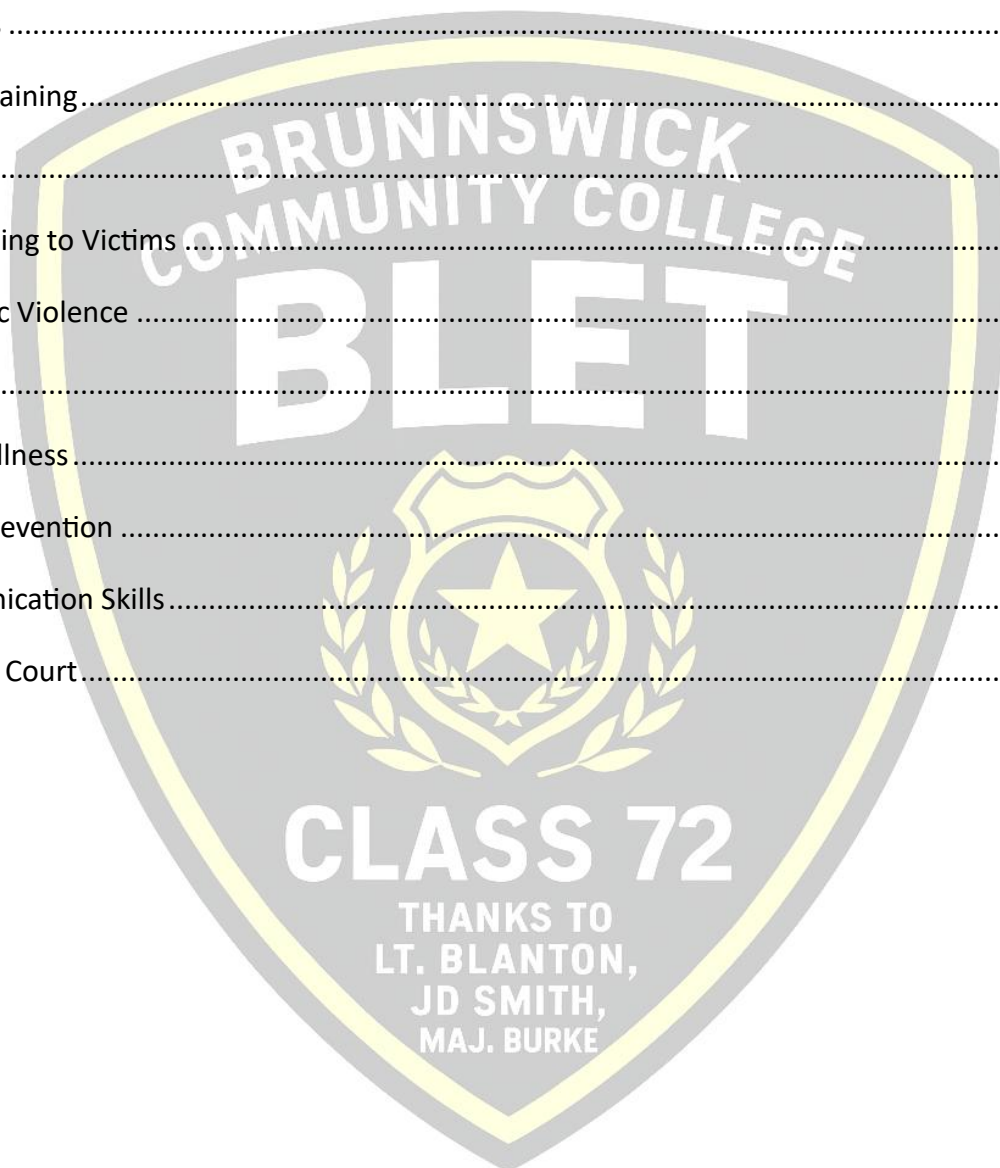


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Legal Unit

## Legal Unit – Arrest, Search and Seizure/Constitutional Law

### Objectives:

#### 1. Name and describe, in writing, the three (3) sources of law.

**Answer:** Constitutional law is the supreme law derived from the U.S. Constitution, including judicial interpretations. Statutory law refers to written laws enacted by legislative bodies. Common law originates from judicial decisions and customs recognized by courts.

#### 2. State how the First Amendment affects the law enforcement function.

**Answer:** The First Amendment protects freedom of speech, religion, press, assembly, and petition, limiting law enforcement from interfering unless the speech incites violence, is obscene, or presents a clear and present danger.

#### 3. State the criminal and civil consequences law enforcement officers may face as it relates to violating a citizen's constitutional rights.

**Answer:** Officers may face criminal prosecution, civil lawsuits, suppression of evidence, and departmental discipline for constitutional rights violations.

#### 4. Identify how law enforcement authority is affected by subject matter and territorial jurisdiction.

**Answer:** Subject matter jurisdiction defines the types of cases an officer can act upon. Territorial jurisdiction refers to the geographical area where an officer has legal authority, such as state, local, or agency-specific areas.

#### 5. State the definitions of "reasonable suspicion" and "probable cause."

**Answer:** Reasonable suspicion is a specific, articulable belief that a crime may be occurring. Probable cause is a fair probability based on facts and circumstances that a person committed a crime.

#### 6. State the North Carolina statutory requirements for:

##### a) G.S. 15A-401 – making a warrantless arrest

**Answer:** An officer may arrest without a warrant if there is probable cause a crime occurred and exigent circumstances exist.

##### b) G.S. 15A-404 – a citizen detention

**Answer:** A private person may detain someone if they have probable cause the person committed a felony or certain offenses in their presence, and must promptly notify law

enforcement.

**c) G.S. 15A-405 – assistance to enforcement officers by private persons to effect arrest or prevent escape**

**Answer:** A private person may assist officers in arresting or preventing the escape of suspects when directed by the officer.

**7. State the role of law enforcement as it relates to the issuance of various forms of criminal process.**

**Answer:** Officers may apply for and serve processes such as warrants, summonses, and subpoenas.

**8. Identify the following police-citizen encounters:**

**a) Voluntary contact**

**Answer:** No seizure occurs; the citizen is free to leave.

**b) Investigative detention**

**Answer:** A brief, non-consensual stop based on reasonable suspicion.

**c) Arrest**

**Answer:** A significant restraint on liberty, requiring probable cause.

**9. State the statutory procedures officers must follow after making an arrest.**

**Answer:** Officers must process the individual, inform them of charges, and bring them before a magistrate without unnecessary delay.

**10. State the statutory requirements for conducting an arrest with a warrant.**

**Answer:** The officer must inform the arrestee of the warrant's existence and allow them to see it unless circumstances make it impractical.

**11. Identify the appropriate level of force when given fact scenarios involving deadly and non-deadly force situations.**

**Answer:** Force must be objectively reasonable. Deadly force is justified when necessary to prevent death or serious injury.

**12. State the scope of the following warrantless searches:**

**a) Consent searches of persons, premises, or vehicles**

**Answer:** Permissible if voluntary and obtained from someone with authority.

**b) Searches based on probable cause and exigent circumstances**

**Answer:** Allowed when delay to obtain a warrant would jeopardize safety or evidence.

**c) Searches and seizures based on the plain view doctrine**



**Answer:** Legal if the officer is lawfully present, the object is clearly incriminating, and discovered inadvertently.

**13. State the legal requirements for conducting searches of motor vehicles.**

**Answer:** Requires probable cause or other legal justification (e.g., consent, incident to arrest).

**14. Identify the legal requirements governing preparation and execution of a search warrant for a suspect's premises, vehicle, or person.**

**Answer:** Must be based on probable cause, supported by oath or affirmation, and must particularly describe the place and items.

**15. Identify the special search warrant concerns in obscenity, crime scene, and financial crime situations.**

**Answer:** Requires heightened particularity and may need specialized knowledge or legal guidance due to complex or sensitive material.

**16. Identify the situations when only a District Attorney's Office may apply for a warrant or order.**

**Answer:** In complex legal areas like certain electronic surveillance or sensitive investigations, only the DA may apply.

**17. Identify the legal concepts of "custody" and "interrogation" as they relate to the requirements of the United States Supreme Court decision, Miranda v. Arizona.**

**Answer:** Custody means a significant restraint on freedom; interrogation refers to express questioning or its functional equivalent. Miranda applies if both are present.

**18. Recite the four (4) Miranda warnings, as well as the additional juvenile warning under G.S. 7B-2101.**

**Answer:** 1) Right to remain silent, 2) Anything said can be used against you, 3) Right to an attorney, 4) If you can't afford one, one will be appointed. Juveniles must be informed a parent/guardian may be present.

**19. Identify and explain the exceptions to the Miranda requirement.**

**Answer:** Includes public safety exception, routine booking questions, and voluntary statements not in response to interrogation.

**20. State how non-custodial interview techniques can be used to obtain lawful confessions.**

**Answer:** Officers can engage suspects in voluntary conversations without coercion or custody, avoiding Miranda requirements.

**21. State how the Fifth Amendment and Sixth Amendment rights protect suspects during interrogation by law enforcement officers.**

**Answer:** The Fifth protects against self-incrimination; the Sixth guarantees legal counsel once formal charges are filed.

**22. Identify the procedures for conducting a photographic lineup under the North Carolina Eyewitness Identification Reform Act.**

**Answer:** Lineups must be conducted by a neutral administrator using standardized procedures to avoid suggestion and ensure reliability.

## Legal Unit– Elements

### Objectives:

**1. Name and describe, in writing, the three (3) sources of law that are applicable to law enforcement officers in North Carolina.**

**Answer:** (1) **Constitutional law** – principles set forth in the Constitution and court decisions;  
 (2) **Statutory law** – laws passed by the legislature;  
 (3) **Common law** – judge-made law based on precedent.

**2. State how the First Amendment affects the law enforcement function and list the rights and protections under it.**

**Answer:** The First Amendment protects freedom of religion, speech, press, assembly, and petition. Law enforcement must balance these rights with maintaining public order.

**3. Identify the legal standard which law enforcement officers must follow in making an arrest or conducting a search and seizure.**

**Answer:** Officers must have **probable cause** to make arrests or conduct searches and seizures, as required by the Fourth Amendment.

**4. Identify the two (2) basic elements of arrest.**

**Answer:** (1) **Intent to arrest;** and

(2) **Actual or constructive seizure or detention** of the person to be arrested.



**5. Identify the situations in which an arrest may be made without a warrant.**

**Answer:** Arrests without a warrant may occur when:

- A crime is committed in the officer's presence,
- In felony cases with probable cause, or
- Under statutory exceptions such as domestic violence.

**6. Identify the situations in which an arrest with a warrant is required.**

**Answer:** A warrant is required when **probable cause** exists but:

- The crime was not committed in the officer's presence, and
- No statutory exception applies.

**7. Identify the rules for use of force in making arrests.**

**Answer:** Officers may use **reasonable force**, including **deadly force** if there is an **imminent threat to life or serious bodily injury**, as guided by the **Graham v. Connor** standard.

**8. Identify the circumstances in which a search warrant is required.**

**Answer:** A warrant is required when there is:

- **No valid exception** to the warrant requirement, and
- An **expectation of privacy** in the place or item to be searched.

**9. Identify and describe the exceptions to the search warrant requirement.**

**Answer:** Valid exceptions include:

- **Consent,**
- **Search incident to lawful arrest,**
- **Exigent circumstances,**
- **Automobile exception,**
- **Plain view,** and
- **Stop-and-frisk.**

**10. Identify the legal requirements of a valid search warrant.**

**Answer:** A valid warrant must:

- Be based on **probable cause**,
- Be supported by **oath or affirmation**, and
- **Particularly describe** the place to be searched and the items to be seized.

**11. Identify the legal requirements for the execution of a search warrant.**

**Answer:** In North Carolina, the warrant must be:

- **Executed within 48 hours**,
- Typically done during **daytime** unless otherwise authorized, and
- Officers must provide a **copy of the warrant** and an **inventory of seized items** to the occupant.

**12. Identify the rules concerning “stop and frisk” and investigative detention.**

**Answer:** Officers may:

- **Detain** a person if they have **reasonable suspicion** of criminal activity, and
- **Frisk** for weapons if they reasonably believe the person is **armed and dangerous** (*Terry v. Ohio*).

**13. Identify the rules concerning the admissibility of evidence.**

**Answer:** Evidence must be:

- Obtained **legally**,
- **Relevant** to the case, and
- Compliant with the **exclusionary rule**, meaning **illegally obtained evidence** may be excluded from trial.

## Legal Unit – Controlled Substance

**Objectives:**

1. **Given a list of commonly encountered controlled substances, identify the correct pharmacological classification and its symptoms.**

**Answer:** Controlled substances include narcotics (e.g., heroin), stimulants (e.g., cocaine), depressants (e.g., benzodiazepines), hallucinogens (e.g., LSD), inhalants, cannabis, and synthetics. Each has unique symptoms: opioids cause drowsiness and respiratory depression; stimulants cause hyperactivity and paranoia; depressants slow body functions; hallucinogens cause perceptual distortions.

2. **Recognize and identify various types of drug paraphernalia.**

**Answer:** Paraphernalia includes items used for ingesting, preparing, or concealing drugs—pipes, bongs, syringes, roach clips, miniature spoons, straws, baggies, and scales. Indicators include burn marks, residue, or altered household items.

3. **Identify methods of identifying controlled substances.**

**Answer:** Methods include field test kits, lab analysis, visual recognition, and user statements. Officers may use color reagent tests and observe packaging, odor, or behavior. Final confirmation comes from a certified lab.

4. **Identify common methods of drug use.**

**Answer:** Methods include ingestion (swallowing), inhalation (snorting or smoking), injection (intravenous, intramuscular), and transdermal absorption. Each route affects onset and intensity of effects.

5. **Identify characteristics and methods of clandestine drug labs.**

**Answer:** Clandestine labs often have chemical odors (ammonia, ether), excessive ventilation, unusual security, and household items repurposed for chemical processing (e.g., glassware, tubing, lithium batteries). Labs pose fire, explosion, and toxic exposure risks.

6. **Identify hazards encountered by law enforcement when dealing with clandestine drug labs.**

**Answer:** Hazards include chemical burns, inhalation of toxic fumes, explosions, booby traps, and contaminated evidence. Officers must follow safety protocols, including PPE and calling trained hazmat teams.

7. **Given a scenario, identify the appropriate charge(s) for violations of North Carolina controlled substances laws.**

**Answer:** Charges vary based on quantity, intent (e.g., possession vs. trafficking), schedule of the substance, and presence of paraphernalia. Example: Possession of Schedule II cocaine is a felony; manufacturing meth is a more severe felony.

## Legal Unit– Alcohol Beverage Control (ABC) Laws and Procedures

### Objectives:

#### 1. Define, in writing, the following terms as found in G.S. 18B-101:

##### Answer:

- *Alcoholic beverage:* Any drink containing at least 0.5% alcohol by volume.
  - *Nontaxpaid alcoholic beverage:* Alcohol for which federal or state taxes have not been paid.
  - *Malt beverage:* Beer, ale, etc., with 0.5–15% alcohol by volume.
  - *Unfortified wine:* Wine with  $\leq 16\%$  alcohol.
  - *Fortified wine:* Wine with 16–24% alcohol.
  - *Spirituuous liquor:* Distilled spirits like whiskey, rum, etc.
  - *Mixed beverage:* A drink made with liquor or a single-serving premixed cocktail.
  - *Sale:* Any transfer for consideration (e.g., money).
  - *Premises:* A fixed location (inside/outside) controlled by a permit holder.
- #### 2. State the circumstances under which different types and amounts of alcoholic beverages can be purchased, possessed or consumed on public or private premises.

**Answer:** Legal use varies by age, location, time of day, and permit status. Licensed premises may serve alcohol 7 a.m.–2 a.m. (after noon on Sundays). No public

consumption where prohibited by ordinance. Home possession of fortified wine or liquor is legal for those 21+.

3. **Identify the circumstances under which different types and amounts of alcoholic beverages can be possessed and consumed in a motor vehicle.**

**Answer:** It's unlawful to possess open containers in vehicles unless sealed and stored away from the passenger area. Underage drivers may not have any alcohol in their system. Passengers may only drink in certain vehicles like limos or RVs.

4. **Name other possible criminal activities that may be associated with alcohol-related offenses.**

**Answer:** Includes underage possession, fraudulent ID use, gambling, illegal sales at "shot houses," and tobacco distribution to minors. Other crimes may stem from alcohol involvement, such as DWI, assault, or public disturbance.

5. **Given a hypothetical alcohol-related problem, correctly complete a citation for the appropriate violation and discuss the proper evidence handling procedures.**

**Answer:** Officers must use current citation forms, describe the violation accurately, store seized alcohol properly, and follow court procedures. Evidence may be destroyed, stored, or returned depending on court ruling. Restitution may be ordered.

## Legal Unit – Juvenile Law

### Objectives:



1. **Identify the procedures for taking a juvenile into temporary custody.**

**Answer:** Officers may take a juvenile into temporary custody without a court order if there are reasonable grounds to believe the juvenile is delinquent, undisciplined, abused, or neglected, or has run away from home. A petition must follow without unnecessary delay.

2. **Identify the proper procedures for conducting a nontestimonial identification order (NTO) for a juvenile.**

**Answer:** Law enforcement must request the District Attorney to file a motion with the court for the NTO, which includes fingerprints, hair samples, blood, etc. It requires probable cause and a hearing before a judge.

3. **Identify the procedures for taking a juvenile into secure or nonsecure custody.**

**Answer:** Officers must obtain a custody order from the court. For secure custody (detention), there must be clear evidence the juvenile is a danger or flight risk. Nonsecure custody applies when a juvenile is neglected, abused, or dependent and is placed in a foster home or similar setting.

4. **Identify when a juvenile must be advised of their legal rights.**

**Answer:** A juvenile must be advised of their rights when taken into custody and prior to interrogation if under age 18. Parental presence is required for those under 16, and advised rights must be age-appropriate.

5. **Identify the legal procedures applicable to juvenile court.**

**Answer:** Juvenile court is civil, not criminal. Hearings include adjudication (fact-finding) and disposition (sentencing). Juveniles have rights to notice, counsel, and due process. Proceedings are confidential, and records are sealed.

6. **Identify the procedures for transferring a juvenile to superior court.**

**Answer:** Transfer applies to 16- and 17-year-olds charged with felonies, or younger juveniles in certain serious cases. A probable cause hearing is required, and a judge must determine whether to retain in juvenile court or transfer to adult court.

7. **Identify the process for juvenile petitions.**

**Answer:** A petition is the charging document for juveniles, equivalent to an adult warrant. It is filed by a juvenile court counselor and must include facts, date, and offense. It initiates formal court proceedings.

8. **Identify the difference between undisciplined and delinquent juveniles.**

**Answer:** Undisciplined juveniles commit status offenses (like truancy, running away), while delinquent juveniles commit criminal law violations.

9. **Identify the proper procedures for fingerprinting juveniles.**

**Answer:** Juveniles may be fingerprinted when charged with a non-divertible offense, or if transferred to superior court. Fingerprints must be destroyed if no charges are filed or if not adjudicated delinquent.

10. **Identify the role of the juvenile court counselor.**

**Answer:** The counselor screens complaints, decides whether to approve petitions or divert cases, supervises juveniles under court orders, and helps develop treatment plans.

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## Investigation Unit

### Criminal Investigation

#### Objectives:

1. **Correctly verbalize and thoroughly demonstrate in practical exercise the essential steps to be completed in any preliminary investigation and the procedures for securing a crime scene.**

**Answer:** Officers must document initial observations, establish legal authority to be at the scene, ensure safety, provide emergency care, conduct a lawful protective search, and properly secure the scene using entry logs, tape, and personnel.

2. **Accurately identify and thoroughly demonstrate in practical exercise how to locate and identify victims, witnesses, and two (2) additional sources of surveillance video.**

**Answer:** Officers should conduct initial interviews to obtain full biographical data, canvas the area, recover nearby surveillance video, and secure mobile devices with a warrant or consent.

3. **Thoroughly demonstrate in a practical exercise how to evaluate, document, and collect evidence at a crime scene and prepare it for transportation.**

**Answer:** Evidence must be documented before being moved, processed from least to most intrusive, and packaged properly based on type (biological, trace, digital). Items must be protected from contamination and properly labeled for transport.

4. **Verbally explain the procedures to document a crime scene and what reports should be included in a case report.**

**Answer:** Documentation includes detailed field notes, an officer's report, supplemental reports, sketches, photographs, video, lab results, and responder reports. Reports must be complete, factual, and chronologically organized.

5. **Verbally explain the importance of chain of custody and fill out the forms associated with evidence.**

**Answer:** Chain of custody ensures evidence integrity by documenting every person who handled the item. Each transfer is logged on evidence forms including date, time, location, officer ID, and signatures.

6. **Correctly identify the different types of statements and the situations in which statements should be obtained.**

**Answer:** Statements may be taken from witnesses, victims, and suspects, using narrative or Q&A formats. Suspect statements require Miranda advisement if custodial. Statements should be documented or recorded for evidentiary use.

7. **Explain in writing and thoroughly demonstrate in practical exercise how to use various databases to conduct background investigations on suspects.**

**Answer:** Officers use databases such as NCIC, DMV, CJLeads, TLOxp, and law enforcement records to gather suspect history, aliases, addresses, and associates.

8. **Orally define modus operandi and explain how it applies to various crimes.**

**Answer:** Modus operandi is the offender's learned behavior used to commit crimes. It helps identify patterns, predict future offenses, and link related cases even if the suspect's identity is unknown.

9. **Thoroughly conduct an investigation and follow up investigation of the specific crimes listed.**

**Answer:** Each crime (e.g., arson, burglary, robbery, sexual assault) has specific evidence collection, victim interview techniques, and documentation standards. Follow-up involves suspect development, review of reports, and corroborating details.

10. **Given photographs or a practical exercise, correctly recognize and identify electronic evidence.**

**Answer:** Electronic evidence includes devices like cell phones, computers, USB drives, and surveillance systems. Officers must recognize and isolate these to prevent remote access or data loss.

11. Practical.

## Interviews

### Objectives:

1. **Identify the following terms as they relate to law enforcement interviews:**

**Answer:**

- **Field interview:** Conducted outside the agency, involving any person of interest (victim, suspect, witness, or bystander).
  - **Interrogation:** A formal interview of a suspect aimed at gaining cooperation and revealing the truth—often governed by legal standards like Miranda.
  - **Canvass interview:** Conducted in the area around a crime scene to identify potential witnesses quickly.
2. **State the six (6) essential categories of law enforcement questioning and what types of information can be gathered from each category.**

**Answer:**

- **Who:** Identifies persons involved—suspects, victims, witnesses.
- **What:** Describes the event, actions, motive, scene details.
- **When:** Establishes timeline—discovery, report, actions taken.
- **Where:** Determines locations—incident, suspect, victim, witness.
- **Why:** Explores motive, behavior, and reasons for actions.
- **How:** Reveals methods, tools, number of people involved, sequence of events.



3. **Demonstrate the two (2) principal types of interview and interrogation questions and state when they would be used in the interview process.**

**Answer:**

- **Open-ended questions:** Used to promote conversation, gather detailed narration, and avoid contaminating responses.
- **Closed-ended questions:** Used to clarify or confirm facts, typically resulting in yes/no or limited answers.

4. **State the fundamental stages of cognitive interviewing.**

**Answer:**

- Explain how to think about the crime.
  - Give time to mentally recreate the event.
  - Engage the interviewee in active memory recall.
  - Encourage detailed responses with minimal interruptions.
  - Ask the interviewee to recall the event in reverse order to trigger additional details.
5. **Given a videotaped cognitive interview of a deceptive subject, review the video, and properly identify the deception, using the cognitive interviewing technique.**

**Answer:** A deceptive subject often struggles with recalling events in reverse order or inconsistencies arise in their narrative. Truthful individuals can usually comply when asked to recall events in reverse.

6. **Given the information in the lesson plan and video presentations of the specialty interviews, correctly identify each type of specialty interview presented in the video.**

**Answer:**

- **Victim interview:** Requires sensitivity, especially with trauma; use cognitive techniques and allow follow-ups.
- **Witness interview:** Conducted privately, avoid contaminating memory, and use open-ended questions.
- **Suspect interview:** Avoid revealing facts; focus on eliminating or identifying the suspect.



- **Domestic interview:** Prioritize safety, separate parties, and allow cooling off. Involve support agencies if needed.
- **Traffic accident interview:** Look for hidden witnesses, cross-check statements with physical evidence.
- **Major crime interview:** Proceed with normal victim/witness interviews but defer suspect interviews to trained personnel.
- **Medical and EMS personnel interview:** Respect confidentiality, follow agency protocols, and avoid disrupting care.
- **Suspicious person interview:** Record behaviors, collect identifying info, and note travel direction, attire, etc.
- **Children interview:** Use open-ended, non-leading questions. Consult specialists when possible.

## Fingerprinting and Photographing Arrestee

### Objectives:

1. **State four (4) ways to submit criminal fingerprint cards and final disposition reports to the Identification Section of the State Bureau of Investigation (SBI).**  
**Answer:**
  - First class mail to the SBI address in Raleigh.
  - Interagency State Courier Service to SBI's Raleigh address.
  - In person delivery to the SBI office.
  - Electronic transmission via live-scan device coordinated with SBI.
2. **Given a State Bureau of Investigation (SBI) Arrest Fingerprint Card, correctly prepare it for submission to the Identification Section of the SBI by completing as much of the**

**information as possible from a given fact situation.**

**Answer:**

Complete all identifying, arrest, and descriptive information on the SBI card, ensure fingerprints are rolled correctly nail-to-nail, print legibly or type, and follow SBI guidelines. Submit promptly to the SBI.

3. **Given one (1) Final Disposition Report, complete as much of the form as possible from a given fact situation.**

**Answer:**

Fill out all known personal and arrest data fields matching the fingerprint card. Include charges, CKN number, date of arrest, and agency information. Ensure it is typed or legibly printed and submitted properly to link with AOC systems.

4. **Given a hypothetical situation and pertinent information, complete required information on photograph of arrestee.**

**Answer:**

Record subject's name, race, DOB, case number, SSN, date photo taken, and agency on the back. Use standard identification boards with name, photo number, date, and height scale. Take both front and profile photos as needed.

5. **Correctly roll and identify a legible set of inked impressions.**

**Answer:**

Use proper ink and equipment. Roll each finger from nail to nail. Ensure even pressure and coverage from tip to below the first joint. Label amputations or injuries properly. Plain impressions should match rolled ones.

## Human Trafficking

**Objectives:**

1. **Define human trafficking according to federal and state law.**

**Answer:**

Under federal law (TVPA), human trafficking includes labor or sex trafficking through force, fraud, or coercion. Under North Carolina law (N.C.G.S. § 14-43.11), it includes knowingly recruiting, harboring, transporting, or obtaining a person to hold in involuntary or sexual servitude. The crime is a Class C felony if the victim is an adult and a Class B2 felony if the victim is a minor.

2. **Compare and contrast human trafficking and human smuggling.**

**Answer:**

Human trafficking is not voluntary and involves exploitation; smuggling is typically voluntary and ends after border crossing. Trafficking does not require movement, is a crime against a person, and may occur domestically. Smuggling is a crime against the state's borders and always involves international movement.

3. **Define and describe the dynamics of human trafficking and their traumatic effects upon victims.**

**Answer:**

Traffickers use physical and psychological control such as threats, debt bondage, isolation, and dependency. Victims may mistrust police, feel shame, or believe they must repay debts. Trauma symptoms include fear, confusion, emotional detachment, or loyalty to traffickers.

4. **As provided in the lesson plan, identify various forms of exploitation associated with human trafficking.**

**Answer:**

Forms include sexual exploitation (brothels, pornography, massage parlors), labor exploitation (agriculture, domestic work, factories), and servile marriage. Trafficking may occur in both legal and illegal industries.

5. **State strategies for victim identification.**

**Answer:**

Victims may surface during unrelated investigations like domestic violence, vice raids, or labor disputes. Officers should look for red flags such as restricted movement, signs of abuse, controlled communication, or fear of law enforcement.

6. **Identify and discuss methods of effective response to human trafficking as provided in the lesson plan.**

**Answer:**

Officers can respond reactively (uncovering trafficking while handling other crimes) or proactively (investigating suspected operations). Always consider victim safety, use interpreters when needed, and collect physical evidence (DNA, documents, fingerprints, fibers, etc.).

7. **List available assistance for victims.**

**Answer:**

Resources include the National Human Trafficking Hotline (1-888-3737-888), Legal Aid NC (Farmworker Unit and Battered Immigrant Project), social services, T and U visas, continued presence, and local victim support agencies.

8. **List possible resources for law enforcement.**

**Answer:**

Resources include the National Human Trafficking Hotline, FBI, ICE, and the NC SBI. Officers are encouraged to build relationships with these agencies for support in investigations and victim services.

## Field Note-taking and Report Writing

**Objectives:**

1. **List, in writing, the three (3) purposes of the officer's field notes and why the field notes are important.**

**Answer:**

- **Report writing:** Field notes form the foundation for complete, accurate, and chronological reports.
- **References:** Notes help recall details, track leads, and check consistency in investigations.
- **Evidence:** Field notes may be used in court to refresh memory, support admissibility of evidence, and establish timelines.

2. **State six (6) "one-word" questions that should be answered when developing field notes.**

**Answer:** Who, What, Where, When, How, Why.

3. **Given a hypothetical representation of a field situation, record field notes information correctly by learned criteria.**

**Answer:** Notes should include names, addresses, dates, times, statements, observations, scene descriptions, and follow a consistent, factual, and legible format—without opinions or unrelated personal info.

4. **Prepare list and describe at least four (4) uses of law enforcement reports.**

**Answer:**

- **Communication:** Shares information between officers, supervisors, and agencies.
  - **Documentation:** Creates a legal record of activities and findings.
  - **Evidence:** Supports prosecution and testimony in court.
  - **Defense against liability:** Proves actions were appropriate and in policy compliance.
5. **Given a hypothetical representation of a field situation, write a complete and accurate report using departmentally approved forms or the DCI-600 series forms: Incident/Investigation Report, Continuation Page, and Supplementary Investigation Report.**

**Answer:** Reports should be clear, concise, complete, factual, objective, and in



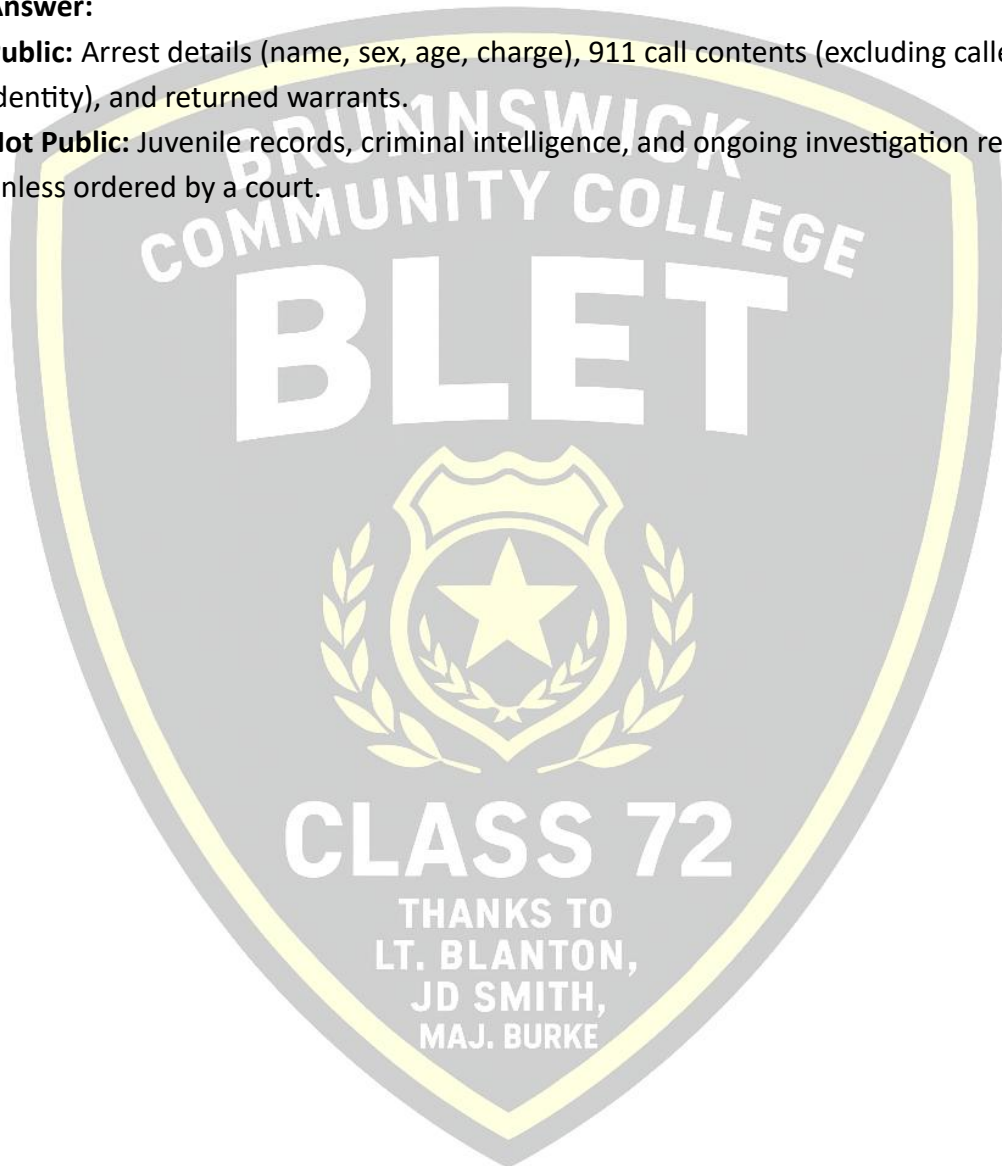
chronological order. Officers must use approved formats, fill all blocks, and use black ink or type.

6. **State examples of information in law enforcement records that are, and are not, matters of public record.**

**Answer:**

**Public:** Arrest details (name, sex, age, charge), 911 call contents (excluding caller identity), and returned warrants.

**Not Public:** Juvenile records, criminal intelligence, and ongoing investigation records unless ordered by a court.



# Patrol Unit

## Techniques of Traffic Law Enforcement

### Objectives:

1. **State the five (5) major phases of enforcement action and four (4) types of traffic apprehension.**

#### Answer:

- **Phases of enforcement:** Detection, apprehension, prosecution, adjudication, and penalization.
- **Types of apprehension:** Physical arrest, traffic citation, written warning, and verbal warning.

2. **Name and describe seven (7) methods of observing traffic.**

#### Answer:

- Line patrol, area patrol, directed patrol, stationary observation, conspicuous observation, visible observation, and concealed observation. Each method varies in mobility and visibility depending on the enforcement goal.

3. **Identify at least one (1) method of conducting selective traffic enforcement.**

#### Answer:

- Saturation patrols and checking stations are examples. These are used in problem areas based on crash data or community complaints to deter violations.

4. **State the proper procedures used in visually estimating the speed of a vehicle and clocking vehicles by use of a speedometer.**

#### Answer:

- Estimate speed based on movement compared to surroundings, then follow the vehicle at a constant distance and speed using a calibrated speedometer to verify the estimate.

5. **Demonstrate a tactically safe “unknown risk” traffic stop that includes:**

**Answer:**

- Proper radio procedures, safe vehicle positioning, appropriate verbal contact, observation of behavior, and managing armed individuals lawfully and safely.
6. **In a practical exercise, demonstrate the ability to inspect a driver and their operator license to determine if it is valid and has not been altered, issue the uniform citation, write a charge not printed on the citation and explain the charge to the violator and the proper procedure for disposition of the citation.**

**Answer:**

- Officers must inspect for security features, ensure the ID is current, fill out all citation fields clearly, and provide the violator instructions on how to resolve the citation or appear in court.
7. **State the proper procedures for having an unfit vehicle operator reexamined by the Division of Motor Vehicles.**

**Answer:**

- Officers submit a Request for Driver Reexamination form to DMV, including observed behaviors and justification for concern regarding safe vehicle operation.

8. **Demonstrate a tactically, safe, known risk vehicle stop that includes:**

**Answer:**

- Radio procedures, proper vehicle positioning, clear verbal commands, use of cover and control techniques, and considerations when stopping unusual vehicles like vans.

9. **Demonstrate the proper method of searching a vehicle, both under independent probable cause and incident to arrest after Arizona v. Gant.**

**Answer:**

- Search under probable cause includes containers and compartments likely to contain evidence. Incident to arrest allows search only if arrestee is unsecured and within reaching distance or if there's reason to believe the vehicle contains evidence of the offense of arrest.

**10. State the proper procedures and documentation for a suspected driving while impaired (D.W.I.) offense from observation to arrest.**

**Answer:**

- Includes initial observation, field sobriety tests, arrest decision, implied consent rights, chemical testing, and completion of all related reports and affidavits.

**11. Demonstrate effective traffic control procedures in the following situations:**

**Answer:**

- Multi-lane intersections (with multiple officers), low light/night conditions (using flares, flashlights), and emergency scenes like crashes or fires, ensuring safety and traffic flow.

**12. Identify the proper usage of flares, traffic cones, and other warning signs at a disaster, fire, or accident scene.**

**Answer:**

- Place equipment to warn drivers early, guide flow, and protect personnel. Consider visibility, wind direction, terrain, and possible secondary crashes.

**13. Identify, analyze, and investigate road conditions to assess the officer's safety when conducting a traffic stop.**

**Answer:**

- Evaluate lighting, traffic volume, terrain, curves, and escape routes. Select a location that minimizes risks and maximizes officer visibility and control.

**14. State the proper method of conducting preliminary and follow-up investigations of traffic-related crimes.**

**Answer:**

- Gather statements, evidence (e.g., vehicle damage, skid marks), photos, and diagrams. Follow up by confirming witness reliability, reviewing crash data, and submitting final reports to prosecutors or other units.

## Hazardous Materials: Awareness Level

### Objectives:

1. **Define the term hazardous materials.**

**Answer:** Hazardous materials are substances (solids, liquids, or gases) that when released are capable of causing harm to people, the environment, and property.

2. **Identify the five primary responsibilities of a hazardous materials awareness level responder.**

**Answer:** Detection, recognition and identification, isolation, notification, and protection.

3. **Identify the roles and responsibilities of the awareness level responder as outlined by federal OSHA regulations (29 CFR 1910.120).**

**Answer:** Awareness level responders are expected to recognize a hazardous materials incident, protect themselves, call for trained personnel, and secure the area. They are not expected to take aggressive action.

4. **Identify typical clues for recognizing hazardous materials presence.**

**Answer:** Clues include container shapes, labels/placards, shipping papers, driver information, MSDS sheets, and the use of the Emergency Response Guidebook (ERG).

5. **Demonstrate the use of the current Emergency Response Guidebook (ERG) to identify hazardous materials and initial safety precautions.**

**Answer:** Responders locate the material using its ID number or name in the ERG, determine the proper response guide, and follow listed precautions such as isolation distances and protective actions.

6. **Identify potential outcomes associated with a hazardous materials incident.**

**Answer:** Potential outcomes include fire, explosion, toxic release, environmental damage, and mass casualties.

7. **Define the term “hot zone” as it relates to hazardous materials response.**

**Answer:** The hot zone is the area immediately surrounding a hazardous materials incident where contamination and danger are highest. Entry requires specialized training and protective equipment.



8. **Identify safety precautions that should be followed at a hazardous materials incident.**

**Answer:** Maintain safe distances, stay upwind/uphill, avoid contact, use appropriate PPE, and follow isolation procedures.

9. **Define terrorism and weapons of mass destruction (WMDs).**

**Answer:** Terrorism is the unlawful use of force or violence to intimidate or coerce. WMDs are weapons capable of causing widespread death or destruction, including chemical, biological, radiological, nuclear, and explosive (CBRNE) agents.

10. **Identify indicators of a possible terrorist attack.**

**Answer:** Unusual packages, devices, dead animals, odd odors, multiple victims with similar symptoms, and threats received are possible indicators.

11. **Identify the type of hazard(s) presented by chemical, biological, radiological, nuclear, or explosive weapons.**

**Answer:**

- **Chemical:** Toxic effects.
- **Biological:** Disease spread.
- **Radiological/Nuclear:** Radiation exposure.
- **Explosives:** Blast and fragmentation injuries.

12. **Identify the actions to be taken in the event of a possible terrorist attack involving hazardous materials.**

**Answer:** Secure the scene, avoid contamination, isolate and deny entry, notify authorities, protect oneself and others, and follow the incident command system.

## Traffic Crash Investigation

### Objectives:

1. **State the basic steps to be followed when responding to and beginning a preliminary investigation of a motor vehicle crash.**

**Answer:** Use safe driving techniques, take the shortest route, monitor radio traffic, be alert for fraud, and follow local policies. Civilian crash investigators may handle property-damage-only crashes.

2. **Identify the basic procedures required upon arrival at a crash scene to:**

a) **Protect the public and scene responders**

**Answer:** Park for visibility, use warning devices, examine the area for hazards, wear reflective gear, and provide aid.

b) **Preserve evidence**

**Answer:** Identify human, vehicle, and environmental evidence; collect short-lived evidence; mark items before moving; and photograph the scene.

c) **Locate, identify, and interview driver(s) and occupant(s)**

**Answer:** Interview separately when possible, observe behavior, document details, and obtain statements.

d) **Locate, identify, and interview any witness(es)**

**Answer:** Approach potential witnesses quickly, interview separately, and document statements with open-ended questions.

e) **Identify when additional assistance is required at the scene**

**Answer:** May include more officers, tow trucks, utility companies, hazmat teams, or DOT personnel.

3. **Name the two (2) types of motor vehicle crashes.**

**Answer:**

- Reportable: Involving injury, death, property damage  $\geq$  \$1000, or damage to seized vehicles.
- Non-reportable: Do not meet reportable criteria.

4. **Identify the methods used to inspect vehicles involved in a motor vehicle crash to determine:**

a) **Damage**

**Answer:** Distinguish between contact and induced damage, match damage to evidence.

b) **Defective equipment (as a contributing factor)**

**Answer:** Check brakes, tires, and other systems; request mechanical inspection if needed.

c) **Post-collision operability**

**Answer:** Assess safety-related systems and advise driver accordingly.

5. **Identify the crash investigation procedures used to determine:**

a) **Marking evidence at the crash scene**

**Answer:** Use chalk or crayon; apply 1, 2, or 3+ marks depending on item size and type.

b) **The area of impact**

**Answer:** Look for debris, gouge marks, and skid offsets.

c) **Roadway evidence**

**Answer:** Includes tire marks (skids, yaw, prints), gouge marks, debris, and final resting positions.

d) **Contributing factors to the motor vehicle crash**

**Answer:** Classify as human, vehicle, or environment-related.

e) **The appropriate enforcement action to take**

**Answer:** Issue citations or make arrests only with clear violations; follow agency policy.

6. **State the procedures for completing a field sketch, which is “not-to-scale.”**

**Answer:** Include final positions, impact area, evidence locations, reference points, and label all items.

7. **Given a simulated motor vehicle crash and the proper materials, measuring devices, and diagramming materials, demonstrate the ability to:**

a) **Complete a field sketch by recording the location of evidence using the triangulation method and coordination method correctly**

**Answer:** Use two reference points (triangulation) or a baseline (coordinate method); ensure all angles and distances are accurate.

b) **Describe procedure for completing a DMV-349 crash report**

**Answer:** Use current instruction manual, complete all blocks, and accurately document details.

c) **Complete a DMV-349 crash report by including all the necessary information correctly utilizing the DMV-349 instructional manual.**

**Answer:** Include crash classification, all involved parties, conditions, and contributing factors; follow official guidelines.

8. **State the steps necessary to conduct investigations of motor vehicle crashes to include:**

a) **Fatalities/vehicular homicides**

**Answer:** Secure scene, document thoroughly, gather background on drivers, and involve medical examiner.

**b) Vehicular assaults**

**Answer:** Treat as intentional criminal acts; do not use DMV-349.

**c) Hit-and-run motor vehicle crashes**

**Answer:** Respond quickly, issue BOLOs, collect evidence, track vehicle/path, and locate driver.

**d) Personal injury crashes**

**Answer:** Follow the same thorough process as for major crashes; focus on safety and detail.

**e) A motor vehicle crash involving special circumstances**

**Answer:** Request backup and specialists, ensure scene safety, secure evidence, and involve agencies like fire, hazmat, and railroad companies as needed.

## Patrol Techniques

**Objectives:**

1. State the steps to be taken to prepare for duty/patrol.

**Answer:** Preparation steps include inspecting assigned equipment (weapon, vehicle, radio), reviewing recent incidents or BOLOs, mentally preparing for patrol, checking appearance and uniform, and understanding assigned patrol area and responsibilities.

2. Identify the following two (2) types of patrol.

- a) Conspicuous patrol
- b) Inconspicuous patrol

**Answer:**

a) **Conspicuous patrol** – Designed to be highly visible to deter crime and reassure the public. It includes marked cars, uniforms, and high visibility tactics.

b) **Inconspicuous patrol** – Aimed at detecting or apprehending criminals by blending in or remaining unseen, such as using unmarked vehicles or plain clothes.

3. List the five (5) patrol methods.

**Answer:**

1. **Foot patrol**
2. **Automobile patrol**

3. **Motorcycle patrol**

4. **Bicycle patrol**

5. **Aircraft patrol**

4. Describe the advantage and disadvantage of each method of patrol.

**Answer:**

• **Foot patrol**

- Advantage: High community interaction, access to tight areas.
- Disadvantage: Limited coverage and slower response.

• **Automobile patrol**

- Advantage: Fast response, large area coverage.
- Disadvantage: Less personal contact.

• **Motorcycle patrol**

- Advantage: Maneuverability in traffic.
- Disadvantage: Weather exposure, less protection.

• **Bicycle patrol**

- Advantage: Quiet, environmentally friendly, community engagement.
- Disadvantage: Limited range and cargo.

• **Aircraft patrol**

- Advantage: Aerial view of incidents or pursuits.
- Disadvantage: Expensive and weather-dependent.

5. Explain what constitutes proper mental and physical preparation for patrol.

**Answer:** Officers must maintain good physical health, sufficient rest, mental readiness, calm under stress, and awareness of the day's goals, assignments, and potential threats.

6. Identify the psychological and physical advantages of proper mental and physical preparation for patrol.



**Answer:** Psychological advantages include better decision-making, emotional control, and confidence. Physical advantages include stamina, quicker response, and reduced risk of injury.

7. Define observation.

**Answer:** Observation is the ability to see, recognize, and interpret what is happening or what has happened by using the senses and experience.

8. Identify the three (3) senses used in patrol.

**Answer:**

1. **Sight**
2. **Hearing**
3. **Smell**

9. Define perception.

**Answer:** Perception is the way an individual interprets sensory input based on experience, training, emotion, and context.

10. Identify the steps in the perception process.

**Answer:**

1. **Observation**
2. **Interpretation**
3. **Evaluation**
4. **Action**

11. Identify factors that affect perception.

**Answer:** Factors include officer experience, stress, lighting, weather, emotions, fatigue, and distractions.

12. Identify patrol techniques and procedures designed to promote safety and effectiveness.

**Answer:** These include maintaining situational awareness, varying routes and patterns, use of cover and concealment, partner coordination, and radio communication.

13. Identify the two (2) types of problem area patrols.

**Answer:**

1. **Preventive patrol**
2. **Apprehension patrol**
14. Identify and define the six (6) patrol patterns.

**Answer:**

1. **Circular** – Circling from center to outer areas or vice versa.
2. **Double back** – Returning to the same area to catch suspicious activity.
3. **Random** – Unpredictable movement across areas.
4. **Grid** – Systematic north-south/east-west coverage.
5. **Zone** – Assigned sectors covered thoroughly.
6. **Directed** – Focused patrol in response to crime patterns or community needs.

15. Define saturated patrol.

**Answer:** Saturated patrol involves placing a high number of officers in a small area to suppress crime or respond to specific incidents.

16. List five (5) considerations when confronting suspects.

**Answer:**

1. **Suspect's behavior**
2. **Number of suspects**
3. **Environment/terrain**
4. **Presence of weapons**
5. **Backup availability**

17. Identify the four (4) psychological factors that impact confrontation.

**Answer:**

1. **Fear**
2. **Adrenaline**
3. **Tunnel vision**

#### 4. Time distortion

18. Identify the six (6) tactical steps to consider during a confrontation.

**Answer:**

1. **Cover and concealment**
2. **Control of environment**
3. **Clear commands**
4. **Backup request**
5. **Use of force options**
6. **Handcuffing and searching**

19. Identify and explain the three (3) patrol hazards.

**Answer:**

1. **Persons** – Hostile or armed suspects.
2. **Buildings** – Ambushes, confined spaces, unknown layouts.
3. **Areas** – Poor lighting, high-crime zones, or terrain obstacles.

20. Identify and explain the procedures for checking buildings.

**Answer:** Use stealth and cover; look for forced entry; never enter alone unless necessary; call for backup; clear rooms systematically; document findings.

## LAW ENFORCEMENT COMMUNICATION AND INFORMATION SYSTEMS

**1. Demonstrate the proper technique required when conducting telephonic communications and explain its importance as a vital link between the citizens and the service provider.**

**Answer:** Proper technique includes customer service, telephone etiquette, communicating

artfully (flexibility, empathy, professionalism), and recognizing the call as the initial link. The importance lies in representing “help” to the caller, responding promptly, and ending on a positive note. Critical skills include handling emergency and non-emergency calls, proper prioritization, asking the 5 W’s (Where, What, When, Who, Weapons), managing crisis callers with persistent repetition, and managing stress.

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**2. Demonstrate the correct radio use and procedures when operating a mobile and/or portable radio utilizing Ten Codes and/or plain speech.**

**Answer:** Ensure all communication equipment is working properly, check settings at the start of shift, and be aware of channel assignments. Proper use includes microphone techniques, general procedures (voice quality, composure, courtesy), broadcasting protocols (message construction, phonetic alphabet, 24-hour time), using Ten Codes or plain speech appropriately, avoiding clipping, and using correct formats for BOLOs, personal, and vehicle descriptions (CYMBAL). Officers must report all status changes, vehicle stops, service of warrants, and emergency responses to dispatch.

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**3. State the function of the Division of Criminal Information Network (DCIN) and the various interfaced computer systems as they relate to law enforcement responsibilities.**

**Answer:** DCIN, operated by the SBI, links local, state, and national criminal justice agencies. It provides 24/7 access to criminal justice information. It interfaces with NCIC (Hot Files like wanted persons, stolen property), AOC (court records), CJLEADS (integrated offender data), NLETS (interstate data exchange), DMV (driver and vehicle info), and LInX (regional shared records). DCIN allows entry, update, inquiry, and removal of records. It supports law enforcement investigations, warrant checks, and interagency communication, and emphasizes accuracy and verification to avoid liability.

## RAPID DEPLOYMENT

1. Define the term “rapid deployment.”

**Answer:** “The swift and immediate deployment of law enforcement resources to ongoing, life-threatening situations where delayed deployment could otherwise result in death or great bodily injury to innocent persons.”

2. List the types of situations that may involve an “active shooter” requiring an immediate response.

**Answer:**

- a) Active shooter in a school
- b) Active shooter in a business
- c) Hostage rescue
- d) Injured officer/civilian rescues

3. State the mindsets as it relates to an active shooter incident of:

- a) The law enforcement response

**Answer:** Officers must adopt a nontraditional, offensive mindset to stop the shooter immediately; surrounding and containing is inadequate.

- b) The active shooter

**Answer:** Most attackers plan in advance, have grievances, and aim to kill as many as possible. They often expect to die and are disrupted by officer presence.

4. List, in priority order, the duties of the initial law enforcement response to an active shooter.

**Answer:**

- a) Locate, isolate, and stop the shooter
- b) Treat and evacuate the injured
- c) Establish containment with inner and outer perimeters
- d) Conduct a safety sweep for additional hazards
- e) Plan and complete evacuation
- f) Process the crime scene

5. Identify the role of the “contact team” and list the three (3) movement goals.

**Answer:**

**Role:** First line of response to locate and confront the shooter.



**Movement goals:**

- a) Locate the threat
- b) Isolate/limit the threat
- c) Confront, stop, and apprehend the shooter

**6. Identify the following law enforcement responder roles as provided in the lesson plan:**

**a) Rescue team**

**Answer:** Locate injured, provide treatment, triage, and evacuate if needed.

**b) Perimeter team**

**Answer:** Set inner/outer perimeters, protect fleeing students, control traffic, cut off escape routes.

**c) Evacuation team**

**Answer:** Conduct orderly removal of innocents once the suspect is contained/eliminated, minimizing trauma.

**7. List the six (6) suspect options during the officer contact.**

**Answer:**

- a) Continue to shoot the innocent
- b) Suicide
- c) Shoot at the officers
- d) Escape
- e) Surrender
- f) Attempt to or take a hostage

**8. List the officer options when the shooting stops, and there is no suspect contact.**

**Answer:**

- a) Challenge from cover
- b) Arrest
- c) Use deadly force (if authorized and necessary)

**9. Identify the response concerns when explosive devices are detected.**

**Answer:** Keep moving, don't touch or stop near suspected devices. Respect potential danger, avoid triggering through movement, timers, or radio transmissions.

**10. Identify the school system components to a response of an active shooter.**

**Answer:**

- a) Lock-down procedure

- b) “Run, Hide, Fight”
- c) Office communications system
- d) Inner perimeter command post
- e) Critical incident response box
- f) Red placards
- g) Rally points
- h) Evacuation routes
- i) Planning team
- j) School resource officer (SRO)
- k) Classroom security
- l) Off-site evacuation location

11. **In a practical setting, demonstrate the learned techniques of rapid deployment during a series of practical exercises.**

**Answer:** Demonstration required during hands-on training sessions.

## HUMAN TRAFFICKING

1. **Define human trafficking according to federal and state law.**

**Answer:**

*Federal:* Human trafficking is defined as the recruitment, harboring, transportation, provision, or obtaining of a person through force, fraud, or coercion for labor or services, or for a commercial sex act, especially involving minors.

*State (NC G.S. 14-43.11):* Human trafficking is knowingly or recklessly recruiting, enticing, harboring, transporting, providing, patronizing, soliciting, or obtaining a person for involuntary servitude or sexual servitude.

2. **Compare and contrast human trafficking and human smuggling.**

**Answer:**

*Trafficking:* Not voluntary, involves exploitation, doesn't require movement, can occur domestically, and is a crime against a person's liberty.

*Smuggling:* Voluntary, ends after border crossing, always international, and is a crime against the nation's sovereignty.

3. **Define and describe the dynamics of human trafficking and their traumatic effects upon victims.**

**Answer:**

Victims are controlled through physical and psychological abuse, threats, isolation, confiscation of documents, and debt bondage. Trauma may result in fear, shame, distrust of law enforcement, and difficulty disclosing their situation.

4. **As provided in the lesson plan, identify various forms of exploitation associated with human trafficking.**

**Answer:**

- a) *Sexual exploitation*: Brothels, massage parlors, pornography, street prostitution
- b) *Labor exploitation*: Agriculture, domestic work, construction, cleaning, factories, restaurants
- c) *Servile marriage* (forced or exploitative mail-order bride situations)

5. **State strategies for victim identification.**

**Answer:**

Look for red flags such as controlled communication, fear, malnourishment, restricted movement, presence in suspicious businesses, or indicators in crimes like domestic violence or prostitution. Interview victims individually and ask detailed questions.

6. **Identify and discuss methods of effective response to human trafficking as provided in the lesson plan.**

**Answer:**

- a) *Reactive*: Respond to associated crimes and identify elements of trafficking
- b) *Proactive*: Investigate suspicious businesses and patterns
- c) *Evidence collection*: Biological, document, fingerprint, fiber, digital
- d) *Victim safety*: Prioritize victim security and communication with trauma-informed approaches

7. **List available assistance for victims.**

**Answer:**

- a) National Human Trafficking Hotline (1-888-3737-888 / text "BeFree")
- b) Legal Aid of NC – Farmworker Unit & Battered Immigrant Project
- c) Social Services & Assistance: Continued Presence, T and U Visas
- d) Local resources: DSS, mental health, health departments, domestic violence shelters, NCCAHT

8. List possible resources for law enforcement.

Answer:

- a) National Human Trafficking Hotline
- b) FBI
- c) Immigration and Customs Enforcement (ICE)
- d) NC State Bureau of Investigation (SBI)

## Sherriff Unit

## CIVIL UNIT

1. Identify the legal documents that a deputy sheriff may be required to serve.

Answer:

- **Civil Summons**
  - **Time to Serve:** Within **60 days** of issuance
  - **Expires:** After 60 days; must be reissued or extended
- **Magistrate Summons**

- **Time to Serve:** At least **5 days before court date**
  - **Expires:** After the court date; must be reissued
- **Special Proceedings Summons**
  - **Time to Serve:** Within **60 days** of issuance
  - **Expires:** After 60 days; must be reissued or extended
- **Juvenile Summons**
  - **Time to Serve:** **Immediately** upon receipt
  - **Expires:** Before the scheduled court hearing
- **Civil Subpoena**
  - **Time to Serve:** **Reasonable time** before court (best practice: **5+ days**)
  - **Expires:** Once the listed court date passes
- **Criminal Subpoena**
  - **Time to Serve:** **Reasonable time** before court (ideally **5+ days**)
  - **Expires:** Once the listed court date passes
- **Summary Ejectment**
  - **Time to Serve:** Within **5 days** of issuance and **at least 2 days before the court date**
  - **Expires:** If not served before the hearing, it is invalid
- **Writ of Possession for Real Property**
  - **Time to Execute:** May not be enforced until **10 days after judgment**
  - **Expires:** Typically must be executed within **30 days** (varies by county)
- **Writ of Possession for Personal Property**
  - **Time to Execute:** Within **90 days** of issuance
  - **Expires:** After 90 days
- **Writ of Execution**
  - **Time to Execute:** Must be executed within **90 days**
  - **Expires:** After 90 days



- **Writ of Attachment**
  - **Time to Execute:** As soon as possible
  - **Expires:** After **90 days**
- **Claim and Delivery**
  - **Time to Execute:** Within **90 days** of issuance
  - **Expires:** After 90 days
- **Orders (e.g., Show Cause)**
  - **Time to Serve:** **Immediately** or as directed by the court
  - **Expires:** Based on hearing date or court instructions
- **Domestic Violence Protective Orders**
  - **Time to Serve:** **Immediately** (priority service)
  - **Expires:**
    - *Ex Parte Order:* Until the full hearing (usually within 10 days)
    - *Full Order:* Commonly valid for **1 year**
- **Civil No-Contact Orders (50C)**
  - **Time to Serve:** **Immediately**
  - **Expires:**
    - *Ex Parte Order:* Until hearing
    - *Full Order:* Typically **1 year** (unless otherwise specified)
- **Child Custody Orders**
  - **Time to Serve:** **Immediately**, especially if physical custody is directed
  - **Expires:** As directed by the court (no standard expiration)

🔍 **Describe the procedure for serving a civil process.**

**Answer:**

- Check for legal sufficiency (correct court, parties, document, signatures).
- Determine jurisdiction and venue.

- Serve by personal delivery, substituted service, or publication (as allowed).
- Complete return of service with date, time, and method.
- Return service to issuing clerk or court.

? **Describe the purpose and requirements of a civil summons.**

**Answer:**

- **Purpose:** Notifies a defendant that a civil action has started and provides time to respond.
- **Time to Serve:** Must be served within **60 days** of issuance.
- **Expires:** If not served within 60 days, it must be **reissued or extended**.

? **Explain the process for service of summary ejectment.**

**Answer:**

- Must be served **at least two days before the court date**.
- **Time to Serve:** Within **5 days** of issuance.
- Can be served personally, by substitute service to a person of suitable age, or posted on premises with mailing.
- **Expires:** Service deadline is dictated by court date.

? **Explain the procedure for a writ of possession for real property.**

**Answer:**

- Issued after a judgment in summary ejectment.
- **Cannot be executed until 10 days after judgment** (to allow for appeal).
- Once eligible, the deputy removes the tenant and returns possession to landlord.
- **Expires:** Typically must be executed within **30 days** of issuance (check with issuing clerk).

? **Explain the procedure for a writ of possession for personal property.**

**Answer:**

- Orders the sheriff to seize and return specific personal property to plaintiff.
- **Must be executed within 90 days.**

- Property may be held pending bond posting or immediately delivered.
- **Expires: 90 days** from issuance.

🔍 **Explain the procedure for a writ of execution.**

**Answer:**

- Orders seizure of property to satisfy monetary judgment.
- **Must be executed within 90 days** of issuance.
- May be a writ against property, garnishment, or delivery.
- **Expires: 90 days** from date issued.

🔍 **Describe the procedure for serving a subpoena.**

**Answer:**

- May be served by personal delivery or **certified/registered mail**.
- Witness may be notified by phone if they agree to appear.
- **No specific expiration**, but must be served **reasonably before court appearance date**.
- Best practice: serve **at least 5 days before court**.

🔍 **Explain the requirements for serving a domestic violence protective order.**

**Answer:**

- Must be **personally served** on the defendant.
- Law enforcement must document all attempts.
- **Ex parte orders** must be served **as soon as possible** before the return hearing.
- **Expires:** Temporary orders expire at return hearing; full orders as stated (typically 1 year).

🔍 **Explain the service process of a child custody order.**

**Answer:**

- Must be personally served when involving physical custody of a child.
- Officer must execute the order as written (e.g., take physical custody).

- **No universal expiration**, depends on court instructions and language in order.

🔍 **Identify the return of service requirements for civil process.**

**Answer:**

- Must detail **time, date, place**, method of service, and name of person served.
- If unable to serve, must state the reason (e.g., not found, address unknown).
- Return must be signed and returned to issuing authority promptly after service or attempted service.

## DETENTION DUTIES

### 1. Name the items that a commitment order must contain before a person can be accepted into a detention facility.

**Answer:**

A valid commitment order must contain the following **six (6)** items:

#### a) **Subject's name or identity**

- Must be a real name; "John Doe" is not sufficient unless marked "unknown" with physical description or photo

#### b) **Offense charged**

- Written offense name (e.g., robbery, DWI, etc.); statute number is optional

#### c) **Provisions for release**

- Bail information or a judicial order to hold until bail hearing

#### d) **Order for commitment addressed to a specific detention facility**

- Facility named must match the receiving detention facility

e) **Directions for disposition**

- Information on **when and where** the subject must appear in court

f) **Signature and office of the judicial official**

- Signature from an authorized magistrate, clerk, or judge

**2. Given a series of commitment orders, identify if they are “valid.”**

**Answer:** A valid commitment order must include all six required elements listed above. If any are missing, the order is considered invalid.

**3. Identify the following terms and discuss their differences.**

**Answer:**

- a) **Confinement** – The act of placing an inmate in a cell or detention area within the facility  
 b) **Accept custody** – The act of taking legal responsibility for the inmate from the arresting or transporting officer

**4. State fifteen circumstances when an officer should refuse to confine an inmate in a detention facility without medical clearance.**

**Answer:**

Refusal is appropriate (pending medical clearance) if the inmate:

1. Is unconscious
2. Is having or recently had convulsions
3. Has significant external bleeding
4. Has obvious fractures (broken bones)
5. Shows signs of head injury
6. May have a neck or spinal injury
7. Has any other severe injury



8. Cannot walk under their own power
9. Shows signs of internal bleeding
10. Has severe abdominal pain
11. Appears very confused or disoriented
12. Shows signs of drug or alcohol dependence
13. Is a pregnant woman in labor
14. Is a pregnant woman with complications or late-term pregnancy
15. Claims to need critical medication but does not have it with them

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**5. State the importance of medical screening before admitting an inmate into a detention facility, and in a practical exercise, correctly complete a medical screening form on a newly received inmate to get proper medical clearance.**

**Answer:**

Medical screening is critical because it:

- Identifies emergency and chronic conditions
- Ensures inmates receive needed medications
- Documents pre-existing conditions to prevent liability
- Flags suicidal tendencies or substance withdrawal
- Protects inmate health and officer safety
- Builds a record for legal protection

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**6. Recite the state's requirement on confidentiality as it relates to medical screening of an inmate in custody.**

**Answer:**

- **HIPAA** and **G.S. 122C-52** require sensitive medical information to remain confidential
- Medical screening forms should be **separated from general confinement records**

- Officers may only share medical info with other staff **on a need-to-know basis**
- Detention facilities should provide a **limited disclosure consent form** and seal sensitive records when necessary

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**7. Identify the safety and supervisory requirements to use when confining the following inmates in a detention facility:**

**a) Alcohol dependence**

- Closely supervise; may require detox or medical observation
- Observe **at least four times per hour**

**b) Substance dependence**

- Watch for overdose or withdrawal symptoms
- Minimum **four visual checks per hour**

**c) Mental illness**

- Follow medical recommendations, closely supervise
- Refer to mental health services if needed

**d) Sexual orientation**

- House based on physical safety, appearance, and case-by-case basis
- Separate passive from aggressive inmates

**e) Physical impairment**

- Provide appropriate housing, assistive devices, and ADA accommodations
- Assess for risk of victimization or inability to self-care

**f) Suicidal**

- **Observe four times per hour minimum**, preferably continuously
- Remove harmful objects, follow suicide prevention policy

**g) Charged with or convicted of a sexually violent offense**

- May require **segregation** or heightened supervision due to risk from other inmates
- 

**8. State the standard release procedures for all inmates to include:**

**a) Identifying three (3) specific types of release procedures for unsentenced inmates.**

**Answer:**

1. Bond (secured or unsecured)
2. Personal recognizance
3. Release to a surety or bonding company

**b) Listing three (3) precautions an officer must take before releasing a detainee to a bondsman.**

**Answer:**

1. Verify the bonding company is authorized to operate in the state
2. Confirm the bondsman is a genuine agent
3. Examine the bond document for accuracy and legal sufficiency

**c) Listing five (5) sections of a bond document that an officer must review before releasing an inmate.**

**Answer:**

1. Signature
2. Company seal or insurance certificate
3. Date
4. Bond amount
5. Court appearance details (time and location)

## COURT DUTIES

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### 1. State the major responsibilities of the court bailiff.

#### Answer:

The court bailiff, also referred to as a court security officer, is responsible for ensuring the safe and uninterrupted operation of the courtroom. Key responsibilities include:

- Attend all court sessions and remain until dismissed by the judge
- Physically inspect the courtroom before and after court sessions
- Secure the courtroom when not in use
- Be familiar with the court's daily schedule and judge's needs
- Conduct daily inspections of security equipment (e.g., alarms, extinguishers)
- Inspect inmate holding areas for contraband and room security
- Search persons entering the courtroom (as directed)
- Seat court participants and spectators
- Perform court opening/closing ceremonies
- Maintain order and decorum in court
- Ensure the safety of judges and participants
- Maintain custody of inmates or assist officers
- Assist in transporting inmates
- Provide courthouse corridor and space security
- Conduct random perimeter security checks
- Serve warrants, criminal summons, and court-directed process
- Take defendants into custody (by order or policy)
- Evacuate and secure the courtroom during emergencies

Administrative tasks include:

- Administering oaths
  - Assisting parties and witnesses
  - Relaying messages to/from the judge
  - Calling names of witnesses
  - Escorting people to pay fines
  - Coordinating courtroom maintenance
  - Procuring supplies for the judge
  - Performing other duties as assigned by the judge
- 

**2. As provided in the lesson plan, identify proper procedures for conducting a holding cell search.**

**Answer:**

- Inmates should be removed from the cell and frisked
  - Use gloves and protective equipment
  - Avoid damage to inmate property
  - Maintain records of the search and any contraband found
  - Search should include:
    - Holes, cracks, vents, ceilings, lights
    - Window frames and locks
    - Door tracks, crossbars
  - Contraband should be documented, bagged, labeled, and placed in evidence storage with a witness officer present
-



**3. State proper procedures for conducting a courtroom search.**

**Answer:**

- Remove non-essential personnel
  - Assign officers to specific search zones
  - Focus on:
    - Inmate seating areas
    - Furniture, drawers, and fixtures
    - Ventilation, trash cans, floors, ceilings
    - Jury rooms, judge's chambers (if authorized)
    - Hallways, restrooms, and storage areas
  - Document and secure any contraband found
  - Visually inspect for potential hazards like sharp flagpoles or blocked escape paths
- 

**4. In a practical exercise, conduct a thorough screen or search of a person entering a court facility utilizing the legal information discussed during the class and all safety precautions, recommended procedures, and equipment.**

**Answer: Demonstration-based practical exercise**

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**5. In a practical exercise, demonstrate the proper technique for conducting a cell search using all safety precautions, identifying all items of contraband, and documenting any items of contraband found, according to departmental policy.**

**Answer: Demonstration-based practical exercise**

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**6. In a practical exercise, demonstrate the proper technique for conducting a thorough search of the courtroom to include contraband utilizing the appropriate safety precautions.**

**Answer: Demonstration-based practical exercise**

---

**7. Given an outline of a courtroom, identify proper seating arrangements for:**

**Answer:**

- a) **Defendant** – Seated at the defense table, under constant observation
- b) **Officer(s)** – Near the defendant, at doorways, or other strategic points
- c) **Judge** – At the judge's bench, elevated area at front of courtroom
- d) **Jury members** – In jury box; escorted and protected by bailiff
- e) **District attorney(s)** – Seated at the prosecution table
- f) **Defense attorney(s)** – Seated beside the defendant at the defense table

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**8. Identify the major issues involved when determining security precautions to take with the following:**

**a) Courthouse facilities**

**Answer:**

- Single point of entry
- Controlled access with screening (metal detectors, x-ray, etc.)
- Security for mail and deliveries
- Employee and visitor ID and background checks
- Surveillance of parking areas and perimeter

**b) All persons present in the courthouse**

**Answer:**

- Weapon screening and pat-downs when warranted
- Monitor spectators for inappropriate interactions
- Segregate jurors, witnesses, and inmates as needed
- Follow policies for sequestered juries and high-risk trials
- Enforce rules on courtroom access and behavior

# Practical Unit

## First Responder

❑ Define the roles and responsibilities of a law enforcement officer as a first responder.

Answer: Protect the public and scene; assess the situation; provide basic medical aid; gather information for medical personnel.

❑ Identify the levels of EMS training.

- a) EMR – Emergency Medical Responder
- b) EMT – Emergency Medical Technician
- c) AEMT – Advanced Emergency Medical Technician
- d) Paramedic

Answer: These four levels represent increasing scopes of practice in prehospital emergency care.

❑ Understand the importance of body substance isolation (BSI) and personal protective equipment (PPE).

Answer: BSI and PPE reduce risk of infection from bloodborne and airborne pathogens. Gloves, masks, gowns, and eye protection are essential.

❑ Describe the legal protection provided by the Good Samaritan Law.

Answer: It protects responders from liability when providing emergency care in good faith without gross negligence.

❑ Explain the components of the scene size-up.

- a) Scene safety

- b) Mechanism of injury or nature of illness
- c) Number of patients
- d) Additional help if needed
- e) Consider stabilization of spine

**Answer:** These components help responders safely and efficiently manage emergency scenes.

☐ List and describe the components of the initial assessment.

- a) General impression
- b) Level of consciousness
- c) Airway
- d) Breathing
- e) Circulation
- f) Decision on priority of care

**Answer:** These steps help rapidly identify life-threatening issues.

☐ Identify the steps in performing a secondary assessment.

- a) Head-to-toe physical exam
- b) Vital signs
- c) Patient history

**Answer:** Used to detect non-life-threatening problems and gather information.

☐ Describe how to perform a rapid trauma assessment.

**Answer:** Quickly assess head, neck, chest, abdomen, pelvis, extremities, and back; check for DCAP-BTLS (Deformities, Contusions, Abrasions, Punctures/penetrations, Burns, Tenderness, Lacerations, Swelling).

☐ Demonstrate the procedures for controlling bleeding.

**Answer:** Direct pressure, elevation, pressure points, and tourniquet use as last resort.

☐ Identify the signs and symptoms of shock.

**Answer:** Pale, cool, clammy skin; rapid pulse; shallow breathing; anxiety; weakness; altered mental status.

☐ List the steps in providing care for shock.

**Answer:** Maintain open airway, control bleeding, keep warm, elevate legs (if no head/spinal injury), reassure patient, and seek immediate transport.

☐ Identify the signs and symptoms of a heart attack.

Answer: Chest pain/pressure, pain radiating to arms/jaw, shortness of breath, sweating, nausea.

☐ Explain the care procedures for a patient experiencing a heart attack.

Answer: Call EMS, keep patient calm, provide oxygen if trained, assist with prescribed nitroglycerin if appropriate, monitor vitals.

☐ Describe the signs, symptoms, and care for a stroke.

Answer: Sudden weakness/numbness (especially one side), slurred speech, confusion, vision issues. Care: Call EMS, monitor airway, provide oxygen if trained, do not give food/drink.

☐ Explain the steps for providing care to a person with diabetes.

Answer: If alert and low blood sugar suspected, give sugar (oral glucose, candy, juice). If unconscious or unresponsive, call EMS.

☐ Describe the care for a seizure victim.

Answer: Protect from injury, do not restrain, do not put anything in mouth, after seizure place in recovery position, monitor airway, call EMS.

☐ Describe the signs, symptoms, and care for a stroke patient.

Answer: See Objective 14.

☐ Demonstrate the procedure for moving an injured patient.

Answer: Only if scene is unsafe; use drag or carry methods like clothes drag, blanket drag, firefighter's carry, or two-person carry.

☐ Identify types of burns and appropriate care.

a) First-degree – Red, painful

b) Second-degree – Blisters

c) Third-degree – Charred/white, dry

Answer: Remove source, cool area with water, cover with sterile dressing, do not break blisters or apply ointments, seek medical help.

☐ List and describe methods of rescue breathing for adults, children, and infants.

**\*\*Answer:**

- Adults: 1 breath every 5-6 sec



- **Children/Infants: 1 breath every 3-5 sec**  
**Use barrier devices if available.\*\***

☐ **Demonstrate how to check for responsiveness and breathing.**

**Answer: Tap and shout, check for normal breathing for no more than 10 seconds.**

☐ **Demonstrate CPR and AED procedures for adult, child, and infant patients.**

**\*\*Answer:**

- **Adult/Child: 30 compressions to 2 breaths, 2" depth (child ~2"), AED as soon as available**
- **Infant: 30:2 with two fingers, ~1.5" depth, AED with pediatric pads if available\*\***

☐ **Describe the steps in treating airway obstruction.**

- Conscious adult/child: Abdominal thrusts**
- Unconscious: Begin CPR, check airway**
- Infant: Back slaps and chest thrusts**

**Answer: Follow appropriate procedures based on age and consciousness.**

☐ **Describe the treatment for environmental emergencies.**

- Heat stroke/exhaustion: Cool environment, remove excess clothing, hydrate**
- Hypothermia: Warm environment, remove wet clothes, warm gradually**

**Answer: Adjust environment and support body temperature; seek medical help.**

## Firearms

**1. Name the provisions of North Carolina General Statute §15A-401(d)(2) regarding the use of deadly force.**

**Answer:**

An officer is justified in using deadly force only when it is or appears to be reasonably necessary:

- To defend themselves or a third person from what they reasonably believe to be the use or imminent use of deadly physical force.
- To effect an arrest or prevent escape by someone who is attempting to escape with a deadly

weapon or poses an imminent threat of death or serious injury unless apprehended without delay.

c) To prevent the escape of a person from custody imposed upon conviction for a felony.

---

**2. Describe in writing the proper nomenclature and various operations of the service handgun.**

**Answer:**

Officers must know components like rear sight, front sight, barrel, trigger, slide, magazine, hammer (if applicable), and safety devices. Operations include loading, unloading, chambering, firing, extracting, and ejecting. Revolvers and semi-automatics differ in operation and safety mechanisms.

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**3. Recite general firearms information, including ammunition and accessories.**

**Answer:**

Ammunition consists of a case, primer, powder charge, and bullet. Misfire, squib load, and hang fire are common malfunctions. Caliber measures bore diameter. Holsters and gear should provide safety and access; ammunition should be inspected and stored properly.

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**4. Safely demonstrate the ability to handle a handgun.**

**Answer:**

This includes proper loading, unloading, drawing, holstering, maintaining muzzle discipline, and trigger finger placement (off the trigger until ready to fire).

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**5. Utilize marksmanship fundamentals to demonstrate the ability to draw, operate, reload, and fire the service handgun using dummy rounds, live ammunition, or force-on-force cartridges, including immediate action drills.**

**Answer:**

Skills include correct grip, stance, sight alignment, breath control, trigger squeeze, follow-through, and executing immediate action drills like TAP-RACK-READY or LOCK-DROP-RACK-INSERT-RACK-READY.

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**6. State proper firing range procedures.****Answer:**

Wear eye and ear protection; follow all range officer commands. Keep firearms holstered unless on the line. Do not anticipate commands. Load and unload only on command. Clear misfires and squibs per safety protocols.

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**7. Demonstrate two methods of holding a flashlight while firing the service handgun.****Answer:**

- a) **Harries Technique:** Flashlight held in support hand with wrists braced together for stability.
  - b) **Neck Index Technique:** Flashlight held against the neck or jaw, leaving the dominant hand to operate the weapon independently.
- 

**8. Successfully complete a day and night combat course of fire.****Answer:**

Students must demonstrate ability to shoot accurately under various lighting conditions, using techniques like instinctive shooting, muzzle flash alignment, and flashlight-assisted shooting.

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**9. Safely unload a variety of revolvers, semi-automatic pistols, shotguns, and rifles to demonstrate safe handling and securing of weapons taken in arrest or search situations.****Answer:**

Officers must demonstrate correct unloading steps for each weapon type, including ensuring the chamber is empty, using safeties properly, and visually/physically inspecting firearms before storage or handoff.

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**10. Attain a qualifying score of at least 70% accuracy on the Commission-approved BLET courses for the handgun (day and night). These qualification scores must be attained at least twice in three attempts.****Answer:**

Students must demonstrate proficiency through live-fire drills, hitting minimum scoring thresholds to pass.

## Driver Training

1. **Given a motor vehicle and suitable driving area, the student will demonstrate proper pre-driving procedures.**  
**Answer:** The student will perform a vehicle inspection, including checking under the hood, tires, lights, and fluid levels, and ensure the vehicle is safe to drive.
2. **Given a motor vehicle and a suitable driving area, the student will demonstrate proper starting and stopping techniques.**  
**Answer:** The student will use the proper sequence of checking mirrors, signaling, and gradually applying brakes or accelerator as appropriate.
3. **Given a motor vehicle and a suitable driving area, the student will demonstrate proper steering techniques.**  
**Answer:** The student will demonstrate hand positioning at 9 and 3 or 8 and 4 o'clock and use push-pull or shuffle steering techniques.
4. **Given a motor vehicle and a suitable driving area, the student will demonstrate proper lane positioning and lane changes.**  
**Answer:** The student will maintain proper lane discipline and execute lane changes using mirror checks, signal, head check, and smooth steering.
5. **Given a motor vehicle and a suitable driving area, the student will demonstrate proper turn techniques.**  
**Answer:** The student will signal appropriately, slow down before the turn, use correct lane positioning, and complete the turn smoothly.
6. **Given a motor vehicle and a suitable driving area, the student will demonstrate proper backing and parking techniques.**  
**Answer:** The student will use mirrors and rearview camera if equipped, perform head checks, and back and park the vehicle within designated boundaries.
7. **Given a motor vehicle and a suitable driving area, the student will demonstrate proper intersection driving procedures.**



**Answer:** The student will scan intersections, obey traffic control devices, yield when required, and proceed with caution.

8. Given a motor vehicle and a suitable driving area, the student will demonstrate proper procedures when operating a vehicle in traffic.

**Answer:** The student will use defensive driving principles, maintain safe following distances, and adjust speed and position based on traffic conditions.

9. Given a motor vehicle and a suitable driving area, the student will demonstrate proper procedures for negotiating curves.

**Answer:** The student will reduce speed before entering the curve, steer smoothly through it, and accelerate gradually out of the curve.

10. Given a motor vehicle and a suitable driving area, the student will demonstrate proper procedures for operating a vehicle under adverse conditions.

**Answer:** The student will adjust speed, increase following distance, and use headlights or wipers appropriately for rain, fog, or other adverse conditions.

11. Given a motor vehicle and a suitable driving area, the student will demonstrate proper emergency driving techniques.

**Answer:** The student will recognize hazards, use evasive steering or controlled braking, and maintain control of the vehicle during emergency maneuvers.

12. Given a motor vehicle and a suitable driving area, the student will demonstrate proper accident avoidance techniques.

**Answer:** The student will use evasive maneuvers, scanning techniques, and spacing to avoid collisions.

13. Given a motor vehicle and a suitable driving area, the student will demonstrate proficiency in vehicle control.

**Answer:** The student will demonstrate smooth acceleration, braking, steering, and overall coordination of vehicle controls.

14. Given a motor vehicle and a suitable driving area, the student will demonstrate proper procedures for pursuit driving, if applicable.

**Answer:** The student will understand and apply agency policy, maintain radio contact, use safe tactics, and terminate the pursuit when required.



15. Given a motor vehicle and a suitable driving area, the student will demonstrate proper techniques for using emergency equipment.

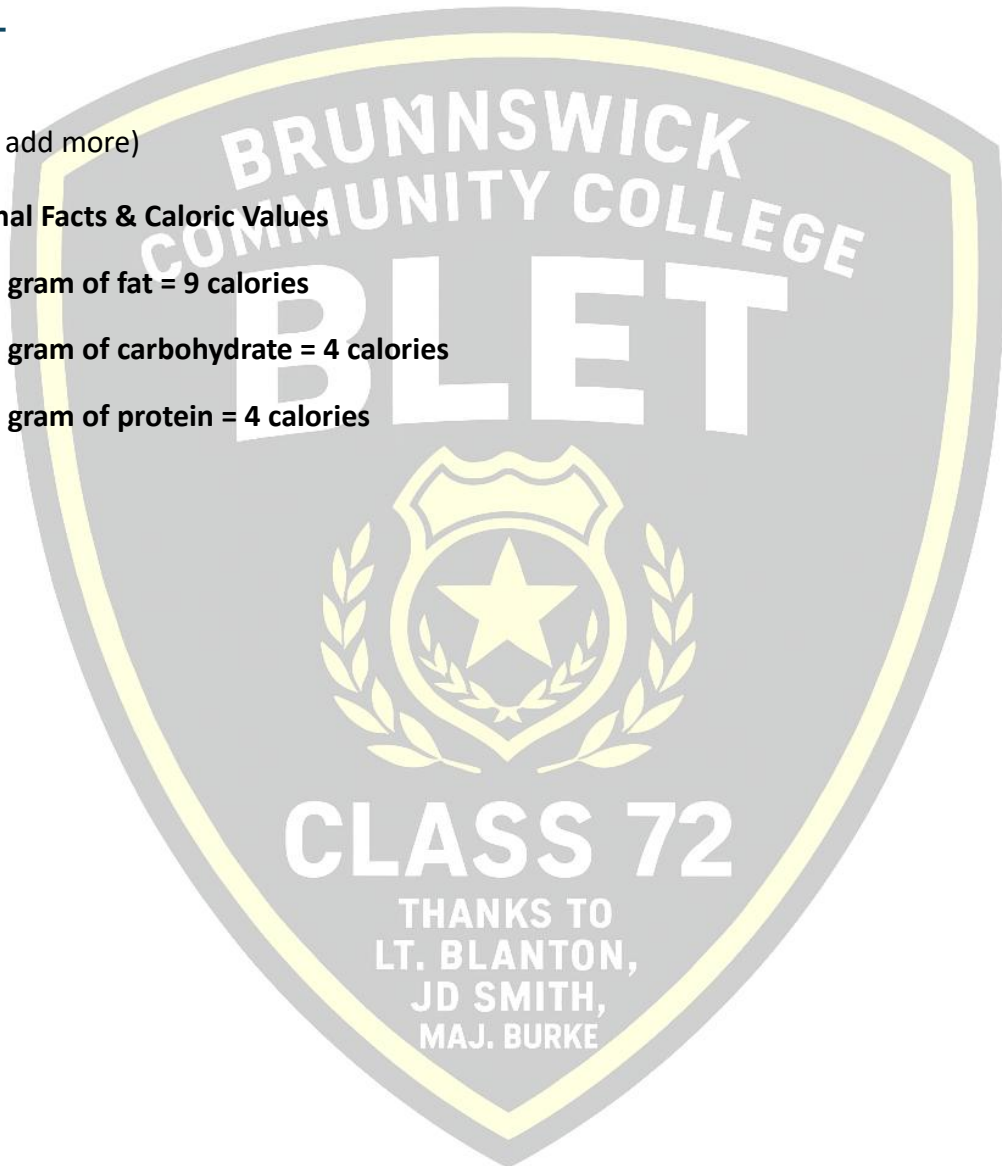
**Answer:** The student will activate lights and sirens correctly, know when and how to use them legally, and understand their effects on other drivers.

## SCAT

(need to add more)

### Nutritional Facts & Caloric Values

- 1 gram of fat = 9 calories
- 1 gram of carbohydrate = 4 calories
- 1 gram of protein = 4 calories



# Law Enforcement Communication

## Responding to Victims

1. In writing and demonstrated in practical exercise, explain the correct behaviors and actions to take when responding to the public and the victim of a crime.

**Answer:** Treat all victims with respect and care from first contact, offer immediate support, avoid being unemotional or dismissive, and provide accurate, empathetic communication to encourage participation in the justice process. Consider legal obligations, emotional state, and ensure victims receive information and services promptly.

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2. In writing, explain the characteristics of trauma and how a law enforcement officer should assist a victim suffering from trauma.

**Answer:**

- a) Primary injuries include physical symptoms (e.g., insomnia, headaches, nausea, physiological shock) and emotional/behavioral signs (e.g., denial, confusion, fear, guilt).
  - b) Secondary injuries result from lack of support or insensitive treatment by professionals.
  - c) Officers should avoid causing secondary injuries, be supportive, validate experiences, and help victims feel safe.
  - d) Be aware of trauma triggers (e.g., smells, phrases, locations) that can suddenly cause distress.
- 

3. In writing and demonstrated in practical exercise, explain the correct behaviors to take when responding to the victim of a sexual assault.

**Answer:** Approach with patience and empathy, preserve evidence, avoid judgment, limit interviews, explain procedures, encourage seeking medical and crisis services, and ensure victim safety. Delayed reporting should not affect officer empathy or diligence.

---

**4. In writing and demonstrated in practical exercise, explain the correct behaviors to take when responding to a citizen who is audibly impaired.**

**Answer:** Establish eye contact, ask preferred communication method, use interpreters when possible, use facial expressions/gestures, write notes if needed, ensure visual cues are clear, be patient, and provide tools like flashlights or assistive devices. Avoid shouting or using family members as interpreters unless in emergencies.

---

**5. In writing and demonstrated in practical exercise, explain the correct behaviors to take when responding to a citizen who is visually impaired.**

**Answer:** Identify yourself clearly, offer help respectfully, describe surroundings and physical objects, guide with permission by offering an elbow, avoid separating victims from service animals, close hazardous objects, and provide verbal directions. Avoid assumptions and assist with written documents.

---

**6. In writing and demonstrated in practical exercise, explain the correct behaviors to take when responding to a citizen who is physically disabled.**

**Answer:** Treat them with respect, ask before helping, avoid making assumptions, respect assistive devices, position yourself at eye level, clear pathways, allow time for movement, and ensure accommodations are available. Do not use terms like "crippled" or "handicapped."

---

**7. In writing and demonstrated in practical exercise, explain the correct behaviors to take when responding to an elderly citizen.**

**Answer:** Make the victim comfortable, be patient, minimize interviews, explain processes clearly, ask how to assist, avoid assumptions about frailty, and validate their concerns. Ensure

ability to follow up, be mindful of fear of retaliation or shame, and involve proper services if needed.

---

**8. In writing and demonstrated in practical exercise, explain the correct behaviors to take when responding to a non-English speaking citizen.**

**Answer:** Use qualified interpreters, speak clearly (not loudly), avoid slang, use gestures, repeat for clarity, ask open-ended questions, avoid pretending to understand, and show empathy. Be culturally aware and avoid discrimination or assumptions about their status or understanding.

---

**9. List, in writing, the eligibility requirements to receive assistance from the North Carolina Victims Compensation Services and explain in writing the procedures to contact the Victim Compensation Services to request assistance.**

**Answer:**

**Eligibility:**

- Victim of a crime that poses serious injury or death threat
- Crime punishable by fine, imprisonment, or death
- Crime occurred after August 13, 1987
- Victim of DWI or hit-and-run (exceptions to motor vehicle exclusions)
- Victim of terrorism outside the U.S.
- Cannot be the offender or accomplice

**Procedures:**

- Contact NC Department of Public Safety, Victim Services Office
- Maximum award: \$45,000 for medical expenses, \$10,000 for funeral expenses
- Can be filed by victim, dependent, third party, or representative
- Use online resources or call to access forms and submit claims

---

**10. Demonstrate, with practical exercises, the appropriate methods of communicating with suspects, defendants, victims, and their families to provide and obtain necessary information for civil rights compliance, perhaps limited English proficient populations.**

**Answer:** Use appropriate language support, establish rapport, ensure clear and respectful communication, ask open-ended questions, avoid assumptions or jargon, and prioritize accessibility. Understand cultural norms and be sensitive to emotional states while obtaining accurate, needed information.

## Domestic Violence

**1. Define domestic violence.**

**Answer:** Domestic violence is a pattern of abusive behavior in any relationship that is used by one partner to gain or maintain control over another intimate partner.

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**2. Identify the types of relationships that are covered under the North Carolina Domestic Violence law.**

**Answer:** a) Current or former spouses  
b) Persons of opposite sex who live together or have lived together  
c) Parents and children, grandparents and grandchildren (includes others acting in loco parentis)  
d) Persons who have a child in common  
e) Current or former household members  
f) Persons of the opposite sex in a dating relationship or have been in one

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**3. Identify the types of 50B orders available in domestic violence cases.**

**Answer:** a) Ex parte (temporary) order – valid for up to 10 days  
b) Permanent order – valid for up to one year and can be renewed

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**4. Identify the legal requirements for obtaining a 50B order.**

- Answer:** a) Personal relationship as defined in N.C.G.S. 50B-1  
b) Act of domestic violence as defined in N.C.G.S. 50B-1(a)  
c) Victim must file a civil action requesting a DVPO in district court
- 

**5. Identify the court in which a domestic violence protective order (50B) is issued.**

**Answer:** District Court

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**6. Identify the standard of proof required for a 50B order to be issued.**

**Answer:** Preponderance of the evidence

---

**7. Identify the potential relief a victim may receive through a 50B order.**

- Answer:** a) Possession of residence  
b) Custody of children  
c) Temporary child/spousal support  
d) Prohibition of contact  
e) Temporary possession of personal property  
f) Prohibition on purchasing/possessing firearms  
g) Other relief deemed necessary
- 

**8. Explain the role of law enforcement in the enforcement of a 50B order.**

**Answer:**

- Officers must arrest the defendant if there is probable cause to believe the order was violated
  - Officers may assist in recovery of property or enforcement of custody orders
  - Must serve the 50B order if not yet served
-

**9. Describe the elements of a domestic violence crime.**

**Answer:**

- A qualifying relationship
- An act of violence, including bodily injury, placing in fear, harassment, stalking, etc.
- Intentional or reckless behavior

**10. Identify the appropriate charge(s) for acts of domestic violence.**

**Answer:** Charges vary depending on the act (e.g., assault, communicating threats, stalking, etc.)

**11. Identify the resources available to victims of domestic violence.**

**Answer:** a) Domestic violence shelters  
b) Counseling services  
c) Legal aid  
d) Law enforcement  
e) Department of Social Services  
f) District Attorney's Office

**12. Explain the procedures to follow when responding to a domestic violence call.**

**Answer:** a) Approach with caution  
b) Separate parties  
c) Assess for injuries  
d) Interview parties and witnesses  
e) Determine if a crime occurred  
f) Arrest when required  
g) Complete necessary documentation

**13. Explain the importance of thorough documentation in domestic violence cases.**

**Answer:** Thorough documentation helps with prosecution, ensures victim safety, provides accurate records, and supports future legal action.

---

**14. Identify the lethality factors in domestic violence situations.**

**Answer:** a) Access to firearms

b) Threats to kill

c) Choking/strangulation

d) Controlling behavior

e) Jealousy

f) Escalating violence

g) Stalking

h) Forced sex

i) History of substance abuse

## Ethics

**1. Identify the competing roles society places on law enforcement officers and how that can influence behavior.**

**Answer:** Officers are expected to be both crime fighters (emphasizing efficiency, repression of crime, and presumption of guilt) and public servants (focusing on due process, error prevention, and protection of individual rights). These competing expectations can create ethical dilemmas and influence behavior.

---

**2. Recite the stated moral and ethical values of the law enforcement profession, as found in the International Association of Chiefs of Police's Oath of Honor, Code of Ethics, Code of Conduct, and Canons of Police Ethics.**

**Answer:**

- **Oath of Honor:** Integrity, character, public trust, courage, accountability, and upholding the Constitution and community.
- **Code of Ethics:** Serve the community, safeguard lives, protect the innocent, obey laws, maintain integrity, and avoid personal biases.
- **Code of Conduct:** Impartiality, responsible discretion, appropriate use of force, confidentiality, cooperation, and professional behavior on and off duty.
- **Canons of Police Ethics:** Uphold the law, know the limits of authority, collaborate with public officials, lead a moral life, and maintain public trust.

---

**3. State the common rationalizations and beliefs that lead to unethical behavior in law enforcement.**

**Answer:**

- Loyalty to colleagues over integrity
- Belief that the public is the enemy
- Justifying lying or deception to catch criminals
- Viewing due process as a hindrance
- Rationalizing misconduct for "noble" purposes (e.g., low pay, doing a tough job)
- Denial of victim, injury, or responsibility
- Perception of entitlement due to perceived hardships

---

**4. Identify the following common drivers of unethical behavior.**

**Answer:** a) **The noble cause** – Ends justify unethical means to fight crime (e.g., fabricating evidence)

b) **The blue curtain/code of silence** – Covering for fellow officers due to loyalty

c) **The slippery slope and the “Mama Rosa’s test”** – Small unethical acts (like accepting free meals) leading to more serious corruption

**5. Identify the following six (6) major groups of unethical behavior in law enforcement.**

**Answer:** a) **Graft, bribery, and class corruption** – Using position for personal gain (money, drugs, sex)

b) **Process corruption** – Interfering with evidence or legal procedures (e.g., lying in court)

c) **Brutality and excessive force** – Using more force than necessary

d) **On-duty unprofessional conduct** – Neglecting duties, discriminatory behavior, poor treatment of victims

e) **Workplace deviance** – Harassment, favoritism, substance abuse while on duty

f) **Off-duty unprofessional conduct** – Engaging in misconduct outside of work (e.g., DUIs, fighting)

6. Debate

## Mental Illness

**1. Identify common indicators of mental illness or mental disorders.**

**Answer:**

- Inappropriate responses or actions
- Poor impulse control
- Delusions or hallucinations
- Extreme mood swings
- Self-destructive behavior
- Disorganized speech or behavior
- Poor hygiene or self-care



- Difficulty communicating clearly
- 

## 2. Identify common mental disorders and their symptoms.

**Answer:**

- a) **Schizophrenia** – Hallucinations, delusions, disorganized thinking
  - b) **Mood disorders** (e.g., depression, bipolar) – Sadness, hopelessness, mania, irritability
  - c) **Anxiety disorders** – Excessive worry, panic attacks, phobias
  - d) **PTSD** – Flashbacks, hypervigilance, avoidance
  - e) **Personality disorders** – Manipulativeness, difficulty with relationships
  - f) **Substance use disorders** – Impaired control, social problems, risky use
  - g) **Neurocognitive disorders** (e.g., dementia) – Memory loss, confusion, difficulty concentrating
- 

## 3. Demonstrate an understanding of communication strategies for dealing with individuals who exhibit behavior indicative of mental illness or mental disorder.

**Answer:**

- Remain calm and non-threatening
  - Use clear, simple language
  - Be patient and allow time to respond
  - Avoid sudden movements or touching
  - Acknowledge feelings and offer reassurance
  - Set clear, respectful boundaries
  - De-escalate rather than confront
  - Use active listening and show empathy
- 

## 4. Explain appropriate law enforcement response options when dealing with people who exhibit behavior indicative of mental illness or mental disorders.

**Answer:**

- a) **Voluntary commitment** – Person agrees to treatment
  - b) **Involuntary commitment** – Legal process when person is dangerous to self or others or unable to care for self
  - c) **Criminal charges** – When crime has been committed and safety is a concern
  - d) **Referral to mental health services** – When no immediate danger is present
  - e) **Emergency custody orders (ECO)** – Temporary detainment for evaluation
  - f) **Use of CIT officers** – Specialized responders trained in crisis situations
- 

**5. Demonstrate an understanding of the North Carolina involuntary commitment process.****Answer:**

- A qualified professional or citizen can file a petition (affidavit)
- Magistrate issues custody order if criteria are met (danger to self/others, unable to care for self)
- Law enforcement transports individual to facility for evaluation
- Physician or psychologist examines within 24 hours
- Judge may order further treatment if needed

## Crime Prevention

**1. Correctly define the term “crime prevention.”****Answer:**

Crime prevention is defined as “strategies and measures that seek to reduce the risk of crimes occurring, and their potential harmful effects on individuals and society, including fear of crime, by intervening to influence their multiple causes.”

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**2. State several methods used to enhance personal safety.****Answer:**

- Avoid walking alone at night
  - Stay in well-lit areas
  - Carry only needed money
  - Don't display valuables
  - Be alert and trust instincts
  - Lock vehicles and doors
  - If attacked, remain calm and do not resist
  - Practice self-awareness and confidence
  - Follow precautions when using public transportation and ATMs
  - Use security tools and lighting effectively
- 

**3. Identify prevention methods to decrease the risk of crime occurring in the home.****Answer:**

- Lock doors/windows
- Reinforce entry points
- Use peepholes, deadbolts, and outdoor lighting
- Don't indicate you're alone
- Join neighborhood watch
- Avoid large cash/jewelry displays
- Use alarm systems and motion detectors
- Safeguard personal documents and valuables
- Maintain up-to-date home inventory

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**4. Recite appropriate strategies for increased safety in a commercial facility.**

**Answer:**

- Use proper locks, lighting, and alarm systems
- Secure cash registers, safes, windows, and doors
- Train employees on shoplifting and robbery prevention
- Keep store clean and visible
- Control access and monitor entrances
- Use surveillance and drop safes
- Encourage staff to greet customers and report suspicious activity
- Practice staggered opening/closing procedures

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**5. State the role that law enforcement officers have in school violence prevention.**

**Answer:**

- Act as mentors, not just enforcers
  - Respond to incidents and develop emergency plans
  - Promote safety, solve problems, and educate
  - Support anti-violence and gang programs
  - Connect with students, parents, and school officials
  - Present safety topics in classrooms
  - Assist with crisis planning and drills
  - Address issues like bullying, drugs, and weapons
-

**6. Identify effective community-relations programs and the role citizens have in preventing crime within the community.**

**Answer:**

- Neighborhood Watch (meetings, patrols, events, communications)
- Partnerships with schools, churches, businesses, media, libraries
- Community service, outreach events, and educational campaigns
- Reporting suspicious activity and supporting crime prevention efforts
- Promoting ownership, awareness, and cooperative safety efforts with law enforcement

## Communication Skills

**1. Demonstrate the proper technique required when conducting telephonic communications and explain its importance as a vital link between the citizens and the service provider.**

**Answer:**

- Treat every caller as a customer; use a positive attitude and control your temper
  - Use proper telephone etiquette: courteous, empathetic, professional
  - Make a good first impression; answer promptly and prepare mentally
  - Collect essential information: location, type of call, callback number
  - Use the 5 W's: Where, What, When, Who, Weapons
  - Manage crisis callers with empathy, control, and persistent repetition
  - End calls positively, regardless of the caller's demeanor
-



**2. Demonstrate the correct radio use and procedures when operating a mobile and/or portable radio utilizing Ten Codes and/or plain speech.**

**Answer:**

- Check all radio equipment before shift; report any issues
- Hold mic 1–2 inches from mouth at 30–45° angle, speak across it
- Use clear, calm, normal voice—don't shout or rush
- Identify your unit before transmitting
- Monitor for open air before broadcasting
- Follow ABCs: Accuracy, Brevity, Clarity
- Use phonetic alphabets (Police or International, not mixed)
- Use 24-hour time, Ten Codes, or plain English (especially in multi-jurisdictional incidents)
- Avoid front/rear clipping (key mic before/after speaking)
- Use proper format for ATL/BOLO, personal, and vehicle descriptions (e.g., CYMBAL for vehicles)
- Always report status changes with mileage and location
- When stopping vehicles, report location, license plate, vehicle/occupant description, and reason for stop
- Verify warrants before execution and advise communications of your activity

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**3. State the function of the Division of Criminal Information Network (DCIN) and the various interfaced computer systems as they relate to law enforcement responsibilities.**

**Answer:**

- **DCIN:** Maintains NC's criminal justice network, linking local/state/federal agencies for 24/7 data access
- Interfaces with:

- **NCIC** (FBI): Contains national hot files (wanted persons, stolen vehicles, missing persons, firearms, etc.)
- **NLETS**: Interstate exchange system for registrations, DLs, warrants, etc.
- **AOC**: Access to court records statewide
- **NICS**: Background checks for firearm purchases
- **CJLEADS**: Centralized offender information system with watchlist alerts
- **LInX Carolinas**: Regional information sharing system with daily updated reports, photos, narratives
- **DMV**: Access to NC driver/vehicle records including histories, digital photos/signatures
- Responsibilities include making timely entries, updates, inquiries, confirmations, and removals
- Criminal history and record data must be handled properly—unauthorized use can lead to legal consequences

## Prep For Court

**1. Recite five (5) items an officer should be aware of before the first day in court, as provided in the lesson plan.**

**Answer:**

- a) Know the courtroom layout, personnel, and procedures
- b) Understand where to park, sit, and stand
- c) Know how and when to contact the district attorney
- d) Learn court-specific practices and expectations
- e) Understand where and how to obtain the court docket

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**2. State the importance of an officer's reputation for truthfulness.**

**Answer:**

A reputation for honesty, impartiality, and accuracy enhances credibility and trust with judges, attorneys, and jurors. An officer with a good reputation is more persuasive and respected in court. Dishonesty can ruin careers and damage cases.

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**3. Name five (5) activities an officer should do to prepare for court.****Answer:**

- a) Review the court docket and locate your cases
  - b) Organize and become familiar with your notes
  - c) Attend all scheduled court dates
  - d) Meet with the district attorney to discuss the case
  - e) Ensure all necessary witnesses are present and properly subpoenaed
- 

**4. State five (5) things an officer should do (or refrain from doing) to ensure that courtroom demeanor, dress, and appearance are proper.****Answer:**

- a) Dress neatly in uniform or professional attire
  - b) Sit and stand with proper posture, avoid distracting mannerisms
  - c) Use respectful language, avoid slang or profanity unless quoting
  - d) Display professional conduct inside and outside the courtroom
  - e) Turn off phones/radios and avoid unprofessional interactions
- 

**5. State what an officer is allowed to testify to when on the stand.****Answer:**

An officer may testify to facts they personally observed, actions taken during an investigation, and statements made to them. They may not speculate or testify to facts beyond their knowledge or what is permissible under rules of evidence.

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**6. Identify two (2) purposes of direct-examination.**

**Answer:**

- a) To establish the facts of the case relevant to the prosecution
  - b) To prove the elements of the charged crimes beyond a reasonable doubt
- 

**7. Identify two (2) purposes of cross-examination.****Answer:**

- a) To reveal the whole truth, including facts favorable to the defense
  - b) To expose inconsistencies or omissions in testimony
- 

**8. Identify two (2) purposes of plea-bargaining.****Answer:**

- a) To resolve cases efficiently in an overcrowded court system
  - b) To allow for a fair disposition when the evidence is weak or justice would be better served
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**9. State the importance of the rules of evidence.****Answer:**

The rules of evidence ensure fair trials by determining what information can be presented in court. They help maintain integrity, protect rights, and prevent unfair prejudice.

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**10. Trace the path of a case from trial to appeal in North Carolina.****Answer:**

- Initial arrest → Magistrate appearance → District court (misdemeanors) or Grand jury (felonies)
- Possible Superior Court trial
- Sentencing by judge or jury (if death penalty case)
- Appeal to Court of Appeals or NC Supreme Court (for major legal issues or death penalty cases)

