Overview
Nationally, threats against judicial personnel have quadrupled in the last decade. The judges themselves are not the only ones in danger. Judges' families are also being targeted as a direct threatening tactic, and more attacks are occurring in the judges' homes. Creating awareness and providing resources is critical to securing the judiciary and their families.

In response, VCPI's Judicial Security Specialist Online (JSSO) program prepares participants to enhance the safety of judicial officials, their families, and other judicial staff. Throughout the interactive program, participants explore the foundations, current practices, challenges, and opportunities, as well as how to adopt a security-conscious approach at work, travel, and home.

Scope
As part of a larger judicial security initiative, JSSO is crafted as a concise, relevant, and immediately-applicable eLearn course addressing the critical issues related to judicial security. Designed with the practitioner in mind, the course includes on-screen text, downloadable resources, exercises, videos, and narration in a user-friendly eLearn environment that allows participants to start, stop, and resume the training based on their schedules.

Target Audience
JSSO is designed for court security practitioners and others involved in judicial and courthouse security.

This tuition-free training is supported by a partnership between The Petersburg, Virginia Sheriff's Office, the Virginia Attorney General's Office, the Virginia Sheriff's Association, the United States Marshals Service and VCPI. An unlimited number of participants from any given agency may participate in VCPI's eLearn programs.

Prerequisites/Requirements
Although there are no prerequisites, the course is intended for law enforcement practitioners and select public safety professionals engaged in court security and the protection of judicial personnel.

Participants will need access to a computer with a reliable internet connection and audio speakers. The course utilizes technology-enhanced media that includes on-screen text, graphics, narration, and video segments in an interactive and user-friendly eLearn environment.
Course Length

Participants should expect to spend approximately 6-8 hours completing this dynamic and timely course.

Testing/Assessment

The JSSO course utilizes a standalone exam (post-test) based on the program’s curriculum content. VCPI does not have a pass/fail requirement for eLearn participation. Upon submission of the exam, participants may print a transcript of the exam that includes marked questions and the participant’s score.

The following questions are used by the VCPI eLearn center to generate the ten (10) question post-course exam.

1. “Desire” is the only component of the Crime Triangle that consistently can be controlled by court security personnel.
   a. True
   b. False

2. Affective Violence is best described as which of the following?
   a. Planned and purposeful violence
   b. Violence that works really well
   c. Reactive and unplanned violence
   d. Violence unique to a courtroom
   e. All of the above

3. When assessing threats, individuals can be categorized as:
   a. Those that make a threat, but do not pose a threat
   b. Those that never make a threat, but pose a threat
   c. Those that make a threat and pose a threat
   d. All of the above

4. Which of the following are risk-enhancing factors associated with the potential for violence?
   a. Family support
   b. Use of conflict resolution services
   c. Following no-contact orders
   d. Prior acts of violence

5. Crime Prevention through Environmental Design (CPTED) is the proper design and effective use of the constructed environment which can lead to a reduction in the incidence and fear of crime and an improvement in the quality of life.
   a. True
   b. False
6. **CLIPS** is an acronym for a target hardening methodology designed for quick assessment and implementation of security countermeasures. What does CLIPS stand for?
   a. Computerized, Logistical, Integrated, Prioritized, Staffed
   b. Compartmentalization, Layering, Integration, Planning, Staffing
   c. Compromised, Lazy, Ineffective, Plain, Stagnate
   d. Crisp, Layered, Infused, Plump, Savory

7. The “Path to Intended Violence” is best described as a checklist of random behaviors that indicate violence.
   a. True
   b. False

8. Which of the following are the three stages of threat assessment?
   a. Identify, Assess, Manage
   b. Progress, Regress, Egress
   c. Set it, Let it, Forget it
   d. Lather, rinse, repeat

9. The 4-Ds of Crime Prevention include:
   a. Distract, Denounce, Detain, Diffuse
   b. Deter, Detect, Delay, Disrupt
   c. Deny, Detract, Disdain, Deter
   d. Delay, Discredit, Detain, Deny

10. One common characteristic of targeted (or predatory) violence is that it may be spread or redirected to a target of opportunity or proximity.
    a. True
    b. False
Course Reference List


**Video Resources**


Pike, S. (2015, November 5). Interview by A.P. Wojcicki [Video Recording]. Richmond, VA.


Course Design

Course Modules
Module 1 – Introduction: Establishing Purpose
Module 2 – Fundamental Tools of Judicial Security
Module 3 – SafeTravel
Module 4 – SafeHome
Module 5 – SafeCourt

Module 1 – Introduction: Establishing Purpose

This module briefly introduces the course and the partnerships that made it possible and establishes its purpose. By discussing current trends, research, concerns and challenges facing judicial security, Module 1 provides the context needed to encourage participants to fully engage in the course.

Topic Outline:

I. Threats, concerns, challenges and controversies in judicial security
   a. The realities of judicial security that court security professionals are currently facing
   b. SME video (The Realities of Judicial Security, Fig.1)

II. Establishing purpose and compelling research
   a. Current research regarding threats to the judiciary

Figure 1. The Realities of Judicial Security
b. Link to the National Judicial College Survey Report (2014)
c. Case studies and statistics of court-related violence
d. Diminishing threshold for court-related violence

III. Role of the guardian in judicial security
   a. SME video (Role of the Guardians, Fig.2)
   b. Responsibilities of the guardians and today’s relevance
   c. Link to History of the Guardians resource guide
   d. Introduction to risk management and crime prevention as countermeasures for threats to judicial security

IV. End-of-module quiz
Module 2 – Fundamental Tools of Judicial Security

In this module, the foundations of judicial security – relationships, crime prevention, and a security-conscious lifestyle – are discussed. The module begins by exploring how building, leveraging and sustaining effective relationships is a vital step in effectively protecting the judiciary. Basic principles of crime prevention such as opportunity mitigation and the “4-Ds” are introduced, along with the concept of a security-conscious lifestyle and how they all can be applied to judicial security. The module concludes with a writing exercise where participants apply the concepts they have learned.

Topic Outline:

V. Effective judicial security requires relationships
   a. Create, leverage and sustain
   b. Positive, appreciative and respectful
   c. SME video (The Importance of Relationships, Fig. 3)

![Image](image.png)

Figure 3. The Importance of Relationships

VI. Crime prevention principles
   a. Opportunity mitigation
      i. Mechanical
      ii. Corrective
      iii. Punitive
   b. The 4-Ds
      i. Deter, Detect, Delay and Deny
      ii. Link to resource guide
c. Security-conscious lifestyle
   i. Introduction
   ii. SME video (Security-Conscious Lifestyle, Fig. 4)

VII. Fundamental tools of judicial security writing exercise

Figure 4. Security-Conscious Lifestyle
Module 3: SafeTravel

Travel can be one of the most dangerous times for judicial officials, their families and other court personnel. Simply due to their professional and personal affiliations, they are at greater risk of exposure to violence. In this module, participants will examine some of the principles and practices that can be used to assist judicial officials and their families while traveling or in transit.

**Topic Outline:**

VIII. Introduction and SME video (SafeTravel Introduction, Fig. 5)

IX. Violence interdiction
   a. Introduction
   b. Targeted vs. affective violence and link to resource guide
   c. The Path to Intended Violence
      i. Grievance
      ii. Ideation
      iii. Planning
      iv. Preparing
      v. Approach
      vi. Attack
d. Threat assessment
   i. Identify
   ii. Assess
      1. Those who make a threat but do not pose a threat
      2. Those who make a threat and pose a threat
      3. Those who do not make a threat but pose a threat
   iii. Manage
      1. Risk-mitigating circumstances
      2. Risk-enhancing circumstances
      3. Link to resource guide
   iv. Golden Rules for Threat Management (link to BJA document)
   v. Threat management continuum

X. Protective details
   a. Mission and process
   b. SME video (SafeTravel Protection Guidelines, Fig. 6)
   c. Concentric rings of security
XI. Additional tips and advocating a security-conscious lifestyle
a. SME video (SafeTravel for Court Personnel, Fig. 7)
b. Link to Personal Safety Awareness Tool
c. Link to *SafeTravel Guidelines*

![Figure 7. SafeTravel for Court Personnel](image)

XII. SafeTravel Exercise: A scenario-based quiz where participants protect a judicial official by navigating through a series of challenges, using all that has been presented regarding crime prevention, violence interdiction and threat assessment. Choosing correct responses will get the judge home safely from the courthouse!
Module 4: SafeHome

Safety and security issues for judicial officials do not diminish when they leave the courthouse. This module builds on the principles and practices already presented and applies them to judicial personnel and their families at home. The basic principles of Crime Prevention Through Environmental Design (CPTED) are introduced and applied to judicial security.

Topic Outline:

XIII. Violence at home
   a. Research and statistics
   b. SME video (SafeHome for Court Personnel, Fig. 8)

XIV. Crime Prevention Through Environmental Design (CPTED)
   a. Surveillance
   b. Territoriality
   c. Access Control
   d. Maintenance
XV. SME video (Home Protection Details, Fig. 9)

![Image of a person taking a photograph from a car window, with a camera on a tripod]

Figure 9. Home Protection Details

XVI. Advocating an all-hazards approach
   a. Link to *SafeHome Guidelines*
   b. Link to Personal Safety Awareness Tool
   c. Link to *All-Hazards Planning* resource guide

XVII. SafeHome CPTED exercise: Participants use the CPTED principles of surveillance, territoriality, access control, maintenance to assess the residential property pictured online.
Module 5: SafeCourt

Judicial officials greatly impact the lives of the citizens they serve. Although it is essential that judges always strive to remain impartial, both in reality and in the litigants’ eyes, their concern for personal security should never be a stumbling block that hinders a potential decision. In order for judicial officials to feel confident that their actions and decisions will not result in harm to themselves or others, judicial security personnel must be vigilant. This module examines principles and practices for maintaining safe and secure court facilities.

Topic Outline:

XVIII. SafeCourt introduction

XIX. SME video (Ensuring a SafeCourt, Fig. 10)

XX. CLIPS: a target-hardening methodology designed for quick assessment and implementation of security countermeasures
   a. Compartmentalization
   b. Layering
   c. Integration
   d. Planning
   e. Staffing
XXI. SME video (Professional, Proactive and Determined, Fig. 11)

![Figure 11. Professional, Proactive and Determined](image)

XXII. Advocating a comprehensive security and safety plan  
   a. Link to Personal Safety Awareness Tool  
   b. Link to SafeCourt Guidelines

XXIII. Exercise: Judicial Security Principles Applied (link to worksheet): Participants consider all of the principles and strategies learned, and conduct a site assessment of their own court facility. The provided worksheet can be used to create a professional report of participant findings.

XXIV. Conclusion