



A PROPOSAL

HB-2278

PEACE OFFICER STATUS

FOR

CORRECTIONS OFFICERS

WITH

PA STATE POLICE

APPROVED TRAINING

CURRICULUM

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* * * *



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16 APRIL 1998

*
OPENING STATEMENT
BY
CORRECTIONS OFFICER LEON SIDAS
SCI - RETREAT
*

GOOD MORNING/AFTERNOON, MR. CHAIRMAN AND COMMITTEE MEMBERS.
MY NAME IS LEON SIDAS AND I HAVE BEEN A CORRECTIONS OFFICER
FOR ALMOST SIX YEARS, AND HAVE WORKED IN TWO DIFFERENT STATE
PRISONS, WITH MY CURRENT DUTY POST BEING SCI-RETREAT, IN
LUZERNE COUNTY.

I WOULD LIKE TO TAKE A FEW MINUTES TO PRECEDE MY FELLOW
OFFICER, GREG GRIFFIN, WHO WILL BE PRESENTING OUR MAIN TES-
TIMONY, TO READ AN ARTICLE INTO THE RECORD, WRITTEN BY A
FELLOW CORRECTIONS OFFICER, THAT WE FEEL HITS VERY MUCH CLOSE
TO HOME ABOUT THE REALITY OF THE PUBLIC'S PERCEPTION OF OUR
OCCUPATION.

GENTLEMEN, PLEASE MEET 'THE FORGOTTEN COP.'

WHAT WOULD THE AVERAGE CITIZEN SAY IF IT WERE PROPOSED THAT
POLICE OFFICERS BE ASSIGNED TO A NEIGHBORHOOD WHICH WAS IN-
HABITED BY NO ONE BUT CRIMINALS AND THOSE OFFICERS WOULD BE
UNARMED, PATROL ON FOOT AND BE HEAVILY OUTNUMBERED? I WAGER
THAT THE OVERWHELMING PUBLIC RESPONSE WOULD BE THAT OFFICERS
WOULD HAVE TO BE CRAZY TO ACCEPT SUCH AN ASSIGNMENT. HOWEVER,
EVEN AS YOU HEAR THIS, SUCH A SCENARIO IS BEING PLAYED OUT IN
ALL AREAS OF THE COUNTRY.

I AM A CORRECTIONS OFFICER, NOT A GUARD (A GUARD IS A PERSON THAT WATCHES SCHOOL CROSSINGS). I WORK IN A CORRECTIONAL FACILITY. I AM EMPOWERED BY THE STATE TO ENFORCE ITS PENAL LAWS AND THE RULES AND REGULATIONS OF THE DEPARTMENT OF CORRECTIONS. IN SHORT, I AM A POLICEMAN INSIDE THE WIRE. MY BEAT IS TOTALLY INHABITED BY CONVICTED FELONS, WHO, BY DEFINITION, ARE PEOPLE WHO TEND TO BREAK LAWS, RULES AND REGULATIONS. I AM OUTNUMBERED BY AS MANY AS 20, 30, AND EVEN 40 TO 1 AT VARIOUS TIMES DURING MY WORKDAY (AT PA'S. PROTOTYPICAL PRISONS, THAT RATIO CAN BE 190 TO 1!), AND, CONTRARY TO POPULAR BELIEF, I WORK WITHOUT A SIDEARM. IN SHORT, MY NECK IS ON THE LINE EVERY MINUTE OF EVERY DAY.

A CORRECTIONAL FACILITY IS A VERY MISUNDERSTOOD ENVIRONMENT. THE AVERAGE PERSON HAS LITTLE KNOWLEDGE OF ITS WORKINGS. SOCIETY SENDS ITS CRIMINALS TO CORRECTIONAL FACILITIES, AND, AS TIMES PASSES, EACH CRIMINAL'S CRIME FADES FROM OUR MEMORY UNTIL THE COLLECTIVE PRISON POPULATION BECOMES A VISION OF HORDES OF BAD PEOPLE BEING WAREHOUSED AWAY FROM DECENT SOCIETY IN A PLACE WHERE THEY CAN CAUSE NO FURTHER HARM. THERE IS ALSO THE CONVOLUTED NOTION THAT PRISON INMATES CEASE TO BE A PROBLEM AFTER THEY ARE INCARCERATED.

TRUTH IS, CORRECTIONAL FACILITIES ARE FULL OF VIOLENCE, PERPETRATED BY THE PRISON POPULATION AGAINST EACH OTHER...AND THE FACILITY STAFF. FELONIES ARE COMMITTED DAILY, BUT THEY ARE CALLED 'UNUSUAL INCIDENTS' AND RARELY RESULT IN PUBLIC PROSECUTION. DISCIPLINE IS HANDLED INTERNALLY AND, AS A RULE, THE PUBLIC IS NEVER INFORMED OF THESE CRIMES.

IN THE COURSE OF MAINTAINING ORDER IN THESE FACILITIES, MANY OFFICERS HAVE ENDURED THE HUMILIATION OF BEING SPIT UPON AND HAVING URINE AND FECES THROWN AT THEM. UNCOUNTED CORRECTIONS OFFICERS HAVE BEEN PUNCHED AND KICKED, BITTEN, STABBED AND SLASHED WITH HOMEMADE WEAPONS, TAKEN HOSTAGE AND EVEN MURDERED IN THE LINE OF DUTY, ALL THE WHILE BEING LEGALLY MANDATED TO MAINTAIN FULL PROFESSIONAL COMPOSURE AND REFRAINING FROM ANY RETALIATION WHICH COULD BE THE BASIS FOR INMATE LAWSUITS AGAINST THEM, OR, MORESO, DISMISSAL FROM SERVICE.

IN ADDITION TO THESE DANGERS, CORRECTIONS OFFICERS FACE HIDDEN DANGERS IN THE FORM OF HIV, AIDS, TUBERCULOSIS, HEPATITIS B AND HEPATITIS C. FACTOR-IN THE COURTS IMPOSING LONGER SENTENCES, AND IT BECOMES MORE THAN EVIDENT THAT THE PRISON POPULATION IS INCREASING FAR BEYOND THE SYSTEM'S DESIGNED CAPACITY. AS THE PUBLIC DEMANDS MORE POLICE ON THE STREETS, AND GETS THEM, GOVERNMENTS EVERYWHERE ARE CUFFING THE POLICE INSIDE THE WIRE WHERE VIOLENCE REIGNS SUPREME, JEOPARDIZING ALL THOSE STILL WORKING BEHIND THE PRISON WALLS.

ALTHOUGH YOU WILL NEVER SEE ME ON 'RESCUE 911' OR 'TOP COPS,' I AM A LAW ENFORCEMENT PROFESSIONAL. I AM... 'THE FORGOTTEN COP,' HIDDEN FROM PUBLIC VIEW, DOING DANGEROUS, THANKLESS DUTY ON THE WORLD'S MOST DANGEROUS BEAT, HOPING SOMEDAY TO RECEIVE THE RESPECT OF AND APPROVAL FROM THE PUBLIC WHOM I SILENTLY SERVE.

* * * *

GENTLEMEN, AS A POSTSCRIPT, EVERY YEAR, NATIONWIDE, 16,000 CORRECTIONS OFFICERS ARE ASSAULTED. LAST YEAR, IN PA., 853 CORR. OFRS. WERE ASSAULTED. OVER THE LAST TWO YEARS, NATIONWIDE, 9 CORRECTIONS OFFICERS WERE KILLED.

THANK YOU FOR YOUR ATTENTION. OFFICER GRIFFIN WILL NOW CONTINUE OUR PRESENTATION.



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16 APRIL 1998

*
PREPARED STATEMENT
BY
CORRECTIONS OFFICER GREG GRIFFIN
ADVOCATING
HB-2278
*

GOOD MORNING/AFTERNOON, MR. CHAIRMAN AND COMMITTEE MEMBERS.
I AM STATE CORRECTIONS OFFICER, GREG GRIFFIN, AND I HAVE
BEEN ASSIGNED TO THE STATE CORRECTIONAL INSTITUTION AT RETREAT,
IN LUZERNE COUNTY, FOR THE PAST EIGHT YEARS.

I WANT TO THANK YOU FOR ALLOWING CORRECTIONS OFFICERS THE
OPPORTUNITY TO APPEAR BEFORE YOUR COMMITTEE TO GIVE TESTIMONY
IN SUPPORT OF HB-2278.

HB-2278 WOULD GRANT CORRECTIONS OFFICERS IN THE DEPARTMENT
OF CORRECTIONS THE POWERS OF PEACE OFFICERS IN THE PERFOR-
MANCE OF THEIR DUTIES, WHICH WOULD INCLUDE THE FOLLOWING:
1.) GUARDING, PROTECTING, AND DELIVERING PRISONERS. 2.) EN-
FORCING THE LAWS OF THIS COMMONWEALTH ON ANY PROPERTY OPERATED
UNDER THE JURISDICTION OF THE DEPARTMENT OF CORRECTIONS.
3.) ENFORCING THE LAWS OF THIS COMMONWEALTH AS DIRECTED BY
THE GOVERNOR.

IN PREPARATION FOR TESTIMONY, OUR COMMITTEE RESEARCHED HOW
A PEACE OFFICER IS DEFINED IN THE PENNSYLVANIA CRIMES CODE,
UNDER SECTION 501. A PEACE OFFICER IS ANY PERSON, WHO, BY
VIRTUE OF HIS OFFICE OR PUBLIC EMPLOYMENT, IS VESTED BY LAW
WITH A DUTY TO MAKE ARRESTS FOR OFFENSES.

WE ALSO DISCOVERED CASE LAW IN COMMONWEALTH OF PA. v. NAUSS, 1992, IN WHICH THREE JUDGES RULED THAT A CORRECTIONS OFFICER HAD POWERS OF ARREST. FURTHERMORE, WE FOUND THAT THE PENNSYLVANIA STATUTE 61-409.1 AUTHORIZES CORRECTIONS OFFICERS THE POWERS OF PEACE OFFICERS IN THE PERFORMANCE OF THEIR DUTIES, GENERALLY IN GUARDING, PROTECTING, AND DELIVERING PRISONERS, PROTECTING PROPERTY, AND IN CAPTURING AND RETURNING THE PRISONERS THAT MAY HAVE ESCAPED.

THAT EVIDENCE NOTWITHSTANDING, THERE IS STILL A QUESTION AS TO WHAT POWERS CORRECTIONS OFFICERS HAVE AND WHERE THEY EXACTLY FIT, IN THE LAW ENFORCEMENT SCHEME OF THINGS.

HB-2278, I BELIEVE, ANSWERS THAT QUESTION, ONCE AND FOR ALL, BY DEFINING THE DUTIES AND RESPONSIBILITIES OF PENNSYLVANIA'S CORRECTIONS OFFICERS AND MANDATING A PEACE OFFICER COURSE OF STUDY AND TRAINING FOR THEM, WITH AN APPROPRIATE CURRICULUM FORMULATED BY A COMMITTEE OF THREE PERSONS EACH FROM THE DEPARTMENT OF CORRECTIONS AND THE PENNSYLVANIA STATE POLICE.

SEVEN PROGRESSIVE STATES HAVE ALREADY SET AN EXAMPLE BY COMMITTING THEIR CORRECTIONS DEPARTMENTS TO TRAINING THEIR OFFICERS TO PEACE OFFICER STANDARDS, NAMELY: NEW YORK, NEW JERSEY, CALIFORNIA, RHODE ISLAND, FLORIDA, OKLAHOMA, AND NEVADA. BESIDES THE STANDARD CORRECTIONS OFFICER ACADEMY TRAINING, THESE SEVEN STATES PROVIDE THEIR OFFICERS WITH ADDITIONAL TRAINING, SUCH AS: LAWS OF ARREST, CRIME SCENE PRESERVATION, CIVIL LAW, CRIMINAL LAW, COURT TESTIMONY, SUSPECT INTERROGATION, INTERVIEWING WITNESSES, AND INTENSIVE FIREARMS TRAINING, IN ORDER TO PROPERLY EQUIP THEIR OFFICERS TO FUNCTION

AS EFFECTIVE PEACE OFFICERS WITHIN THEIR PRISONS.

PENNSYLVANIA, FOR MANY YEARS, WAS RECOGNIZED ACROSS THE COUNTRY AS 'THE' EXAMPLE TO FOLLOW IN CORRECTIONS TRAINING, POLICIES, AND PROCEDURES. HOWEVER, OUR CURRENT RANKING OF 31ST OUT OF 50 STATES WOULD SEEM TO INDICATE PENNSYLVANIA IS NO LONGER THE BENCHMARK FOR TRAINING GUIDELINES, WHEN 30 OTHER STATES GIVE THEIR OFFICERS MORE INTENSIVE TRAINING.

PENNSYLVANIA'S CORRECTIONS OFFICERS DESERVE THE BEST TRAINING POSSIBLE, GIVEN THE HARSH REALITIES OF HAVING TO DEAL WITH WORKING IN OUR OVERCROWDED PRISONS, AND WE VIEW HB-2278 AS OUR VEHICLE OF CHANGE TO ATTAIN THIS NECESSARY TRAINING.

HB-2278 WOULD ESTABLISH A COMMITTEE BLEND OF THREE DEPARTMENT OF CORRECTIONS AND THREE PENNSYLVANIA STATE POLICE PERSONNEL, WHICH, HOPEFULLY, WOULD ENSURE, FOR MANY YEARS TO COME, THAT OUR OFFICERS WOULD CONTINUE TO RECEIVE THE MOST COMPREHENSIVE BASIC TRAINING AND TRAINING UPDATES, AS NECESSARY, TO EQUIP THEM WITH THE SKILLS REQUIRED TO MEET THE EVER-CHANGING CHALLENGES INSIDE THE GROWING NUMBER OF PENNSYLVANIA'S CORRECTIONAL INSTITUTIONS.

GENTLEMEN...WE ARE MORE THAN GUARDS. OUR ENVIRONMENT CONTINUALLY DEMANDS MORE OF US. ALLOW US TO ACHIEVE MORE BY PROVIDING US WITH THE MEANS TO DO SO...THAT IS...HB-2278.

THANK YOU. I WILL NOW BE HAPPY TO RESPOND TO ANY QUESTIONS YOU MAY HAVE.

* * * *

PRESENTED TO THE PA. HOUSE
JUDICIARY COMMITTEE, IN
HARRISBURG, PA., ON THE
DATE OF 16 APRIL 1998

GG:LS/lS

J. A41029/92

COMMONWEALTH OF PENNSYLVANIA	:	IN THE SUPERIOR COURT OF
	:	PENNSYLVANIA
v.	:	
	:	
ROBERT THOMAS NAUSS,	:	
	:	
APPELLANT	:	NO. 735 PHILADELPHIA 1992

Appeal from the Order imposing Judgment of Sentence entered January 16, 1991 in the Court of Common Pleas of Montgomery County, Criminal Division, at No. 7134-90.

BEFORE: MCEWEN, DEL SOLE AND HUDOCK, JJ.

OPINION BY DEL SOLE, J.: **FILED** DEC 09 1992

Appellant, who was serving a life sentence for a first degree murder conviction, takes this appeal from an additional sentence imposed after he was subsequently convicted on charges of escape. Three issues are raised in this appeal, each of which we find to be meritless.

Initially Appellant contends that the criminal complaint charging him with escape and conspiracy was invalid since it was executed by a correctional officer and not a police officer. In support of his position Appellant refers to Pennsylvania Rule of Criminal Procedure 133, which requires the approval of an attorney for the Commonwealth whenever the affiant of a complaint "is not a law enforcement officer." We reject Appellant's claim, however, because we find that this correctional officer was authorized as a law enforcement officer to file a complaint against Appellant.

The term "law enforcement officer" is defined in Pa.R.Crim.P., Rule 11, as "any person who is by law given the power to enforce the law when acting within the scope of that person's employment." Lieutenant Ewing, who executed the complaint, was acting within the scope of his employment as a correctional officer, when he filed the criminal complaint against Appellant. The powers of a correctional officer, such as Lieutenant Ewing, are set forth in 61 P.S. §409.1. Therein it provides:

All wardens, deputy wardens, keepers, guards, turn keys and matrons shall have, and may exercise the power of peace officers in the performance of their duties generally in guarding, protecting and delivering prisoners, in protecting the property in interest of the county and in capturing and returning the prisoners they may have, that may have escaped.

61 P.S. § 409.1

A peace officer is defined in 18 P.C.S.A. §501 as: "[a]ny person who by virtue of his office or public employment is vested by law with a duty to make arrests for offenses. " Since Lieutenant Ewing was authorized to exercise the powers of a peace officer relating to Appellants escape from the correctional facility, and because a peace officer's duties include the power to make arrests, we conclude that Officer Ewing was authorized as a law enforcement officer to execute the complaint charging Appellant with criminal conspiracy and escape.

Appellant also contends that he was denied due process of law because the prosecution for the offense was not commenced within two years after it was committed as required in 42 P.A.C.S.A. §5552(a). Appellant further argues that had the Commonwealth

1997

PA DOC FULLTIME
 (3 OTHER STATES TRAIN BETTER)
 (31ST POSITION)
 PA DOC 3 WEEKS
 (25 OTHER STATES TRAIN BETTER)
 (26TH POSITION)

National Academy Training Standards for Corrections Officers, stated in hours.

Criminal Justice Institute, Inc.
 South Salem, New York

STAFF PROBATIONARY PERIODS AND TRAINING HOURS AS OF 1/1/97

	Probationary Period (Mo.)	Required Training Hrs.		Probationary Period (Mo.)	Required Training Hrs.		
		Introductory	In-Service		Introductory	In-Service	
Alabama	12	400	32	Nebraska	6	160	40
Alaska	12	240	40	Nevada	12	160	24
Arizona	12	320	24	New Hampshire	12	320	40
Arkansas ¹	12	240	40	New Jersey ⁶	12	400	80
California	9	327	40	New Mexico	12	280	40
Colorado ²	12	152	40	New York	12	440	40
Connecticut	9	210	40	North Carolina ⁷	7.5	160	18
Delaware	12	278	40	North Dakota	12	80	40
Dist. of Col.	12	240	80	Ohio	6	280	40
Florida	12	411	40	Oklahoma	6	320	40
Georgia	12	160	24	Oregon	12	320	40
Hawaii	9	340	40	Pennsylvania	12	160	40
Idaho ³	6	200	40	Rhode Island	0	320	40
Illinois	6	240	40	South Carolina	12	160	40
Indiana	6	120	40	South Dakota ⁸	6	120	28
Iowa	6	144	40	Tennessee	6	120	40
Kansas	6	200	80	Texas		120	40
Kentucky	6	120	40	Utah	18	482	40
Louisiana	6	80	40	Vermont	6	40	40
Maine	6	200	18	Virginia ⁹	12	280	24
Maryland ⁴	12	160	18	Washington	12	160	30
Massachusetts	9	280	40	West Virginia	6	120	40
Michigan	12	640	40	Wisconsin		260	8
Minnesota ⁵	6	240	40	Wyoming	12	0	80
Mississippi	12	200	40	Federal	12	160	40
Missouri	6	200	40				
Montana	6	120	40	Average	9.4	229	39

¹Intro. and in-svc. hrs excl. Dept. of Comm. Punishment of 200 intro and 40 in-svc. ²Incl. Youth Offender System. ³Hours pre-service incl. 80 pre-svc., 120 O.U.T. ⁴Figures as of 1/1/96. ⁵Pre-svc. is avg. of 5-7 weeks. ⁶Intro. is 10 weeks, in-svc. is 2 weeks. Figures based on 40 hr. weeks. ⁷Probation avg. of 3-12 mo. ⁸In-service avg. of 16-40 hrs. ⁹In-svc. is 24+. Firearm range biennial, annual firearm recertification.



MONTHLY INMATE POPULATION PROFILES
AS OF FEBRUARY 22, 1998

GENDER	S.L.	INSTITUTION	REGION	PRISON PROBLE			S.L.
				POP	CAP	CAP %	
Male	S. L. 4	Camp Hill	Specialized	3,474	2,059	168.7	4
		Frackville	East	1,001	696	143.8	4
		Graterford	East	3,698	2,482	149.0	4
		Greene	West	1,482	1,076	137.7	4
		Huntingdon	East	1,659	1,207	137.4	4
		Pittsburgh	West	1,802	1,528	117.9	4
		Smithfield	East	1,227	652	188.2	4
	S. L. 3	Albion	West	1,779	964	184.5	3
		Coal Township	East	1,767	964	183.3	3
		Cresson	East	1,314	936	140.4	3
		Dallas	East	1,685	1,087	155.0	3
		Greensburg	West	967	566	170.8	3
		Houtzdale	West	1,579	964	163.8	3
		Mahanoy	East	1,784	964	185.1	3
		Retreat	East	868	458	189.5	3
		Rockview	West	2,131	1,037	205.5	3
		Somerset	West	1,783	964	185.0	3
	S. L. 2	Laurel Highlands	Specialized	298	312	95.5	2
		Mercer	West	1,079	579	186.4	2
		Waymart	Specialized	1,181	1,052	102.2	2
Waynesburg		West	489	483	101.2	2	
Female	S. L. 4	Muncy	Specialized	864	596	145.0	4
	S. L. 2	Cambridge Springs	Specialized	511	587	87.1	2
Male & Female	S. L. 2	Quehanna Boot Camp	Specialized	177	158	112.0	2
Total	Institution Total		**	34,599	22,371	154.2	**
	CCC Total*		**	365	504	72.4	**
	Contract Facilities Total*		**	292	**	**	**
	Federal Prisons Total		**	18	**	**	**
	DOC Total		**	35,275	22,875	153.8	**

Definitions	
Gender:	Gender of all inmates housed in the institution.
Institution:	Name of state correctional institution.
Region:	Region in which the institution is located.
Population:	Department population as of stated date.
Capacity:	Institutional single cell capacity.
% of Capacity:	Institutional percent of capacity realized by dividing the population by the capacity and multiplying the remainder by 100.
Security Level:	Institutional security level rating ranging from community (1) to maximum (5).

* Does not include parolees of CCC's & Contract Facilities or the halfwayback population.

** Not Applicable

Office of Management Information Services - Division of Planning, Research, and Statistics

Phone: (717) 731-7149

ROCKVIEW @205.5%; RETREAT @ 189.5%; COAL TWP. @ 183.3%
CAMP HILL @168.7%

PENNSYLVANIA PRISONS NATION'S THIRD MOST CROWDED

Citizens' Voice Newspaper - February 16, 1998

...."but that the cramped conditions increase the risk of assaults and disease, and could lead to riots like the one at the Camp Hill prison in 1989 that left a 123 injured."

"Pennsylvania ranks sixth in overall prison spending.
(However, we're 31st in officers' training.)

* * * * *

Excerpts from 'Times Leader Newspaper'- January 21, 1998.

Law Suits - have jumped from 251 to 751 in two years.
With the passage of HB-2278, perhaps many of the future law suits could be averted as we strive to train our officers to Peace Officer standards.

One of main causes: Poor Staff Training.

A Review of Recent Riots (continued)

Atlanta (Georgia)

Oakdale (Louisiana)

- U.S. Penitentiary, Atlanta, GA
- Federal Detention Center, Oakdale, LA

Date

- November 21-30, 1987 (Oakdale)
- November 21-December 1, 1987 (Atlanta)

The two longest simultaneous sieges in U.S. history

Causes/Conditions

- Inmate Population
 - The U.S. State Department entered into an agreement with Cuba to deport Cuban detainees. There were over 2,500 Cuban detainees in the two facilities who did not want to return to Cuba.

Results

- A total of 130 staff were held hostage (the largest number in U.S. history), over \$100 million in damage

How Terminated

- Negotiated settlement

Talladega (Alabama)

- Federal Correctional Institution

Date

- August 21-31, 1991

Causes/Conditions

- Inmate Population
 - Return of Cuban detainees

Results

- 13 staff taken hostage

How Terminated

- Assault

Camp Hill (Pennsylvania)

- State Correctional Institution

Date

- October 25-27, 1989

Causes/Conditions

- Prison Conditions
 - Crowding, poor staff training
 - Indecisive action on legitimate inmate grievances

Results

- 17 staff taken hostage, \$3 million in facility damage

How Terminated

- Resolved by negotiation

Lucasville (Ohio)

- Southern Ohio Correctional Facility

Date

- April 11-22, 1993

Causes/Conditions

- Prison Conditions
 - Crowding, lack of inmate programs
 - Planned lockdown for tuberculosis tests was resisted
 - Tighter security procedures were resented by inmates

Results

- 13 staff taken hostage, 1 hostage killed by inmates, 9 inmates killed

How Terminated

- Resolved by negotiation

A REVIEW OF RECENT RIOTS

Source: American Correctional Association

<u>DATE</u>	<u>LOCATION</u>	<u>STAFF KILLED</u>	<u>STAFF HOSTAGES</u>	<u>INMATES KILLED</u>
9/10-13/71	Attica (NY)	11	-	32
4/22/75	Joliet (Ill.)	-	-	1
2/2/80	Santa Fe (N. Mex.)	-	12	33
5/22-26/81	Michigan - 3 Prisons over 4 days	-	-	-
1/8-11/83	Sing Sing (NY)	-	18 COs	-
1/1/86	Moundsville (W. Va.)	-	16	3
11/21-12/1/87	Atlanta - 10 days riots \$100,000,000 damage	-	130	-
8/21-31/91	Talladega (Ala.)	-	13	-
10/25-27/89	*Camp Hill (Pa.) Millions damage	-	17	-
4/11-22/93	Lucasville (Oh.)	1	13	9
11/1-7/95	Federal Prisons - Alabama, Tenn., Pa., Ill. - lock-down at all these sites.			
		<u>12</u>	239	<u>78</u>

*Also 123 personnel injured during the riot.

Prepared April 1998 by SCI-Retreat's
Corrections Legislative Committee
for House Hearing, 16 April 1998,
re HB-2278.

California PEACE OFFICER training lasts 327 hours, more than eight weeks.

**STATE OF CALIFORNIA COMMISSION ON
CORRECTIONAL PEACE OFFICERS' STANDARDS AND TRAINING
(CPOST)**

OPERATING PROCEDURES

SECTION I

CPOST Authority and Structure

1.01 Authority\Mission

A. Authority

The Commission on Correctional Peace Officers' Standards and Training, hereinafter called the CPOST, was established under PC 13600 and 13601. Pursuant to PC 13600(b), CPOST is within the Youth and Adult Correctional Agency. Additional authority for CPOST is the Memorandum of Understanding (Unit 6 contract) between the State and the California Correctional Peace Officers Association (CCPOA), 29 Code of Federal Regulations 29 and 30, California Labor Code Chapter 4, Division 3 and California Code of Regulations (CCR) Title 8, Division 1, Chapter 2, Subchapter 1, Article 4.

B. Mission

The mission of the CPOST is to address standards for the training and the professional development of rank-and-file and first-line supervisory correctional peace officers. The CPOST accomplishes this mission through the following goals:

1. Develop, approve and monitor standards for the selection, training and education of state correctional peace officer apprentices.
2. Develop, validate, establish and monitor the completion of work processes by apprentices.
3. Validate and set standards for formal training, education and other supplemental instruction and work with colleges and universities to establish education programs.
4. Develop, approve and monitor standards for advanced state correctional peace officer and supervisory curricula.

CPOST engages these efforts to support the professional development, training and performance standards of all correctional peace officers, by creating a broader understanding of the functions and responsibilities of the correctional peace officer role in the broader criminal justice system.

1.02 The Executive Board of CPOST

A. Regular Commissioners

The Executive Board of the CPOST is composed of six regular voting commissioners. Among these Commissioners shall be a Chairperson and Secretary and other such officers elected from the commissioners as deemed necessary.

1. Two commissioners from, appointed by, and representing the management of the Department of Corrections (CDC), and one commissioner from, appointed by, and representing management of the Department of the Youth Authority (CYA).
2. Three commissioners from, appointed by, and representing the membership of the California Correctional Peace Officers Association. Two commissioners should be rank-and-file members of State Bargaining Unit 6, and one commissioner shall be a supervisory

Rhode Island Corrections Officer Academy - 6 week PEACE OFFICER
training curriculum.

WEEK I

ORIENTATION WEEK
"Background"

Monday, April 14, 1997

		<u>INSTRUCTOR</u>	<u>LOCATION</u>
6:52 - 8:00	Formation Cadre Introductions	Training Cadre	Trng Acdmy
8:00 - 8:30	Welcome Address Chief of Recruitment & Training	John Mancini	Classroom
8:30 - 9:00	Roll Call Commander Briefing	Michele Auger	Classroom
9:00 - 9:30	Classroom Protocol	Michele Auger	Classroom
9:30 - 11:00	Race, Cultural, and Gender Awareness Training	Marc Moreau	Classroom
11:00 -12:00	Director's Welcome Address	George A. Vose Jr.	Classroom
12:00 - 12:30	Lunch		
12:30 - 2:30	Drill & Ceremonies	James Rathbun	Rec Yard
2:30 - 4:00	Physical Training	John Viti	Rec Yard
4:00 - 4:30	Dismissal/Cleanup	Training Cadre	Classroom

**THIS SCHEDULE IS SUBJECT TO CHANGE DUE TO INSTRUCTOR
AVAILABILITY.**

Revised as of March 23, 1998

**BOARD ON PUBLIC SAFETY STANDARDS AND
TRAINING**

**BASIC CORRECTIONS COURSE
STUDENT MANUAL**

INTRODUCTION

**COURSE DESIGNED TO PROVIDE THE CORRECTIONS OFFICER
TRAINEE THE NECESSARY KNOWLEDGE AND SKILLS TO PERFORM
THE JOB OF CORRECTIONS OFFICER UNDER DIRECT SUPERVISION.**

**THIS COURSE MEETS AND EXCEEDS THE ACCREDITATION
STANDARDS OF THE AMERICAN CORRECTIONAL ASSOCIATION.**

**STUDENTS ARE REQUIRED TO ATTEND ALL CLASSES AND TAKE
ALL EXAMINATIONS. AN OVERALL SCORE OF AT LEAST 75% IS
REQUIRED TO SUCCESSFULLY COMPLETE THIS COURSE.
SUCCESSFUL COMPLETION OF THE COURSE IS A PREREQUISITE
TO APPLYING FOR YOU BASIC CERTIFICATE.**



LAWS OF ARREST

**TO KNOW THE LEGAL RIGHTS AND RESPONSIBILITIES
GOVERNING THE ARREST OF INMATES AND OTHERS BY
CORRECTIONS OFFICERS.**

P/O-I.D. ARREST-ORS 133.005

I.D. PEACE OFFICER-ORS 133.005

I.D. WHO MAY MAKE AN ARREST-ORS 133.220

I.D. DEFINITION OF PROBABLE CAUSE-ORS 133.005

**I.D. AUTHORITY OF A PEACE OFFICER TO ARREST WITHOUT
A WARRANT-ORS 133.310**

**I.D. PROPER PROCEDURE FOR AN ARREST MADE BY A
PEACE OFFICER UNDER ORS 133.235**

**I.D. AUTHORITY OF A PRIVATE PERSON (NON-PEACE
OFFICER) TO MAKE AN ARREST-ORS 133.225**

**I.D. AUTHORITY TO ORDER AN ARREST FOR A CRIME
COMMITTED IN THE PRESENCE OF A MAGISTRATE
ORS 133.340**

**I.D. CORRECT DEFINITION OF 'REASONABLE SUSPICION' OR
'REASONABLY SUSPECTS'-ORS 131.605.**

OFFICER IN COURT

NEW YORK CITY DEPARTMENT OF CORRECTION
CORRECTION ACADEMY

LESSON PLAN COVER SHEET

COURSE TITLE : Peace Officer Training
LESSON TITLE : PEACE OFFICER'S POWERS
INSTRUCTOR(S) : _____
PREPARED BY : C.O. QUAILEY Date: 10/28/91
Revised by Kevin Pettiford, #8207

TIME FRAME

TOTAL: **3 HRS.** 30 MIN.

SUGGESTED SCHEDULE:

TARGET POPULATION:

Peace Officers

NUMBER OF PARTICIPANTS: 20-25

SPACE REQUIREMENTS: Classroom

PERFORMANCE OBJECTIVES

At the end of this lesson, the student will be able to:

1. Identify those persons designated by the law to be Peace Officers.
2. List the powers of a Peace officer.
3. Identify the authority which allows a Peace Officer to make warrantless arrests.
4. Recognize those situations when a Peace Officer can make warrantless arrest.
5. State in writing the Dos and Donts of a Peace Officer being challenged or who is challenging someone.

EVALUATION PROCEDURES

How will objectives be evaluated?

Quiz

I. INTRODUCTION

What do you think the duties of law enforcement officers are?

Law enforcement officers are divided into (2) two groups: Police Officers and Peace Officers

In this class, we will be concentrating on Peace Officers.

Peace officers as indicated are law enforcement officers. Their fundamental duty is to serve mankind, to safeguard lives and property, to protect the innocent against deception, the weak against oppression or intimidation, the peaceful against violence or disorder; and to protect the Constitutional Rights of all men to liberty, equality and justice.

Definition: Peace Officer

This term is defined differently by statute in different states; but, generally refers to those officers whose duty it is to enforce and preserve public peace.

II. PRESENTATION

A. Persons Designated As Peace Officers:

Criminal Procedure Law 2.10 lists those persons designated as Peace Officers; some of them are:

1. Court Officers: 2.10.21a
2. Probation Officers: 2.10.24
3. Correction Officers: 2.10.25

B. What Are The Training Requirements For Peace Officers:

The training requirements for Peace Officers are outlined by The Bureau For Municipal Police which is part of the New York State Division of Criminal Justice Services.

★ The amount of instruction is not to exceed (40) forty hours unless required by law or regulation or is requested by the employer.

Ask Class, then list duties given on board

Identify the duties on the board that are police officer duties and those that are peace officer duties.

A Peace Officer is a law enforcement officer with a special duty.

Elicit from class the names of some of these agencies. How do you know they are Peace Officers? Where in the Law would you find that information? Have the class turn to CPL 2.10

CPL 2.30 (1)

NEW YORK CITY DEPARTMENT OF CORRECTION
CORRECTION ACADEMY

LESSON PLAN COVER SHEET

COURSE TITLE : Peace Officer Training

LESSON TITLE : Introduction To Law

INSTRUCTOR(S) : Academy Staff

PREPARED BY : Earl Gray, Captain

DATE: 7/15/97

TIME FRAME

TOTAL: 1 HRS: 45 MIN:

SUGGESTED SCHEDULE:

TARGET POPULATION: Outside
Agencies

NUMBER OF PARTICIPANTS: 20-25

SPACE REQUIREMENTS: Classroom

PERFORMANCE OBJECTIVES:

Upon completion of this class the
student will be able to:

1. List the three (3) levels of
norms without error.
2. Identify the divisions of law
without error.

EVALUATION PROCEDURES:

How will objectives be
evaluated?

Ten Question Quiz
80% Accuracy

I. **INTRODUCTION**

A. **Gräbber**

Are public school teachers permitted to use physical force to discipline your child?

Answer: Yes, public school teachers are permitted to use physical force to discipline your children according to Section 35.10.1 of the Penal Law.

 B. Why Should Peace Officers Study Law?

There are many facets of the law that we as citizens are ignorant of. As Peace Officer(s) we must be more cognizant of the law, because it affects the way that we approach and perform our job. As Peace Officers we hold a position that requires daily decisions regarding the rights of others. Having some knowledge of the law will enable us as Peace Officer(s) to perform the duties that your particular agency may require that you carry out efficiently and effectively. Our intention is not to make lawyers out of you within one (1) week, but to help you become more aware of the importance of law and its association with your particular agency. Society depends upon us to enforce the law, and they also depend on us to not misuse the law for our own benefit.

C. OBJECTIVES

1. List the three (3) levels of norms without error.
2. Identify the divisions of law without error.

Ask class question.

Record their yes or no answer.

If yes, where does the power to use force come from.

Ask group question.

Record answers on board.



NEW YORK CITY DEPARTMENT OF CORRECTION
CORRECTION ACADEMY

LESSON PLAN COVER SHEET

COURSE TITLE : Peace Officer Training
LESSON TITLE : The Criminal Justice System
INSTRUCTOR(S) : Legal Issues Staff
PREPARED BY : C.O. Edward Czerwinski #5361 DATE : 4/20/89
Revised by L. McLeish 1/3/92

TIME FRAME
TOTAL: 3 HRS. ___ MIN.
SUGGESTED SCHEDULE:

TARGET POPULATION
Peace Officers
NUMBER OF PARTICIPANTS:
25 - 35
SPACE REQUIREMENTS:
Classroom

PERFORMANCE OBJECTIVES

At the end of this session the recruit officer will be able to:

- 1) Define what is meant by the Criminal Justice System.
- 2) Name and define the functions of the agencies within the criminal justice system.
- 3) Define the nine (9) steps within the criminal justice process.
- 4) Restate the levels of both the New York State and Federal Court systems.

EVALUATION PROCEDURES

How will objectives be evaluated?

- 1) Oral reinforcement throughout legal issue training.
- 2) Oral Review.

A. Introduction

It is indeed rare that a day would go by without an individual being arrested for some crime. Media, the press, and possibly personal involvement all indicate that something is happening to that individual.

1. Why was he arrested?
2. Who arrested him?
3. What agency maintains custody of that individual?
4. Does he go before a judge?
5. Is he placed in jail?
6. Is he free to resume his liberty in society again?

The questions raised indicate an apparatus within a society serving a specific purpose. The society and process involved is the Criminal Justice system.

B. Definition

What we must first attempt to do is construct a definition of what we mean by the Criminal Justice System.

The Criminal Justice System are those agencies responsible for the enforcement of criminal laws utilizing a process ranging from the detection of crime to the official supervision of adjudicated defendants.

Let's use this definition to work for us. This is easily accomplished by extracting two (2) key words. These words are agencies and process. In our subsequent discussion of the criminal justice system, we will list the agencies that comprise the criminal justice system, discuss their respective functions and then we will list and explain the criminal justice process.

Previous to the introduction give out the criminal justice system handout.

At this point solicit possible answers from the class, listing them on the board. Paraphrasing the responses given, give the class a formal definition.

Define: Adjudicated Defendants - The determination of a controversy and a pronouncement of a judgement based on evidence presented. Elicit from the students the definition of Adjudicated Defendant

Define: Agencies Process
An agency is a service that acts for others.

NEW YORK CITY DEPARTMENT OF CORRECTION
CORRECTION ACADEMY

LESSON PLAN COVER SHEET

COURSE TITLE : Peace Officer Training

LESSON TITLE : Deadly Physical Force (Penal Law)

INSTRUCTOR(S) :

PREPARED BY : C.O. M. Quailey

REVISED

DATE: 03-29-95

TIME FRAME

TOTAL: 3 HRS., MIN.

SUGGESTED SCHEDULE:

After Penal Law

TARGET POPULATION

NUMBER OF PARTICIPANTS: 25/30

SPACE REQUIREMENTS: Classroom

PERFORMANCE OBJECTIVES

At the completion of this lesson the learners will be able to:

1. State the authority for the use of Deadly Physical Force.
2. List the crimes for which Deadly Physical Force may be used.
3. State when Deadly Physical Force may be used on a Mr/Mrs A. Bake crime.
4. Apply your knowledge of when to use Deadly Physical Force by relating the elements in a crime to the elements in the applicable law.

EVALUATION PROCEDURES

How will objectives be evaluated?

Final Exam

The authorization to use Deadly Physical Force does not mean the peace officer must use Deadly Physical force in every situation permitted by law. He must also be able to show justification (the necessity) for his action each time Deadly Physical Force is used.

B. Justification: The necessity for the use of Deadly Physical Force

In any discussion of the law of justification in regard to the use of Deadly Physical Force, the word "necessity" must remain uppermost in your mind before using Deadly Physical Force against another person. You must ask yourself, "is Deadly Physical Force necessary to:

1. prevent the crime from happening; or
2. terminate the crime while it is happening; or
3. arrest for the crime that was attempted or carried out; or
4. prevent the escape from custody of a person having committed or attempted a felony and is armed with a firearm or deadly weapon.

The answer to this question must be "yes" before you can use Deadly Physical Force. If the answer is "no" then the use of Deadly Physical Force would not be justified.

Another factor that must be taken into consideration is "safety". At the time the crime is happening you must be able to consider everything regarding your surroundings. Safety, above everything should be your prime concern, and should not be compromised for any reason. Some questions to ask yourself prior to using Deadly Physical Force are:

1. Is the crime being committed one in which Deadly Physical Force can be used?

The law states that DPF may be used should it become necessary and is justified under the law.

The crimes on which DPF may be used will be discussed later in this lesson.

The answer to question #1 must be: "Absolutely yes"

NEW YORK CITY DEPARTMENT OF CORRECTION
TRAINING ACADEMY

LESSON PLAN COVER SHEET

COURSE TITLE : Peace Officer Training

LESSON TITLE : Use of Force/Penal Law

INSTRUCTOR(S) :

PREPARED BY : C.O. M. Quailey

DATE: October 28, 1991

TIME FRAME

TOTAL: 1 HRS 0 MIN.

SUGGESTED SCHEDULE:

TARGET POPULATION

Peace Officers

NUMBER OF PARTICIPANTS:

25-30

SPACE REQUIREMENTS:

Classroom

PERFORMANCE OBJECTIVES

At the end of this session the learner will be able to

1. Write the definition of physical force.
2. State the Authority for the Use of physical force by Peace Officer.
3. Identify those circumstances in which Peace Officers have a right to use reasonable force.

EVALUATION PROCEDURES

How will objectives be evaluated?

1. Use of force scenarios will be evaluated by discussion in relation to the Penal Law.
2. Final written examination with a passing grade of 70.

PRESENTATION GUIDE

NOTE: A person may use physical force to prevent or terminate another from committing what he reasonably believes to be larceny (stealing), or criminal mischief (damage) to personal property.

Example: Taylor got home from work and parked his car in front of his house. Two hours after getting inside the house he looked out his front window and saw Mc'leary trying to steal his car. Taylor would be protected by this law if he uses reasonable physical force to terminate (stop) the larceny.

Use of Physical Force in Resisting Arrest Prohibited

"A person may not use physical force to resist an arrest, whether authorized or unauthorized, which is being effected or attempted by a police officer or peace officer when it would reasonably appear the latter is a police or peace officer."

Example: John Jacobson was observed by you robbing a bank. You ordered him to stop; drop the weapon and raise his hands above his head. The perpetrator complied. As you made an attempt to place handcuffs on Jacobson he started kicking and throwing punches at you.

SUMMARY

The use of force is an intrusion upon a person's liberty. Therefore if it is not used legally may constitute a violation of that person's constitutional rights and may result in punitive damages being lodged against the officer.

(LAW 541TS)

NOTES TO TRAINER

Property: That which belongs exclusively to one.

ex. money,
television, car,
jewelry, computers
etc.

Premise: Building
and dwelling, or
real property (land)

Since the car was not stolen this would be an attempted grand larceny.

The use of Deadly Physical Force would not be lawful at this point.

Ask class: Can Taylor use reasonable physical force to terminate the larceny?

Have class turn to Penal Law 35.27

What can you do?
ANSWER: The peace officer can wrestle Jacobson to the floor and place the handcuffs on Jacobson's wrist.

NEW YORK CITY DEPARTMENT OF CORRECTION
CORRECTION ACADEMY

LESSON PLAN COVER SHEET

COURSE TITLE : Peace Officer Training
LESSON TITLE : Search and Seizure - The Rules of Evidence (C.P.L. 60)
INSTRUCTOR(S) : _____
PREPARED BY : C.O. Barbara Anel, #9676 DATE: October 28, 1991

TIME FRAME TOTAL: 2 HRS., 30 MIN. SUGGESTED SCHEDULE:

TARGET POPULATION NUMBER OF PARTICIPANTS: 20-25 SPACE REQUIREMENTS:
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PERFORMANCE OBJECTIVES At the end of this lesson the officer will be able be: 1) Verbally identify the primary source of the Search and Seizure laws of the U.S. 2) Verbally restate (3) types of searches that are recognized by courts as constitutionally proper (with examples) 3) Give an example of: a) properly seized evidence under the "Plain Sight" Doctrine b) a violation of the "Expectation of Privacy" - 4th Amendment

EVALUATION PROCEDURES How will objectives be evaluated? "Proper/Improper search I.D." -With the aid of the videotape to be shown.

GRABBER

You board the Greyhound bus headed for San Francisco at the Port Authority Bus Terminal. Finally, your long awaited and much needed vacation is here. You take your seat on the bus when a man approaches you, presents a gold shield and identifies himself as a Lieutenant for the Port Authority Police. He explains that he is conducting routine searches of passenger's handbags as part of an ongoing investigation; a rash of interstate drug trafficking between New York and San Francisco has been under his investigation for months. He then asks you if he could please look in your handbag. Having nothing to hide, you willingly open your handbag and hand it over to the Lieutenant. As he proceeds to go through your things, he then advises you that anything illegal (contraband) found inside your handbag will be presented as evidence against you and will lead to your arrest. Were your rights violated?

Ask the members of class, go around the room. Advise that the answer will be discussed later (re: Valid Consent)

THE FOURTH AMENDMENT



"The right of the people to be secure in their persons, houses, papers and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue but upon probable cause, supported by oath or affirmation and particularly describing the place to be searched and the persons or things to be seized."

State the importance of knowing the Bill of Rights as well as the Constitution not only because it is job related, but more so because we, as citizens, are protected by it.

The Fourth Amendment clearly states that only with a search warrant can any person, papers, items be seized. We will see that along with a search warrant there are two other types of searches that are accepted by our courts as constitutionally proper.

Our search and seizure laws are based on the Fourth Amendment. However, they are constantly changing based on case law - as determined case-by-case court decisions. These make up the substance of a Police Officer's power to search and seize property and persons.

Altogether, there are three (3) types of searches recognized by the courts as constitutionally

Remind officers that your discussion of

NEW YORK CITY DEPARTMENT OF CORRECTION
CORRECTION ACADEMY

LESSON PLAN COVER SHEET

COURSE TITLE : PEACE OFFICER TRAINING

LESSON TITLE : TESTIFYING IN COURT

INSTRUCTOR(S) :

PREPARED BY : C.O. KEVIN PETTIFORD
(REVISED 12/91)

DATE: December 18, 1991

TIME FRAME
TOTAL: 1 HRS. MIN.
SUGGESTED SCHEDULE:

TARGET POPULATION:
- PEACE OFFICERS
NUMBER OF PARTICIPANTS:
- 10/20
SPACE REQUIREMENTS:
- CLASSROOM

PERFORMANCE OBJECTIVES
At the end of this lesson, the student will be able to:

1. Identify the steps needed to properly testify at a court trial.
2. Identify the forms of examination during a courtroom testimony.

EVALUATION PROCEDURES
How will objectives be evaluated?
Quiz

May Recross examine the witness.

May Redirect the witness.

III. Summary

1. It should be borne in mind that effective testimony by officers in court is vital to successful law enforcement. It depends largely upon proper preparation, approach and experience. With the correct preparation as well as correct approach and naturalness, experience will make for effective, finished testimony.
2. The more familiar the Peace Officer is with courtroom procedures, the better witness he/she will be. The officer will be able to avoid many objections to his/her testimony because of the proper way in which he/she answers counsel's questions.
3. The ultimate responsibility of the Peace Officer and the prosecution is to see that justice is done, not that a conviction is obtained.

NATIONAL
GUIDELINES FOR DEVELOPING
LOCAL APPRENTICESHIP STANDARDS

developed by

THE CORRECTIONS AND CRIMINAL JUSTICE COALITION

(CCJC)

for the occupation of


CORRECTIONAL OFFICER

**Bureau of Apprenticeship and Training, U.S.
Department of Labor:**

520 hours of academy training
120 hours of related instruction
3600 hours of inservice training

DEVELOPED IN COOPERATION WITH THE
BUREAU OF APPRENTICESHIP AND TRAINING
U.S. DEPARTMENT OF LABOR

APPROVED AND CERTIFIED BY THE
UNITED STATES DEPARTMENT OF LABOR
BUREAU OF APPRENTICESHIP AND TRAINING

BY: 
ANTHONY SWOOPE, NATIONAL DIRECTOR
BUREAU OF APPRENTICESHIP AND TRAINING

CERTIFICATION DATE: January 29, 1998

NUMBER:

EXHIBIT B

SAMPLE

5. GUIDELINE SCHEDULE OF RELATED INSTRUCTION

The following is a sample guideline of the related instruction in theory and technical subjects for apprentices in the occupation of Correctional Officer. Such related instruction can be either offered at a correctional officer academy, as in-service training, or a combination thereof. A minimum of 144 hours per year is recommended. Local standards must include a year-by-year breakout of the related instruction.

CURRICULUM SOURCE AND TEXT REFERENCE

THIS WOULD INCLUDE WHO IS PROVIDING THE CURRICULUM AND WHAT TEXTS WILL BE USED.

	<u>Total Hours</u>
<u>Academy Training may Cover the Following (Example):</u>	520
Basic Training Overview	
Orientation and Registration	
Overview of the Criminal Justice System	
Corrections: History, Issues and Perspectives	
Legal Aspects of Corrections	
Overview of Criminal Law	
Constitutional Rights of Inmates	
Laws of Arrest	
Laws Governing Use of Force	
Laws of Evidence	
Inmate Disciplinary Procedures and Appeals Process	
Situational Report Writing	
Classification of Inmates	
Principles of Controlling Inmates	
Mental Control of Aggressive Inmate Behavior	
Rules and Policies Governing Handling of Inmate Property	
Inmate/ Staff Relations — Basic Communications Skills	
Dealing with Minority Offenders	
Techniques for Supervision of Inmates	
Unusual Inmate Behavior	
Sensing and Awareness	
Weaponry	

ADDITIONAL CURRICULUM - CCJC/BUREAU APP. & TRNG.

Baton Training: Lecture and Practicum
Chemical Agents: Lecture and Practicum
Firearms Training: Lecture, Familiarization and Range Training
Defensive Tactics
Key and Tool Control
Radio Communications
First Aid
Fire Safety: Prevention, Suppression, Evacuation
Security
 Count Procedures
 Body and Cell Searches
 Application of Restraint Gear
 Transportation of Inmates
Contraband and Drug Identification
Code of Ethics
 Ethics in the Correctional Setting
 Sex and Sexual Harassment Training
Stress Management: Awareness and Reduction
Institutional Emergency Situations/Disturbance Control
Hostage Situations
 Officer-Hostage Survival
Specialized Needs of Particular Offenders
 The Sexual Offender
 Mentally Disturbed Inmates
 Special Inmate Behavior Problems
 Crisis Intervention
 Acquired Immune Deficiency Syndrome (AIDS): Perspectives
Cardiopulmonary Resuscitation (CPR)
First Aid
Orientation to Prison Gangs and Prison Subcultures
Officer Physical Training
Defensive Driving
Institution Orientation Training
Orientation to Crime Victims Programs
Curriculum Review
Course Evaluation
Final Examination

Orientation Training

40

Job orientation and Department orientation of work site on-site training to familiarize each individual with the functions of all areas of responsibility. This training will give each employee a thorough knowledge of the institution.

Additional In-Service Training at Job Site:

80

(For Example, an Apprenticeship Program may require 40 hours of in-service training or specialized, directed on-the-job training per year.)

- A. **Implementation of Emergency Plans**
- B. **Firearms/Escape Plan/Use of Force**
- C. **Suicide Prevention and Intervention**
- D. **Right to Know**
- E. **Fire Prevention, Suppression, and Evacuation**
- F. **Breathing Apparatus - Use and Location**
- G. **CPR (Review)**
- H. **AIDs**
- I. **Range Training**
- J. **Supplemental Baton Training**
- K. **Sex and Sexual Harassment Training**
- L. **Any Potential Topics Listed under Academy Training that are not
Actually Taught There**
- M. **Other**

TOTAL RELATED INSTRUCTION HOURS: 640

RECRUIT TRAINING PROGRAM HANDBOOK

7 Weeks Academy Training



DIVISION OF STAFF DEVELOPMENT
MEDFIELD TRAINING ACADEMY



The Commonwealth of Massachusetts
Department of Correction

Division of Staff Development

P.O. Box 188

Medfield, Mass. 02052

(617) 727-5911

Shawn P. Smith
Director

Dear Recruit:

Welcome to the Division of Staff Development Training Academy, and the Department of Correction Recruit Training Program. The Recruit Training Program is a seven week course that is designed to provide you with the basic skills and job knowledge necessary to perform your respective job duties with a high degree of competency.

The course is a challenging one, both academically and physically. Your full attention and commitment are required to ensure compliance with our standards which are outlined in this handbook.

I strongly urge you to take full advantage of this training opportunity by actively participating in all the aspects of your training and dedicate yourself to excellence.

The staff and I hope, that you will be able to look back on your experience at the Academy as a valuable investment in your future with the Massachusetts Department of Correction.

Shawn P. Smith

A handwritten signature in cursive script, appearing to read "S. P. Smith".

Director
Division of Staff Development