Criminal Investigations
  2. Crime scene tape
  3. Camera for taking still images
  4. Measuring tape or device
  5. Variety of crime scene physical evidence props
  6. Variety of evidence collection containers and evidence tape to seal containers
  7. Latex or nitrile gloves
  8. N95 respirators
  9. Safety glasses or goggles
  10. Sterile cotton-tipped swabs
- I. The following BLET forms **MUST** be retained in each student's permanent file for *Criminal Investigations*:
1. Protecting the Crime Scene Practical Exercise
  2. Evidence Collection Practical Exercise
- J. Practical Exercises/Evaluations Delivery Considerations
1. It's high recommended that students go through the following sequence of training phases: Instruction, then Evaluation, then, if necessary, Remedial, followed by Re-evaluation.
    - a) Students must score satisfactory in all of the evaluated skill sets to pass.
    - c) Remediation will occur only if a student fails to score satisfactory in all the desired skills during the practical exercise evaluations. Any student who fails the evaluation phase will have one opportunity for remediation (and re-evaluation). The School Director must approve that one opportunity.
    - d) Re-evaluation occurs for students who were provided remediation phase by the School Director. Instructors will deliver the re-evaluation practical exercise similarly to the failed evaluation practical exercise.

### 3. Conducting the Exercises/Evaluations

- a) Instructors are encouraged to stage role players to serve as victims of a crime, such as theft or break and enter. Consider having the student take a complete incident report and write an effective narrative about the event.
- b) The primary instructor will provide students with the objective(s) of the practical exercises and clearly identify performance expectations.
- c) Some scenarios are evaluated while others are not. Non-evaluated practical exercises are largely considered skills building exercises which provides instructional pointers in preparation for the evaluated exercises.

#### K. Skills Building Practical Exercises (NOT Evaluated)

##### 1. Protecting and Documenting the Crime Scene

- a) Purpose: Demonstrate how to correctly establish a crime scene perimeter with line tape, identify possible evidence, establish and use a single pathway for first responders, start a crime scene log, complete a crime scene drawing with measurements, and photograph the crime scene.
- b) Required Equipment and Materials: (a) Room or area large enough for a staged crime scene; (b) crime scene tape; (c) simulated evidence items; (d) crime scene log; (e) evidence packaging containers, and (f) camera. If issued, students may use tablets (e.g., iPad®) to take crime scene photographs.
- c) Time Needed: 35 minutes per group of three to four (3-4) students as divided into the following segments: (a) Instructions: 5 minutes; (b) Exercise: 20 minutes; (c) Feedback: 10 minutes
- d) Set-Up: Stage a crime scene with two to three (2-3) potential evidence items (e.g., clothing; weapons) that are easy for students to see. This exercise aims to provide students with practice in protecting and documenting the crime scene and collecting evidence. Divide the class into small groups of three to four (3-4) students. To avoid unnecessary downtime, instructors should set up multiple crime scenes for student groups to participate in simultaneously. Assign one instructor to each crime scene.
- e) Student Instructions: “Your team must investigate [CRIME] at [LOCATION]. Upon arrival, secure the crime scene perimeter, identify and protect all possible evidence, complete a drawing of the crime scene, and photograph the crime scene. Work together, delegate tasks, and use both the Check List: Protecting Crime Scene and the Check List: Evidence Collection handouts as a guide.”
- f) Evaluation Instructions: This exercise is not graded formally. Provide students with clear, concise, and relevant feedback immediately after the exercise is over. Questions to ask students include, but are not limited to, the following:

- (1) How did you protect the crime scene? Where was the perimeter? How did you determine the perimeter?
- (2) Did you establish a single pathway through the scene?
- (3) Did you use triangulation, rectangular coordinate, or coordinate (baseline) methods?
- (4) How did you identify, locate, collect, and store located evidence?
- (5) Would you do anything differently next time?

## 2. Searching Places

- a) Purpose: Demonstrate best practices when conducting place searches and locating evidence.
- b) Equipment and Material Requirements: (a) Indoor or outdoor area large enough for teams of students to conduct place searches; (b) mock evidence; (c) evidence packaging containers
- c) Time Needed: 30 minutes per team of five to six (5-6) students as divided into the following segments: (a) Instructions: 5 minutes; (b) Exercise: 20 minutes (c) Feedback: 5 minutes
- d) Instructions: This exercise aims to provide students with practice on searching places to look for specific items hidden by instructors. Students should be exposed to as many places, locations (e.g., open field, room), and methods (e.g., zone, lane, grid) as possible. Instructors may require students to collect and package evidence using best practices previously covered to reinforce lesson concepts.
- e) Student Instructions: "You have the legal authority to search [X] location for [X] evidence. Use the most effective method to search for and find [X]."
- f) Evaluation Instructions: This exercise is not formally graded. Provide clear, concise, and relevant feedback immediately after the search is over. Questions to ask students include but are not limited to the following:
  - (1) How did you search?
  - (2) Which search method did you use, and why?
  - (3) Would you do anything differently next time?

## 3. Searching Persons

- a) Purpose: Demonstrate best practices when conducting person searches and locating evidence.
- b) Equipment and Material Requirements: Area large enough for students to

conduct person searches; 5-6 role players; a variety of mock evidence items to include contraband and weapons; a variety of clothing items (e.g., jackets, etc.) and accessories (e.g., back-pack) for wearing or carrying by persons to be searched. Evidence packaging containers should be provided for located evidence.

- c) Time Needed: 10-15 minutes per search
- d) Instructions: The goal of this exercise is to provide students with practice on searching people. Proper searching, officer safety skills, and handcuffing skills should replicate those taught in *Compliance and Control Techniques* (a CCT Instructor is recommended to supervise this exercise to ensure skills are replicated correctly.) Assemble role players to be searched and provide them with specific clothing items, contraband, and other objects. Provide students with opportunities to search members of the opposite sex.
- e) Student Instructions: “When in the field, persons people being searched need to be secured first using handcuffs or other measures. We [are / are not] handcuffing today because this exercise aims to practice searching people for evidence. Use the most effective method to search [this person] to find possible evidence.”
- f) Evaluation Instructions: This exercise is not formally graded. Provide clear, concise, and relevant feedback immediately after the search is over. Questions to ask students include but are not limited to the following:
  - (1) How did you search?
  - (2) What did you find? Did you miss anything?
  - (3) Which search method did you use, and why?
  - (4) Would you do anything differently next time?

#### 4. Searching Vehicles

- a) Purpose: Demonstrate best practices for conducting vehicle searches and locating evidence.
- b) Equipment and Material Requirements: (a) variety of motor vehicle sizes and models; (b) a variety of mock evidence to include contraband and weapons. If instructors require students to properly collect evidence in this scenario, evidence packaging containers will be needed.
- c) Time Needed: 20 minutes per team of three to four (3-4) students
- d) Instructions: The goal of this exercise is to provide students with practice in searching vehicles. Identify vehicles to be searched and hide evidence items on students for them to find. Instructors may require students to properly collect evidence that is located.

- e) Student Instructions: “You have the legal authority to search [VEHICLE] for [X]. Use the most effective method to search and find [X].”
- f) Evaluation Instructions: This exercise is not formally graded. Provide clear, concise, and relevant feedback immediately after the search is over. Optional questions to ask students include but are not limited to the following:
  - (1) How did you search?
  - (2) What did you find? Did you miss anything?
  - (3) Which search method did you use, and why?
  - (4) Would you do anything differently next time?

L. Practical Exercises (**Evaluated**)

1. Evidence Collection

- a) Purpose: Demonstrate best practices when collecting crime scene evidence.
- b) Equipment and Material Requirements: (a) Room or area large enough for staged crime scene; (b) mock evidence item; (c) evidence packaging containers.
- c) Time Needed: 25 minutes per student, as divided into the following segments (a) Instructions: 5 minutes; (b) Exercise: 15 minutes; (c) Feedback: 5 minutes.
- d) Instructions: Stage a crime scene with at least one (1) evidence item to be determined by the instructor. The same evidence type(s) must be used for all students. To avoid unnecessary downtime, instructors should set up multiple exercise locations for students. Assign one instructor to each location.
- e) Student Instructions: “You are dispatched to investigate [CRIME] at [LOCATION]. The crime scene is secured. You must use best practices to collect [EVIDENCE ITEM]. You can refer to your Check List: Evidence Collection handout.
- f) Evaluation Instructions: This exercise is not graded formally. Provide students with clear, concise, and relevant feedback immediately after the exercise is over. Questions to ask students include, but are not limited to, the following:
  - (1) How did you collect the evidence?
  - (2) Did you use correct practices according to evidence type?
  - (3) Would you do anything differently next time?



## 2. Crime Scenes

- a) The instructor must prepare two (2) different crime scenes for these exercises (homicide and burglary [B&E]). Attention must be made to ensure that all supplies and equipment necessary to complete the exercises are provided. Assisting instructors should have the investigative experience necessary to critique and evaluate student performance in these exercises. Students must be evaluated, and completed evaluation forms shall be retained in the student's permanent file.
- b) The instructor should select the practical exercise areas and stage the crime scenes before beginning the exercise. To facilitate down time, the instructor should plan on staging the crime scenes within a few miles of each other.
- c) The instructor should use the following guidelines when conducting the crime scene practical exercise segment.

### (1) Purpose

These exercises are intended to provide the students with an opportunity to observe, practice, and perform the following training objectives:

### (2) Exercise Conditions

- (a) Exercises should be conducted after the lecture has been completed.
- (b) After completing one scene, the students rotate to the next crime scene. For large enrollment classes, instructors may setup multiple crime scenes (each scene must be setup as prescribed here) so multiple students can be evaluated simultaneously if resources allow.
- (c) Exercises should take place utilizing a variety of locations (i.e., houses, trailers, convenience stores, hospital rooms, hotel rooms, abandoned storage buildings, etc.)
- (d) Each exercise involves at least four students working as a team. Each team will designate a different lead investigator for each crime scene. This leader will be responsible for completing the paperwork on his/her specific crime scene. If the groups have more than four students, then at some of the scenes, there will be two students duplicating the paperwork.
- (e) Each crime scene should have role players acting as complainants, witnesses, and victims.
- (f) Each student must participate in all evaluated exercises.

### (3) Personnel and Equipment

- (a) Each crime scene will need one facilitator, preferably a veteran criminal investigator, to monitor the crime scene processing and interviewing.
  - (b) At least two role players should be used for each scene. If possible, there should be a diversity of genders, races, and national origins represented among the role players to simulate a real-world investigation more accurately.
  - (c) Cameras, film, sketching equipment, fingerprinting equipment, evidence containers, evidence markers, measuring devices, evidence tape, and any other equipment needed to process crime scenes should be available. Also, students will need blank copies of all the forms that will be completed.
- (4) Procedures for Conducting the Exercises
- (a) Brief the role players on their appropriate roles and stage the crime scenes accordingly.
  - (b) Ensure that the student officers are divided into workable teams.
  - (c) The students will rotate to a different crime scene selecting a different lead investigator.
  - (d) Students will complete their investigative paperwork as a homework assignment or in class the following day.
  - (e) Evaluate the students using the following type of scenarios:

**NOTE:** The scenario should be solvable based upon evidence, interviews, and standard investigative techniques.

(5) Crime Scene Scenarios

(a) Homicide Scene

Responding students arrive at a residence where they are greeted by a woman that informs them that she just came home and found her husband dead on the bedroom floor. He has been shot, and his partially clothed body was found on the floor next to the bed. The woman stated that she has been out of town for several days and that she didn't talk with her husband while she was gone on business. Students should respond to the scene, establish perimeter security, and process the scene according to methods covered in the lesson plan and exercises for skills building. (See the Practical Exercise Evaluation Form for elements evaluated.)

This will include:

- Initial Response to Scene
- Investigatory Skills
- Follow-up Procedures

(b) Burglary/B&E Scene

Students respond to a storage building, garage, or outdoor building on a complaint of a breaking and entering that occurred the previous night. There is an obvious entry point, and many items inside the structure were tampered with and stolen. Students should respond to the scene, establish perimeter security, and process the scene according to methods covered in the lesson plan and exercises for skills building. (See the Practical Exercise Evaluation Form for elements evaluated.)

This will include:

- Initial Response to Scene
- Investigatory Skills
- Follow-up Procedures

PILOT DRAFT

BLET: 14

Topic: **Responding to Crime Victims** (8 Hours)

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
- B. *Responding to Crime Victims* **MUST** be the second Module II topic and delivered immediately **AFTER** *Criminal Investigations*.
- C. Instructors must be familiar with and reinforce foundational content covered in the following lessons that must be delivered **BEFORE** *Responding to Crime Victims*:
  1. *Communication and De-escalation Skills*
  2. *Interviews and Interrogations*
- D. Instructors must be familiar with crime victim compensation laws under N.C.G.S. Chapter 143B.
- E. This lesson covers foundational content that applies to all crime victims. Additional best practices for helping victims of specific crimes (e.g., *Domestic Violence Response*, *Sexual Assaults*, and *Human Trafficking*) are covered in those respective BLET lessons.
- F. The accredited school or agency **MUST** own or have access to the following videos and School Directors must ensure they are shown during the delivery:
  1. BLET: Responding to Victims and the Public
  2. First Response to Victims of Crime; U.S. Department of Justice (2012)
- G. The Crime Victim Response practical exercise form included with the lesson is used during other Module II lessons. For example, students will be evaluated on their response to crime victims during *Domestic Violence Response* and *Sexual Assault Investigations* practical exercises. This BLET form **MUST** be retained in each student's permanent file where identified by topic.
- H. The Basic Law Enforcement Training curriculum uses a holistic delivery of content to blend standardized training concepts and methodologies across multiple curriculums. To fully complement the holistic delivery of other core methods and material, instructors must be knowledgeable with and reinforce foundational content covered in the following lessons delivered before teaching *Responding to Crime Victims*:
  1. *Criminal Investigations*
  2. *Ethical Problem-Solving*
  3. *Communication and De-escalation Skills*
  4. *Interviews and Interrogations*

- I. The Crime Victim Response Performance Assessment form will be used during practical exercises for other criminal investigations lessons. For example, students will be evaluated on skills identified in the Crime Victim Response Performance Assessment form during practical exercises for Domestic Violence Response and Sexual Assault Investigations.
- J. There is also a practical exercise after completing all instruction. The instructions for delivering and evaluating the practical exercise are located within the instructor's version of the lesson plan at the end of the content.
- K. Practical Exercises/Evaluations Delivery Considerations

Students will go through the following sequence of training phases: Instruction, then Evaluation, then, if necessary, Remedial, followed by Re-evaluation.

1. Remediation will occur only if a student fails to score satisfactory in all the desired skills during the practical exercise evaluations in the evaluation phase. Any student who fails the evaluation phase will have one opportunity for remediation (and re-evaluation). Still, the School Director must approve that one opportunity.
2. The Re-evaluation will occur after students are provided a remedial phase by the School Director. Instructors will deliver the re-evaluation practical exercise similarly to the failed evaluation practical exercise.
3. Instructional Personnel and Equipment
  - a) One primary instructor can conduct the classroom lecture and supervise and evaluate the students during practical exercises.
4. Demonstration/Practical Exercises
  - a) During the delivery of the lecture, skills-building exercises are written within the instructor's notes. These are not formally evaluated but treated as instructional opportunities for the instructor to review work by the students and then provide helpful, constructive feedback to the students to improve their skill sets.
  - b) Purpose: Demonstrate, with practical exercises, the appropriate methods of communicating with suspects, defendants, victims, and their families to provide and obtain necessary information. It should be emphasized that communication includes body language and not just words. A significant element of any form of communication by law enforcement personnel must include the body language and demeanor to encourage being approachable by anyone.
  - c) Logistical Requirements: Room or area large enough to accommodate the necessary role player(s) and student(s).
  - d) Time Needed: 15 minutes per scenario as divided into the following segments:
    - Initial Instructions & Questions (5 minutes)

- Exercise Execution (5 minutes)
  - Feedback (5 minutes)
5. Role Player Instructions: Provide all role players with their scripts and a copy of the student Victim Communication Role Play Performance Evaluation form.
6. Conditions of Exercise
- (a) The exercise will take place after instruction is complete.
  - (b) The exercise will take place in the classroom. The instructor may have to rearrange tables and chairs for adequate accommodation of the skill practice.
  - (c) The whole class (approximately 20 students) should be able to participate in a 15-minute skills practice. The instructor should allow participants to role play/skill practice as many of the situations as time permits. In the event of time limitations, instructors may allow two students to handle a scenario as a primary and secondary officer response but must ensure both students participate effectively.
  - (d) To provide adequate feedback to the student, it is strongly recommended that role play exercises be videotaped. Students should be allowed the opportunity to view the tape and assess their performance. The tape should provide an excellent teaching tool. If video equipment is not available, the instructor may designate students to take notes to be used in the assessment of the exercise.
  - (e) The instructor should be looking for effective communication indicators such as rate of speech, voice tone, diction, etc.; nonverbal indicators should also be noted (posture, eye contact, gestures, touching, etc.). A presence of or a notable lack of good communications skills should be brought to the student's attention. Remind the students that officers with good communication skills are perceived to be professional by those with whom they are communicating.
7. Instructor Procedures for Conducting the Exercise
- a) The instructor can create the base line facts for each situation.
  - b) Each role play/skill practice will take approximately 15 minutes.
  - c) As time allows, each student should participate in at least one of the following role play exercises (this list is not meant to be all inclusive, and the instructor should add to the list scenarios deemed appropriate for the exercise):
    - Rape victim – initial response.
    - Explaining to rape victim the investigative process.

- Interviewing a Latino male that has been assaulted.
  - Responding to a victim of a purse larceny where the purse was left in an unlocked car.
  - Responding to an elderly victim of a phone scam.
  - Responding to a victim that is audibly impaired.
  - Responding to a victim that is visually impaired.
  - Responding to a victim that is physically impaired.
8. Evaluation Instructions: Instructors will critique the student's performance after each scenario and provide appropriate feedback. The practical skills evaluation form must be retained in each student's permanent file. Instructors shall reinforce the concepts learned during the delivery of the content in the lesson plan.

Document student performance using the Victim Communication Role Play Performance Evaluation form.



BLET: 15

Topic: **Person Crimes** (16 Hours)

*Lecture: 8 Hours*

*Practical Exercises: 8 Hours*

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
- B. This lesson covers typical person crimes that uniform patrol officers with less than five years of on-the-job experience must be able to recognize on sight or immediately during the preliminary investigation.
- C. Instructors should have experience with common person crimes investigated by uniform patrol officers. Example person crimes covered in the lesson include but are not limited to assault, communicating threats, stalking, and robbery.
- D. Instructors must be familiar with and reinforce foundational content covered in the following lessons delivered **BEFORE** *Person Crimes*:
1. *Criminal Investigations*
  2. *Responding to Crime Victims*
  3. *Communication and De-escalation Skills*
  4. *Interviews and Interrogations*
  5. *Arrest, Search, Seizure, and Constitutional Law*
  6. *Field Notes and Report Writing*
- E. The Basic Law Enforcement Training curriculum uses acronyms to facilitate students' learning of significant concepts and methodologies. In this training lesson plan, several in-depth core concepts are necessary to assist the law enforcement officer with interviewing and interrogating persons, performing an appropriate and efficient investigation, and establishing effective victim-centered communication. Therefore, before delivering this content, the instructor should be familiar with the **R.E.S.P.E.C.T.**, **P.R.I.N.C.I.P.L.E.S.**, and **P.R.I.D.E.S.** concepts. Additionally, to fully complement the holistic delivery of other core methods and material, instructors must be knowledgeable with and reinforce foundational content discussed in the following lessons delivered before teaching *Person Crimes*:
1. *Ethical Problem-Solving*
  2. *Communication and De-escalation Skills*
  3. *Arrest, Search, Seizure, and Constitutional Law*
  4. *Interviews and Interrogations*

5. *Criminal Investigations*

6. *Responding to Crime Victims*

- F. During classroom instruction for all topics within Module II: Criminal Investigations, students should simultaneously review the BLET lesson, the North Carolina Crimes book, and the applicable Cumulative Supplement to North Carolina Crimes content to implement a well-rounded understanding of the criminal investigation element to performing effectively as a law enforcement officer.
- G. Eight (8) of the sixteen (16) hours allocated for this topic are for delivering lesson content inside the classroom. The remaining eight (8) hours are for the practical exercise that may be administered at a later date and in combination with other Module II criminal investigation topics. Contact the School Director for scheduling.
- H. Instructors must administer practical exercises. Additional personnel (e.g., instructors, role players) and resources may be needed to administer the practical exercise(s) in the eight (8) hours allocated.
- I. The accredited school or agency **MUST** own or have access to the following and School Directors must ensure these items are used during the delivery:
1. *North Carolina Crimes: A Guidebook on the Elements of Crime* and all cumulative supplements for each student
  2. Evidence collection and packaging supplies
  3. Shirt or jacket with non-toxic liquid or substance to simulate blood
  4. Two-way radios for students engaged in skills testing
  5. Video camera to record students engaged in skills testing for viewing and feedback (optional)
- J. The following BLET forms **MUST** be retained in each student's permanent file:
1. Assault Investigation Practical Exercise
  2. Robbery Investigation Practical Exercise
  3. Show-Up Practical Exercise
  4. Crime Victim Response Practical Exercise

BLET: 16

Topic: **Property Crimes** (16 Hours)

*Lecture: 8 Hours*

*Practical Exercises: 8 Hours*

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
- B. This lesson covers typical person crimes that uniform patrol officers with less than five years of on-the-job experience must be able to recognize on sight or immediately during the preliminary investigation.
- C. Instructors should have experience with common property crimes investigated by uniform patrol officers. Example property crimes covered in the lesson include but are not limited to larceny, shoplifting, embezzlement, trespassing, breaking and entering, and burglary.
- D. Instructors must be familiar with and reinforce foundational content covered in the following lessons delivered **BEFORE** *Property Crimes*:
  - 1. *Criminal Investigations*
  - 2. *Responding to Crime Victims*
  - 3. *Communication and De-escalation Skills*
  - 4. *Interviews and Interrogations*
  - 5. *Arrest, Search, Seizure, and Constitutional Law*
  - 6. *Field Notes and Report Writing*
- E. The Basic Law Enforcement Training curriculum uses acronyms to facilitate students' learning of significant concepts and methodologies. In this training lesson plan, several in-depth core concepts are necessary to assist the law enforcement officer with interviewing and interrogating persons, performing an appropriate and efficient investigation, and establishing effective victim-centered communication. Therefore, before delivering this content, the instructor should be familiar with the **R.E.S.P.E.C.T.**, **P.R.I.N.C.I.P.L.E.S.**, and **P.R.I.D.E.S.** concepts. Additionally, to fully complement the holistic delivery of other core methods and material, instructors must be knowledgeable with and reinforce foundational content discussed in the following lessons delivered before teaching *Person Crimes*:
  - 1. *Ethical Problem-Solving*
  - 2. *Communication and De-escalation Skills*
  - 3. *Arrest, Search, Seizure, and Constitutional Law*
  - 4. *Interviews and Interrogations*

5. *Criminal Investigations*
  6. *Responding to Crime Victims*
- F. During classroom instruction for all topics within Module II: Criminal Investigations, students should simultaneously review the BLET lesson, the North Carolina Crimes book, and the applicable Cumulative Supplement to North Carolina Crimes content to implement a well-rounded understanding of the criminal investigation element to performing effectively as a law enforcement officer.
- G. Instructors may discuss theft trends according to academy jurisdiction. For example, a county or municipality may be experiencing a significant increase in catalytic converter thefts. The instructor could discuss particular modus operandi and strategies for investigating the specific property crimes in that area.
- H. Eight (8) of the sixteen (16) hours allocated for this topic are for delivering lesson content inside the classroom. The remaining eight (8) hours are for performance evaluation exercises that may be administered immediately after classroom content or later in combination with other Module II criminal investigation topics. Contact the School Director for scheduling.
- I. **Eight (8) hours** are allocated to administer the performance assessment exercise (**Performance Evaluation: Larceny**) after delivering all lesson content. The performance assessment for this lesson may be combined for administration with other criminal investigation person crimes (e.g., domestic violence, sexual assault, etc.). School Directors may need to schedule multiple role players to deliver more than one scenario simultaneously depending on the BLET enrollment numbers to finish within the allotted time.
- J. Instructors must administer practical exercises. Additional personnel (e.g., instructors, role players) and resources may be needed to administer the skills test in the eight (8) hours allocated.
- K. The accredited school or agency **MUST** own or have access to the following and School Directors must ensure these items are used during the delivery:
1. *North Carolina Crimes: A Guidebook on the Elements of Crime* and all cumulative supplements for each student
  2. Two-way radios for students engaged in skills testing
  3. Patrol vehicles for students engaged in skills testing (optional)
  4. Video camera to record students engaged in skills testing for viewing and feedback (optional)
- L. The BLET Larceny Investigation Practical Exercise form **MUST** be retained in each student's permanent file.

BLET: 17

Topic: **Crimes Against the Public** (16 Hours)

*Lecture: 8 Hours*

*Practical Exercises: 8 Hours*

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
- B. This lesson covers typical person crimes that uniform patrol officers with less than five years of on-the-job experience must be able to recognize on sight or immediately during the preliminary investigation.
- C. Instructors should have experience with common public crimes investigated by uniform patrol officers. Example public crimes covered in the lesson include but are not limited to intoxicated and disruptive, disorderly conduct, carrying concealed weapons, and resisting officers.
- D. Instructors must be familiar with and reinforce foundational content covered in the following lessons delivered **BEFORE** *Public Crimes*:
1. *Criminal Investigations*
  2. *Communication and De-escalation Skills*
  3. *Interviews and Interrogations*
  4. *Arrest, Search, Seizure, and Constitutional Law*
  5. *Field Notes and Report Writing*
- E. The Basic Law Enforcement Training curriculum uses acronyms to facilitate students' learning of significant concepts and methodologies. In this training lesson plan, several in-depth core concepts are necessary to assist the law enforcement officer with interviewing and interrogating persons, performing an appropriate and efficient investigation, and establishing effective victim-centered communication. Therefore, before delivering this content, the instructor should be familiar with the **R.E.S.P.E.C.T.**, **P.R.I.N.C.I.P.L.E.S.**, and **P.R.I.D.E.S.** concepts. Additionally, to fully complement the holistic delivery of other core methods and material, instructors must be knowledgeable with and reinforce foundational content discussed in the following lessons delivered before teaching *Person Crimes*:
1. *Ethical Problem-Solving*
  2. *Communication and De-escalation Skills*
  3. *Arrest, Search, Seizure, and Constitutional Law*
  4. *Interviews and Interrogations*
  5. *Criminal Investigations*

6. *Responding to Crime Victims*

- F. During classroom instruction for all topics within Module II: Criminal Investigations, students should simultaneously review the BLET lesson, the North Carolina Crimes book, and the applicable Cumulative Supplement to North Carolina Crimes content to implement a well-rounded understanding of the criminal investigation element to performing effectively as a law enforcement officer.
- G. Eight (8) of the sixteen (16) hours allocated for this topic are for delivering lesson content inside the classroom. The remaining eight (8) hours are for performance evaluation exercises that may be administered immediately after classroom content or later in combination with other Module II criminal investigation topics. Contact the School Director for scheduling.
- H. Instructors must administer practical exercises. Additional personnel (e.g., instructors, role players) and resources may be needed to administer the skills test in the eight (8) hours allocated.
- I. **Eight (8) hours** are allocated to administer the performance assessment exercise (**Performance Evaluation: Carrying a Concealed Weapon**) after delivering all lesson content. The performance assessment for this lesson may be combined for administration with other criminal investigation person crimes (e.g., domestic violence, sexual assault, etc.). School Directors may need to schedule multiple role players to deliver more than one scenario simultaneously depending on the BLET enrollment numbers to finish within the allotted time.
- J. The accredited school or agency **MUST** own or have access to the following and School Directors must ensure these items are used during the delivery:
1. *North Carolina Crimes: A Guidebook on the Elements of Crime* and all cumulative supplements for each student
  2. Two-way radios for students engaged in skills testing
  3. Training weapon for role players
  4. Patrol vehicles for students engaged in skills testing (optional)
  5. Video camera to record students engaged in skills testing for viewing and feedback (optional)
- K. The BLET Carrying a Concealed Weapon Skills Test form **MUST** be retained in each student's permanent file.

BLET: 18

Topic: **Controlled Substances** (16 Hours)

*Lecture: 12 Hours*

*Practical Exercises: 4 Hours*

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
- B. Instructors should possess a thorough working knowledge of controlled substance investigations, especially at the street-level (e.g., offenders who sell or use drugs).
- C. Instructors should use additional images and illustrations of controlled substance evidence. School Directors shall NOT burn marijuana for students to smell and inhale. Instructors may also provide additional information about controlled substances using a Physician's Desk Reference (PDR) or similar resource.
- D. Instructors must provide students with an opportunity to package controlled substance evidence and complete the Request for Examination of Physical Evidence (SBI-5) form.
- E. Instructors must be familiar with and reinforce foundational content covered in the following lessons while delivering *Controlled Substances*:
  - 1. *Arrest, Search, Seizure, and Constitutional Law*
  - 2. *Interviews and Interrogations*
  - 3. *Criminal Investigations*
  - 4. *Communication and De-escalation Skills*
- F. The accredited school or agency **MUST** own or have access to the following and School Directors must ensure these items are used during the delivery:
  - 1. *North Carolina Crimes: A Guidebook on the Elements of Crime* and all cumulative supplements for each student
  - 2. Request for Examination of Physical Evidence (SBI-5) forms
  - 3. Evidence packaging supplies (e.g., envelopes; tape).
- G. When possible, instructors are encouraged to show students genuine or fabricated samples of drugs and paraphernalia. Fabricated samples of controlled substances or paraphernalia should accurately depict the appearance and texture of items they intend to represent.
- H. Academies may administer additional naloxone training according to agency policy or specific naloxone product guidelines. Contact the North Carolina Harm Reduction Coalition ([www.nchrc.org](http://www.nchrc.org), 336.543.8050) for further training on naloxone.

PILOT DRAFT



BLET: 19

Topic: **Sexual Assaults** (16 Hours)

*Lecture: 8 Hours*

*Practical Exercises: 8 Hours*

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
- B. Instructors should have experience investigating sexual assault crimes that include but are not limited to rape, sexual battery, and indecent liberties with a child. BLET School Directors should consider using the same instructor to deliver the **Human Trafficking**, **Domestic Violence**, and **Sexual Assaults** lessons. Using one instructor for all three lessons can help with making common connections between domestic violence, sexual assault, and human trafficking crimes.
- C. The Basic Law Enforcement Training curriculum uses acronyms to facilitate the learning of significant concepts and methodologies for students. In this training lesson plan, several in-depth core concepts are necessary to assist the law enforcement officer with interviewing and interrogating persons, performing an appropriate and efficient investigation, and establishing effective survivor-centered communication. Therefore, before delivering this content, the instructor should be thoroughly familiar with the **R.E.S.P.E.C.T.**, **P.R.I.N.C.I.P.L.E.S.**, and **P.R.I.D.E.S.** concepts. Additionally, to fully complement the holistic delivery of other core methods and material, instructors must be knowledgeable with and reinforce foundational content covered in the following lessons delivered before teaching *Sexual Assaults*:
1. *Ethical Problem-Solving*
  2. *Communication and De-escalation Skills*
  3. *Arrest, Search, Seizure, and Constitutional Law*
  4. *Interviews and Interrogations*
  5. *Criminal Investigations*
  6. *Responding to Crime Victims*
- D. Eight of the 16 hours allocated for this topic are for the delivery of lesson content inside the classroom. The remaining eight hours are for practical exercises that can be administered immediately after the classroom content is delivered or at a later date and in combination with other Module II criminal investigation performance evaluations. Contact the School Director for scheduling. Instructors must administer practical exercises. Additional personnel (e.g., instructors, role players) and resources may be needed to administer the practical exercise in the eight (8) hours allocated.
- E. The accredited school or agency **MUST** own or have access to the following and School Directors must ensure these items are used during the delivery:

1. *North Carolina Crimes: A Guidebook on the Elements of Crime* and all cumulative supplements for each student
  2. BLET Video: Responding to Victims and the Public
  3. IACP Video: Realities of Sexual Assaults
  4. Buccal swab kits (one per student)
  5. Evidence collection and packaging supplies
  6. Video camera to record students engaged in skills testing for viewing and feedback (optional)
- E. Additional resources for instructors include the following:
1. United States Department of Justice: Violence Against Women at: <https://www.justice.gov/ovw/sexual-assault>
  2. National Victim Crime Law Institute (NCVLI) at: [https://law.lclark.edu/centers/national\\_crime\\_victim\\_law\\_institute/](https://law.lclark.edu/centers/national_crime_victim_law_institute/)
  3. National Sexual Assault Hotline / Rape, Abuse & Incest National Network (RAINN) at: <https://www.rainn.org/>
- G. The following BLET forms **MUST** be retained in each student's permanent file:
1. Sexual Assault Investigation Practical Exercise
  2. Buccal Swab Practical Exercise
  3. Crime Victim Response Practical Exercise
- H. Practical Exercises
1. Students will go through the following sequence of training phases: Instruction, then Evaluation, then, if necessary, Remedial, followed by Re-evaluation.
    - a) Students must score satisfactory in all skills to pass.
    - b) Remediation will occur only if a student fails to successfully demonstrate satisfactory in all of the desired skills during the practical exercise evaluations in the evaluation phase. Any student who fails the evaluation phase will have one opportunity for remediation (and re-evaluation), but the School Director must approve that one opportunity.
    - c) Re-evaluation occurs after students have been provided a remedial phase by the School Director. Instructors will deliver the re-evaluation practical exercise similarly to the failed evaluation practical exercise. However, some aspects may be adjusted. For example, the survivor's name, minor details of the event, etc., may be (and should be) adjusted as needed during the re-

evaluation since the procedures used by the student are under evaluation. If provided a re-evaluation attempt, the instructor will indicate at the top of a “clean” evaluation form that the attempt is for “re-evaluation.”

2. Delivery of scenarios

Eight (8) hours are allocated to administer the following practical exercise after all classroom lessons are delivered. Practical exercises may be combined for administration with other Module II criminal investigation lessons (e.g., Person Crimes; Domestic Violence Response) on a separate day. Contact the School Director for scheduling.

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PILOT DRAFT

BLET: 20

Topic: **Domestic Violence Response (16 Hours)**

*Lecture: 8 Hours*

*Practical Exercises: 8 Hours*

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
- B. Instructors should have experience investigating domestic violence crimes.
- C. Instructors must be familiar with and reinforce foundational content covered in the following lessons delivered **BEFORE** *Domestic Violence Investigations*:
1. *Criminal Investigations*
  2. *Responding to Crime Victims*
  3. *Communication and De-escalation Skills*
  4. *Interviews and Interrogations*
  5. *Arrest, Search, Seizure, and Constitutional Law*
  6. *Field Notes and Report Writing*
- D. This lesson includes telecommunications, officer safety, legal, and investigative issues; therefore, the instructor delivering this block of instruction must be experienced in responding to and investigating domestic violence incidents. Also, the instructor must possess a clear understanding of the methods used to determine the predominant aggressor and must impress upon students that dual arrests are not a best practice
- E. Instructors must administer practical exercises and a skills test. Instructors are encouraged to audio/video record specific practical exercises for playback and facilitated discussion. Additional personnel (e.g., instructors, role players) and resources may be needed to administer the skills test in the eight (8) hours allocated.
- F. The accredited school or agency **MUST** own or have access to the following and School Directors must ensure these items are used during the delivery:
1. *North Carolina Crimes: A Guidebook on the Elements of Crime* and all cumulative supplements for each student
  2. BLET Videos: Domestic Violence Response
- G. The following BLET forms **MUST** be retained in each student's permanent file:
1. Domestic Violence Investigation Practical Exercise
  2. Crime Victim Response Practical Exercise

- H. Prior to the practical exercise(s), the instructor will review the safety briefing form with all participants, to include role-players and students. The lead instructor and participants must sign and date the safety briefing form. Signed copies of the forms signifying that the participants have reviewed and understood the safety instructions given shall be retained in the student's file
- I. Practical Exercises/Evaluations Delivery Considerations
1. Students will go through the following sequence of training phases: Instruction, then Evaluation, then, if necessary, Remedial, followed by Re-evaluation.
    - a) Remediation occurs only if a student fails to score satisfactory in all the desired skills during the practical exercise evaluations in the evaluation phase. Any student who fails the evaluation phase will have one opportunity for remediation (and re-evaluation). The School Director must approve that one opportunity.
    - b) Re-evaluation occurs for those students who were provided remediation by the School Director. Instructors will deliver the re-evaluation practical exercise similarly to the failed evaluation practical exercise.
  2. Conducting the Exercises/Evaluations
    - a) Instructors will find detailed instructions for each scenario in **Section F** of this lesson plan. Only the instructors will be provided with that content. In addition to the requirements listed here in the academic checklist, instructors should follow the recommendations listed in the scenario explanations under **Section F.**
    - b) **Students are required to complete at least two of the scenarios satisfactorily.** More can be provided at the discretion of the School Director and if time allows, but each student will be provided the same number of scenarios for evaluation.
    - c) There is no substitute for performing practical exercises. Instructors are encouraged to stage role players to serve as victims of a crime, such as theft or break and enter. Have the student take a complete incident report and write an effective narrative about the event.
    - d) Instructors should allow for demonstration of the techniques and the practicing of those techniques by students.
    - e) Careful planning and coordination of practical exercise events cannot be overemphasized. Instructor demonstration of skillset may require the instructor to take a report from a victim using a role player who is the victim of a similar but alternate crime.
    - f) The instructor will restrict uninvolved pedestrian traffic so that unknowing individuals will not “accidentally” wander into the practical exercises. This could distract students or impede the training delivery.

- g) The primary instructor will provide students with the objective(s) of the practical exercises and clearly identify performance expectations.

### 3. Instructional Personnel and Equipment

- a) One primary instructor can conduct the classroom lecture and supervise and evaluate the students during practical exercises. Additional instructors and role-players may be needed if multiple exercises are needed simultaneously due to classroom enrollment numbers. The practical exercises may be conducted indoors or outdoors at the School Director's discretion.
- b) Students actively participating in the scenarios must have the following equipment to complete the exercise of Domestic Violence Response successfully:
  - (1) Notepad and pen
  - (2) Blank Incident Report
  - (3) Laptop/computer (optional)
  - (4) Duty belt, inert spray, radios, training weapons, handcuffs, safety glasses, and patrol vehicles for responding officers.
  - (5) "Training weapons" are props or training aids that are used in scenario-type training events. Training weapons are weapons such as polymer molded firearms and weapons that have been rendered safe to the point that they cannot be loaded and/or fired. Weapons rendered safe have had modifications such as barrel plugs or inserts that will not allow the loading of lethal ammunition, firing pin removal, etc. Training weapons must be marked and physically inspected for each session of training to ensure the integrity of a safe training environment.
  - (6) Training weapons, safety glasses, keys, cell phone, and props (to include torn clothing, make-up, fake blood, beer cans and bottles, rubber knives, glass ashtrays, clothing in a bag) for role players.

### 4. Purpose

During each practical exercise, the responding officer's safety awareness should be challenged but not taken to extremes, such as possibly being presented with some aspect of physical and verbal aggression. It is his/her responsibility to resolve the situation justly, fairly, and safely. Students should first be coached and then allowed an opportunity to exercise individual decision-making skills about arresting the individual determined to be the predominant aggressor.

### 5. Personnel and Equipment

- a) The instructor will coach and guide as a supervisor who is on the scene with the responding officer. During the first scenario, the instructor should provide

the most coaching, less coaching during the second scenario, and almost none by the third scenario. The instructor will critique each scenario.

- b) At least three (3) additional role players (scenarios include traditional and non-traditional relationships).
- c) These exercises are designed for a class of 20 students or less. If there are more than 20 students, an additional instructor should be utilized to facilitate exercises in a timely manner.
- d) Each exercise involves a student and instructor/coach response.
- e) These exercises require some spontaneous reactions from the role players, but they should not try to escalate the violence or emotions in all of them. The students should have the opportunity to discuss arrest alternatives and help the role players problem-solve.

#### 6. Procedures for Conducting the Exercises

- a) Before the practical exercise(s), the instructor will review the safety briefing form with all participants, including role-players and students. The lead instructor and each participant must sign and date the safety briefing form. The instructor shall retain signed copies of the forms in the student's permanent file signifying that the participants have reviewed and understood the safety instructions given.
- b) **Students will respond to at least two (2) scenarios.** One (1) evaluation form may be used for multiple scenarios and to document primary/secondary responses. The practical exercise evaluation form shall be retained in the student's permanent file.
- c) After each scenario:
  - (1) Collect radios, weapons, and glasses and, following a safety check, according to the protocol reviewed at the beginning of class, give them to the next students.
  - (2) Critique and evaluate.
  - (3) Each student will complete an incident report describing the call for service, their role during the call, and other essential information that may be needed for further investigation or prosecution. All incident reports should be collected by the instructor and/or school director, evaluated, and stored for use during the **Testifying in Court** practical skills exercise.

#### 7. Directions for Grading

The instructors should use the evaluation criteria listed on the Practical Exercise Form to evaluate the students in each scenario they participate in, either as a contact or cover officer. Place an "S" in the adjacent space if the student performs



the listed activity satisfactorily. If the student performs unsatisfactorily indicate their poor performance by placing a “U” on the appropriate line. A student that receives an unsatisfactory in more than three of the listed activities fails the practical exercise. The instructor must document the deficiency in the comments section.

PILOT DRAFT

PILOT DRAFT

BLET: 21

Topic: **Hate Crimes** (8 Hours)

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
- B. Instructors should have experience conducting hate crime investigations and assisting prosecutors with related offenses. Instructors should also understand how hate crimes impact victims, the unique needs of hate crime victims, and the potential impact on communities.
- C. All students **MUST** be issued the most recent edition and supplements for *North Carolina Crimes: A Guidebook on the Elements of Crime*.
- D. Instructors must be familiar with and reinforce foundational content covered in the following lessons delivered **BEFORE** *Hate Crimes*:
1. *Criminal Investigations*
  2. *Responding to Crime Victims*
  3. *Communication and De-escalation Skills*
  4. *Interviews and Interrogations*
  5. *Arrest, Search, Seizure, and Constitutional Law*
  6. *Field Notes and Report Writing*
- E. The Basic Law Enforcement Training curriculum uses acronyms to facilitate the learning of significant concepts and methodologies for students. In this training lesson plan, several in-depth core concepts are necessary to assist the law enforcement officer with interviewing and interrogating persons, performing an appropriate and efficient investigation, and establishing effective victim-centered communication. Therefore, before delivering this content, the instructor should be thoroughly familiar with the **P.R.I.N.C.I.P.L.E.S.**, **P.R.I.D.E.S.**, and **R.E.S.P.E.C.T.** concepts. Additionally, to fully complement the holistic delivery of other core methods and material, instructors must be knowledgeable with and reinforce foundational content covered in the following lessons delivered before teaching *Hate Crimes*:
1. *Ethical Problem-Solving*
  2. *Communication and De-escalation Skills*
  3. *Arrest, Search, Seizure, and Constitutional Law*
  4. *Interviews and Interrogations*
  5. *Criminal Investigations*

6. *Responding to Crime Victims*
- 7 *Field Notes and Report Writing*

F. Instructors should research the jurisdiction where training is delivered to identify population demographics for protected classes. This includes relevant current events, news media articles, video clips, and local examples to emphasize concepts covered in this lesson. The following sources are for instructors to use at their discretion to enhance the delivery of content:

1. United States Department of Justice - Hate Crimes: Laws and Policies  
<https://www.justice.gov/hatecrimes/laws-and-policies>
2. United States Department of Justice – Community Relations Service: Resource Center  
<https://www.justice.gov/crs/crs-resource-center>
3. United States Department of Justice – Hate Crimes Resources  
<https://cops.usdoj.gov/hatecrimeresources>
4. United States Department of Justice – Hate Crimes  
<https://www.justice.gov/hatecrimes>
5. Anti-Defamation League: <https://www.adl.org/>
6. Human Rights Campaign: <https://www.hrc.org/>
7. Healthline – 64 Terms that Describe Gender Identity and Expression  
<https://www.healthline.com/health/different-genders>

G. Scenarios/practical exercises.

Near the end of this instruction, there will be up to seven scenarios for students to read, consider, and provide feedback to the class and instructor. These scenarios are designed to provide opportunities for students to take the content they have received and apply it to simulated real-world scenarios they might face as law enforcement officers. All names and circumstances used for the scenarios are entirely fictional. Any resemblance to any person or actual event is purely a coincidence. These exercises are utilized to reinforce concepts learned during the delivery of the content. The practical exercises are not evaluated as a pass or fail.

Scenario/practical exercise procedures include:

1. Instructors shall divide the class evenly into groups of one to five students. Instructors are encouraged to utilize all seven scenarios if possible and to create diverse student groups in gender, age, race, etc.
2. Instructors shall assign one scenario below to each group. Instructors should carefully select the assigned scenarios to provide an exchange of problems, ideas, and problem-solving among the students.

3. Instructors shall allow the groups 10-15 minutes to review their assigned scenarios and instruct them to answer the questions provided below for each assigned scenario.
  - a) Using only the facts and circumstances provided, was the act motivated by bias? Is it a [hate crime](#) or a [hate incident](#)?
  - b) Are there any [bias indicators](#) present?
  - c) What [protected class\(es\)](#) were involved in the incident?
  - d) What [offender type](#) may be involved?
  - e) What other potential information should law enforcement seek out to determine or further establish suspect motivation?
4. Instructors shall require each group to present their scenario and feedback to the overall class.
5. Instructors shall facilitate an open discussion with each group and assigned scenario.
6. Instructors are encouraged to utilize all seven scenarios if possible. However, based on class size, instructors may not need to assign all the scenarios for small BLET classes. Likewise, for larger BLET classes, an instructor may consider increasing the number of students per group beyond five students and utilize all seven scenarios.

PILOT DRAFT

BLET: 22

Topic: **Juvenile Laws and Procedures** (12 Hours)

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
- B. The instructor must be knowledgeable in juvenile law, procedures, developmental theories, and the dynamics of child abuse and neglect.
- C. Instructors are encouraged to invite local child protective services and juvenile court personnel to be guest speakers. The goal of an integrated juvenile justice system should be promoted throughout the lesson.
- D. AOC juvenile forms can be obtained from the following website: [www.nccourts.org](http://www.nccourts.org).
- E. It is important to emphasize to the class that when there is a suspicion or belief of neglect or abuse, it must be reported to the local county Department of Social Services (DSS). This is required by N.C.G.S. 14-318.6(g).

Officer discretion is the first link of diverting any juvenile from entering into the juvenile justice system. Discretionary factors that determine whether or not to charge a juvenile with a delinquent or undisciplined offense should be protection of the public's safety, seriousness of the offense, previous history with the juvenile, parental responsibility, and the juvenile's attitude and remorsefulness. These factors also should apply in conjunction with statutory requirements when a request for secure custody is requested. Agencies may also have policies that impact officer discretion.

PILOT DRAFT



BLET: 23

Topic: **Human Trafficking** (4 Hours)

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
- B. This lesson provides students with basic knowledge about human trafficking to include common indicators and resources available to law enforcement officers and victims. A list of resources compiled by the North Carolina Human Trafficking Commission can be found at the following website: <https://www.nccourts.gov/commissions/human-trafficking-commission/human-trafficking-commission-resource-list>.
- C. School Directors can schedule the same instructor to deliver *Human Trafficking*, *Domestic Violence Response* and *Sexual Assault* lessons. Using one instructor for all three (3) lessons can help make common connections between sexual assaults and human trafficking crimes.
- D. The Basic Law Enforcement Training curriculum uses acronyms to facilitate the learning of significant concepts and methodologies for students. In this training lesson plan, several in-depth core concepts are necessary to assist the law enforcement officer with interviewing and interrogating persons, performing an appropriate and efficient investigation, and establishing effective victim-centered communication. Therefore, before delivering this content, the instructor should be thoroughly familiar with the **R.E.S.P.E.C.T.** concept. Additionally, to fully complement the holistic delivery of other core methods and material, instructors must be knowledgeable with and reinforce foundational content covered in the following lessons delivered before teaching *Human Trafficking*:
  - 1. *Ethical Problem-Solving*
  - 2. *Communication and De-escalation Skills*
  - 3. *Arrest, Search, Seizure, and Constitutional Law*
  - 4. *Interviews and Interrogations*
  - 5. *Criminal Investigations*
  - 6. *Responding to Crime Victims*
- E. During classroom instruction for all topics within Module II: Criminal Investigations, students should simultaneously review the BLET lesson, the North Carolina Crimes book, and the applicable Cumulative Supplement to North Carolina Crimes content to implement a well-rounded understanding of the criminal investigation element to performing effectively as a law enforcement officer.
- F. Instructors must be familiar with and reinforce foundational content covered in the following lessons delivered BEFORE *Human Trafficking*:
  - 1. *Criminal Investigations*

2. *Responding to Crime Victims*
  3. *Communication and De-escalation Skills*
  4. *Interviews and Interrogations*
  5. *Arrest, Search, Seizure, and Constitutional Law*
  6. *Field Notes and Report Writing*
- G. The accredited school or agency **MUST** own or have access to the following and ensure the items are used during the delivery:
1. *North Carolina Crimes: A Guidebook on the Elements of Crime* and all cumulative supplements for each student
  2. BLET Video: Human Trafficking

BLET: 24

Topic: **Missing Persons** (4 Hours)

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
- B. This lesson supplements, and should be delivered **AFTER** *Human Trafficking, Juvenile Laws and Procedures*, and *Deceased Persons* lessons. It is not uncommon for human trafficking victims to be reported missing or for juveniles to run away. In some cases, a missing person may also become a death investigation.
- C. The Basic Law Enforcement Training curriculum uses acronyms to facilitate students' learning of significant concepts and methodologies. In this training lesson plan, several in-depth core concepts are necessary to assist the law enforcement officer with interviewing and interrogating persons, performing an appropriate and efficient investigation, and establishing effective victim-centered communication. Therefore, before delivering this content, the instructor should be thoroughly familiar with the **R.E.S.P.E.C.T.** and **P.R.I.D.E.S.** concepts. Additionally, to fully complement the holistic delivery of other core methods and material, instructors must be knowledgeable with and reinforce foundational content covered in the following lessons delivered before teaching *Missing Persons*:
1. *Ethical Problem-Solving*
  2. *Communication and De-escalation Skills*
  3. *Arrest, Search, Seizure, and Constitutional Law*
  4. *Interviews and Interrogations*
  5. *Criminal Investigations*
- D. When reviewing N.C.G.S. criminal offenses covered in the lesson, students should also use the required *North Carolina Crimes: A Guidebook on the Elements of Crime* and *Cumulative Supplement to North Carolina Crimes*. Instructors are encouraged to review and discuss the book's contents and supplement during classroom delivery.
- E. Instructors must be familiar with and reinforce foundational content covered in the following lessons delivered **BEFORE** *Missing Persons*:
1. *Criminal Investigations*
  2. *Interviews and Interrogations*
  3. *Field Notes and Report Writing*
- F. Practical Exercise – Skills Building (**Not Evaluated**)

At the end of content related to entry criteria for missing person alerts through the North Carolina Center for Missing Persons, the instructor shall provide the students with the four scenarios of missing persons listed below. The students will consider the elements

provided by the instructor (in the scenario) and determine (1) the exigency of the missing person and (2) which missing person alert (AMBER Alert, Missing Endangered Alert, etc.) is applicable based on the provided elements.

Instructors shall conduct a practical exercise to test the students' understanding of which alert entry applies based on provided criteria in a scenario. This will not only assist the students with understanding which Alert notification might apply, but it can also help them understand the determination of exigency in details and circumstances which might require more intensive investigations by advanced investigators. The exercises also differentiate between NCIC entries and the requests for missing person alerts through the North Carolina Center for Missing Persons. Instructors should divide the class into four equal groups and assign each group one of the four provided scenarios and the three applicable questions to answer related to that scenario. Allow the groups five minutes to review the scenario and answer all three of the questions. Then, have each group present their scenario and their responses to each question. The instructor is provided the scenarios and answers to consider below. The Instructor will read the scenario and the questions applicable to each group, since they are NOT provided the scenario or questions to prevent pre-completion of the exercise by students.

1. **Scenario #1**

Terry Deans, a 62-year-old retired male, is reported missing by his wife. The wife reported visiting her sister for a few days and returned home to find Terry gone and a note on the table stating that he had left home, would be filing for divorce, and to not contact him anymore. The wife insists that Terry would never leave her and requests the officer to investigate and provide her with his new location. The officer determines that the only property missing from home is Terry's vehicle, medicine, his cellular device with charger, and most of his clothes, wallet, and jewelry. There is no forcible entry to the apartment, and all of the wife's property, including jewelry and cash, is untouched. The wife reports that Terry has no cognitive disorders or significant health problems.

a) **Is there an exigency to Terry's disappearance?**

Based on the provided details, there is no evidence to suggest any exigency in this case.

b) **Which Alert applies to Terry's disappearance?**

Based on the provided details, Terry would not meet the criteria for entry as a missing person alert.

c) **What actions should the officer take?**

The officer should refer to agency policy to ensure any specific required actions are taken, such as an initial report. Additionally, the officer can attempt to contact Terry on his missing cellular phone. Leave a message if there is no answer. There is insufficient evidence to substantiate exigency, so tracing the phone would not be an option, no immediate entry into NCIC is applicable, and this does not meet entry criteria as a missing person alert (at this time).

2. **Scenario #2**

An officer responds to a disturbance call. Upon arrival, Cindy Lou, distraught and emotional, reports that she stopped at her nephew's house to drop off a gallon of milk and left her car parked while running on the streetside with her 4-year-old daughter Vicki inside. The female stated that, standing at the home's front door, she observed a white male, wearing a black shirt and pants, enter her car and drive off with her daughter still inside. The female does not know the white male and tried to chase her car down the street on foot but lost sight of the car.

a) **Is there an exigency to Cindy's incident?**

Based on the provided details, evidence does suggest an exigency in this case.

b) **Which Alert applies to Vicki's disappearance?**

Because (1) Vicki is less than 17 years old, (2) is now missing, (3) the event appears to be an abduction by someone other than a parent, and (4) the child is believed to be in danger of injury or death; this qualifies for both NCIC entry as "**Missing – Endangered**" and an alert entry as an "**AMBER Alert.**"

c) **What actions should the officer take?**

(1) As soon as feasible, the officer should broadcast a *BOLO* to all area units: a detailed description of Cindy's vehicle, including the registration plate; a detailed description of the suspect; a detailed description of Vicki. (2) Request assistance from a specialized investigator/unit. (3) Complete the initial incident report and request the communication center to enter Vicki into NCIC as "**Missing – Endangered.**" (4) Request the communication center submit a request for an **AMBER Alert**. (5) Coordinate updates and information to the units in the field attempting to locate the vehicle/suspect/missing and assist the specialized investigators as needed.

3. **Scenario #3**

An officer responds to an address and meets with the reporting party, Mr. John lam. John reports that his neighbor, Barbara, has not been seen or answered her phone for 6 days. Mr. lam states that Barbara is about 80 years old and lives next door with her adult son, Jimmy.

The officer goes next door to Barbara's home, where Jimmy comes to the door and acknowledges that his mother told him she was tired of staying with him and was leaving home over a week ago. Jimmy also reports that his mother suffers from Bipolar disorder, but he was not worried about her well-being because she was mentally okay when she left walking, so he didn't think anything else.

The officer asks Jimmy if he can walk around the house, and Jimmy consents. The officer notices that Barbara's car was still parked in the driveway, and the furniture, carpet, and bedding/mattress were removed from Barbara's bedroom. There is a

strong odor of Clorox inside the home, and when asked why Jimmy hadn't notified law enforcement about his mother being missing for several days, he replied that she was mean to him and he hoped she didn't come back.

a) **Is there an exigency to Barbara's disappearance?**

Based on the provided details, the evidence does not suggest an exigency in this case.

b) **Which Alert applies to Barbara's disappearance?**

Although reasonable suspicion may be developing that foul play could be at hand, at this time, Barbara only meets the criteria for entry into NCIC as missing. No Silver (or other) Alert is applicable.

c) **What actions should the officer take?**

(1) As soon as feasible, the officer should request assistance from a specialized investigator/unit since foul play may occur.  
(2) The officer should remain focused on completing the initial incident report and request the communication center to enter Barbara into NCIC as **Missing Person - Disability**. (3) Since Barbara has been missing for longer than 72 hours, her disappearance would not meet the criteria for an alert.

4. **Scenario #4**

A law enforcement officer responds to a domestic disturbance call. Upon arrival, the officer is met by Patricia Maul. Patricia reports that her sister, 19-year-old Francis, was arguing with her boyfriend because she was breaking up with him. At one point, the boyfriend slapped Francis knocking her to the ground. He then grabbed her, told her that if he could not have her - no one else would, and forced her outside and into his car. The two were last seen traveling east from the home. The sister reports that she has tried calling Francis, but the cellular phone just rings with no answer. She also reported that the boyfriend is typically aggressive and unstable, and she is very concerned for her sister's safety.

a) **Is there an exigency to Francis' disappearance?**

Based on the provided details, the evidence does suggest there is an exigency in this case.

b) **Which Alert applies to Francis' disappearance?**

Because (1) Francis is 19 years old, (2) is now missing, (3) the event appears to be an abduction, and (4) the missing person may be endangered; this qualifies for both NCIC entry as **Missing - Involuntary** and an alert entry as an "**Ashanti Alert**."

c) **What actions should the officer take?**

(1) As soon as feasible, the officer should broadcast a BOLO to all area units: a detailed description of the boyfriend's vehicle with the possible destination, a detailed description of the suspect, and a detailed description of Francis. (2) Request immediate assistance from a specialized investigator/unit. (3) Complete the initial incident report and request the communication center to enter Francis into NCIC as **Missing - Involuntary**. (4) Request the communication center submit a request for an **Ashanti Alert**. (5) Coordinate updates and information to the units in the field attempting to locate the vehicle/suspect/missing and assist the specialized investigators as needed.

PILOT DRAFT

PILOT DRAFT



BLET: 25

Topic: **Deceased Persons** (4 Hours)

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
- B. The purpose of this lesson is to train students on how to protect crime scenes and gather preliminary evidence for deceased-person investigations. This lesson covers typical responses to deceased person calls that a uniform patrol officer with less than five (5) years of on-the-job experience must be able to recognize on sight or immediately during the preliminary investigation. It is not intended or designed to teach students how to investigate intentional deaths systematically. Murder and manslaughter crimes are typically assigned to experienced detectives with advanced training.
- C. The same instructor may deliver this lesson and the *Missing Persons* lesson because a missing person may become a death investigation. Instructors must be familiar with and reinforce foundational content covered in the following lessons delivered **BEFORE** *Deceased Persons*:
1. *Criminal Investigations*
  2. *Responding to Crime Victims*
  3. *Communication and De-escalation Skills*
  4. *Interviews and Interrogations*
  5. *Arrest, Search, Seizure, and Constitutional Law*
  6. *Field Notes and Report Writing*
- D. The Basic Law Enforcement Training curriculum uses acronyms to facilitate the learning of significant concepts and methodologies for students. In this training lesson plan, several in-depth core concepts are necessary to assist the law enforcement officer with interviewing and interrogating persons, performing an appropriate and efficient investigation, and establishing effective victim-centered communication. Therefore, before delivering this content, the instructor should be thoroughly familiar with the **R.E.S.P.E.C.T.** and **P.R.I.D.E.S.** concepts. Additionally, to fully complement the holistic delivery of other core methods and material, instructors must be knowledgeable with and reinforce foundational content covered in the following lessons delivered before teaching *Deceased Persons*:
1. *Ethical Problem-Solving*
  2. *Communication and De-escalation Skills*
  3. *Arrest, Search, Seizure, and Constitutional Law*
  4. *Interviews and Interrogations*
  5. *Criminal Investigations*

6. *Responding to Crime Victims*

- E. During classroom instruction for all topics within Module II: Criminal Investigations, students should simultaneously review the BLET lesson, the North Carolina Crimes book, and the applicable Cumulative Supplement to North Carolina Crimes content to implement a well-rounded understanding of the criminal investigation element to performing effectively as an entry-level law enforcement officer.

PLOTT DRAFT

BLET: 26

Topic: **Testifying in Court** (16 Hours)

*Lecture: 8 Hours*

*Practical Exercises: 8 Hours*

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
- B. The instructor should be familiar with the local court system where students will be working as law enforcement officers.
- C. The eight (8) hours of classroom instruction can be delivered at any time after *Criminal Investigations*. However, the eight (8) hours allocated for skills testing (i.e., mock trial) **MUST** be administered **AFTER** all Module II: Criminal Investigation and Module III: Traffic Investigation lessons have been delivered. Investigative reports and citations completed by students during Module II lessons and motor vehicle stops provide the foundation for mock trial testimony during direct examination and cross-examination. Contact the School Director for scheduling.
- D. Depending on the number of students, additional personnel may be required to allow all students to participate equally in both exercises. If this occurs, it is recommended that more than one “court session” be held at the same time. This will require at least twice the resources on the scheduled practical skills date or a second scheduled day for the practical skills development.
- E. The BLET Testifying in Court practical exercise form **MUST** be retained in each student's permanent file.
- F. The mock trial exercise requires significant planning by instructors and School Directors. Finding a courtroom, judge, district attorney, and defense attorney are essential for mock trial success. With advance notice, attorneys, and judges are generally willing to participate because the mock trial exercise provides them with an opportunity to meet new law enforcement officers coming to their jurisdiction. Facility and personnel requirements for the mock trial exercise are as follows:
  - 1. Courtroom. An actual courtroom is the preferred setting. Other suitable options include city council chambers, community centers or large meeting rooms that can be made to look like a courtroom. To ensure all students receive equal time testifying, more than one courtroom may be needed for larger BLET classes. Administering simultaneous mock court exercises also requires additional instructors, judges and attorneys. Courtroom facility scheduling should be done well in advance.
  - 2. Judge. A sitting district court judge is preferred. Other options include local attorneys who regularly handle cases in district court. The mock trial judge must know how to apply the rules of evidence, moderate the trial, and overrule or sustain attorney objections.

3. District Attorney. A current or former assistant district attorney is preferred. Other options include local attorneys who regularly handle cases in district court. The district attorney is needed to conduct a thorough direct examination of every student officer. The district attorney should be provided with a copy of the Testifying in Court lesson in advance so they can review and reinforce concepts covered.
4. Defense Attorney. An attorney who regularly handles criminal and traffic cases in district court is preferred. Other options include an assistant district attorney. The defense attorney is needed to conduct a thorough cross-examination of every student officer. The defense attorney should be provided with a copy of the Testifying in Court lesson in advance so they can review and reinforce concepts covered.
5. Jury and Court Room Observers. Instructors may use students to serve as jury members and courtroom observers. All students should remain in the courtroom for the entire mock trial exercise because they can learn by watching peers testify.
6. Resources: A Bible and copies of N.C.G.S. Chapter 14 (criminal laws), Chapter 15A (criminal procedures), and Chapter 20 (motor vehicle laws) must be available.
7. Cases: Students must submit copies of all investigative reports and citations completed during Module II lessons and motor vehicle stops to the instructor. Students must be prepared to testify in all cases where a report or citation was submitted for Module II lessons and motor vehicle stops. However, the instructor will randomly select one (1) criminal case report and one (1) traffic citation completed by the student. The student is required to testify in both cases selected by the instructor.
8. Trial: Provide the assistant district attorney with a copy of the student's criminal investigation report and traffic citation. Each student should have their own copy available to assist with testimony if needed. Students must wear a full-duty uniform if issued or appropriate courtroom attire (e.g., business suit).

The student is the only witness in each case. He or she must swear or affirm to provide truthful testimony. Students are not permitted to make up or testify to any facts beyond what is contained in the investigative report or citation.

Direct and cross-examinations by attorneys are used to reinforce concepts covered in the lesson. This includes, but is not limited to using effective body language, speaking clearly, answering questions clearly and concisely, looking at the jury or judge when answering questions asked by attorneys, and managing the cross examination.

9. Grading: This exercise is formally graded using the "Courtroom Testimony Skills Test" grading rubric. The student must earn an "S" (Satisfactory) rating in all applicable skill areas to pass. Provide students with relevant feedback immediately after they testify in each case. Ask the judge, district attorney, and defense attorney to provide feedback.

Instructors should consider recording students testifying on video to enhance feedback and facilitate discussion.

## Module III

### Traffic Investigations

Module III provides students with foundational best practices for conducting motor vehicle investigations, from the initial stop to testifying in court. With some exceptions identified below, most Module III topics can be delivered in any order.

**PILOT DRAFT**

PILOT DRAFT

BLET: 27

Topic: **Motor Vehicle Laws** (20 Hours)

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
- B. This is a complex block of instruction, and the instructor must provide examples to clarify the material. For that reason, only a person familiar with Motor Vehicle Law should be used to teach this block, especially one who can encourage and answer questions and has experience in the application of these laws..
- C. *Motor Vehicle Laws* **MUST** be the first Module III topic delivered.
- D. Each student **MUST** have a copy of Chapter 20 of the General Statutes and should be encouraged to refer to the statutes as the material is being covered.
- E. Given the length and complexity of materials, students should read the BLET lesson in advance.
- F. Several Administrative Office of the Courts (AOC) forms are referenced throughout this lesson and provided as a handout. The current versions of AOC forms can be obtained from the Judicial Branch Forms page <https://www.nccourts.gov/documents/forms>.

PILOT DRAFT



BLET: 28

Topic: **Traffic Law Enforcement** (24 Hours)

*Lecture: 8 Hours*

*Practical Exercises: 16 Hours*

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
- B. *Law Enforcement Driver Training* **MUST** be delivered in its entirety **BEFORE** this lesson.
- C. Instructors should possess extensive knowledge and practical experience in traffic enforcement, including control and direction, speed detection, motor vehicle laws, and vehicle stops. Additionally, using many role players and instructors with expertise in traffic stops and law enforcement duties would benefit the student's learning experience for this block of instruction.
- D. Instructors should possess exceptional communication skills and emphasize the importance of these abilities when making contact with traffic violators. Specific emphasis should be placed on facilitating positive interactions between drivers and law enforcement personnel during traffic stops.
- E. Instructors must reinforce foundational content covered in the *Communication and De-escalation Skills* lesson. Many of the strategies and concepts outlined in *Communication and De-escalation Skills* can be applied to this lesson and practical exercises. Instructors should also review the *Communication and De-escalation Skills* lesson plan before delivering this instruction block. Many of the strategies and concepts outlined in the *Communication and De-escalation Skills* block can be applied to this lesson and its practical exercises. Instructors may consider implementing a practical exercise that also requires proper de-escalation techniques. The instructor may, for example, wish to incorporate a verbally uncooperative driver during the traffic stops exercise that requires the student officer to utilize de-escalation techniques to achieve compliance with directives.
- F. Instructors should notify students that content related to DWI Detection and Standardized Field Sobriety Testing (SFST) will be covered in the *Standardized Field Sobriety Testing (SFST)* lesson. Specialized SFST Instructors will deliver that topic block in its entirety.
- G. Instructors must administer practical exercises. Additional personnel (e.g., instructors, role players) and resources may be needed to administer practical exercises and skills tests in the sixteen (16) hours allocated.
- H. Safety precautions outlined in the 'Instructor' lesson must be followed when administering practical exercises and skills tests. This includes but is not limited to conducting safety briefings and inspecting all weapons.
- I. The accredited school or agency **MUST** own or have access to the following and School Directors must ensure these items are used during the delivery:
  - 1. BLET Video: Techniques of Traffic Law Enforcement

2. Marked patrol cars with blue lights, siren, radio, and PA system
  3. Civilian (or suspect) vehicles
  4. Road flares
  5. Reflective traffic vests for each student
  6. Duty belt with gear (e.g., handcuffs, flashlight, whistles; training weapons) for students engaged in practical exercises and skills tests
  7. Copies of blank North Carolina uniform citations
- J. The following BLET forms **MUST** be retained in each student's permanent file:
1. Unknown Risk Stop Practical Exercise
  2. High-Risk Stop Practical Exercise
- K. Instructional and Evaluation Phases for the Practical Exercises in Traffic Law Enforcement

Similar to other BLET topics of instruction, there is a specific process to follow in delivering practical exercises and evaluating student performance. The practical exercise training phases are:

1. Instructional Phase

Instructors shall teach the students proper traffic stops using the lesson plan content as the template. Instructors must also demonstrate the proper methods after the lecture has been covered in the classroom but before the evaluation phase begins.

2. Evaluation Phase

After the instructional phase has concluded, students must now demonstrate their ability to conduct proper traffic stops according to the content, lecture, and demonstration provided during instruction. Instructors will utilize the provided evaluation forms for each student applying to that particular scenario (day or night known or unknown risk traffic stops - Tire Change - etc.).

3. Remedial Phase (If applicable)

In the event of a failure during the evaluation phase, the School Director may allow one opportunity for Re-Evaluation. If so, the instructor must conduct a remedial session with the student that clearly identifies any unsatisfactory performance and how to correct it. This might include having the student observe other successful students during their testing in addition to individual instruction with the student. This must occur during the same topic delivery period.

4. Re-evaluation Phase (If applicable)

After the remedial phase is completed, the re-evaluation will be delivered. This will be another delivery of the evaluation phase setup similar to the failure scenario. It must occur during the same topic delivery period. Instructors shall use a new evaluation form applicable to that exercise topic (day or night known or unknown risk traffic stops - tire change - etc.). Instructors shall write at the top of the evaluation form that it is a “RE-EVALUATION ATTEMPT.” This form shall be stapled to the original evaluation form showing a failure and become part of the student's file.

L. Conducting the Practical Exercises

Traffic Law Enforcement contains several scenario-based practical training sessions. Students must be presented with the “**Traffic Law Enforcement Practical Exercise Safety Instructions**” handout and acknowledge, through signing the form, that they understand the safety instructions and agree to abide by them. The instructor shall retain signed copies of the forms in the student’s permanent file.

1. North Carolina Uniform Citation Practical Exercise

In conjunction with the classroom instruction on citations, students must complete the North Carolina Uniform Citation Practical Exercise. While most officers will utilize the Brazos software to create and issue electronic citations in the field, schools are generally not able to complete “practice” electronic citations within BLET using the software. Typically, agencies will include this as part of their internal field training program. Therefore, BLET traffic law enforcement training will focus on handwritten citation procedures, including the practical exercise.

**The instructor is responsible for creating various elements for students to practice completing the Uniform Citation.** These elements include creating realistic scenarios that meet the minimum standards listed below, developing sample copies of driver’s licenses and registration cards, etc. It should be noted that a sample driver’s license and registration card are provided in the instructor handouts, where you can simply revise necessary information (expiration dates, addresses, etc.)

**Instructors shall incorporate into the exercise scenarios chargeable aspects the students will need to take enforcement action.**

Instructors shall follow the training phases listed in item seven (7) of the instructor notes for this exercise. Each student must complete a minimum of two different scenarios in the practical exercise instructional phase that encompasses some variation of the following: The student at some point must charge 1) at least one infraction, 2) at least one misdemeanor offense, and 3) at least one charge must be handwritten on the citation (not a pre-provided charge). Once the student has completed the instructional phase consisting of two practice completions with feedback from the instructor on their performance, the instructor should deliver the evaluation phase.

During the evaluation phase, the student will write one citation for evaluation that must use at least two of these three elements. The instructor may have one citation (scenario) with a misdemeanor and an infraction charged on the same citation,

where one of the offenses is a handwritten charge. The student must also complete the Notice to Defendant located on the reverse of the defendant's copy accurately and must adequately explain the notice to the instructor.

Students must have the following items for the Uniform Citation Practical Exercise:

- a) Instructor/School provided materials
  - (1) Practical Exercise Fact Situation.
  - (2) A photocopy of the sample driver's license and vehicle registration card.
  - (3) A copy of the Motor Vehicle Laws - Chapter 20. (Students should have this book as part of the BLET required books.)
- b) Curriculum Package provided materials
  - (1) Blank copies of a Uniform Traffic Citation.
  - (2) TRAFFIC OFFENSES FOR WHICH COURT APPEARANCE IS MANDATORY
  - (3) TRAFFIC OFFENSES FOR WHICH COURT APPEARANCE MAY BE WAIVED
  - (4) Performance Evaluation form – Citation Completion

2) Vehicle Stops Practical Exercise

**Instructor(s) must complete a performance evaluation on each student for both unknown and known risk stops during both day and night settings. See the Instructor handout file for provided evaluation forms. Additionally, as a practical exercise in this block of instruction, instructors must follow the practical exercise training phases as listed in item seven (7) of the instructor notes.**

- a) The following basic guidelines for the Unknown and Known-Risk practical exercises for vehicle stops will be followed.
  - (1) Exercises should be conducted after the lecture has been completed.
  - (2) Exercises must be conducted in light and darkness to ensure students are exposed to various environmental conditions associated with each scenario.
  - (3) Various suspect vehicle types should be used (i.e., compact cars, sedans, sport utility vehicles, and vans).
  - (4) Students engaged in practical exercises must wear a duty belt with a holster, training weapon(s), handcuffs, flashlight, and radio.

Training weapons are props or training aids that are used in scenario-type training events. Training weapons, such as polymer molded firearms with no loading or firing mechanism or weapons rendered safe to the point that they cannot be loaded and fired, must be used. Weapons rendered safe have had modifications such as barrel plugs or inserts that will not allow the loading of lethal ammunition, firing pin removal, etc. Training weapons **must** be marked and physically inspected by the instructor for each training session to ensure the integrity of a safe training environment.

- (5) Instructors may incorporate a variety of props into the exercise (empty beer bottles/cans, contraband, weapons, incorrect registration cards, etc.) to evaluate student awareness.
- (6) During unknown risk stops, students should be required to complete a Uniform Citation when applicable.
- (7) Students must call in known and unknown risk stops using a radio and proper procedures.
- (8) Role-play scenarios should be scripted to ensure all students are exposed to identical circumstances and to prevent ad-libbing by role-players. Scenarios should include a variety of circumstances, including, but not limited to, speeding, stop sign violations, failure to wear a seatbelt, etc.
- (9) School Directors may consider having a certified *Compliance and Control Techniques* instructor on-site during traffic stop practicals to address techniques related to physical non-compliance from the driver. Additionally, the safety of the students, role players, and training staff during the training event must be maintained **at all times** by the School Directors and instructors. Everyone should be acutely focused on safety as part of the training environment during all BLET deliveries.
- (10) It is critical to acknowledge that many agency policies will identify different setup requirements for patrol vehicles and officers during known risk traffic stops. These policies, and vehicle/officer positions, can vary greatly. Likewise, the geographical location where the traffic stop occurs may not be conducive for the setup and positions discussed in this lesson plan. Therefore, students are provided this content as one standardized method to position primary and backup patrol vehicles, while understanding this procedure may be altered by agency policy or regional best practices once employed by a law enforcement agency.

**For BLET deliveries presented by agency schools, the School Director may permit the adjustment of the precise positions of patrol vehicles and officers to match their agency policy.** The evaluation forms are developed using generic grading perimeters that can adjust to agency specifics in this area. For BLET deliveries

where no standard operating procedure exists for known risk traffic stops, utilize the content provided here as a standardized method. Instructors will ensure all students are aware that specific positioning of patrol vehicles and officers might vary with different agencies or regions of the state.

- (11) **SPECIAL NOTE:** In addition to using typical law enforcement vehicles in the above scenarios, instructors may want to consider demonstrating how to conduct vehicle stops using unmarked or *slick-top* law enforcement vehicles or those without roof-mounted lightbars. Training applications, especially during nighttime stops, are much different for unmarked or *slick-top* vehicles because of limited equipment aids (takedown and alley lights, A-post spotlights, etc.).

(12) Scenario-Based Training Recommendations

School directors may consider implementing the following aspects of traffic stop scenarios to enhance the training experience:

- (a) Script various traffic stop scenarios that include passive violators and uncooperative but non-assaultive violators.
- (b) Provide opportunities for students to utilize de-escalation techniques using effective communication strategies, as discussed in the **Communication and De-escalation Skills** topic block.
- (c) Instructors may consider including a scenario where the driver of the vehicle being stopped flees on foot (jump and run) while other occupants remain in the vehicle. Instructors should incorporate officer safety training into the scenario.
- (d) Student, staff, and participant wellness and safety are paramount considerations when conducting scenario-based training exercises.

- (13) During the practical exercise instructional phase, instructors must demonstrate the proper mechanics of conducting: unknown-risk traffic stops, known-risk traffic stops, and vehicle searches incident to arrest and through developing probable cause. This demonstration should agree with and complement the content provided in the lecture. Demonstration traffic stops should be altered by changing the number of occupants in the suspect vehicle, attempting to flee the stopped vehicle, armed occupants, unarmed occupants, uses of various vehicles such as vans, trucks, station wagons, compact cars, etc. Instructors are encouraged to utilize students as officers so they get hands-on experience in varying circumstances. The more scenarios that are used as instructional demonstrations, the more the students will learn. **However, the scenario used during the practical exercise evaluation phase should remain similar for each student so standardization of grading is ensured.** For

example, when evaluating students, instructors may wish to utilize 1) one suspect vehicle, 2) Two suspects as occupants, with one being verbally non-compliant, and 3) alternate between one hidden contraband or weapon at different locations inside the vehicle or no hidden item at all for every student.

b) Conducting the unknown risk stop exercise.

A site with no congestion should be selected, either pedestrians or vehicles. While students are involved in the vehicle stops, the remainder of the class should be positioned near the stop site to observe classmates performing the stops. The instructor should caution all students to remain quiet during the exercise so that the commands are audible and to ensure the students' concentration in the exercise. This instruction to observing students should also apply to the known stop exercise. One (1) student, one (1) patrol vehicle and a minimum of one (1) suspect and the suspect vehicle must be used.

**The one (1) student should receive no more than three (3) fails on the evaluation form to successfully complete the minimum expectations for the unknown-risk traffic stop exercise.**

Student(s) shall be evaluated on the proper:

- (1) Vehicle Approach / Telecommunicator Information
- (2) Patrol Vehicle Positioning
- (3) Officer Approach
- (4) Offender Control
- (5) Enforcement Activity
- (6) Departure

c) Conducting the known-risk stop exercise.

Known risk stops should incorporate a variety of scenarios for the class to benefit from each different situation. Two (2) students, two (2) patrol vehicles, and a minimum of one (1) suspect and the suspect vehicle must be used.

**Two (2) students will work jointly to accomplish this exercise. The pair of students should receive no more than three (3) fails on the evaluation form to successfully complete the minimum expectations for the known-risk traffic stop exercise.**

Each exercise is not over until all suspects have been removed from the suspect vehicle, cuffed, searched, secured, and the suspect vehicle has been searched and secured. Instructors should remember that the object of



this block of instruction is to teach proper procedures for conducting vehicle stops, not to conduct a shoot - don't shoot situation. Individuals serving as suspects should only attempt to fire a training weapon when there is an apparent lapse in attention to safety by the officers engaged in the stop.

A critique should be done after each stop so that officers will be aware of any mistakes made or hear recommendations on how a task might have been performed better or safer. Stress the importance of safety precautions. Students shall be evaluated on the proper:

- (1) Vehicle Approach / Telecommunicator Information
- (2) Patrol Vehicle(s) Positioning
- (3) Offender Control
- (4) Enforcement Activity

- d) It will expedite the exercises if the class is divided in half. One half will conduct the unknown risk stops, while the other half will conduct the known risk exercises. After each group completes the first set of exercises, the students should switch groups until every student has completed both the known and unknown risk exercises. If the groups are split, a minimum of two (2) instructors, one (1) at each scene, is needed to facilitate the scenarios and conduct the feedback sessions.

### 3. Vehicle Searches

Instructors must incorporate Learning Objective #9 (demonstrate the proper method of searching a vehicle under independent probable cause and incident to arrest after) in the "Vehicle Stops Practical Exercise" in all applicable traffic stop scenarios. You could accomplish this by concealing simulated paraphernalia, weapons, or other items of interest within searchable areas.

### 4. Tire Change Exercise

A common need by the motoring public involves vehicle malfunctions and being stranded along the highway. Often this is explained by a flattened tire. While some agency policies may not permit changing a citizen's vehicle tire, other agencies may offer this service to the citizenry. Officers who experience this malfunction on their patrol vehicles will undoubtedly need the skill set to assist themselves. Therefore, instructors must demonstrate the tire change to the class as part of the instructional phase and then evaluate each student on their ability to change a tire during the evaluation phase using the provided evaluation form.

- a) Instructors must discuss safety-related concerns with the students during the exercise. For the exercise, this includes having no part of the instructor or student's body on or under the vehicle during lifting, standing, or lowering of the vehicle. For real-world applications of this technique, students should be made aware that stranded motorist calls involving flat tires will often occur at the roadside. In these circumstances, officers must ensure that the motorist



is safe, the officer's patrol vehicle is positioned correctly, and the emergency lights are utilized appropriately to create the safest area to work while remaining out of the roadway. Finally, it should be discussed that agency policy may restrict or deny changing a tire not owned by the city or county, and officers must strictly follow that policy.

- b) Instructors must identify and discuss the various components of a tire change, including the tire, rim, hubcap (if applicable), lug nuts, vehicle jack or lift, jack handle, lug wrench or tool, and gloves. This should include a discussion on locating the vehicle's components, such as the owner's manual, searching the trunk compartment, etc.
- c) The exercise must include each student performing a tire change. This should include demonstrating the ability to:
  - (1) Remove the hubcap (if applicable),
  - (2) Loosen the lug nuts on the simulated flat tire rim,
  - (3) Properly place the jack and lift the vehicle to the appropriate height,
  - (4) Remove the simulated flat tire and rim,
  - (5) Replace with a properly inflated spare tire,
  - (6) Lower the vehicle,
  - (7) And a proper tightening of the lug nuts.
- d) Instructors can present this practical exercise when most convenient for the block delivery but after the lecture/content delivery. Doing so before or after running the traffic stop practical exercises may be advantageous since BLET training vehicles are already accessible.

#### L. Instructor Demonstrations

Instructor demonstrations are student learning opportunities for the instructor to demonstrate a skill set where students are not evaluated. If time allows, students should be allowed to practice their skills with feedback provided by the instructor. In Traffic Law Enforcement, there are three such demonstration opportunities.

##### 1. Speed measurement

It is recommended that the instructor take groups of the class into the field and demonstrate the correct procedure for pacing another vehicle using the patrol vehicle's speedometer based on the information provided in the lesson plan. The instructor may consider placing three to four students in a training patrol vehicle and demonstrating the act of accurate pacing. Having an instructor who is a certified operator with the same-direction RADAR to measure the *violator's* speed can also help establish credibility in the method and demonstration.

2. Traffic direction and control

The section on Traffic Direction and Control primarily demonstrates signaling techniques through instructor demonstration. Take time to ensure that each student understands the proper signaling methods and incorporate hand signals with whistle signals as well.

If additional time is available, you can enhance the lesson by placing students in an *intersection* and supervising their direction in real-world scenarios. To promote safety, School Directors must ensure that any students or training staff on or near an active roadway or thoroughfare must wear reflective traffic vests.

Although this is not a long section and not complicated, it imparts skills that are widely used and should be emphasized. Students should know that directing traffic can be very dangerous.

3. Traffic flares

The instructor should demonstrate how to light and place a flare on a roadway based on the information provided in the lesson plan. To promote learning, the instructor may allow a student(s) to light and place a flare as time allows.

BLET: 29

Topic: **Traffic Crash Investigations** (24 Hours)

*Lecture: 8 Hours*

*Practical Exercises: 16*

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
- B. Instructors with extensive experience in traffic crash investigations are strongly recommended to deliver the lecture and practical exercises.
- C. To fully complement the holistic delivery of other core methods and materials, instructors should be knowledgeable with and reinforce foundational content discussed in the following lessons delivered before teaching *Traffic Crash Investigation*:
  1. *Motor Vehicle Law*
  2. *Interview and Interrogation*
  3. *Explosives and Hazardous Materials Emergencies*
- D. Instructors must administer practical exercises and a skills test. Additional personnel (e.g., instructors, role players) and resources may be needed to administer the practical exercises in the sixteen (16) hours allocated.
- E. Instructors will need ample outdoor space for staged crash scenes. Instructors may stage crash scenes in parking lots or service roads where there is little or no traffic. Instructors shall ensure the safety of all staff, students, and passerby traffic when setting up and delivering the scenario-based practical exercises and skills tests.
- F. The accredited school or agency **MUST** own or have access to the following and School Directors must ensure these items are used during the delivery:
  1. BLET Video: Traffic Crash Investigations
  2. DMV-349 Instruction Manual and Crash Report forms for all students; available at: <https://www.nhtsa.gov/document/north-carolina-dmv-349-instruction-manual-rev-62013>
  3. Crash drawing templates
  4. Measuring devices up to 300 feet
  5. Chalk, lumber crayon, or spray paint
  6. Civilian motor vehicles for staged crashes
- G. **The BLET Traffic Crash Investigation Practical Exercise form MUST be retained in each student's permanent file.**

## H. Required Materials

1. The most current version of the DMV-349 Crash Report and Instruction Manual.

This document can be downloaded at:

<https://connect.ncdot.gov/business/DMV/DMV%20Documents/DMV-349%20Instructional%20Manual.pdf>

Delivering instructors should be experienced in using the DMV-349 and trained in its use. The most current version of the DMV-349 Instruction Manual is available at the above link. **School Directors or instructors should access the current manual version by visiting the hyperlink provided, print manuals for each student and instructor (if preferred), and provide those copies to the students to ensure they are training from the most up-to-date version. Alternatively, instructors and students may utilize the electronic version if appropriate.**

2. "Civilian" vehicles used for "staged" crash scenes.
3. When possible, instructors are encouraged to use actual photographs of crash scenes to illustrate concepts. However, instructors must be sensitive while showing potentially graphic images from local investigations or cases, such as decedents or severely injured human bodies. There may be family members enrolled in your BLET that could be offended by the viewing of the pictures. Instructors shall also adhere to their agency policy on distributing and displaying photographs from crash/crime scenes.

## I. Practical Exercises

1. Students will go through the following sequence of training phases: Instruction, then Evaluation, then, if necessary, Remedial, followed by Re-evaluation.
  - a) Students must score satisfactory in 75% or higher of the evaluated skill sets to pass.
  - b) Remediation occurs only if a student fails to successfully demonstrate 75% or higher of the desired skills during the practical exercise evaluations in the evaluation phase. Any student who fails the evaluation phase will have one opportunity for remediation (and re-evaluation), but the School Director must approve that one opportunity.
  - d) Re-evaluation. This phase is the process of re-evaluating those students who were provided a remedial phase by the School Director. Instructors will deliver the re-evaluation practical exercise similarly to the failed evaluation practical exercise. However, some aspects may be adjusted. For example, the vehicles, specific location, drivers/passengers, etc., may be (and should be) adjusted as needed during the re-evaluation since the procedures used by the student are under evaluation. If provided a re-evaluation attempt, the instructor will indicate at the top of a "clean" evaluation form that the attempt is for "re-evaluation."

Students are to be given feedback immediately after the exercises are completed. The student's performance must be indicated on the skills sheet for the evaluated scenario. The instructor shall submit each student's practical exercise evaluation form to the School Director, which becomes part of the student's permanent file.

## 2. Conducting the Demonstration/Evaluations

- a) There is no substitute for actually performing practical exercises. Measuring lines on paper is not the same as locating a piece of evidence on the roadway, marking it, and measuring it for a field sketch.

During the demonstration (and evaluation), the goal is to provide a realistic training environment that produces investigative skills for the students. It is recommended to have the students be dispatched to and drive the BLET training patrol vehicle to the scene, and practice scene assessment for safety before approaching. It is also recommended to have role-players serve as the drivers and a witness for students to interview regarding the crash, obtain statements, etc. Role-players should memorize the details provided in the scenario description below for use during the interview by the student officers. Instructors may also include having the drivers/role-players withhold some information to implement interview skills learned earlier in the BLET, the witness statement support only one drivers statement, or for the drivers to be in a verbal argument about the crash when the student officer arrives or approaches to implement de-escalation techniques learned earlier in the BLET.

In any case, instructors should invest their work experience with the students and offer tips based on that experience. For example, remind the students to verify the information on the registration card with the vehicle being used. Does the "VIN" match? Instructors may also use a vehicle without a registration card. The students must retrieve the vehicle's proper information (vehicle identification number and registration displayed) and have them check the VIN through their telecommunicator by radio. Instructors may wish to demonstrate the verification process of comparing the registration card with the vehicle identification number (VIN) to confirm the data matches. Inform the student that, at times, they will investigate a collision where a fictitious registration is displayed on the vehicle. Additionally, instructors are encouraged to be creative with demonstrating and evaluating the crash scenarios. Include detached parts to measure, debris for determining the area of impact, simulated skid marks and offsets, or other creative ideas to help facilitate exceptional realistic learning of the concepts to crash investigation, if time and resources allow.

- b) Instructors are required to create at least one (1) "staged" crash scene to demonstrate the concept of at-scene crash investigation before evaluating the students, per the phases of instruction discussed earlier. There should be enough room around the crash scene for everyone to observe the demonstration safely. More scenes may be setup at the discretion of the instructor(s) and pending available time and resources.

During the demonstration, instructors will stage the crash scene and walk the students through the various elements of investigating the crash, including what evidence to look for or consider, taking accurate measurements (using coordinate and triangulation), completing the field sketch, completing the reporting process, etc. Students should be reminded to verify information on the registration card and driver's license through the North Carolina Division of Criminal Information Network (DCIN) by contacting their telecommunications center or mobile data terminal. Instructors may simulate this act by serving as a telecommunicator for the student.

Instructors will provide individual attention to ensure everyone understands the concepts taught during the demonstration. Additional instructors may be needed if student groups are located far apart geographically or if they are working on actual streets. This will allow the students to ask any questions they may have and also provide for student safety.

- c) Students will have one (1) practical exercise evaluation to complete as described below, with each student being evaluated individually. Instructors may allow multiple students to investigate the same crash scene simultaneously. Students may take turns assisting one another by holding the tape when taking measurements. Still, the student under evaluation must read and document the final measurements individually. The student's completion of the practical exercises must be retained in the student's permanent file.
- d) Staged crash scenes for evaluation will combine learning objectives, including measuring, not-to-scale diagramming, and completing the DMV-349.
- e) **All students must accurately complete scenario #1 for evaluation**. This scenario presents the student with a simulated crash scene where they must accurately document the evidence at the crash scene utilizing the coordinate method of measurement while completing a field sketch, followed by completing the DMV-349 crash report.

If time allows, instructors may also have the students complete scenario #2, which requires utilizing the triangulation method of measurement as an additional skill-building exercise. There shall be no evaluation for scenario #2.

Instructors are provided a template of the DMV-349 for each scenario to reference when evaluating the student's work. Only data entry fields have been completed on the DMV-349 template, since specific details, like locations, will vary among school deliveries.

- f) Instructors may create crash scenes in campus parking areas or on campus service roads. Instructors shall ensure the safety of all staff, students, and passerby traffic when setting up and delivering the scenario-based practical exercise demonstration and/or evaluation.

- g) Each scenario should be listed as follows:

For the below scenarios, the instructor will provide the students with simulated driver's licenses, registration cards, and other props to assist in the scenarios. The props created by the instructors must match the driver and vehicle information provided in the scenario outlined below.

(1) Scenario # 1 (Evaluated and Required)

Vehicle A, driven by John Brandon Smith, was stopped at a stop sign at an intersecting street. One (1) passenger is in the right front seat of this vehicle, Janna Lewis of the same address. Both were wearing their seatbelts.

Vehicle B, driven by Roger Dane Cook, was traveling on the same street as Vehicle A and approaching Vehicle A from behind. Mr. Cook failed to reduce his speed, crashing into the rear end of Vehicle A while it was stopped. Vehicle B has the anti-lock braking system but did leave faint skid marks for 30 feet before impact. Mr. Cook had one (1) passenger in the middle back seat of his car, his son, of a different address. After the collision, both vehicles remained in their uncontrolled resting positions.

In Vehicle A, Mr. Smith complains of pain in his left arm and leg. In Vehicle B, Travis Cook, the 3-year-old, has a busted lip from being thrown against the back of the front right passenger seat during the impact. His father declines EMS treatment. There are no other injuries reported. The additional needed information is below.

**NOTE: See if the students recognize that, in the above scenario, Mr. Cook's son, Travis (3), was not properly restrained.**

- (a) Instructors must stage the above collision (rear-end in the same direction). An intersection may be a "T" or cross-street.
- (b) Students must measure the following items using the coordinate method for field sketch:
- i) Final rest positions for each vehicle (**Instructor must ensure the student measures "at least" two (2) tires from the same side for each vehicle**)
  - ii) Beginning of skids for Vehicle B
  - iii) End of skids for Vehicle B
  - iv) Area of impact
  - v) Road/shoulder width
- (c) Vehicle A's occupant information:



See "Scenario #1 Occupant Information Handout" for driver and occupant information.

- (d) Vehicle B's occupant information:

See "Scenario #1 Occupant Information Handout" for driver and occupant information.

- (e) Utilize the vehicle registration cards used in the scenario to get each vehicle's manufacturer, owner, and insurance information.
- (f) The student must demonstrate they can process the evidence discovered at the scene by determining the appropriate contributing circumstance for the crash on the DMV-349. (Instructors should verify this determination and, if necessary, have the student verbally justify their findings).
- (g) The students must also verbally identify the enforcement action they would take and the specific offense(s) they would charge the defendant with as a result of their crash investigation.

(2) Scenario # 2 (Not Evaluated – if time allows)

Vehicle A was unoccupied and parked in the parking lot.

Vehicle B was driven by Chris Daniel Smith and was backing out of a parking space in the parking lot. Vehicle B collided with Vehicle A. Mr. Smith was wearing his seatbelt, and no passengers were in the vehicle.

- (a) Instructors are to stage the above collision in a parking lot, as described above.
- (b) Students must measure the following items using the triangulation method.
- i) Final rest positions for each vehicle (**Instructor must ensure the student measures "at least" two (2) tires from the same side for each vehicle**)
  - ii) Area of impact
- (c) Vehicle B's occupant information:

See "Scenario #2 Occupant Information Handout" for driver and occupant information.



- (d) Utilize the vehicle registration cards used in the scenario to get each vehicle's manufacturer, owner, and insurance information.
- (e) The student must demonstrate they can process the evidence discovered at the scene by determining the appropriate contributing circumstance for the crash on the DMV-349. (Instructors should verify this determination and, if necessary, have the student verbally justify their findings).
- (f) The students must also verbally identify the enforcement action they would take and the specific offense(s) they would charge the defendant with as a result of their crash investigation.

J. Demonstration (“Measuring Wheel Demonstration”) **Not Evaluated**

This exercise demonstrates the potential inaccuracies of utilizing “measuring wheel” devices as the primary measuring device on surfaces other than highly smooth asphalt and concrete. This demonstration is required but is not evaluated or scored and is used as an instructional aid only. The following points are provided for the completion of this exercise:

1. The instructor should use a fiberglass measuring tape to measure and mark a straight distance of at least 150 feet or more. **The instructor does not tell anyone the distance that has been measured.**
2. The measurement will be marked on an unsmooth surface (e.g., course asphalt, concrete, or grass).
3. The instructor has at least two (2) or more “measuring wheel” devices and selects at least two (2) different students who will complete the exercise by measuring the beginning to end marks. Before beginning the demonstration, the instructor shall ensure the student has their “measuring wheel” at zero. **Instruct the students not to show or tell the distance that they have measured.**
4. Once the students have both measured the distance, have them announce aloud to their other classmates what their measurements are.
5. The instructor will then reveal the actual measured distance of 150 feet and compare the student’s measured distances using the “measuring wheel.” It is typical for “measuring wheel” measurements under these conditions to differ from the tape-measured distance by at least a few inches and sometimes as much as a couple of feet.
6. The instructor shall provide the students with the summary of this exercise and how utilizing the “measuring wheel” device can be helpful in some scenarios but not all. Also, emphasize if there are differences between the two (2) or more “measuring wheel” measurements. (There very well could be.) Instructors should highlight how critical accurate measurements are for crash reconstruction formulas, should that level of investigation be necessary to determine factors contributing to the crash.

PILOT DRAFT

BLET: 30

Topic: **Standardized Field Sobriety Testing (28 Hours)**

*Lecture: 20 Hours*

*Practical Exercises and Skills Testing: 8 Hours*

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Forensic Tests for Alcohol Branch as a Specialized Standardized Field Sobriety Testing (S.F.S.T.) instructor.
- B. Instructors must utilize the D.W.I. Detection and Standards Field Sobriety Testing Administrators Guide as approved by the North Carolina Forensic Tests for Alcohol Branch (Branch) of the North Carolina Department of Health and Human Services and in effect for the BLET delivery period. Instructors must follow all the training requirements prescribed by the curriculum when presenting S.F.S.T. during the delivery of Basic Law Enforcement Training (BLET).
- C. Two (2) testing sessions are required to complete the training successfully.
  1. Standardized Field Sobriety Testing Motor-Skills Testing (Wet-lab)

In this session, students will administer the complete S.F.S.T.s on role players who have consumed pre-determined levels of alcoholic beverages. Students will also explain and interpret the validated clues for each test. Instructors will formally test each student's ability to administer the three tests properly. The motor skills testing will occur within the allocated 28-hour block delivery.
  2. Standardized Field Sobriety Testing Written Examination

A written examination must be delivered within the allocated 28-hour block delivery. The North Carolina Forensic Tests for Alcohol Branch established minimum score for successful completion is 80% correct or higher.
- D. School directors should contact the state coordinator for S.F.S.T. training at the North Carolina Forensic Tests for Alcohol Branch to coordinate the delivery with them during the school director's BLET planning session to ensure adequate numbers of S.F.S.T. Instructors are scheduled and available.
- E. Completing both the motor skills and written testing during the S.F.S.T. training successfully completes this block of training.

PILOT DRAFT

## **Module IV**

### **Patrol Duties**

Module IV topics teach students how to perform common uniform patrol officer duties and tasks.  
Module IV topics can be delivered in any order.

**PILOT DRAFT**

PILOT DRAFT

BLET: 31

Topic: **Civil Process** (24 Hours)

*Lecture: 20 Hours*

*Practical Exercises: 4 Hours*

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor or Professional Lecturer - Law.
- B. Several Administrative Office of the Court (AOC) forms are referenced in this lesson and are provided as handouts. Students should refer to each form as it is being discussed. Check the AOC website for revisions to form handouts. Form numbers and dates are in the lower left-hand corner of the form. The most current forms may be located at the Administrative Office of the Courts' website, <https://www.nccourts.gov/documents/forms>
- C. A handout of fourteen (14) scenarios is included in this lesson. Instructors may use these exercises in several different ways: role-playing, work groups, homework, or class discussion. The student copies of the scenarios have the "issue" and "answer" areas left blank.
- D. Instructors are strongly encouraged to tell students to develop as many solutions as possible for each scenario. Part of the discussion will help them develop valuable problem-solving skills.
- E. The accredited school or agency **MUST** own or have access to the BLET: Civil Process video. School Directors must ensure it is shown by instructors to students during the delivery.
- F. The BLET Civil Process Practical Exercise form **MUST** be retained in each student's permanent file.

PILOT DRAFT



BLET: 32

Topic: **Transporting and Processing Arrestees** (8 Hours)

*Lecture: 4 Hours*

*Practical Exercises: 4 Hours*

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
- B. Instructors should have practical on-the-job experience processing arrestees to include fingerprinting, photographing, and confinement in a jail or detention facility. Likewise, instructors are strongly encouraged to utilize experienced volunteers/assisting personnel when simulating the practical exercises. Their experience will aid in a more “realistic” search or any resistance an officer may encounter.
- C. Instructors may share *relevant* news media articles, videos, and personal work experiences when appropriate.
- D. The accredited school or agency **MUST** own or have access to the following and School Directors must ensure these items are used during the delivery:
  - 1. Latex gloves
  - 2. Patrol vehicle with prisoner area
  - 3. Handcuffs and flexcuffs
  - 4. Leg restraints (straps and shackles)
  - 5. Various props to simulate weapons and contraband
  - 6. SBI Fingerprint Cards
  - 7. Equipment for taking ink fingerprint impressions
- E. The following BLET forms **MUST** be retained in each student’s permanent file:
  - 1. Arrestee Transport Practical Exercises
  - 2. Fingerprint Impression Practical Exercises
- F. Instructors must administer two (2) graded practical exercises. Administration parameters for these two practical exercises include the following:
  - 1. Instructors must correctly demonstrate all skills covered in the lesson and give students time to practice them before administering the exercises. *See phases of instruction below.* Instructors must be present and supervise all practical exercise to evaluate performance.

2. Consider using “Law Enforcement Training” signs and other markers to help prevent uninvolved citizens from accidentally entering the training area.
3. Instructors must inspect all student gear and duty belt items to ensure all training weapons are safe and incapable of firing ammunition or injuring others. Training weapons such as hard rubber or plastic firearms that cannot be loaded or fired are strongly recommended. Any real weapons must be made safe by instructors using modifications (e.g., barrel plugs) that do not allow the loading of lethal ammunition into any firearm. A secondary instructor or the school director will make a secondary check of weapons and equipment. Simulated-edged weapons may be used if they are not capable of causing injury, as well as simulated contraband such as narcotics.
4. Practical Exercises

Students will go through the following sequence of training phases: Instruction, then Evaluation, then, if necessary, Remedial, followed by Re-evaluation.

- a) Any student receiving more than two unsatisfactory scores will have failed the evaluation phase.
- b) Remediation will occur if a student receives more than two unsatisfactory scores. The instructor will discuss the student’s performance during the failed attempt at the practical exercise, providing helpful feedback to correct their deficiencies.
- c) In the re-evaluation phase, the student repeats the practical exercise under evaluation by an instructor. Instructors shall be careful to create a similar scenario in the re-evaluation phase. Still, they should not present the exact same scenario. For example, suppose a training weapon was planted and missed in the evaluation phase. In that case, the instructor should not place the same weapon in the same place for the re-evaluation phase. Once again, the student must have two or less unsatisfactory scores to pass this phase. If a student has more than two unsatisfactory scores, the student will have failed the re-evaluation for this exercise and receive a deficiency in this block of instruction.
- d) General Procedures

Instructors will need the following:

- (1) Patrol vehicle to place arrestee into.
- (2) Simulated contraband (or inert training weapons) to conceal in the patrol vehicle, on the arrestee, or both.
- (3) To promote realistic training, the instructor(s) may facilitate a single scenario combination of both practical exercises 1 and 2, where the student might transport the arrestee to a simulated confinement facility where they also fingerprint the arrestee and complete an arrest report in one continuous motion. (The offense charged would

need to be subject to fingerprinting.) Both the arrest location and the simulated confinement facility (where the fingerprints will be obtained under evaluation) may be on the same campus, not requiring the student to drive onto state-maintained highways, at the discretion of the School Director. If the scenarios are combined to promote realism, the students will be evaluated on the transporting of the arrestee and completion of the fingerprinting separately (students must achieve two or less unsatisfactory scores on each individual evaluation form to pass).

- (4) An area large enough to stage the arrest, search the arrestee, and properly secure the arrestee within a patrol vehicle will be needed. If the exercises are combined, a travel-way to transport the arrestee will be needed. For the second exercise, an area appropriate to serve as the simulated confinement facility or booking room will be needed.

e) Practical Exercise #1: Arrestee Transport

For this practical exercise, the student under evaluation will perform an arrest, search the arrestee incident to arrest, and properly place the arrestee within the secured patrol vehicle. Instructors may also require the student to transport the arrestee from one location to another, not subject to evaluation, but instructors may provide feedback on the transportation actions after the evaluation is completed. Instructor observations and feedback during the transport should focus on officer safety-related tactics.

Every student must correctly prepare an arrestee for transport using the best practices covered in the lesson. Fellow students or civilian role players may serve as arrestees, but it is strongly recommended to utilize independent role players that are experienced in performing arrestee transports. Instructors should variably hide contraband inside the transport vehicle, on the arrestee, or both for students to find during searches. Use the **Handout: Performance Evaluation: Arrestee Transport** to evaluate students.

- (1) If the student performs the listed skill satisfactorily, write an 'S' in the space provided.
- (2) If the student does not perform the listed skill satisfactorily, write a 'U' in the space provided. Instructors must document the deficiency in the notes section.
- (3) Students who do not perform any skill satisfactorily are allowed one opportunity to correct the deficiency during a re-evaluation session after being remediated.
- (4) Submit all completed Performance Evaluation forms to the School Director. The School Director shall retain completed forms in the student's permanent file.

f) Practical Exercise #2: Fingerprint Impressions

The North Carolina State Bureau of Investigation (SBI) Fingerprint Cards needed for practical exercises are available at local law enforcement agencies. School Directors may also order SBI Fingerprint Cards from Corrections Enterprises by calling 919-324-1340.

Every student must collect ink fingerprint impressions that are acceptable for submission to the SBI using techniques covered in the lesson. Fingerprint cards used for practice and testing must be marked as a 'SAMPLE' to prevent accidental submission. All fingerprint cards used for practice and testing should be destroyed.

Use the **Handout: Performance Evaluation: Fingerprint Impressions** form to evaluate students.

- (1) If the student performs the listed skill satisfactorily, write an 'S' in the space provided.
- (2) If the student does not perform the listed skill satisfactorily, write a 'U' in the space provided. Instructors must document the deficiency in the notes section.
- (3) Students who do not perform any skill satisfactorily are allowed one opportunity to correct the deficiency during a re-evaluation session after being remediated.
- (4) Submit all completed Performance Evaluation: Fingerprint Impressions forms to the School Director. The School Director shall retain completed forms in the student's permanent file.

BLET: 33

Topic: **Courtroom Security** (8 Hours)

*Lecture: 4 Hours*

*Practical Exercises: 4 Hours*

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
- B. Instructors should have practical work experience as a courtroom bailiff. This includes searching defendant holding cells for contraband, using hand-held metal detectors to conduct clothed searches of persons entering the courtroom, and inspecting courtroom facilities for security.
- C. Instructor **NOTES** inserted throughout the manuscript are used to choreograph delivery and ensure content is presented as intended. Instructors should use active learning methods to deliver content. This includes but is not limited to open facilitation, discussions, peer demonstrations, and group exercises.
- D. Instructors may share *relevant* news media articles, videos, and personal work experiences when appropriate. Instructors may also supplement the delivery using content expert guest speakers (e.g., bomb squad technicians).
- E. Instructors must administer practical exercises. Additional personnel (e.g., instructors, role players) and resources may be needed to administer these in the four (4) hours allocated.
- F. Instructors should secure an empty courtroom, preferably one with an adjacent defendant holding cell. To maximize time, the classroom lecture can be delivered inside the courtroom.
- G. The accredited school or agency **MUST** own or have access to the following and School Directors must ensure these items are used during the delivery:
  - 1. Latex gloves
  - 2. Hand-held metal detector wands
  - 3. Fabricated contraband items (various)
- H. The following BLET forms **MUST** be retained in each student's permanent file:
  - 1. Holding Cell Search Practical Exercise
  - 2. Courtroom Search Practical Exercise
- I. Practical Exercises
  - 1. Procedures
    - a) Phases of instruction

Students will go through the following sequence of training: Instruction, then Evaluation, then, if necessary, Remedial, followed by Re-evaluation.

- (1) Any student who fails the evaluation phase will be remediated at the approval of the School Director.
- (2) Instructors will deliver the re-evaluation practical exercise similarly to the evaluation practical exercise. However, some aspects may be adjusted. For example, the location of contraband during the courtroom search can be relocated to another place, or the facility itself may be changed since it is the tactics used by the student under evaluation.

b) Evaluation forms

Instructors shall use the provided evaluation forms for each student. In the event of a failure during the evaluation phase, the instructor will utilize a second evaluation form and indicate it is a “Re-Evaluation” on the form at the top.

- (1) For each practical exercise/scenario, if the student performs the listed skill satisfactorily, write an “**S**” in the applicable space provided. Minimum scores to pass are discussed in the practical exercise/scenario descriptions below.
- (2) If the student does not perform the listed skill satisfactorily, write a “**U**” in the applicable space provided. Instructors must document the deficiency in the comments section with remedial instructions where applicable. If the student fails the exercise, they will enter into the remedial phase.
- (3) Students who do not successfully complete any practical exercise will have one opportunity for remedial and re-evaluation for each practical exercise. The School Director may allow a remedial and re-evaluation phase at his or her discretion.
- (4) Instructors shall submit all completed Performance Evaluation Forms to the School Director. The School Director shall retain completed forms in the student’s permanent file.

c) General procedures for the practical exercises/scenarios

Instructors must administer three (3) evaluated practical exercises that require students to follow best practices covered in the lesson, specifically a courthouse entry point screening, courthouse holding cell search, and courtroom search. Administration parameters for practical exercises include the following:

- (1) Instructors must conduct the practical exercise in an empty courtroom or suitable mock courtroom that includes necessary

equipment (such as a handheld magnetometer - metal detector) for courtroom security.

- (2) It is strongly recommended that the students be provided an opportunity to visit an actual courtroom to observe a live trial, if possible.
- (3) School Directors should consider coordinating with their local courthouse security officials to reserve actual courtroom and courthouse facilities to conduct these practical exercises to integrate a realistic training environment and to reduce the need for new equipment purchases.

**NOTE:** Delivery of the lecture portion must occur in an accredited/approved classroom as required by the administrative code rules.

- (4) The instructor must be present during all practical exercises. It is recommended that the instructor utilize a real judge, district attorney or assistant district attorney, and defense attorney for mock trial or presentation value of the course.
- (5) The instructor should use signs and other markers to prevent uninvolved citizens from accidentally entering the training area.
- (6) Instructors must inspect all student gear and duty belt items to ensure all weapons are safe and unloaded. Training weapons such as hard rubber or plastic firearms that cannot be loaded or fired are recommended. **All live weapons must be made safe by instructors using modifications (e.g., barrel plugs) that do not allow the loading of lethal ammunition into any firearm.**

## 2. **Practical Exercise/Scenario #1: Courthouse Entry Point Screening**

Every student must conduct a courthouse entry point screening using best practices covered in the lesson and as demonstrated by the instructor before evaluation. As part of this exercise, students must demonstrate the appropriate use of a handheld magnetometer (metal detector). Instructors are encouraged to hide contraband detectable by a magnetometer (metal detector) on at least one role player *visiting the courthouse*. Multiple visitors for the students to screen are desirable. The instructor may, but is not required to, incorporate sample presiding judge's orders into the role play by presenting a generic set of written orders to provide realistic training and evaluation. These orders may include those applicable to the BLET's local judicial proceedings or realistically developed by the instructor. Some examples might include shirt tails tucked in for all male visitors, visitors not being allowed to possess cellular devices, etc. During the screening exercise, the instructor should NOT use these orders as a basis for evaluating contraband detection but may use them to teach realistic skills for the position. Examples of an item used for contraband discovery during the evaluation include a closed knife, unloaded or inoperable firearm, brass knuckles, etc. The instructor shall ensure the contraband is not capable of injuring students or staff. Use the handout **BLET**



**Courtroom Security Practical Exercise Form: Part One; Courthouse Entry Point Screening Evaluation** to document the performance evaluation of the students.

- a) If the student performs the listed skill satisfactorily, write an “S” in the applicable space provided.
- b) If the student does not perform the listed skill satisfactorily, write a “U” in the applicable space provided. Instructors must document the deficiency in the notes section.
- c) **Students receiving more than three (3) “Unsatisfactory” scores overall during parts one, two, and three of this evaluation fail the practical exercise of the Courtroom Security block of instruction.** The School Director may allow a remedial and re-evaluation phase at his or her discretion.
- d) Submit the completed BLET Courtroom Security Practical Exercise Form to the School Director once all three exercises have been evaluated. The School Director shall retain completed forms in the student’s permanent file.

3. **Practical Exercise/Scenario #2: Courtroom Holding Cell Search**

Every student must conduct a courthouse holding cell (or mock courthouse holding cell) search using best practices covered in the lesson and as demonstrated by the instructor before evaluation. Instructors are encouraged to make the location and circumstances as realistic as possible while ensuring safety. Instructors should hide contraband inside the holding cell (or mock holding cell) for students to locate. Use the handout **BLET Courtroom Security Practical Exercise Form: Part Two; Courthouse Holding Cell Search Evaluation** to document the performance evaluation of the students.

- a) If the student performs the listed skill satisfactorily, write an “S” in the applicable space provided.
- b) If the student does not perform the listed skill satisfactorily, write a “U” in the applicable space provided. Instructors must document the deficiency in the notes section.
- c) **Students receiving more than three (3) “Unsatisfactory” scores overall during parts one, two, and three of this evaluation fail the practical exercise of the Courtroom Security block of instruction.** The School Director may allow a remedial and re-evaluation phase at his or her discretion.
- d) Submit the completed BLET Courtroom Security Practical Exercise Form to the School Director once all three exercises have been evaluated. The School Director shall retain completed forms in the student’s permanent file.

4. **Practical Exercise/Scenario #3: Courtroom Search**



Every student must conduct a courtroom search using best practices covered in the lesson, as demonstrated by the instructor, before evaluation. Instructors should hide contraband inside the courtroom for students to locate. Use the handout **BLET Courtroom Security Practical Exercise Form: Part Three; Courtroom Search Evaluation** to document the performance evaluation of the students.

- a) If the student performs the listed skill satisfactorily, write an “**S**” in the applicable space provided.
- b) If the student does not perform the listed skill satisfactorily, write a “**U**” in the applicable space provided. Instructors must document the deficiency in the notes section.
- c) **Students receiving more than three (3) “Unsatisfactory” scores overall during parts one, two, and three of this evaluation fail the practical exercise of the Courtroom Security block of instruction.** The School Director may allow a remedial and re-evaluation phase at his or her discretion.
- d) Submit the completed BLET Courtroom Security Practical Exercise Form to the School Director once all three exercises have been evaluated. The School Director shall retain completed forms in the student’s permanent file.

PILOT DRAFT

BLET: 34

Topic: **Crime Prevention** (4 Hours)

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
- B. School directors should carefully select instructors to deliver this lesson. It is recommended that an instructor with experience as a crime prevention officer be assigned to instruct this course.
- C. Instructors will need to explain to students that a segment of this training will consist of using problem-solving skills. This requires instructors to be acutely aware of the **S.A.R.A.** problem-solving model. While somewhat different from the usual BLET problem-solving model of **Critical Decision-Making (C.D.M.)**, **S.A.R.A.** is typically used within the crime prevention community. **S.A.R.A.** is an acronym that stands for: **S**canning the problem; **A**nalyze the problem; **R**esponse to the problem which is the development of a specific strategy to address the problem; **A**ssessment, which is the evaluation of the plan or results.
- D. Lesson materials are not designed to be delivered entirely as a lecture. A portion of the delivery time should be spent promoting open discussion and seeking input from students. Instructors should use active learning methods to deliver materials. This includes group discussions and exercises, peer demonstrations, and facilitation. Instructors are encouraged to share relevant media articles, videos, and personal work experiences when appropriate.

PILOT DRAFT

BLET: 35

Topic: **Explosives and Hazardous Material Emergencies** (16 Hours)

*Lecture: 10 Hours*

*Practical Exercises: 6 Hours*

- A. This lesson must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a Specialized Explosives and Hazardous Materials Instructor.
- B. This lesson addresses the federal mandate per North Carolina Administrative Code 7C.0101(a)(26), which requires all first responders to be trained at the awareness level for hazardous material emergencies.
- C. Instructors may share *relevant* news media articles, videos, and personal work experiences when appropriate. Instructors may also supplement the delivery using content expert guest speakers (e.g., bomb squad technicians).
- D. To fully complement the integrated delivery of other core methods and materials, instructors must be knowledgeable with and reinforce foundational content discussed in the following lessons delivered before teaching *Explosives and Hazardous Materials Emergencies*:
  1. *Criminal Investigations*
  2. *Controlled Substances*
- E. Instructors must administer an in-class quiz provided for using the *Emergency Response Guidebook (ERG)*. See the Hazardous Materials Identification Quiz in handout materials.
- F. Instructors must administer practical exercises. Additional personnel (e.g., instructors, role players) and resources may be needed to administer these in the six (6) hours allocated.
- G. The accredited school or agency **MUST** own or have access to the following and School Directors must ensure these items are used during the delivery:
  1. Most current ERG (per student)
  2. Building with multiple rooms, floors, and storage areas
  3. Portable radios for students participating in practical exercises or skills tests
  4. Containers to simulate a suspicious package
- H. The following BLET forms **MUST** be retained in each student's permanent file:
  1. Hazardous Materials Identification Quiz
  2. Bomb Threat Practical Exercise
- I. Practical Exercises (evaluated)

## 1. Procedures

### a) Phases of instruction

Students will go through the following sequence of training: Instruction, then Evaluation, then, if necessary, Remedial, followed by Re-evaluation.

- (1) Any student who fails the evaluation phase will be remediated with the approval of the School Director.
- (2) Instructors will deliver the re-evaluation practical exercise similarly to the evaluation practical exercise. However, some aspects may be adjusted. For example, the location of the suspicious item during the bomb threat response can be relocated to another place, or the facility itself may be changed since it is the tactics used by the student under evaluation.

### b) Evaluation forms

Instructors shall use the provided evaluation forms for each student. In the event of a failure during the evaluation phase, the instructor will utilize a second evaluation form and indicate it is a "Re-Evaluation" on the form at the top.

- (1) For the bomb threat practical exercise and the fire extinguisher practical exercise, if the student performs the listed skill satisfactorily, write an "**S**" in the applicable space provided. To pass the bomb threat practice exercise, the student cannot have more than two (2) unsatisfactory scores on the evaluation form. To pass the fire extinguisher practical exercise, the student cannot have any unsatisfactory scores (only four steps). For the Emergency Response Guidebook practical exercise, the instructor will tally the correct answers versus the incorrect ones, where the student must score 70% correct or higher to pass.
- (2) If the student does not perform the listed skill satisfactorily, write a "**U**" in the applicable space provided. Instructors must document the deficiency in the comments section with remedial instructions where applicable. If the student fails the exercise, they will enter into the remedial phase.
- (3) Students who do not successfully complete any practical exercise will have one opportunity for remedial and re-evaluation for each practical exercise.
- (4) Instructors shall submit all completed Practical Exercise Evaluation Forms to the School Director. The School Director shall retain completed forms in the student's permanent file.

## 2. *Emergency Response Guidebook (ERG) Practical Exercise*

Instructors must teach students how to use the most current *U.S. Department of Transportation Emergency Response Guidebook (ERG)*.

- a) Instructors shall cover the lecture provided in the content accompanied by demonstrations to the students on how to properly use the ERG.
- b) This lesson also includes a practical exercise where students complete, individually, a quiz sheet related to usage of the Emergency Response Guidebook (ERG). Instructors are provided the “Instructor Version” with answers, while the students are provided with “Blank Versions” to complete in class.
  - (1) Instructors will administer this exercise during the course upon reaching the instructor note directing the delivery (after the ERG lecture and demonstrations are complete) and facilitate a method to grade the student’s quiz sheets.
  - (2) Once the instructor posts a grade to each student’s form, they will submit all the quiz sheets to the School Director, who shall retain the completed Hazardous Materials Identification Quiz in the student’s permanent file.

### 3. Fire Extinguisher Practical Exercise

This lesson includes a practical exercise for students to utilize a fire extinguisher to terminate a small fire. Instructors shall ensure the following procedures are met during the delivery of this practical exercise:

- a) The safety of the students, staff, visitors, and facilities are of paramount importance.
  - (1) Instructors shall ignite fires that are in a controlled environment outside and not near buildings or structures.
  - (2) Instructors shall closely monitor all activities by students and staff and will remain with the fire at all times until the exercise has ended and the fire is verified as completely extinguished.
- b) Each student will demonstrate the ability to properly setup and use the fire extinguisher to douse the fire.
- c) This is an evaluated exercise. Instructors shall use the Fire Extinguisher Practice Exercise evaluation form to grade students on their performance.

### 4. Bomb Threat Practical Exercise

Instructors must administer a Bomb Threat practical exercise that requires students to follow best practices covered in the lesson, specifically searching a building for a suspicious package. The practical exercise is to be conducted at the conclusion of the classroom instruction period. Administration parameters for the Bomb Threat practical exercise include the following:

- a) Instructors must utilize a building, preferably one with multiple rooms, floors, and storage areas (e.g., schools, government buildings, corporate office buildings).
- b) Instructors are encouraged to locate and train role players to act as building personnel. Instructors may act as building “personnel” when necessary.
- c) Signs and other markers should be used to prevent uninvolved citizens from accidentally entering the training area.
- d) Before the practical exercise begins, instructors should re-emphasize that law enforcement officers serve as an advisor only when searching for bombs or suspicious packages.
- e) Students can be divided into small search teams of two (2). Students should wear issued duty gear (particularly a radio) and be permitted to carry other personal mobile devices (e.g., phones) into the scene.
- f) Instructors must inspect all student gear and duty belt items to ensure all weapons are safe and unloaded. Training weapons such as hard rubber or plastic firearms that cannot be loaded or fired are recommended. All real weapons must be made safe by instructors using modifications (e.g., barrel plugs) that do not allow the loading of lethal ammunition into any firearm.
- g) At their discretion, instructors should place boxes, briefcases, or other obvious items in general locations to see if students identify or question personnel about their relevance or normalcy.



BLET: 36

Topic: **Homeland Security** (8 Hours)

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
- B. Instructors should have practical experience in investigating counterterrorism and extremist-related cases.
- C. Instructors may share *relevant* news media articles, videos, and personal work experiences when appropriate. Instructors may also supplement the delivery using content expert guest speakers (e.g., bomb squad technicians, counterterrorism investigators, etc.).

PLOTT DRAFT

PILOT DRAFT

BLET: 37

Topic: **Crowd Management** (16 Hours)

*Lecture: 8 Hours*

*Practical Exercises: 8 Hours*

- A. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor. It is strongly recommended that the instructor possess experience in crowd management and successfully completed Field Force Operations instructor training through the Center for Domestic Preparedness (CDP) division of the United States Department of Homeland Security.
- B. This block of instruction aims to familiarize the student with the organization, development, and proper execution of riot control, dispersal, and arrest techniques. Crowd dispersal and arrest exercises will provide the student with the basic skills to participate and conduct similar operations in their jurisdictions safely and successfully. The instructor will retain the evaluation sheets in the student's permanent file.
- C. Students should be provided an opportunity to experience chemical munitions (through controlled exposure) to understand these tools' impact. An opportunity for demonstration is provided during this course. Distribute and obtain signatures on the included waiver before implementing the "Munition Demonstration."
- D. Instructors should review all applicable OSHA regulations for an air-purifying respirator and other munitions exercises.
- E. To fully complement the holistic delivery of other core methods and material, instructors must be knowledgeable with and reinforce foundational content discussed in the following lessons delivered before teaching *Crowd Management*:
1. *Ethical Problem-Solving*
  2. *Communication and De-escalation Skills*
  3. *Arrest, Search, Seizure, and Constitutional Law*
  4. *Compliance and Control Techniques*
  5. *Criminal Investigations*
  6. *Responding to Crime Victims*
- F. The accredited school or agency **MUST** own or have access to the following and School Directors must ensure these items are used during the delivery:
1. Riot Helmets
  2. Air-Purifying Respirator

3. Riot Batons
  4. Flexcuffs and a set of cutters
  5. Cutters
  6. Stretcher (Optional)
- G. The following BLET forms **MUST** be retained in each student's permanent file:
1. Evaluation Form – Passive Protest
  2. Evaluation Form – Field Force Awareness
- H. Practical Exercises/Evaluations Delivery Considerations
1. Students will go through the following sequence of training phases: Instruction, then Evaluation, then, if necessary, Remedial, followed by Re-evaluation.
    - a) Students must score satisfactory in 75% or higher of the evaluated skill sets to pass.
    - b) Remediation occurs only if a student fails to successfully demonstrate 75% or higher of the desired skills during the practical exercise evaluations in the evaluation phase.
    - c) Any student who fails the evaluation phase will have one opportunity for remediation (and re-evaluation), but the School Director must approve that one opportunity.
    - d) Re-evaluation occurs for students who were provided a remedial phase by the School Director. Instructors will deliver the re-evaluation practical exercise similarly to the failed evaluation practical exercise. However, some aspects may be adjusted. If provided a re-evaluation attempt, the instructor will indicate at the top of a "clean" evaluation form that the attempt is for "re-evaluation."
  2. Conducting the Exercises/Evaluations
    - a) Instructors are encouraged to stage role players utilizing Field Force Operation Instructors or previous graduates of the program who are officers that understand the concepts and can supplement the learning experience and realism for the students.
    - b) Careful planning and coordination of practical exercise events cannot be overemphasized. This is particularly true during mock riots or civil disturbance and arrest exercises. Due to the number of students playing the role of officers and the number of others playing the role of an unruly crowd, it is recommended that a safety monitor is appointed to work with the role players of the boisterous crowd. In contrast, the instructors work with all the students. Please refer to the practical exercise guidelines.

- c) The instructor will provide the following general safety rules before conducting the practical exercises.
- (1) Students participating in the Basic Law Enforcement Training Course should be exposed to realistic, practical exercises. This realism includes exercises where deadly force and all other force options are simulated. Each instructor is responsible for ensuring that students are not endangered or injured while participating in this exercise.
  - (2) The course instructor(s) must be present during all practical exercises.
  - (3) The instructor(s) should be CPR trained and have first-aid equipment on-site during the exercises.
  - (4) Before the start of the exercise, the instructor shall advise students NOT to bring any ammunition to the practical exercise training area and only to bring weapons if advised to do so. The instructor shall carefully check all student equipment to ensure no lethal or less-lethal equipment has entered the training area. These items could include but are not limited to live ammunition, loaded weapons, live Tasers, duty chemical agents, knives, etc. The triple safety check must be implemented. The triple safety check includes the following steps:
    - (a) Student checks all their equipment to ensure that it is clear.
    - (b) Another student or person checks to ensure the equipment is clear.
    - (c) Course instructor(s) check all equipment to ensure it is clear.
- d) “Training weapons” are props or training aids that are used in practical exercises. Training weapons such as polymer molded firearms and/or weapons that have been rendered “safe” to the point that they cannot be loaded and/or fired. Weapons rendered “safe” have had modifications such as barrel plugs or inserts that will not allow the loading of lethal ammunition, firing pin removal, etc. Training weapons should be clearly marked and physically inspected for each training session to ensure the integrity of a “safe” training environment.
- e) Students and instructors must wear ANSI-rated eye protection when training equipment is used that could produce a potential projectile or flame.
- f) The instructor will restrict uninvolved pedestrian traffic so that unknowing individuals will not “accidentally” wander into the practical exercises. Marking the training area with signs will aid in helping people detour the area.
- g) The primary instructor will provide students with the objective(s) of the practical exercises.

3. Instructional Personnel and Equipment

- a) One primary instructor can conduct the classroom lecture and direct the student exercises outdoors.
- b) An assistant instructor will be required to assist during the field exercises to monitor the role players, safety monitor, and to assist in coordinating the various field elements. Multiple role players will be needed for this course. It is recommended that the role players were trained in Field Force Operations.
- c) Students actively participating in the scenarios must have the following equipment to successfully complete the exercise of fielding a basic crowd management formation:
  - (1) Helmets
  - (2) Batons
  - (3) Air-Purifying Respirator (APR)

4. Evaluating the Exercises

The instructor should evaluate the ability of the class to perform the tasks based on the Practical Exercise Evaluation Form for that scenario. This includes:

- a) Demonstrate the various line formations and baton carries/uses (Port Arms, Port Arms - Push, On Guard, and Raking).
- b) The ability to move and work as a team.
- c) The ability to manage crowd movement and effect protestor arrest(s).
- d) The ability to properly use the air-purifying respirator.

5. DEMONSTRATION: Chemical Agent Exposure (not evaluated)

- a) A demonstration of the various chemical agents used for crowd management and dispersal operation using munitions, should be demonstrated under field conditions. This allows the students to see and experience the effects first-hand, capabilities, and limitations of the various systems and munitions. This exercise includes the controlled exposure exercise and decontamination time. Instructors shall follow all applicable instructions and limitations regarding the use of the particular munition deployed for demonstration and ensure the safety of the students. Emphasis should also focus on properly using the air-purifying respirator, including donning and clearing the mask in an exposure exercise. Students who refuse to sign the liability waiver will not participate in the exposure demonstration and are not required to participate in the exposure demonstration to pass this block of instruction.

- b) Students should be divided into two groups when conducting unprotected chemical exposure. One student is masked while his/her partner is unmasked. The masked student will always remain with the unmasked student and help guide the student to the decontamination and recovery location. Instructor(s) will oversee all segments of the setup, deployment, exposure, decontamination, and recovery of the demonstration. This is necessary for safety reasons. Once the first student has recovered from the exposure, then switch roles. A medical first responder should be on standby and present during the student demonstration/exposure to the chemical agents.
  - c) Air-purifying respirator procedures: Instructors should review the manufacturer's instructions regarding gas mask procedures with students during classroom familiarization. They should also refer to OSHA regulation 1910.134 (c) (1) (iii)/ Fit testing procedure for a tight-fitting respirator, 1910 134 App. B-1/User Seal check procedure and 1910-134 App. B-2/Respirator cleaning procedure be accessed at the OSHA website at [www.osha.gov](http://www.osha.gov). Utilize agents and equipment only as instructed by the manufacturers.
6. Demonstration/evaluation notes on formation commands (verbal and hand-and-arm)

a) Verbal commands

Each maneuver has a specific verbal command that the Squad Leader (SL) or Platoon Leader (PL) will issue. With each illustration and description for the formations, the lesson plan content will include the verbal commands for that maneuver. Students will be expected to demonstrate understanding the verbal commands through a practical exercise. Instructors may refer to the lesson plan content for full descriptions of the verbal commands for each formation listed in this topic block.

b) "Hand-and-arm Signals

Hand-and-arm signals are used in conjunction with verbal commands and must be given in a manner that is visible to the MFF.

- (1) It will be difficult to see and hear during a civil disorder, and the misinterpretation could lead to confusion.
- (2) During a civil action/disorder, noise can prohibit responders from hearing verbal commands.
- (3) Hand signals are used with both preparatory commands and commands of execution."<sup>i</sup>

With each illustration and description for the formations, the lesson plan content will include the hand and arm signals for that maneuver. Students will be expected to demonstrate an understanding of the signals through a practical exercise. Instructors may refer to the lesson plan content for full descriptions of the hand-and-arm signals for each formation listed in this topic block.

## 7. Demonstration/Evaluation notes on Team Formations

### a) Column

A column is considered the formation for a squad. The squad leader is at the head of the squad when it is in column. The point person is directly behind the squad leader. All other members are lined up behind the point person. If there is a grenadier, this person is the last one in line. If several squads are moving together, they move in a double-column formation. The first squad is on the left and the second squad is on the right. If there are additional squads, odd-numbered squads are behind squad one and even-numbered squads are behind squad two.

#### (1) Spacing

##### (a) Tight spacing

Tight formations require a larger number of officers but are very effective in presenting an intimidating show of force. They are also much more difficult for protesters to breach. In tight spacing, the officers are almost shoulder-to-shoulder. There is just enough room between officers for them to move without interfering with those next to them.

##### (b) Tactical spacing

Tactical spacing allows fewer officers to cover a larger area and is the default spacing when deployed. It is used to cover a space between two stationary objects such as a street from one building to another building. It can be used with all MFF [Mobile Field Force] formations.

##### (c) Column turning

i) "When columns move, they may have to turn. Keeping the concepts and commands simple is important in having the squads maintain a well-disciplined bearing.

ii) *Column Right* and *Column Left* work well as turning commands for making 90-degree movements.

iii) The most difficult turning movement is reversing direction when the column is moving forward. The common *About Face* or *To the Rear, March* are functional, but it reverses the order of the squad... the squad leader [is] in the rear."<sup>ii</sup>

(c) An easy movement for reversing the column is *Counter Column*... Squad one and three turn to the right, turn 180 degrees, and move to the opposite side of squads two and four.



- i) Squads two and four turn a sharp 180 degrees.
- ii) Preparatory command—Counter columns
- iii) Command of execution—March.
- iv) An illustration of *Counter Column* is provided below.

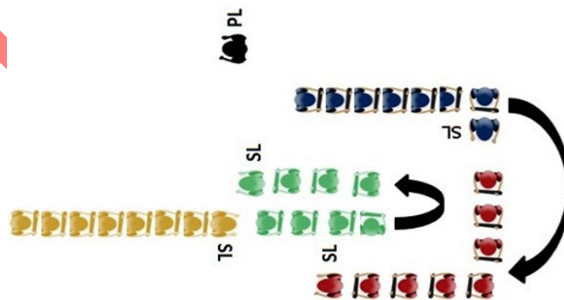
(2) Double-Column examples

In the following graphs, “SL” refers to Squad Leaders while “PL” refers to Platoon Leader. A double column is represented in the graphs below as well. Double-column is a formation where several squads (represented in red, blue, yellow, and green) move together.

(a) Illustration of a “Double Column.”<sup>iii</sup>



(b) “Counter Column” command.<sup>iv</sup>



b) Crowd Management Formations

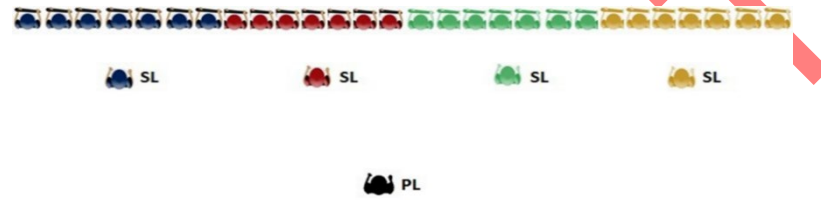
The following formations are recommended while observing or in close quarters with the crowd. When officers are in position for each formation, they should consider taking a *Port Arms* position if they have a baton.

(1) Line formation<sup>v</sup>

- (a) Line formations may be useful when crowds are straight ahead for some distance, or stacked deep but not wide. As the name suggests, this is when the squad/platoon transitions from a column formation into a straight line shoulder to shoulder from left to right – while facing the crowd. Behind the primary line, squad leaders stand to coordinate actions.

(b) “This formation is used when there is a need for an immediate reaction from the [crowd management team], usually to prevent protesters from rushing beyond [law enforcement] positions. The squad leader and grenadier, if there is one, are behind the squad members who are lined up shoulder-to-shoulder, abreast of each other, facing the crowd.”<sup>vi</sup> When used as an immediate response, it is referred to as an *emergency line*.

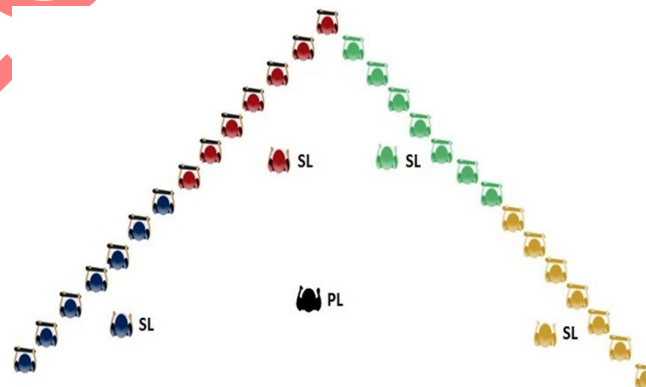
(c) Illustration of a “Line Formation.”



(2) Wedge formation

(a) A wedge formation may be useful when crowds are extremely wide. “The point person for the first squad takes up a position at the point of the wedge. Each person from the first squad takes a position one step to the left and one step behind the officer in front of them. The point person from the second squad takes up a position one step to the right and one step behind the point person of the first squad point person. Each person from the second squad takes a position one step to the right and one step behind the officer in front of them.”<sup>vii</sup> This methodology continues with the other teams until a definitive wedge formation is formed.

(b) Illustration of a “Wedge Formation”<sup>viii</sup>

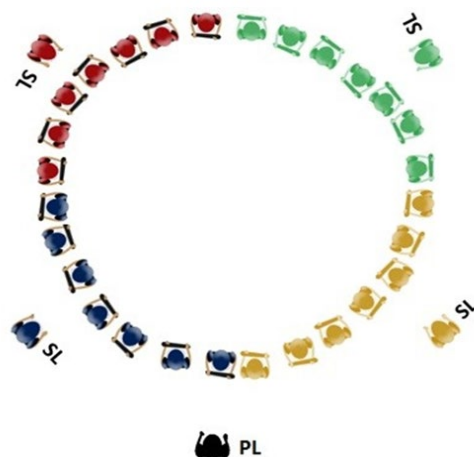


(3) Encirclement formation<sup>ix</sup>

(a) The squads form an encirclement around a group. The group may be a small crowd, or it may be an arrest team making an

arrest. With an encirclement formation, every other squad member turns into the circle while the others face outward from the circle. This way, the squads can monitor both the group being encircled and the crowd outside.

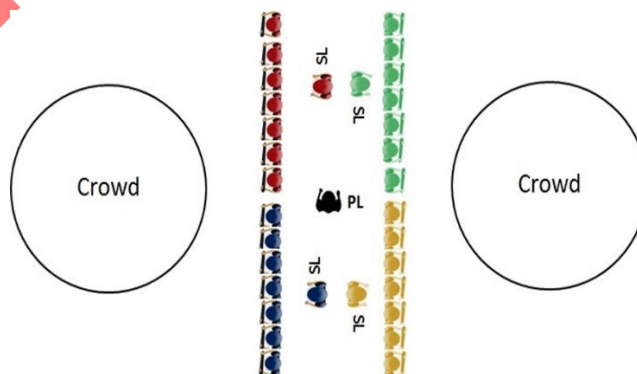
(b) Illustration of an “Encirclement Formation”<sup>x</sup>



(4) Separation formation<sup>xi</sup>

(a) If two groups of crowds need to be separated, such as opposing activist groups, the platoon/squad may need to use the separation formation. In this formation, the column transition is quickly (double-time) marched into position between the two groups, stopped, and then ordered into the separation formation. To transition into the separation formation, the two columns of field force members perform a ‘left or right face’ movement to face the crowd. The platoon leader will then say forward at the half-step march to separate the two groups.

(b) Illustration of a “Separation Formation.”<sup>xii</sup>



8. Demonstration/Evaluation notes on carrying and positioning for the baton

The following carrying and positions for the baton are representative of the training received by mobile field forces (MFF), through the Center for Domestic Preparedness (CDP). "A MFF is a well-trained, disciplined, organized demonstration of [law enforcement] force that emphasizes unity of command and can be rapidly deployed in civil disorder situations. The most important aspect of a MFF is discipline. The emphasis should be on group action, rather than individual action."<sup>xiii</sup>

a) “Order Arms

The baton is carried in a standard manner on the officer’s belt with a baton ring on the opposite side of the officer’s weapon.

b) Port Arms Position

The port arms position is the most commonly used holding position for the baton. It can be used when squads are in any formation and when marching at any speed. Port arms puts the officer in a ready position and thus able to react. From this position, officers can conduct a variety of offensive and defensive maneuvers. The port arms position adds to the impact of an officer’s physical presence by deterring the protesters’ actions. It demonstrates a well-disciplined team in which all members are trained, work together, and are ready to react. It is important for all officers to use the same port arms position. The right hand is to be positioned on the handle of the baton; an overhand grip is used. The left hand will be on the long portion; an underhand grip is used. It is done this way regardless of the officer’s strong or weak hand. When the baton is brought to port arms, the left hand is positioned directly in front of the left shoulder, keeping the elbow close to the side. The right hand is positioned in front of the right hip, keeping it at belt level. The right elbow is kept close to the side. The baton should be at an approximately 45-degree angle to the belt. This is referred to as “right hand-right hip, left hand-left shoulder.”

c) Port Arms Push

The port arms push is used to move a person who is too close to an officer when an officer intends to move. It can be used from a standing or moving position and is very effective when used with the verbal command “move back.” The officer moves the baton straight out from the port arms position and pushes the baton against the person; it is a controlled push, not a sharp strike. Officers must be careful to keep the hands in the correct position when conducting a port arms push. It is very easy for the right hand to move up, putting the baton in a position more parallel with the ground. When this occurs, the baton comes up, and when it is pushed forward, it can slide up into the protester’s throat. How hard an officer needs to push will vary with the situation. The key is to use only reasonable and necessary force.

d) On-guard Position

The on-guard position can be used with all the formations, much like port arms. It has a much more aggressive appearance to the protesters and is used when the threat level is increasing. From this position, officers can

conduct a variety of offensive and defensive maneuvers. Normally, officers move from a port arms position to the on-guard position. The correct hand position is thus easy to visualize: the right hand will be on the handle portion and the left hand on the long portion. There are two differences between the port arms and on-guard positions. First, the officer will move the left foot slightly forward. Second, the long portion of the baton is rotated down until it is pointing forward. The left hand will be extended out, the elbow bent. The right hand will be at belt level on each officer's side.

e) Raking

This technique is used to place an individual behind the MFF line so that the individual can be arrested. This technique is used when the MFF is in a tight formation, usually one line or in a wedge. It is important that an arrest team is ready to take control of the individual being raked in before the technique is used. The squad leader will designate two officers on the line to rake in the individual. One officer steps slightly to the right of the individual while the other officer steps slightly to the left of the individual. The two officers place their batons behind the individual and "rakes" the person behind the line. The arrest team immediately takes control of the individual."<sup>xiv</sup>

**Baton Position Quick Reference.**

Position	Description
Order Arms	<ul style="list-style-type: none"> <li>On belt in baton ring</li> </ul>
Port Arms	<ul style="list-style-type: none"> <li>Right hand on handle (overhand) and left hand on long portion (underhand)</li> </ul>
Port Arms Push	<ul style="list-style-type: none"> <li>Move baton straight out from port arms position</li> <li>Keep baton at 45° angle</li> <li>Push baton</li> </ul>
On-guard	<ul style="list-style-type: none"> <li>Left foot forward and long portion of baton rotated down</li> <li>Left hand extended out and elbow bent</li> <li>Right hand at side</li> </ul>
Raking	<ul style="list-style-type: none"> <li>Used to move protester behind police lines</li> </ul>

**FEMA Field Force Operations Manual, p. 54.**

9. Demonstration/Evaluation notes on types of person carries

A carry is a technique used by law enforcement to transport a person between points who are immobile but uninjured. This content will discuss two types of carries at the end of the lecture. They include the two-officer and the three-officer carry.

However, in each case, and prior to carrying someone, the officers should have their helmet face shields down to prevent hitting the arrestee with the face shield. As students approach the person, they should identify that the person is under arrest (if applicable), ask if they have any medical issues, and inquire if they are willing to cooperate with the students (officers). Then, if appropriate, restrain the person with flex cuffs and conduct a search of the person incident to arrest.

It is essential that instructors stress to students to utilize their legs and arms for picking up weight – not their backs. Instructors should closely monitor students to

help prevent injury. Below, the instructor is provided additional instruction on how to perform each of the carries.

Officers should attempt to talk to the person first if the scene is safe to do so. “Often, especially during passive-resistant protests, the individual will comply with requests from police officers. Officers should ask if the suspect is willing to cooperate and walk with them. It does not hurt to ask before using physical force to remove the individual. A second consideration is to ask about medical issues and any physical limitations individuals may have.”<sup>xv</sup> If a person is unconscious or reports an injury, the most prudent option might be to have the formation escort a tactical medic, medical first responder, or EMS member to assess the person prior to moving them unless a deadly threat is present to officers or the person requiring immediate evacuation.

a) Two-Officer Carry<sup>xvi</sup>

(1) Instructions

Two officers, one on each side of the arrestee, facing the opposite direction of the individual. This will place one officer’s left side against the left side of the arrestee, and the other officer’s right side against the arrestee’s right side. The arrestee is lifted and forced to walk back as the officers walk forward and move the arrestee to a more secure location. Remind students/officers to lift the weight of the suspect using the strength in their legs, and not their back.

(2) Example/Illustration of Two-Officer Carry



**Face Opposite Direction**





**Lock Arms**



**Lift Arrestee**

b) Three-Officer Carry<sup>xvii</sup>

(1) Instructions

The three-officer carry is typically used for non-compliant arrestees, an injured person who has to be rapidly removed and has not sustained a spinal injury, an invalid person, and/or the elderly.

The first two officers assume the same position as the two-officer carry. The arrestee's legs are crossed. The third officer faces the arrestee and wraps his or her arms around the arrestee's legs to secure them. The officer who is processing this particular arrest assumes the role as the lead officer. Upon command, all three officers lift the arrestee at the same time and move the individual to a more secure location.

(2) Example/Illustration of Three-Officer Carry



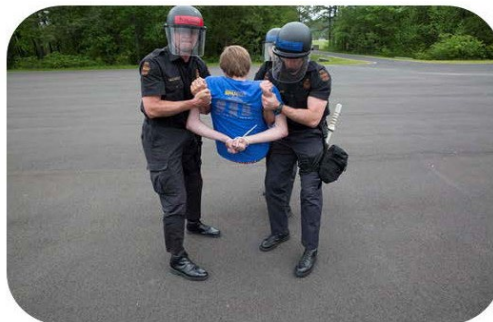
**Face Opposite Direction**



**Cross Legs**



**Lift Arrestee**



**Move Arrestee**

I. Practical Exercises/Evaluations (Evaluated Scenarios)



1. **Exercise: UNLAWFUL ASSEMBLY**

a) Purpose

Demonstrate the ability to establish legal authority to intervene at the protest, attempt de-escalation methods, properly approach the scene based on commands and signals provided, use the correct proper formation and baton properly handcuff, lift, and transport a passive protester by using flex-cuffs and a carry.

**Scenario Setting:** Student officers are responding to Hughes Manufacturing Inc., a facility where a group of former employees recently laid off from their positions, are protesting the decision to terminate their positions. They are blocking the roadway, not allowing vehicles to enter or leave the business. The owner of the business called 911 and reported that the crowd is chanting that they would soon burn down the plant.

b) Exercise Conditions

- (1) These exercises should be conducted after the classroom lecture has been completed and before the exposure to any chemical agents.
- (2) This exercise should take approximately 30 minutes depending on class size.
- (3) These exercises can take place either outdoors or indoors.
- (4) All students should participate in these exercises.

c) Personnel and Equipment

- (1) One primary instructor can conduct these exercises.
- (2) One (1) stretcher is optional for the entire class. If a stretcher is used, follow the manufacturer's recommendations for use.
- (3) Each student should have at least two (2) flex-cuffs to participate in these exercises.
- (4) One (1) set of cutters is required.

d) Procedures for Conducting this Exercise

- (1) Divide the students into equal groups and pair off into arrest teams. It is recommended to have at least one line formation. Instructors may expand into other formations if enough students are present. Have at least five role players to represent the crowd.
- (2) Give specific instructions on using, applying, and removing flex-cuffs according to the manufacturer's instructions.

- (3) Have at least one (1) role player become agitated, verbally abusive, and verbally attempting to incite a riot. Meanwhile, the rest of the crowd remains passive and not threatening towards the student officers, but vocally chanting about employee rights. (Students should attempt to communicate with and de-escalate the verbally abusive role-player.)
  - (4) Have students properly place flex-cuffs on the arrestee and conduct a two-officer carry of the arrestee to a “safe location.” The instructor may also incorporate training on stretcher use in these types of scenarios as well. Follow stretcher manufacturer instructions for proper use.
  - (5) Group two then performs the same exercise in a role reversal.
  - (6) Continue until all students have rotated through the exercise.
- (5) Evaluating the Exercise

The instructor should evaluate the student’s performance based on the following:

- (a) Attempt to de-escalate verbally the passive protest first.
- (b) Proper communication informing the violators they are under arrest for a proper violation.
- (c) Proper use of flex-cuffs, i.e., proper position on wrists, proper restrictiveness (not too loose or too tight).
- (d) Proper lifting techniques and carrying during person carries, i.e., lifting with legs and not back.

**Students earning more than ONE unsatisfactory score in this exercise will have failed the attempt. If a re-evaluation attempt, the instructor must indicate such at the top of the form. Students receive only one opportunity for remedial/re-evaluation on this exercise.**

**NOTE: Instructors must cover proper lifting techniques with students before any lifting is done. Remember, lift with your legs and not your back.**

2. **EXERCISE: RIOTOUS ASSEMBLY AT THE COLLEGE**

- a) Purpose

Demonstrate the ability to establish legal authority to intervene at the protest, properly approach the unlawful assembly location based on commands and signals provided, use the correct proper formation and baton properly handcuff, lift, and transport a passive protester by using flex-cuffs and a carry.

**Scenario Setting:** Student Field Force officers are responding to ABC Community College where a group are protesting the social justice issues of law enforcement's use of force on a student at the college a few days ago. The protestors have formed a riotous assembly who has assaulted students and staff, damaged windows at the college, and are blocking access to or from the administration building. The on-duty security officer at the college has called for field force student officers to respond for crowd management purposes.

b) Exercise Conditions

- (1) The exercise should be conducted after the classroom lecture has been completed.
- (2) A specific site location is required for the exercise. A street location is the best site. However, an open field or parking lot may be used for traditional foot formations.
- (3) Students need practice and familiarization time to become accustomed to the various defensive techniques associated with the use of batons.
- (4) The instructor should follow the general scenario setup provided and script an application of the following for evaluation during the scenario:
  - (a) Baton familiarization. Students must have time to become familiar with holding and using these instruments.
  - (b) Traditional crowd management and dispersal operation using the baton. (Port Arms, Port Arms - Push, On Guard, and Raking)
  - (c) Deployment of a Riot Control Agent (RCA) should be used to expose students to their impact as a supplemental learning objective, while instructors also emphasize the need for prompt and reasonable decontamination.
  - (d) Students must demonstrate executing both the Line and Wedge formations accurately. Team security and unit action will be the focus of the exercise. Instructors may use additional formations if student enrollment numbers allow.
  - (e) The exercise will culminate into the formation moving to disperse a verbally challenging unlawful assembly using the four basic baton positions (Port Arms, Port Arms - Push, On Guard, and Raking). At least one arrest must occur during the exercise using the raking method through the line. The arrestee will be removed using the two-officer carry.

- (f) The air-purifying respirator procedures should be initiated at various stages of the exercise to allow the student to perfect masking and unmasking skills. Instructors should incorporate using the APRs during exposure to RCA listed in item iii.

**Students earning more than ONE unsatisfactory score in this exercise will have failed the attempt. If a re-evaluation attempt, the instructor must indicate such at the top of the form. Students receive only one opportunity for remedial/re-evaluation on this exercise.**

**NOTE: Instructors must cover proper lifting techniques with students before any lifting is done. Remember, lift with your legs and not your back.**

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BLET: 38

Topic: **Rapid Deployment to Active Attacker** (16 Hours)

*Lecture: 4 Hours*

*Practical Exercises: 12 Hours*

- A. This lesson must be delivered by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor that has successfully completed the North Carolina Justice Academy's "Rapid Deployment Instructor Training" course.
- B. To fully complement the holistic delivery of other core methods and materials, instructors must be knowledgeable with and reinforce foundational content discussed in the following lessons delivered before teaching Rapid Deployment to an Active Attacker:
1. *Firearms (Part 1 and 2)*
  2. *First Responder*
  3. *Patrol Techniques*
- C. Instructors must administer practical exercises. Additional personnel (e.g., instructors, role players) and resources may be needed to administer these in the twelve (12) hours allocated.
- D. The accredited school or agency **MUST** own or have access to the following and School Directors must ensure these items are used during the delivery:
1. "Force on force" training aids such as marking ammunition, Simunitions, blanks, or airsoft rounds and guns; or blanks for active participants.
  2. A blank gun with six blank rounds to initiate driving force or stimulus if needed.
  3. Duty gear
  4. Two-way radios
  5. Flashlights
  6. Vehicles equipped with blue lights, siren, radio, PA system, and a police suspension package.
  7. Protective equipment (e.g., eye protection, helmets, protective padding – if applicable, etc.)
  8. Various props (e.g., rubber knives, contraband, alcoholic beverages, money bags, search warrants, etc.)
  9. IED training props

10. Wound kits for injuries and realistic clothing articles such as book bags, schoolbooks, etc. (Optional).

E. The following BLET forms **MUST** be retained in each student's permanent file:

- Rapid Deployment to an Active Attacker Practical Exercise Evaluation Form

F. Training Methodology - Phases of Instruction

Students will go through the following sequence of training: Instruction, then Evaluation, then, if necessary, Remedial, followed by Re-evaluation.

1. To pass the evaluated scenario, students must score *satisfactory* in **80% or higher** of the evaluated skill sets.
2. Any student who fails the evaluation phase will have one opportunity for remediation (and re-evaluation), but the School Director must approve that one opportunity.
3. Instructors will deliver the re-evaluation practical exercise similarly to the failed evaluation practical exercise. However, some aspects may be adjusted. For example, the specific person and location of the active attacker or IED, the number of role-player victims, etc. may be (and should be) adjusted as needed during the re-evaluation since it is the tactics used by the student under evaluation.

G. **Practical Exercise/Scenarios**

1. Conduct a safety briefing with all participants, staff included, concerning the parameters of the exercises, the use of training weapons, and the use of safety glasses. Check all weapons and vehicles in the training area for lethal items at this time and before the start of each training iteration.
2. Post signs around the training area and limit non-participant access. Verify that the training area is clear of non-participants.
3. Designate areas for the students to practice the rapid deployment movement techniques and room entry before commencing practical exercises. Allow the students to practice until they are proficient with the techniques.
4. This training provides several scenarios to be used by instructors during demonstrations and student practice that are not graded where feedback is provided to the students on ways to improve tactics, techniques, etc., to learn the necessary rapid deployment skillsets. **However, only one scenario is designed as the practical exercise evaluation scenario (Long Distance Threat).**  
In conducting practical exercise demonstrations, scenarios, and evaluation, instructors shall ensure the following:
  - a) Collect the appropriate performance evaluation sheets, if applicable to that scenario.
  - b) For each scenario, re-check all weapons and equipment for lethal items.

- c) For each scenario, brief the scene.
- d) Conduct and facilitate each practical exercise according to standards established in this document.
- e) Once completed, check for any injuries or damage, for each scenario.
- f) Evaluate and/or critique the students' performances, for each scenario.
- g) Remediate/Re-evaluate training, if the student scores less than 80% on the evaluated scenario.
- h) Collect and account for all equipment, for each scenario.

5. **Practical Exercises/Scenarios: Purpose and Conditions – Rapid Deployment to an Active Attacker.**

The instructor(s) must use the following guidelines when conducting the practical exercise segments.

a) Purpose

These exercises are intended to provide the students with an opportunity to observe, practice, and perform the following training objective:  
In a practical setting, demonstrate the learned techniques of rapid deployment during the practical exercises.

b) Personnel and Equipment

(1) One primary instructor and an assistant instructor for every six students. The primary and all assistant instructors must have successfully completed the North Carolina Justice Academy's "Rapid Deployment Instructor Training" Course.

(2) Role players will be needed. It is recommended that the instructor recruits role players for the class before the course delivery. If none are available, the students may be used as role players.

(3) Props

(a) Radios, weapons (training weapons or altered safe weapons), "force on force" training aids such as marking ammunition or blanks, inert OC, Personal Protective Equipment applicable to the equipment used (such as safety glasses, protective padding – if applicable, etc.), safety glasses, patrol vehicles, and sound effects provide an excellent training setting. Force-on-force systems/aids could be used if the training schedule and facilities support their use.

(b) "Training weapons" are props or training aids that are used in scenario-type training events. Training weapons such as

polymer molded firearms (Red/blue guns) are encouraged during student demonstrations. Weapons that have been rendered “safe” to the point that they cannot be loaded and/or fired may be used if “training weapons” are not available. Modified barrels, such as Simunitions, may also be used to handle training marking rounds. All weapons are to be marked and physically inspected for each training session to ensure the integrity of a “safe” training environment. At NO time should live weapons or ammunition be used or permitted on the training site.

- (c) Wound kits for injuries and realistic clothing articles such as book bags, schoolbooks, etc., add realism.
  - (4) If possible, coordinate with a local School Resource Officer (SRO) who works at the school and can be the facilitator or guide who can direct the teams to certain locations in the school. The instructor may try to solicit the assistance of a local agency’s command staff to act as on-scene supervisors for the same purpose. This facilitates the training and allows the command staff to practice and rehearse this scenario type as well.
- c) Practical Exercise/Scenario Conditions
- (1) Before the practical exercise(s), the instructor will review the safety briefing form with all participants, including role players and students. The lead instructor and each participant must sign and date the safety briefing form. The instructor shall retain signed copies of the forms in each student’s permanent file signifying that the participants have reviewed and understood the safety instructions given.
  - (2) Exercises are to be scheduled after the lecture portion has been completed.
  - (3) Exercises require eight (8) hours to complete.
  - (4) Exercises are to take place in a school-type setting or a structure resembling a school with long hallways and multiple rooms.
  - (5) The exercises are designed for a class of up to twenty-four (24) students. Higher enrollment may require additional facilities, role players, and instructors for simultaneous exercises.
  - (6) Students must be divided into four groups with an instructor designated to monitor them.

6. **Practice/Demonstration Scenarios (Not Evaluated)**

Instructors will utilize the following practical exercises/scenarios after the lecture is complete to teach skill sets, allow students to practice opportunities for the learned skill sets, and an opportunity to observe the students and provide constructive feedback to improve their skill sets. The demonstration practical exercises/scenarios



may be delivered in any order at the discretion of the instructor/School Director, except for the evaluated practical exercise/scenario. It should be last.

a) Practice/Demonstration Scenario One: **Awareness**

Synopsis (hypothetical call for service): A suspect armed with a handgun has been seen entering a workplace or school. No shots have been reported.

- (1) Goals: Single officer response, proper threshold evaluation, never moving faster than the mind can process.
- (2) Suspects: One (can be Instructor or designated role player)
- (3) Role players: Minimum of five, not including suspect. These role players must be placed throughout the scenario room as if injured or deceased. Once the scenario begins, injured role players will start screaming and crying for help. This will add stimulus and stress to the responding officer.
- (4) Setting: School, gym, or other public places.
- (5) Minimum equipment: Minimum equipment: Personal Protective Equipment applicable to the equipment used (such as safety glasses, protective padding – if applicable, etc.); Simunitions, blanks, or airsoft rounds and guns; a blank gun with six blank rounds to initiate driving force or stimulus if needed.
- (6) Scenario setup: The suspect role player or instructor will be placed deep into a corner. Lighting in the room should be low. Upon the command “going hot,” injured role players should scream and cry for help. The responding officer should move to the driving force of injured role players.
- (7) Suspect actions: Suspect should be hidden in a limited light corner. The suspect should have a blanks pistol at a low-ready position. If the responding officer correctly conducts a threshold assessment and contacts the suspect, the suspect should comply with the commands given, if any. If the responding officer does not complete a proper threshold assessment and/or overlooks the suspect, the suspect should open fire on the responding officer as he or she passes until such time the OIC or TSO calls “End-ex.”

b) Practice/Demonstration Scenario Two: **Hunter vs. Searcher Mindset**

Synopsis (hypothetical call for service): A suspect armed with a handgun has been seen entering a workplace or school. Shots have been reported, but no shots can be heard upon the officer’s arrival.

- (1) Goals: Deliberate searches without stimulus or driving force. Development of hunter and searcher mindset.

- (2) Suspects: One (designated role player recommended)
- (3) Role Players: Minimum of three, not including the suspect, but the more, the better.
- (4) Setting: School, gym, or other public places.
- (5) Minimum equipment: Personal Protective Equipment applicable to the equipment used (such as safety glasses, protective padding – if applicable, etc.), Simunitions, blanks, or airsoft rounds and guns; a blank gun with six blank rounds to initiate driving force or stimulus if needed.
- (6) Scenario setup: The suspect role player will be discreetly placed in a room not in play and away from the training area. The purpose is to create a scenario where the suspect is gone before law enforcement arrives without the student knowing that. Other role players should be scattered throughout the training area. They must act as if they are deceased and not respond to the student's dialogue. Once the students have searched the entire training area for the suspect, the instructors should end the scenario. Instructors should ask the students where the suspect is and explain that he left before arrival. Reinforce their searching skills and mindset.
- (7) Suspect actions: None. Be hidden in a place outside the training site. The suspect will not be in play, but students need to be made to think the suspect is in play when they begin the scenario. Instructors shall instruct students not to discuss the scenarios with or around other students who have not participated. Instructors may consider utilizing students who have completed the exercise as additional civilian role players to help prevent releasing the scenario's details.

c) Practice/Demonstration Scenario Three: **Improved Explosive Device (IED) Response**

Synopsis (hypothetical call for service): An armed suspect was seen entering a building. The suspect was also seen with a backpack. Do not mention anything about explosives.

- (1) Goals: Accurate response to Improved Explosive Devices (IEDs). Students should respond with “bomb cover” (no driving force) or “bomb go” (driving force).
- (2) Suspects: One to two (designated role player or instructor)
- (3) Role players: Four role players, including the suspect.
- (4) Setting: School, gym, or other public places.
- (5) Minimum equipment: Personal Protective Equipment applicable to the equipment used (such as safety glasses, protective padding – if

applicable, etc.), simunitions, blanks, or airsoft rounds and guns, a blank gun with six rounds to initiate driving force or stimulus if needed. IED training props.

- (6) Scenario setup: A stationary explosive device should be placed in the hallway before the start of the scenario during setup. The contact team should notice the device and call “bomb cover” as there is no driving force at this time. After the contact team takes cover, instructors should listen for an “LCAN” report. The suspect role player should then fire two rounds to initiate a driving force. Once the contact team approaches closer, the suspect role player should deploy another simulated IED in order to prompt the contact team to call “bomb go.”

Instructors or safety officers must simulate that the device detonated. Hence, the contact team knows to check on each other and move forward toward any driving force that may exist. The suspect role player will then fire blank rounds in the direction of a role player in sight of the responding contact team. The role player will simulate he has been shot and fall to the ground. At the same time, the suspect role player will enter a pre-determined area and stand behind two other role players seated as if they were hostages. (optional- place simulated IED in one hand of one of the hostage role players). Once the contact team sees the suspect role player behind the hostages, the suspect role player should take overt action causing the contact team to react, alleviating the threat. The contact team must now decide on what to do with the hostages and/or injured in the room.

- (7) Suspect actions: Deploy IED to the oncoming contact team, shoot in the direction of a role player simulating shooting a victim, and retreat to an area nearby behind two simulated hostages. Make overt movement with your firearm to cause the contact team to address the threat. Simulate that you are deceased. Instructors shall instruct students not to discuss scenarios near or with students who have not participated yet. Additionally, the staging area for students waiting to go through should be away from the actual training area.

d) Practice/Demonstration Scenario Four: **School Resource Officer (SRO) Response**

Synopsis (hypothetical call for service): a School Resource Officer (SRO) receives a call from the office that a loud noise disturbance is coming from a room at the end of the hallway.

- (1) Goals: Single officer response and proper link up with a contact team.
- (2) Suspects: One (designated role player or instructor)
- (3) Role players: Four or more, not including the suspect.

- (4) Setting: School.
- (5) Minimum equipment: Personal Protective Equipment applicable to the equipment used (such as safety glasses, protective padding – if applicable, etc.), simunitions, blanks, or airsoft rounds and guns; a blank gun with six blank rounds to initiate driving force or stimulus if needed.
- (6) Scenario setup: All role players and suspect role players will be in a room. Once the solo responding officer approaches that room, the suspect role player fires one blank round. At that time, all other role players will exit the room with their hands up, running past the officer and shouting in fear. These role players will continue to run past the solo responding officer and to a pre-determined room, where they will remain until the scenario is over. Officers should demonstrate a proper link-up with other responding officers.
- (7) Suspect actions: Fire one round to initiate a driving force stimulus. As other role players exit, as mentioned above, shoot one or two other players depending on availability. The suspect should run to the furthest part of the room to engage the officer when he enters the room.

**NOTE:** Role players who are shot in the path of the responding officer may want to fall as close to the wall as possible on the opposite side of the responding officer's approach.

**NOTE:** Instructors can modify each scenario to fit a single officer response to a four-person contact team.

e) Scenario-Based Supplemental Learning: Tourniquet Application

Because of the nature of this topic, instructors are encouraged to incorporate random tourniquet drills throughout the instructional phase for students to apply on themselves or *injured victims* (role players) in one or more scenarios. Instructors must be experienced in applying and using tourniquets, closely oversee the proper application by students, and ensure the appropriate device removal. The application of tourniquets is covered in great detail during the **First Responder** block of BLET. Instructors and students may refer to that topic block as a refresher.

7. **Performance Exercise/Scenario (Evaluated) – Long Distance Threat**

a) Scenario – *Long Distance Threat*

Synopsis (hypothetical call for service): A suspect armed with a handgun has been seen entering a workplace or school. There have been reports of shots fired.

- (1) Goals: Accurate response to a driving force. Dealing with long-distance threats. Demonstrating correct room entries. Effective

coordination of rescue team. Effectively mitigating the stop the dying phase.

- (2) Suspects: 1 (designated role player or instructor)
- (3) Role players: 4 or more, not including the suspect.
- (4) Setting: school, gym, or other public places. A gym or long and wide hallway is recommended.
- (5) Minimum equipment: Personal Protective Equipment applicable to the equipment used (such as safety glasses, protective padding – if applicable, etc.), simunitions, blanks, or airsoft rounds and guns; a blank gun with six blank rounds to initiate driving force or stimulus if needed.
- (6) Scenario setup: Using a gymnasium or long and wide hallway, numerous role players will be stationed throughout the training area to act injured or deceased. The responding officers will comprise a Rolling-T (four officer contact team) and should enter the training area from a place that forces them to address the threat from a long distance.

As soon as the officers enter the training site, role players who are acting as if they are injured should start shouting for help. When directed by an instructor (whether by hand signal or word phrase), the suspect role player will exit from a hidden location and into the view of the responding officers. The suspect should hold the gun where it is visible to the officers but not pointed at anyone (toward the ground). The suspect should start yelling *where is he? I am going to kill him!*

Responding officers should either engage the suspect or utilize cover and address the threat. If responding officers become “locked” in their decision-making, the suspect should shoot at the officers.

- (7) Suspect actions: As soon as the officers enter the training site, role players acting as if injured should start shouting for help. When directed by an instructor (whether by hand signal or word phrase), the suspect role player will exit from a hidden location and into the view of the responding officers. The suspect should hold the gun where it is visible to the officers but not pointed at anyone (toward the ground). The suspect should start yelling “where is he?” “ I am going to kill him!”
- (8) Responding officers should either engage the suspect or utilize cover and address the threat. If responding officers become “locked” on their decision making, the suspect should shoot at the officers.

**NOTE:** A role player or instructor may need to position themselves in a place to discreetly let the suspect (who is in hiding) know that the responding officers have entered the training site.

**NOTE:** This scenario is designed to be the evaluation scenario. Rooms along the hallways at the site should be set up and utilized to allow for evaluating room entry performance skills by the students, and the scenario should not end until the instructors have had an opportunity to evaluate the *stop the dying* or rescue team element as well.

b) Performance Evaluation

The instructors must use the evaluation criteria on the student performance evaluation sheets.

- (1) Place an “S” (Satisfactory) in the space provided if the student performs the activity satisfactorily. If the student performs the activity unsatisfactorily, indicate their performance by placing a “U” (Unsatisfactory) in the space provided. The instructor must document the deficiency in the comments section if the student receives an unsatisfactory (U) score. There will be instances when the student does not get to perform a task listed on the skills sheet due to the scenario. In those situations, the instructor should place “N/A” (Not Applicable) in the space provided.
- (2) For each scenario, the student must achieve **80% (or higher)** satisfactory grades in those skill areas applicable to the given scenario. Students who score **less than 80%** will require remedial training and have only one opportunity for re-evaluation, pending approval by the School Director.

BLET: 39

Topic: **Patrol Techniques** (28 Hours)

*Lecture: 12 Hours*

*Practical Exercises: 16 Hours*

- A. This lesson must be delivered by a person who is currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor. It is recommended that specialized instructors be on site to assist with practical exercises where their specialty is an element of the exercise.
- B. This lesson should be delivered last or near the end of the BLET course because it fuses skills learned throughout the curriculum.
- C. **Patrol Techniques** is considered the capstone topic for Basic Law Enforcement Training (BLET). This topic will require students to utilize many foundational skillsets learned earlier and throughout BLET up to this point. Therefore, to fully complement the integrated delivery of other core methods and materials, instructors should be knowledgeable with and reinforce foundational skills, techniques, and tactics previously discussed in the following lessons before teaching *Patrol Techniques*:

1. *Ethical Problem-Solving*
2. *Communication and De-escalation Skills*
3. *Compliance and Control Tactics*
4. *Firearms*
5. *Law Enforcement Driver Training*
6. *Rapid Deployment*
7. *Arrest, Search, Seizure, and Constitutional Law*
8. *Traffic Law Enforcement*
9. *Criminal Investigations*
10. *Explosives and Hazardous Materials Emergencies*

- D. The Basic Law Enforcement Training curriculum uses acronyms to facilitate students' learning of significant concepts and methodologies. In this training lesson plan, the use of **P.R.E.P.** helps relate necessary steps to be fully prepared for duty. **P.R.E.P.** is an acronym for **P**practice, **R**outinely, **E**ngage, and **P**romote.

**P**RACTICE empathy and compassion for yourself and those around you. **R**OUTINELY check your equipment to ensure it fits and works properly before and during each shift. **E**NGAGE in healthy lifestyle activities that promote physical and mental readiness and wellness. **P**ROMOTE positive relationships with agency colleagues and citizens.

- E. Practical Exercises

After the 12-hour classroom portion is delivered, the remaining 16 hours are allocated for practical exercises and skills evaluation. **Patrol Techniques** is considered the capstone topic for BLET students. School Directors and Instructors are encouraged to deliver this as an officer-for-a-day setting where the students are on patrol with an instructor, dispatched to calls for service, and evaluated while answering them. Extensive planning and



preparation are needed to provide students with realistic experiences of what it is like to work a uniform patrol shift.

1. Phases of instruction

Students will go through the following sequence of training: Instruction, then Evaluation, then, if necessary, Remedial, followed by Re-evaluation.

- a) Any student who fails the evaluation phase will be remediated with the approval of the School Director.
- b) Instructors will deliver the re-evaluation practical exercise similarly to the evaluation practical exercise. However, some aspects may be adjusted. For example, the suspect or motive details of the robbery call can be adjusted, or the location itself may be changed since it is the tactic used by the student under evaluation.

2. Evaluation forms

Instructors shall use the provided evaluation forms for each student. In the event of a failure during the evaluation phase, the instructor will utilize a second evaluation form and indicate it is a “Re-Evaluation” on the form at the top.

- a) For the practical exercises, if the student performs the listed skill satisfactorily, write an “**S**” in the applicable space provided. To pass the suspicious person call exercise, the student cannot have more than two (2) unsatisfactory scores on the evaluation form. To pass the 911 hangup call, civil matter call, armed robbery call, and burglar alarm call exercises, the student cannot have more than one (1) unsatisfactory scores on the evaluation form.
- b) If the student does not perform the listed skill satisfactorily, write a “**U**” in the applicable space provided. Instructors must document the deficiency in the comments section with remedial instructions where applicable. If the student fails the exercise, they will enter the remedial phase.
- c) Students who do not successfully complete any practical exercise will have one opportunity for remedial and re-evaluation for each practical exercise.
- d) Instructors shall submit all completed Practical Exercise Evaluation Forms to the School Director. The School Director shall retain completed forms in the student’s permanent file.

3. Logistics and Equipment Needs

- a) The 16 hours for practical exercises should be divided into two 8-hour workdays. Ideally, workdays should include time frames that allow students to work a simulated uniform patrol shift during the day and at night (e.g., 3:00 p.m. to 11:00 p.m.)



A portion of the practical exercises shall be done at night or during low-light. Students should identify themselves as law enforcement officers, even in uniform, as the public does not always recognize them.

Role-players must have access to or be armed with various potential weapons, such as knives, sticks, and other household items, to see how the students react.

- b) Instructors should use a variety of structures and open-air spaces that resemble environments encountered by uniform patrol officers (e.g., a makeshift city with street names, businesses, and residential homes).
- c) Students must report for duty in *full uniform* to include the following minimum equipment items:
  - (1) Ballistic vest
  - (2) Duty belt
  - (3) Flashlight
  - (4) Handcuffs
  - (5) Portable radio (each or per student pair)
  - (6) Training or non-functional firearm
  - (7) Notepad and pen
- d) Students will be exposed to a variety of scenarios. Some may require students to work in pairs while others may be solo officer response to calls for service. Instructors must reiterate to students during demonstrations that no call for service should be considered “routine” and that when officers become complacent, their officer safety skills become sloppy exposing the officer to safety risks. With scenarios requiring multiple officer responses, students must rotate being the primary (contact) and secondary (cover) units for EACH of those required scenarios.
- e) Instructors should conduct a daily roll call briefing before each simulated work shift. This allows instructors to create assignments and issue “lookouts” for wanted people and stolen vehicles.
- f) At a minimum, students shall respond to the scenario calls for service using a “marked” BLET training vehicle. If there are not enough marked vehicles available for all students, instructors should rotate students between vehicle and foot patrol assignments. It is strongly recommended that students be assigned a “patrol shift” where they are “on patrol” in the training vehicle, receive scenario calls for service by radio, and respond to various scenarios for evaluation consecutively to provide the most realistic training environment.

Instructors and school directors need to notify all appropriate personnel if students will be conducting any of these “patrol” related practical exercises outside of a controlled training environment. These notifications may include but are not limited to local law enforcement agencies, campus security, and school or agency administration.

An instructor(s) must be on site for all portions of the practical exercises. Instructors will ride or be within sight of any marked patrol vehicle used during a practical exercise. The School Director must be able to immediately respond to the training site, if needed.

Signs must be posted at all access points to notify the public of law enforcement training being conducted in the area. School Directors and instructors must ensure the safety of role players, students, staff, and the public during all aspects of training.

- g) Functional firearms are NOT permitted on the training site. Instructors may use training weapons or props that cannot be loaded or fired (e.g., polymer-molded firearms and knives). Training weapons also include ones with modifications that do not allow any loading or firing of lethal ammunition (e.g., barrel plugs or inserts, firing pin removed). All training weapons MUST be physically inspected by instructors to ensure they are incapable of loading or firing.
- h) The above notwithstanding, instructors may elect to use ‘force on force’ training aids, such as *Simunitions* or *Airsoft* guns. If these training methods are used, the following safety guidelines shall be followed:
  - (1) All training guns must be mechanically altered to not chamber or fire lethal ammunition. Instructors shall conduct equipment inspections before and after each exercise to ensure no weapons capable of lethal force are within the scenario.
  - (2) All students and role players shall wear safety equipment recommended by manufacturers when using *Simunitions*, *Airsoft*, or similar equipment that include, but is not limited to, the following:
    - (a) Safety goggles/eye protection
    - (b) Helmets or head gear
    - (c) Face shields
    - (d) Neck and groin protectors
- i) Review the Practical Exercise Safety Instructions form with all students, assisting instructors, and role players for their signature. The School Director shall retain signed copies of these forms in the course file.

#### 4. Personnel Needs

Multiple instructors and role players are needed to administer skill development scenarios. Students should not be used as role players. Ideally, all scenarios should be administered concurrently throughout the simulated patrol shift workday to minimize student downtime. For example, students can be dispatched to scenarios and rotated. Students can be 'patrolling' their assigned areas or writing reports when not participating in a scenario. Likewise, it is strongly recommended that students be "dispatched" by portable radio communications to calls to increase the realism of the training environment. Therefore, portable radio equipment will be needed, if utilized.

## 5. Scenarios

Instructors must administer the following five (5) skill development scenarios and evaluate student performance using the parameters provided. Instructors can modify scenario circumstances and outcomes as long as they evaluate all performance line items according to the grading rubrics. Instructors may also develop additional scenarios. All scenarios should be designed to teach students how to investigate common uniform patrol circumstances safely and effectively.

### a) **Suspicious Person**

- (1) Personnel: One (1) instructor, one (1) role player, and one (1) student as primary. A second student may be used as cover officer.
- (2) Equipment: Training weapon; fake controlled substances
- (3) Student instructions: Respond to investigate a reported suspicious person at [LOCATION]. An anonymous caller said a person [DESCRIPTION] is walking up to cars driving by and possibly selling drugs. In the last month, officers have investigated several shootings and a carjacking at this location.
- (4) Role player (suspect) instructions: As being approached by the student officer, walk away in the opposite direction, and conspicuously toss simulated narcotics away while keeping a concealed training weapon on their person. If stopped by student officer, be evasive when answering questions and scan from side to side as if looking for an escape route. As the officers attempt to get closer, step backwards to maintain some distance. Present cues of potential attack as listed in the lesson (heavy breathing, clenching of teeth/jaw, clenching of fists, target glancing, fighting stance, staring through the students, etc.) Hesitantly follow student instructions without resisting but show frustration about "always being harassed" by law enforcement. If the student officers missed the tossing of the narcotics and do not pick up on the fight or flight cues after several minutes, the suspect should attempt to draw the training weapon.
- (5) Outcomes: In all scenarios, student officers should utilize de-escalation techniques when appropriate. Based on an observation of throwing the simulated narcotics, officers would have probable cause to arrest and search the person incident to that arrest. If that action is

missed by the student officers, the call reporting suspicious activity, the history of crime in this area, coupled with the fact the suspect is obviously demonstrating cues of *flight or fight*, would provide reasonable suspicion to frisk for weapons where the training weapon should be located. An arrest for the narcotics and/or weapons offenses should be made. Student officers should maintain control of the situation, remain professional, and exhibit appropriate officer safety and communication skills.

b) **Armed Person Call**

- (1) Personnel: One (1) instructor, one (1) role player, and one (1) student officer. A second student officer may be used as a cover officer.
- (2) Equipment: Training weapon.
- (3) Student instructions:
  - (a) Respond to a reported “person with gun” call at [LOCATION]. Dispatch provides the student with a partial description of the (role player) person.
  - (b) Student is advised the caller observed the person remove a handgun from their pocket, chamber a round in the receiver, and return the weapon to their pocket. The caller reports that the person did not point the weapon at anyone or fire the weapon. Still, they are concerned a robbery is about to happen.
- (4) Role player instructions:
  - (a) Possess the training weapon concealed in your waistband or pocket, whichever location the weapon is concealed best. You will not attempt to remove or engage the officers with the weapon. You are not on your own premises.
  - (b) Upon the student officer(s) initial approach, appear surprised. Upon contact by the student officer(s), cooperate and engage the student officer in discussions about the weather or other distracting topics. If asked if you have any weapons, initially deny you have any. If student officers ask for consent to search, immediately tell them you do have a weapon, but you are a CCW permit holder. Follow instructions provided by the student officer(s). **DO NOT REACH** for the weapon or resist but become boisterous and agitated that your first amendment rights allow you to carry your weapon.
- (5) Outcome: In all scenarios, student officers should utilize de-escalation techniques when appropriate. Student officer(s) should maintain control of the situation while remaining professional and

maintaining appropriate officer safety. Student officers should not become distracted by the role-player's small talk and instead engage in effective communication skills with the person. Student officers should either seek consent to search or be able to accurately articulate proper reasonable suspicion to search the person. During weapon retrieval, student officers should secure the person before attempting removal of the weapon.

c) **Civil Matter**

- (1) Personnel: One (1) instructor and three (3) role players
- (2) Equipment: None
- (3) Student instructions: Respond to [LOCATION] and investigate a dispute between neighbors over one installing a [fence, landscaping, or other item] on the other neighbor's property without consent.
- (4) Role player instructions:
  - (a) (All parties will remain on their side of the property line during the scenario.) Neighbor 1 says the other neighbor has recently installed a [fence, shrubbery, or other item] and the [item] is actually on their property, not the neighbors. Neighbor 1 demands the student (law enforcement officer) to arrest neighbor 2 for trespassing by installing the [item] on their property, and to force neighbor 2 to remove the [item] from their property.
  - (b) Neighbor 2 is defiant and boisterous. Neighbor 2 tells both neighbor 1 and the student officer to *screw off* because the [item] is on the correct side of the property line and they are not moving anything. Neighbor 2 states that if neighbor 1 damages the [item] or the student officer tries to remove the fence or make an arrest, they will sue both.
  - (c) Shortly after the student officer's arrival, and before Neighbor 2 gets very boisterous and challenging, Neighbor 2's [spouse, friend, etc.] enters the scenario and walks over to stand beside Neighbor 2 (on their side of the property line) with a cellular phone to video record the student and neighbor 1 during the discussion. Neighbor 1 reacts to the person recording them on their property and demands the officer force the person to stop video recording them and that it is a violation of their civil rights.
  - (d) Neighbor 2 tells Neighbor 1 to go back into the house because the [item] is not on their property and tells the student officer that they are no longer needed and are dismissed from this incident. Neighbor 2 and the recording person should turn and walk away "to their home."

- (5) Outcome: In all scenarios, student officers should utilize de-escalation techniques when appropriate. Student officer(s) should maintain control of the situation while remaining professional and maintaining appropriate officer safety. The main takeaways for the student in this scenario are:
- (a) The student should try to use de-escalation techniques.
  - (b) The student should be able to assess that this is a civil matter, and no physical arrest is warranted in this scenario. Additionally, the additional role-player recording the event is not committing a criminal or civil violation.
  - (c) Once the student has ensured no physical confrontation will occur and peace is established, neighbor 1 should be referred to civil court (lawsuit) to settle the complaint if they so choose. No physical arrest of anyone in this case is necessary as provided in the scenario instructions.
- d) **Armed Robbery**
- (1) Personnel: One (1) instructor and at least one (1) role player is required. More role players may be necessary depending on the scenario option used. A second student officer is recommended as cover.
  - (2) Equipment: Training weapon, simulated cash
  - (3) Student instructions: Respond to investigate a hold-up alarm at [BANK/BUSINESS LOCATION]. When reasonable after the dispatch of the alarm, dispatch updates the officer that a 911 text call has been received from a person inside the business/bank confirming an armed robbery is in progress.
  - (4) Role player instructions:
    - (a) Victim/Witness (options)
      - i) After officers have arrived, a role-player should exit the business/bank running away from the building with hands in the air. Officers should verbally challenge the running person and detain them to investigate further. The victim/witness is very emotional, and the officer must calm them down to obtain the information.
      - ii) Amidst the emotional rambling of the victim/witness, they will identify themselves as a customer in the bank who dashed out when they believe the suspect took a teller towards the vault at gunpoint. Tell officers the suspect entered the business/bank with a gun and

started yelling that they wanted all the cash or people would start dying! Provide a description of the suspect based on the role player description.

- (b) Suspect (with optional scenario actions)
- i) Runs out of the business in headlong flight with arms raised screaming “he’s going to kill me.” Suspect runs away from the business and away from the officers. Suspect will follow student verbal instructions to be detained without resisting.  
The suspect role player is armed with a training gun but does not threaten officers with it. Have the weapon concealed on their person. Students should challenge the suspect to stop and then detain for further investigation. Officers should frisk the suspect resulting in locating the concealed training weapon. Once verifying the suspect through the witness report, arrest for applicable violations.
  - ii) (Alternate Suspect Option). Run from somewhere other than inside the business/bank acting as a second witness. Report to the officers that you saw the suspect fleeing on foot out the back entry to the business/bank and escaped on a [describe a vehicle]. Students should maintain cover positions and announce the suspect’s and vehicle’s description over the radio.
  - iii) (Alternate Suspect Option). Robber walks outside the business on foot towards the officer’s position while armed (training weapon) in plain sight. When verbally challenged by the officer(s), the robber points the (training) weapon at students (deadly force scenario). Students should initially verbally challenge the suspect to drop the weapon and stop to effect a detainment when the suspect walks out of the business, but when deadly force is presented, take the appropriate response.
  - iv) (Alternate Suspect Option). Robber walks outside the business on foot towards the officer’s position with arms straight out to the side. When verbally challenged by officer, the robber stops and is verbally offensive towards the officers and challenges them to come arrest him/her. The role player will be verbally abusive towards the officers but when officers go to physically arrest, physical resistance by the robber should be minimal while verbally continuing to abuse the officers. A concealed training weapon may be on the robber. Students should initially verbally challenge



the robber to stop so they can effect a detainment when the robber walks out of the business, but when the robber ignores the commands, officers should take the robber into custody utilizing the appropriate **Compliance and Control Tactics** force required to affect the arrest. Instructors must supervise this closely to ensure no physical injury occurs between role players and students. (Instructors have discretion to utilize more physically engaging Compliance and Control Tactics if safety resources and logistics are present, but safety equipment and properly certified instructors must be present to do so.

- (5) Outcome: In all scenarios, student officers should utilize de-escalation techniques when appropriate. Student officer(s) should maintain control of the situation while remaining professional and maintaining appropriate officer safety. Expected student officer interactions are provided with each various scenario option above. During weapon retrieval, student officers should secure the person before attempting removal of the weapon.

e) **Burglar Alarm**

- (1) Personnel: One (1) instructor and at least one (1) role player. Additional student officer serves as two-officer response.

- (2) Equipment: Training weapon

- (3) Student instructions: Respond to investigate a reported burglar alarm at [LOCATION/BUSINESS]. Conduct the investigation and write a report detailing your findings and actions taken.

- (4) Role player instructions:

- (a) Victim/Witness

The home or business owner is on-site or called to the scene for assistance (e.g., tells students about building features and location of the safe or valuables).

- (b) Suspect (Four optional scenarios are provided)

- i) None. Student officers properly check the [BUSINESS/HOME] to find it secure. Student officers should demonstrate proper officer safety skills while investigating the exterior of the location for forcible entry. Student officers should inquire if a keyholder is responding or any special instructions about checking the location.



- ii) None. Student officers find an open door or window to the [BUSINESS/HOME] and conduct a search. No one is inside. The keyholder arrives during the search and yells into the location that they are the owner and are coming into the location. Student officers should announce law enforcement entry and demonstrate a proper two-officer formation and officer safety techniques, as well as appropriate systematic searching method during the search. Before making entry, student officers should notify dispatch they are entering the location for a search and request radio priority/channel hold. When keyholder arrives and announces their intent to enter, student officers should order the keyholder to remain outside the location.
- iii) Student officers find signs of forced entry into the [BUSINESS/HOME] and conduct a search. A homeless person is found inside sleeping. Student officers should announce law enforcement entry and demonstrate a proper two-officer formation and officer safety techniques, as well as appropriate systematic searching method during the search. Before making entry, student officers should notify dispatch they are entering the location for a search and request radio priority/channel hold. The homeless person will lay down in a closet or other concealed area and act as they are asleep. When student officers interact with the homeless person, the homeless person should follow the instructions provided by the student officers who should arrest the suspect for B&E and perform a search incident to arrest. Once the homeless person is secured by the instructor outside (acting as additional law enforcement officer), the student officers should re-enter and complete the search.
- iv) Student officers find signs of forced entry into the [BUSINESS/HOME] and conduct a search. At least one (1) suspect is hiding inside the building. Another suspect should be planted inside at a different location, and the suspect(s) may be armed. Student officers should announce law enforcement entry and demonstrate a proper two-officer formation and officer safety techniques, as well as appropriate systematic searching method during the search. Before making entry, student officers should notify dispatch they are entering the location for a search and request radio priority/channel hold. One suspect will be located closer to the search entry point than the other, so it forces the student officers to effect two separate discoveries and arrests. Suspect(s) should conceal their locations but remain discoverable through an

effective systematic search. When student officers interact with the first suspect, they should follow the instructions provided by the student officers who should arrest the suspect for B&E and perform a search incident to arrest. Once the first suspect is secured by the instructor outside (acting as an additional law enforcement officer), the student officers should re-enter and complete the search, repeating the process for suspect two (if applicable). At least one suspect should also have “valuables” from inside the location on his person as well.

- (5) Outcome: In all scenarios, student officers should utilize de-escalation techniques when appropriate. Student officer(s) should maintain control of the situation while remaining professional and maintaining appropriate officer safety. Expected student officer interactions are provided with each various scenario option above. During weapon retrieval, student officers should secure the person before attempting removal of the weapon.

f) Decision-Making Scenarios (**Not evaluated**/discussion-based skills building)

Instructors are provided ten (10) additional decision-making scenarios to integrate critical decision making (CDM) and ethical problem-solving skills in the law enforcement officer environment. Instructors will find these ten additional scenarios as a handout titled “**Decision-Making Scenario List**” in their handouts file. The discussion exercises/scenarios are designed to promote thought-provoking scenarios where the students must solve problems, apply the appropriate legal intervention (if any), and otherwise prepare the students to begin thinking like law enforcement officers. Likewise, this exercise can be an excellent tool to help transition students from the classroom into the field answering scenario calls for service.

Instructors must deliver these scenarios as discussion topics prior to transitioning to the practical exercises and demonstrations. Instructors may assign a student (or pair of students) to a scenario and have them prepare how to respond to and handle the call. The instructor is provided with follow-up questions about each scenario that will provoke scenario-based problem-solving skills and state law for each scenario. Instructors are also encouraged to ask clarifying questions about any responses the student(s) have about their call to create an effective learning environment. As a reminder, instructors shall ensure all evaluated and required scenarios are completed, and any supplemental scenarios delivered after the required scenarios will not be evaluated but must deliver training pointers consistent with concepts and methods taught within the BLET training program.

F. The following BLET forms **MUST** be retained in each student’s permanent file:

1. Practical Exercise Evaluation Form  
Patrol Techniques – Suspicious Person Call

2. Practical Exercise Evaluation Form  
Patrol Techniques – Armed Person Call
3. Practical Exercise Evaluation Form  
Patrol Techniques – Civil Matter
4. Practical Exercise Evaluation Form  
Patrol Techniques – Armed Robbery Call
5. Practical Exercise Evaluation Form  
Patrol Techniques – Burglar Alarm Call

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## VIII. BLET FORMS

Forms are updated frequently, and School Directors must ensure the correct form is used as found in lesson materials. School Directors should retain all skills testing and practical exercise paperwork.

## X. CRIMINAL JUSTICE STANDARDS DIVISION FORMS

The following forms can be found at ([ncdoj.gov](http://ncdoj.gov)) or the following pathway on the Department of Justice website: *Law Enforcement Training & Standards* → *Criminal Justice Education and Training Standards* → *Forms & Publications* → *Basic Law Enforcement Training*.

1. **Medical History Statement F-1 (LE)**
2. **Medical Examination Report F-2 (LE)**
3. **Medical History Statement F-1 (Sheriffs')**
4. **Medical Examination Report F-2A and F-2 (Sheriffs')**
5. **Request for School Accreditation Form F-10 (SA)**
6. **Request for Training Course Accreditation F-10 (CA)**
7. **Request for School Director Certification F-10 (SD)**
8. **Pre-Delivery Report of Training Course Presentation F-10A (LE)**
9. **Post-Delivery Report of Training Course Presentation F-10B (LE)**
10. **Student Course Completion Record**
11. **Request for Limited Enrollment**
12. **Early Enrollment**
13. **BLET Student File Audit Checklist**

## X. Course Management Guide Section Revision List –

Section subject matter is outlined in the table of contents. As sections are revised, the month and year will appear adjacent to the section that has changed. **For example:** *Section XV - Course Delivery* was revised in January 2011. Therefore, the month and year (“January 2011”) appears alongside the *Section XV* title.

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