



OREGON  
DEPARTMENT OF  
EDUCATION



## HUMAN RESOURCES

# Statewide Program of Study Framework: Law, Public Safety, and Security Career Cluster

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### Knowledge and Skill Statements/Performance Indicators

**Employability**

| **Career Cluster**

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**Focus Areas**

Correction Services

Emergency Fire

Management Services

Law Enforcement Services

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# Overview

This document details the Knowledge and Skill Statements comprising the Programs of Study for: (1) Correction Services, (2) Emergency Fire Management Services, and (3) Law Enforcement Services. These statements, developed with input by employers, define the career readiness expectations of entry-level workers.

Faculty in Oregon community colleges offering related training were asked to rate the relative importance of each Knowledge and Skill Statement and performance indicators for high school graduates entering a community college after having completed a CTE Program of Study at the high school level. These ratings included:

- **Critically important.** This skill would be expected of students entering a community college after having completed a CTE Program of Study at the high school level
- **Somewhat important.** This skill would be useful but not necessary for students entering a community college after having completed a CTE Program of Study at the high school level
- **Not important.** This skill would NOT be expected of students entering a community college after having completed a CTE Program of Study at the high school level (i.e., it will be taught at the college level)

These examples are intended to provide educators with guidance in establishing program standards and assessments and designing curriculum and instructional activities. *These performance indicators are offered as suggestions, not requirements, for addressing the Knowledge and Skill Statements comprising a Program of Study.*

# How to Use This Document

Educators offering a CTE Program of Study in the Law, Public Safety, and Security Career Cluster should review the Knowledge and Skill Statements and Suggested Performance Indicators in this document. Ideally, skills marked as Foundational will be taught during a student’s high school CTE Program of Study experience, with educators determining how and when instruction occurs.

Three types of skills and indicators are provided:



## **Employability Knowledge and Skills – *Applicable to all Career Clusters—Foundational***

All learners are expected to master these basic skills to function in the workplace. These cross-cutting abilities, found in all jobs in all industries, encompass a broad range of communication, critical thinking, interpersonal, and organizational skills considered imperative for career success.



## **Career Cluster Knowledge and Skills – *Applicable to all careers in the Law, Public Safety, and Security Cluster—Foundational***

All workers in the law, public safety, and security industry are expected to have a broad understanding of the field. These cross-cutting skills prepare workers to succeed in a range of jobs. High school students mastering these skills are prepared to enter community college or the workforce with an understanding of their career options and training needs.



## **Focus Area Knowledge and Skills – *Applicable to a specific career***

Field-specific knowledge that an entry-level worker would be expected to possess. High school students mastering these skills are prepared to enter employment or enroll in a community college to pursue advanced training. Postsecondary graduates would be prepared to enter employment with a credential, certificate, or degree.

These skills have been classified based on their level of knowledge required for their mastery:

- **Foundational Skills** describe technical skills that all high school students completing a Program of Study would be expected to master. Ideally, these skills would be taught within a high school CTE Program of Study (or in collaboration with a postsecondary partner if it is not feasible within high school).
- **Intermediate Skills** describe more technically advanced skills that high school instructors are encouraged to teach, though some might be taught by community college faculty due to equipment or time constraints.

- ▲ **Advanced Skills** describe highly technical skills that high school instructors may choose to teach with the understanding that, due to their complexity, most will be taught by community college faculty as part of the postsecondary component of a CTE Program of Study.

Each Focus Area arrays the Knowledge and Skill Statements and Suggested Performance Indicators that CTE educators should consider when planning their curriculum in Law, Public Safety, and Security. Each Knowledge and Skill statement includes a list of Suggested Performance Indicators that illustrate how students might demonstrate their understanding or abilities relating to each statement. Suggested Performance Indicators are offered as optional, industry-suggested and community college faculty-vetted way to demonstrate the Knowledge and Skill Statements. **They are not required.** It is anticipated that secondary and postsecondary educators will collaborate in selecting the number, type, and technical specificity of Suggested Performance Indicators, as well as the educational level at which they will be taught.

## Law, Public Safety, and Security Career Cluster Knowledge and Skill Statements

### **Employability Knowledge and Skills**

These Knowledge and Skill statements apply to all Career Clusters in Oregon.

<b>Code number</b>	<b>Knowledge and Skill Statement</b>
<b>E-01</b>	Adhere to workplace practices
<b>E-02</b>	Exhibit personal responsibility and accountability
<b>E-03</b>	Practice cultural competence
<b>E-04</b>	Demonstrate teamwork and conflict resolution
<b>E-05</b>	Communicate clearly and effectively
<b>E-06</b>	Employ critical thinking to solve problems
<b>E-07</b>	Demonstrate creativity and innovative thinking
<b>E-08</b>	Demonstrate fluency in workplace technologies
<b>E-09</b>	Plan, organize, and manage work
<b>E-10</b>	Make informed career decisions

### **Career Cluster-Level Knowledge and Skills**

These Knowledge and Skill Statements apply to all Law, Public Safety, and Security Programs of Study in Oregon.

<b>Code number</b>	<b>Knowledge and Skill Statement</b>
<b>CC-LPS01</b>	Demonstrate an understanding of and adherence to safe working practices
<b>CC-LPS02</b>	Demonstrate an understanding of the emotional and physical challenges of careers in law, public safety, and security
<b>CC-LPS03</b>	Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals
<b>CC-LPS04</b>	Describe the existence and purpose of common employee and employer rights, obligations and responsibilities and applicable laws, ordinances, regulations, and organizational rules
<b>CC-LPS05</b>	Demonstrate an understanding of the nature and scope of the Law, Public Safety, and Security Career Cluster and the role law, public safety, corrections and security play in society and the economy
<b>CC-LPS06</b>	Demonstrate an understanding of the medical duties and responsibilities of first responders to a medical incident (e.g., EMTs, paramedics)
<b>CC-LPS07</b>	Explain the appropriate techniques for managing crisis situations in order to maintain public safety
<b>CC-LPS08</b>	Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism, and other disaster situations (e.g., mass casualty events, conflagrations)
<b>CC-LPS09</b>	Describe the individuals and organizations that collaborate to maintain law and order
<b>CC-LPS10</b>	Demonstrate an understanding of the safe use of equipment

### **Focus Area Level Knowledge and Skills**

These are updated Knowledge and Skill Statements for three Focus Area Programs of Study in the Law, Public Safety, and Security Career Cluster.

#### **CORRECTION SERVICES**

<b>Code number</b>	<b>Knowledge and Skill Statement</b>
<b>FA-LWCR01</b>	Analyze situations that require the use of force, including deadly force, to determine when to utilize what type of force in correctional facilities
<b>FA-LWCR02</b>	Analyze the impact of the First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments in the correction services environment
<b>FA-LWCR03</b>	Apply the ethical and legal responsibilities of correctional staff to various situations in the correction services environment
<b>FA-LWCR04</b>	Demonstrate the protocols regarding the reduction or elimination of sexual harassment or abuse in the correctional environment

<b>Code number</b>	<b>Knowledge and Skill Statement</b>
<b>FA-LWCR05</b>	Evaluate the correctional environment for signs of potential problems and/or danger
<b>FA-LWCR06</b>	Analyze the impact of federal, state, and local laws on correctional facilities
<b>FA-LWCR07</b>	Describe the legal, regulatory and organizational guidelines governing the correction services

## **EMERGENCY FIRE MANAGEMENT SERVICES**

<b>Code number</b>	<b>Knowledge and Skill Statement</b>
<b>FA-LWEF01</b>	Execute protocols for handling emergency situations that range from minor medical and fire emergencies to area-wide incidents
<b>FA-LWEF02</b>	Demonstrate an understanding of how to manage an incident scene as the first responder using emergency response skills
<b>FA-LWEF03</b>	Demonstrate an understanding of the objectives and a commitment to the mission of emergency and fire management services
<b>FA-LWEF04</b>	Execute safety procedures and protocols associated with local, state, and federal regulations
<b>FA-LWEF05</b>	Demonstrate the use and various applications of the equipment commonly used in emergency and fire management services
<b>FA-LWEF06</b>	Implement an appropriate Incident Command System to effectively manage an incident scene
<b>FA-LWEF07</b>	Analyze the key functions and techniques of critical infrastructure protection in cases of terrorism and/or natural disasters

## **LAW ENFORCEMENT SERVICES**

<b>Code number</b>	<b>Knowledge and Skill Statement</b>
<b>FA-LWLE01</b>	Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement
<b>FA-LWLE02</b>	Utilize anger and conflict management strategies to resolve problems in law enforcement settings
<b>FA-LWLE03</b>	Execute established procedures to avoid the violation of the rights guaranteed by the First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments
<b>FA-LWLE04</b>	Analyze the impact of federal, state and local laws on law enforcement procedures
<b>FA-LWLE05</b>	Manage crime and loss prevention programs in collaboration with the community
<b>FA-LWLE06</b>	Demonstrate the procedures to properly protect, document, and process the crime scene and all related evidence
<b>FA-LWLE07</b>	Describe the behavioral symptoms of drug use and the inherent dangers associated with handling dangerous drugs

## Employability Knowledge and Skill Statements with Suggested Performance Indicators

● **Foundational** - Basic skills that **should be taught** within high school or, if not feasible, at a partnering college

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational
<b>E-01</b> <i>Adhere to workplace practices</i>	<ul style="list-style-type: none"> <li>A. Explain and follow workplace standards, rules, and regulations</li> <li>B. Show up on time and prepared to work</li> <li>C. Demonstrate the ability to take direction, be proactive, and work independently</li> </ul>	●
<b>E-02</b> <i>Exhibit personal responsibility and accountability</i>	<ul style="list-style-type: none"> <li>A. Apply professional and ethical standards of the industry to personal conduct</li> <li>B. Maintain integrity and promote personal and professional integrity in co-workers</li> <li>C. Take responsibility and carry out work assignments</li> </ul>	●
<b>E-03</b> <i>Practice cultural competence</i>	<ul style="list-style-type: none"> <li>A. Demonstrate awareness of issues related to diversity, equity, and inclusion</li> <li>B. Work effectively with colleagues of differing abilities, cultures, and backgrounds</li> <li>C. Describe issues relating to workplace harassment</li> <li>D. Model behaviors that are respectful and sensitive of others</li> </ul>	●
<b>E-04</b> <i>Demonstrate teamwork and conflict resolution</i>	<ul style="list-style-type: none"> <li>A. Demonstrate the ability to collaborate and contribute to the work of a diverse team</li> <li>B. Explain when it is appropriate to lead and when to follow another's lead</li> <li>C. Demonstrate strategies for resolving issues with coworkers</li> </ul>	●
<b>E-05</b> <i>Communicate clearly and effectively</i>	<ul style="list-style-type: none"> <li>A. Listen attentively, and speak and write clearly to convey information correctly</li> <li>B. Interpret information and instructions presented in verbal and written form</li> <li>C. Demonstrate effective communication with colleagues, supervisors, customers, and suppliers</li> <li>D. Demonstrate the ability to communicate verbally, in writing, and using electronic communication tools</li> </ul>	●



Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational
<b>E-06</b> <i>Employ critical thinking to solve problems</i>	A. Recognize problems in the workplace and diagnose their root causes B. Develop well-reasoned plans to solve identified challenges C. Apply and follow through on plans to ensure that problems are resolved	●
<b>E-07</b> <i>Demonstrate creativity and innovative thinking</i>	A. Develop ideas to solve problems in new and different ways B. Investigate one's own and others' ideas to find those with greatest applicability C. Develop and deploy plans to implement new ideas in the workplace	●
<b>E-08</b> <i>Demonstrate fluency in workplace technologies</i>	A. Demonstrate knowledge and application of general technology skills, including hardware and software commonly used in the industry B. Use online communication, networking tools and social networks to access, manage, evaluate, and create information to successfully function in a knowledge economy C. Describe and demonstrate a fundamental understanding of the ethical, legal, and security issues surrounding access to and use of information technologies	●
<b>E-09</b> <i>Plan, organize, and manage work</i>	A. Identify an intended project outcome including available inputs, materials, labor, timeline for producing work, and job-site obligations B. Effectively plan, monitor, and complete projects on time and within budget using available resources and materials C. Demonstrate ability to write coherent reports and project summaries to communicate the progress of project work and its adherence to schedule	●
<b>E-10</b> <i>Make informed career decisions</i>	A. Identify job and entrepreneurial opportunities in the industry and the required education and credentials to obtain employment B. Set short- and long-term career goals based on personal interests and aptitudes C. Maintain a project portfolio D. Develop a professional resume E. Explain and demonstrate how to cultivate and maintain a professional presence in an online environment, including the appropriate use of social media and networking platforms	●

# Law, Public Safety, and Security Career Cluster Knowledge and Skill Statements with Suggested Performance Indicators

● **Foundational** - Basic skills that *should be taught* within high school or, if not feasible, at a partnering college

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational
<p><b>CC-LPS01</b> <i>Demonstrate an understanding of and adherence to safe working practices</i></p>	<p>A. Describe appropriate procedures, behaviors, and resources for use with persons with mental disorders, physical disabilities, communication disorders, and unusual behaviors (e.g., suicidal persons, persons who are dangerous to themselves or to others)</p> <p>B. Identify the types of risk of injury/illness at work</p> <p>C. Assess workplace conditions with regard to safety and health of employees using data collected through observations and experience (e.g., rubric-based)</p> <p>D. Identify those who are susceptible to risk of injury/illness at work</p>	<p>●</p>
<p><b>CC-LPS02</b> <i>Demonstrate an understanding of the emotional and physical challenges of careers in law, public safety, and security</i></p>	<p>A. Demonstrate emotional intelligence, an understanding of the emotional challenges of careers in law, public safety, and security and how to address them, including the need for self-care (e.g., assess one’s own emotional abilities, develop resiliency, stress management, and coping skills, assess teammates’ emotional abilities, identify, utilize, and refer others to sources of assistance including teammates and professionals [e.g. psychotherapists, crisis intervention teams—incident debriefs, break until clearance, counseling referrals], identify suicide risk)</p> <p>B. Describe the physical requirements and challenges of careers in in law, public safety, and security including the need to keep in good physical shape to meet requirements (e.g., exercise, nutrition)</p>	<p>●</p>
<p><b>CC-LPS03</b> <i>Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals</i></p>	<p>A. Analyze the causes of violations of public trust and strategies to enhance it.</p> <p>B. Explain the mission of law enforcement in defending a democratic society.</p> <p>C. Explain the role of the United States Constitution to the development and implementation of the mission of law enforcement organizations.</p> <p>D. Describe legal and ethical issues and liability.</p> <p>E. Summarize various aspects and strategies used to encourage integrity and ethical behavior among law enforcement individuals.</p>	<p>●</p>

<b>Code and Knowledge and Skill Statement</b>	<b>Suggested Performance Indicators</b>	<b>Foundational</b>
<p><b>CC-LPS04</b>  <i>Describe the existence and purpose of common employee and employer rights, obligations and responsibilities and applicable laws, ordinances, regulations, and organizational rules</i></p>	<ul style="list-style-type: none"> <li>A. Perform assigned duties while complying with laws, ordinances, regulations, organizational rules, and ethical standards</li> <li>B. Report violations of a legal or of an ethical nature through the proper chain of command</li> <li>C. Demonstrate understanding and establish location of copies of laws, ordinances, regulations, and organizational rules of conduct associated with assigned duties for selected careers in the cluster</li> <li>D. State the rationale for various rules and laws designed to promote safety and health in the workplace</li> </ul>	●
<p><b>CC-LPS05</b>  <i>Demonstrate an understanding of the nature and scope of the Law, Public Safety, and Security Career Cluster and the role law, public safety, corrections and security play in society and the economy</i></p>	<ul style="list-style-type: none"> <li>A. Demonstrate an understanding of ethical issues and evidence-based practices in professional ethics in the field</li> <li>B. Explain why community engagement is important and provide examples of how to engage and build trust with communities and demonstrate empathy and humility</li> <li>C. List responsibilities, requirements, and advancement opportunities in law, public safety, and security careers</li> <li>D. Compare selected careers in the law, public safety, and security cluster with other Career Cluster options</li> <li>E. Describe the role that law, public safety, and security plays in the American society and economy</li> </ul>	●
<p><b>CC-LPS06</b>  <i>Demonstrate an understanding of the medical duties and responsibilities of first responders to a medical incident (e.g., EMTs, paramedics)</i></p>	<ul style="list-style-type: none"> <li>A. Describe the medical training required of first responders and how these skills are learned</li> <li>B. Describe how to assess, diagnose, and manage a patient's condition including gaining consent to treat</li> <li>C. Model current regulation and protocols for recording patient data, including maintaining confidentiality, and the decisions that have been taken regarding patient care and transfer</li> <li>D. Describe how to provide effective treatment to patients within the pre-hospital environment under emergency and non-emergency driving conditions</li> <li>E. Outline the risks and responsibilities facing the emergency response team during ambulance operations including describing, and if applicable implementing, safe high speed driving techniques</li> </ul>	●

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational
<p><b>CC-LPS07</b>  <i>Explain the appropriate techniques for managing crisis situations in order to maintain public safety</i></p>	<ul style="list-style-type: none"> <li>A. Teach the community about crisis intervention strategies to prevent family violence</li> <li>B. List suicide intervention techniques</li> <li>C. Identify victim-precipitated homicide situations</li> <li>D. Identify effects of drug use in a crisis situation</li> <li>E. Summarize characteristics of crisis situations that may involve individuals with threatening problems such as drug use, troubled youth, and victims of abuse</li> <li>F. Differentiate between a casual crowd and a mob</li> <li>G. List various methods of conducting negotiations</li> </ul>	●
<p><b>CC-LPS08</b>  <i>Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism, and other disaster situations (e.g., mass casualty events, conflagrations)</i></p>	<ul style="list-style-type: none"> <li>A. Identify the different types of fire extinguishers and the various types of fires</li> <li>B. Explain the meaning of placards and sign shapes used to indicate hazardous materials</li> <li>C. Demonstrate a basic understanding of the national preparedness system and the Incident Command System (ICS)</li> <li>D. Describe the roles of fire and emergency services and law enforcement in the ICS</li> <li>E. Identify and classify hazardous materials</li> <li>F. Summarize the roles of emergency/first responders in preparedness and response systems during and after disaster situation</li> </ul>	●
<p><b>CC-LPS09</b>  <i>Describe the individuals and organizations that collaborate to maintain law and order</i></p>	<ul style="list-style-type: none"> <li>A. Describe how individuals from different disciplines collaborate to maintain Law, Public Safety, and Security (e.g., emergency medical technicians, parole officers, dispatchers)</li> <li>B. Identify the roles and responsibilities of employees in the Law, Public Safety, and Security field (e.g., patrol officers, jailers, firefighters)</li> <li>C. Identify the types of organizations that are engaged in the maintaining public safety (e.g., police departments, sheriffs' offices, jails and prisons, community corrections and fire bureaus, governing bodies [e.g., Department of Public Safety Standards and Training], courts, district attorneys' offices, victim assistance programs, community and faith-based organizations)</li> </ul>	●

<b>Code and Knowledge and Skill Statement</b>	<b>Suggested Performance Indicators</b>	<b>Foundational</b>
<p><b>CC-LPS10</b>  <i>Demonstrate an understanding of the safe use of equipment</i></p>	<p>A. Demonstrate an understanding of how to use equipment commonly utilized in the field, in the state and local jurisdiction, including up-to-date technology equipment and applications, radio systems, and mobile data communications equipment, in a safe manner</p> <p>B. Demonstrate an understanding of how to maintain, clean, and store equipment commonly used in the field</p> <p>C. Identify the equipment commonly used in the field and describe its uses</p>	<p style="text-align: center;">●</p>

## Correction Services Focus Area Knowledge and Skill Statements with Suggested Performance Indicators

- **Foundational** - Basic skills that **should be taught** within high school or, if not feasible, at a partnering college
- **Intermediate** - Advanced skills **encouraged to be taught** within high school, with some offered at a partnering college
- ▲ **Advanced** - Highly technical skills that **may be taught** within high school, with most offered at a partnering college

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<b>FA-LWCR01</b> <i>Analyze situations that require the use of force, including deadly force, to determine when to utilize what type of force in correctional facilities</i>	A. State the importance of following departmental policy on deadly force B. Demonstrate knowledge of the legal issues involving use of force on youth in custody, justice-involved, and returning citizens and Supreme Court case examples dictating the use of deadly force C. State the types of force, the equipment used (if any) with each level, examples of situations where use of deadly force is authorized. D. Model reactions to a variety of situations that demonstrate an understanding of the proper use of deadly force (e.g., by using simulation tools)	A. ● B. ● C. ● D. ●		
<b>FA-LWCR02</b> <i>Analyze the impact of the First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments in the correction services environment</i>	A. List the five constitutional amendments involving equality concepts and rights B. Summarize individuals' rights (e.g., trial, jury, due process, interrogation, privacy) C. Analyze the rights of youth in custody, justice-involved, or returning citizens and the related responsibilities of correctional staff in assuring those rights D. Describe the uses and reasons for Miranda rights E. Summarize the protocols associated with arrest using the statutes set forth by the 4th Amendment F. Describe how information to establish probable cause is evaluated G. Define the terms interrogate, self-incrimination, booking, arraignment, bail, and personal recognizance H. Explain the difference between procedure, policy, and law	A. ● B. ● C. ● D. ● E. ● F. ● G. ● H. ●		

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<b>FA-LWCR03</b> <i>Apply the ethical and legal responsibilities of correctional staff to various situations in the correction services environment</i>	A. Define ethical behavior B. Identify ethical and unethical behavior on the part of correctional staff	A. ● B. ●		
<b>FA-LWCR04</b> <i>Demonstrate the protocols regarding the reduction or elimination of sexual harassment or abuse in the correctional environment</i>	A. Explain the duties of a correctional officer in cases related to sexual abuse or harassment. B. Demonstrate knowledge of the Prison Rape Elimination Act (PREA) and the role of correctional staff in enforcing elements of the act. C. Explain the criminal mind and abnormal psychology related to sexual abuse and rape	A. ●	B. ■ C. ■	
<b>FA-LWCR05</b> <i>Evaluate the correctional environment for signs of potential problems and/or danger</i>	A. Be knowledgeable of and practice the strategies used to manage conflict and anger including de-escalation B. Maintain a keen awareness of the surrounding environment (e.g., apply observation techniques, identify signs of potential problems and/or danger) C. Use visual and vocal cues to interpret information received from body language, eye movement, voice tone, and voice inflection	A. ●	B. ■	C. ▲

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p><b>FA-LWCR06</b> <i>Analyze the impact of federal, state, and local laws on correctional facilities</i></p>	<p>A. Demonstrate ability to make use of crisis intervention techniques for youth in custody, justice-involved, or returning citizens</p> <p>B. Explain how to report violations of individual rights in writing to the proper authorities</p> <p>C. Demonstrate an understanding of the applicable laws and regulations (e.g., Equal Employment Opportunity, American with Disabilities Act).</p> <p>D. List precautions a correctional officer must consider (e.g., during a search, when escorting prisoners across environments, when working with hazardous materials or contaminated objects)</p> <p>E. Model behaviors that demonstrate knowledge of the potential special needs of youth in custody, justice-involved, or returning citizens</p>	<p>A. ●</p>	<p>B. ■</p>	<p>C. ▲ D. ▲ E. ▲</p>
<p><b>FA-LWCR07</b> <i>Describe the legal, regulatory and organizational guidelines governing the correction services</i></p>	<p>A. State and explain the primary goal of the Oregon corrections system i.e., rehabilitation from day 1</p> <p>B. List the steps an adult or youth in custody takes through the system</p> <p>C. Analyze prisoner re-entry programs and their effect on communities and those re-entering society</p>	<p>A. ● B. ●</p>		<p>C. ▲</p>



## Emergency Fire Management Services Focus Area Knowledge and Skill Statements with Suggested Performance Indicators

- **Foundational** - Basic skills that *should be taught* within high school or, if not feasible, at a partnering college
- **Intermediate** - Advanced skills *encouraged to be taught* within high school, with some offered at a partnering college
- ▲ **Advanced** - Highly technical skills that *may be taught* within high school, with most offered at a partnering college

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<b>FA-LWEF01</b> <i>Execute protocols for handling emergency situations that range from minor medical and fire emergencies to area-wide incidents</i>	A. Demonstrate basic emergency response knowledge and skills B. Apply knowledge of emergency response with training subjects C. Participate in training and continuing education efforts commonly used to enhance skills necessary to perform effectively in emergency response situations	A. ● B. ● C. ●		
<b>FA-LWEF02</b> <i>Demonstrate an understanding of how to manage an incident scene as the first responder using emergency response skills</i>	A. Explain where to obtain and how to use resources to solve emergency problems B. Recognize, interpret, and overcome obstacles C. Describe how to recognize and respond appropriately to hazardous materials incidents D. Describe how to execute protocols in emergency management response when working with an on-scene accident E. Identify types and procedures for entrapment and extraction	A. ● B. ●	C. ■ D. ■ E. ■	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<b>FA-LWEF03</b> <i>Demonstrate an understanding of the objectives and a commitment to the mission of emergency and fire management services</i>	A. Participate in training courses that prepare for emergency incidents B. Practice response procedures used to respond to small and catastrophic emergency incidents C. Achieve passing scores on written and performance evaluations. D. Show a working knowledge of mitigation techniques E. Document training and equipment checks	A. ● B. ● C. ●	D. ■ E. ■	
<b>FA-LWEF04</b> <i>Execute safety procedures and protocols associated with local, state, and federal regulations</i>	A. Evaluate emergency situations and select procedures that reduce personal safety risks B. Seek assistance from more experienced personnel in emergency situations that are unfamiliar C. State local, state, and federal regulations pertaining to safety issues D. Use correct reporting procedures when safety regulations are not followed E. Train on medical, fire, environmental, technological, or other situations where hazardous materials are present	A. ● B. ● C. ● D. ●	E. ■	
<b>FA-LWEF05</b> <i>Demonstrate the use and various applications of the equipment commonly used in emergency and fire management services</i>	A. Possess basic knowledge of emergency equipment and its use B. Perform preventive maintenance and mitigation techniques C. Carry out a maintenance plan schedule to keep equipment operational	A. ●	B. ■ C. ■	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p><b>FA-LWEF06</b></p> <p><i>Implement an appropriate Incident Command System to effectively manage an incident scene</i></p>	<p>A. Identify appropriate gear</p> <p>B. Analyze fire scene for possible approaches</p> <p>C. Identify each piece of equipment used</p> <p>D. Fill out reports</p> <p>E. List components of a special operations unit</p>	<p>A. ●</p> <p>B. ●</p>	<p>C. ■</p> <p>D. ■</p>	
<p><b>FA-LWEF07</b></p> <p><i>Analyze the key functions and techniques of critical infrastructure protection in cases of terrorism and/or natural disasters</i></p>	<p>A. Demonstrate an understanding of critical infrastructure (e.g., relevant sectors, concepts of protection, how the crippling of one infrastructure might affect others)</p> <p>B. Explain the role of a secondary device when positioning to mitigate an incident and when approaching a scene</p> <p>C. Identify one or more potential targets of terrorists in the community or region and protection tactics</p> <p>D. Identify one or more potential targets of natural disasters in the community or region and protection tactics</p>		<p>A. ■</p> <p>B. ■</p> <p>C. ■</p> <p>D. ■</p>	

## Law Enforcement Services Focus Area Knowledge and Skill Statements with Suggested Performance Indicators

- **Foundational** - Basic skills that *should be taught* within high school or, if not feasible, at a partnering college
- **Intermediate** - Advanced skills *encouraged to be taught* within high school, with some offered at a partnering college
- ▲ **Advanced** - Highly technical skills that *may be taught* within high school, with most offered at a partnering college

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<b>FA-LWLE01</b> <i>Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement</i>	A. Demonstrate active listening skills B. Interpret expressions and gestures observed in both verbal and non-verbal communication (e.g., eye contact, facial expressions, and body positioning) C. Interpret voice, tone, pitch, delivery, and wording to interpret verbal communication D. Analyze messages based on the combination of pitch, tone, and wording E. Provide correct feedback to sender/message received F. Prepare a coherent, focused, and well-written incident report G. Describe the differences between an initial report, a continuation report, and a supplemental report H. List questions or concepts that should be answered when preparing field notes (i.e., what, where, when, why)	A. ● B. ● C. ●	D. ■ E. ■ F. ■ G. ■ H. ■	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p><b>FA-LWLE02</b></p> <p><i>Utilize anger and conflict management strategies to resolve problems in law enforcement settings</i></p>	<p>A. Describe how body language plays a role in interacting with others</p> <p>B. Be knowledgeable of and practice the strategies used to manage conflict and anger including de-escalation</p> <p>C. Distinguish between passive, aggressive, and assertive behavior</p> <p>D. Use communication strategies to deal with different categories of difficult people</p> <p>E. Model effective conflict management skills during role-play law enforcement scenarios</p> <p>F. Demonstrate effective conflict management skills when interacting with classmates</p> <p>G. Identify factors that can contribute to a person's hostility</p> <p>H. Identify personal style of dealing with conflict</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p> <p>D. ●</p> <p>E. ●</p>	<p>F. ■</p> <p>G. ■</p> <p>H. ■</p>	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p><b>FA-LWLE03</b>  <i>Execute established procedures to avoid the violation of the rights guaranteed by the First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments</i></p>	<p>A. State the types of force and determine the appropriate one to use when dealing with deadly and non-deadly force situations</p> <p>B. Describe the effects of the First Amendment on law enforcement.</p> <p>C. Describe trial, jury, and due process rights and processes</p> <p>D. List the four Miranda Warning requirements and the additional requirements for youth in custody, justice-involved individuals, and witnesses</p> <p>E. Explain how individuals, groups, and society are protected by constitutional laws and decisions of local, state, and federal courts including the Supreme Court</p> <p>F. Identify the criminal and civil consequences an officer may face by violating a citizen's constitutional right</p> <p>G. Exhibit an understanding of and adherence to 4th Amendment concerns in the area of search and seizure issues and probable cause and how to establish probable cause</p> <p>H. Demonstrate an understanding of arrest situations (e.g., arrest warrants, obtaining one, powers of the police and rights of the individual, constitutional rights, arrests without a warrant, citizen detention)</p> <p>I. Exhibit an understanding of interrogation processes and legal considerations (e.g., adherence to the rights of an individual being interrogated under the 5th and 6th Amendments to ensure due process rights for individuals)</p> <p>J. Explain the scope of lawful warrantless searches (consent search, search of a premises, vehicles, search based on exigent circumstances, and plain view search)</p> <p>K. Summarize the concepts and uses of equal protection of the law</p> <p>L. Discuss the three sources of law</p> <p>M. Define equality and discrimination and list the five constitutional amendments involving equality concepts and laws</p> <p>N. Summarize the forms of individual protection related to search and seizure granted by the U.S. Constitution</p> <p>O. Discuss precautions an officer must consider during a search</p> <p>P. Describe the limits of government under the 4th Amendment</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p> <p>D. ●</p>	<p>E. ■</p> <p>F. ■</p> <p>G. ■</p> <p>H. ■</p> <p>I. ■</p> <p>J. ■</p> <p>K. ■</p> <p>L. ■</p> <p>M. ■</p> <p>N. ■</p> <p>O. ■</p>	<p>P. ▲</p>

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p><b>FA-LWLE04</b> <i>Analyze the impact of federal, state and local laws on law enforcement procedures</i></p>	<ul style="list-style-type: none"> <li>A. Summarize key terms, concepts, and protocols for enacting common civil law procedures</li> <li>B. Differentiate among Domestic Violence Protective Orders, Order of No Contact, and Orders to Pick Up Children</li> <li>C. Describe the state and local ordinances and law enforcement procedures to enforce alcohol and beverage control laws</li> <li>D. Identify limits on use of force and entry to private property during civil process service</li> <li>E. Demonstrate an understanding of the civil and criminal justice systems (e.g., issues, concerns, problems, legal perspectives and characteristics, impacts on law enforcement services)</li> <li>F. Describe protocols and laws relevant to juvenile victims and youth in custody</li> <li>G. List the rights of victims of crimes and witnesses</li> <li>H. Analyze the similarities, differences, and interactions between the state and federal court systems</li> <li>I. Demonstrate an understanding of the court experience (e.g., preparation, testimony, cross-examination, contacting witnesses)</li> <li>J. Understand the procedures involved in basic civil law enforcement procedures in order to serve writs, warrants, and summons</li> </ul>		<ul style="list-style-type: none"> <li>A. <input checked="" type="checkbox"/></li> <li>B. <input checked="" type="checkbox"/></li> <li>C. <input checked="" type="checkbox"/></li> <li>D. <input checked="" type="checkbox"/></li> <li>E. <input checked="" type="checkbox"/></li> <li>F. <input checked="" type="checkbox"/></li> <li>G. <input checked="" type="checkbox"/></li> <li>H. <input checked="" type="checkbox"/></li> <li>I. <input checked="" type="checkbox"/></li> <li>J. <input checked="" type="checkbox"/></li> </ul>	
<p><b>FA-LWLE05</b> <i>Manage crime and loss prevention programs in collaboration with the community</i></p>	<ul style="list-style-type: none"> <li>A. Conduct a crime analysis of a given situation or area</li> <li>B. Explain the role of citizens in crime prevention activities</li> <li>C. Define community-oriented policing, the roles and duties of and the skills needed to be a successful community-oriented police officer</li> <li>D. Plan crime prevention techniques to remove or reduce crime risks</li> </ul>		<ul style="list-style-type: none"> <li>A. <input checked="" type="checkbox"/></li> <li>B. <input checked="" type="checkbox"/></li> <li>C. <input checked="" type="checkbox"/></li> <li>D. <input checked="" type="checkbox"/></li> </ul>	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p><b>FA-LWLE06</b>  <i>Demonstrate the procedures to properly protect, document, and process the crime scene and all related evidence</i></p>	<p>A. Document wounds and injuries with a basic initial interpretation of wounds and cause of death</p> <p>B. Describe how to process a crime scene</p>		<p>A. <input checked="" type="checkbox"/></p> <p>B. <input checked="" type="checkbox"/></p>	
<p><b>FA-LWLE07</b>  <i>Describe the behavioral symptoms of drug use and the inherent dangers associated with handling dangerous drugs</i></p>	<p>A. Describe the effects of and methods to consume illicit drugs</p> <p>B. Summarize the characteristics and effects of and procedures for handling “club drugs” such as, but not limited to, MDMA (Ecstasy), GHB (gamma hydroxybutyrate), Rohypnol, Ketamine, and Methamphetamine</p> <p>C. List precautions to take regarding illicit drug laboratories and officer safety</p> <p>D. List specialized equipment and aids, including Personal Protective Equipment, utilized in drug investigations</p>		<p>A. <input checked="" type="checkbox"/></p> <p>B. <input checked="" type="checkbox"/></p> <p>C. <input checked="" type="checkbox"/></p> <p>D. <input checked="" type="checkbox"/></p>	