

2024 LAW ENFORCEMENT

Program Standards

CONTENT STANDARD 1.0: PROFESSIONAL ORGANIZATIONS AND LEADERSHIP

Performance Standard 1.1: Student Leadership in Career Technical Student Organizations (CTSO) and Professional Associations

- 1.1.1 Explore the role of professional organizations and/or associations in the law enforcement industry.
- 1.1.2 Define the value, role, and opportunities provided through career technical student organizations.
- 1.1.3 Engage in career exploration and leadership development.

CONTENT STANDARD 2.0: CAREERS IN LAW ENFORCEMENT

Performance Standard 2.1: Career Opportunities and Requirements

- 2.1.1 Identify career-training opportunities in law enforcement.
- 2.1.2 Describe the interrelationships among all public safety organizations (i.e. police, fire, emergency).
- 2.1.3 Identify divisions within law enforcement departments.
- 2.1.4 Identify the different requirements necessary to qualify for specialized units or positions.
- 2.1.5 Identify agencies within each level (i.e., local, state, federal) of law enforcement.
- 2.1.6 Describe common employment requirements (e.g., background checks, medical-hearing-vision).
- 2.1.7 Identify the primary components (e.g., police, courts, corrections) of the United States' legal system.
- 2.1.8 Obtain first-aid and CPR training.

Performance Standard 2.2: Philosophy and Background of Law Enforcement

- 2.2.1 Describe the role of law enforcement.
- 2.2.2 Describe where law enforcement receives its authority.
- 2.2.3 Describe the basic principles of modern law enforcement created by Robert Peel.
- 2.2.4 Describe historic court cases that have influenced U.S. law enforcement (e.g., Miranda v. Arizona, Terry v. Ohio, Mapp v. Ohio, Tennessee v. Garner, Graham v. Connor).

Performance Standard 2.3: Ethics

- 2.3.1 Describe the Idaho Code of Ethics, its importance to law enforcement personnel, and where it can be accessed.
- 2.3.2 Identify legal and ethical considerations in decision-making.
- 2.3.3 Identify expectations for personal standards of conduct and professional decertification violations.
- 2.3.4 Describe the duty to intercede when one is witness to unethical situations.
- 2.3.5 Describe the effects that the conduct of officers can have on the public attitude toward law enforcement.

Performance Standard 2.4: Agency Policies and Procedures

- 2.4.1 Describe the importance of departmental policies and procedures.
- 2.4.2 Describe the purpose and the traditions of drill and ceremony.
- 2.4.3 Identify expectations of professional appearance in law enforcement.

Performance Standard 2.5: Stress Management

- 2.5.1 Describe stress and the effects of stress on the body and mind.
- 2.5.2 Identify stressors common to law enforcement personnel (e.g., sleep deprivation, rotating schedules, media including social media, coworkers, chain-of-command conflicts, public perception, personal relationships).

- 2.5.3 Describe critical-incident stress.
- 2.5.4 Identify resources available to assist personnel in crisis intervention and counseling.
- 2.5.5 Describe the benefits of fitness and exercise on personnel in law enforcement.
- 2.5.6 Describe the importance of nutrition and its influences on obesity, mental health, and stress.
- 2.5.7 Participate in the Idaho Peace Officer Standards and Training (POST) Physical Readiness Test (PRT).

CONTENT STANDARD 3.0: LAW

Performance Standard 3.1: Constitutional Law

- 3.1.1 Describe the Constitution of the United States and its application to law enforcement.
- 3.1.2 Describe the purpose of the Constitution of the State of Idaho.
- 3.1.3 State the purpose and effect of the Bill of Rights.
- 3.1.4 Describe the Fourteenth Amendment and its application to the Bill of Rights.
- 3.1.5 Describe the concept of judicial review (e.g., checks and balances, separation of powers).
- 3.1.6 Describe how the Fourth Amendment relates to searches and seizures.

Performance Standard 3.2: Civil Liability

- 3.2.1 Identify the elements of federal civil rights statutes and those they protect.
- 3.2.2 Identify the elements of federal and state statutes that relate to civil and criminal liability of local law enforcement officers.
- 3.2.3 Define “qualified immunity.”

Performance Standard 3.3: Criminal Law

- 3.3.1 Describe the primary differences between civil and criminal law.
- 3.3.2 Differentiate between felony, misdemeanor, and infraction.
- 3.3.3 Identify the basic elements of a crime.
- 3.3.4 Access basic elements of the Idaho Criminal Code (e.g., search and seizure; Constitutional law; courtroom procedures/rules of evidence; fish and game law; liquor law; brand law; traffic law/vehicle code; laws of arrest).
- 3.3.5 Define “police discretion.”

Performance Standard 3.4: Procedural Law—Arrest

- 3.4.1 Identify the factors that create probable cause.
- 3.4.2 Describe circumstances when arrest without a warrant is authorized.
- 3.4.3 Identify the elements of reasonable suspicion.

Performance Standard 3.5: Procedural Law—Search and Seizure

- 3.5.1 Define the “exclusionary rule” and its effect on the law-enforcement function.
- 3.5.2 Describe the fruit of the poisonous tree doctrine.
- 3.5.3 Define “contraband.”
- 3.5.4 Describe circumstances constituting plain view.
- 3.5.5 Describe exceptions to the Fourth Amendment (e.g., hot pursuit, exigent, consent search, incident to arrest).
- 3.5.6 Describe circumstances in which a search warrant is required prior to searching.
- 3.5.7 Define “jurisdiction”.
- 3.5.8 Describe the provisions of the Fifth Amendment and the application of Miranda Rights.
- 3.5.9 Describe the process for securing, executing, and returning a search warrant.

Performance Standard 3.6: Juvenile Justice

- 3.6.1 Describe the functions, responsibilities, and interactions of the juvenile justice system components.
- 3.6.2 Identify the jurisdiction and authority of the juvenile justice system.
- 3.6.3 Identify status offenses for juveniles.

CONTENT STANDARD 4.0: COMMUNICATION

Performance Standard 4.1: Nonverbal and Verbal Communication

- 4.1.1 Identify barriers to effective communication.

- 4.1.2 Identify the communication model of sender, message, channel, and receiver.
- 4.1.3 Define “command presence” and its importance to law enforcement (i.e., used with uncooperative individuals and groups to manage conflict, to add clarity, to communicate respect).

Performance Standard 4.2: Reports

- 4.2.1 Describe the Uniform Crime Reporting Program.
- 4.2.2 Describe the responsibilities associated with field notes.
- 4.2.3 Describe the importance of writing complete, clear, concise, and factual reports.
- 4.2.4 Identify reports that are subject to discovery.

Performance Standard 4.3: National Incident Management System (NIMS) and Incident Command System (ICS)

- 4.3.1 Describe the purpose of the National Incident Management System (NIMS).
- 4.3.2 Identify the major components of NIMS.
- 4.3.3 Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism, and other disaster situations.
- 4.3.4 Describe the major components of the Incident Command System (ICS).

Performance Standard 4.4: Courtroom Processes/Demeanor

- 4.4.1 Describe the primary purpose of preparation prior to testimony or appearance in court, including the procedures of preparation (e.g., meeting with the prosecutor, reviewing notes and reports).
- 4.4.2 Interpret the necessity of objective, complete, and truthful response of testimony (e.g., perjury/the Brady rule).
- 4.4.3 Describe professional appearance, attitude, and conduct in court.
- 4.4.4 Identify types of procedures and hearings in which an officer may participate.
- 4.4.5 Describe the need to maintain professional interaction with the prosecutor and defense attorneys.

Performance Standard 4.5: Community Differences and Professional Practice

- 4.5.1 Describe law enforcement strategies used to address language barriers and communicate effectively with individuals from varied backgrounds.
- 4.5.2 Explain how individual, cultural, political, gender, age, racial, religious, and socioeconomic differences may influence law enforcement tactics, decision-making, and response.
- 4.5.3 Identify preconception and explain how bias may impact professional judgment, interactions, and decision-making in law enforcement settings.
- 4.5.4 Recognize differing perspectives and their impact on society.

Performance Standard 4.6: Interview and Interrogation

- 4.6.1 Compare interviews with interrogations.
- 4.6.2 Describe the requirements for a legal interrogation (i.e., Miranda-required).
- 4.6.3 Identify types of interviews (e.g., victims, witnesses, suspects, juveniles) and their components.
- 4.6.4 Identify effective interview techniques.
- 4.6.5 Describe interrogation methods and techniques.

CONTENT STANDARD 5.0: DEFENSIVE TACTICS

Performance Standard 5.1: Introduction to Defensive Tactics

- 5.1.1 Identify verbal commands.
- 5.1.2 Demonstrate verbal commands.
- 5.1.3 Identify defensive tactics.
- 5.1.4 Identify the areas of the body that are vulnerable to physical attack.
- 5.1.5 Demonstrate defensive tactics and arrest techniques.
- 5.1.6 Describe less-than-lethal weapons and how they should be used by law enforcement personnel.

Performance Standard 5.2: Use of Force

- 5.2.1 Define the “use-of-force continuum”.
- 5.2.2 Describe use-of-force guidelines.
- 5.2.3 Define “excessive force.”
- 5.2.4 Define “deadly physical force.”
- 5.2.5 Define “reasonableness of force.”

CONTENT STANDARD 6.0: PATROL PROCEDURES

Performance Standard 6.1: Responsibilities of Patrol

- 6.1.1 Describe the role of patrol in law enforcement.
- 6.1.2 Identify the different types of specialized units available to patrol and their functions.
- 6.1.3 Describe the ways in which specialized patrol units contribute to the effectiveness of patrol.
- 6.1.4 Define “priority of life” ranking and its effects on officer actions.

Performance Standard 6.2: Crisis Intervention

- 6.2.1 Define “crisis”.
- 6.2.2 Analyze the four stages of a crisis.
- 6.2.3 Describe a special-needs citizens crisis response.
- 6.2.4 Identify the circumstances that warrant imminent danger.
- 6.2.5 Identify behaviors associated with the effects of drug and alcohol use.
- 6.2.6 Access the Idaho Code relative to protective custodies.

Performance Standard 6.3: Community Policing

- 6.3.1 Compare concepts of community-oriented policing and problem-oriented policing.
- 6.3.2 Describe community partnerships and their importance in community policing.
- 6.3.3 Analyze current events that could affect public safety.
- 6.3.4 Identify police actions as proactive or reactive responses.

Performance Standard 6.4: Protocols for Traffic Stops and Armed Encounters

- 6.4.1 Conduct a basic traffic stop from start to finish.
- 6.4.2 Describe emergency vehicle operation control (EVOC).
- 6.4.3 Describe common firearms used in policing.
- 6.4.4 Describe firearms safety and tactics.
- 6.4.5 Demonstrate officer safety/survival awareness procedures.
- 6.4.6 Demonstrate active-shooter response protocols.

Performance Standard 6.5: Crime Scene Investigations

- 6.5.1 Define “evidence”.
- 6.5.2 Describe body camera use and requirements.
- 6.5.3 Preserve evidence for collection.
- 6.5.4 Define “chain of custody”.
- 6.5.5 Process evidence, following the chain-of-custody protocol.

CONTENT STANDARD 7.0: CORRECTIONS

Performance Standard 7.1: Detention Procedures in Law Enforcement

- 7.1.1 Describe basic detention procedures based on the Idaho Jail Standards.
- 7.1.2 Describe common con games attempted by inmates.
- 7.1.3 Describe cell search and extraction.
- 7.1.4 Describe jail intake and booking procedures.
- 7.1.5 Demonstrate pat-down procedures.
- 7.1.6 Describe the types and use of restraints and transports.
- 7.1.7 Describe Kingsley factors as they apply to use of force in a detention setting.
- 7.1.8 Identify inmate classifications.
- 7.1.9 Describe the Prison Rape Elimination Act (PREA) and its effect on detention procedures.

IDCTE Document Control Information

Program Standard Revision: HPPS Law Enforcement

Date	Standard #	Original	Summary of Change	Revised By	Approved By
1/6/26	4.5	Diversity	Community Differences and Professional Practice	Kevin Brinegar	Chet Andes Peter Risse
1.6/26	4.5.1	Describe law enforcement solutions to language barriers and the need for culturally diverse communication styles.	Describe law enforcement strategies used to address language barriers and communicate effectively with individuals from varied backgrounds.	Kevin Brinegar	Chet Andes Peter Risse
1/6/26	4.5.2	Discuss types of diversity (e.g., cultural, political, gender, age, race, religion) and the way that diversity can affect tactics/response.	Explain how individual, cultural, political, gender, age, racial, religious, and socioeconomic differences may influence law enforcement tactics, decision-making, and response.	Kevin Brinegar	Chet Andes Peter Risse
1/6/26	4.5.3	Identify personal biases.	Identify preconception and explain how bias may impact professional judgment, interactions, and decision-making in law enforcement settings.	Kevin Brinegar	Chet Andes