



IADLEST

Law Enforcement Academy Accreditation

FINAL REPORT

2025

**Washington State Criminal Justice
Training Commission-
Burien Campus**

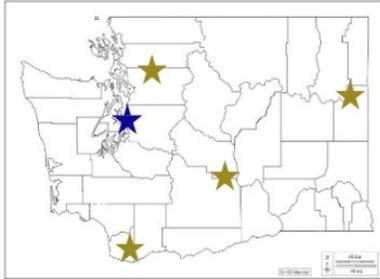


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IADLEST Law Enforcement Academy Accreditation Washington State Criminal Justice Training Commission - Burien Campus

I. Geographic Overview



The Washington State Criminal Justice Training Commission (WSCJTC)- Burien is the location of the headquarters academy for the Washington State Criminal Justice Training Commission. In addition, they have four regional academies spread across the state that fall under the umbrella of the WSCJTC. The campus is located in Burien, near SeaTac airport, while the other four are located in Pasco, Spokane, Vancouver, and Arlington. It is also worth noting the agency's Executive Director, Monica Alexander, related the intention to have the other four regional academies undergo the accreditation process.

II. Agency Overview

The Washington State Criminal Justice Training Commission (WSCJTC) is responsible for Basic Law Enforcement Academy (BLEA) functions and is Washington's mandated training academy for general authority and limited authority peace officers in the state. The WSCJTC is the sole authority for the basic training of entry-level state peace officers, Campus Police Officer, and Natural Resources, and Game and Fishery Officers, but not the members of the Washington State Patrol. The commission provides a centralized training model that ensures all peace officers in the state are equipped with the same base level understanding of their responsibility to the communities they serve, standards to uphold, and education for effective community-oriented policing. To meet this goal, WSCJTC has a codified and comprehensive hiring and vetting process for its instructor staff representing law enforcement agencies from throughout the state. The agency, whose mantra is to focus on a guardian model of policing, is committed to developing new officers to a high standard by providing 720 hours of quality training to ensure they have the knowledge and skills to safely and effectively protect the life, liberty, and property of the people in which they serve.



The WSCJTC is led by Executive Director Monica Alexander, Deputy Director Jerrell Wills, and an executive leadership staff of 18 sworn and civilian members responsible for overseeing a large cadre of staff instructors, "contract" instructors, subject matter experts, and support staff. The Burien campus, which is the main campus, is very engaged in training new law enforcement professionals, including graduating 4,816 recruits as part of the 168 recruit classes between 2015 and 2024.



The WSCJTC- Burien training center is on 36 acres and comprises eight buildings, including a 71,815 sq. ft. multi-story building with seven classrooms, offices, a 1,200-person auditorium, and cafeteria facilities that feed 500 and seat 250 persons. Another 44,739 sq. ft. building houses a classroom for Corrections Officer, a defensive tactic classroom, a large gymnasium, and support staff offices. Additional facilities include separate male and female dormitories, a 6,000 sq. ft. Mock City Training Building with a state-of-the-art virtual training simulator, a 15-lane indoor Target

Range Building with classrooms, and a designated firearms cleaning area, an outdoor track and field area with a ¼ mile asphalt track and a paved vehicle parking area that can accommodate 600 vehicles. The Burien campus does not have an Emergency Vehicle Operation Course (EVOC). Therefore, the assessment team visited the EVOC Training Center at the HAMMER- Hanford Site Federal Training Site in Richland, WA.

Although most of the students commute daily, the Academy has the capacity to house 80 students in one of two buildings, which are separated by male and female. When additional lodging is needed, the Academy contracts with different local hotels located in the immediate area to house the recruits during the 4-day training week.



There is no medical staff on site. However, the Academy maintains a robust emergency medical protocol, which includes all instructors required to be certified in First-Aid and CPR. First-aid kits and AEDs are located throughout each building, and a more advanced medical trauma kit is kept in the Target Range building.



Additionally, the local area's fire rescue units are housed within two to three minutes of the campus, and a full-service hospital is located 2.4 miles away from the campus.

III. Document Submissions in Support of the Standards

The WSCJTC staff began coordinating the collection of proofs supporting standards compliance in the Spring of 2024. In addition, new policy development efforts commenced in a parallel project.

- The documents supporting standards in Section 1 were submitted to IADLEST Staff on April 30, May 6, 14, 20 and 22, 2024. Additional documentation was provided on January 30, 2025. Feedback related to the initial assessments of the submission was provided to the Academy staff. Additional clarification and supporting documentation were requested for Standards 1.0, 1.2, and 1.4. Additional clarifying documentation was provided on May 20, 2024, and January 30, 2025.
- The documents supporting standards in Section 2 were submitted to IADLEST Staff on April 30, 2024, and January 15, 2025. No additional clarifying information was requested.
- The documents supporting standards in Section 3 were submitted to IADLEST Staff on May 8, 9 and 13, June 10, and October 7, 2024. Feedback related to the initial assessments of the submission was

provided to the Academy staff. Additional clarification and supporting documentation was requested for Standards 3.2 and 3.3. Additional clarifying documentation was provided on July 23, and November 25, 2024, and January 30, 2025.

- The documents supporting standards in Section 4 were submitted to IADLEST Staff on May 8, 16, and 22, and June 6, 2024. Feedback related to the initial assessments of the submission was provided to the Academy staff. Additional clarification and supporting documentation was requested for Standards 4.2 and 4.6. Additional documents were provided on May 9 and 28, 2024.
- The documents supporting standards in Section 5 were submitted to IADLEST Staff on May 8, 14, and 15, August 29, September 4 and 5, and November 12, 2024. Additional information was provided on January 15, 2025. Feedback related to the initial assessments of the submission was provided to the Academy staff. Additional clarification and supporting documentation were requested for Standards 5.5 and 5.6. Additional clarifying documentation was provided on November 4 and 25, 2024 and January 15 and 16, 2025.
- The documents supporting standards in Section 6 were submitted to IADLEST Staff on May 8, August 15 and 21 and September 4 and 5, 2024. Feedback related to the initial assessments of the submission was provided to the Academy staff. Additional clarification and supporting documentation was requested for Standards 6.3 and 6.4. Additional clarifying documentation was provided on October 7, 29, November 25, 2024, and January 15, 2025.
- The documents supporting standards in Section 7 were submitted to IADLEST Staff on May 9, 15, 20, and 30, 2024. Feedback related to the initial assessments of the submission was provided to the Academy staff. Additional clarification and supporting documentation was requested for Standard 7.3. Additional clarifying documentation was provided on November 25, 2024.
- The documents supporting standards in Section 8 were submitted to IADLEST Staff on May 14, June 11 and November 25, 2024. Feedback related to the initial assessments of the submission was provided to the Academy staff. No additional clarification and supporting documentation were requested for Section 8.
- The documents supporting standards in Section 9 were submitted to IADLEST Staff on May 9, 16, 22 and 28, 2024 and January 30, 2025. Feedback related to the initial assessments of the submission was provided to the Academy staff. No additional clarifying documentation was requested for Section 9.
- The documents supporting standards in Section 10 were submitted to IADLEST Staff on May 9, 14 and 15, July 25, 2024, and January 21 and 28, 2025. Feedback related to the initial assessments of the submission was provided to the Academy staff. No additional clarifying documentation was requested for Section 10.
- The documentation supporting standards in Section 11 was submitted to IADLEST staff on May 8, 2024. Feedback related to the initial assessments of the submission was provided to the Academy staff. Additional clarification and supporting documentation were requested for Standard 11.0. Additional clarifying documentation was provided on May 9, 2024, and January 15, 2025.
- The documents supporting standards in Section 12 were submitted to IADLEST Staff on May 14, 2024. Feedback related to the initial assessments of the submission was provided to the Academy staff. No additional clarifying documentation was requested for Section 12.

The standards can be found in Appendix B: Scoring Matrix.

IV. On-site Assessment Team

The team members selected for the on-site assessment were:

- Cmdr. (ret.) Daniel A. Howard, IADLEST Accreditation Assessor (Team Leader)
 - Mr. Howard's experience in law enforcement agency accreditation dates to 2008 while still in active law enforcement in New Jersey and with law enforcement academy accreditation since 2021.

- Chief (ret.) Kelly Alzaharna IADLEST Accreditation Assessor.
 - Ms. Alzaharna's experience in law enforcement agency accreditation dates to 2005 while still active in law enforcement in Alaska and with law enforcement academy accreditation since 2015. She is currently a member of the IADLEST Accreditation Committee.

V. On-Site Assessment

The IADLEST Grants and Accreditation Manager and the on-site assessment team members prepared Standards Submission Reviews prior to the visit. The Standards Submission Reviews included the individual standard, notations on the document submissions by the Academy to support the standard, a preliminary assessment score based upon the document submission, directions on needed on-site observation, and data to be gathered or interviews to be conducted to verify, increase, or reduce the preliminary assessment score.

On day one, the assessment team and the Agency's Policy and Accreditation Manager, Renee Berry, met with Captain Mick Thompson, the HAMMER- Hanford Training Site EVOC Training Program Manager, and Captain Vincent Rizzo, the site's Safety Officer.

On day two, the assessment team met with Executive Director Monica Alexander, Deputy Director Jerrell Wills, Policy and Accreditation Manager Renee Berry, and several other sworn and civilian members of the executive leadership team in the main building (Cascade Building) of the Burien campus.

The assessment team briefed the Executive Director and the other members on the plan for the inspection process and the inspection schedule. The inspection schedule was modified to accommodate the observation of relevant training activities. Of note, there were seven recruit classes in various stages of the Academy curriculum, with 229 recruits currently training on this campus.

VI. On-Site Assessment Agenda

Day 1, Tuesday, January 28, 2025:

The Assessment Team and the Policy and Accreditation Manager, Renee Berry, met with the EVOC Training Program Manager, Captain Mick Thompson, at the HAMMER- Hanford Site and provided details of the inspection as well as the overall accreditation process.

- The assessors received an overview of the EVOC training program as well as the safety practices.
- The team toured the EVOC training center, which included the classrooms and outside track area.

Day 2, Wednesday, January 29, 2025:

The Assessment Team met with the Executive Director, Policy and Accreditation Manager, and other members of the Executive Leadership team and provided details on the inspection and the overall accreditation process.

- Inspection of the various files supporting the accreditation standards, such as policies and procedures.
- Inspection of classrooms and facilities at the Academy.
- Inspection of cafeteria and food services area.
- Staff and student interviews at the Academy.
- Inspection of the physical fitness/training area at the Academy and a demonstration of a defensive tactics exercise.
- Virtual meeting with the curriculum development team.
- Meeting with Human Resources Personnel.
- Inspection of the Patrol Procedures Basic – Final Practical Test- Mock City Training Building.
- Assessment Team meeting to reach consensus scores for standards.

Day 3, Wednesday, January 30, 2025:

- Further inspection of the files supporting the accreditation standards, such as policies and procedures.
- Staff and student interviews at the Academy.
- Inspection of the firearms shooting simulator and the indoor firearms range at the Academy and a demonstration of a shooting simulator practical exercise.
- Inspection of classrooms, dormitories, cafeteria, and other facilities at the Academy.
- Meeting virtually with staff responsible for Fiscal management of the agency.
- Assessment team meeting to reach consensus scores for standards.

Upon completion of the on-site process, the accreditation team met virtually with the Executive Director, Deputy Director, Policy and Accreditation Manager, and several members of the executive leadership team and provided details of the results of the assessment process as well as the overall process by the team. The assessment team presented their observations and preliminary assessment to those present as to the Academy's compliance with the IADLEST Academy Standards. Specific feedback was provided where appropriate for the different standards. The minimally Acceptable ratings were accompanied by a suggested corrective action plan, where possible, for improvement for subsequent accreditations.

VII. Facilities



Dormitories

The campus has two well-maintained and modernized dormitories that are gender specific. One dormitory is a single story 11,260 sq. ft. building that has 23 double occupancy rooms, multiple bathrooms, a common area, a laundry facility, and a kitchen area.





The second dormitory is a three-story, 7,168 sq. ft. building with 17 double occupancy rooms, each with a bathroom. There is also a common area, a laundry room, and a kitchen area in the building.



Of note, when the dormitories reach a maximum occupancy rate of 46 and 34, respectively, the academy houses recruits in the local hotels.

Security



Although the campus is not secured by perimeter fencing, every building is secured by either an electronic key system or a push button-coded entry system. The main building (Cascade) has a staffed reception desk and requires all visitors to sign in and out. Additionally, staff members and students are required to display identification badges.



Additionally, sensitive areas within the building have a push button code entry system and/or No Authorized signage.

Classrooms



The campus has 14 classrooms for Basic Law Enforcement Academy (BLEA) classes in two buildings, in addition to several other specific purpose classrooms, e.g., Firearms, Defensive Tactics, and Blood Alcohol Concentration Training. All classrooms were adequately sized for the capacity of students. No safety hazards were observed.

Cafeteria



The Academy provides a full food service (breakfast, lunch, and dinner) to recruits and staff during the days the Academy is open (Monday to Thursday) through a codified partnership with a private non-profit vendor. The cafeteria is capable of feeding 500 persons and has seating for 250. The cafeteria provides a varying menu of made to order and pre-made food and beverage offerings. There are also vending machines that are also available to students after the dinner period is over. The food serving, preparation, and storage areas were observed to be clean, well maintained, and had sufficient ventilation and HVAC. All the necessary Health Department reports and documentation were also provided.

Of note, the kitchen area is undergoing renovations due to a leak in the sink and dishwashing area. The Academy is taking the opportunity to not only repair the leak but also make needed upgrades to the area and the equipment within, e.g., the dishwasher and ice machine. The area under repair was observed to be sealed off from the food preparation area with plastic, including the HVAC vents. Further, documentation from the health department, which inspected and approved how the Academy handled the potential contamination issues and repairs where needed.



Gymnasium and Defensive Tactics Room

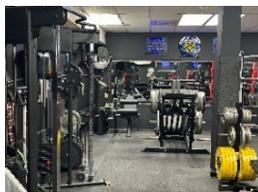


The Gymnasium and Defensive Tactics Room are located in the same large area that is approximately 6,000 sq. ft. in size. They are clean and well-maintained rooms with sufficient lighting and functioning HVAC. The area where students practice various defensive tactics is a significantly large,



matted area. Additionally, to enhance the health and safety of the students, various skill stations are roped off with instructional signage posted. The students are required to change their "street" shoes to sneakers that are stored and worn only in that area. Further health precautions are taken by requiring anyone going on to the mats to step into basins of disinfectant to reduce the possibility of pathogens being deposited on the mats

Weight Conditioning Room



The Academy maintains a large, well-equipped and maintained weight conditioning facility located in an anterior room off of the Gymnasium. The room has up to date equipment available for student use as part of the regular training day as well as on weekends and nights.



Firearms Range



The Target Range Building is a 12,932 sq. ft. two-story building constructed in 1996. It houses a well-lit and ventilated 15-lane, 25-yard firing range, allowing for different types of scenario-based, decision-making, and general skill development training. The first floor also houses a classroom, a large firearms cleaning facility and a small ammunition storage area, which is supplemental to the large self-contained secured and alarmed off site ammunition storage area.



The lead range instructor utilizes a built-in PA system and an individualized radio transmission system where each student and instructor on the range receive the information in their respective headsets.

Vehicle Driving Course



The Washington State Criminal Justice Training Commission- Burien campus does not have an Emergency Vehicle Operation Course (EVOC) area. However, the agency utilizes the EVOC Training Center at the HAMMER- Hanford Site Federal Training Center in Richland, WA. The training center includes a training classroom and equipment room. The outside EVOC track is a 1.3 mile course with asphalt roadways, a quarter-mile straightaway, nine curves, elevation changes, an intersection, a 160,000 sq. ft. skills pad with skid cars, and a wet skidpan course.

VIII. Assessment of Standards

Section 1: Statutory and regulatory compliance

1.0 Academy compliance with minimum statutory requirements and regulations, including POST requirements.

- Documentation Provided:
 - 1.15 - Agency Compliance.docx
 - Backflow Devices.xlsx
 - Columbia Fire Backflow Testing Inspection Results_6-16-2023.pdf
 - Fire and Life Safety Inspection.pdf
 - RCW 43.101 - WSCJTC Statutory Authority.pdf
 - 20231228_102123.jpg
 - 2023.3.21_Routine_CJTC.pdf
 - Criminal Justice Training Commission DOH Inspection 8.22.23.pdf
 - COLLECTIVE BARGAINING AGREEMENT - State of Washington-Washington State Federation of State Employees.pdf
 - RCW 43.101.350_Core training requirements.pdf
 - WA State Criminal Justice Training Commission_Honors Cafe_10.1.24.pdf
 - DoH Letter & Project Summary - WSCJTC Kitchen.docx
 - 20250129_132347.jpg
 - 20250129_132631.jpg
 - Campus Improvement Highlights .docx
 - Criminal Justice Training Commission Preliminary_Docs # (3).pdf
 - Dormitory Rules 5a.180 Rev 09292021 jgb Outline.docx
 - KITCHEN~1.PDF
 - Maintenance and Inspection Checklist 080724.xlsx
 - MICA_Photo_Report_20241203_065756PM(UTC).pdf
- Assessment: Best Practices
 - The Academy has comprehensive rules and regulations in place for their own operation. The on-site inspection indicated that the Academy meets or exceeds all of their own internal rules.

1.1 Academy compliance with its own rules, regulations, policies and procedures.

- Documentation Provided:
 - 1.15 - Agency Compliance.docx
 - 2024 WSCJTC Policy Manual - Rev. 2-13-2024.pdf
 - Approved Commission Meeting Minutes June 14 2023.pdf

- Inside CJTC SharePoint - Policy Manual Available to Staff.png
 - Assessment: Best Practices
 - The Academy has comprehensive rules and regulations in place for its own operation. The on-site inspection indicated that the Academy meets or exceeds all of its own internal rules.
- 1.2 Academy regulations and policies are approved per statute and/or POST agency requirements.
- Documentation Provided:
 - commission-meeting-minutes-june-22-2022.pdf
 - commission-mtg-agenda-062222.pdf
 - Executive Leadership Meeting - December 19 2023.pdf
 - Executive Leadership Meeting - January 23 2024.pdf
 - RCW 43.101.801_ Development of policies, procedures, and rules—2021 c 323.pdf
 - Policy Process - MANUAL INTRODUCTION.pdf
 - Assessment: Acceptable
 - While the Academy doesn't have a POST agency that needs to approve its regulations and policies, it appears the submitted documentation supports the standard that all internal policies and procedures are approved by their regulatory authority, Washington State Criminal Justice Training Commission.
- 1.3 Rules, regulations, and policies are accessible to staff, students, and public (where appropriate).
- Documentation Provided:
 - Screenshot - BOX.COM BLEA Recruit Materials.docx
 - SCREENSHOT - WSCJTC Intranet Page Posted Rules and Regs.docx
 - SCREENSHOT - WSCJTC Webpage posting Policy Manual - Public.docx
 - BLEA 883 Pre Academy Information.pdf
 - Assessment: Best Practices
 - The Academy has a functioning website where the rules are easily accessible. The Academy gives clear instructions to the students and staff on accessing the information. The on-site assessment verified the access.
- 1.4 Rules, regulations, and policies are reviewed periodically and updated accordingly.
- Documentation Provided:
 - 2024 WSCJTC Policy Manual - Rev. 4-30-2024.pdf
 - Assessment: Best Practices
 - The Academy provided documentation of a review process of its policy manual that was conducted in 2024. Additional proof of a review and updating process of previous agency documents was provided that supported continuous and timely review.
- 1.5 The Academy has established vision, mission, goals, and objectives
- Documentation Provided:

- 2023-2025 Strategic Plan.pdf
- Strategic Plan (Vision, Mission, Goals) - Inside CJTC - Home.pdf
- Public Internet Page - About the Commission.pdf
- Campus posters w frame -Strategic Plan PDF.pdf
- Mission Vision Photo.jpg



- Assessment: Best Practices
 - There is proof of a clear and unambiguous statement of mission, goals, and objectives. The on-site inspection verified that the students and members of staff are knowledgeable about the statements and that they are posted in conspicuous places in the classrooms and around the campus.

Section 2: Mutual aid agreements and policies

2.0 If full-time instructional staff or training facilities span multiple organizations, a written agreement/policy is in place specifying the authority and responsibilities of each party.

- Documentation Provided:
 - Correctional - MOU Example.pdf
 - Georgetown University - MOU Example.pdf
 - Health Care Authority - MOU Example.pdf
 - Military Department - MOU Example.pdf
 - Office of Financial Management - MOU Example.pdf
 - Screenshot of WSCJTC webpage listing Interagency Agreements.jpeg
 - Screenshot of WSCJTC webpage listing Interagency Agreements.jpeg
 - Tribal - MOU Example.pdf
 - WSP - MOU to train.pdf
 - WSCJTC DSB Honor Cafe MOU August 2024.pdf
- Assessment: Best Practices
 - The Academy has established written agreements and policies that indicate or document the authority and responsibility of the parties. Specifically, the Academy provided examples of several MOUs between their organization and others, all of which had specific and comprehensive identification of the authority and responsibility of the parties.

Section 3: Operations

3.0 The applicant has documented an established organizational structure describing the authority, function, and responsibility of each component involved in training.

- Documentation Provided:
 - Screenshot of agency intranet posting current org chart.PNG
 - WSCJTC Screenshot of internal intranet - listing staff structure in division.jpeg
 - Screenshot of HR Webpage with EE Position Information for all staff.png
 - EE Info_050124.xlsx
 - Screenshot_9-5-2024_71927_cjtc.wa.gov.jpeg
 - _WSCJTC ORG CHART_051024.pdf
 - WSCJTC ORG CHART__Oct24 Bureaus.pdf

- Assessment: Best Practices
 - The on-site assessment determined the organizational structure is posted so that it is readily available for staff to review. The public website also contains the names of the personnel and their positions.
- 3.1 The applicant clearly defines, in writing, the responsibilities, authority, and accountability of personnel involved in managing, supervising, and implementing training.
- Documentation Provided:
 - IALDEST Org Chart_June2024.pdf
 - WSCJTC Public Webpage - Link and Staff Directory.pdf
 - Staff - Basic Training DivisiInside WSCJTC Son.pdf
 - Assessment: Best Practices.
 - The submitted documentation identifies the positions and their responsibilities in the Academy and names the personnel assigned to the position. This information is also easily accessible to anyone who may need the information which was demonstrated during the on-site.
- 3.2 The applicant ensures that a risk assessment process identifies and mitigates training risk.
- Documentation Provided:
 - WSCJTC Intranet Page - Human Resources & Risk Management.pdf
 - WA State Auditor's Office - Performance Audit Report.pdf
 - WSCJTC SOP - Safety Committee FINAL 4.1.2024 .pdf
 - Exposure Control Plan - BBP (1).pdf
 - 5.08 - Safety and Prevention.docx
 - Recruit Rules & Regulations Manual rev. 11.11.2024 - Health & Safety.pdf
 - Assessment: Best Practices
 - The agency has a comprehensive policy for risk assessment and mitigation. The policy specifies the ultimate responsibility for risk assessment to a specific employee and promotes responsibility for risk assessment to every employee and student. Further, it stipulates that any employee or student may have the authority to stop/halt an Academy activity at any time that they believe the activity constitutes a danger to themselves or others and regularly reviews protocols with students and staff.
 - Additionally, the Recruit Manual provided articulates that students have an obligation to report safety concerns.
- 3.3 The applicant has in place and reviews a Continuity of Operations Plan (COOP).
- Documentation Provided:
 - iCOOP Meeting Agenda 2024.05.16.pdf
 - WSCJTC - Continuity of Operations Plan COOP 7.23.2024.pdf
 - Screenshot - WSCJTC Staff Intranet Page.PNG
 - Continuity Plan update requirement.pdf
 - BTD Instructor Spreadsheet Proof.JPG
 - ASTD Instructor Spreadsheet Proof.JPG
 - WSCJTC Memo - Standard 3.3.docx

- Assessment: Best Practices.
 - A Continuity of Operations Plan was provided. It accommodates the typical risks and many risks not normally identified in an Academy operation, including the unexpected and sudden loss of an instructor.
 - During the on-site, the agency provided sufficient proof to address the unexpected and sudden loss of a specific instructor or other SME.

3.4 The applicant conducts a risk assessment to identify hazards.

- Documentation Provided:
 - FW_Risk Roundtable Meeting - 04_30_2024.pdf
 - WSCJTC SOP - Safety Committee FINAL 4.1.2024 (1).pdf
 - Safety Committee Org Chart.pdf
 - Safety Committee Master Slide Deck - CURRENT - Copy.pdf
 - Safety Committee Meeting Minutes Template - CURRENT.pdf
- Assessment: Best Practices
 - The Academy provided documentation of a Safety Policy, of which a portion is related to risk assessment. A subsection of the policy assigns responsibility to all employees and students.
 - Further documentation was also provided to substantiate the risk assessment activities.

Section 4: Recordkeeping

4.0 All lesson plans, rosters, and other training related paperwork and documents are retained per state, POST, and Academy record retention requirements.

- Documentation Provided:
 - 1.09 - Records Management.docx
 - Academy assorted files destruction log.pdf
 - criminal-justice-training-commission-records-retention-schedule-v.1.2-(april-2022).pdf
 - Box.com BLEA retention.jpg
- Assessment: Best Practices
 - The Academy provided a policy and documentation of their records retention requirements and the Academy's compliance with these requirements.

4.1 If a computerized training record system is used, the Academy ensures protocols are followed for computerized training-related records. These protocols include security access, backup, and storage of files and equipment.

- Documentation Provided:
 - QS SOP - General Operations - v 1.3.pdf
 - 4.02 - Computer Backup Procedures.pdf
 - IT Computer Backup Procedures SOP.pdf
 - WIDS Software Security and Backup Statement 2024.pdf
 - 4.10 - Information Technology Security Program Framework.pdf
 - WSCJTC Memo - Deactivation of separated staff.pdf

- Screenshot - IT Ticket Staff Deactivation.pdf
 - Assessment: Best Practices
 - The documents support proof of a functioning computerized records-keeping system with protocols for security access, backup, and storage of files and equipment that are up to date with current requirements.
 - The Academy provided an on-site demonstration of their curriculum database management system, including the backup and archival processes.
- 4.2 The applicant has a security framework that protects personally identifiable information (PII) and controls dissemination of same.
- Documentation Provided:
 - EMPLOYEE ANNUAL REVIEW CHECKLIST - Requiring annual IT Security Awareness Training.pdf
 - Information Security and Privacy Awareness Training Policy.pdf
 - 4.01 - Acceptable Use Policy.pdf
 - IT Computer Backup Procedures SOP.pdf
 - TRAINING SCREENSHOT - WA State Required Annual Security Awareness Training.jpeg
 - REQUIRED TRAINING - Information Security Awareness (January 2024) _ WaTech.pdf
 - New Employee Orientation Form - Filled.pdf
 - New Employee Orientation Form - Filled.pdf
 - IT Staff Advanced Training Proof 2.png
 - IT Staff Advanced Training Proof 3.png
 - IT New Employee Checklist.pdf
 - Assessment: Best Practices.
 - The submitted documentation supports that the Academy has a security framework that protects personally identifiable information (PII) and controls dissemination. Employees with access to significant privacy information and responsibilities through the agency's IT system have completed advanced training in information protection.
 - The Academy has policies governing this function. It actively takes steps to terminate access immediately upon separation, a breach of the system, or improper use by someone with access. The on-site inspection verified the protection steps.
- 4.3 The applicant maintains examination and answer key security.
- Documentation Provided:
 - WSCJTC Memo - Standard 4.3 FINAL.pdf
 - WSCJTC BTD - Acadis Testing Guide.pdf
 - Assessment: Best Practices
 - The submitted documentation was related to testing requests and safety procedures. Additional information was provided relating to an example of a test score sheet. The on-site inspection verified the security steps.
- 4.4 The applicant projects and tracks expenditures for each training program and support activity.

- Documentation Provided:
 - WSCJTC Memo - Standard 4.4.docx
 - 3.04 - Audit of Fiscal Activities.docx
 - 3.06 - Budget Process.docx
 - 3.07 - Budget Reporting.docx
 - Expenditure Activity Flexible.doc
 - BLEA Training PI 111 Budget Report FY2022.xlsx
- Assessment: Best Practices
 - Documentation relating to budgets, expenditures, and fiscal planning was provided. The Academy tracks expenditures and allows managers to project ahead or support activity in real-time for their respective projects.
 - The on-site inspection verified these processes on a division level as well as on an agency wide level.

4.5 The applicant maintains an archiving system for all program and curriculum development documents.

- Documentation Provided:
 - WSCJTC Memo - Standard 4.5.docx
 - Envisage_AcadisCutSheets-Framework.pdf
 - ACADIS - CJIS Compliance.jpeg
 - ACADIS Screenshot 4.5 - 2.png
 - ACADIS Screenshot 4.5.png
- Assessment: Best Practices
 - There were policies of the archiving system related to archiving and PII. The on-site inspection verified the employees followed the agency's instructions and policy.
 - The agency provided an on-site demonstration of its records archival system and the curriculum database management system, including the backup and archival processes.

4.6 The applicant has a public records policy.

- Documentation Provided:
 - Public Records WSCJTC SOP Nov 2022 update (2).pdf
 - Washington CJTC _ Public Records Center - Portal.pdf
 - Public Records Requests - CJTC Webpage.pdf
 - PRR screen shot 3.jpg
 - PRR screen shot 3.jpg
 - PRR screenshot 2.jpg
 - PRR screenshot 4.jpg
 - Screenshot_9-5-2024_72545_cjtc.wa.gov.jpeg
- Assessment: Best Practices
 - The public records policy and the public records request form were provided.
 - The policy which is available to the public details the types of available records, the time frame for responses and the fee structure.

4.7 The applicant has lesson plans for all subjects instructed in their basic law enforcement training.

- Documentation Provided:
 - BLEA 100 Criminal Investigations Learning Plan.pdf
 - BLEA100 Criminal Investigations Teaching Plan.pdf
 - BLEA100 Criminal Law - Learning Plans.pdf
 - BLEA100 Criminal Law - Teaching Plan.pdf
 - Communication Learning Plans.pdf
 - Communication Teaching Plans.pdf
 - EVOC Learning Plan.pdf
 - Firearms Learning+Plans.pdf
 - Firearms Teaching+Plans.pdf
 - PreFlex First Learning+Plans (1).pdf
 - 6.06 - Curriculum Management.pdf

- Assessment: Best Practices
 - Several examples of lesson plans were provided. The lesson plans contained the following elements: Title, Overview and Purpose, Core Competencies, Learning Objectives/Outcomes, Instructional Method, Materials Required, Training Aids, References, Lesson Plan Text with Introduction, Body and Summary, and Instructor Notes.
 - The agency is reportedly in the process of updating all of the training courses taught as part of the Basic Law Enforcement Academy with the intention of submitting them for recognition as part of the IADLEST National Certification Program (NCP).

Section 5: Staff

5.0 The applicant requires all training staff to successfully complete required training on EEO, Sexual Harassment, and other mandated training.

- Documentation provided:
 - 2.01 - Affirmative Action and Equal Opportunity.docx
 - 2.36 - Sexual and Other Types of Harassment.docx
 - 2024 Annual Review Checklist and Outside Employment.pdf
 - Weekly Message - January 3, 2024.pdf
 - ██████████ - ██████████ 02.07.24.pdf
 - Supervisor Checklist New Employee (6).pdf

- Assessment: Best Practices
 - The Academy requires all staff, regardless of assignment, to successfully complete a specified list of required mandated training. The Academy further requires staff to attend periodic refresher training.
 - During the on-site assessment, random sample employee training files were provided and examined for compliance.

5.1 The applicant verifies and documents that only approved instructors are used for program delivery.

- Documentation Provided:
 - Intranet - BTD Instructor Spreadsheet.PNG
 - Intranet - ASTD Instructor Spreadsheet.PNG
 - ASTD Instructor Tracking Log.xlsx

- BTD Instructor Tracking Log.xlsx
- CJTC 330 Contract Routing Sheet - IAA (1).pdf
- CJTC 330a Contract Routing Sheet - Independent (1).pdf
- 6.10 - Instructor Certification.docx
- Assessment: Best Practices
 - The submitted documentation supports that the applicant verifies and documents that only approved instructors are used for program delivery on a scheduled basis.
 - The on-site inspection verified that only vetted and trained instructors are used, including providing the Instructor Certification Policy.

5.2 The applicant has written criteria for selecting instructors.

- Documentation Provided:
 - PS4_Firearms_Job Bulletin_053024.pdf
 - PS4_Firearms_Position_Description_May24.pdf
 - Program Specialist 4 (HQ).docx.pdf
 - Job Bulletin_PS4_BT D_032824.pdf
 - CRS for Independent Instructor.pdf
 - Contract for Interagency Instructor.pdf
 - CRS for Independent Instructor.pdf
 - CRS for Interagency Instructor.pdf
 - BLEA TAC Interview Questions.docx
 - BTD Standard Operating Procedure Manual (01.15.25).pdf
- Assessment: Best Practices.
 - The on-site inspection included reviewing randomly selected personnel files, and no areas of noncompliance were found.

5.3 Instructor prerequisites include training in adult learning theory, mentoring and observational evaluation, and instructional experience.

- Documentation Provided:
 - 6.10 - Instructor Certification.pdf
 - Class Agenda - TEMPLATE.doc
 - ID Learning Objectives.docx
 - ID Student Manual March.docx
 - Tier 1 - Instructor Development.pdf
 - ██████████ - Transcript.pdf
- Assessment: Best Practices
 - The submitted documentation for the prerequisites for instructional staff includes requirements for training in adult learning theory, mentoring, or observational evaluation. There is a prerequisite for experience. Additional documentation was provided for specific instructor certifications.

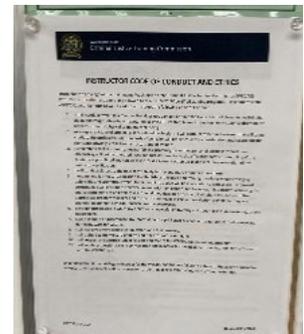
5.4 Applicant complies with POST instructor certification requirements.

- Documentation Provided:
 - 6.10 - Instructor Certification.pdf

- 1 Hour - Train the Trainer - OpenSesame.jpeg
 - Class Agenda - TEMPLATE.doc
 - ID Learning Objectives.docx
 - ID Student Manual March.docx
 - Tier 1 - Instructor Development.pdf
 - ██████████ - Transcript.pdf
- Assessment: Best Practices
 - The agency provided its policies governing instructor conduct and performance. The policies are clear and not subject to interpretation. The policies include accountability for violations.
 - The agency provided documentation of the requirement for an instructor development class that can be used by an agency trainer outside of the Academy setting. The agency also requires additional training, experience, resumes and supervisory approval to be an instructor on the staff. A tiered system is in place, including more stringent standards depending on the nature of the subject or the number of subjects taught.

5.5 The applicant has written policies, procedures, and regulations governing instructor conduct and performance.

- Documentation Provided:
 - PHOTO - Instructor Code of Conduct Posted in Classroom.jpg
 - TAC Officers and Contract Instructors Expectations of Conduct.pdf
 - 2.26 - Performance and Development Plan.docx
 - 2.06 - Complaint Investigations - WSCJTC Staff.docx
 - 2.38 - Staff Code of Conduct.docx
 - Recruit Rules & Regulations Manual rev. 11.11.2024 - Instructor Code of Conduct.pdf
 - BTD Standard Operating Procedure Manual (01.15.25).pdf



- Assessment: Best Practices.
 - The agency provided its policies governing instructor conduct and performance. The policies are clear and not subject to interpretation. The policies include accountability for violations.
 - The policies are provided to both staff and students in writing and electronically. Additionally, documentation of their policies related to audits of instructor performance was provided.

5.6 Instructor Code of Conduct policies, procedures, and regulations are disseminated to instructors and posted.

- Documentation Provided:
 - PHOTO - Instructor Code of Conduct Posted in Classroom.jpg
 - Board - Instructor Code of Conduct.jpg
 - ██████████ -CAR 02.07.24.pdf
 - TAC Officers and Contract Instructors Expectations of Conduct.pdf
 - Screenshot - BTD Intranet Page posting SOPs .jpeg

- BTD Standard Operating Procedure Manual (01.15.25).pdf
- WSCJTC Memo - Standard 5.6.docx
- Assessment: Best Practices.
 - The submitted material shows that the information is disseminated to the staff members, that it requires a signature of receipt, and that there was evidence of public postings of the Staff Code of Conduct where they can be accessed or viewed by students and the public.
 - The on-site assessment determined that the Academy posted the code of conduct in several conspicuous places, that instructors must separately acknowledge the policy, and that students are aware of the code.

Section 6: Training Development

6.0 The applicant has a process for identifying training needs, utilizing a job task analysis where appropriate, especially for recruit training.

- Documentation Provided:
 - washington-state-jta-report.pdf
 - Job Task Analysis Project Technical Committee (PTC).pdf
 - Meet The JTA PTC Team - 2023.pdf
 - Washington State JTA ALL Tasks - Officer.pdf
 - Washington State JTA Demographics - Officer.pdf
 - Washington State JTA Demographics - Supervisor (2).pdf
 - Washington State JTA General Tasks adj23 - Supervisor (1).pdf
 - WSCJTC Job Task Analysis Information Request.pdf
- Assessment: Best Practices
 - The Academy has a process for identifying training needs, utilizing a job task analysis (JTA) conducted within the last 2 years. The Academy is also using the analysis to guide its ongoing BLEA curriculum updating process.

6.1 The applicant has developed and updates short-term and long-term training goals.

- Documentation Provided:
 - 2023-2025-strategic-plan (1).pdf
 - WSCJTC Strategic Plan- Workgroup SmartSheet 1.pdf
 - Executive Leadership Meeting - April 30 2024.docx
 - Screenshot 2024-01-03 WSCJTC Website.png
 - washington-state-jta-report.pdf
- Assessment: Best Practices
 - The submitted documentation indicates the Academy has developed and updated short-term and long-term training goals on a regular basis using a strategic planning method. They also involve stakeholders, trainers, and staff in setting short- and long-term training goals.
 - The recently concluded JTA is also a help to guide its training goals.

6.2 The applicant uses an industry-recognized, systematic approach to training development. The approach includes at least the following concepts: Analysis, Design, Development,

Implementation, Evaluation, and Modality.

- Documentation Provided:
 - WSCJTC BLEA Curriculum Stakeholder Participant Request 10.5.2022.pdf
 - Curriculum Redevelopment Presentation.pdf
 - COURSE OUTCOME SUMMARY - BLE100LACL_BLEA_100_Legal_Authority_(LA)_Criminal_Law_(CL).pdf
 - COURSE DESIGN - BLEA100LACI_BLEA_100_Legal Authority_(LA)_Crim_Invstg_(CI)_CD.pdf
- Assessment: Best Practices
 - The Academy uses all the concepts of Analysis, Design, Development, Implementation, Evaluation, and Modality to develop training.
 - The Academy provided documentation of their training development process in 2022 and completed in 2023 that used the ADDIE Model. The process included SMEs and curriculum developers.

6.3 Instructor-to-student ratios are maintained for classes where such ratios are mandated, such as skills-area training.

- Documentation Provided:
 - Recruit Rules & Regulations Manual - Revised 6.11.24.pdf
 - Risk Roundtable Meetings - 9.4.2024.pdf
 - WSCJTC Memo - Standard 6.3.pdf
 - Recruit Rules & Regulations Manual rev. 11.11.2024 - Health Safety page 19.pdf
 - BTD Standard Operating Procedure Manual (01.15.25).pdf
- Assessment: Best Practices
 - The submitted documentation is consistent with IADLEST standards for student-to-instructor ratios, specifically, 1:5 for Firearms, Defensive Tactics, and Fitness and a 1:4 ratio for EVOG.
 - The Recruit Manual was provided that states in part that during the academy, any recruit, at any time, can call an immediate halt to training if they identify an issue that makes them fear for their personal safety or identify an issue that may jeopardize the safety of a fellow recruit or staff member.
 - The on-site inspection revealed the Academy provides safe instructor-to-student ratios in all identified high-risk areas.

6.4 The applicant compiles, reviews, and reports the results of student reaction surveys (Level 1 of the Kirkpatrick model or an equivalent).

- Documentation Provided:
 - BLEA 891 Halfway Survey Report.pdf
 - BLEA 891 Final Survey Report.pdf
 - Level 2 - BLEA Post-Academy Exam.pdf
 - Level 2 - BLEA Pre-Academy Exam.pdf
 - Level 3 - Mock Scene Rubric (9.9..24) FINAL.pdf
 - FTO - 30-60-90 evaluation email.docx
- Assessment: Acceptable

- The submitted documentation indicates that they perform Level One surveys. The explanation indicates that the Academy compiles, reviews, and/or reports the results of student reaction surveys.
- In addition to a formal course evaluation process, students maintain a weekly journal where they write about the week's training, including what they liked and didn't like about that week's training and staff, and these entries are visible to supervisory staff.

6.5 The applicant ensures that training programs are comprehensively evaluated within a five-year period and revised if necessary. A comprehensive evaluation would consist of, at a minimum, Levels 1-3 of the Kirkpatrick model or an equivalent.

- Documentation Provided:
 - BLEA Post Academy Survey - 30 days - Acadis.pdf
 - BLEA Post Academy Survey - 60 days - Acadis.pdf
 - BLEA Post Academy Survey - 90 days - Acadis.pdf
 - Notification Letter - BLEA Redevelopment Post Academy Survey 2.6.24.pdf
 - Screenshot of ACADIS 30-60-90.png
 - Survey Response Export 2024_09_04 02_31_18 PM.csv
- Assessment: Acceptable
 - The submitted documentation is consistent with an existing Level I - III evaluation process.
 - The Academy provided examples of using post-academy surveys for 30, 60, and 90-day periods after graduation. However, the process has not been in place long enough to provide the needed proof for the 90-day time period. Further, the agency is experiencing difficulties completing a Level III evaluation due partly to the lack of cooperation from the Recruit's field training officer and/or home agency.

Section 7: Training Delivery and Assessment

7.0 The applicant utilizes a system for evaluating instructors and training content, including student evaluations and staff monitoring. Evaluations are shared with instructors.

- Documentation Provided:
 - SCREENSHOT - BLEA Instructor Evaluation.jpeg
 - MOODLE End of Week Summary Wk13 and Wk14_ (004).docx
 - EMAIL NOTIFICATION EXAMPLE - RE_ 877 End of Week Surveys-Wk.13 _Wk.14.pdf
- Assessment: Best Practices
 - The Academy provided documentation that they utilize a system for evaluating instructors and training content, including student evaluations and staff monitoring.
 - It appears that evaluations are shared with instructors on a regular basis contemporaneously with when the training was delivered.
 - In addition to a formal course evaluation process, students maintain a weekly journal where they write about the week's training, including what they liked and didn't like about that week's training and staff, and these entries are visible to supervisory staff.

7.1 The applicant has written safety protocols for the training environment, especially for areas with high potential for injury, such as physical fitness, firearms, defensive tactics, and emergency

vehicle operations.

- Documentation Provided:
 - BLEA EVOC Safety Briefing Attestation v1.2(5.15.24).pdf
 - BLEA FIREARMS Safety Briefing Attestation v1.2(5.15.24).pdf
 - BLEA PPB Safety Briefing Attestation v1.2(5.15.24).pdf
- Assessment: Best Practices
 - The submitted documentation shows the Academy has written safety protocols for the training environment, especially for areas with high potential for injury, and the on-site confirmed it maintains the protocols in practice.
 - The Academy uses only lead-free ammunition within the range to minimize exposure to lead. Further, it maintains rigid hygiene protocols to minimize the transfer of harmful pathogens, firearms cleaning solvents, and lead exposure from the firing range.
 - The protocols are provided to staff and students and posted in conspicuous locations. The protocols are reviewed with students prior to each training session with high potential for injury. The policies provide a mechanism for staff and students to report safety concerns without adverse recourse. The policies empower staff and students to call a halt to activities they deem unsafe regardless of protocols.
 - During the on-site inspection, students and staff were interviewed. All persons interviewed were aware of the protocols.

7.2 Firearms safety rules are covered before each firearms training session.

- Documentation Provided:
 - Daily Firearms Safety Briefing Log.jpg
 - Firearms Student Manual Revised.pdf
 - Range including rules 2.jpg
 - Range including rules 4.jpg
 - Classroom Rules 1.jpg
- Assessment: Best Practices
 - The Academy produced documentation relating to its firearms safety rules and that its rules and curriculum alert staff and students to the firearms safety rules.
 - The safety rules are covered before each firearms training session and are conspicuously posted in the range area classroom and on the firing range itself.
 - The on-site assessment included a safety briefing on the range and a live demonstration of firearms training to determine compliance. All students verified they had received the briefing on the safety rules.



7.3 If physical activity is a part of the curriculum, a health screening process is used to ensure students are capable of participating as determined by the agency.

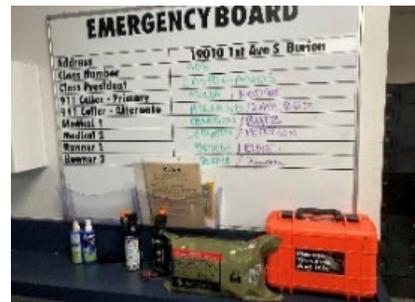
- Documentation Provided:
 - PAT Attestation Form [REDACTED] (1).pdf
 - The Physical Ability Test (PAT) - CJTC Website.pdf

- WAC 139-05-230_Physical requirements for admission to the basic law enforcement academy.pdf
- CJ 1251 Statement of Fitness.pdf
- Recruit Rules & Regulations Manual rev. 11.11.2024 - Injury and Illnesses.pdf
- Assessment: Acceptable
 - The Academy performs a health screening process that includes fitness testing prior to or at the time of entrance to the Academy. The screening process uses validated criteria from a recognized 3rd-party with subject matter expertise. The screening test is administered by personnel chosen by the student's home agency with specific subject-matter expertise in fitness testing. Students are not allowed to participate if they do not meet the minimum standards.
 - Although each instructor is certified in First-Aid and CPR, no doctors, nurses, or other trained medical staff are on-site.
 - The staff will ask students if they feel well enough to engage in physical fitness activities.

7.4 The applicant has immediate access to emergency medical service providers and emergency first aid equipment.

- Documentation Provided:
 - 5.06 - First Aid AED and Emergency Medical Care.pdf
 - AED Cascade Building.jpg
 - AED Olympic Building.jpg
 - First Aid Kit.jpg

- Assessment: Acceptable
 - There are no medical staff on-site. However, the Academy maintains a robust emergency medical protocol, which requires all instructors to be certified in First-Aid and CPR.
 - There are also first-aid kits and AEDs throughout each building and a more advanced medical trauma kit in the Target Range building.
 - Additionally, the local area's fire rescue units are housed within two to three minutes of the campus, and a full-service hospital is 2.4 miles away.



Section 8: Students

8.0 The applicant has written policies, procedures, and regulations governing student conduct and performance and has them posted in a conspicuous place.

- Documentation Provided:
 - Student Code Of Conduct.jpg
 - BLEA Recruit Sign Off Packet- Complete File (6.30.21).pdf
 - [REDACTED] 871.pdf
 - Recruit Rules & Regulations Manual rev. 11.11.2024 - Code of Conduct page 22-25.pdf

- Assessment: Best Practices
 - The submitted documentation showed the Academy has policies, procedures, and regulations governing student conduct. Additionally, the various Codes and Instructor Conduct, Ethics, Mission Statement, etc., are posted in classrooms and other areas throughout the Academy.
 - The policies are clear and not subject to interpretation. The policies include accountability for violations.
 - The policies are provided to students, and the students must agree to the code of student conduct by signature. The on-site interviews with students verified their knowledge.



8.1 Procedures for student discipline include due process and appeal notifications.

- Documentation Provided:
 - WAC 139-05-242 Readmission to the basic law enforcement academy.pdf
 - Recruit Rules & Regulations Manual rev. 11.11.2024 - Discipline Process and Appeal page 12.pdf
- Assessment: Best Practices
 - The submitted documentation suggests that discipline is a multi-step process with due process protection.

Section 9: Information Technology

9.0 The applicant has policies and procedures regarding use and security of electronic communication devices.

- Documentation Provided:
 - 4.14 - Password Policy.docx
 - 4.01 - Acceptable Use Policy.docx
 - 4.02 - Computer Backup Procedures.docx
 - 4.03 - Computer Viruses.docx
 - 4.11 - Internet Access and Use.docx
 - 4.16 - Records Inspection and Security System.docx
 - 4.16 - Records Inspection and Security System.docx
 - 4.10 - Information Technology Security Program Framework.docx
 - WSCJTC Memo - Standard 9.0.pdf
 - IT New Employee Checklist.pdf
 - IT Orientation.pdf
 - 1.16 - Acadis Person Profiles .docx
 - 1.19 - Contractor Acadis Person Profiles.docx
 - QS SOP - General Operations - v 1.3.pdf
- Assessment: Best Practices
 - The agency provided documentation of policies and procedures regarding the use and security of electronic communication devices. The policy regarding the use and

security of electronic communication devices designates an IT security officer/manager and delineates responsibilities.

- The Academy deactivates access for separated staff, with the process being demonstrated during the on-site.
- Of note, while speaking with a civilian administrative staff member, the assessors observed the member close down their computer screen when leaving their desk to retrieve a document requested, which would indicate routine adherence to the policy that requires this action to be taken.



Section 10: Facilities

10.0 Facilities access is controlled, and identification is required.

- Documentation Provided:
 - 5.02 - Control of Keys and Swipe Cards.docx
 - 5.10 - Security and Control.docx
 - Alarm Panel.jpg
 - Facilities Department SOP 5.0.1-5.1.5.pdf
 - Key Pad for BTD Office.jpg
 - Key Pad for Door Entry.jpg
 - Remove Access - Work Order Ticket Screenshot_Upkeep.docx
 - Visitor's Desk.jpg
 - Visitor's Log.jpg
 - PHOTO - Authorized Personnel Sign.docx

- Assessment: Best Practices.
 - The Academy has electronic or keypad access controls to all of the buildings on the campus. The campus' sole visitor's entrance is at the front entrance of the main building (Cascade). This entrance is secured to the public, and access is controlled by staffing at the front desk.
 - All staff and recruits are required to wear identification badges, as is anyone visiting the Academy.
 - They have protocols delineating levels of access to facilities and specific areas and who can be granted such access, as well as identifying potential security risks and mitigating protocols. Further, access is deactivated, as per policy, when a subject's access is no longer authorized.



10.1 Classrooms are of adequate size for the number of students and appropriately designed and lit to facilitate adult learning.

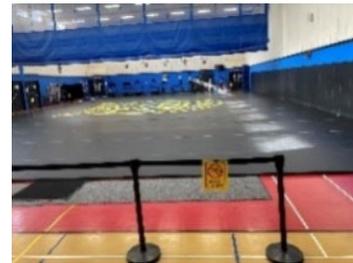
- Documentation Provided: (Documentation was provided, but it was not expected. This is an inspection item.)
 - 10.1 - Photo of Classroom Lighting.pdf
 - Classroom Photo Example.pdf
 - Classroom Occupancy Sign.pdf

- Assessment: Best Practices.
 - The on-site inspection of the classrooms revealed adequate seating for the classroom sizes in the varied classrooms on campus. Each classroom was well-lit and maintained. Further, each room allowed for the instructional setting to be altered as needed.

10.2 Skills area training facilities are free of safety hazards.

- Documentation Provided: (Documentation was provided, but it was not expected. This is an inspection item.)
 - Gym 10.jpg
 - Gym 9.jpg
 - Gym 4.jpg
 - Gym 1.jpg
 - Facilities Department SOP 5.0.1-5.1.5 (1).pdf
 - WSCJTC SOP - Safety Committee FINAL 4.1.2024 (2).pdf

- Assessment: Best Practices
 - The on-site inspection of the defensive tactics, physical fitness areas, and indoor firearms ranges were all found to have adequate protection against safety hazards and enough room for students to maintain a safe distance from each other to minimize the risk of injury.
 - The Academy provided photo evidence of skills areas being free from safety hazards.
 - An agency SOP was provided that required a Safety Committee to conduct monthly inspections and report any corrective actions needed.



10.3 Firearms Ranges:

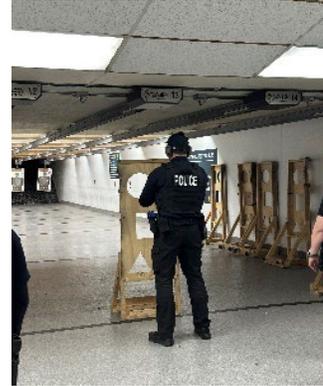
10.3.1 Adequate for varying distances and types of courses (i.e. tactical training)

- Documentation Provided: (This is an on-site inspection item.)
- Assessment: Acceptable
 - The indoor firing range is 25 yards long with 15 lanes and movable targets and barricades for various types of tactical training.

10.3.2 Adequate for adult learning

- Documentation Provided:
 - 10.3.2 Adequate for adult learning.pdf
 - Safety Wireless Headset 2.png
 - Safety Wireless Headset 3.png

- Assessment: Best Practices
 - The indoor range had a permanent backstop and lighting, adjustable target distances, a classroom, restrooms, and a dedicated weapons cleaning area.
 - The firearms range facility has a permanently installed public address system that utilizes several speakers, hands-free operation by the instructor, and clear communication that is easily heard and understood by all students on the firearms range and staging areas. Additionally, there is also a one-way communication system utilized by the lead instructor to every person present on the range,



10.3.3 Range rules posted

- Documentation Provided:
 - Classroom Rules 1.jpg
 - Classroom Rules 2.jpg
 - Classroom Rules 3.jpg
 - Range including rules 1.jpg
 - Range including rules 2.jpg
 - Range including rules 3.jpg
 - Range including rules 4.jpg
 - Range including rules 5.jpg
 - ASTD Firearms Range SOP 7.25.2024.pdf
- Assessment: Best Practices.
 - Range rules are conspicuously posted in multiple locations throughout the Target Range Building, including in the classroom, weapons cleaning area, and firearms range.



10.3.4 Range Master required to be present

- Documentation Provided:
 - ASTD Firearms Range SOP 7.25.2024.pdf
 - Lead Instructor (WSCJTC does not refer as Master Instructor).jpg
 - Safety Wireless Headset 2.png
 - Safety Wireless Headset 3.png
 - Safety Wireless Headset 1.png
- Assessment: Best Practices
 - Academy firearms range rules designate a Lead Instructor (Rangemaster terminology does not exist with the agency) and clearly delineate responsibilities. Firearms range rules require a Lead Instructor to be present whenever firearms training/qualifications are being held.
 - Firearms Instructors were identifiable by a red "Instructor" patch across the back of their protective vest and a "Lead" patch on the



front and the back of their vest.

- The Lead Instructor uses a permanently mounted PA system as well as one-way communication with the headset of each person on the range, student, and instructor.

10.3.5 Firearms instructors clearly identifiable

- Documentation Provided:
 - WSCJTC Memo - Standard 10.3.5.pdf
 - Firearms Instructor 1.jpg
 - Firearms Instructor 2.jpg
 - ASTD Firearms Range SOP 7.25.2024.pdf
- Assessment: Acceptable.
 - The proofs provided depicted an instructor wearing a red protective vest. During the on-site, some firearms Instructors were identifiable by a red "Instructor" patch across the back of their all black protective vest, while others were identifiable by a black "Instructor" patch across the back of their all black protective vest, which made it difficult at a glance to delineate the instructors from the students.



10.3.6 Firearms Range Safety Officer is assigned and easily identifiable and duties are clearly defined

- Documentation Provided:
 - ASTD Firearms Range SOP 7.25.2024.pdf
 - Range Safety Officer.jpg
 - Range Safety Officer 2.jpg
- Assessment: Best Practices.
 - The Range Safety Officer was identifiable by a label announcing the position on their protective vest.

10.4 Emergency vehicle operations course

10.4.1 Sufficient size for diversity of training

- Documentation Provided:
 - MEMO - IADLEST WSP 10.4.1.docx
 - MEMO - IADLEST Hammer 10.4.1.docx
 - HAMMER - Photo.jpg
 - WSP Drive Course.jpg
 - Emergency_Vehicle_Operations_Course_Fact_Sheet_3.pdf
 - Hanford (DOE) EVOC Agreement (Signed) 1 (1).pdf
- Assessment: Acceptable
 - The agency does not have an Emergency Vehicle Operation Course (EVOC) of its own. Via an MOU, it utilizes two different EVOC Training Centers. The assessors toured the EVOC Training Center at the HAMMER- Hanford Site Federal Training Center located in Richland, WA. The training center is a permanent structure with an

indoor classroom, restroom, offices, kitchen, and equipment room. The outside EVOC track area is a 1.3 mile course with asphalt roadways, a quarter-mile straightaway, nine curves, elevation changes, an intersection, a 160,000 sq. ft. skills pad with skid cars, and a wet skidpan course.

- This training center met all of the requirements to meet Best Practices except for lighting. There is no mechanism to light the track area, temporarily or otherwise, except for the various lighting systems on the vehicles used for the training.

10.4.2 Vehicles

- Documentation Provided:
 - Document240207124143.pdf
 - Teaching+Plans (3).pdf
 - 6.16 - Use of Special Purpose Vehicles.pdf
 - MEMO - IADLEST Hammer 10.4.2.pdf
 - MEMO - IADLEST WSP 10.4.2.pdf
- Assessment: Best Practices.
 - A written policy requiring a training vehicle inspection before emergency vehicle operations training was provided. It also requires staff to observe, verify, and/or conduct the inspections.
 - There is sufficient parking located out of harm's way. Further, a uniformed student is posted at gated entrance to the EVOC track area with the on-site training officer directing via two-way radio when a person or vehicle may allow access to the EVOC track area.

Section 11: Fiscal

11.0 Costs of providing training and operating facilities are tracked and reconciled with the academy budget authorization.

- Documentation Provided:
 - 2023-25 Chart of Accounts.xlsx
 - 23-25 Biennium budget by program index final.xlsx
 - WSCJTC Fiscal Policies.pdf
 - WSCJTC Representation Letter-2021.pdf
- Assessment: Best Practices
 - The Academy budget is detailed, segregating programs, projects, and types of training within each line item. The Academy staff tracks and reconciles the costs of providing training and operating facilities with the academy budget authorization on a continuous real-time basis.
 - These processes were verified with an individual in one of the divisions and with another for the agency as a whole.

Section 12: Equipment

12.0 Equipment is in good repair and safe condition

- Documentation Provided: (No documentation was expected. This is an inspection item.)
 - Campus Photo.jpg
 - Computer Lab.jpg
 - Hallway Lockers.jpg
 - Gym 1.jpg
 - Gym 2.jpg
 - Gym 3.jpg
 - Gym 4.jpg
 - Gym 5.jpg
 - Gym 6.jpg
 - Gym 7.jpg
 - Gym 8.jpg
 - Gym 9.jpg
 - Gym 10.jpg
 - Mock City Building.jpg
 - Mock City Example Room 2.jpg
 - Mock City Example.jpg
 - Mock City Hallway.jpg
 - Mock Scene #6 example.jpg
 - Mock City - Jail.jpg
 - Mock City Jail Hallway.jpg
 - VirTra.jpg
 - WSCJTC Vehicles.jpg
 - Facilities Department SOP 5.0.1-5.1.5 (1).pdf

- Assessment: Best Practices.
 - No documentation was expected to support this standard. This standard was checked during the on-site inspection.
 - Throughout the entire three days the assessment team found all interior and exterior areas, including but limited to classrooms, dormitories, food services, mock training building, offices, firearms range, and gym to be neat, clean and all furniture and equipment to be in good repair.



IX. On-Site Assessment Conclusion

The team received considerable cooperation from the Policy and Accreditation Manager prior to the on-site visit. The level of cooperation continued with all of the staff members the team interacted with through the three-day on-site process. The staff from the Director on down all seemed genuinely committed to providing the best possible service to their stakeholders. The assessment staff firmly believes the entire Academy and facilities were opened for the inspection and the team believes they were given a complete and accurate view for an adequate inspection of operations.

The assessment team commends the Academy for achieving Best Practices scores for:

- 2.0 Academy compliance with minimum statutory requirements and regulations, including POST requirements.

- 2.1 Academy compliance with its own rules, regulations, policies and procedures.
- 1.3 Rules, regulations, and policies are accessible to staff, students, and public (where appropriate).
- 1.4 Rules, regulations, and policies are reviewed periodically and updated accordingly.
- 1.5 The Academy has established vision, mission, goals, and objectives
- 2.0 If full-time instructional staff or training facilities span multiple organizations, a written agreement/policy is in place specifying the authority and responsibilities of each party.
- 4.0 The applicant has documented an established organizational structure describing the authority, function, and responsibility of each component involved in training.
- 3.1 The applicant clearly defines, in writing, the responsibilities, authority, and accountability of personnel involved in managing, supervising, and implementing training.
- 3.2 The applicant ensures that a risk assessment process identifies and mitigates training risk.
- 3.3 The applicant has in place and reviews a Continuity of Operations Plan (COOP).
- 3.4 The applicant conducts a risk assessment to identify hazards
- 5.0 All lesson plans, rosters, and other training related paperwork and documents are retained per state, POST, and academy record retention requirements.
- 4.1 If a computerized training record system is used, the Academy ensures protocols are followed for computerized training-related records. These protocols include security access, backup, and storage of files and equipment.
- 4.2 The applicant has a security framework that protects personally identifiable information (PII) and controls dissemination of same.
- 4.3 The applicant maintains examination and answer key security.
- 4.4 The applicant projects and tracks expenditures for each training program and support activity.
- 4.5 The applicant maintains an archiving system for all program and curriculum development documents.
- 4.6 The applicant has a public records policy.
- 4.7 The applicant has lesson plans for all subjects instructed in their basic law enforcement training.
- 5.0 The applicant requires all training staff to successfully complete required training on EEO, Sexual Harassment, and other mandated training.
- 5.1 The applicant verifies and documents that only approved instructors are used for program delivery.
- 5.2 The applicant has written criteria for selecting instructors.
- 5.3 Instructor prerequisites include training in adult learning theory, mentoring and observational evaluation, and instructional experience.
- 5.4 Applicant complies with POST instructor certification requirements.
- 5.5 The applicant has written policies, procedures, and regulations governing instructor conduct and performance
- 5.6 Instructor Code of Conduct policies, procedures, and regulations are disseminated to instructors and posted
- 6.0 The applicant has a process for identifying training needs, utilizing a job task analysis where appropriate, especially for recruit training.
- 6.1 The applicant has developed and updates short-term and long-term training goals.
- 6.2 The applicant uses an industry-recognized, systematic approach to training development. The approach includes at least the following concepts: Analysis, Design, Development, Implementation, Evaluation, and Modality.
- 6.3 Instructor-to-student ratios are maintained for classes where such ratios are mandated, such as skills-area training.
- 7.0 The applicant utilizes a system for evaluating instructors and training content, including student
- 7.1 The applicant has written safety protocols for the training environment, especially for areas with high potential for injury, such as physical fitness, firearms, defensive tactics, and emergency vehicle
- 7.2 Firearms safety rules are covered before each firearms training session.

- 8.0 The applicant has written policies, procedures, and regulations governing student conduct and performance and has them posted in a conspicuous place.
- 8.1 Procedures for student discipline include due process and appeal notifications.
- 9.0 The applicant has policies and procedures regarding use and security of electronic communication devices.
- 10.0 Facilities access is controlled, and identification is required.
- 10.1 Classrooms are of adequate size for the number of students and appropriately designed and lit to facilitate adult learning.
- 10.2 Skills area training facilities are free of safety hazards.
- 10.3.2 Adequate for adult learning
- 10.3.4 Range Master required to be present
- 10.3.6 Firearms Range Safety Officer is assigned and easily identifiable and duties are clearly defined
- 10.4 Emergency vehicle operations course
- 11.0 Costs of providing training and operating facilities are tracked and reconciled with the academy budget authorization.
- 12.0 Equipment is in good repair and safe condition

X. Assessment Team Recommendations

The assessment team recommends that the Washington State Criminal Justice Training Commission be awarded IADLEST's Academy Accreditation. This recommendation is based upon:

- The submission of documentation supporting the standards.
- There were no standards scored as an automatic failure.
- An on-site inspection of the headquarters and academy training facilities.
- The total weighted score of 115.5% exceeds the 80% threshold.

Further, the assessment team recommends that the Washington State Criminal Justice Training Commission be awarded IADLEST's Academy Accreditation Award of Excellence. This recommendation is based upon:

- There were no Unacceptable ratings.
- There were no Marginal ratings, even though three are allowable.
- There were eight Acceptable ratings, leaving the remaining standards noted as Best Practices.
- The total weighted score of 115.5% exceeds the 92% threshold.

Appendix A: Interview Questions:

Staff:

Standard 1.3: Have you been given all policies, procedures, rules and regulations of the Academy and do you have access to them if needed?

Standard 3.2: Are you involved in conducting risk assessments for the Academy and have the ability to report incidents of risk?

Standard 5.5: Have you been given the regulations and been trained related to the Instructor code of conduct?

Standard 8.0: Are you aware of the policies, procedures, rules and regulations governing student conduct?

Students:

Standard 1.3: Have you been given all the policies, procedures, rules and regulations of the Academy and do you have access to them if needed?

Standard 5.5: Have you been advised of the instructor conduct and performance requirements and now how to report violations?

Standard 6.4: Did you complete a survey that rated the quality of the instruction?

Standard 7.2: Did you receive a safety briefing before each firearms training session?

Standard 8.0: Were you advised of how to report code of ethics violations, and did you feel you could do so without fear of retaliation?

Appendix B: Scoring Matrix:

Standard	Academy Score	Possible Score
1.0 Academy compliance with minimum statutory requirements and regulations, including POST requirements.	3	3
1.1 Academy compliance with its own rules, regulations, policies and procedures.	3	3
1.2 Academy regulations and policies are approved per statute and/or POST agency requirements.	2	3
1.3 Rules, regulations, and policies are accessible to staff, students, and public (where appropriate).	3	3
1.4 Rules, regulations, and policies are reviewed periodically and updated accordingly.	3	3
1.5 The Academy has established vision, mission, goals, and objectives	3	3
2.0 If full-time instructional staff or training facilities span multiple organizations, a written agreement/policy is in place specifying the authority and responsibilities of each party.	3	3
3.0 The applicant has documented an established organizational structure describing the authority, function, and responsibility of each component involved in training.	3	3
3.1 The applicant clearly defines, in writing, the responsibilities, authority, and accountability of personnel involved in managing, supervising, and implementing training.	3	3
3.2 The applicant ensures that a risk assessment process identifies and mitigates training risk.	3	3
3.3 The applicant has in place and reviews a Continuity of Operations Plan.	3	3
3.4 The applicant conducts a risk assessment to identify hazards.	3	3
4.0 All lesson plans, rosters, and other training related paperwork and documents are retained per state, POST, and academy record retention requirements.	3	3

4.1 If a computerized training record system is used, the academy ensures protocols are followed for computerized training-related records. These protocols include security access, backup, and storage of files and equipment.	3	3
4.2 The applicant has a security framework that protects personally identifiable information (PII) and controls dissemination of same.	3	3
4.3 The applicant maintains examination and answer key security.	3	3
4.4 The applicant projects and tracks expenditures for each training program and support activity.	3	3
4.5 The applicant maintains an archiving system for all program and curriculum development documents.	3	3
4.6 The applicant has a public records policy.	3	3
4.7: The applicant has lesson plans for all subjects instructed in their basic law enforcement training.	3	3
5.0 The applicant requires all training staff to successfully complete required training on EEO, Sexual Harassment, and other mandated training.	3	3
5.1 The applicant verifies and documents that only approved instructors are used for program delivery.	3	3
5.2 The applicant has written criteria for selecting instructors.	3	3
5.3 Instructor prerequisites include training in adult learning theory, mentoring and observational evaluation, and instructional experience.	3	3
5.4 Applicant complies with POST instructor certification requirements.	3	3
5.5 The applicant has written policies, procedures, and regulations governing instructor conduct and performance.	3	3
5.6 Such (Instructor Code of Conduct) policies, procedures, and regulations are disseminated to instructors (where appropriate) and posted in a conspicuous place.	3	3
6.0 The applicant has a process for identifying training needs, utilizing a job task analysis where appropriate, especially for recruit training.	3	3

6.1 The applicant has developed and updates short-term and long-term training goals.	3	3
6.2 The applicant uses an industry-recognized, systematic approach to training development. The approach includes at least the following concepts: Analysis, Design, Development, Implementation, Evaluation, and Modality.	3	3
6.3 Instructor-to-student ratios are maintained for classes where such ratios are mandated, such as skills-area training.	3	3
6.4 The applicant compiles, reviews, and reports the results of student reaction surveys (Level 1 of the Kirkpatrick model or an equivalent).	2	3
6.5 The applicant ensures that training programs are comprehensively evaluated within a five-year period and revised if necessary. A comprehensive evaluation would consist of, at a minimum, Levels 1-3 of the Kirkpatrick model or an equivalent.	2	3
7.0 The applicant utilizes a system for evaluating instructors and training content, including student evaluations and staff monitoring. Evaluations are shared with instructors.	3	3
7.1 The applicant has written safety protocols for the training environment, especially for areas with high potential for injury, such as physical fitness, firearms, defensive tactics, and emergency vehicle operation.	3	3
7.2 Firearms safety rules are covered before each firearms training session.	3	3
7.3 If physical activity is a part of the curriculum, a health screening process is used to ensure students are capable of participating as determined by the agency.	2	3
7.4 The applicant has immediate access to emergency medical service providers and emergency first aid equipment.	2	3
8.0 The applicant has written policies, procedures, and regulations governing student conduct and performance and has them posted in a conspicuous place.	3	3
8.1 Procedures for student discipline include due process and appeal notifications.	3	3
9.0 The applicant has policies and procedures regarding use and security of electronic communication devices.	3	3

10.0 Facilities access is controlled, and identification is required.	3	3
10.1 Classrooms are of adequate size for the number of students and appropriately designed and lit to facilitate adult learning.	3	3
10.2 Skills area training facilities are free of safety hazards.	3	3
10.3.1 Adequate for varying distances and types of courses (i.e., tactical training).	2	3
10.3.2 Adequate for adult learning.	3	3
10.3.3 Range Rules Posted.	3	3
10.3.4 Range Master required to be present.	3	3
10.3.5 Firearms instructors clearly identifiable.	2	3
10.3.6 Firearms Range Safety Officer is assigned and easily identifiable and duties are clearly defined.	3	3
10.4.1 Sufficient size for diversity of training.	2	3
10.4.2 Vehicles.	3	3
11.0 Costs of providing training and operating facilities are tracked and reconciled with the academy budget authorization.	3	3
12.0 Equipment is in good repair and safe condition.	3	3

Raw Percent Score: 95.061
Weighting 20.533
Total Weighted Score 115.595

Score Needed for Accreditation 80
Score Needed for Award of Excellence 92