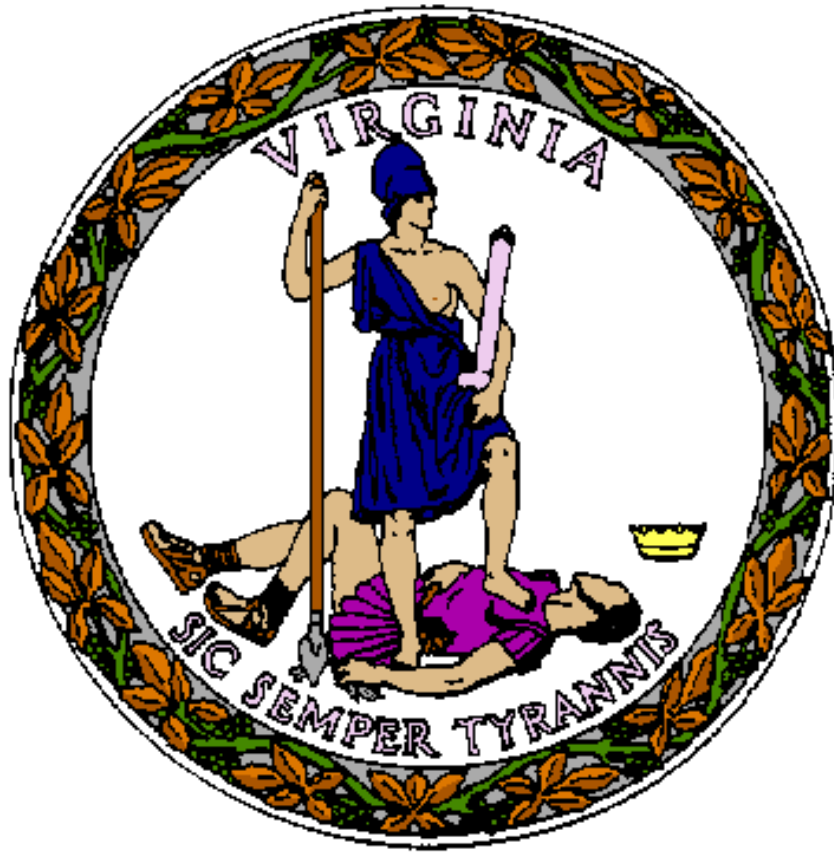


Virginia Animal Control Officer Training Standards



Virginia Department of Agriculture &
Consumer Services

Table of Contents

Contact Information	4
Criteria and Procedures Governing the Approval of Basic Training for Animal Control Officers	5
Animal Control Officer (ACO) Basic Training Curriculum Summary	6
Part 1: Animal Sciences Curriculum (35 hours).....	8
1.1 Companion Animal Identification, Care, Behavior, and Capture.....	9
1.2 Agricultural Animal Identification, Care, Behavior, and Capture.....	15
1.3 Wildlife Identification, Care, Behavior, Handling, and Laws	25
1.4 Animal Disease Principles and Zoonoses	33
1.5 Rabies Control and Confinement.....	39
1.6 Animal First Aid and Provision of Veterinary Care	42
1.7 Animal Transportation	45
1.8 Emergency Management	49
Part 2: Animal-Related Law Curriculum (39 hours)	52
2.1 Operational Response to Calls for Service	53
2.2 Animal Care and Cruelty Investigations.....	56
2.3 Collecting and Processing Evidence.....	62
2.4 Case Preparation	71
2.5 Public Education on Animal Issues	74
2.6 Virginia Comprehensive Animal Care Laws.....	77
2.7 Animal Shelters and Other Releasing Agencies	80
2.8 Dangerous and Vicious Dogs.....	85
2.9 Animal Fighting Investigations.....	89
2.10 Seizure and Impoundment of Animals	97
2.11 Overview of Animal Euthanasia.....	102
2.12 Use of Force-Animals.....	107
2.13 Compassion Fatigue.....	110
Part 3: Basic Law Enforcement Curriculum (34 hours).....	114
3.1 Constitutional Law	115
3.2 Search and Seizure	117
3.3 Juvenile Law	120

3.4 Defensive Tactics and Use of Force-People	123
3.5 General Civil Liability	129
3.6 Reports and Forms	131
3.7 Conflict Resolution and Officer Safety.....	133
3.8 Landlord/Tenant Issues.....	135
3.9 Criminal Law Basics and Legal Research	137
3.10 Professionalism and Ethics	139
3.11 Recognition of Child Abuse and Family Domestic Trauma.....	142
3.12 Diversity and Cultural Awareness	146

Contact Information

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Resources

Virginia Department of Agriculture and Consumer Services (VDACS)

<http://www.vdacs.virginia.gov/>

Office of Veterinary Services (OVS)

<http://www.vdacs.virginia.gov/animals-animal-care.shtml>

Comprehensive Animal Care Laws

<https://law.lis.virginia.gov/vacode/title3.2/chapter65/>

Virginia Administrative Code

<https://law.lis.virginia.gov/admincode/>

Criteria and Procedures Governing the Approval of Basic Training for Animal Control Officers

- I. Criteria and procedures for approval of Animal Control Officer (ACO) Basic Training for entities hosting a basic training academy
 - a. Effective July 1, 2021 all ACO Basic Training curriculums must meet these training standards, including curriculums approved under previous standards.
 - b. Criminal justice academies, local agencies, or other entities seeking to offer Basic Training to ACOs after July 1, 2021 must first submit a written request for approval to the State Veterinarian's Office. Included in this request will be:
 1. The schedule for the training course, indicating that all standard requirements have been met.
 - c. The State Veterinarian's Office will review and provide feedback to requests within 30 days.
 - d. The State Veterinarian's Office will approve ACO Basic Training Curricula that meet the criteria outlined in the most current Animal Control Basic Training Standards.
 - e. All curricula must be approved prior to any entity offering to host an academy.
 - f. ACOs in the Commonwealth of Virginia will be considered trained and will meet the requirements of § 3.2-6556 after completing Basic Training from approved academies.
- II. Tracking and ensuring compliance
 - a. VDACS reserves the right to conduct audits of ACO Basic Training Curricula.
 - i. This may be accomplished via an unannounced and in-person inspection during ACO Basic Training, a collection of surveys and materials from students recently attending basic, a request for materials from the hosting entity, or a combination thereof.
 - b. ACO Basic Training Curricula audited and determined to be out of compliance with these standards shall work to come into compliance immediately.
- III. Other miscellaneous information
 - a. Hosting entities are not required to submit a list of ACOs who have successfully completed basic training to the State Veterinarian's Office, but shall provide such a list upon request.
 - b. All entities that have received ACO Basic Training approval from the State Veterinarian will be posted on the VDACS Animal Care webpage (<http://www.vdacs.virginia.gov/animals-animal-care.shtml>).

Animal Control Officer Basic Training Curriculum Summary **Effective July 1, 2021**

ACO Basic Training will consist of a **minimum** of 120 hours (3 weeks) of training. This will include the 108 hours of specified curricula outlined below and an additional 12 hours remaining for administrative tasks, Q & A or review sessions, additional testing, advanced courses/topics, etc. Instructors must meet the criteria described in the endnotes for each section, and all instructors are required to address bias-free policing in any subject matter involving citizen contact in accordance with current published DCJS training.

<u>Animal Sciences Curriculum</u> ¹	<u>35 hours</u>
1.1 Companion Animal Identification, Care, Behavior, and Capture	10
1.2 Agricultural Animal Identification, Care, Behavior, and Capture	10
1.3 Wildlife Identification, Care, Behavior, Handling, and Laws	4
1.4 Animal Disease Principles and Zoonoses	4
1.5 Rabies Control and Confinement	2
1.6 Animal First Aid and Provision of Veterinary Care	2
1.7 Animal Transportation	2
1.8 Emergency Planning and Response	1
<u>Animal-Related Law Curriculum</u> ²	<u>39 hours</u>
2.1 Operational Response to Calls for Service	2
2.2 Animal Care and Cruelty Investigations	8
2.3 Collecting and Processing of Evidence	4
2.4 Case Preparation	2
2.5 Public Education on Animal Issues	1
2.6 Virginia Comprehensive Animal Care Laws	5
2.7 Animal Shelters and Other Releasing Agencies	3
2.8 Dangerous and Vicious Dogs	2
2.9 Animal Fighting Investigations	3
2.10 Seizure and Impoundment of Animals	3
2.11 Overview of Laws and Regulations Regarding Animal Euthanasia	2
2.12 Use of Force—Animals	2
2.13 Compassion Fatigue	2
<u>Basic Law Enforcement Curriculum</u> ^{3 *}	<u>34 hours</u>
3.1 Constitutional Law	4
3.2 Search and Seizure	6
3.3 Juvenile Law	2
3.4 Defense Tactics and Use of Force—People	3
3.5 Civil Liability	2
3.6 Reports and Forms	2
3.7 Conflict Resolution and Officer Safety	5
3.8 Landlord/Tenant Issues	1
3.9 Criminal Law Basics and Legal Research	3
3.10 Professionalism and Ethics	2

3.11 Recognition of Child Abuse and Domestic Family Trauma	2
3.12 Diversity and Cultural Awareness	2

¹ Instructors must be a subject matter expert.

² Instructors must be a subject matter expert OR Department of Criminal Justice Services (DCJS) certified.

³ Instructors must be DCJS certified.

*Certified Law Enforcement Officers may opt out of these curricula.

Part 1: Animal Sciences Curriculum (35 hours)

Sections:

- 1.1 Companion Animal Identification, Care, Behavior, and Capture (10 hours)
- 1.2 Agricultural Animal Identification, Care, Behavior, and Capture (10 hours)
- 1.3 Wildlife Identification, Care, Behavior, Handling, and Laws (4 hours)
- 1.4 Animal Disease Principles and Zoonoses (4 hours)
- 1.5 Rabies Control and Confinement (2 hours)
- 1.6 Animal First Aid and Provision of Veterinary Care (2 hours)
- 1.7 Animal Transportation (2 hours)
- 1.8 Emergency Planning and Response (1 hour)

Instructors must be a subject matter expert.

1.1 Companion Animal Identification, Care, Behavior, and Capture (10 hours)

Performance Outcomes:

- Ability to correctly identify breeds and species of domestic companion animals.
- Apply knowledge of the law and basic animal husbandry to correctly identify adequate care and husbandry of companion animals.
- Ability to identify different types of animal behavior and conditions to determine the appropriate method to properly capture, handle, and restrain a companion animal.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, the student should be able to:

- A. Define “companion animal” as specified in the Code of Virginia.
- B. Identify breeds, species, colors, and markings of companion animals.
- C. Perform a limited physical exam on companion animals, including body condition scoring and sexing.
- D. Identify abnormal behaviors or appearances as indicators of disease, injury, illness, or pain in companion animals.
- E. Demonstrate knowledge of the legal requirements for the provision of adequate care for companion animals.
- F. Identify conditions arising from inadequate care, and identify which environmental conditions and husbandry practices may contribute to compromised health of a companion animal.
- G. Formulate appropriate action plans to respond to companion animals presenting abnormal behaviors and/or appearances within their environment, or not receiving adequate care.
- H. Determine, formulate, and demonstrate appropriate capture and restraint techniques and use of equipment for companion animals, providing for the species, size, age, condition, and type of companion animal.
- I. Demonstrate knowledge of animal control officer (ACO) responsibilities when capturing and restraining companion animals.
- J. Demonstrate knowledge of chemical capture and State Veterinarian’s Directive 83-1.
- K. Demonstrate the use of acceptable force when capturing companion animals.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum:

- A. Definition of a companion animal
 - a. Reference the Code of Virginia
 - b. Identify which animals meet the definition of a companion animal, and which do not
 - c. Note that it is one of several classifications of animals under Virginia law (companion, agricultural, wildlife)

- B. A review of the common species, breeds, colors, and markings of companion animals, including:
 - a. Canine
 - i. Groups
 - 1. Sporting
 - 2. Hounds
 - 3. Working
 - 4. Terrier
 - 5. Toy
 - 6. Non-sporting
 - 7. Herding
 - 8. Hybrids
 - b. Feline
 - i. Breeds
 - 1. Domestic Short Hair (DSH)
 - 2. Domestic Long Hair (DLH)
 - 3. Abyssinian
 - 4. Burmese
 - 5. Persian
 - 6. Rag doll
 - 7. Siamese
 - 8. Large cats
 - 9. Exotic domestic crosses
 - c. Small mammals
 - i. Types
 - 1. Gerbils
 - 2. Hamsters
 - 3. Guinea pigs
 - 4. Sugar gliders
 - 5. Mice and rats
 - 6. Rabbits not used for food or fiber
 - 7. Chinchillas
 - 8. Ferrets
 - 9. Hedgehogs
 - d. Reptiles
 - i. Lizards
 - ii. Snakes
 - 1. Venomous

- 2. Non-venomous
 - iii. Turtles and tortoises
 - iv. Crocodylians
 - e. Amphibians
 - i. Newts and Salamanders
 - ii. Toads and Frogs
 - f. Birds
 - i. Psittacines
 - ii. Passerines
 - iii. Pigeons
 - iv. Waterfowl
 - v. Ratites
 - g. Non-human primates
 - h. Other exotic animals
- C. Normal physical exam parameters for companion animals *
- a. Basic anatomy
 - i. Gender differences and identification in the various companion animals
 - b. Vital signs
 - i. Normal ranges for temperature, pulse, respirations
 - c. Body condition scoring
 - i. Purina scale
 - ii. Tufts Care and Condition scales
 - d. Basics of a limited physical exam
 - i. Proper restraint
 - ii. Observations
 - iii. Head-to-tail basic exam
- D. Normal and abnormal appearances and behaviors of companion animals *
- a. Normal appearances
 - i. Pregnancy
 - ii. Lactation
 - iii. Estrus
 - b. Physical indicators of disease and injury
 - i. Abnormal appearances
 - 1. Hands-off observations
 - 2. Physical indicators of pain and suffering
 - 3. Physical indicators of malnutrition and starvation
 - 4. Physical indicators of dehydration
 - 5. Observations which could indicate disease
 - a. Abnormal gum color
 - b. Abnormal respiratory rate or respiratory effort
 - c. Vomiting or diarrhea
 - d. Bodily fluid discharge (nose, eyes, etc.)
 - e. Coughing/Sneezing

- f. Ear infections
 - g. Dental disease
 - ii. Communicative behavior
 - 1. Physical indicators of potential aggressive behavior
 - a. Defensive, avoidance, and assertive behaviors
 - b. Triggers
 - 2. Physical indications of submissive behavior
 - 3. Differences in normal behaviors of prey animals and predator animals
 - 4. Stereotypic behaviors
 - a. Indicators of poor welfare
- E. Adequate care of companion animals
 - a. Reference the Code of Virginia
 - i. Adequate feed
 - ii. Adequate water
 - iii. Adequate shelter
 - iv. Adequate space
 - v. Adequate exercise
 - vi. Adequate care, treatment, and transportation
 - vii. Adequate veterinary care
 - b. Animal Welfare Act
 - i. Which animals are included and under what circumstances
 - ii. U.S. Department of Agriculture's enforcement role
- F. Common abnormalities and symptoms of common injuries, illnesses, and diseases in companion animals, including those arising from inadequate care
 - a. Vaccine-preventable diseases
 - b. Parasitic infestations
 - c. Trauma
 - i. Lacerations
 - ii. Fractures
 - iii. Hit by car
 - d. Hemorrhage
 - e. Upper respiratory infections
 - f. Vomiting and diarrhea
 - g. Dehydration, malnutrition, and starvation
 - h. Skin, claw, and coat abnormalities
 - i. Matted fur
 - j. Dental disease
 - k. Cancers
 - l. Other common acute and chronic diseases
 - m. Other infectious and/or communicable diseases
- G. Discuss and develop an action plan in response to an animal with signs of disease, abnormal behavior, or inadequate care *

- a. Owner education
 - b. Order to comply
 - c. Filing charges
 - d. Lawful seizure
 - e. Capture of animals at large
 - f. Transportation
 - g. Veterinary care
 - h. Follow up
 - i. Documentation and records
- H. ACO responsibilities and liabilities when capturing, restraining, and transporting animals
- a. Animal health and safety
 - b. Animal welfare
 - c. Personal health and safety
 - d. Public safety
 - e. Public perception
 - f. Veterinary assistance
 - g. Other
- I. Humane handling, capture, and personal safety
- a. Appropriate forms of capture and restraint given the species, size, age, condition, and type of companion animal *
 - i. Manual
 - ii. Mechanical
 - iii. Chemical
 - iv. Veterinary-assisted capture
 - b. Appropriate equipment utilized to capture companion animals *
 - 1. Voice
 - 2. Catch pole
 - 3. Nets
 - 4. Traps
 - 5. Considerations for each species, size, age, condition, and type of companion animal
 - c. Human body language and postures
 - i. Aiding companion animal capture and handling
 - ii. Hindering companion animal capture and handling
 - d. Safety considerations when handling companion animals
 - i. Size of the animal
 - ii. Behavior of the animal
 - 1. Maternal
 - 2. Fearful
 - 3. Dominant
 - iii. Flight vs. fight
 - iv. Knowledge of the species and handling techniques
 - v. Environment

- vi. Proper and functioning equipment
 - vii. Complacency
- J. A review of chemical capture techniques and legal requirements
- a. State Veterinarian's Directive 83-1
 - i. Drugs
 - ii. Drug administering equipment
 - iii. Certification requirements
- K. Progression of acceptable use of force when capturing companion animals

Applicable Laws, Regulations, and Guidance Documents:

Code of Virginia §§ 3.2-6500, 3.2-6503
State Veterinarian's Directive 83-1

Resources for Instructors:

Tufts Care and Condition Scales

<https://vet.tufts.edu/wp-content/uploads/tacc.pdf>

Purina Body Condition Score (BCS) for Dogs and Cats

http://humanealliance.org/elearning/Body_Condition_Scale.pdf

AVMA Welfare Policy Statements

<https://www.avma.org/KB/Resources/Reference/AnimalWelfare/Pages/Animal-Welfare-Policy-statements.aspx>

United States Department of Agriculture (USDA) Animal Welfare Act (2013)

https://www.aphis.usda.gov/animal_welfare/downloads/Animal%20Care%20Blue%20Book%20-%202013%20-%20FINAL.pdf

Virginia Department of Agriculture and Consumer Services (VDACS) Directive 83-1

<http://www.vdacs.virginia.gov/pdf/directive83-1.pdf>

Merck, Melinda. (2007). *Veterinary Forensics, Animal Cruelty Investigations*. Ames, IA: Blackwell Publishing

*Interactive teaching modalities recommended when available, such as live animal demonstrations, videos, case studies, working through a given scenario, utilizing equipment, etc.

1.2 Agricultural Animal Identification, Care, Behavior, and Capture (10 hours)

Performance Outcomes:

- Ability to correctly identify species and breeds of domestic livestock and poultry.
- Ability to apply knowledge of the law and basic animal husbandry to correctly identify adequate care and husbandry of agricultural animals.
- Ability to observe agricultural animal behaviors and appearances, and recognize possible abnormalities, illnesses, and injuries.
- Ability to identify different types of animal behavior and conditions to determine the appropriate method and equipment to capture, handle, and restrain agricultural animals.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, the student should be able to:

- A. Provide the Code of Virginia's definitions of agricultural animal, livestock, and poultry.
- B. Identify breeds, species, colors, and markings of domestic livestock and poultry.
- C. Perform a basic physical exam of agricultural animals, including body condition scoring and sexing.
- D. Identify abnormal behaviors or appearances as indicators of disease, injury, illness, malnutrition, or dehydration in agricultural animals.
- E. Interpret behavioral cues used by agricultural animals that communicate fear, avoidance, aggression, excitement, and other common demeanors.
- F. Demonstrate knowledge of the accepted basic animal husbandry practices for domestic livestock and poultry.
- G. Demonstrate knowledge of the legal requirements for the provision of adequate care for agricultural animals.
- H. Identify physical conditions of agricultural animals that arise from inadequate care, and identify which environmental conditions and husbandry practices may contribute to compromised health of an agricultural animal.
- I. Formulate appropriate action plans to respond to agricultural animals presenting abnormal behaviors and/or appearances within their environment, or otherwise not receiving adequate care.
- J. Determine, formulate, and demonstrate appropriate capture and restraint techniques and equipment use for agricultural animals providing for the species, size, age, condition and type of agricultural animal. Identify both human and animal body language and postures that may help or hinder agricultural animal capture.
- K. Demonstrate the use of acceptable force when capturing agricultural animals.

- L. Demonstrate knowledge of animal control officer (ACO) responsibilities and liabilities when capturing, restraining, and transporting agricultural animals.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum:

- A. Definitions of “agricultural animal,” “livestock,” and “poultry”
 - a. Reference the Code of Virginia
 - b. Identify which animals meet the definition of an agricultural animal, livestock and poultry, and which do not
 - c. Identify species of animals considered companion vs. agricultural animals depending on intended use

- B. A review of the common species, breeds, colors, and markings of agricultural animals, including:
 - a. Equine
 - i. Groups
 - 1. Light
 - 2. Draft
 - 3. Sporting
 - 4. Ponies
 - ii. Miniature horses
 - iii. Donkeys
 - iv. Mules
 - v. Coloring
 - 1. Palomino
 - 2. Appaloosa pattern
 - 3. Pinto
 - 4. Paint
 - 5. Buckskin/Dunn
 - 6. Bay
 - 7. Black
 - 8. Chestnut/Sorrel
 - 9. White
 - 10. Grey
 - 11. Brown
 - 12. Roan
 - 13. Other
 - vi. Face and leg markings
 - 1. Star
 - 2. Stripe
 - 3. Snip
 - 4. Blaze
 - 5. Coronet

6. Pastern
 7. Fetlock
 8. Sock
 9. Stocking
- b. Cattle
- i. Beef
 1. Angus
 2. Hereford
 3. Charolais
 4. Shorthorn
 5. Simmental
 6. Belted Galloway
 7. Santa Gretrudis
 8. Brahman
 9. Other
 - ii. Dairy
 1. Holstein
 2. Jersey
 3. Guernsey
 4. Ayrshire
 5. Brown Swiss
 6. Other
- c. Sheep
- i. Cheviot
 - ii. Columbia
 - iii. Dorset
 - iv. Hampshire
 - v. Suffolk, Romney
 - vi. Rambolete
 - vii. Other
- d. Goat
- i. Dairy
 1. Nubian
 2. Alpine
 3. Saanen
 4. Toggenburg
 5. LaMancha
 6. Pygmy
 7. Oberhasli
 8. Nigerian dwarf
 9. Other
 - ii. Meat
 1. Boer
 2. Nubian
 3. Spanish
 4. Kiko

- 5. Kalahari
 - 6. Other
 - iii. Wool
 - 1. Agora
 - 2. Other
 - e. Swine
 - i. Berkshire
 - ii. Chester White
 - iii. Duroc
 - iv. Hampshire
 - v. Pot Belly
 - vi. Other
 - f. Poultry
 - i. Chickens
 - 1. Rhode Island Red
 - 2. Leghorn
 - 3. Plymouth Rock
 - 4. Sussex
 - 5. Old English Game
 - 6. Orpington
 - 7. Bantam breeds
 - 8. Other
 - ii. Ducks
 - 1. Pekin
 - 2. Muscovy
 - 3. Other
 - iii. Domestic Turkey
 - iv. Domestic Geese
 - g. Llamas, Alpacas
 - h. Emus, Ostrich
- C. Normal physical exam parameters of agricultural animals, including at minimum equine, bovine, porcine, ovine/caprine, and poultry
 - a. Basic anatomy
 - i. Sex differences and identification
 - b. Vitals
 - i. Normal ranges for temperature, pulse, and respirations
 - c. Body condition scoring (BCS)
 - i. Henneke/equine scale
 - ii. Beef cattle
 - iii. Dairy cattle
 - iv. Poultry
 - d. Basics of limited physical exam
 - i. Approach, capture, and proper restraint
 - ii. Observations
 - iii. Head-to-tail basic exam

D. Normal and abnormal appearances and behaviors of agricultural animals *

- a. Normal appearances
 - i. Mental state (e.g. alert, lethargic, etc.)
 - ii. Coat condition
 - iii. Weight
 - iv. Conformation and posture
 - v. Mobility
 - vi. Pregnancy
 - vii. Lactation
 - viii. Estrus
- b. Physical indicators of disease and injury
 - i. Abnormal appearances
 - 1. Hands-off observations
 - a. Coat condition
 - b. BCS
 - c. Mobility
 - d. Character of respiration rate and effort
 - e. Bodily fluids
 - 2. Physical indicators of pain and suffering
 - a. Limping/poor mobility
 - b. Lack of movement, staying in one place
 - c. Head carriage
 - d. Segregation from herd or flock
 - e. Roach back
 - f. Flat or pinned back ears
 - g. Others
 - 3. Physical indicators of malnutrition and starvation
 - 4. Physical indicators of dehydration
 - 5. Observations which could indicate disease
 - a. Abnormal gum color
 - b. Abnormal respiratory rate or effort
 - c. Bodily fluid discharge
 - d. Coughing/sneezing
 - e. Dental disease

E. Normal and communicative behaviors

- i. Instinctive behavior
- ii. Learned behavior
 - 1. Social behavior
 - 2. Maternal behavior
 - 3. Feeding behavior
 - 4. Handling behavior
- iii. Prey behaviors
- iv. Defensive and avoidant behaviors
- v. Assertive or aggressive behaviors

- vi. Stereotypic behaviors
 - 1. Indicators of poor welfare
 - vii. Provide pictures and/or videos of behavioral cues (auditory or physical) used by different species of agricultural animals in order to interpret the following:
 - 1. Fear (example: ears pinned back in a horse)
 - 2. Avoidance
 - 3. Aggression
 - 4. Excited
 - 5. Other
- F. Accepted animal husbandry practices for domestic livestock and poultry
- a. Industry standards for each species
 - i. Food
 - ii. Water
 - iii. Shelter/housing
 - iv. Hoof/foot care
 - v. Dental care
 - vi. Beak care
 - vii. Others
 - b. Practices prone to public scrutiny
 - i. Castration
 - ii. Dehorning
 - iii. Beak trimming
 - iv. Special housing
 - 1. Veal group housing
 - 2. Gestation/farrowing crates
 - 3. Commercial broilers
 - 4. Feedlots
 - v. Others
- G. Adequate care of agricultural animals
- a. Reference the Code of Virginia
 - i. Feed to prevent malnourishment
 - 1. Appearance of normal food for each species
 - 2. How to identify feed that has “gone bad”
 - 3. Amount and type of food required
 - 4. Husbandry or medical issues that may result in malnutrition despite feed being available
 - ii. Water to prevent dehydration
 - iii. Veterinary treatment as needed to address impairment of health or bodily function
 - 1. Reference the Code of Virginia for definition of “veterinary treatment”
 - b. Care exceptions
 - i. Farming activity
 - ii. Acts of God

- iii. Bona fide medical or scientific experimentation
- H. Common abnormalities and symptoms of common injuries, illnesses, and diseases in agricultural animals, including those arising from inadequate care
- a. Physical conditions
 - i. Vaccine-preventable diseases
 - ii. Parasitic infestations
 - iii. Trauma
 - 1. Lacerations
 - 2. Fractures
 - 3. Other
 - iv. Hemorrhage
 - v. Respiratory disease
 - vi. Diarrhea and other gastrointestinal abnormalities
 - vii. Skin, hoof, and coat abnormalities
 - viii. Malnutrition and starvation
 - ix. Dehydration
 - x. Dental diseases
 - xi. Lameness
 - xii. Cancers
 - xiii. Other common acute and chronic diseases
 - xiv. Other infectious and/or communicable diseases
 - b. Environmental conditions and husbandry procedures that may have an adverse effect or create stress on agricultural animals, to include:
 - i. Environmental
 - 1. Extreme heat and cold
 - 2. Cold rain
 - 3. Snow and sleet
 - 4. Unsanitary containment
 - 5. Lack of proper water runoff
 - ii. Group housing
 - 1. Feedlots
 - 2. Poultry houses
 - 3. Farrowing systems
 - 4. Dairy lots
 - iii. Equipment
 - 1. Use of electronic aids for moving livestock
 - 2. Head gates
 - 3. Squeeze chutes
 - 4. Branding irons
 - iv. Cosmetic altering practices when not done according to industry standards
 - 1. Dehorning
 - 2. Beak trimming
 - 3. Tail docking
 - v. Separation from herd/flock

1. Weaning practices
 2. Veal calves
 3. Quarantines
 4. Transportation
 5. Livestock Markets
 6. Culling and reintroducing to new herds/flocks
- I. Development of action plans in response to agricultural animals with signs of disease, abnormal behavior, or inadequate care *
- a. Owner/producer education
 - b. Order to comply
 - c. Filing charges
 - d. Lawful seizure
 - e. Capture of animals
 - f. Transportation considerations
 - g. Veterinary care
 - h. Follow-up
 - i. Documentation and records
- J. Humane handling, capture, and personal safety
- a. Appropriate forms of capture and restraint given the species, size, age, condition, and type of agricultural animal *
 - i. Manual
 - ii. Mechanical
 - iii. Veterinary assisted capture
 - b. Point of balance considerations
 - c. Safety considerations when handling agricultural animals
 - i. Size of the animal
 - ii. Behavior of the animal
 1. Maternal
 2. Fearful
 3. Dominance
 - iii. Danger zones
 - iv. Flight vs. fight
 - v. Knowledge of the species and handling techniques
 - vi. Environment
 - vii. Proper and functioning equipment
 - viii. Complacency
 - d. Human body language and postures
 - i. Aiding agricultural animal capture and handling
 - ii. Hindering agricultural animal capture and handling
 - e. Appropriate equipment utilized to capture agricultural animals *
 - i. Voice
 - ii. Halters
 - iii. Gate panels

- iv. Considerations for each species, size, age, condition, and type of agricultural animal
- K. Progression of acceptable use of force when capturing agricultural animals
 - a. Calling or enticing with feed
 - b. Herding
 - c. Roping
 - d. Veterinarian assistance
 - e. Other
- L. ACO responsibilities and liability considerations when handling, capturing, or transporting agricultural animals
 - a. Animal health and safety
 - b. Animal welfare
 - c. Personal safety
 - d. Public safety
 - e. Public perceptions
 - f. Value of animal
 - g. Veterinary assistance
 - h. Other

Applicable Laws, Regulations, and Guidance Documents:

Code of Virginia §§ 3.2-6500, 3.2-6503.1

Resources for Instructors:

Virginia Cooperative Extension
<https://ext.vt.edu/agriculture.html>

Virginia Horse Council
<http://www.virginiahorsecouncil.org/>

American Association of Equine Practitioners (AAEP) Equine Abuse, Neglect, and Abandonment Resources
<https://aaep.org/owner-guidelines/equine-welfare>

Henneke Body Condition Score (BCS) chart for equine
<http://animal.ifas.ufl.edu/youth/horse/documents/BCS/Henneke-BCS-Chart.pdf>
http://vetmed.tamu.edu/files/vetmed/vmth/laminitis/Equine_Body_Condition_Score.pdf

BCS for beef cattle
<http://extensionpublications.unl.edu/assets/pdf/ec281.pdf>

BCS for dairy cattle

<https://www.uaex.edu/publications/pdf/FSA-4008.pdf>

BCS for pigs

<https://research.unc.edu/files/2012/11/Body-Condition-Scoring-Swine.pdf>

BCS for poultry

<https://nagonline.net/wp-content/uploads/2016/08/Layer-Chicken-BCS.jpg>

BCS for sheep

<https://msusheepration.montana.edu/Documents/bcs.pdf>

USDA National Agricultural Library's Standards and Guidelines

<https://www.nal.usda.gov/awic/standards-and-guidelines>

*Interactive teaching modalities recommended when available, such as live animal demonstrations, videos, case studies, working through a given scenario, utilizing equipment, etc.

1.3 Wildlife Identification, Care, Behavior, Handling, and Laws (4 hours)

Performance outcome:

- Ability to understand the federal and state laws pertaining to wildlife including endangered and threatened species.
- Ability to observe wildlife species behavior and appearances and recognize possible abnormalities, disease, and injury.
- Ability to understand the considerations for capturing, handling, transporting, or disposing of wildlife.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, the student should be able to:

- A. Define “wildlife,” “nuisance species,” “game animals,” “furbearer,” “domestic animal,” and “exotic animal.”
- B. Identify common wildlife species in Virginia.
- C. Identify common endangered and threatened species found within Virginia.
- D. Identify abnormal behaviors or appearances as indicators of injury or impairment in wildlife species.
- E. Identify resources that DWR provides to assist the public with wildlife concerns.
- F. Identify appropriate safety equipment and procedure to prevent disease transmission when handling wildlife.
- G. Demonstrate an understanding of why relocation of wildlife is usually not an appropriate course of action.
- H. List the options ACOs have when handling a situation when wildlife is a nuisance or is causing damage.
- I. Identify appropriate methods and requirements of humane dispatch of wildlife.
- J. Identify appropriate methods and requirements for wildlife carcass disposal.
- K. Identify when DWR should be notified of bear conflict situations.
- L. Demonstrate understanding of laws and regulations related to importation, ownership, private use and transportation of wildlife.
- M. Formulate an appropriate action plan for wildlife interaction scenarios.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum:

- A. Definitions
 - a. Code of Virginia and Virginia Administrative Code

- i. Wildlife
- ii. Nuisance species
- iii. Migratory game birds
- iv. Game animals
- v. Furbearer species
- vi. Domestic animals
- vii. Exotic animals

B. Wildlife species in Virginia

- a. Waterfowl
- b. Black Bears
- c. Cervids (deer and elk)
- d. Small mammals (field mice, squirrels, chipmunks, moles, voles, woodchucks, etc.)
- e. Coyotes
- f. Mesomammals (raccoons, skunks, opossums, foxes, bobcats, etc.)
- g. Aquatic furbearers (beavers, muskrats, etc)
- h. Raptors
- i. Bats
- j. Snakes
- k. Nuisance species (Code and regulation)
- l. Migratory Birds
 - i. Some species cause conflicts with humans
 - ii. Migratory Bird Treaty Act
 - 1. Protects these birds, their feathers, nests, and eggs
 - 2. May not take, possess, or transport a migratory bird without permits from U.S. Fish & Wildlife Service (50 CFR Depredation Permit)

C. Endangered or threatened species

- a. Special Status Faunal Species in Virginia
 - i. Includes both federally listed (US Fish and Wildlife Service) and state listed (DWR)

D. Recognizing abnormal appearances or behaviors in wildlife *

- a. Normal appearances and behavior
 - i. Pregnancy
 - ii. Caring for offspring
 - iii. Breeding behavior or displays
 - iv. Seasonal coat differences and pelage
 - v. Aggressive behaviors (bears and coyotes)
- b. Common causes of injury, impairment or debilitation
 - i. Vehicle strike
 - ii. Abandoned offspring
 - iii. Hunting-related injuries
 - 1. Traps

2. Arrows and crossbow bolts
3. Gunshot
4. Others
- iv. Obstructed movement
 1. Caught on fence
 2. Trapped in dumpsters, trash cans, window wells, empty pools, etc.
 3. Impaired vision due to container or other object stuck on head or neck
 4. Fractured bones
 5. Others
- v. Illness and disease
 1. Abnormal appearance or behavior may indicate disease
 2. Define “communicable disease,” “non-communicable disease,” and “zoonotic disease”
 3. Common communicable diseases in wildlife
 - a. Viral (examples: rabies, distemper, etc.)
 - b. Bacterial
 - c. Fungal (example: White-nose syndrome)
 - d. Parasitic
 - i. Internal (example: intestinal)
 - ii. External (example: mites)
 - e. Prion (example: Chronic Wasting Disease)
 4. Common zoonotic diseases of wildlife and species affected
 - a. Tularemia
 - b. Rabies
 - c. Raccoon roundworm
 - d. Toxoplasmosis
 - e. Leptospirosis
 - f. Other

E. Primary ACO involvement with wildlife

- a. Rabies
- b. Cruelty
- c. Public calls
 - i. Resources for callers
 1. DWR Wildlife Conflict Helpline 1-855-571-9003
 2. DWR’s Commercial Nuisance Animal Permit (CNAP) holders
 3. DWR’s Licensed Wildlife Rehabilitators

F. Wildlife contact methods and considerations *

- a. Questions to consider when choosing capture, handling, transportation, and disposal methods for wildlife
 - i. Is it safe for the wildlife, humans, pets, etc.?
 - ii. What are the environmental impacts?
 - iii. Is it practical?

- iv. Is it humane?
 - v. Is it legal?
 - vi. What are the potential public relations impacts?
 - vii. Is someone else better equipped to handle the problem (i.e. CNAP trapper, DWR personnel, etc.)?
 - b. Handling considerations
 - i. Restraint techniques
 - ii. Appropriate safety equipment and procedures to prevent disease transmission from wildlife to humans
 - 1. Equipment
 - a. Nets
 - b. Gloves
 - c. Eye protection
 - d. Traps
 - e. Tongs
 - f. Catchpoles
 - g. Firearms
 - 2. Safety procedures
 - a. Prophylactic rabies pre-exposure vaccination series and subsequent titer check every two years
 - b. Handling
 - c. Transportation
 - d. Housing
 - e. Release
 - 3. Separation from domestic animals
 - c. Capturing a loose animal (excluding bears and cervids)
 - i. Limit movement of the animal
 - ii. Determine if the animal must be captured immediately or if setting a trap(s) is appropriate
 - iii. Personal protective equipment
 - iv. Be prepared
 - 1. Animal reactions
 - 2. On-looker reactions
 - v. Determine if any humans or companion animals may have been in contact with the wildlife
 - 1. If direct contact with saliva or brain/spinal cord tissue or fluid from a mammalian species of wildlife is confirmed or suspected, contact the local Health Department to determine if rabies testing or post-exposure rabies treatment/vaccines are required
- G. Relocation of wildlife is illegal in most instances and is usually not the best course of action
- a. DWR strongly discourages the relocation of wildlife for the following reasons:
 - i. Relocated animals often have a low survival rate

- ii. Rarely stay in the area of release
- iii. May spread disease in new places
- iv. Relocated animals may cause damage at new locations
- v. Human health risks associated with extra handling, especially highest-risk rabies vector species
- b. State regulation prohibits the relocation of most wildlife by citizens and Commercial Nuisance Animal Permittees
 - i. Except squirrels and snakes under certain circumstances
- c. Animal Control Officers (ACOs) are authorized to release live-captured native or naturalized wildlife only upon the property on which it was captured per DWR

H. Wildlife Damage Management (WDM) and Animal Control Officers

- a. DWR function and oversight
 - i. Defined as the process of dealing with vertebrate species that:
 - 1. Cause damage to food, fiber, personal property, and natural resources
 - 2. Threaten human health and safety through disease, vehicular collisions, negative interactions, etc.
 - ii. Focus of WDM is to reduce or eliminate damage, not reduce the number of animals in the area
- b. Options for ACOs in a wildlife damage situation
 - i. Do nothing
 - 1. Let the problem resolve itself
 - ii. Public education
 - 1. DWR Wildlife Conflict Helpline 1-855-571-9003
 - iii. Make the environment less attractive – remove any food sources or attractants
 - iv. Keep the animal out (exclusion)
 - v. Scare the animal away
 - 1. Removal of attractants should be completed prior to or in conjunction with harassment of the animal
 - vi. Contact an individual with a Commercial Nuisance Animal Permit (CNAP)
 - 1. Role of CNAPS is to provide assistance and recommendations to homeowners for complicated situations
 - vii. Damage Control Assistance Program (DCAP)
 - 1. Deer management program that increases a landowner's deer management options
 - 2. DCAP permit tags
 - viii. Follow any official DWR regulations, guidance documents, or Director Policies for methods and processes to be used by ACOs

I. Humane dispatch

- a. Appropriate and legally authorized personnel, agents, and methods for euthanasia

- i. Highly regulated
- ii. ACOs must follow any specific and official DWR regulations, guidance documents, or Director Policies for methods and processes
- iii. State and federal drug laws and regulations
 - 1. Virginia Board of Pharmacy
 - 2. U.S. Drug Enforcement Agency
 - 3. Code of Virginia Administration of Drugs to Wildlife
- iv. Common sources of confusion
 - 1. Animal Medicinal Drug Use Clarification Act of 1994 (AMDUCA) - Provides veterinarians the ability to prescribe extra-label drug use. All drug use in wildlife is extra-label.
 - 2. State Veterinarian Directive 83-1 is specific to companion animals and does not include provisions for wildlife
 - 3. Public animal shelter Controlled Substance Registration is for the purpose of domestic animals within the animal shelter
- v. DWR considers some methods of dispatch as inhumane or dangerous, and are therefore not acceptable.
 - 1. Examples

J. Carcass disposal

- a. Requires familiarity with all state and local regulations related to carcass disposal
 - i. Potential options:
 - a. Burial
 - b. Incineration
 - c. Landfills (varies by locality)
- b. Federal or state endangered or threatened species carcasses
 - i. Notify DWR or US Fish and Wildlife Service
 - ii. Freeze carcass until able to contact DWR or USFWS
- c. Secondary pentobarbital toxicity
 - i. Effects in scavengers
 - ii. Documented in many animals, but eagles are particularly susceptible due to feeding behaviors
 - iii. Wildlife dispatched via sodium pentobarbital must be incinerated or buried at least 3 – 4 feet deep
- d. Secondary lead exposure
 - i. Avian scavengers are particularly susceptible
 - ii. It is recommended that wildlife dispatched with lead ammunition be removed from the landscape and incinerated, buried at least 3 – 4 feet deep, or disposed of at a landfill and covered immediately to reduce avian scavenging and secondary lead toxicity

K. Black Bears

- a. Conflict situations
 - i. Simple, low-intervention methods

1. Removal of trash
 2. Discontinuation of outdoor feeding of other animals, such as cats
 3. Other
 - ii. Notify DWR if greater intervention is needed
 - b. Bear Attacks
 - i. DWR is main point of contact
 - c. When necessary, the capture, immobilization, transport, and handling of black bears will be conducted by DWR staff.
- L. Other laws and regulations
- a. Keeping of reptiles
 - b. Possession, importation, sale, etc. of wild animals
 - c. Importation requirements, possession and sale of non-native (exotic) animals
 - d. Possession, transportation, and release of wildlife by authorized persons
 - e. Poisoning of wild birds and wild animals prohibited
 - f. Taking aquatic invertebrates, amphibians, reptiles, and nongame fish for private use
 - g. Local ordinances and regulations
 - i. Familiar with local ordinances and/or regulations regarding wild and exotic animals held in captivity
- M. Review case examples/scenarios pertaining to common wildlife issues *
- a. Discuss appropriate action plans for different scenarios
 - b. Practice formulating action plans for a given wildlife scenario

Applicable Virginia Laws, Regulations, and Guidance Documents:

Code of Virginia §§ 29.1-100, 29.1-508.1, 29.1-569, 3.2-6570

Virginia Administrative Code 4 VAC 15-20-160, 4 VAC 15-20-50, 4 VAC 15-30-10, 4 VAC 15-30-40, 4 VAC 15-30-50, 4 VAC 15-40-50, 4 VAC 15-360-10

Code of Federal Regulations 50 CFR 10.13

Migratory Bird Treaty Act of 1918

Resources for Instructors:

Virginia Department of Wildlife Resources

<https://www.dwr.virginia.gov/wp-content/uploads/virginia-threatened-endangered-species.pdf>

<https://www.dwr.virginia.gov/wildlife/>

Virginia Wildlife Control Training and Wildlife Species Damage Management Information by Paul D. Curtis, Scott E. Hygnstrom, Stephen M. Vantassel, and Raj Smith

<http://store.nwctp.com> (ordering information for the wildlife manual)

Basic Training Program for Wildlife Control Professionals

<http://wildlifecontroltraining.com>

US Fish and Wildlife Service (USFWS)

Fact sheet: Secondary Pentobarbital Poisoning of Wildlife

Migratory Bird Program <https://www.fws.gov/birds/policies-and-regulations/laws-legislations/migratory-bird-treaty-act.php>

Code of Virginia

<https://law.lis.virginia.gov/vacode/title29.1/chapter5/>

*Interactive teaching modalities recommended when available, such as live animal demonstrations, videos, case studies, working through a given scenario, utilizing equipment, etc.

1.4 Animal Disease Principles and Zoonoses (4 hours)

Performance Outcomes:

- A basic understanding of animal disease principles.
- Ability to utilize communicable disease prevention and control measures.
- Ability to identify signs of common zoonotic diseases and mitigate risks.

Training Objectives and Criteria for Testing:

Given a written exercise or practical exercise, the student should be able to:

- A. Demonstrate a basic understanding of how disease occurs in animals.
- B. Identify ways in which animal diseases are transmitted.
- C. Identify common clinical signs of communicable diseases.
- D. Identify common areas within different species' environments that pose a risk of potential disease exposure.
- E. Identify the components of basic disease prevention and control.
- F. Distinguish between cleaning, sanitizing, and disinfecting; and identify steps for cleaning and disinfecting animal enclosures and housing areas.
- G. Explain the differences between disease prevention and control for agricultural versus companion animals.
- H. Identify common zoonotic diseases and which species they affect.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum:

- A. Basic disease principles
 - a. Define “communicable disease,” “non-communicable disease,” and “zoonotic disease”
 - b. Cause of disease
 - i. Communicable disease
 1. Viral
 - a. No treatment; prevention with vaccinations when available for a particular virus
 2. Bacterial
 - a. The target of antibiotic medications
 3. Fungal
 - a. The target of antifungal medications
 4. Parasitic
 - a. The target of deworming medications
 5. Prions

- ii. Non-communicable disease
 - 1. Physiological
 - a. Organ failure
 - b. Hormone abnormalities
 - c. Allergies
 - d. Others
 - 2. Cancer
- B. General communicable disease transmission
- a. Definition of “communicable disease”
 - b. Direct vs. indirect
 - c. Routes
 - i. Oral/ingestion
 - ii. Direct contact
 - iii. Reproductive
 - iv. Fomites
 - v. Aerosol
 - d. Interspecies transmission
 - e. Some communicable diseases are also zoonotic diseases
 - f. If multiple animals are showing signs of illness, it is likely a communicable disease
- C. Clinical signs of disease (i.e. noticeable symptoms):
- a. Clinical signs (symptoms) are not diseases
 - b. Clinical signs of any body system can be caused by viruses, bacteria, fungus, parasites, etc.
 - c. Veterinarians are trained to make a specific diagnosis of a disease
 - d. Identify common clinical signs indicating either a communicable or zoonotic disease in the following body systems:
 - i. Skin/fur
 - ii. Eyes
 - iii. Ears
 - iv. Cardiovascular
 - v. Pulmonary
 - vi. Gastrointestinal tract
 - vii. Lymph nodes
 - viii. Body condition
 - ix. Urogenital
 - x. Musculoskeletal/Gait
 - xi. Reproductive
 - xii. Neurological
 - xiii. Behavior
 - xiv. Other
- D. Disease exposure risks

- a. Based on the clinical signs of communicable disease listed above in “C.d”, identify the exposure risks to other animals and the ACOs for each system listed in “C.d” (i-xii) above. For example, diarrhea may be a clinical sign for “C.d.vi. Gastrointestinal tract” above, and the exposure risk would be any contact with feces from the animal or within the environment.
- b. Identify areas of environmental exposure to disease and common fomites within the following:
 - i. Home
 - ii. Yard
 - iii. Barn
 - iv. Farm
 - v. Poultry house
 - vi. Open fields

E. Disease prevention and control

- a. Terms and concepts
 - i. Clean
 - ii. Properly clean
 - 1. Reference the Code of Virginia
 - iii. Sanitize
 - 1. Reference the Code of Virginia
 - iv. Detergent
 - v. Antiseptic
 - vi. Disinfectant
 - vii. Sterilant
 - viii. *-cide* vs. *-static*
- b. For animals
 - i. Hygiene
 - ii. Biosecurity, quarantine, and isolation
 - iii. Cleaning and disinfecting (C&D)
 - iv. Other considerations
 - 1. Vaccines
 - 2. Animal housing
 - 3. Foot traffic/facility flow
 - 4. Footbaths
 - 5. Transportation vehicles
 - 6. Equipment
 - a. Reusable vs. disposable
- c. For ACOs
 - i. Hygiene
 - ii. Personal protective equipment *
 - iii. Other considerations
 - 1. Foot traffic
 - 2. Vehicle
 - 3. Equipment
 - a. Reusable vs. disposable

- iv. Cleaning and disinfecting
 - 1. Principles of cleaning and disinfecting
 - a. Identify what needs to be cleaned and sanitized
 - i. All surfaces and items with which animals come in direct or indirect contact
 - ii. Yourself
 - iii. Transportation vehicles
 - iv. Portable cages
 - v. Exercise areas
 - vi. Enclosures
 - vii. Tools
 - viii. Frequently handled items
 - 1. Door knobs
 - 2. Phones
 - 3. Keyboards
 - 4. Other

- F. The cleaning and disinfection process
 - a. Remove all grossly visible debris
 - i. Presence of gross contamination or organic material, especially feces, will inactivate most disinfectants
 - b. Wash the area or item with water and detergent
 - c. Thoroughly rinse the cleaned area to remove any detergent residue
 - i. Some disinfectants may be inactivated by detergents; therefore, it is very important to rinse well after washing the area or item
 - d. Allow the area to dry completely
 - e. Select and apply an appropriate, effective disinfectant; read the label
 - i. Considerations when choosing a disinfectant
 - 1. Intended use/purpose
 - 2. Concentration
 - 3. Contact time
 - 4. Application method
 - 5. Stability and storage
 - 6. Instructions for use
 - 7. Safety precautions
 - 8. Expense
 - ii. One-step cleaner disinfectants
 - f. Allow the proper contact time
 - i. This is the one of the most overlooked steps
 - ii. Contact time may vary depending on the disinfectant selected
 - iii. Usually at least 10 minutes
 - iv. Consult the product label
 - g. Thoroughly rinse away any residual disinfectant and allow the area or item to dry

- G. Common factors or methods of disease prevention that vary between agricultural animals and companion animals
 - a. Routine vaccination practices
 - b. The use of a quarantine (or isolation) of new arrivals and diseased animals
 - c. Clean confinement and housing with adequate ventilation
 - d. Nutritious food appropriate for age, condition, and species
 - e. Established anti-parasite program
 - i. Deworming practices
 - ii. Pest (fly and mosquito) management
 - f. Waste management
 - i. Preventing run-off of manure
 - ii. Removing excess animal waste
 - iii. Avoiding cross contamination
 - g. Clean environment
 - i. Feeding and watering areas
 - h. Veterinary care for diseased animals
 - i. Reduce environmental stressors
 - j. Avoid exposure through human contact
 - k. Appropriate safety equipment to prevent disease transmission
 - i. Animal-to-animal disease transmission
 - ii. Animal-to-human disease transmission

- H. Zoonotic disease case studies *
 - a. Review common zoonotic diseases, how they are transmitted, and which species are affected
 - i. Livestock
 - ii. Poultry and birds
 - iii. Companion animals
 - b. Special considerations for primates

Applicable Virginia Laws, Regulations, and Guidance Documents:

Code of Virginia §§ 3.2-6500, 3.2-6503, 3.2-6503.1

Resources for Instructors:

Veterinary Partner

<https://veterinarypartner.vin.com/>

Centers for Disease Control and Prevention

<https://www.cdc.gov/onehealth/basics/zoonotic-diseases.html>

*Interactive teaching modalities recommended when available, such as live animal demonstrations, videos, case studies, working through a given scenario, utilizing equipment, etc.

1.5 Rabies Control and Confinement (2 hours)

Performance Outcomes:

- Ability to respond to and investigate a complaint regarding a potentially rabid animal.
- Ability to understand the appropriate confinement of an animal with possible rabies exposure.
- Ability to apply and enforce current laws and regulations regarding rabies control and prevention.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, the student should be able to:

- A. Demonstrate familiarity with the *Compendium of Animal Rabies Prevention*.
- B. Demonstrate knowledge of the legal requirements for rabies control and prevention.
- C. Demonstrate familiarity with the *Virginia Guidelines for Rabies Prevention and Control*.
- D. Define the terms “rabid animal,” “suspected rabid animal,” “currently vaccinated,” “rabies exposure,” “confinement,” and “strict isolation” as defined in Virginia Administrative Code or the *Virginia Guidelines for Rabies Prevention and Control*.
- E. Identify high-risk species as identified in the *Virginia Guidelines for Rabies Prevention and Control*.
- F. Identify clinical signs of rabies in animals, and which animals are typically assigned a 10-day post-bite confinement and observation period.
- G. Identify how rabies virus is transmitted between mammals.
- H. Identify the basic safety precautions for handling animals suspected to be rabid.
- I. Demonstrate knowledge of the state guidelines for bite exposure, and how local ordinances may apply to rabies exposure and reporting exposures.
- J. Explain the procedures to follow after a rabies exposure.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum:

- A. Overview of the *Compendium of Animal Rabies Prevention* (National Association of State and Public Health Veterinarians)
- B. Review current laws and regulations regarding rabies control and prevention
 - a. Code of Virginia

- b. Virginia Administrative Code
- C. Overview of the *Virginia Guidelines for Rabies Prevention and Control* (Virginia Department of Health)
- D. Term definitions
 - a. Rabid animal
 - b. Suspected rabid animal
 - c. Currently vaccinated
 - d. Rabies exposure
 - e. Confinement
 - f. Strict confinement
 - g. Incubation period
- E. Animals which may carry the virus
 - a. Mammals
 - b. Reservoir species
 - c. High-risk species
 - i. May have no clinical signs
 - ii. Should be considered suspect rabid, even if behaving normally
- F. Clinical signs of rabies
 - a. Companion animals
 - b. Livestock
 - c. Wildlife and game species
 - d. Confinement and observation periods related to different species
- G. Incubation and methods of rabies virus transmission
 - a. Transmission between animals
 - b. Transmission between animals and humans
 - c. Range of incubation period for rabies virus
 - d. Educating the public
- H. Basic safety precautions for handling potentially rabid animals/occupational health
 - a. Considerations for live animal handling and rabies sample submission
 - b. Personal protective equipment (PPE)
 - c. Pre-exposure vaccination series and routine titer assessment
- I. Guidelines on bite exposure cases
 - a. State
 - i. Code of Virginia
 - ii. Virginia Administrative Code
 - iii. *Virginia Guidelines for Rabies Prevention and Control* (Virginia Department of Health)
 - b. Potential application of local ordinances

- J. Procedures to follow in the event of rabies exposure
 - a. ACO exposure/occupational exposure
 - b. ACO alerted to potential human exposure
 - c. ACO alerted to potential domestic animal exposure

Applicable Virginia Laws, Regulations, and Guidance Documents:

Code of Virginia §§ 3.2 -6521, 3.2-6522
Compendium of Animal Rabies Prevention and Control
Virginia Guidelines for Rabies Prevention and Control

Resources for Instructors:

Code of Virginia
<https://law.lis.virginia.gov/vacode>

Virginia Administrative Code
<https://law.lis.virginia.gov/admincode/title12/agency5/chapter105>

Virginia Guidelines for Rabies Prevention and Control, 2017
<http://www.vdh.virginia.gov/environmental-epidemiology/rabies-control/virginia-guidelines-for-rabies-prevention-and-control/>

Compendium of Animal Rabies Prevention and Control, 2016
<http://www.nasphv.org/documentsCompendiaRabies.html>

Human Rabies Vaccination and Titer Monitoring Basics for Animal Health Professionals
<http://www.vdh.virginia.gov/environmental-epidemiology/rabies-control/rabies-for-animal-healthcare-providers/>

Note: Students should receive a copy of the latest *Compendium of Animal Rabies Prevention and Control* and *Virginia Guidelines for Rabies Prevention and Control*.

1.6 Animal First Aid and Provision of Veterinary Care (2 hours)

Performance Outcomes:

- Ability to assess animal health status and determine when to seek veterinary care or emergency veterinary treatment.
- Ability to administer first aid to animals in need of care.
- Ability to handle, confine, and transport medically compromised animals safely.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, the student should be able to:

- A. Demonstrate ability to perform a basic animal health assessment.
- B. Identify common situations necessitating emergency or urgent veterinary care.
- C. Demonstrate ability to administer basic first aid prior to or en route to advanced care by a veterinarian.
- D. Identify safety considerations for animal control officers and the public when handling medically compromised animals.
- E. Demonstrate familiarity with the legal requirements to provide an animal veterinary care and/or emergency veterinary treatment.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum:

- A. Components of a basic animal health assessment
 - a. Remote or hands-off observation
 - i. Physical appearance/signalment
 - ii. Attitude and behavior(s)
 - 1. Mentation (e.g. alert, depressed, etc.)
 - 2. Context of environment
 - a. Within the herd
 - b. Interactions with people/handlers
 - iii. Overall physical condition
 - 1. Body Condition Scoring
 - b. General cursory physical evaluation
 - i. Head to tail
 - c. Assessment of vital signs
 - i. Average body temperature ranges
 - ii. Average heart rates
 - iii. Average respiratory rates and expected effort
 - d. Assessment of mucous membranes

- i. Color
 - ii. Capillary refill time
 - iii. Moist vs. dry or tacky
 - e. Indicators of hydration status
 - f. Documentation of findings/assessment
 - g. Species differences to consider in animals most commonly encountered
- B. Common situations requiring veterinary emergency and urgent care *
 - a. Recognize signs of
 - i. Trauma
 - ii. Breathing and/or cardiac emergencies
 - iii. Internal injuries
 - iv. Cardiovascular shock
 - v. Uncontrollable hemorrhage
 - vi. Broken bones
 - vii. Seizures
 - viii. Urinary obstruction
 - ix. Dystocia
 - x. Pain
 - xi. Others
 - b. Any animal exhibiting
 - i. Pain
 - ii. Distress
 - iii. Neurological signs
 - iv. A condition interfering with a vital function
- C. Review the basics of administering first-aid *
 - a. Keep animal safe/stable until more advanced medical treatment can be provided
 - b. Steps to control hemorrhage
 - c. Steps to safely immobilize broken limbs
 - d. Resuscitation/CPR for companion animals
 - e. Pain assessment
 - f. Basic first aid kits
- D. Safety considerations for animal control officers when handling injured animals
 - a. Animal(s) involved
 - i. Species
 - ii. Temperament
 - iii. Extent of injury/illness
 - iv. Environment
 - v. Reactionary behaviors
 - vi. Other
 - b. Responder(s)
 - i. Experience or familiarity with the individual animal
 - ii. Experience or familiarity with the species

- iii. Ability, skills, and training
 - iv. Other
 - c. Equipment
 - i. Availability
 - ii. Situationally appropriate
 - iii. Risks of use
 - 1. For responder
 - 2. For animal(s)
 - d. Transportation
 - i. Security of animal
 - ii. Accessibility of responder/transporter to the animal
 - iii. Distance to advanced care
- E. Review laws and regulations
- a. Code of Virginia
 - i. Definitions
 - 1. Veterinary care
 - 2. Veterinary treatment
 - 3. Emergency veterinary treatment

Applicable Virginia Laws, Regulations, and Guidance Documents:

Code of Virginia §§ 3.2-6500, 3.2-6503, 3.2-6503.1
Virginia Administrative Code 2 VAC 5-111-30

Resources for Instructors:

AVMA Pet First Aid brochure

https://ebusiness.avma.org/files/productdownloads/LR_COM_FirstAid_010816.pdf

VCA Pet Emergency Care Handbook

<https://vcahospitals.com/veterinary-specialty-center-seattle/-/media/files/vsc-pet-first-aid-handbook.ashx?la=en>

*Interactive teaching modalities recommended when available, such as live animal demonstrations, videos, case studies, working through a given scenario, utilizing equipment, etc.

1.7 Animal Transportation (2 hours)

Performance Outcomes:

- Ability to provide transportation for animals that is safe, humane, and in compliance with applicable laws and regulations.
- Ability to determine considerations and precautions for transporting wildlife species.
- Ability to enforce laws and regulations applicable to dealers, exhibitors, pet shops, carriers, auction sales, animal shelters/pounds, humane societies, and individuals transporting animals.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, the student should be able to:

- A. Identify basic factors, which contribute to the responsible transportation of animals.
- B. Recognize the factors necessary for safe, comfortable, and humane transportation of companion animals.
- C. Recognize the factors necessary for safe, comfortable, and humane transportation of agricultural animals.
- D. Recognize the factors necessary for safe, comfortable, and humane transportation of wildlife animals, and considerations for disease control between vehicle use for wildlife species and domestic species of animals.
- E. Demonstrate the ability to enforce and comply with state regulations governing the transportation of companion animals.
- F. Demonstrate an understanding of the circumstances in which federal animal transportation laws and regulations may apply.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum:

- A. Basic considerations
 - a. Requirements for all animals
 - i. Reference the Code of Virginia
 - ii. No animal to be confined on a conveyance for more than 24 consecutive hours without proper exercise, rest, food, and water necessary for type and species
 - iii. Animals must have adequate space in the primary enclosure within the conveyance
 - b. Requirements for animal control officers

- i. Vehicle in good operating condition
 - ii. Vehicle cargo space clean and free of hazardous objects and substances
 - iii. Smooth operation of vehicle
 - iv. Minimum necessary transit time and avoidance of unnecessary stops
 - v. Professionalism and humane handling
- B. Transporting companion animals
 - a. Safe and humane loading and unloading
 - b. Safe and comfortable confinement quarters
 - c. Proper separation of animals and grouping exceptions
 - d. Adequate ventilation and comfortable temperature
 - e. Care and monitoring in transit
 - f. Considerations for neonatal, medically compromised, or extremely anxious animals
 - g. Considerations for exotic species and birds
 - h. Adequate care includes the responsible transportation of animals
 - i. Reference the Code of Virginia
- C. Transporting agricultural animals
 - a. Proper hauling equipment and local resources
 - b. Safe and humane loading and unloading
 - c. Safe confinement quarters and non-slip flooring
 - d. Proper separation of animals and grouping exceptions
 - e. Adequate ventilation and safe temperature
 - f. Care and monitoring in transit
 - g. Considerations for neonatal, medically compromised, or extremely anxious animals
 - h. Specific considerations for each species
 - i. Veterinary guidance should be obtained in most cases
- D. Transporting wildlife species
 - a. Proper equipment and resources
 - b. Safe and humane loading and unloading
 - c. Safe enclosure
 - d. Adequate ventilation
 - e. Monitoring during transit
 - f. No simultaneous transport of wildlife and domestic animals
 - g. Disease control between wildlife and domestic animals; thorough disinfection
- E. State regulations governing the transportation of companion animals
 - a. Reference the Virginia Administrative Code
 - i. Definitions
 - ii. Carriers, Dealers, Exhibitors, Pet Shops, and Auction Sales

1. Primary enclosure specifications
 2. Primary conveyance specifications
 3. Terminal facilities
 4. Food and water requirements
 5. Care in transit
 6. Handling
 7. Primary enclosures for dogs and cats
 8. Food and water requirements for dogs and cats
 9. Identification of dogs and cats
- iii. Cities, counties, animal control officers, animal shelters, and humane societies
 1. Primary enclosure specifications
 2. Primary conveyance specifications
 3. Care in transit
 4. Primary enclosures for dogs and cats
 5. Water requirements for dogs and cats
 6. Identification of dogs and cats
 - iv. Transportation of birds
 1. Primary enclosures used to transport birds
 2. Primary conveyance specifications
 3. Terminal facilities
 4. Food and water requirements
 5. Care in transit
 6. Handling
- F. Introduction to Animal Welfare Act and regulations governing the transportation of companion animals
- a. Applicability for local enforcement
 - i. Carrier
 - ii. Dealer – in commerce
 - iii. Exhibitor
 - iv. Intermediate handler
 - b. Transportation standards

Applicable Virginia Laws, Regulations, and Guidance Documents:

Code of Virginia §§ 3.2-6500, 3.2-6503, 3.2-6508
Virginia Administrative Code 2 VAC 5-150, 2 VAC 5-150-120, 2 VAC 5-150-130
United States Code 49 USC §80502

Resources for Instructors:

The Association of Shelter Veterinarians – Guidelines for Standards of Care in Animal Shelters: Animal Transport
<https://www.shelternet.org/assets/docs/shelter-standards-oct2011-wforward.pdf>

USDA National Agricultural Library.

<https://www.nal.usda.gov/awic/transportation>

Canadian National Farm Animal Care Council (NFACC). Code of Practice for the Care and Handling of Farm Animals: Transportation.

<http://www.nfacc.ca/codes-of-practice/transportation>

Current Federal Laws and Regulations governing the transportation of companion animals: Animal Welfare Act and Animal Welfare Regulations

https://www.aphis.usda.gov/animal_welfare/downloads/AC_BlueBook_AWA_FI_NAL_2017_508comp.pdf

1.8 Emergency Management (1 hour)

Performance outcome:

- A basic understanding of how emergency management is organized within Virginia.
- Ability to respond to animal-related events during local, state, and federal emergencies.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, the student should be able to:

- A. Demonstrate an understanding of the Incident Command System and National Incident Management system.
- B. Identify the local, regional, and state-level emergency response agencies in Virginia.
- C. Demonstrate an understanding of the flow of information and resources during an emergency in Virginia.
- D. Identify animal control's role in emergency preparedness, response, and recovery activities.
- E. Demonstrate an understanding of the legal requirements for animal-related emergency preparedness.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum:

- A. Overview of an Incident Command System (ICS) and the National Incident Management System (NIMS)
 - a. Purpose
 - b. Basic structure and components
- B. Overview of emergency management in Virginia
 - a. Localities
 - i. Locality emergency manager
 1. Animal-related preparedness plans
 - a. Animal Control Officers can offer subject matter expertise
 2. Public animal shelter emergency plans
 - a. Animal Control Officers can offer subject matter expertise

3. Coordination of emergency response and recovery activities
 - ii. Local Emergency Operations Center
 - b. Regional
 - i. Virginia Department of Emergency Management (VDEM) regional offices
 - c. State
 - i. Virginia Department of Emergency Management
 - ii. Virginia Emergency Operations Center (VEOC)
 - iii. Commonwealth of Virginia Emergency Operations Plan
 1. Emergency Support Function #11, Agriculture and Natural Resources
 2. Emergency roles of state agencies related to animals:
 - a. Virginia Department of Agriculture & Consumer Services
 - b. Virginia Department of Health
 - c. Virginia Department of Environmental Quality
 - d. Virginia Cooperative Extension
- C. Virginia's response structure
- a. Emergencies start with local response and end with local response
 - i. Escalate as needed
 1. If the required response exceeds the capacity to provide the response, localities escalate to regional response and resources; regional response escalates to state; state escalates to federal
 - b. Communication during an emergency
 - i. Use the established structure
 1. Animal-related activity is reported to the local emergency manager; local emergency manager reports to regional VDEM office; regional VDEM office reports to Virginia Emergency Operations Center
 2. Requests for resources, services, or personnel start with the operational team and should be communicated through the established structure.
 3. Locality's emergency manager coordinates regional, state, and/or federal assistance
- D. Animal care and control functions
- a. Preparedness
 - i. Identify shelter and confinement areas for companion and agricultural animals
 - ii. Identify food and water sources
 - b. Response
 - i. Activities immediately necessary to preserve life and property
 - ii. Examples:

1. Evacuation
 2. Search and rescue
 3. Secure emergency shelter, food, and water
 4. Temporary confinement with a goal to return animals to owners
 5. Provide transportation from evacuated area to shelter area
 6. Secure emergency medical care
 7. Other
- c. Recovery
- i. Identify and reunite animals with owners
 - ii. Legal dispositions of unclaimed animals
 - iii. Carcass management
 - iv. Damage assessments for the locality
- E. Legal requirements for animal-related emergency preparedness
- a. Local
 - b. State
 - c. Federal

Applicable Virginia Laws, Regulations, and Guidance Documents:

Code of Virginia § 44-146.18

Commonwealth of Virginia Emergency Operations Plan

Pets Evacuation and Transportation Standards Act of 2006

Resources for Instructors:

Virginia Emergency Support Function #11, Agriculture & Natural Resources

https://www.vaemergency.gov/wp-content/uploads/drupal/COVEOP_2012_ESF_11_Agriculture_Natural_Resources_version_2012_Nov.pdf

Commonwealth of Virginia Emergency Operations Plan

<https://www.vaemergency.gov/planning/>

Pets Evacuation and Transportation Standards Act of 2006

<https://www.congress.gov/bill/109th-congress/house-bill/3858>

National Animal Rescue and Sheltering Coalition

<http://thenarsc.org/>

National Alliance of State Animal and Agricultural Emergency Programs

<https://www.thenasaaep.com/>

Virginia State Animal Response Team

<https://virginiasart.org/>

Part 2: Animal-Related Law Curriculum (39 hours)

Sections:

2.1	Operational Response to Calls for Service	2
2.2	Animal Care and Cruelty Investigations	8
2.3	Collecting and Processing of Evidence	4
2.4	Case Preparation	2
2.5	Public Education on Animal Issues	1
2.6	Virginia Comprehensive Animal Care Laws	5
2.7	Animal Shelters and Other Releasing Agencies	3
2.8	Dangerous and Vicious Dogs	2
2.9	Animal Fighting Investigations	3
2.10	Seizure and Impoundment of Animals	3
2.11	Overview of Laws and Regulations Regarding Animal Euthanasia	2
2.12	Use of Force—Animals	2
2.13	Compassion Fatigue	2

Instructors must be a subject matter expert OR Department of Criminal Justice Services (DCJS) certified.

2.1 Operational Response to Calls for Service (2 hours)

Performance Outcome:

- Ability to respond to a complaint involving animals.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, the student should be able to:

- A. Demonstrate knowledge of the general process and considerations for responding to complaints related to animals.
- B. Identify pertinent considerations when arriving at the scene.
- C. Identify pertinent considerations when evaluating the scene.
- D. Identify steps involved in processing a scene.
- E. Identify what information to consider in determining the appropriate response to the complaint.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum:

- A. Considerations when responding to a complaint related to animals
 - a. Jurisdiction
 - b. Source of the complaint
 - i. Social media/text/email
 - ii. Call to dispatch center
 - iii. In person/eyewitness
 - iv. Postal mail
 - v. Anonymous
 - c. Priority level of complaint
 - i. Emergency
 - ii. Non-emergency
 - d. Legitimacy of the complaint
 - i. If not legitimate, inform and educate complainant
 - e. Ways to respond to the complaint
 - i. Phone call
 - ii. Visit scene/area
 - iii. Review of available documents
 1. Social media
 2. Local and state government records
 3. Materials submitted by complainant
 4. Other
 - iv. Local protocols may dictate response actions
 - v. Other

- f. How to document the complaint and the outcome
- B. Considerations when arriving at the scene
- a. Type of call and source of complaint
 - b. Animal(s) involved or present on-scene
 - i. Species
 - ii. Breed
 - iii. Size
 - iv. Temperament
 - v. Condition
 - vi. Other
 - c. Safely parking vehicle
 - d. Location of animals
 - e. Equipment
 - f. Training
 - g. Department policies
 - h. Laws/regulations
 - i. History of incidents at this address
 - i. Prior criminal history of tenants/owners
 - ii. Hostile or friendly interaction previously
 - iii. Sovereign citizen
- C. Considerations when evaluating the scene
- a. Officer safety
 - b. Assessment of scene before proceeding onto the property
 - c. Location/presence of animal(s)
 - d. Location/presence of people
 - e. Demeanor/behavior of animals and people
 - f. Environment
 - i. Terrain
 - ii. Hazmat conditions
 - iii. Weather
 - iv. Structural safety and considerations
 - v. Time of day
- D. On-scene assessment
- a. Verify legitimacy of complaint
 - i. If not legitimate:
 - 1. Inform subject
 - 2. Provide animal care education, if necessary
 - a. Best practices vs. minimum standards
 - ii. If legitimate, take appropriate action (enforcement and/or education)
 - 1. ACOs have discretionary authority
 - b. Speak with witnesses, if necessary
 - i. On-scene

- ii. Others as investigation progresses
 - 1. Veterinarians
 - 2. Neighbors
 - 3. Employees/volunteers
 - 4. Feed suppliers
 - 5. Other animal care providers
 - a. Farriers
 - b. Groomers
 - 6. Other
 - c. Document the incident and assess the totality of evidence
 - i. Utilize appropriate forms and procedures
 - ii. Type and severity of violation(s)
 - iii. Cooperation of subject
 - iv. Considerations for subject's prior violations
 - d. Consult with local Commonwealth's Attorney, when necessary
- E. Determine response action(s)
- a. May be dictated by:
 - i. Type and severity of violation(s)
 - ii. Support from local Commonwealth's Attorney
 - iii. Other
 - b. Potential response actions
 - i. Education
 - ii. Future unannounced welfare visits
 - iii. Order to comply
 - 1. Establish deadlines for compliance actions and follow-up visits
 - iv. Animal seizure
 - v. Warrants for further investigation
 - vi. Charges
 - 1. Misdemeanor
 - 2. Felony
 - vii. Other
 - c. Review and discuss case scenarios/examples *
 - i. Abuse or cruelty complaint
 - ii. Inadequate care complaint
 - iii. Dangerous or vicious animal complaint
 - iv. Stray or at-large animal complaint
 - v. Rabies vaccination or licensing notification
 - vi. Other

*Interactive teaching modalities recommended when available, such as live animal demonstrations, videos, case studies, working through a given scenario, utilizing equipment, etc.

2.2 Animal Care and Cruelty Investigations (8 hours)

Performance Outcomes:

- Ability to process cases of inadequate care or cruelty to animals.
- Ability to identify and document cases of inadequate care and/or cruelty in animals.

Training Objectives and Criteria for Testing:

Given a written or practice exercise, the student should be able to:

- A. Define the terms listed in the Code of Virginia Comprehensive Animal Care laws that relate to cruelty, care, and the keeping of animals.
- B. Identify considerations when evaluating adequate care in companion animals and agricultural animals.
- C. List common forms of cruelty to companion animals and agricultural animals.
- D. Identify the roles private practicing veterinarians and the State Veterinarian can play in cruelty investigations.
- E. Identify resources available to assist animal control officers with cruelty investigations.
- F. Apply the provisions of the Code of Virginia related to adequate care and cruelty to a given investigation scenario.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum:

- A. Review terms and concepts
 - a. Reference the Code of Virginia
 - i. Abandon
 - ii. Adequate
 1. Care
 2. Exercise
 3. Feed
 4. Shelter
 5. Space
 6. Water
 - iii. Direct and immediate threat
 - iv. Dump
 - v. Farming activity
 - vi. Owner
 - vii. Properly cleaned
 - viii. Properly lighted

- ix. Sanitize
 - x. Sore
 - xi. Treatment
 - xii. Veterinary treatment
 - 1. Emergency veterinary treatment
 - b. Other animal welfare concepts and terms
 - i. Suffering
 - 1. The “five freedoms” of animal welfare
 - ii. Deprivation/neglect
 - c. Necropsy
- B. Inadequate care
- a. Companion animals
 - i. Reference the Code of Virginia
 - ii. Considerations
 - 1. Each situation is unique
 - 2. Must assess breed, age, sex, size, condition, behavior, etc.
 - 3. When a veterinarian’s assessment may be helpful or necessary
 - 4. Available documentation for evaluation
 - a. Examples: Veterinary records, health certificates/Certificates of Veterinary Inspection, contracts, purchase orders, photos, documents submitted by complainant, etc.
 - 5. Seizure and impoundment
 - a. Reference the Code of Virginia
 - 6. Other
 - iii. Common forms of inadequate care *
 - 1. Common examples:
 - a. Poor husbandry
 - b. Unsanitary food supply
 - c. Lack of food and water
 - d. Crowding, hoarding, puppy mills
 - e. Inappropriate tethering
 - f. Illness or injury not treated by a veterinarian
 - g. Outbreaks of contagious diseases without appropriate veterinary care
 - b. Agricultural animals
 - i. Reference the Code of Virginia
 - ii. Considerations
 - 1. Each situation is unique
 - 2. Industry standards
 - 3. When a veterinarian’s assessment may be helpful or necessary
 - 4. Available documentation for evaluation

- a. Examples: Feed deliveries, veterinary records, health certificates/Certificates of Veterinary Inspection, contracts, purchase orders, photos, documents submitted by complainant, etc.
- 5. Seizure and impoundment consideration
 - a. Reference the Code of Virginia
- 6. Other
- iii. Common forms of inadequate care *
 - 1. Common examples:
 - a. Poor husbandry
 - b. Malnourishment
 - i. Lack of appropriate food
 - ii. Rotted or moldy food
 - c. Lack of veterinary care

C. Animal cruelty

- a. Reference the Code of Virginia
 - b. Seizure and impoundment considerations
 - c. Common forms of cruelty to companion animals and exotics *
 - i. Deprivation of adequate care
 - 1. Common examples:
 - a. Malnutrition
 - i. Improper feeding
 - ii. Starvation
 - iii. Body Condition Scores
 - b. Untreated injuries
 - c. Hoarding
 - d. Puppy mills
 - e. Heat stroke
 - f. Hypothermia
 - g. Other
 - ii. Non-accidental injuries
 - 1. Repetitive injuries most characteristic
 - a. Multiples injuries in various stages of healing may be indicative
 - 2. Unexplained death or injury
 - 3. Blunt force trauma
 - 4. Sharp force trauma
 - 5. Burn-, electrical-, and fire-related injuries
 - 6. Firearm injuries
 - 7. Asphyxia
 - 8. Poisoning
 - iii. Sexual abuse/bestiality
 - iv. Animal fighting
 - 1. Reference the Code of Virginia
- d. Common forms of cruelty to agricultural animals *

- i. Malnutrition/starvation
 - 1. Important to assign body condition score (BCS)
 - a. BCS system for each species
 - ii. Deprivation of adequate care
 - 1. Shelter
 - a. Lack of “necessary” shelter
 - i. Must consider industry standards
 - b. Overcrowding
 - i. Must consider industry standards
 - 2. Veterinary care
 - a. Lack of “necessary” emergency veterinary treatment
 - b. Examples:
 - i. Untreated accidental injuries
 - ii. Long-term illness/disease
 - 3. Other common examples
 - a. Hoof care
 - b. Dental
 - iii. Non-accidental injuries
 - 1. Torture, willfully inflict inhumane injury or pain
 - 2. Examples:
 - a. Blunt force trauma
 - b. Sharp force trauma
 - c. Gunshot
 - d. Asphyxia
 - e. Poisoning
 - iv. Sexual abuse/bestiality
 - v. Animal fighting
 - 1. Reference the Code of Virginia
- D. Role of veterinarians in animal care and cruelty cases
 - a. Private practitioners
 - i. Report suspected cases to law enforcement officers (LEOs)/animal control officers (ACOs)
 - ii. Provide care and treatment to animal victims
 - iii. Perform necropsy on deceased animals
 - iv. Conduct medical examinations
 - v. Provide scientific and medical reports of animal assessments
 - vi. Testify as an expert witness
 - b. State Veterinarian
 - i. Animal Care Program
 - 1. Animal welfare veterinary staff
 - a. Provides technical assistance and consultation
 - b. Conducts medical examinations
 - c. Provides reports of animal assessments
 - d. Testifies as an expert witness

- e. Assists or advises in preparations for large-scale operations
 - ii. Regional Animal Health Laboratories
 - 1. Diagnosticians and pathologists
 - a. Provide necropsy reports
 - i. Gross and microscopic pathology
 - ii. Toxicology
 - iii. Diagnostics/laboratory test results
 - iv. Bone marrow fat analysis for malnutrition cases
 - c. Other veterinary experts
 - i. Behaviorists
 - ii. Species-specific experts
 - iii. Laboratory specialists
 - 1. Pathologists
 - 2. Toxicologists
 - 3. Entomologists
 - 4. Other
- E. Available resources to aid ACOs in animal welfare investigations
- a. Local private practice veterinarians
 - b. State Veterinarian's Office
 - i. Animal Care Program staff
 - ii. Regional Animal Health Laboratories
 - c. Virginia Department of Wildlife Resources
 - i. State Wildlife Veterinarian
 - d. Virginia Department of Forensic Science (DFS)
 - e. Virginia Animal Fighting Task Force (VAFTF)
 - f. Office of the Attorney General
 - i. Animal Law Unit
 - g. National animal welfare groups
 - i. American Society for the Prevention of Cruelty to Animals (ASPCA)
 - ii. Humane Society of the United States (HSUS)
 - h. Large-scale operation considerations
 - i. Local or regional community animal response teams (CARTs)
 - ii. Reputable rescue groups
 - i. Other
- F. Review and discuss case scenarios/examples *

Recommendations for Instructors:

Incorporate investigative and forensic techniques used by an officer dealing with inadequate care and/or cruelty as discussed in other ACO Basic Training

curriculum sections (e.g., Operational Response to Calls for Service, Case Preparation, and Collecting and Processing of Evidence).

Review forms and documents used by an officer dealing with abandonment, inadequate care, or cruelty.

Applicable Laws, Regulations, and Guidance Documents:

Code of Virginia §§ 3.2-6500, 3.2-6503, 3.2-6503.1, 3.2-6569, 3.2-6570, 3.2-6571, 18.2-144

Resources for Instructors:

Melinda Merck, DVM. 2007. Veterinary Forensics, Animal Cruelty Investigations. Ames, IA: Blackwell Publishing.

AVMA Welfare Policy Statements

<https://www.avma.org/KB/Resources/Reference/AnimalWelfare/Pages/Animal-Welfare-Policy-statements.aspx>

USDA Animal Welfare Act (November 2013)

https://www.aphis.usda.gov/animal_welfare/downloads/Animal%20Care%20Blue%20Book%20-%202013%20-%20FINAL.pdf

*Interactive teaching modalities recommended when available, such as live animal demonstrations, videos, case studies, working through a given scenario, utilizing equipment, etc.

2.3 Collecting and Processing Evidence (4 hours)

Performance Outcome:

- Ability to recognize and collect pertinent evidence in order to properly process and document a crime scene involving animals.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, the student should be able to:

- A. Identify the basic principles and steps involved in collecting and processing evidence at a crime scene.
- B. List the types of search methods used to process a crime scene.
- C. List the methods for documenting evidence.
- D. Provide a descriptive narrative of collected evidence in a given scenario.
- E. Identify the essential elements of a crime scene diagram/map.
- F. Identify techniques to capture and preserve animal evidence with the use of photography and videography.
- G. Describe how to package evidence properly in a manner to maintain its integrity.
- H. Process and maintain animals as evidence, and identify unique considerations for animal related crime scenes.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum:

- A. Basic principles for crime scene investigations
 - a. Systematic evaluation
 - b. Locard's exchange principle
 - c. Forensic triad
 - i. Links victim, suspect, and crime scene
 - d. Evidence classification
 - i. Physical evidence
 1. Non-biological object(s) found
 - ii. Biological evidence
 1. Blood, saliva, sperm, hair, tissue, bones, teeth, other bodily fluids, etc.
 - iii. Further classified as:
 - a. Transient
 - b. Conditional
 - c. Pattern

- d. Transfer
 - e. Associative
 - e. Forensic evidence
 - i. Supports or refutes examination or findings
 - ii. Assists with reconstruction of crime scene
 - iii. Develops important investigative leads
 - f. Basic steps for processing evidence at a crime scene
 - g. Maintain chain of custody throughout process
 - i. Define chain of custody
 - ii. Review chain of custody procedures for collected evidence
 - iii. Discuss what happens when/if there is a loss of the chain of custody
 - 1. Implications and potential ramifications
- B. Locating and recognizing evidence
- a. Careful observation of the entire scene
 - b. Assign labels for designated areas to be searched
 - c. Search method
 - i. Type used may be dependent on scene
 - ii. Types
 - 1. Spiral
 - 2. Grid
 - 3. Strip (line)
 - 4. Zone (quadrants)
 - iii. Large scenes
 - 1. Strip or line searches preferred
 - d. Search for evidence which may support or refute theories
 - i. Evidence that may:
 - 1. Support timelines
 - 2. Show ownership
 - 3. Be associated with different types of cruelty
 - 4. Warrant further testing at crime lab
 - 5. Other
- C. Documenting evidence *
- a. Labeling evidence
 - i. Different markers and systems available
 - ii. Determine ahead of time how evidence will be marked
 - iii. Prevent duplication
 - b. Methods for documenting evidence
 - i. Note-taking
 - ii. Sketching/mapping
 - iii. Photography/videography
 - iv. Collection of evidence
 - v. Other

- D. Documentation via note-taking *
 - a. Details of observations and investigation
 - b. Include
 - i. Names of personnel present at the scene
 - ii. Include affiliations
 - iii. Time of arrival
 - iv. Chronological order of events
 - v. Descriptive narrative of:
 - 1. Victim(s)
 - 2. Environment
 - a. Macro scene
 - b. Micro scene
 - 3. Items/evidence collected
- E. Documentation via sketching/mapping *
 - a. Helps eliminate the clutter and confusion of photographs when later analyzing the scene
 - b. Diagram the scene
 - i. Rough sketch at the crime scene
 - 1. Not drawn to scale
 - a. Measurements of distances and dimensions for areas of interest are included for reconstruction
 - 2. Date and case information
 - 3. Sketcher's name
 - 4. Compass rose
 - 5. Legend
 - 6. Include essential elements and their relationship
 - a. Location of evidence
 - i. Including animals
 - 1. Alive
 - 2. Deceased
 - b. Assign identification numbers to evidence
 - 7. Assign labels to different areas within the scene
 - ii. Finalized sketch made later
 - 1. Include
 - a. Legend
 - b. Completed measurement chart
 - c. "Not drawn to scale" disclaimer
 - d. Author's name and signature
 - e. Compass rose
 - f. Date
- F. Documentation via photography and videography *
 - a. Purpose is to create permanent record of the scene and evidence collected
 - i. Provides a record that can be examined after a scene is processed
 - 1. Identify additional evidence

2. Reassess crime scene findings
- b. Should be done in a manner to:
 - i. Capture the scene
 - ii. Place evidence in context
 - iii. Show relationships of evidence to the scene
- c. Systematic approach
 - i. Begin with most general and progress to more detail
 1. Start with panoramic of the area and buildings
 2. Important to capture perspectives of the scene
 - a. Overall views first
 - b. Then mid-ranges
 - c. Close-ups last
- d. General guidelines for legal cases
 - i. Separate memory card should be used for each scene
 - ii. No photograph or video should ever be deleted
 - iii. Should be professional
 1. Pictures/videos should be related to case
 2. Picture/video quality is important
 - a. Lighting considerations
 - b. Lens selection
 - c. Advantages of digital cameras
- e. Photographing evidence
 - i. Take at 90° angle to area of interest
 - ii. Try to avoid including personnel in the photographs
 1. Use of hands should be avoided to hold or point to areas of interest
 2. Use instruments or point labels instead
 - iii. Have marker in photo
 1. Variety of colors, shapes, and sizes
 2. Letter or number assigned by the marker is carried over as the evidence ID
 - iv. Photo scales should be used in the photo series when size of evidence is important
 1. Scales should be placed in the same plane as the area of interest
 - a. Specialty scales
 2. If photo scale unavailable, use item with known established size
 - v. Photographing animals
 1. Use placard or dry erase board
 - a. Include case and animal information placed next to animal
 - i. Case number
 - ii. Animal ID
 - iii. Date
 - vi. Photos labeled and photo log included in evidence log

1. Brief description of each photo
 - vii. Photographs may be altered only after the original is preserved
 1. Document enhancements or alternations
 - f. Documentation via videography
 - i. Person handling the video equipment should:
 1. Be familiar with how to operate video equipment
 2. Know how to video a crime scene
 - a. Viewpoints
 - b. Evidence to capture
 - ii. When taking video, important to inform others on scene
 1. Minimize noise
 2. Refrain from talking
 3. If capturing audio is not desired:
 - a. Mute button
 - b. Turn volume down
 - iii. Copies of video labeled and recorded in evidence log
 - iv. Videography may be especially valuable to show certain conditions of the animal(s)
 1. Weakness
 2. Limping
 3. Injuries
 4. Vocalizing
 5. Other abnormal behaviors
- G. Evidence collection and packaging *
- a. Person collecting should be prepared to testify to the method of collection
 - b. Protocol to prevent contamination should be followed
 - i. Gloves changed between handling of different items to prevent cross contamination
 - ii. Avoid touching own face, hair, or body prior to handling the evidence
 - iii. Mask worn to prevent contamination of DNA
 - iv. Swab evidence with sterile cotton-tipped swabs
 - v. Use disposable or thoroughly cleaned tools
 - c. Different types of evidence require different types of packaging and storage
 - i. Physical vs. biological evidence considerations
 - ii. Packaging
 1. Goal is to preserve integrity of evidence
 2. Needs to be clean or new to avoid contamination
 3. Each item packed separately
 4. Appropriate size and material
 - a. Paper evidence bags and envelopes may be preferred over plastic for certain types of evidence
 - b. Plastic allows moisture to build up over time, which can damage some types evidence

5. Special packaging considerations for:
 - a. Fragile items
 - b. Gunshot projectiles
 - c. Wet items
 - d. Sharp objects
 - e. Arson evidence
 - f. Hair or fibers
 - g. Biological tissue
 - iii. Store evidence to prevent loss or damage
 - d. Use evidence log to document all collected items and track chain of custody
- H. Special considerations for assessment and documentation of animals on scene *
- a. Animals are the victim, but are also considered evidence
 - i. Important to document and preserve evidence
 1. Document prior to any first aid or veterinary treatment
 2. Triage and seek veterinary care for any critically ill or dying animals
 - b. Animal's environment
 - i. Temperature
 1. Time and location
 2. Ambient temperature
 3. Weather conditions
 4. Measured at the level of the animal (live or deceased)
 5. Important for entomology analysis and time of death determination
 - ii. Shelter/enclosure
 - iii. Food and water
 1. Location of containers and accessibility to animals
 2. Container size
 3. Type and appropriateness of food
 - a. Species
 - b. Condition
 - c. Life stage
 4. Food normally fed
 - a. Compare to stomach contents or vomit
 - i. Use of necropsy
 - b. May be important for suspected inadequate care/cruelty or poisoning cases
 - iv. Air quality
 1. Smells
 2. Meters
 - a. Ammonia readers
 - c. Assess animal within the context of their environment
 - d. Assess animal behavior
 - i. Expected/normal

- ii. Abnormal
- e. Assess the animal for potential evidence
 - i. Benefits of using a veterinarian on scene and a veterinary medical record vs ACO assessing alone
 - ii. General condition
 - 1. Body condition score
 - 2. Coat
 - 3. Attitude/demeanor
 - 4. Vitals
 - iii. Wounds or scars
 - iv. Bodily fluids and waste
 - 1. Blood
 - 2. Feces
 - 3. Other
 - v. Trace evidence
 - 1. Hair (other than the animals)
 - 2. Fibers
 - 3. Foreign matter
 - 4. Other
- f. Live animal evidence
 - i. Best practices to preserve trace evidence
 - 1. Wrap feet if any scratching suspected
 - 2. Do not wash or bathe until after collection, processing, and documentation is complete
 - ii. Document changes over time while in custody
 - 1. Body condition score (BCS)
 - 2. Behavioral
 - 3. Health
 - 4. Use of a veterinarian
- g. Deceased animal evidence
 - i. Best practices to collect preserve trace evidence
 - 1. Bagging
 - 2. Leave collars, ligatures, bags, etc. intact
 - 3. Keep cool
 - a. Refrigerate; do no freeze
 - 4. Burial sites
 - ii. Necropsy
 - 1. Veterinarian (private)
 - 2. Veterinarian (diagnostic/state laboratory)
 - 3. Find out the veterinarian or laboratory's protocol prior to collecting and submitting the animal
 - 4. Special laboratory testing/requests
 - a. Biochemical
 - b. Toxicological
 - c. Bone marrow
 - d. Histopathologic

- e. Microscopic
- h. Other evidence considerations of importance in animal related crime scenes
 - i. Supply/animal purchase records
 - ii. Animal veterinary medical records
 - iii. Animal medications and supplies
 - iv. Bodily fluids found within the environment
 - 1. Alternate light sources may assist in detection
 - 2. Bloodstain pattern recognition, documentation, and analysis
 - i. Veterinarian's role in animal crime scene investigations
 - i. Ideally, have veterinarians on-scene due to the unique aspects of animal cases
 - ii. Can provide invaluable assistance to investigators in evidence recognition and assessment of significance
 - 1. Assist with identification of medical evidence
 - a. Potential for additional charges
 - b. Potential to prompt further investigation
 - iii. Expert opinion often deciding factor in legal cases

Recommendations for Instructors:

Refer to DCJS and other law enforcement references for basic principles.

Incorporate investigative and forensic techniques used by an officer dealing with inadequate care and/or cruelty as discussed in other ACO Basic Training curriculum sections (e.g., Operational Response to Calls for Service, Animal Investigations, and Case Preparation).

Resources for Instructors:

Melinda Merck, DVM. 2007. Veterinary Forensics, Animal Cruelty Investigations. Ames, IA: Blackwell Publishing.

Virginia Department of Agriculture and Consumer Services (VDACS)
Animal Care Program
(804) 692-4001
animalcare@vdacs.virginia.gov

Office of Laboratory Services (OLS)
804-786-9202
<http://www.vdacs.virginia.gov/animals-laboratory-services.shtml>

Tufts Care and Condition Scales
<http://www.tufts.edu/vet/hoarding/pubs/tacc.pdf>

Virginia Department of Forensic Science. Evidence Handling and Laboratory Capabilities Guide.

<http://www.dfs.virginia.gov/documentation-publications/evidence-handling-and-laboratory-capabilities-guide/>

*Interactive teaching modalities recommended when available, such as live animal demonstrations, videos, case studies, working through a given scenario, utilizing equipment, etc.

2.4 Case Preparation (2 hours)

Performance Outcomes:

- Ability to prepare incident/offense reports and related paperwork in order to facilitate a misdemeanor or felony prosecution related to offenses involving animals.
- Ability to confidently present a case to Commonwealth's Attorneys and provide testimony in case trials.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, the student should be able to:

- A. Prepare an incident/offense report and related paperwork using descriptive sentences in a narrative style.
- B. Identify the necessary supporting documentation to submit to the Commonwealth's Attorney with the offense report to facilitate prosecution.
- C. Prepare a complete case file for submission to a Commonwealth's Attorney.
- D. Demonstrate ability to prepare testimony for case trials adequately.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum:

- A. Incidence/offense report
 - a. The importance of documentation
 - b. Narrative style
 - i. Proper use of grammar
 - 1. Past tense
 - 2. Active voice
 - ii. Accurate statement of facts
 - iii. Complete and detailed representation of facts
 - iv. Impartial, clear, and concise language
 - v. Chronological order
- B. Documentation requirements
 - a. Reference to offenses in the Code of Virginia and local ordinances
 - b. Date
 - c. Location
 - d. Time
 - e. Description of details of incident/offense
 - f. Victim description(s); animals may be considered victims

- g. Suspect(s) description(s)
 - i. Full name
 - ii. Address and contact information
 - iii. Date of birth
 - iv. Social security number
 - v. Any prior criminal history
 - vi. Injuries defendant may have received during arrest (if any)
 - 1. Document circumstances surrounding the injuries
 - 2. Indicate if a justifiable use of force was necessary
- h. Complainant/reporting party information
 - i. Full Name
 - ii. Address
 - iii. Contact information
- i. Witness information
 - i. Full name
 - ii. Address
 - iii. Contact information
 - iv. Signed statements

C. Supporting documentation

- a. Submitted with report to Commonwealth's Attorney as part of a case file
 - i. Statements
 - 1. Suspect(s)
 - 2. Witness(es)
 - ii. Veterinary and other subject matter expert reports
 - 1. Written medical record
 - 2. Necropsy
 - 3. Diagnostic testing
 - 4. Laboratory reports/analyses
 - iii. Investigative or follow-up report(s)
- b. All documents should be typed or printed

D. Case trial preparation

- a. Review case file and report
- b. Prepare for testimony with prosecutors
 - i. Trial date and location
 - 1. Meeting times
 - ii. Appropriate courtroom demeanor
 - iii. Anticipated questions
 - 1. Prosecution
 - 2. Defense
- c. Involve expert witnesses as needed

Recommendations for Instructors:

Refer to Department of Criminal Justice Services (DCJS) and other law enforcement materials for basic principles.

Review investigative and forensic techniques used by an officer dealing with inadequate care and/or cruelty as discussed in other ACO Basic Training curriculum sections (e.g. Operational Response to Calls for Service, Animal Investigations, and Collecting and Processing of Evidence).

Review forms and documents used by an officer dealing with abandonment, inadequate care, or cruelty.

2.5 Public Education on Animal Issues (1 hour)

Performance Outcomes:

- Ability to educate the public on proper animal husbandry, treatment, and care of animals.
- Ability to articulate to the public the laws and ordinances of the community in which they serve.
- Working knowledge of available animal-related resources, and how to research or find needed resources.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, the student should be able to:

- A. Demonstrate ability to communicate with a variety of members of the public on the proper care and treatment of animals, as well as animal care laws.
- B. Prepare and deliver a brief educational presentation utilizing best practices, and adjusting communication skills to identify with a particular audience.
- C. Demonstrate ability to research available resources pertaining to proper animal husbandry, treatment, and care of animals in the community.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum:

- A. Effective communication for animal control officers
 - a. Relevance
 - i. ACOs interact daily with people from various backgrounds and cultures
 - ii. Requires sensitivity to personal differences in order to perform duties
 - b. Communicating with diverse populations
 - i. Significance of nonverbal communication
 - ii. Factors which may affect communication and cloud perceptions or comprehension
 - 1. Educational background
 - 2. Values
 - 3. Environment
 - 4. Life experiences
 - 5. Prejudices and biases
 - c. Techniques for the various means of communication, and best practices for each *

- i. Verbal
 - 1. Techniques for adjusting verbal communication according to the situation
 - a. Some examples:
 - i. Consider the audience
 - ii. Avoid words that show prejudice
 - iii. Use simple, commonly understood terminology
 - 1. Avoid acronyms, slang, sarcasm, and idioms
 - iv. Be courteous
 - v. Consider voice tone
 - vi. Consider speed of speech
 - 1. Pause when necessary
 - vii. Enunciate each word
 - 2. Other considerations
 - a. Use knowledge of cultural norms/expectations
 - b. Use visual aids
 - c. Use translators, if available
 - d. Check for understanding
 - ii. Nonverbal
 - 1. Body stances
 - 2. Gestures
 - 3. Use appropriate eye contact
 - iii. Written
 - 1. May supplement verbal communication
 - 2. May be used for community outreach and educational purposes
 - iv. Media
 - 1. Television/Radio
 - 2. Social media
 - 3. Agency websites
- B. Practice verbally educating, communicating, and interacting with various audiences through role playing *
 - a. Respond appropriately to questions based on audience
 - b. Audience examples:
 - i. Average adult citizen
 - ii. Children/juveniles
 - iii. Senior citizens
 - iv. Mentally disabled
 - v. Emotional individuals or groups
 - vi. Supervisors
 - vii. Lawmakers
 - viii. Attorneys
 - ix. Other

- C. Identifying resources to aid in educating and assisting the public
 - a. Common websites
 - i. How to know if the information is reputable
 - ii. Examples of some available online resources:
 1. American Veterinary Medical Association (AVMA)
<https://www.avma.org/public/PetCare/PAGes/default.aspx>
 2. VeterinaryPartner.com
<http://www.veterinarypartner.com/>
 3. Association of Pet Dog Trainers (APDT)
<https://apdt.com/>
 4. American Animal Hospital Association (AAHA)
https://www.aaha.org/pet_owner/default.aspx
 5. Humane Society
http://www.humanesociety.org/animals/?credit=web_id101199907
 6. American Society for the Prevention of Cruelty to Animals (ASPCA)
<https://www.aspca.org/pet-care>
 7. National Humane Education Society
<https://nhes.org/education-2/>
 - b. Specific species or topic handouts
 - c. Research techniques to help identify available resources on animal welfare, husbandry, care, treatment, and other relevant topics
 - d. Other

*Interactive teaching modalities recommended when available, such as live animal demonstrations, videos, case studies, working through a given scenario, utilizing equipment, etc.

2.6 Virginia Comprehensive Animal Care Laws (5 hours)

Performance Outcomes:

- Proficiency with the Code of Virginia Comprehensive Animal Care Laws.
- Ability to enforce and comply with the Code of Virginia Comprehensive Animal Care Laws.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, the student should be able to:

- A. Demonstrate an understanding of the system by which Virginia laws are codified.
- B. Navigate the Code of Virginia Comprehensive Animal Care Laws and apply them to a given situation.
- C. Locate and apply other laws governing animals and property rights in animals.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum:

- A. Introduction to the codification of Virginia law
 - a. Basic layout/organization
 - i. Title
 - ii. Chapter
 - iii. Section
 - iv. Subsection
 - b. Understand the term “article”
 - i. Refers to a specifically referenced piece of law
 - c. Review Title 3.2
 - i. Agriculture, Animal Care, and Food
 1. Chapter 65: Comprehensive Animal Care Laws
- B. Review the Comprehensive Animal Care Laws within the Code of Virginia (listed by specific sections):
 - a. Definitions
 - b. Board of agriculture authority
 - c. Adequate care
 - d. Prohibitions
 - e. Regarding veterinarians
 - f. Commercial dog breeding
 - g. Transportation
 - h. Sale of animals
 - i. Boarding establishments

- j. Rabies prevention, licensing, and running at large
 - k. Control of dangerous and vicious dogs
 - l. Local ordinance authorizations
 - m. Public animal shelters
 - n. Research prohibition
 - o. Private animal shelters
 - p. Other releasing agencies
 - q. Foster homes
 - r. Individuals finding companion animals
 - s. Dogs killing, injuring, or chasing livestock or poultry
 - t. Disposal of dead companion animals
 - u. Animal control officers
 - v. Humane investigators
 - w. Capturing, duties, rabies plan, investigation, powers
 - x. Seizure, cruelty
 - y. Animal fighting
 - z. Keeping birds for shooting amusement
 - aa. Sterilization of adopted animals
 - bb. Civil penalties
 - cc. Hybrid canines
 - dd. Unlawful acts, jurisdiction
 - ee. Animal testing
- C. Review how to use the Virginia Legislative Information System to search for other relevant Code of Virginia sections (listed by specific sections):
- a. Other sections of the Code of Virginia related to animals
 - i. Certificate of veterinary inspection
 - ii. Larceny of animals
 - iii. Unauthorized use of animal
 - iv. Maliciously injure or kill animal or police animal respectively
 - v. False representation
 - vi. Withholding information
 - vii. Leaving dead or disabled animal in road, or allowing dead animal to remain unburied
 - viii. Obstructing justice
 - ix. Animal fighting included under Virginia RICO section
 - x. Keeping of reptiles
 - xi. Duty of driver involved in accident with damage to unattended property
 - xii. ACOs shall report suspected child abuse
 - xiii. Others

Applicable Laws, Regulations, and Guidance Documents:

Code of Virginia §§ 3.2-6500 – 3.2-6593 (Comprehensive Animal Care laws),
18.2-97, 18.2-102, 18.2-144 – 18.2-144.2, 18.2-313.1, 18.2-323, 18.2-460, 18.2-
513, 29.1-569, 46.2-896, 63.2-1509

Resources for Instructors:

Legislative Information System (LIS)-Code of Virginia.

<https://law.lis.virginia.gov/vacode>

Virginia Comprehensive Animal Law Handbook, most current edition

2.7 Animal Shelters and Other Releasing Agencies (3 hours)

Performance Outcomes:

- Ability to determine the requirements of lawful operation of animal shelters and other releasing agencies.
- Ability to ensure compliant operation of a jurisdiction's public animal shelter.
- Ability to enforce laws applicable to private animal shelters.
- Ability to investigate complaints against home-based rescues.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, the student should be able to:

- A. Distinguish between types of facilities and agencies that confine and dispose animals and definitions associated with each.
- B. List the general operating requirements of animal shelters and other releasing agencies.
- C. Determine the proper holding period for a given animal based on the circumstances of custody, and the compliance requirements for a given method of disposition.
- D. Identify the items that must be included in an animal custody record.
- E. Explain how the requirement to provide all elements of adequate care applies to animal shelters and releasing agencies.
- F. Identify whether a given scenario complies with animal shelter regulations.
- G. Demonstrate familiarity with State Veterinarian's right of access and enforcement authority for animal shelters.
- H. Demonstrate familiarity with veterinary, pharmacy, and wildlife laws as they relate to animal shelters.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum:

- A. Definitions in the Code of Virginia
 - a. Public animal shelter
 - b. Private animal shelter
 - c. Releasing agency
 - d. Home-based rescue
 - e. Humane society
 - f. Facility
 - g. Enclosure
 - h. Foster home

- i. Foster care provider
- B. General requirements
- a. Accessibility
 - b. Private animal shelter must be approved by the State Veterinarian prior to receiving animals
 - c. Other releasing agencies must be incorporated and not operated for profit
 - d. Signed statements - never convicted of animal cruelty, neglect, or abandonment
 - e. Companion animals confined by private animal shelters, other releasing agencies, and individuals
 - i. When to report to public animal shelter
 - ii. Public animal shelter maintains record of these animals
 - iii. Penalties
 - f. Agricultural animals are not included in the general operation of animal shelters and home-based rescues; they are seized, impounded, confined, and disposed under separate and distinct requirements and procedures
- C. Confinement and disposition
- a. Reasons for custody
 - i. Stray
 - ii. Seized
 - iii. Owner surrendered
 - iv. Quarantine
 - v. Transferred from another Virginia releasing agency
 - vi. Transferred from out-of-state releasing agency, Certificate of Veterinary Inspection (CVI) required
 - vii. Others
 - b. Holding period
 - i. What is a holding period
 - ii. Not less than five days
 - iii. Requirement to ascertain identification and notify rightful owner
 - iv. Additional holding period for animals bearing identification
 - c. Exceptions to holding period
 - i. Return to rightful owner
 - ii. Compliant statement of surrender signed by rightful owner
 - iii. Seized animals pending court order must be held until court disposition
 - iv. Immediate euthanasia of critically ill, critically injured, or unweaned animal for humane purposes
 - 1. Veterinary medical records
 - v. Euthanasia of feral dog or cat on the third day if:
 - 1. No identification
 - 2. Posing a risk of injury to any person providing its care
 - 3. Signed statement from a disinterested party
 - d. Methods of disposition

- i. Return to rightful owner
- ii. Adoption to resident of same or adjacent locality
 - 1. Compliant sterilization agreement signed by both parties
 - 2. Signed statement from adopting party indicating no previous history of animal crimes
- iii. Adoption to any person if animal is already sterilized
 - 1. Signed statement from adopting party indicating no previous history of animal crimes
- iv. Euthanasia
 - 1. Method prescribed or approved by State Veterinarian
- v. Transfer to a Virginia releasing agency (lawfully operating)
- vi. Transfer to an Out-of-State Releasing Agency
 - 1. Signed statement from authorized representative that agency complies with Virginia laws
 - 2. Certificate of Veterinary Inspection (health certificate) prior to crossing state lines if applicable

D. Animal custody records

- a. Must be made immediately upon taking custody
- b. One custody record per animal
- c. Must include all of the required elements
 - i. Date on which custody was taken
 - ii. Date of making of the record
 - iii. Reason for taking custody
 - iv. Location where custody was taken
 - v. Species, breed, color, sex, approximate age, approximate weight
 - vi. Any license or rabies tag, collar, tattoo, or other identification carried by or appearing on the animal
 - vii. Name and address of the animal's owner, if known
 - viii. The disposition of the animal
- d. Must be available for public inspection upon request
- e. Must be maintained for five years

E. Requirement for adequate care

- a. Adequate care by owner applies to animal shelters and other releasing agencies to the same extent as it applies to any person
- b. Each element of adequate care must be provided for each individual animal
 - i. Reference the Code of Virginia
- c. Veterinary care must be provided by a licensed veterinarian to prevent suffering, impairment of health, and disease transmission

F. Animal shelter regulations

- a. General requirements
 - i. Suitability, separation, protection
 - ii. Proper ventilation and comfortable temperature

- iii. Maintenance and sanitation
 - iv. Drinking water
 - v. Appropriate feeding and food storage
 - vi. Resting provisions and enclosure floors
 - b. Protocols written/ratified by a veterinarian
 - i. Determining if an animal requires treatment by veterinarian
 - 1. Written protocol signed by veterinarian
 - 2. Must provide veterinary care for ill or injured animals
 - ii. Control of contagious and infectious disease
 - 1. Written protocol signed by veterinarian
 - 2. Must have an isolation room
 - iii. Management of neonatal and medically compromised animals
 - 1. Written protocol signed by veterinarian
 - 2. Must maintain suitable enclosures
 - c. Housing of animals subject to a holding period
 - i. Enclosure construction
 - ii. Surface materials
 - iii. Structures contained in the enclosure
 - iv. Disinfection between animals
- G. Animal shelter inspection and compliance enforcement
- a. State Veterinarian's authority to inspect and enforce
 - b. Civil Penalty Matrix
- H. Overview other applicable laws and regulations
- a. Virginia veterinary laws
 - i. Activities that constitute the practice of veterinary medicine
 - ii. Practicing veterinary medicine requires a license
 - iii. Limited and specific exceptions for animal shelters with veterinarian supervision
 - b. Virginia wildlife laws and federal wildlife laws
 - i. Possession of wildlife animals requires permit unless individual is specifically authorized by law, such as an animal control officer
 - ii. ACO wildlife handling areas located in proximity to an animal shelter should be separate from the facility for companion animals
 - iii. Protected species and species of concern
 - c. Virginia Drug Control Act and Federal Controlled Substances Act
 - i. Reference the Code of Virginia and the United States Code
 - ii. Possession and administration of controlled substances and prescription medications is restricted to licensed individuals
 - iii. Limited and specific allowances for animal shelters with veterinarian supervision
 - iv. Controlled substances and prescription medications must remain at the location of license

Applicable Laws, Regulations, and Guidance Documents:

Code of Virginia Title 3.2, Chapter 65 (Comprehensive Animal Care laws)
Code of Virginia Title 54.1, Chapter 54 (Drug Control Act)
Virginia Administrative Code 2 VAC 5-111, 2 VAC 5-115, 2 VAC 110-20-690
United States Code Title 21, Chapter 13 (Controlled Substances Act)
State Veterinarian - Division Administrative Directive 79-1
Virginia Board of Veterinary Medicine Guidance Document 150-10

Resources for Instructors:

Legislative Information System (LIS)-Code of Virginia

<https://law.lis.virginia.gov/vacode>

Legislative Information System – Administrative Code

<https://law.lis.virginia.gov/admincode/title2/agency5/chapter111/>

Virginia Department of Agriculture & Consumer Services

Animal Care Program

804-692-4001

animalcare@vdacs.virginia.gov

Virginia Comprehensive Animal Law Handbook, most current edition.

2.8 Dangerous and Vicious Dogs (2 hours)

Performance Outcomes:

- Ability to enforce the laws regarding the control of dangerous and vicious dogs.
- Ability to follow the procedural requirements upon a dangerous or vicious dog declaration.
- Ability to add and update information in the Virginia Dangerous Dog Registry.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, the student should be able to:

- A. Identify the laws and regulations pertaining to dangerous and vicious dogs.
- B. Demonstrate understanding of the criteria to classify a dog as dangerous or vicious.
- C. Identify the duties of an animal control officer if they believe a dog to be dangerous or vicious.
- D. Identify the initial requirements for owners and animal control officers following a dangerous or vicious dog declaration.
- E. Identify the ongoing requirements for owners and animal control officers following a dangerous or vicious dog declaration.
- F. Describe the process for adding and updating information in the Virginia Dangerous Dog Registry.
- G. Identify the potential criminal penalties related to a declared dangerous dog attacking again.
- H. Identify the response procedures when an owner fails to comply with a dangerous dog order.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum:

- A. Laws and regulations pertaining to dangerous and vicious dogs
 - a. Reference the Code of Virginia
 - i. Control of dangerous dogs
 - ii. Vicious dogs
 - iii. Establishment of Dangerous Dog Registry
 - b. Reference the Virginia Administrative Code
 - i. Regulations pertaining to the establishment of the Dangerous Dog Registry
- B. Definitions and criteria for classification

- a. Reference the Code of Virginia
 - b. Dangerous dogs
 - i. Bitten, attacked, inflicted injury on, or killed a companion animal
 - ii. Bitten, attacked, or inflicted injury to a person
 - iii. Shall not be found dangerous solely based on breed
 - iv. Exceptions
 - 1. Engaged in lawful hunting or dog handling event
 - 2. Person committing crime, trespassing, or provoking animal
 - 3. Police dogs
 - 4. Dog responding to pain
 - 5. Justifiable act of protection
 - c. Vicious dogs
 - i. Killed a person
 - ii. Inflicted serious injury on a person
 - iii. Continued dangerous behavior following a dangerous dog declaration
 - iv. Shall not be found vicious solely based on breed
- C. Duties of animal control officer (ACO) or law enforcement officer (LEO)
- a. Any ACO or LEO that has reason to believe a dog may be dangerous:
 - i. May apply to a magistrate for a summons
 - 1. ACOs have discretion
 - 2. LEOs must notify ACO
 - ii. Shall confine the animal
 - 1. Until verdict is rendered
 - 2. ACO may make a determination that conditions permit the owner to confine animal in a manner that ensures public safety
 - b. Any ACO or LEO who has reason to believe a dog may be vicious:
 - i. Shall apply to magistrate for a summons
 - ii. Shall confine the animal
 - 1. Until verdict is rendered
 - 2. No option for owner to confine
- D. Initial requirements upon dangerous or vicious dog declaration
- a. Court may order restitution
 - b. Dangerous dog declaration
 - i. ACO
 - 1. Provide owner with a copy of all the applicable laws and regulations
 - 2. Provide owner with a Dangerous Dog Registration Certificate
 - 3. Inspect dog and property
 - 4. Provide owner with dangerous dog tag
 - 5. Collect registration fee from owner
 - 6. Make entry in Virginia Dangerous Dog Registry

- ii. Owner
 - 1. Pay registration fee
 - 2. Acquire dangerous dog tag
 - 3. Complete Dangerous Dog Registration Certificate
 - 4. Confine animal in accordance with requirements
 - c. Vicious dog declaration
 - i. No registration requirements for vicious dogs
 - ii. Must be euthanized
 - E. Ongoing requirements following dangerous or vicious dog declaration
 - a. ACO
 - i. Update Virginia Dangerous Dog Registry with any changes
 - ii. Meet with dog owner annually
 - 1. Confirm continued compliance
 - 2. Complete Virginia Dangerous Dog Registry Renewal Form
 - b. Owner
 - i. Must notify ACO if:
 - 1. There are any changes to:
 - a. Owner name, address, or phone number
 - b. Owner contact information
 - c. Chip identification
 - d. Insurance or bond
 - 2. Dog is loose
 - 3. Dog bites or attacks again
 - 4. Dog is sold, given away, or dies
 - ii. Pay annual renewal fee for Dangerous Dog Registry
- F. Virginia Dangerous Dog Registry website
 - a. How to add a new dog to the registry
 - b. How to update or edit information
 - i. Changes in address/ownership/jurisdiction
 - ii. Death
- G. Potential criminal penalties
 - a. Reference the Code of Virginia
 - i. Class 2 misdemeanor for subsequent attack on another cat or dog
 - ii. Class 1 misdemeanor for subsequent attacks on a human
 - iii. Class 6 felony for willful and reckless disregard for human life
- H. Failure of owner to comply with dangerous dog order
 - a. Class 1 misdemeanor
 - b. ACO shall confine the dog until a court hearing
 - c. Court may:
 - i. Order disposal of dog
 - ii. Grant owner additional time to comply
 - iii. Order owner to pay reasonable expenses

Applicable Laws, Regulations, and Guidance Documents:

Code of Virginia §§ 3.2-6540, 3.2-6540.1, 3.2-6542
Virginia Administrative Code 2 VAC 5-620

Resources for Instructors:

Virginia Department of Agriculture & Consumer Services
Office of Veterinary Services
804-692-4001
animalcare@vdacs.virginia.gov

2.9 Animal Fighting Investigations (3 hours)

Performance Outcomes:

- Ability to respond to complaints regarding animal fighting.
- Ability to correctly identify animal fighting.
- Ability to investigate and document cases of animal fighting.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, the student should be able to:

- A. Demonstrate knowledge of the laws pertaining to animal fighting.
- B. Demonstrate knowledge of the context of animal fighting operations, and associated activities with fighting operations and underground networks.
- C. Identify collateral crimes commonly associated with animal fighting.
- D. Identify signs and evidence specific to cockfighting operations.
- E. Identify signs and evidence specific to dog fighting operations.
- F. Identify the elements necessary for an animal control officer to build an animal fighting case.
- G. Identify resources available to assist animal control officers with animal fighting investigations.

Lesson Plan Guide:

The lesson plan shall include the following at the minimum:

- A. Animal fighting laws
 - a. United States
 - i. Reference the United States Code
 - ii. Dog fighting is a felony in all states
 - iii. Cock fighting is illegal in all states
 - 1. Felony in 40 states and District of Columbia (D.C.)
 - 2. Misdemeanor in all others
 - b. Virginia
 - i. Reference the Code of Virginia
 - ii. Levels of criminal violation for animal fighting
 - 1. Class 1 misdemeanor
 - 2. Class 6 felony
 - iii. Penalties
- B. Context of animal fighting operations and underground networks
 - a. Types of participants

- i. Professionals/organized
 - ii. Hobbyists/dabblers
 - iii. Street fighters
 - iv. Hybrids
- b. Concealment of operations
 - i. Rural operations, remote locations
 - 1. Temporary pits
 - 2. Heavily wooded out-of-the-way areas
 - 3. Barns or sheds
 - ii. Urban operations
 - 1. Garages, warehouses, abandoned buildings
 - 2. Inside homes
 - 3. Established businesses
- c. Registration groups
 - i. Registration papers are commonly found on the property of animal fighters
 - 1. Examples:
 - a. American Dog Breeders Association (ADBA)
 - b. United Kennel Club (UKC)
 - c. Bonafide
 - d. Animal Research Foundation (ARF)
 - e. Private kennels
 - f. Game fowl by breed
 - g. Other
- d. Publications
 - i. Produced by animal fighting entities
 - ii. Commonly found on the property of animal fighters
 - iii. New subscribers typically must be sponsored by an existing member
 - iv. Advertising
 - 1. Magazines
 - 2. Local classifieds
 - 3. Internet
 - a. Websites
 - b. Message boards
 - c. Chat rooms
- e. Profit sources
 - i. Winning fights
 - ii. Dog breeding
 - 1. Stud fees
 - 2. Puppy sales
 - iii. Sales of fighting animal(s)
 - 1. Champions
 - 2. Battle cocks
 - 3. Trios
 - iv. Side businesses

1. Transporters
2. Registries
3. Sale of paraphernalia
- v. Fees
 1. Registration (or “purse”) for matches
 2. Spectator admission
 3. Referee services
 4. Parking fees
- vi. Gambling activities
- vii. Concessions
- viii. Other

C. Collateral crimes

- a. Larceny
- b. Narcotics
 - i. Human
 - ii. Animal
- c. Firearms
- d. Malicious wounding and assaults
- e. Homicide
- f. Vice crimes
 - i. Humans
 - ii. Animals
- g. Child abuse, neglect, endangerment
- h. Tax law violations
- i. Unlawful practice of veterinary medicine
- j. Unlawful possession of controlled substances

D. Cockfighting

- a. Signs and evidence
 - i. High ratio of males to females
 - ii. Special housing
 1. Fly pens
 2. Segregated
 - iii. Clipping (aka “dubbing”)
 1. Combs
 2. Wattles
 3. Spurs
 - iv. Weights or leg pulls
- v. Tools, implements, and paraphernalia
 1. Gaffs
 2. Knives
 3. Muffs
 4. Pits
 5. Scales
 6. Other

- b. Training birds to fight
 - i. Physical exercise
 - 1. Running
 - 2. Flirting
 - 3. Flying
 - 4. Leg pulls
 - 5. Sparring
 - ii. Special diets/feeds
 - iii. Vitamins and supplements
 - iv. Enhancements
 - 1. Illicit drugs
 - 2. Steroids
 - v. Over-the-counter (OTC) medications
 - vi. Homemade or “natural” remedies
 - vii. The “Keep”
 - 1. Period of intense conditioning
 - a. Typically the two weeks just prior to a fight
 - b. Separate housing
 - c. Aiming for specific weight
 - 2. Fighters often have their own “formulas” for success
- c. Types of cock fighting
 - i. Gaff
 - ii. Knife
 - 1. Short
 - 2. Long
 - iii. Naked heel
- d. Styles of Fighting
 - i. Derbies
 - ii. Brush fights
 - iii. Mains
 - iv. Welsh mains
- e. How fights are conducted

E. Dogfighting

- a. Signs and evidence
 - i. Wounds and scars
 - ii. Methods of housing/confinement
 - 1. Heavy chains
 - 2. Close proximity to other dogs
 - iii. Training equipment and other paraphernalia
 - 1. Treadmills
 - 2. Catmill (or Jenny)
 - 3. Springpoles
 - 4. Pit
 - 5. Breaksticks
 - 6. Swim tanks

7. Breeding stands
8. Weights
9. Scales
10. Other
- iv. Medical supplies
 1. Quantities may be excessive or disproportionate
 2. Veterinary drugs
 - a. With or without valid prescriptions
 - b. Expired
 - c. Preventives
 - i. Anthelmintics (dewormers)
 - ii. Flea and tick repellants
 - iii. Vaccines
 3. Over the counter (OTC) medications
 4. Illicit drugs
 5. Wound treatment
 - a. Devices
 - i. Skin staplers
 6. Shock therapy
 7. Homemade or “natural” remedies
- b. Training dogs to fight
 - i. Physical
 1. Weights
 2. Running
 3. Pulling
 4. Jumping
 5. Flirting
 6. Bumps/rolls
 - ii. Enhancements
 1. Vitamin and mineral supplements
 2. Drugs/steroids
 - iii. The “Keep”
 1. Typically a six-week conditioning program
 - a. Diet and exercise
 2. Objective is to reach “Fighting weight”
 3. Fighters may have their own “formulas”
 - a. May be specific to each dog
- c. Conducting the fight
 - i. Weigh-in
 - ii. Washing the dogs
 - iii. Referee and two handlers in the pit
 - iv. Dogs face off and are released from “scratch line”
 - v. Fight until a turn, “fang,” or “out of holds”
 - vi. Fight ends when
 1. One dog fails to “scratch”
 2. One handler concedes

3. One dog dies
 - d. Status
 - i. Champion
 - ii. Grand Champion
 - iii. Register of Merit (R.O.M.)
 - iv. Producer of Record (P.O.R.)
- F. Investigating animal fighting cases *
- a. Obtaining affidavits and search warrants
 - i. May need to explain significance of items to a magistrate or judge
 - ii. Counter-surveillance
 - iii. Complaints
 - iv. Sworn statements
 - v. Fly-overs
 - vi. Warrants should include:
 1. All animals alive, dead, unborn, above and below ground
 2. Technology
 - b. Documentation of officer's on-scene observations and investigation narrative
 - i. Written report
 - c. Collection and documentation of evidence
 - i. Methodical and well organized
 - ii. Photos, videos
 - iii. Scene maps/diagrams
 - iv. Ensure proper chain of custody
 - v. Proper packaging of material recovered
 - vi. Special considerations for animals as live evidence
 - vii. Special handling and processing of deceased animals
 - d. Work closely with prosecutors
 - i. Local Commonwealth's Attorney
 - ii. Office of the Attorney General of Virginia (OAG)
 1. Animal Law Unit
 - iii. Federal
 - e. Considerations for the seizure of live animals
 - i. Transportation
 - ii. Sheltering
 - iii. Veterinary care
 - f. Ensure examination and care of animals
 - i. Triage and emergency veterinary care if necessary
 - ii. Veterinary examination
 1. Forensic Veterinarian if possible
 2. Veterinarians
 - a. Assessment of:
 - i. Animals
 1. Scars and wounds
 2. Abnormal behaviors

- ii. Environment
 - iii. Medical supplies
 - 1. Drugs
 - 2. Supplements
 - b. Provide veterinary reports
 - c. Provide treatment and/or recommendations
 - 3. Pathologists/diagnosticians
 - a. Necropsies
 - b. Toxicology
 - c. Other laboratory tests
 - 4. Animal behavioral experts
 - a. Behavioral assessments
 - b. Videos
 - c. Reports
 - g. Utilize animal fighting experts
 - i. Virginia Animal Fighting Task Force (VAFTF)
 - ii. American Society for the Prevention of Cruelty to Animals (ASPCA)
 - h. Other charges to consider
 - i. Cruelty
 - i. Inadequate care
 - ii. Collateral crimes
 - i. Understand and prepare for common defenses
 - i. Boar hunting
 - ii. Dog weight pulling competitions
 - iii. Dog conformation shows
 - iv. Show birds
 - v. Other
 - j. Review and discuss case scenarios/examples *
- G. Resources for animal control officers
 - a. Virginia Animal Fighting Task Force (VAFTF)
 - b. State Veterinarian's Office
 - i. Animal Care Program
 - 1. Staff Veterinarian for Animal Care
 - c. Office of the Attorney General of Virginia (OAG)
 - i. Animal Law Unit
 - d. Virginia Animal Control Association (VACA)
 - e. American Society for the Prevention of Cruelty to Animals (ASPCA)
 - f. The Humane Society of the United States (HSUS)
 - g. Websites
 - i. Google Maps/Google Earth
 - ii. Cockfighting
 - 1. www.gamerooster.com
 - 2. www.gamefowl.com
 - iii. Dogfighting

1. <http://www.apbt.online-pedigrees.com/>
- iv. Other

Recommendations for Instructors:

Review investigative and forensic techniques used by an officer dealing with inadequate care and/or cruelty as discussed in other ACO Basic Training curriculum sections (e.g., Operational Response to Calls for Service, Case Preparation, Animal Investigations, and Collecting and Processing of Evidence).

Applicable Laws, Regulations, and Guidance Documents:

Code of Virginia §§ 3.2-6503, 3.2-6503.1, 3.2-6571

U.S. Code Title 7 § 2156

Resources for Instructors:

Virginia Animal Fighting Task Force

<http://www.VAFTF.org>

Virginia Department of Agriculture and Consumer Services

Animal Care Program

804-692-4001

animalcare@vdacs.virginia.gov

Office of the Attorney General Animal Law Unit

<http://www.ag.virginia.gov>

Virginia Animal Control Association

<http://www.vacaonline.net>

American Society for the Prevention of Cruelty to Animals

<https://www.asPCA.org/>

Dogfighting Toolkit for Law Enforcement

<https://www.asPCApro.org/resource/dogfighting-toolkit-law-enforcement>

The Humane Society of the United States

<http://www.humanesociety.org/>

*Interactive teaching modalities recommended when available, such as live animal demonstrations, videos, case studies, working through a given scenario, utilizing equipment, etc.

2.10 Seizure and Impoundment of Animals (3 hours)

Performance Outcomes:

- Ability to seize animals lawfully and prepare for an animal custody hearing.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, the student should be able to:

- A. Identify when an animal control officer may lawfully take custody of an animal.
- B. Identify and complete pertinent documents, including an affidavit for a search warrant, petition for custody, notice to owner, public notice form, and a final order.
- C. Demonstrate an understanding of the process to properly execute an animal seizure and adequately prepare for a custody hearing.
- D. Identify the requirements following the seizure or impoundment of an agricultural animal.
- E. Identify the procedures an animal control officer shall take to secure a custody hearing.
- F. Demonstrate an understanding of when restitution or surety bonds may be imposed.
- G. Identify the lawful methods of disposition for an animal whose custody has been awarded to a local jurisdiction by the court.

Lesson Plan Guide:

- A. Animal seizure authority and enforcement
 - a. Reference the Code of Virginia
 - b. Who has authority to lawfully seize and impound animals
 - i. Humane investigator
 - ii. Law-enforcement
 - iii. Animal control officer (ACO)
 - c. Affirmative duty to act
 - d. Review the duties of the Commonwealth's Attorney
 - e. When an animal can be seized
 - i. Abandoned, cruelly treated, or suffering
 - ii. Direct and immediate threat to its life, safety, or health
 1. Clear and imminent danger
 - iii. Has been, is, or is intended to be used in animal fighting
- B. Terms and documents *
 - a. Affidavit for search warrant

- i. File number
 - ii. ACO/applicant information
 - iii. Clerk of Circuit Court certified
 - iv. Date(s)
 - v. Description of offense
 - vi. Description of place, person, or thing to be searched and what types of things may be found during the search
 - vii. Material facts constituting probable cause
 - viii. Required signatures
 - b. Petition for custody
 - i. Request for hearing
 - ii. Request to grant local governing body custody of animal(s)
 - iii. Within 10 business days of seizure
 - iv. Additional requests
 - 1. Boarding or impound fees
 - 2. Veterinary medical fees
 - 3. Prohibition against owning animals
 - v. Signed by a judge/clerk
 - c. Order
 - i. Grant of petition for custody hearing
 - ii. Date and time
 - d. Notice
 - i. To owner
 - ii. Date, time, and place for hearing
 - iii. Nature of hearing
 - iv. Service
 - 1. Personal
 - 2. Family member
 - 3. Posted on door of residence or property
 - v. At least five days prior to scheduled hearing
 - e. Final order
 - i. May be prepared by ACO or Commonwealth's Attorney
 - ii. Include everything the ACO or agency is requesting in the petition for custody
- C. Processes and considerations when executing a seizure of animals and preparing for the custody hearing *
 - a. Treat like a crime scene
 - b. Photographs
 - i. Animal(s)
 - ii. Crime scene
 - c. Scene diagram
 - d. Label and identify each animal prior to transport
 - e. Evaluation of all animals on-scene
 - i. Differing conditions among different species
 - ii. Pros and cons of:

1. Seizing only affected species/animals
 2. Seizing all animals on the property
 - f. Veterinary examination and care
 - i. Ideally on-scene, or immediately thereafter
 - ii. Obtain veterinary report
 1. General health of the animal(s)
 2. Treatments provided
 3. Necropsies performed
 4. Laboratory or other diagnostic tests performed
 5. Abnormal behaviors
 - iii. Document progress of animal
 - g. Officer's complete investigation report
 - h. Collect witness statements
 - i. Preferred method is to have witnesses provide statement in writing with their signature
 - ii. Can be recorded with consent
 1. Voice
 2. Video
 - i. Subpoena witnesses
 - j. Utilize expert witnesses
 - i. May provide testimony for custody hearing and criminal trials
 - ii. Veterinarian
 1. Examined or treated animal(s)
 2. Performed necropsy
 - a. Diagnosticians and pathologists
 - i. Regional Animal Health Laboratory
 - ii. Veterinary school diagnostic laboratory
 - b. Private practitioner
 - iii. Forensic veterinarian
 1. State Veterinarian's Office
 2. National animal welfare organizations
 3. Private consultants
 - iv. Animal husbandry/behavior experts
 - v. Animal fighting experts
 - vi. Other forensic experts
 - k. Review and discuss case scenarios/examples *
- D. Agricultural animal seizure
 - a. Reference the Code of Virginia
 - b. Prior to seizing agricultural animal:
 - i. ACO must contact State Veterinarian's Office
 1. Representative shall recommend the most appropriate action for effecting seizure or impoundment
 - c. ACO must notify owner and the Commonwealth's Attorney
 - d. ACO must complete Agricultural Animal Seizure Report form provided by State Veterinarian

- i. Submit within five days of seizure
 - e. Animals may be impounded on owner's land (aka "seized in place") if:
 - i. Land owner or tenant gives written permission;
 - ii. Court ordered; or
 - iii. It is in the best interest of animal(s) and the land owner/tenant cannot be located
 - f. Must provide appropriate security and adequate care
 - g. Review and discuss case scenarios/examples *
- E. Custody hearing process
 - a. Reference the Code of Virginia
 - b. Upon such seizure or impoundment, ACO shall petition general district court for a hearing
 - i. Date and time for hearing set
 - ii. Hearing shall not be more than 10 business days from date of seizure
 - iii. Hearing will determine if animal has been abandoned, cruelly treated, or deprived of adequate care
 - c. Notice of hearing served to animal owner or custodian
 - i. If owner/custodian is known, written notice served at least 5 days prior to hearing
 - ii. If owner or owner's location is unknown
 - 1. Notice published in newspaper of general circulation:
 - a. At least one time prior to hearing
 - 2. Public notice must also be posted at city hall or courthouse:
 - a. At least five days prior to hearing
 - 3. Recommend keeping the original published notice in the case file
 - d. ACO shall provide care for animals until the court has concluded the hearing
 - e. Hearing
 - i. Court will hear evidence
 - ii. Court will determine if animal has been abandoned, cruelly treated, or deprived of adequate care
 - iii. Procedure for appeals are the same as those for misdemeanors
- F. Restitution and surety bonds
 - a. Reference the Code of Virginia
 - b. Cover cost of expenses to locality
 - c. Discuss pros and cons of each
 - d. Court can order restitution for expenses incurred related to care and keep of the animals seized
 - e. Animals held more than 30 days
 - i. Locality may require surety bond for the cost of boarding the animal for a period of time not to exceed nine months
 - ii. Shall not be forfeited if owner is found to be not guilty

- G. Disposition of animals
 - a. Reference the Code of Virginia
 - i. Companion animals
 - ii. Agricultural animals
 - b. If owner is found not guilty
 - c. If owner is found guilty
 - i. Owner shall not be allowed to purchase, adopt, or otherwise obtain the animal(s)
 - ii. Court orders
 - 1. Court may prohibit possession or ownership of animals

Recommendations for Instructors:

Review investigative and forensic techniques used by an officer dealing with inadequate care and/or cruelty as discussed in other ACO Basic Training curriculum sections (e.g., Animal Investigations, Operational Response to Calls for Service, Case Preparation, and Collecting and Processing of Evidence).

Review forms and documents used by an officer dealing with abandonment, inadequate care, or cruelty.

Applicable Laws, Regulations, and Guidance Documents:

Code of Virginia §§ 3.2-6503, 3.2-6503.1, 3.2-6507.6, 3.2-6566, 3.2-6569, 3.2-6571

Resources for Instructors:

Virginia Judicial System
<http://www.courts.state.va.us/main.htm>

Affidavit for Search Warrant
<http://www.courts.state.va.us/forms/district/dc338.pdf>

Virginia Department of Agriculture and Consumer Services (VDACS)
<http://www.vdacs.virginia.gov/animals.shtml>

Agricultural Animal Seizure Report
<http://www.vdacs.virginia.gov/pdf/animal-seizure-report.pdf>

*Interactive teaching modalities recommended when available, such as live animal demonstrations, videos, case studies, working through a given scenario, utilizing equipment, etc.

2.11 Overview of Animal Euthanasia (2 hours)

Performance Outcome:

- An understanding of humane euthanasia of animals and familiarity with the methods prescribed or approved by the State Veterinarian.

Training Objectives and Criteria for Testing:

Given a written exercise, the student should be able to:

- A. Demonstrate understanding of the statutory differences between euthanasia, killing, humane dispatch/destruction, and depopulation of animals.
- B. Identify what types of scenarios and topics each state and federal agency has the regulatory authority over in regards to regulating euthanasia within the Commonwealth of Virginia.
- C. Identify training and certification requirements for non-veterinarian personnel to euthanize domestic animals.
- D. Identify the requirements and responsibilities of a supervising veterinarian.
- E. Demonstrate familiarity with the prescribed or approved methods of euthanasia for companion animals.
- F. Demonstrate familiarity with the approved methods of euthanasia for livestock.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum:

- A. Definitions
 - a. Definition of euthanasia (reference the Code of Virginia)
 - b. Discuss the differences between the following terms (reference the Code of Virginia as applicable):
 - i. Euthanasia
 - ii. Killing
 1. “Unnecessary killing” constitutes cruelty
 - iii. Humane dispatch/destruction
 1. Direct and immediate threat to public safety or public health
 2. Destruction of a dog in the act of killing livestock or poultry
 - iv. Depopulation
- B. Governance of euthanasia
 - a. Regulatory authorities within Virginia

- i. State Veterinarian within Virginia Department of Agriculture and Consumer Services
 - 1. Authorized to prescribe or approve methods for euthanasia of animals (reference the Code of Virginia)
 - a. State Veterinarian's Directive 79-1; different methods for companion animals vs agricultural animals
 - ii. Virginia Department of Health Professions
 - 1. Virginia Board of Pharmacy
 - a. Authority over the purchase, possession, and administration of pharmaceuticals
 - b. Applicable pharmacy laws, regulations, and guidance documents within Virginia
 - c. Controlled substance licensing requirements
 - i. Controlled substance registration (CSR)
 - ii. DEA
 - 2. Virginia Board of Veterinary Medicine
 - a. Definition of "the practice of veterinary medicine" (reference the Code of Virginia)
 - b. Regulate laws governing the practice of veterinary medicine and any exceptions
 - iii. Virginia Department of Wildlife Resources (DWR)
 - 1. State Veterinarian has designated DWR to authorize the euthanasia of wildlife and approve methods by which it is performed per State Veterinarian Directive 79-1
 - 2. Regulates relevant wildlife laws, regulations, and guidance documents for the authorization and approved methods of euthanasia of wildlife
- b. Federal regulatory authorities
 - i. US Drug Enforcement Agency (DEA)
 - 1. Regulates the controlled substances used during euthanasia
 - 2. Regulates relevant pharmacy laws, regulations, and/or guidance documents as they pertain to euthanasia
- C. Individuals authorized to perform euthanasia
- a. A veterinarian with a current Virginia license
 - b. Exceptions to euthanasia by veterinarians: Trained and certified non-veterinary personnel pursuant to the State Veterinarian's Directive 79-1
 - i. Training requirements
 - 1. VDACS Humane Animal Euthanasia course completed prior to certification
 - a. Completed and signed *Animal Euthanasia Training Record* (VDACS Form AC4)
 - i. Kept on file at animal facility where individual performs euthanasia
 - ii. Public record

- ii. Certification requirements
 - 1. Certified by a supervising veterinarian as having a level of clinical competency conducive to the proficient and humane performance of euthanasia
 - 2. Completed and signed *Competency Certification for Animal Euthanasia* (VDACS Form AC5)
 - a. Review requirements for renewal
 - b. Kept on file at animal facility where individual performs euthanasia
 - c. Public record
 - 3. Additional requirements for livestock species
 - a. Firearm qualifications and certifications
- D. Supervision by a veterinarian licensed to practice veterinary medicine in the Commonwealth of Virginia
 - a. The supervising veterinarian is expected to provide general oversight of euthanasia of companion animals and agricultural animals
 - b. Establishes a euthanasia protocol for the facility in compliance with all pertinent state and federal laws and regulations
 - i. Completes and signs *Veterinary Supervision and Protocol Summary for Companion Animal Euthanasia* (VDACS Form AC6)
 - 1. Kept on file at animal facility
 - 2. Public record
 - c. Supervising veterinarians may suspend an individual's *Competency Certification for Animal Euthanasia* (VDACS Form AC5)
 - i. Suspension shall be communicated in writing to State Veterinarian's Office
- E. Euthanasia of companion animals by trained and certified non-veterinary personnel
 - a. Review definition of "companion animal"
 - i. Reference the Code of Virginia
 - b. Animals which may be euthanized as authorized by the Code of Virginia
 - i. Reference specific sections of the Code of Virginia
 - c. Approved methods for routine and emergency euthanasia
 - i. Injection of sodium pentobarbital is the only approved method per State Veterinarian Directive 79-1
 - ii. Must be provided according to the completed *Supervising Veterinarian's Protocol for Companion Animal Euthanasia* (VDACS Form AC6)
 - iii. A veterinarian with a current Virginia license may perform euthanasia on animals utilizing any method recognized as humane by the AVMA
 - d. Unapproved methods of euthanasia for companion animals
 - i. Carbon monoxide or other gas chambers
 - ii. Oral administration of sodium pentobarbital

iii. Firearms

1. Euthanasia vs. killing/destruction/humane dispatch
 - a. Use of firearms for personal or public protection is not considered euthanasia and is not under the authority of the State Veterinarian Directive 79-1
 - i. When destruction or humane dispatch of an animal that is not considered “euthanasia:”
 1. An animal posing a direct and immediate threat to public safety
 2. An animal posing a direct and immediate threat to public health, by showing active clinical signs of rabies or suspected of having rabies based on valid information that the animal has had contact with a known or suspected rabid animal
 3. A dog in the act of killing livestock or poultry
 - b. Review the differences between the requirements to provide humane euthanasia versus the legal allowances for a necessary killing or humane destruction/dispatch
 - i. Reference Code of Virginia
 - ii. Consult with the local Commonwealth’s Attorney regarding any circumstances involving the use of a firearm for the destruction or killing of a companion animal

F. Euthanasia of agricultural animals by trained and certified non-veterinary personnel

- a. Review definition of agricultural animal
 - i. Reference the Code of Virginia
- b. Animals which may be euthanized as authorized in the Code of Virginia
 - i. Reference specific sections of the Code of Virginia
- c. Approved methods for routine and emergency euthanasia
 - i. Livestock
 1. Firearm
 2. Captive bolt
 - ii. Poultry
 1. No pre-approved methods for euthanasia
 2. Humane destruction must be performed in a manner prescribed by the supervising veterinarian
- d. Unapproved methods for agricultural animals
 - i. Sodium pentobarbital injection is not approved for livestock
 - ii. Unauthorized use of controlled substances is considered a diversion of drugs

- e. Contact the State Veterinarian's office before any mass euthanasia or humane destruction of livestock or poultry

Applicable Laws, Regulations, and Guidance Documents:

United States Code 21 USC 13 (Controlled Substances Act), 21 USC 13 § 822

Code of Virginia §§ 29.1-508.1, 29.1-521, 54.1-3422, 54.1-3423, 54.1-3425, 54.1-3800, 3.2-6500, 3.2-6503, 3.2-6503.1, and 3.2-6505

Virginia Administrative Code 4 VAC 15-30-10, 4 VAC 15-30-50, 4 VAC 15-40-225, 4 VAC 15-40-240, 18 VAC 110-20-580, 18 VAC 110-20-690, 18 VAC 110-20-700, 18 VAC 110-20-710, and 18 VAC 110-20-720

Resources for Instructors:

State Veterinarian Directive 79-1, Methods Prescribed or Approved for Animal Euthanasia and Competency Certification Requirements
<http://www.vdacs.virginia.gov/pdf/euthansiadirective.pdf>

Iowa State University Extension Office's Procedures for Humane Euthanasia
<https://vetmed.iastate.edu/sites/default/files/vdpam/Extension/Dairy/Programs/Humane%20Euthanasia/Download%20Files/EuthanasiaBrochure20130128.pdf>

Multi-Species Euthanasia Wallet Cards
<https://vetmed.iastate.edu/sites/default/files/vdpam/Extension/Dairy/Programs/Humane%20Euthanasia/Download%20Files/MultiSpecies-EuthanasiaWallets%26Index-20120810B.pdf>

AVMA Guidelines for the Euthanasia of Animals (Guide for Veterinarians)
<https://www.avma.org/KB/Policies/Documents/euthanasia.pdf>

2.12 Use of Force-Animals (2 hours)

Performance Outcomes:

- Ability to assess immediate and imminent threats from animals, and to protect themselves, other people, and other animals.
- Ability to contain or neutralize threats from animals appropriately and safely, and to maintain control using safe and approved methods.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, the student should be able to:

- A. Define reasonable and necessary force and understand the range of effect actions may have.
- B. Identify general considerations and factors affecting use of force with animals.
- C. Demonstrate understanding of what an animal would perceive as an offensive or defensive stance, depending on the species involved.
- D. Identify primary and secondary non-lethal and lethal target areas of an animal.
- E. Identify potential equipment an animal control officer may use to protect the public and/or other animal(s).
- F. Identify the types of chemical agents and aerosol sprays used to control an animal, and methods of deployment.
- G. Demonstrate knowledge of the potential short- and long-term side effects exhibited in animals sprayed with chemical or aerosol sprays.
- H. Demonstrate understanding of how to apply first aid and provide subsequent care to animals affected by chemical agents or aerosol sprays.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum:

- A. Review terms and definitions as they pertain to animals
 - a. Reasonable and necessary force
 - b. Immediate and imminent danger
 - c. Deadly force
 - d. Use of Force Continuum
 - i. Steps involved
 - 1. Reference the National Institute of Justice
- B. Considerations and factors affecting use of force with animals *
 - a. Situational elements which may affect animal behavior on-scene and will factor into considerations about the use of force:

- i. Owner behavior
 - ii. Sirens
 - iii. Lights
 - iv. Additional assistance, number of people in the immediate vicinity
 - v. Safety of public
 - vi. Officer's personal reaction
 - vii. Provoking factors
 - viii. Other considerations
 - 1. Presence of children
 - a. School yards/play areas, etc.
 - 2. Residential or populated areas
 - 3. Traffic
 - a. Interstates, main roads, and other high-traffic areas
 - b. Officer safety considerations which may factor into use of force with animals
 - i. Skill level and knowledge of animal species involved
 - ii. Physical ability or limitations
 - iii. Special circumstances
 - 1. Availability of equipment
 - 2. Availability of weapon(s)
 - 3. Injury or exhaustion
 - 4. Falling or being knocked to the ground
 - 5. Distance from threat
 - 6. Special knowledge or information
 - 7. Environmental conditions
 - 8. Continuing threat to self or others
 - 9. Other options
- C. Review offensive and defensive postures/stances by an animal control officer (ACO) as interpreted by different types of animals *
- a. Prey animals
 - b. Predator animals
- D. Review primary and secondary non-lethal and lethal target areas of an animal *
- a. Canines
 - b. Felines
 - c. Primates
 - d. Other common companion animals
 - e. Equine
 - f. Cattle
 - g. Swine
 - h. Sheep
 - i. Goats
 - j. Other agricultural animals
 - k. Cervids
 - l. Bear

- m. Other wildlife
- E. Equipment ACOs may utilize or deploy *
 - a. Catch pole
 - b. Tongs
 - c. Batons
 - d. Nets
 - e. Chemical immobilization
 - i. Companion animals only
 - ii. Competency certification requirements
 - iii. Drug components
 - f. Aerosol sprays/chemical agents
 - g. Weapons
 - i. Firearms
- F. Review drug and chemical agents available to ACOs for use in animals
 - a. Descriptions and types of agents
 - b. Deployment of agents
- G. Discuss expected short- and long-term effects of drugs/chemicals on the animal
 - a. Chemical immobilization (companion animals only)
 - b. Aerosol sprays
- H. Review how to administer first-aid and provide subsequent care for animals affected by chemicals *
 - a. Methods of restraint and transportation of animal(s)

Resources for Instructors:

The Use of Force Continuum

<http://nij.gov/nij/topics/law-enforcement/officer-safety/use-of-force/continuum.htm>

VDACS Directive 83-1: Approved Drugs and Drug Administering Equipment for Chemical Capture of Companion Animals and Competency Certification Requirements

<http://www.vdacs.virginia.gov/pdf/directive83-1.pdf>

*Interactive teaching modalities recommended when available, such as live animal demonstrations, videos, case studies, working through a given scenario, utilizing equipment, etc.

2.13 Compassion Fatigue (2 hours)

Performance Outcome:

- Ability to recognize and manage compassion fatigue and emotional stress related to the animal care and control profession.

Training Objectives and Criteria for Testing:

Given a written or practice exercise, the student should be able to:

- A. Demonstrate familiarity with the historical evolution of animal care and control in the United States.
- B. Identify the various causes of stress in the animal care and control profession and how stress contributes to compassion fatigue.
- C. Identify the phases of compassion fatigue and the early warning signs.
- D. Identify different ways to manage stress, burnout, and compassion fatigue at an individual level.
- E. Identify strategies to effect positive change and create resilience at an organizational level.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum:

- A. The historical aspect of animal care and control
 - a. Dogcatcher
 - b. First known use of the term “animal control”
 - c. Discuss how various terms, such as “pound” and “dogcatcher,” may affect individuals
- B. Stress and compassion fatigue
 - a. Define compassion fatigue
 - b. Stressors within the animal care and control profession
 - i. Home
 1. Balancing home and work life
 - ii. Work
 1. Internal and external
 2. Budget and resources
 3. Training
 4. Management and co-workers
 5. Physical environment
 - iii. Animal
 1. Neglect and cruelty

- 2. Temperaments
- 3. Euthanasia
- 4. Volume of intakes/cases
- iv. Legal system
 - 1. Court system
 - 2. Laws
- v. Societal expectations
 - 1. Media
 - 2. Public perceptions
 - 3. “Kill rate”
- vi. Other

C. Compassion fatigue

- a. Increased prevalence in:
 - i. Animal care and control field
 - ii. Animal shelters
 - iii. Veterinary and animal care professionals
- b. Difference between compassion fatigue and burnout
 - i. Work stressors leading to burnout
- c. Four phases associated with compassion fatigue and the common signs of each phase
 - i. Zealot
 - ii. Withdrawal
 - iii. Irritable
 - iv. Zombie
- d. Signs/symptoms of compassion fatigue
 - i. Individuals
 - 1. Isolation from others
 - 2. Poor self-care
 - 3. Blaming others
 - 4. Voicing excessive complaints
 - 5. Substance abuse
 - 6. Compulsive behaviors
 - 7. Chronic physical ailments
 - 8. Physically and mentally tired
 - ii. Organizations
 - 1. Characteristics of compassion fatigue or burnout
 - a. High turnover
 - b. Poor morale
 - c. High absenteeism
 - d. Change in co-worker relationships
 - e. Lack of teamwork
 - f. Disrespect for rules, policies
 - g. Inability of staff to complete tasks and meet deadlines
 - h. Negativity toward management

i. Lack of interest

D. Managing stress, burnout, and compassion fatigue

- a. Emotional recognition
- b. Acknowledge “at-risk” profession
- c. Put yourself first
 - i. Self-care
- d. Learn to say no
- e. Ask for help
- f. Focus on the good, not the bad
- g. Leave work at work
- h. Stress relief
 - i. Cry
 - ii. Exercise
 - iii. Laugh
 - iv. Take breaks
- i. Stress management
 - i. Breathing exercises
 - ii. Meditation
 - iii. Visualization techniques
 - iv. Self-talk
 - v. Self-hypnosis
 - vi. Peer support
- j. Employee assistance programs
- k. Counseling
 - i. Guidance from a mental health specialist
- l. Hobbies
 - i. Non-animal-related outlets
- m. Other

E. Combating compassion fatigue and burnout at an organizational level

- a. Provide training
- b. Provide regular breaks
- c. Prioritize and delegate appropriately
- d. Allow time at staff meetings to discuss emotional components of the job
- e. Debrief after difficult situations/incidents
- f. Build a strong support system for employees
- g. Provide and encourage networking opportunities with animal control officers in other localities
- h. Foster partnership and support with other localities
- i. Other

Resources for Instructors:

American Veterinary Medical Association
“Work and Compassion Fatigue”

<https://www.avma.org/ProfessionalDevelopment/PeerAndWellness/Pages/compassion-fatigue.aspx>

VetMedTeam

“When Caring Hurts: Managing Compassion Fatigue”

https://www.vetmedteam.com/library/local/compassion-fatigue-677/compassion_fatigue.pdf

Compassion Fatigue Awareness Project

<http://www.compassionfatigue.org/>

Part 3: Basic Law Enforcement Curriculum

(34 hours)

Sections:

3.1	Constitutional Law	4
3.2	Search and Seizure	6
3.3	Juvenile Law	2
3.4	Defense Tactics and Use of Force—People	3
3.5	Civil Liability	2
3.6	Reports and Forms	2
3.7	Conflict Resolution and Officer Safety	5
3.8	Landlord/Tenant Issues	1
3.9	Criminal Law Basics and Legal Research	3
3.10	Professionalism and Ethics	2
3.11	Recognition of Child Abuse and Domestic Family Trauma	2
3.12	Diversity and Cultural Awareness	2

Instructors for any section in Part 3 must be DCJS certified. Certified Law Enforcement Officers may opt out of this curriculum.

3.1 Constitutional Law (4 hours)

Performance Outcome:

- Apply knowledge of animal-related laws to obtain information from a suspect while conforming to constitutional guarantees.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, and in accordance with the most current published DCJS objectives, the student should be able to:

- A. Identify constitutional requirements for obtaining information from a suspect.
- B. Identify constitutional issues related to the questioning of a suspect and a non-suspect.
- C. Demonstrate familiarity with case law related to interrogation.
- D. Identify the conditions that trigger the requirement for the Miranda warning.
- E. Explain the difference between exculpatory and inculpatory statements and the necessity for documenting both.
- F. Identify the conditions by which a confession will be judged to be admissible.
- G. Demonstrate the correct use of consent and waiver forms.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum and in accordance with the most current published DCJS objectives:

- A. A list of rights an arrested person is guaranteed by the United States Constitution
- B. Constitutional issues related to detention and questioning of a suspect versus a non-suspect
 - a. Consequences for a person who gives false identity to a law enforcement officer after having been lawfully detained and requested to identify himself
- C. Review relevant case law related to detention and questioning of a suspect vs. a non-suspect
 - a. *Malloy v. Hogan*
 - b. *Miranda v. Arizona*
 - c. *Massiah v. United States*
 - d. *Ford v. Commonwealth*
 - e. *Novak v. Commonwealth*
 - f. *Wass v. Commonwealth*

- g. Lanier v. Commonwealth
- D. Review conditions which trigger the requirement for the Miranda warning
 - a. The point at which a suspect should be advised of Constitutional rights and read the entire Miranda warning
- E. The definitions of exculpatory and inculpatory statements
 - a. Examples of each
 - b. Necessity for documenting both
- F. Conditions by which a confession will be judged to be admissible
- G. Review use of consent and waiver forms
 - a. Miranda forms
 - b. Verbal or written consent to search without a warrant
 - c. Other examples pertaining to Fourth and Fifth Amendment rights

Applicable Laws, Regulations, and Guidance Documents:

The United States Constitution

3.2 Search and Seizure (6 hours)

Performance Outcomes:

- Ability to conduct searches and seizures under unpredictable conditions.
- Ability to confer appropriately with the local Commonwealth's attorney under unusual search and seizure circumstances.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, and in accordance with the most current published DCJS objectives, the student should be able to:

- A. Identify the reason searches generally require a warrant and those situations in which a warrant is mandated by the Fourth Amendment.
- B. Identify search and seizure situations in which a warrantless search may be legally conducted.
- C. Identify situations that may warrant conferring with the local Commonwealth's attorney for guidance, such as atypical circumstances.
- D. Identify the proper authority for obtaining a search warrant.
- E. Complete an affidavit for a search warrant.
- F. Identify Code of Virginia requirements for return of search warrants.
- G. Demonstrate familiarity with relevant case law related to search and seizure.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum and in accordance with the most current published DCJS objectives:

- A. Review search warrant requirements
 - a. If reasonable expectation of privacy exists
 - b. Fourth Amendment mandates
- B. Review legal exceptions for searching a crime scene without a warrant:
 - a. Emergency circumstances
 - b. Public property
 - c. Consent is given
- C. Deciding when to confer with local Commonwealth's Attorney for guidance
 - a. Review role of Commonwealth's Attorney
 - b. Review role of the Office of the Attorney General (OAG)
 - i. Special Animal Law Unit

- c. Review common examples of atypical circumstances when conferring with the local Commonwealth's Attorney is necessary
- D. Proper authorities from which a search warrant may be obtained
 - a. Reference the Code of Virginia
 - b. Judge
 - c. Magistrate
 - d. Other person with authority to issue criminal warrants in the jurisdiction of the place to be searched
- E. Complete a sample affidavit *
 - a. Reference the Code of Virginia
 - b. State facts and circumstances that would lead a reasonable person to believe seizable items are located in the area to be searched
 - c. Describe place, thing, or person to be searched
 - d. Describe things or persons for which to search
 - e. The offense causing the search
 - f. State facts explaining how things being searched for are evidence of the offense
 - g. Any other material facts that show probable cause to issue search warrant
- F. Requirements to return search warrant
 - a. Reference the Code of Virginia
 - b. Date of execution of warrant, signature, and time noted on warrant
 - c. Under oath, inventory all property seized
 - d. File in circuit court clerk's office of the jurisdiction where the search warrant was served within three days the search warrant, inventory, and affidavit
- G. Review of relevant case law related to search and seizure
 - a. US v. Santana
 - b. Warden v. Hayden
 - c. Terry v. Ohio
 - d. California v. Hodari D.
 - e. Michigan v. Chesternut
 - f. Carroll v. United States
 - g. California v. Acevedo
 - h. Maryland v. Buie
 - i. New York v. Belton
 - j. Florida v. Royer
 - k. Illinois v. Rodriguez
 - l. Florida v. Jimeno

Applicable Laws, Regulations, and Guidance Documents:
Search and seizure laws

Code of Virginia §§ 19.2-52, 19.2-54, 19.2-57

*Interactive teaching modalities recommended when available, such as live animal demonstrations, videos, case studies, working through a given scenario, utilizing equipment, etc.

3.3 Juvenile Law (2 hours)

Performance Outcomes:

- Ability to legally obtain information from a child/juvenile, and conduct a custodial interrogation.
- A basic understanding of and familiarity with juvenile law.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, and in accordance with the most current published DCJS objectives, the student should be able to:

- A. Define and understand the differences between “undisciplined juvenile,” “runaway,” and “delinquent child.”
- B. Identify constitutional and Code of Virginia requirements for taking juvenile offenders into custody.
- C. Identify the two situations in which a warrant may be issued for a juvenile by a magistrate.
- D. Identify the procedures to be followed after a juvenile has been placed in custody.
- E. Demonstrate understanding of the requirement to advise a juvenile of his/her constitutional rights when conducting a custodial interrogation.
- F. Identify communication skills that promote non-aggressive interaction.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum and in accordance with the most current published DCJS objectives:

- A. Review definitions of terms
 - a. Reference the Code of Virginia
 - i. Child in need of services
 - ii. Child in need of supervision
 - iii. Undisciplined juvenile
 - iv. Runaway
 - v. Delinquent child
- B. Purpose and intent of juvenile law
 - a. Requirements for taking juvenile offenders into custody
 - i. Constitutional
 - ii. Code of Virginia

- b. Review circumstances under which a child/juvenile may be taken into immediate custody
 - i. Reference the Code of Virginia
- C. Review circumstances under which a warrant may be issued for a child/juvenile by a magistrate
 - a. An appeal from a decision of an intake officer
 - b. Child/juvenile is in need of services or is a delinquent, and
 - i. The court is not open, or
 - ii. Intake officer is not reasonably available
- D. The procedures required after a child/juvenile has been placed in custody
 - a. Reference the Code of Virginia
 - b. When in custody by way of written petition
 - i. Take child/juvenile before judge or intake officer
 - c. When in custody by reason of need of services, protection of the public, or shoplifting
 - i. Take child/juvenile before intake officer
 - d. Warrant is to be delivered forthwith to the Juvenile and Domestic Relations (J&DR) Court
 - e. Summonses should be given to child/juvenile and parents/guardians
 - f. Fingerprint and photograph
 - g. Review requirements to separate child/juveniles from other prisoners
 - i. Reference the Code of Virginia
 - ii. Must be kept entirely separate and removed from adult jail population
 - iii. Must be transported separately from adults
- E. Conducting a custodial interrogation with a child/juvenile
 - a. Reference the Code of Virginia
 - b. Required to advise of constitutional rights
 - i. Same Miranda rights apply as to those of adults
 - ii. Recommended that parent/guardian be present, if possible
 - c. Statements given at intake are not admissible
- F. When children/juveniles may be a victim or suspect
 - a. Obtain information related to misdemeanors or felonies
 - b. Consider factors involved when notifying parent/guardian that a child/juvenile is a suspect, victim, or witness of a crime
 - c. Use communication skills that promote non-aggressive interaction
 - i. Provide timely notification
 - ii. Be mindful that parents may be defensive, upset, or accusatory depending on the situation
 - iii. Present facts and consequences in a non-judgmental manner if the child/juvenile is a suspect

- iv. Obtain information using appropriate degree of sensitivity for type of crime
- v. Provide information to parents on child/juvenile justice system procedures

Applicable Laws, Regulations, and Guidance Documents:

Juvenile Law

Code of Virginia §§ 16.1-246, 16.1-247, 16.1-249 (E), 16.1-254, 16.1-260, 16.1-263

3.4 Defensive Tactics and Use of Force-People (3 hours)

Performance Outcomes:

- Ability to assess immediate and imminent threats, protect self, other people, and animals.
- Ability to identify the use of force that is necessary and appropriate during law enforcement services, and to utilize de-escalation strategies.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, and in accordance with the most current published DCJS objectives, the student should be able to:

- I. Identify general considerations and the principles affecting the use of reasonable and necessary force.
- J. Demonstrate knowledge of the types of force.
- K. Identify common escalation and de-escalation techniques.
- L. Identify the factors affecting use of force, including special considerations for deadly force.
- M. Demonstrate an understanding of the burden of proof standard in use of force cases.
- N. Demonstrate an understanding of and the ability to implement non-lethal defense tactics.
- O. Demonstrate knowledge of the types of commonly used chemical agents/aerosol sprays, and how they are properly deployed.
- P. Demonstrate an understanding of lethal/deadly force tactics.
- Q. Demonstrate familiarity with relevant case law, especially those establishing the reasonableness standard and those pertaining to the use of deadly force.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum and in accordance with the most current published DCJS objectives:

- A. General considerations
 - a. Statistical overview of assaults on law enforcement officers/animal control officers
 - b. Definition of force
 - i. Reference International Association of Chiefs of Police (IACP)
 - ii. The amount of effort required by police to compel compliance by an unwilling subject
 - c. Localities may have department policies and procedures on use of force

- d. Legal limitation to force
 - i. Governed by:
 - 1. Agency policy
 - 2. State law
 - 3. Federal law
- e. High liability area for officers
- f. Other considerations
 - i. Know the key elements for an appropriate response to situations where violent or resistant reaction is foreseen
 - 1. Request backup
 - 2. Form a plan prior to encounter
 - ii. Elements of command presence
 - 1. Stance
 - 2. Posture
 - 3. Eye contact
 - 4. Voice
 - iii. Avoid unintentional and/or unnecessary antagonistic and provoking verbal and nonverbal cues
 - iv. Primary aspects of proper verbalization
 - 1. Invoke authority
 - 2. Instructions on behavior compliance
 - 3. Clarity
- g. Force principles
 - i. Do no unnecessary harm
 - ii. Applications of force must be lawful, reasonable, and necessary when applied
 - 1. Define reasonable force
 - 2. Factors court will consider to evaluate reasonableness
 - a. Severity of the crime
 - b. Immediate threat to officer or others
 - c. Forcibly resisted or evaded arrest
 - 3. Background information the officer knows may be included in the “totality of the circumstances”
 - iii. Force should only be applied when the exercise of persuasion, advice and warning is found to be immediately dangerous, insufficient or impractical

B. Types of force

- a. Privileged/legally permissible
 - i. Constitutional privilege provided by way of our Commonwealth’s Constitution and Code
 - ii. Situations where this may occur:
 - 1. Self-defense
 - 2. Defense of third person
 - 3. Conducting an arrest
 - 4. Preventing an escape

5. Preventing the commission of a crime
 - b. Non-deadly
 - i. Define
 - ii. Legally acceptable when applying privileged force, but it can also be viewed as excessive force depending on the circumstances
 - iii. Examples
 1. Hands-on defensive techniques
 2. Pressure point control techniques
 3. Physical restraints
 4. Aerosol sprays
 5. Impact weapons
 - c. Deadly
 - i. Define
 - ii. Evaluated by agency's Internal Affairs Office or the Office of Professional Standards
 - iii. Use as last resort
 - d. Excessive
 - i. The application of an amount and/or frequency of force greater than that required to compel compliance from a willing or unwilling subject (IACP 2012)
- C. Use of Force Continuum
- a. Reference the National Institute of Justice (NIJ)
 - b. Review possible steps
 - c. Decision making process
 - d. Appropriate escalation/de-escalation techniques
 - i. May be based on agency's policy
- D. Factors affecting the use of force
- a. Subject actions
 - b. Intent
 - c. Ability
 - d. Means
 - e. Opportunity
 - f. Officer perception of the need for force
 - g. Situation and environmental circumstances
 - h. Officer safety considerations
 - i. Likelihood of serious bodily harm or death
 - j. Legal criteria
- E. The burden of proof standard
- a. To persuade a judge, jury or fact-finders that your actions were justifiable
 - b. Factual elements the court will consider in determining whether or not the officer has met the burden of proof standard
 - i. Color of law
 - ii. Avenues of escape

- iii. Comparative size and strength
 - iv. Weapons
 - v. Mental state
 - vi. Body language/verbal statements
 - vii. Number of assailants
 - viii. Special knowledge
 - ix. Injury or exhaustion
 - x. Disability
 - xi. Ground position
 - xii. Imminent danger of death or serious injury
 - c. Two-part standard
 - i. Burden of production
 - 1. Three legal criteria
 - a. Ability
 - b. Opportunity
 - c. Intent
 - ii. Burden of persuasion
 - 1. Officer has the responsibility to persuade judge/jury that actions were justifiable
 - a. Need for force
 - i. Explain subject's action(s)
 - ii. Explain officer's perceptions
 - b. Amount of force used
 - c. Results of any injuries sustained
- F. Force response options and other non-lethal defensive tactics *
 - a. Soft empty hand control
 - b. Hard empty hand control
 - i. Higher level of physical resistance, aggressive, assaultive behavior, assaults with hands, fist, feet
 - 1. Aerosol control option
 - 2. Taser (to protect self and others from physical harm, not for arrest control)
 - 3. Locks and holds (high level pain compliance)
 - 4. Striking pressure points
 - 5. Dynamic balance manipulation/disruption
 - 6. Use of head or neck restraints
 - 7. Handcuffing
 - c. Impact tools/weapons
 - i. For defense against highly aggressive, assaultive behavior
 - ii. Taser
 - iii. Chemical
 - 1. Oleoresin Capsicum (OC)
 - 2. Chloroacetophenone (CN)
 - 3. Orthochlorobenzalmalononitrile (CS)
 - iv. Batons

- v. Flashlights
- vi. Improvised weaponry
- vii. Lethal/deadly force

G. Aerosol control/chemical sprays

- a. Considered to be a lower force option
- b. Oleoresin capsicum (OC)
 - i. AKA “pepper spray”
 - ii. Effective on both people and animals
 - iii. Various percentages are available from a variety of manufacturers
 - 1. The percentage refers to the amount of the active ingredient present in the unit
 - iv. Importance of Scoville Heat Unit (SHU) rating
 - 1. The SHU rating is the scale used for rating the heat intensity/severity of hot peppers
 - 2. Ascribed to the grind of the pepper prior to the extraction of the oil
 - 3. Higher SHU rating, the more severe the inflammatory power of the active ingredient capsicum and longer the recovery time
 - 4. SHU ratings of commonly used products and their availability
 - v. Shelf life
 - 1. Depends on manufacturer
 - vi. Keep unit from extreme heat
 - vii. Application
 - viii. Possible effects
 - 1. Short-term
 - 2. Long-term
 - 3. Danger signs
 - ix. Post exposure treatment
 - 1. Follow department policies and guidelines for post exposure first aid

H. Lethal/deadly force

- a. Imminent deadly force threat/serious injury threat to self or others by way of hands, fist, feet, impact (bludgeon) weapons, firearms, improvised weapons or other means of deadly assault
 - i. Empty hand assaults to deadly areas of the body
 - ii. Airway/carotid chokes
 - iii. Impact weapons (include vehicles)
 - iv. Tactical knife
 - v. Improvised weaponry
 - vi. Firearm use
 - 1. Likely to result in serious bodily harm or death
 - 2. Shooting is a last resort option

3. Pointing your firearm at someone is a threat of deadly force
4. Do so only in a response to an imminent threat of deadly force
5. Shoot to stop the threat
6. Firing warning shots
 - a. Very dangerous and risky
 - b. Unknown effectiveness
 - c. Ricochet, backstop issues
 - d. May be illegal in some circumstances
 - e. Very high risk of personal and professional liability
7. Firing from vehicles is very dangerous and risky
8. Firing at moving vehicles is very dangerous and risky
9. Officer safety versus public safety

I. Review of relevant case law:

- a. Graham v. Connor
 - i. The reasonableness standard
 1. Force must be reasonable and necessary at the time it is used
- b. Tennessee v. Garner
 - i. Deadly force
 1. Case details
 - a. Fleeing felon deadly force case
 2. Case findings
 - a. Use or threat of deadly force considered to be a seizure under the 4th Amendment of the US Constitution
 - b. Deadly force may only be applied in cases where there is a risk of serious bodily injury or death
 - c. Deadly force may be used to prevent the escape of a violent offender, who by way of escape may present a “continuing violent” threat to officers or others

*Interactive teaching modalities recommended when available, such as live animal demonstrations, videos, case studies, working through a given scenario, utilizing equipment, etc.

3.5 General Civil Liability (2 hours)

Performance Outcome:

- Understand general civil liability attached to law enforcement activities.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, and in accordance with the most current published DCJS objectives, the student should be able to:

- A. Identify general civil liability of law enforcement personnel related to the performance of their duties.
- B. Define and demonstrate an understanding of discretionary arrest.
- C. Demonstrate familiarity with sovereign immunity in Virginia.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum and in accordance with the most current published DCJS objectives:

- A. Review general civil liability
 - a. Performance of law enforcement duties
 - i. Privacy and security of person(s) and information
 - ii. Use of force
 - iii. Operation of law enforcement vehicle
 - 1. Factors to be considered when driving
 - 2. Common hazards associated with driving
 - 3. Agency specific policy may apply
 - iv. False arrest
 - 1. Definition
 - 2. Documentation of circumstances related to false arrest
 - v. False imprisonment
 - 1. Definition
 - 2. Duty to release person arrested in error as promptly as possible
 - 3. Place in a position as good as, or better than, prior to arrest
- B. Discretionary arrest *
 - a. Definition
 - b. Limitations
 - c. Documentation of circumstances related to discretionary arrest
- C. Sovereign immunity in Virginia

- a. Reference the Code of Virginia
- b. Review Virginia Tort Claims Act
- c. How it relates to animal control and law enforcement personnel

*Interactive teaching modalities recommended when available, such as live animal demonstrations, videos, case studies, working through a given scenario, utilizing equipment, etc.

Instructor Note: Advise trainees that they should reference their department policy on the use of discretionary arrest (e.g., giving a warning instead of making an arrest) during field training.

3.6 Reports and Forms (2 hours)

Performance Outcome:

- The ability to prepare and complete reports applicable to law enforcement and animal control.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, and in accordance with the most current published DCJS objectives, the student should be able to:

- A. Identify applicable reports and forms in a given scenario.
- B. Prepare and complete a report or form using descriptive sentences in a narrative style appropriate for law enforcement.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum and in accordance with the most current published DCJS objectives:

- A. Preparing reports and forms
 - a. Note taking
 - i. Aids in writing reports, interrogations, and accurate court testimony
 - ii. Counteracts denials or changes in statements
 1. Protects officer against false accusations
 - b. Include accurate statement of facts
 - i. Statements, remarks, and admissions
 - ii. Use senses (sight, sound, and smell)
 - iii. Physical descriptions
 - iv. Services rendered
 - v. Other agencies involved
 - c. Review examples of facts to collect for animal control officers
 - i. Date and time
 - ii. Number of animals involved
 - iii. Species of animals involved
 - iv. Physical condition of animal(s)
 - v. Environmental facts and observations
 - vi. Availability of food and water sources
 - vii. Location
 - viii. Nature of complaint
 - ix. Interaction with owner(s)/guardian(s)
 1. Notice of compliance

- 2. Follow-up requirements
 - x. Other
 - d. Completing reports and forms
 - i. Detailed representation of facts
 - ii. Impartial, clear, and concise language
 - iii. Proper use of grammar
 - iv. Professionalism
 - e. Case scenarios *
- B. Common reports and forms for law enforcement services
- a. Field records
 - b. Daily activities
 - c. Investigation reports
 - d. Warnings and citations
 - e. Animal control-related reports and forms
 - i. State-required forms
 - 1. Agricultural animal seizure reports
 - ii. Common types of forms and reports used by individual localities
 - 1. Animal custody records required by the Code of Virginia
 - 2. Animal shelter records
 - f. Other examples
 - g. Agency-specific documents may differ

*Interactive teaching modalities recommended when available, such as live animal demonstrations, videos, case studies, working through a given scenario, utilizing equipment, etc.

3.7 Conflict Resolution and Officer Safety (5 hours)

Performance Outcome:

- Ability to utilize conflict management techniques in order to prevent a situation from escalating.

Training Objectives and Criteria for Testing:

Given a written and practical exercise, and in accordance with the most current published DCJS objectives, the student should be able to:

- A. Demonstrate the ability to evaluate a conflict or crisis scene.
- B. Demonstrate an understanding of the differences between the various conflict management techniques.
- C. Identify officer safety considerations during conflict management.
- D. Demonstrate the ability to apply appropriate conflict management techniques in a given scenario.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum and in accordance with published DCJS objectives:

- A. Methods of evaluating the conflict or crisis scene *
- B. Conflict management *
 - a. Techniques
 - i. Mediation
 - ii. Negotiation
 - iii. Arbitration
 - b. Definition of each technique
 - c. Steps for each technique
 - d. Application of each technique
- C. Maintaining officer safety
 - a. On-scene risk assessment
 - i. Possible trap
 - ii. Attempts to divert officer's attention
 - iii. Potential for escalation
 - b. Local policies and procedures
 - c. When backup is necessary
 - d. What to do when conflict management techniques are not effective

D. Review and discuss case examples *

*Interactive teaching modalities recommended when available, such as live animal demonstrations, videos, case studies, working through a given scenario, utilizing equipment, etc.

3.8 Landlord/Tenant Issues (1 hour)

Performance Outcome:

- Ability to review relevant landlord/tenant legal documents and situations, and determine the appropriate law enforcement response.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, and in accordance with the most current published DCJS objectives, the student should be able to:

- A. Identify applicable laws relating to landlord/tenant issues.
- B. Identify the appropriate court and legal documents, and enforcement response, including:
 - a. landlord/tenant documents;
 - b. restraining orders; and
 - c. nuisance declarations.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum and in accordance with the most current published DCJS objectives:

- A. Applicable laws relating to landlord/tenant issues
 - a. Housing and Urban Renewal Act of 1983
 - i. Tenants in federally assisted rental housing may not be discriminated against for owning “common household pets”
 - b. Fair Housing Amendments of 1988
 - c. Virginia Residential Landlord Tenant Act
 - i. Establishes regulations for landlord-tenant relations in Virginia
 - d. Other
- B. Court and legal documents
 - a. Identify and understand relevant landlord/tenant documents
 - i. Lease
 - 1. Establishes relationship between the tenant and landlord
 - 2. Civil matter
 - 3. Terms of the lease do not grant authority for animal control officers (ACOs) to remove animal(s) from premises
 - a. ACO authority to remove animals due to violations of laws remains unchanged
 - ii. Summons for unlawful detainer

1. May summon tenant to court regarding eviction process
 2. Issued by a judge or magistrate
 3. Not an eviction, and does not give grounds to remove animals
- iii. Writ of possession
1. Only local ACO may be involved
 2. Issued by court and gives Sheriff authority to remove tenant and their personal property from premises
 3. Tenant must be notified of writ's effect 72 hours in advance
 4. If tenant is not present at time of eviction, and animals owned by tenant are on property:
 - a. ACO may be requested to take possession of the animal property and "store" the property (board the animal) on behalf of the landlord
 - b. Owner of the animal may be charged impound fees by the ACO for any boarding
 - c. If the owner does not take possession of the animal after 30 days, the animal is considered abandoned property
- b. Restraining orders
- i. Issued by court for protection of a person
 - ii. May interfere with care for animals
 1. Consult Sheriff and/or Commonwealth's Attorney for best course of action
- c. Nuisance declarations
- i. Governed by localities
 - ii. Usually enforced through liens, fines, etc.
 - iii. Some localities may define certain animal situations as constituting a "nuisance"
 - iv. A declaration of an animal as a nuisance does not give an ACO authority to take possession
 1. Nuisance is a civil matter
- d. Review and discuss case scenarios/examples *

*Interactive teaching modalities recommended when available, such as live animal demonstrations, videos, case studies, working through a given scenario, utilizing equipment, etc.

3.9 Criminal Law Basics and Legal Research (3 hours)

Performance Outcomes:

- Maintain basic understanding of the criminal law system.
- Ability to research and acquire necessary information from relevant legal materials.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, and in accordance with the most current published DCJS objectives, the student should be able to:

- A. Demonstrate knowledge of the components of the criminal justice system, and identify the role animal control officers play within the system.
- B. Demonstrate familiarity with the various types of laws and classes of crimes.
- C. Demonstrate knowledge of the impact of case law on statutory laws.
- D. Demonstrate understanding of the difference between common law and statutory law.
- E. Identify crimes and applicable Code sections using the Code of Virginia in a given scenario.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum and in accordance with the most current published DCJS objectives:

- A. Components of the criminal justice system
 - a. Courts
 - i. Federal system
 - 1. United States (US) District Court
 - 2. US Court of Appeals
 - a. US Supreme Court
 - ii. State system
 - 1. Magistrates
 - 2. General district courts
 - 3. Circuit courts
 - 4. Court of appeals
 - 5. Supreme court
 - b. Law enforcement
 - i. Federal officers
 - ii. Sheriffs
 - iii. Police

- 1. Local
 - 2. State
 - iv. Animal control officers
 - v. Other enforcement agents
 - c. Corrections
 - i. Local
 - 1. Jails
 - 2. Detention facilities
 - ii. State
 - iii. Federal
- B. Types of laws and subjects contained within the Code of Virginia
 - a. Classes of felonies
 - i. Penalties/Sentences
 - b. Classes of misdemeanors
 - i. Penalties/Sentences
 - c. Review differences between actual and attempted felonies and misdemeanors
- C. Impact of case law on statutory law
 - a. Case study
- D. Difference between common law and statutory law
- E. Basics of legal research
 - a. Practice researching case examples to determine class of crime and applicable Code of Virginia section *
 - i. Animal law cases

*Interactive teaching modalities recommended when available, such as live animal demonstrations, videos, case studies, working through a given scenario, utilizing equipment, etc.

3.10 Professionalism and Ethics (2 hours)

Performance Outcome:

- Ability to maintain a positive rapport with the citizens of Virginia using professional and ethical behavior while upholding professional expectations.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, and in accordance with the most current published DCJS objectives, the student should be able to:

- A. Demonstrate familiarity with the historical evolution of animal control enforcement in the United States.
- B. Identify the principles that define animal control as a profession.
- C. Identify the training requirements for animal control officers within Virginia.
- D. Demonstrate understanding of ethics pertaining to animal control officers.
- E. Identify ways to handle violations of professional, ethical, or legal standards of conduct by fellow animal control officers.
- F. Identify the positive and negative aspects of the discretionary enforcement of the animal control and protection laws.
- G. Identify the positive and negative influences of an animal control career on an animal control officer's personal life.
- H. Identify best practices for developing and maintaining a positive rapport with the citizens of Virginia.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum and in accordance with the most current published DCJS objectives:

- A. Evolution of animal control enforcement in the United States
- B. Professionalism
 - a. Principles that define a profession
 - i. Responsibility
 - ii. Accountability
 - iii. Specialized knowledge
 - iv. Institutional preparation
 - v. Autonomy
 - vi. Ethical constraints
 - vii. Other
 - b. Officer dedication

- c. Career development
 - i. In-service training/continuing education (CE)
 - ii. Resources for self-development
 - 1. Reading
 - 2. Networking
 - 3. Other

- C. Review the requirements for animal control officer (ACO) training
 - a. Reference Code of Virginia
 - b. Basic training
 - c. Additional training/CE
 - i. Individual ACO requirements and standards
 - ii. Requirements for localities
 - 1. Submit annual form to State Veterinarian

- D. Ethics of animal control officers
 - a. General principles of ethics
 - i. Application to assist an ACO in making ethical judgments
 - ii. Case studies/examples *
 - b. ACO ethics/conduct
 - i. Officer behavior on-duty
 - ii. Reverence for the law
 - iii. Cruelty prevention
 - iv. Respect for the public
 - v. Impartial enforcement of laws
 - vi. Truthful reporting
 - vii. Testifying under oath
 - viii. Prohibits the use of public office for private gain
 - ix. Strive to perform at maximum efficiency
 - x. Prohibits the misuse of animal control resources or confidential information
 - c. Officer behavior off-duty
 - i. Good citizenship
 - ii. Maintain self-control, fair play, and discipline

- E. Methods of handling conduct violations by fellow officers
 - a. Standards of conduct
 - i. Professional
 - ii. Ethical
 - iii. Legal
 - b. Case examples

- F. Discretionary enforcement of the animal control and protection laws
 - a. Positive aspect
 - i. Ability to give consideration to the violation and the violator
 - b. Negative aspect

- i. Citizens may perceive enforcement of laws as unfair
 - c. Discuss and review case examples *
- G. Influences/impacts of the profession on ACOs' personal lives
 - a. Positive
 - i. Serve as role model to citizens
 - ii. Other
 - b. Negative
 - i. Compassion fatigue
 - ii. Other
- H. Developing and maintaining positive rapport with citizens
 - a. Guidelines for positive interactions
 - i. Take time to explain and educate
 - ii. Provide information
 - iii. Every contact with the public is an opportunity to build professional image
 - iv. Maintain professionalism and emotional control
 - v. Do not accept gifts or gratuities
 - vi. Treat everyone with respect
 - vii. Do not discuss personal business
 - viii. Do not discuss agency activity or specific incidents
 - ix. Avoid profanity
 - x. Employ only reasonable and necessary force
 - xi. Enforce laws consistently and fairly
 - xii. Adhere to the rules of conduct and ACO Code of Ethics
 - xiii. Cooperation and open communication with the other elements of the criminal justice system

Applicable Laws, Regulations, and Guidance Documents:

Code of Virginia §§ 3.2-6555, 3.2-6556

Guidelines Governing the Approval of Continuing Education Training for Animal Control Officers <http://www.vdacs.virginia.gov/pdf/guidelines-governing-approval-continuing-ed.pdf>

Resources for Instructors:

National Animal Care and Control Association (NACA) Code of Conduct
<https://nacanet.site-ym.com/page/CodeofConduct>

*Interactive teaching modalities recommended when available, such as live animal demonstrations, videos, case studies, working through a given scenario, utilizing equipment, etc.

3.11 Recognition of Child Abuse and Family Domestic Trauma (2 hours)

Performance Outcomes:

- Ability to recognize signs of family or domestic trauma; including abuse and neglect of children, elders, and mentally disabled persons.
- Ability to fulfill mandatory reporting requirements as specified in the Code of Virginia.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, and in accordance with the most current published DCJS objectives, the student should be able to:

- A. Demonstrate familiarity with the common types of familial abuse and neglect.
- B. Identify potential warning signs of child abuse and neglect.
- C. Identify potential warning signs of elder abuse and neglect.
- D. Identify the legal requirements for reporting suspected abuse and neglect.
- E. Demonstrate understanding of protective orders, including how to add animals to the document.
- F. Demonstrate understanding of the link between violence against people and violence against animals and its implications for animal control officers.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum and in accordance with the most current published DCJS objectives:

- A. Overview of terms and types of familial abuse and domestic trauma
 - a. Terms and definitions
 - i. Family disturbances
 - ii. Child offenses
 - iii. Child abuse
 - iv. Family or household member
 - v. Mandatory reporters
 - vi. “The Link”
 - vii. Child Protective Services (CPS)
 - b. Various types of familial abuse
 - i. Domestic
 - 1. Physical abuse
 - 2. Emotional abuse
 - 3. Sexual abuse

- 4. Stalking
- 5. Financial exploitation
- ii. Child
 - 1. Neglect
 - 2. Physical abuse
 - 3. Emotional abuse
 - 4. Sexual abuse
- iii. Elder
 - 1. Neglect
 - 2. Physical abuse
 - 3. Emotional abuse
 - 4. Financial exploitation
- iv. Mentally disabled
 - 1. Neglect
 - 2. Physical abuse
 - 3. Emotional abuse
 - 4. Sexual abuse
- v. Animal
 - 1. Neglect
 - 2. Physical abuse
 - 3. Sexual abuse
 - 4. Animal fighting
 - 5. Hoarding
- vi. Other

B. Recognizing child abuse

- a. Elements of a crime related to child abuse or child offenses
- b. Warning signs of child abuse or neglect
 - i. Frequent hunger
 - ii. Inappropriate clothing for weather
 - iii. Frequent/suspicious bruising or injuries
 - iv. Inappropriate sexual behavior
 - v. Lack of adult supervision for child frequently getting into mischief
 - vi. Drug/alcohol use
 - vii. Runaways/incorrigibles
 - viii. Other

C. Recognizing elder abuse

- a. Potential warning signs of elder abuse or neglect
 - i. Mental state of victim
 - ii. Reports of frequent hunger
 - iii. Inappropriate clothing for weather
 - iv. Frequent/suspicious bruising or injuries
 - 1. Past signs of abuse/neglect
 - v. Possible sexual assault
 - vi. Witness(es) to abuse or neglect

- vii. Lack of caregiver for elder person
- viii. Other

D. Requirements for reporting

- a. Purpose of mandated reporting
 - i. Identify suspected cases and protect victims from further harm
- b. Mandatory reporting
 - i. Animal control officers are expected to report
 - 1. Child abuse and neglect
 - 2. Other types of family abuse and neglect
 - 3. Penalty for non-reporting
- c. Suspected child abuse or neglect
 - i. Reference the Code of Virginia
 - ii. How and when to notify Department of Social Services
- d. Suspected elder abuse or neglect
 - i. Reference the Code of Virginia
 - ii. How and when to notify Adult Protective Services
- e. Other

E. Protective orders

- a. Definitions and correct procedures for service of:
 - i. Emergency Protective Order
 - ii. Preliminary Protective Order
 - iii. Permanent Protective Order
- b. Discuss when and how animals can be included

F. “The Link” *

- a. Connection between violence against people and violence against animals
 - i. Well-documented
 - ii. Animal abuse is a predictor of human violence
 - iii. Specialized area of study in medical, mental health, and criminal justice communities over the past two decades
 - 1. Still misunderstood and unrecognized
- b. Implications and considerations for animal care and control professionals
 - i. Abuser/aggressor may threaten to harm a human victim’s animal
 - ii. Animal Control Officer’s unique position to observe abusive behaviors
 - iii. Interview considerations and recommendations during animal abuse investigations
 - 1. Language or emotional ability of potential victim(s)
 - 2. Use open-ended questions and appropriate vocabulary
 - 3. Resources and assistance available if needed to interview an abused child or family member
 - iv. If child or other abuse is suspected:
 - 1. Ensure the safety of the victim(s)
 - 2. Request medical assistance if needed

3. Make appropriate notifications

Applicable Laws, Regulations, and Guidance Documents:

Code of Virginia §§ 63.1-55.3, 63.2-1509

Resources for Instructors:

Phillips, Allie. (2014) *Understanding the Link between Violence to Animals and People: A Guidebook for Criminal Justice Professionals.*

<https://ndaa.org/wp-content/uploads/The-Link-Monograph-2014-4.pdf>

*Interactive teaching modalities recommended when available, such as live animal demonstrations, videos, case studies, working through a given scenario, utilizing equipment, etc.

3.12 Diversity and Cultural Awareness (2 hours)

Performance Outcomes:

- Ability to communicate with a diverse population.
- Ability to recognize how different cultural groups may view animals and various animal practices, and the ways this may affect officer interactions.

Training Objectives and Criteria for Testing:

Given a written or practical exercise, and in accordance with the most current published DCJS objectives, the student should be able to:

- A. Demonstrate understanding of culture, diversity, prejudice, and discrimination, and how they affect animal control officers.
- B. Demonstrate an understanding of the benefits of diversity and cultural awareness training for animal control officers.
- C. Identify audiences that may need an officer to adjust his/her manner of communication, and demonstrate aptitude to adapt communication accordingly.
- D. Identify various cultural/religious practices involving animals, and demonstrate familiarity with applicable laws regarding the use of animals in religious or occult ceremonies.

Lesson Plan Guide:

The lesson plan shall include the following at a minimum and in accordance with the most current published DCJS objectives:

- A. Concepts and terms
 - a. Culture
 - i. Definition and context
 - ii. Understanding culture
 1. Subconscious, learned behavior
 2. No society exists without cultural rules
 3. No individual is culture-free
 - iii. Affects:
 1. Mannerisms
 2. Clothing
 3. Language
 4. Religion
 5. Rituals
 6. Laws and morality
 7. Systems of belief

8. Communication
 9. Art
 10. Other
- b. Diversity
- i. Definition and context
 - ii. Includes more than ethnicity
 - iii. Primary dimensions of diversity:
 1. Age/generation
 2. Ethnicity
 3. Gender
 4. Physical ability
 5. Mental ability
 6. Sexual orientation
 7. Race
 - iv. Secondary dimensions of diversity:
 1. Income
 2. Marital status
 3. Geographical location
 - a. Examples within the United States
 - b. Examples within Virginia
 4. Work experience
 5. Religious beliefs
 6. Parental status
 7. Education
- c. Cultural diversity
- i. The cultural variety and cultural differences that exist in the world, a society, or an institution
 - ii. The inclusion of diverse people in a group or organization
 - iii. Positive impacts
- d. Dominant culture (i.e. “mainstream”)
- i. Values, beliefs, and patterns of learned behavior intrinsic to the society in which people of various cultures must function
- e. “Culture shock”
- i. Negative stress experienced when removed from one’s native culture and placed in a culturally different environment *without the skills* to cope with the change
- f. Prejudice
- i. Fear-based
 1. Tend to fear what we do not understand
 - ii. Stereotypes
 1. Definition
 2. Can be positive or negative
- g. Discrimination
- i. Manifestation of prejudice
 - ii. An action
 - iii. Illegal

- B. Diversity and cultural awareness training
 - a. Methods to increase understanding about specific groups
 - i. Go to source, increase interactions
 - ii. Local resources
 - iii. Read
 - iv. Observations
 - v. Fellowship
 - b. Significance of diversity and cultural awareness training for law enforcement officers (LEOs)/animal control officers (ACOs)
 - i. Daily contact with people from various backgrounds and cultures
 - ii. Effective communication and sensitivity to differences in order to perform duties
 - iii. Integrity in policing/enforcing laws
 - 1. Law enforcement officers are required to have cultural diversity training
 - 2. Some localities require it for every employee to improve customer service and to reduce or eliminate complaints
 - 3. Examples of poor law enforcement integrity
 - a. Arbitrary profiling
 - b. Racist or sexist comments/jokes
 - c. Other
 - iv. Understand how law enforcement culture affects interactions with the public
 - 1. Positive images
 - 2. Negative images
 - v. Personal benefit for ACOs
 - 1. Enhanced officer safety
 - 2. Increased personal/ethical satisfaction
 - 3. Career survival
 - vi. Professional benefit for ACOs
 - 1. Improved quality of service
 - 2. Enhanced community support and trust
 - 3. Access and cooperation
 - 4. Improved compliance
 - vii. Organizational benefit
 - 1. Improved morale, effectiveness, and professionalism
 - 2. Positive rapport within community
 - 3. Reduced number of complaints
 - 4. Reduced potential for litigation
- C. Communicating with diverse populations *
 - a. Interpersonal communication
 - i. Verbal and nonverbal
 - b. Importance of nonverbal
 - i. Expressing and interpreting

- ii. May supplement, contradict, or replace verbal communication
 - c. Factors affecting communication skills
 - i. May cloud perception of individuals and circumstances
 - 1. Experience
 - 2. Education
 - 3. Attitude
 - 4. Values
 - a. Prejudice and bias are examples of values that can be changed
 - 5. Environment
 - d. Audiences that may need adjustments in an officer's communication
 - i. Children/juveniles
 - ii. Older people
 - iii. Culturally diverse
 - 1. Especially if English is limited or non-existent
 - iv. Highly educated vs. uneducated people
 - v. Mentally disabled
 - vi. Emotionally charged people
 - vii. Other
 - e. Techniques for adjusting communication
 - i. Maintain positive attitude
 - ii. Avoid words that show prejudice
 - iii. Concentrate on what is being said, not how
 - iv. Use simple, commonly understood terminology
 - 1. Avoid acronyms, slang, sarcasm, and idioms
 - 2. Be courteous
 - v. Voice tone considerations
 - vi. Consider speed of speech
 - vii. Enunciate each word
 - viii. Nonverbal
 - 1. Body stances/gestures
 - ix. Use knowledge of cultural norms/expectations
 - x. Use visual aids
 - xi. Check for understanding
 - xii. Appropriate eye contact
 - f. Importance of communication for ACOs
 - i. Expected to use professional language in the performance of their duties
 - 1. Be consistent
 - 2. Be clear in delivering information
 - 3. Be courteous
- D. Cultural differences and views on animals in America
 - a. Differences geographically
 - i. Examples within Virginia
 - b. Generational expectations

- c. Companion vs. agricultural
 - i. Housing/sheltering expectations
 - ii. Euthanasia
 - 1. Public animal shelter policies
 - 2. Owner dispatch
 - iii. Slaughter
 - iv. Neutering
 - v. Animal fighting
- d. Religious differences
 - i. Muslim and Jewish views of swine
 - ii. Hindu views of cattle
 - iii. Animal slaughter
 - 1. General/non-religious
 - 2. Kosher
 - 3. Halal
 - iv. Occult ceremonies involving animals
 - 1. Case examples
 - v. Religious ceremonies involving animals
 - 1. Live animal sacrifices
 - 2. Religious exemptions
 - a. Reference Code of Virginia
 - b. Some sacrifices are accepted under religious ceremonies, others may be considered illegal
 - c. Forbids cruel or unnecessary killing of animals
 - i. Legal argument of an animal sacrifice was an unnecessary killing vs. performed cruelly
 - ii. First Amendment rights
 - d. Legal arguments on animal sacrifice cases
 - i. Focus on what the practitioner is doing to the animal before it dies and how it is treated
 - ii. Focus on any needless suffering
 - 1. Avoid focusing on the fact that the animal was killed

Applicable Laws, Regulations, and Guidance Documents:

Code of Virginia §§ 3.2-6570 (A), 57.2.02 (B)

*Interactive teaching modalities recommended when available, such as live animal demonstrations, videos, case studies, working through a given scenario, utilizing equipment, etc.