



Earnell Lucas
Sheriff

M i l w a u k e e C o u n t y
O F F I C E O F T H E S H E R I F F
Training Academy

9225 South 68th Street
Franklin, WI 53132

**APPENDIX A:
LAW ENFORCEMENT BASIC TRAINING
720-HOUR CURRICULUM SUMMARY**

(Key items are underlined below)

Phase 1: Introduction and non-emergency response (200 Hours)

FUNDAMENTALS OF CRIMINAL JUSTICE

In this course, recruits will learn about the various subsets of the criminal justice system and the role the professional law enforcement officer plays in this structure. Recruits will begin to understand that law enforcement is just one element of the criminal justice system and professional law enforcement officers must work in conjunction with the courts, corrections and other agencies to administer criminal justice in Wisconsin.

Recruits will also learn about the role of law enforcement in a historical context. They will examine the role of law enforcement in a democratic society, covering concepts such as law enforcement services; crime deterrence; discretion, and enforcement policies. This course will also explore evolving law enforcement strategies, activities, and attitudes that build effective law enforcement and community relationships and the use of problem-oriented policing.

CRITICAL THINKING AND DECISION-MAKING

In this course, students will learn an organized approach to problem solving and decision-making. This organized approach uses critical thinking skills and processes which officers can use to resolve a wide variety of problems. This course will focus on the thinking and problem-solving process not on having the right or wrong answer to a problem.

ETHICS I: INDIVIDUAL CHARACTER, VALUES, AND ETHICS

In this course, students will learn how to make the best decisions and choices. They will begin by learning why they tend to believe, think and act the way they do. They will compare their personal beliefs with the beliefs of the profession. They will learn to critically analyze situations and defend the choices and decisions they make. Describe how professionalism, ethics, and moral standards relate to a law enforcement career.

CULTURAL COMPETENCE I

As a law enforcement professional, you will work with all members of the community. What that community looks like will change because the population of the United States is constantly changing. We live in a country that is getting bigger, getting older, and getting more multi-cultural. Officers who know their communities and the various populations within those communities can work with all residents to ensure your safety and the safety of the people you serve.

In addition to sound tactical skills, professional officers need superior communication and problem-solving skills in all cultures. Officers need to be respectful of and responsive to the beliefs, practices and cultural needs of different people with diverse backgrounds. In this course, students will learn about the concept of implicit bias and how these biases can impact the perception and behavior of law enforcement officers.



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AGENCY POLICY

In this course students will explore the importance of written policies and procedures in law enforcement work. Policies and procedures set forth the expectations for proper conduct by law enforcement officials in regard to a broad range of common situations. They set forth what is to be done in regard to foreseeable situations, and how those things are to be done. As a law enforcement officer, it is your responsibility to know the policies and procedures of your department. This knowledge will make it easier to do your job and will reduce the liability faced by you and your agency.

CONSTITUTIONAL LAW I

This course recruit candidates will learn the structure of the criminal justice system, including criminal procedure. Students will learn the legal bases for law enforcement action such as arrest, use of force, and search and seizure, as well as the limits on law enforcement activity. Identify situations where constitutional rules are applicable.

CRIMES I

In this course, students will learn the classifications of crimes and other violations into felonies, misdemeanors, and ordinance violations, and will learn the elements of crimes listed in the criminal code.

BASIC RESPONSE (RESPOND)

In this course students will learn the steps to take as a first responder to stabilize and manage a complex scene, following the RESPOND model (report, evaluate, stabilize, preserve, normalize, and document/debrief).

R - Report: Become aware, plan response, arrive/assess, alarm/inform.

E - Evaluate: Look for dangers, determine back up needs, enter when appropriate/tactically sound.

S - Stabilize: Subject(s) and scene.

P - Preserve: Life (conduct an initial medical assessment – as trained, treat to level of training, continue to monitor the subject(s)), evidence.

O - Organize: Coordinate additional responding units (if necessary), communicate with dispatch and others, and organize the collection of evidence (if appropriate).

N - Normalize: Provide long-term monitoring (if appropriate), restore the scene to normal, return radio communications to normal.

D - Document/Debrief: Debrief self/others, other responding personnel, subject(s), other persons, and document incident appropriately.

DAAT I (4 HOURS OF BASIC DAAT, 2 HOURS USE OF FORCE)

In this phase one course, students will be introduced to the legal limitations on the use of force, the incident response and disturbance resolution models, approach considerations, intervention options, and follow-through considerations.

PROFESSIONAL COMMUNICATION SKILLS I

In this course, students will learn the role of law enforcement communication and how to apply specific communication skills and the strategies in a variety of simulated situations. Professional communication will be integrated and reinforced throughout the academy; students will be expected to apply professional communication skills appropriately in all simulations, regardless of curriculum area.

- 1.1 Describe the basic communication process.
- 1.2 Incorporate active listening skills.
- 1.3 Explain the relationship between officer roles and communications.
- 1.4 Explain the "contact officer override" concept.
- 1.5 Explain barriers to effective communication.

REPORT WRITING I

In this course, students will learn how to write a wide variety of law enforcement reports to accurately and fairly convey necessary information for use by investigators, prosecutors, and the public. This course is divided into two phases

INTERVIEWS

In this course, students will be introduced to the basic concepts of interviewing witnesses and victims.

INTRODUCTION TO TRACS

This curriculum introduces recruits to the **Traffic and Criminal Software (TraCS)**, an automated reporting system for law enforcement. TraCS is capable of sharing common data among forms and is capable of incorporating crash, citation, Operating While Intoxicated (OWI), commercial motor vehicle inspection, and incident forms.

TRAFFIC LAW ENFORCEMENT I

In this course, students will become familiar with Wisconsin's traffic laws and ordinances, including those related to operator licensing and vehicle registration and equipment. Students will learn to enforce these laws, including learning to properly complete Wisconsin Uniform Traffic Citations and (as needed) to direct and control traffic effectively.

VEHICLE CONTACTS I

In this course, students will learn the legal bases for making vehicle contacts, how to conduct a threat assessment, and how to do an approach contact.



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FUNDAMENTALS OF FIREARMS

In this phase one course, students will learn the basic firearm safety rules and learn how to safely handle, operate, and maintain a handgun.

FIRST AID, CPR/AED AND NALOXONE/NARCAN

In this course, students will learn how to perform an initial medical assessment for an injury or medical condition and learn how to provide immediate treatment for a variety of injuries and conditions. Students will also learn how to perform cardiopulmonary resuscitation (CPR) and use an automatic emergency defibrillator (AED). Recognize and respond to a person suffering from an opioid overdose including administering Naloxone (Narcan), if indicated.

OFFICER WELLNESS I

In this course, students will learn what components of a healthy lifestyle are, stress relaxation techniques, and how to implement healthy habits.

PHYSICAL FITNESS READINESS

ACADEMY ORIENTATION

PHYSICAL FITNESS PROGRAM

RADIO PROCEDURES

PHASE II: EMERGENCY RESPONSE (280 HOURS)

CONSTITUTIONAL LAW II

This course recruit candidates will learn the structure of the criminal justice system, including criminal procedure. Students will learn the legal bases for law enforcement action such as arrest, use of force, and search and seizure, as well as the limits on law enforcement activity.

Students will identify the main search related themes that are addressed by the 4th Amendment and discuss areas where the general public has a reasonable expectation to privacy and what the requirements are for searching those areas.

Students will compare the requirements for conducting routine searches with those for searching a disabled person and for those conducting strip searches.

PROFESSIONAL COMMUNICATION SKILLS II

In this course, students will learn the role of law enforcement communication and how to apply specific communication skills and the strategies in a variety of simulated situations. Professional communication will be integrated and reinforced throughout the academy; students will be expected to apply professional communication skills appropriately in all simulations, regardless of curriculum area.

Students will demonstrate their competence by applying communication strategies (information gathering, arbitration, mediation) in simulated situations and determining when physical intervention is necessary during simulated. Specifically, students will do the following under each:

DAAT (INCLUDES 2 HOURS OF USE OF FORCE CONCEPTS)

In this phase two course, students will learn the legal basis and limitations on the use of force, the incident response and disturbance resolution models, approach considerations, intervention options, and follow-through considerations. Included in the discussion on the disturbance resolution model is a discussion on protocols for off-duty actions. Students will learn the recommendations and protocols for off-duty response and guidelines for interaction between on-duty and off-duty, retired, and plainclothes officers.

After learning basic DAAT techniques, students will continue on to learn basic escape tactics in ground defense and will also go through an Electronic Control Device (ECD) basic manufacturer course. Students will also receive additional information on medically significant behavior, excited delirium and guidelines on deploying ECDs.

Examine the basis for use of force by officers and the limits on that use of force, including constitutional, statutory, administrative rule and policy.

Students will apply concepts of the incident response and disturbance resolution models in simulated situations and by discussing protocols for off-duty actions.



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FIREARMS II (INCLUDES 2 HOURS OF DEADLY FORCE DECISION MAKING)

In this phase two course, students will expand upon their previous firearms training. Students will review and practice firearms safety and care, basic shooting fundamentals, and clearing malfunctions. Students will learn the legal basis and limitations on the use of deadly force, make deadly force decisions, engage in movement and changing positions, and practice in live-fire exercises. Students must qualify with a semi-automatic pistol using the state qualification course. Students must qualify with a rifle using the state qualification course.

Define deadly force and explain justified use of deadly force within the defensive and arrest tactics Disturbance Resolution Model.

Define imminent threat and the criteria that need to be met in order for a threat to be imminent.

Assess whether alternatives to shooting are appropriate when encountering a potentially life-threatening situation.

Explain the concepts of imminence, preclusion, and target requirements.

TACTICAL EMERGENCY CRITICAL CARE FOR LAW ENFORCEMENT OFFICERS

In this course, recruits will learn how to provide self-care and buddy aid in cases where medical aid cannot immediately respond to an officer's life-threatening injury

TACTICAL RESPONSE

The overall purpose of this portion of the Wisconsin law enforcement officer recruit training course is to train recruit candidates in basic concepts and tactics related to approaching, controlling, and intervening in unknown-risk and high-risk situations, including ongoing deadly assaults.

CRISIS MANAGEMENT

In this course, students will learn principles, guidelines and techniques for law enforcement response to persons with possible mental disorders, alcohol or drug problems, dementia disorders, and/or developmental disabilities. Students will also learn the legal bases under Wisconsin law for conducting emergency detentions and emergency protective placements of persons, as well as legal requirements and practical guidelines for implementing these procedures.

Students will also explore some of the resources that are available to help them in their capacity as a law enforcement officer. Many community-based agencies and organizations can serve as excellent resources for law enforcement officers.

Explain crisis intervention and the magnitude of crisis situations encountered by law enforcement officers.

Students will classify law enforcement responses to crisis intervention situations into a flowchart and listing community resources that help the officer respond to the situation, including mental health agencies, agencies specializing in AODA treatment, and agencies specializing in Alzheimer's patients.

Apply crisis intervention principles and techniques.

- 3.1. Apply pre-intervention preparation strategies in crisis intervention situations.
- 3.2. Demonstrate application of the crisis intervention format in simulated situations.
- 3.3. Devise resolution strategies for use in crisis intervention situations.
- 3.4. Implement resolution strategies in crisis intervention situations.

EVOC (EMERGENCY VEHICLE OPERATION AND CONTROL)

In this course, students will learn the legal basis and limitations on the use of non-emergency and emergency driving, basic patrol operation, emergency vehicle response, and pursuit driving.

VEHICLE CONTACTS II

In this course, students will learn the legal bases for making vehicle contacts, how to conduct a threat assessment to help determine the appropriate type of contact, and how to conduct different types of vehicle contacts.

PHYSICAL EVIDENCE COLLECTION

PHYSICAL FITNESS



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PHASE III: INVESTIGATIONS (200 HOURS)

OFFICER WELLNESS II

In this course, students will learn about signs and cues of law enforcement suicide and learn how to questions, persuade and refer help to someone who is contemplating suicide. The student will also learn to ask the question: "Are you thinking of committing suicide?"

REPORT WRITING

In this course, students will learn how to write a wide variety of law enforcement reports to accurately and fairly convey necessary information for use by investigators, prosecutors, and the public.

ETHICS II: MORAL REASONING AND PROFESSIONAL CONDUCT

In this course, students will learn how to make the best decisions and choices. They will begin by learning why they tend to believe, think, and act the way they do. They will compare their personal beliefs of the profession. They will learn to critically analyze situations and defend the choices and decisions they make.
Develop sensitivity to ethical issues that are likely to arise in law enforcement.

CULTURAL COMPETENCE II

In this course, students will learn about the state and federal laws related to discrimination and diversity and describe how biased policing affects law enforcement agencies and the communities they serve.

INTERROGATIONS

During this course, students will learn how interrogations differ from interviews and will learn basic concepts in interrogating suspects.

TRAFFIC LAW ENFORCEMENT II: CORE MODULE AND RADAR MODULE

In this course, students will learn how to properly set up, test, and read a speed-measuring device (RADAR). Upon completion of the National Highway Traffic Safety Administration (NHTSA) core module (RADAR), students will be able to demonstrate the

association between excessive speed and crashes, injuries, and deaths, as well as the highway safety benefits of effective speed control.

INCIDENT COMMAND SYSTEM

In this course, students will be introduced to the Incident Command System, learn basic principles of responding to a major incident including learning how the chain of command is established, how the scene management is set up and run, the roles and responsibilities of responding leadership on scene, and gain an understanding of how patrol officers fit into the Incident Command System. Students will also learn what critical incident stress is and learn about critical incident stress debriefings and critical incident stress defusings.

HAZARDOUS MATERIALS AND WEAPONS OF MASS DESTRUCTION

In this course, students will learn the basics of responding to situations in which hazardous materials may be present.

TRAFFIC CRASH INVESTIGATION AND TRAFFIC INCIDENT MANAGEMENT

In this course, students will learn to respond to and manage crash scenes, investigate traffic crashes, prepare traffic crash reports in TraCS, and take appropriate actions following a crash. Students will also learn about the Wisconsin Department of Transportation, Traffic Incident Management Enhancement (TIME) Emergency Traffic Control and Scene Management Guidelines. These guidelines enable and promote statewide consistency in establishing the safest possible work environment for incident responders and promotes the quick clearance of traffic crashes.

CRIMES III

In this course, students will learn the classifications of crimes and other violations into felonies, misdemeanors, and ordinance violations, and will learn the elements of crimes listed in the criminal code.

OWI/SFST

In this course, students will learn to recognize and interpret evidence of operating a motor vehicle while intoxicated (OMVWI) violations, administer and interpret standardized field sobriety tests (SFST), make appropriate enforcement decisions, prepare arrest reports for OMVWI violations, and complete associated paperwork.

VICTIMS

Law enforcement's response to a victim of crime includes the dynamics of victimization, victim's rights, and integrates professional communication with law enforcement's responsibilities to victims.



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DOMESTICS

In this course, students will learn the statutory elements of domestic crimes and learn about the dynamics, impact, and response and investigative strategies unique to domestic crimes.

SEXUAL ASSAULT

In this course, students will learn the statutory elements of sexual assault crimes and the dynamics, impacts, and investigative strategies unique to them.

CHILD MALTREATMENT

In this course, students will learn the statutory elements of child maltreatment crimes and the dynamics, impacts, and investigative strategies unique to them.

JUVENILE LAW

This course covers the structure of the juvenile justice system. Students will learn the laws and procedures that affect juveniles, including those related to taking a juvenile into custody.

Students will discuss various issues impacting juveniles in the community.

- Talk about gang related activity and recruiting tactics gangs use to recruit youths.
- Discuss how gangs currently operate versus how they used to operate in the 90's and early 2000's (how they've changed).
- Review cases of cyber bullying, use of stalking on the internet and the statutes that are applicable; stalking doesn't have to be sexual in nature.
- Discuss how youths can be caught up in human trafficking and identify Wisconsin cases that illustrate this crime.
- Explain that restorative justice seeks to repair the harm done by involving the entire community in rehabilitating offenders and holding them accountable for their behavior.

TESTIFYING IN COURT

PHYSICAL FITNESS

PHYSICAL EVIDENCE COLLECTION

PERFORMANCE ASSESSMENT TASKS

The purpose of performance assessment tasks within each topic is so the student must demonstrate competence in that skill.

END OF PHASE INTEGRATION EXERCISES

The purpose of these integration exercises is to help recruits link individual skills they learned in separate courses together.

END OF PHASE WRITTEN ASSESSMENTS

SCENARIO EVALUATION

The final 40 hours of the academy curriculum will consist of six training scenarios and four testing scenarios. Both the training scenarios and the testing scenarios will include non-use-of-force, use-of-force, and use-of-deadly-force situations.

During the four testing scenarios, the instructor will evaluate the student's demonstration of the specific performance outcomes for each scenario without any coaching or feedback from the evaluator. Students must successfully demonstrate all of the specific performance outcomes to earn a passing score for each of the four testing scenarios.