


**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**1601 ALHAMBRA BOULEVARD  
SACRAMENTO, CALIFORNIA 95816-7083

COMMISSION MEETING AGENDA  
July 22, 1993 - 10:00 A.M.  
Pan Pacific Hotel  
Diamond I Room  
400 West Broadway  
San Diego, CA 92101  
(619) 239-4500

**AGENDA**

CALL TO ORDER

FLAG SALUTE

ROLL CALL OF COMMISSION MEMBERS

. RECOGNITION OF ADVISORY COMMITTEE MEMBERS PRESENT

INTRODUCTIONS

APPROVAL OF MINUTES

A. Approval of the minutes of the April 15, 1993 regular Commission meeting at the Pan Pacific Hotel in San Diego.

CONSENT CALENDARB.1 Receiving Course Certification Report

Since the April meeting, there have been 50 new certifications, 54 decertifications, and 30 modifications. In addition, 566 telecourses have been certified, and two additional agencies certified for Proposition 115 training. In approving the Consent Calendar, your Honorable Commission receives the report.

B.2 Receiving Financial Report - Fourth Quarter FY 1992/93

The fourth quarter financial report will be provided at the meeting for information purposes. In approving the Consent Calendar, your Honorable Commission receives the report.

B.3 Receiving Information on New Entries Into the POST Regular (Reimbursable) Program

The Murrieta Police Department and the California State University, San Marcos, have met the Commission's requirements and have been accepted into the POST Regular

(Reimbursable) Program. In approving the Consent Calendar, your Honorable Commission receives the report.

B.4 Receiving Information on New Entry Into the POST Specialized (Non-Reimbursable) Program

The Oakland Park Rangers, City of Oakland, has met the Commission requirements and has been accepted into the POST Specialized (Non-Reimbursable) Program. In approving the Consent Calendar, your Honorable Commission receives the report.

B.5 Receiving Report on Withdrawal of Maricopa Police Department

The Maricopa Police Department has been disbanded and law enforcement services are being provided under contract by the Taft Police Department. In approving the Consent Calendar, the Commission notes they are no longer part of the POST reimbursement program.

B.6 Receiving Information on New Entry Into the Public Safety Dispatcher Program

Procedures provide that agencies that have expressed willingness to abide by POST Regulations and have passed ordinances as required by Penal Code Section 13522 may enter into the POST Reimbursable Public Safety Dispatcher Program pursuant to Penal Code Sections 13510(c) and 13525.

In approving the Consent Calendar, your Honorable Commission notes that since the April meeting, the University of California - Irvine Police Department has met the requirements and has been accepted into the POST Reimbursable Public Safety Dispatcher Program. This new entrant brings to 319 the number of agencies joining the program since it began July 1, 1989.

BASIC TRAINING BUREAU

C. Report and Recommendation to Schedule a Public Hearing on the Proposal to Modify Policies and Specifications for the Regular Basic Course by Amending Commission Regulation D-1

Since 1985, presenters of the regular basic course have had the option of presenting curricula under either a 12-subject functional area format or a 40-subject knowledge domain system. In October of 1992, the Commission established mandatory testing and set minimum cut scores for each domain, eliminating the functional area option. This proposal seeks to update regulations (D-1) to reflect these changes.

In addition, further modification of D-1 is proposed to clarify terminology, establish the minimum required hours for each domain, and add formal learning activities as another vehicle by which instruction could be required. Training requirements for each domain would be detailed by referencing a new document entitled *Training Specifications for the Regular Basic Course (1993)*. This document contains instructional goals, required topics, prescribed learning activities, and test requirements for each of the subject areas which currently comprise the regular Basic Course.

Proposed modifications are described in detail in the enclosed report. If the Commission concurs with the recommended modifications, the appropriate action would be a MOTION to set a Public Hearing for the November 4, 1993 meeting.

D. Report and Recommendation on a Proposal to Adopt Changes to the Regular Basic Course Performance Objectives Including Addition of Cultural Awareness Training Using the Abbreviated Public Notice Process

Recently enacted Penal Code Section 13519.4 requires the Commission to adopt racial and cultural diversity training in the Basic Course by August 1, 1993. With input from an ad hoc committee of individuals having an interest and expertise in the field of cultural awareness and diversity, a 16-hour curricula has been developed as described in the enclosed report.

Ongoing review processes have also identified the need for additional changes to the Basic Course curriculum. The enclosed report describes these changes as follows:

- o Deletion of three performance objectives.
- o Addition of two performance objectives and two learning activities.
- o Twenty-three changes which are administrative adjustments in specification without altering content of the Basic Course.
- o Twenty-three substantive revisions which modify performance objectives to be more clear, specific, complete, and contemporary.

The proposed performance objective changes will keep basic course training relevant and up-to-date. The consortium of academy directors concurs with the proposed changes.

The proposed curriculum changes must be adopted pursuant to the Administrative Procedures Act. It is recommended that the abbreviated public notice process be used. If no one requests a public hearing, these proposed changes would go into effect upon approval by the Office of Administrative Law.

The recommended action would be a MOTION to adopt, subject to the results of the Notice of Regulatory action, proposed curriculum changes to the regular basic course to be effective upon approval as to form and procedure by the Office of Administrative Law.

E. Report and Recommendation to Revise the Basic Training  
Requalification Course

The Requalification Course was developed in 1988 to facilitate reemployment of peace officers with a three-year or longer break in service, to requalify students who had completed the Basic Course but had not been hired within three years, and to assist persons needing to prepare for the Basic Course Waiver Examination process. Since 1988, the course has been modified several times to readjust minimum hours and to incorporate legislatively-mandated subject matter.

The proposal described under this tab would add a 16-hour block of instruction on cultural diversity to conform to recent changes to Penal Code Section 13519.4 which requires this training effective August 1, 1993. Further modification of the course is proposed to reapportion time allotted to other subjects to more accurately reflect instructional needs. These changes include four hours of instruction added to legal review, four hours added to defensive tactics/arrest control techniques, and the deletion of eight hours of instruction on report writing. Overall program hours would be increased from 120 to 136 hours.

If the Commission concurs, the appropriate action would be a MOTION to approve changes to the Requalification Course as described.

F. Report and Recommendation to Approve Proposed Modifications  
to the P.C. 832 Arrest/Firearms Course Using the Abbreviated  
Public Notice Process

The P.C. 832 course curriculum was last revised in November 1991. A recently completed review suggests the need for modest content changes and a substantial amount of revisions to the existing performance objectives. The recommended changes clarify instructional intent for testing, reflect

course maintenance issues such as language changes, or clarify content. Additionally, performance objectives are revised to conform to Basic Course performance objectives where appropriate.

The proposed performance objective changes resulted from a curriculum update review conducted by POST staff, community college trainers, and advisors from the California Department of Corrections, California Youth Authority, county probation departments, and STC (Standards and Training for Corrections). The proposed revisions are recommended and supported by the P.C. 832 Curriculum Review Committee.

The proposed changes are described in detail in the report under this tab. The 64 hours presently required to complete the Arrest (40 hours) and Firearms (24 hours) course will not be impacted by these modifications.

The proposed curriculum revisions must be adopted pursuant to the Administrative Procedures Act. It is proposed that the abbreviated public notice process be used. If no one requests a public hearing, these proposed changes would go into effect upon approval by the Office of Administrative Law.

If the Commission concurs, the recommended action would be a MOTION to adopt, subject to results of the Notice of Regulatory Action, proposed changes to the P.C. 832 course, to be effective upon approval as to form and procedure by the Office of Administrative Law.

#### TRAINING PROGRAM SERVICES

G. Report and Recommendation to Approve a Contract (\$66,000) to Train ICI Core and Foundational Course Instructors in Techniques of Experiential Learning (ROLL CALL VOTE)

The Commission has recently authorized full implementation of the Institute for Criminal Investigation (ICI). The Institute includes an 84-hour core course, foundational courses in key areas of investigative specialization, and an array of specialized courses and seminars.

From the outset, instructors in the ICI program were to be trained in the use of experiential learning methods. Instructors who taught in the initial presentation of the core course were trained in a 40-hour instructor development course. The beneficial effect of this instructor preparation was clearly evident in the high quality of the course.

To prepare additional instructors for the core and foundation courses, it is proposed that four presentations of the instructor development course be funded in FY 93/94. The report under this tab proposes that the Commission authorize a contract with the San Diego Regional Training Center in an amount not to exceed \$66,000. The Finance Committee has reviewed this proposal and recommends approval.

If the Commission concurs, the recommended action would be a MOTION to authorize the Executive Director to sign a contract with the San Diego Regional Training Center in an amount not to exceed \$66,000 for instructor development training associated with the ICI program. (ROLL CALL VOTE)

H. Report and Recommendation to Acquire 500 Additional Sets of Courseware for Driver Training IVD Via Contract (\$51,600) for Use by Departments Having IVD Platforms (ROLL CALL VOTE)

The driver training IVD course was made available to trainers and law enforcement agencies in 1992. Envisioning widespread use of this program by law enforcement agencies, the Commission authorized purchase of 200 courseware sets when the system was delivered. POST's supply of this courseware has now been exhausted. Based upon continuing demand stimulated by the Commission's program to reimburse agencies for purchase of IVD equipment, it is estimated that 500 additional courseware sets will be needed. A more detailed report is under this tab. The Finance Committee has reviewed this proposal and recommends approval.

If the Commission concurs, the recommended action would be a MOTION to authorize purchase of the 500 additional sets of the IVD driver training courseware sets in an amount not to exceed \$51,000. (ROLL CALL VOTE)

TRAINING DELIVERY AND COMPLIANCE SERVICES

I. Report and Recommendation for Converting Selected Tuition Courses to Contracts (ROLL CALL VOTE)

At its April 1993 meeting, the Commission acted to approve the selective conversion of tuition courses to contracts. The effect would be to provide for direct POST payment of tuitions, obviating the need for agencies to pay tuitions and wait for POST reimbursement. The decision was primarily driven by local agency budgeting problems. The cost to POST is approximately the same; however, this will be closely monitored.

The Commission's approval of conversion to contracts was limited to high cost/high priority courses such as driver

training and narcotics investigation. The report under this tab describes proposals for contracts in this category with the following agencies:

<u>Agency</u>	<u>Course</u>	<u>Total Dollars</u>
Gavilan College	Basic Narcotics	\$ 61,132
Orange Co. SD	Basic Narcotics	70,000
San Mateo PD	Basic Motorcycle	75,900
San Bern. SD	Basic Motorcycle	159,696
San Bern. SD	Basic Driver Training	383,040
San Diego Reg. Trng. Center	ICI Core Course	120,000
Sacto Public Safety Trng.Ctr	ICI Core Course	120,000
San Diego SD	Basic Motorcycle	28,650
San Diego PD	Basic Motorcycle	69,060
Los Angeles PD	Basic Motorcycle	72,525
Long Beach PD	Basic Motorcycle	55,500
CHP	Basic Motorcycle	196,380

If the Commission concurs, the appropriate action would be a MOTION to authorize the Executive Director to sign contracts with the named agencies in amounts not to exceed those specified in this report. (ROLL CALL VOTE)

#### EXECUTIVE OFFICE

J. Setting the Per Student Hour Rate for Training Presentation Reimbursement and Approving Clarifying Regulation and Procedure Changes Using the Abbreviated Public Notice Process

At the January meeting the Commission voted unanimously to shift away from reimbursing salary to reimbursing participating agencies for course development and presentation costs. This change became effective July 1, 1993.

Subsequent to the January meeting, staff has met with agency presenters, identified issues requiring resolution and developed recommended solutions. The principle recommendations include: (1) limit training presentation reimbursement to 100% of actual course costs; (2) require agency presenters seeking training presentation reimbursement to submit course budgets; (3) set rates and reimburse training presentation costs quarterly; and (4) defer establishing a formal mechanism for disbursing funds for course development pending further analysis.

The report also describes two related issues that have surfaced during the review: (1) the need to develop a program for on-site monitoring of POST-certified courses and (2) the need to consider reimbursement for conducting POST-approved field training programs. It is recommended that the Commission direct staff to conduct further analysis of these issues and report back in November.

With the new fiscal year, the Commission needs to approve the initial per student hour rate for training presentation reimbursement. The Finance Committee will meet on July 21 to receive final reports and projections on revenue and expenditures. Following review, the committee will propose a recommended rate per trainee hour for presentation cost reimbursement for the first quarter of FY 93/94 for consideration by the Commission.

Also described in the enclosed report are proposed changes in POST regulations and procedures to accommodate the new reimbursement system. Regulation changes are not necessary to implement the reimbursement reconfiguration program per se, but rather are proposed for clarification and convenience. Proposed regulation and procedure changes would delete references to salary reimbursement and add clarifying language related to presentation cost reimbursement. These changes are subject to review by the State Office of Administrative Law. It is proposed that the abbreviated public notice process be used. If no one requests a public hearing, the proposed changes will go into effect 30 days after approval by OAL.

The Finance Committee has reviewed these issues and concurs with the recommendations.

If the Commission agrees, the appropriate action would be a MOTION to: (1) adopt recommendations as specified in the agenda report; (2) adopt, subject to the results of the abbreviated public notice process, regulation and procedure changes as described; and (3) set the initial per student hour rate for training presentation reimbursement for the first quarter of FY 93/94.

K. Report on the Status of the Satellite Receiver/IVD Reimbursement Program

The report under this agenda item provides information on the status of this program to July 1, 1993. To date 373 (69.6%) of the eligible agencies have purchased, installed, and are being reimbursed for satellite antennas and IVD delivery systems.



Also described in this report are policy issues that may require future Commission action. These issues relate to significantly more requests for multiple training sites than anticipated, requests from smaller agencies for multiple systems, and larger agencies requesting more than one IVD system at each training site or substation.

If the Commission concurs, the appropriate action would be a MOTION to receive the report and direct staff to report back at the November meeting on the policy issues described in the report.

L. Report and Recommendation to Approve a Pilot Law Enforcement Driver Training Program Using AGC Driver Simulators by Contracting with Three Driver Training Presenters - \$855,000 (ROLL CALL VOTE)

For the past several months, AGC Simulation Products (a division of ATARI games) has been testing two driver training simulator prototypes at the San Bernardino Sheriff's Department (SBSD). Initial reports indicate the simulators are valuable in affording trainees the opportunity to experience and respond to complex, hazardous, and stressful driving situations in a safe training environment.

It is proposed that a pilot program be initiated, using the AGC simulators, for the purpose of improving officers' judgment and decision-making skills in pursuit and emergency response situations. Simulator scenarios would be jointly designed by SBSBD staff and a select group of driver training SMEs from throughout the State. Such scenarios would then be made available to other law enforcement agencies at no cost. POST's Standards and Evaluation Services Bureau would participate in design of the scenarios and direct the project evaluation.

As described in the report under this tab, it is proposed that San Bernardino Sheriff's Department and two additional presenters comprise a three-presenter pilot program. Each site would have a pod consisting of four simulators and an instructor's station. Project costs, including equipment and instructional support services, would total approximately \$855,000 for the 1993/94 year. Because the full simulator acquisition costs are to be paid this year, costs in subsequent years would be significantly less.

If the Commission concurs, the appropriate action would be a MOTION to authorize the Executive Director to contract with San Bernardino Sheriff's Department and two other driver training presenters for the purpose of introducing the AGC driver training simulators as part of POST's driver training

program, at a total cost not to exceed \$855,000. (ROLL CALL VOTE)

M. Report and Recommendation to Approve the Release of an RFP Seeking a Vendor to Revise and Upgrade P.C. 832 IVD Courseware

The Commission in 1986 contracted for development of a computer/video (IVD) based program to present the P.C. 832 Arrest and Firearms course. The course is required by law for all California peace officers.

This was POST's first effort to develop IVD courseware. The program has proven highly successful in meeting objectives of reduction in training time and improvement in course quality (as reflected by higher test scores). The P.C. 832 courseware is now being used by an expanding number of presenters and agencies.

Since the courseware was developed, the Commission has made several changes to P.C. 832 course content. These content changes need to be reflected in the IVD courseware. In the intervening time, great advances have been made in IVD technology. These advances also need to be incorporated in the P.C. 832 IVD courseware to increase utility for instructors and make the system easier to operate for students.

Scenarios originally filmed in 1987 need to be reviewed with some deletions and replacement production envisioned. It is also highly desirable to add video scenarios that depict work environments typical for the several major users of the course. Towards that end, the Community College Chancellor's Office has made \$100,000 available and production assistance has been pledged by the State Fire Marshal's Office, the Department of Corrections, and the California Youth Authority.

The scope of revisions proposed are estimated to be in the price range of \$350,000 to \$450,000. Commission costs would be offset by \$100,000 from the Chancellor's Office. In-kind pledges from major users could reduce costs further.

As described in the report under this tab, it is proposed that an RFP process be initiated. If a successful bidder can be identified at an appropriate cost, a proposal for a contract would be submitted at the November 1993 meeting.

If Commissioners concur, the appropriate action would be a MOTION to authorize release of an RFP to identify a vendor to upgrade the P.C. 832 IVD courseware as described.

N. Recommendation to Increase the Existing Contract with the State Department of Water Resources from \$9,900 to \$13,202 for Microfilming Services (ROLL CALL VOTE)

For a number of years the Commission has had an annual interagency agreement with the State Department of Water Resources for microfilming services. The FY 92/93 agreement was in an amount not to exceed \$9,900.

A high volume of microfilming of POST records in the last quarter indicates that charges for this services will reach \$13,202.10. This amount will exceed the original contract by \$3,302.10 and brings the total amount to a level requiring formal Commission approval. The Finance Committee has reviewed this request and recommends approval.

If the Commission concurs, the recommended action would be a MOTION authorizing the Executive Director to increase the interagency agreement for microfilming services with the Department of Water Resources to an amount not to exceed \$13,202.10. (ROLL CALL VOTE)

COMMITTEE REPORTS

O. Long Range Planning Committee

Chairman Block, who also chairs the Long Range Planning Committee, will report on the Committee meetings held on May 27, 1993 in Los Angeles, and July 22, 1993 in San Diego.

P. Finance Committee

Commissioner Ortega, Chairman of the Finance Committee, will report on the Committee meetings held on June 22, 1993 in Orange County and July 21, 1993 in San Diego.

Q. Legislative Review Committee

Chairman Block, Chairman of the Commission's Legislative Review Committee, will report on the Committee meeting held July 22, 1993 in San Diego.

R. Advisory Committee

Cois Byrd, Chairman of the POST Advisory Committee, will report on the Committee meeting held July 21, 1993 in San Diego.

OLD/NEW BUSINESS

S. Appointment of Advisory Committee Members

The Advisory Committee terms of representatives of three organizations will expire in September 1993:

Cois Byrd, representing California State Sheriffs' Association (CSSA);

Jack Healy, representing California Highway Patrol (CHP); and

Ernest R. Leach, representing California Community Colleges.

Committee members Healy and Leach have been nominated for reappointment by their respective organizations. CSSA is expected to send their nomination by the time of the Commission meeting.

Also, in July 1992, Marie Danner was appointed to fill an unexpired term which will expire in September 1993. By Commission practice, the Chairman may request that Commission members submit additional names for consideration, or may act to reappoint the current member.

DATES AND LOCATIONS OF FUTURE COMMISSION MEETINGS

November 4, 1993 - Waterfront Hilton - Huntington Beach  
January 20, 1994 - Westin Hotel, Costa Mesa  
April 21, 1994 - Hotel Sainte Claire - San Jose  
July 21, 1994 - San Diego

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD  
SACRAMENTO, CALIFORNIA 95816-7083

**COMMISSION MEETING MINUTES**

April 15, 1993  
Pan Pacific Hotel  
San Diego, CA

The meeting was called to order at 10:20 a.m. by Commissioner Lowenberg.

Commissioner Montenegro led the flag salute.

A calling of the roll indicated a quorum was present.

**Commissioners Present:**

Collene Campbell  
Edward Hunt  
Marcel Leduc  
Ronald Lowenberg  
Daniel E. Lungren, Attorney General  
Raquel Montenegro  
Manuel Ortega  
Devallis Rutledge  
Floyd Tidwell

**Commissioners Absent:**

Sherman Block, Chairman  
Jody Hall-Esser  
Bernard Parks

**POST Advisory Committee Members Present:**

Don Forkus  
Jay Clark  
Norman Cleaver

**Staff Present:**

Norman C. Boehm, Executive Director  
Glen Fine, Deputy Executive Director  
Hal Snow, Assistant Executive Director  
Ron Allen, Bureau Chief, Training Delivery and Compliance  
John Berner, Bureau Chief, Standards and Evaluation  
Bob Fuller, Bureau Chief, Basic Training  
Tom Liddicoat, Budget Officer, Administrative Services  
Otto Saltenberger, Bureau Chief, Training Programs  
Ken Whitman, Bureau Chief, Learning Technology Resource Center  
Frederick Williams, Bureau Chief, Administrative Services  
Vera Roff, Executive Secretary

Visitor's Roster:

Hugh Foster, Golden West College  
Ed Hendry, Orange County Sheriff's Department  
I. F. Patino, Rio Hondo Community College  
Dean Rewerts, California Union of Safety Employees

APPROVAL OF MINUTES

- A. MOTION - Tidwell, second - Montenegro, carried unanimously to approve the minutes of the January 21, 1993 regular Commission meeting at the Red Lion Hotel in San Jose.

CONSENT CALENDAR

- B. MOTION - Leduc, second - Ortega, carried unanimously to approve the following Consent Calendar:

- B.1 Receiving Course Certification Report  
B.2 Receiving Financial Report - Third Quarter FY 1993/94  
B.3 Receiving Information on New Entries of the Sacramento County Coroner's Office and Sutter County District Attorney's Office Into the POST Regular Program  
B.4. Receiving Report on Withdrawal of Mendota Police Department and the Sacramento Unified School District Police Department from the POST Regular Program  
B.5 Receiving Information on New Entries of the Sacramento County Sheriff's Department and the La Mesa Police Department into the Public Safety Dispatcher Program  
B.6 Affirming Commission Policy Set by Action at January 21, 1993 Commission Meeting

Consistent with Commission instructions, statements of policy made at a Commission meeting are to be submitted for affirmation by the Commission at its next meeting. In approving the Consent Calendar, the Commission affirmed the policy concerning consideration of waivers on P.C. 832 testing.

TRAINING PROGRAM SERVICES

- C. Approval of a Contract to Develop an Interactive Videodisc Training Program on Alcohol and Drug Recognition

At its January 1993 meeting the Commission authorized the dissemination of a Request for Proposal (RFP) to develop an interactive multimedia course of instruction on Law

Enforcement Alcohol and Drug Recognition. The RFP called for the design and development of instructional materials and software to be used with the same or compatible equipment being used by law enforcement agencies and training institutions to deliver the interactive version of P.C. 832 mandated training and the Law Enforcement Driver Training course.

Staff requested that a contract for an amount not to exceed \$360,000 be awarded to SWL, Inc.. The contract will provide development of an interactive multimedia course of instruction on Law Enforcement Alcohol and Drug Recognition. The term of the contract would be through June 30, 1994.

MOTION - Ortega, second - Montenegro, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to sign a contract with SWL, Inc. in an amount not to exceed \$360,000 for development of an interactive multimedia course of instruction on Law Enforcement Alcohol and Drug Recognition.

D. Proposal to Modify Hours for the Electronic Surveillance Course

At its November 1988 meeting, the Commission approved a 24-hour curriculum for the Electronic Surveillance Course. The curriculum was subsequently referenced in the POST Administration Manual in Regulation 1081.

The course was certified to be presented by the Department of Justice as part of their contract training program. It has been presented 13 times since November 1988. Experience has shown the required topics can be addressed in fewer hours. The presenter and the instructors have recommended that the required hours for the course be reduced from 24 to 16 hours.

MOTION - Montenegro, second - Tidwell, carried unanimously to adopt changes to POST Regulation 1081 concerning reduced course hours from 24 to 16 for the Electronic Surveillance Course, subject to the results of a Proposed Notice of Regulatory Action.

STANDARDS AND EVALUATION

E. Approval for Request for Proposal (RFP) for Improving the POSTRAC Testing System into a Comprehensive Training Management System

The POSTRAC testing system currently provides basic academics with a means of testing students and has significantly increased student achievement as measured by POST Proficiency Test scores. However, the system is not as

technologically efficient or effective as it should be to properly serve basic course needs. This proposal would upgrade the system to current industry standards and provide the presenters of POST-certified training with a set of integrated computer programs for managing their other training activities. The training management system will cost up to \$230,000 and take 18 months to develop.

MOTION - Tidwell, second - Montenegro, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to issue an Request for Proposal for developing a course presenter training management system for an amount not to exceed \$230,000.

F. Basic Academy Physical Testing Standard

In January 1985 the Commission adopted physical conditioning and physical testing standards for the Basic Course. The standards require cadets to complete 36 hours of prescribed exercise and pass a test consisting of five separately timed events: 99-yard Obstacle Course; 165-pound Dummy ("Body") Drag; 6-foot Chain-Link Fence Climb; 6-foot Wall Climb; and 500-yard Run.

The results of a recent POST study indicate that the test is a valid predictor of physical job performance in field training and that an extremely small percentage of those who pass the test perform less than satisfactorily. Further, raising the minimum passing score on the test would not necessarily fail those who are performing less than satisfactorily, but would have the effect of failing more women exclusively. Based on these findings, it is recommended that no changes be made to the current testing standard.

MOTION - Leduc, second - Ortega, carried unanimously to receive the staff report.

MANAGEMENT COUNSELING

G. Report on the Peace Officer Feasibility Study Conducted for the Sycuan Band of Mission Indians and Recommendation to Submit the Completed Report to the Legislature

Dan Tucker, Chairman, Tribal Council of the Sycuan Band of Mission Indians, requested a study concerning the designation of employees of the Sycuan Tribal Police Department as peace officers. The Sycuan Tribal Police Department operates within the confines of the Sycuan Reservation in San Diego County.



It was reported that the study concludes that the current and proposed duties and responsibilities of the employees of the Sycuan Tribal Police Department do not demonstrate sufficient need for peace officer authority and powers. In addition, the report identifies significant, unresolved legal issues and disputes involving tribal, State, and federal jurisdiction that directly affect law enforcement responsibility on an Indian reservation.

MOTION - Ortega, second - Montenegro, carried unanimously to submit the completed feasibility study report to the Tribal Council of the Sycuan Band of Mission Indians and the Legislature.

#### TRAINING DELIVERY AND COMPLIANCE SERVICES

H. Approval to Reinstate Inadvertently Deleted Regulations Relating to Maximum Hours a Trainee May Miss and Still Complete a Course

In 1990 the Commission approved regulations dealing with course certification and presentation that replaced Commission Procedure D-10. During the change from "Commission Procedure" to "Commission Regulation," the language setting the maximum number of course hours which any student can miss in a POST-certified course was inadvertently deleted. The proposed regulation would reinstate the previous provision (5% Basic Course; 10% other).

MOTION - Rutledge, second - Tidwell, carried unanimously to approve the regulation subject to the results of the Notice of Regulatory Action process. If no one requests a Public Hearing, the reinstatement becomes effective upon approval as to form and procedure by the Office of Administrative Law.

#### BASIC TRAINING BUREAU

I. Approval of Basic Course Curriculum Modifications in Fourteen Learning Domains

It was proposed that the Commission approve 34 deletions, 41 additions, and 87 modifications to performance objectives in the basic course. Most changes are minor in nature and reflect course maintenance issues such as language changes, clarification of content, or the merging of curricula to streamline instructional content. The proposed performance objective changes, which have been concurred with by the consortium of academy directors, will keep basic course training relevant and up-to-date. All proposed changes are concurred with by the consortium of academy directors.

If no one requests a public hearing, these proposed changes would go into effect upon approval as to form and procedure by the Office of Administrative Law.

MOTION - Leduc, second - Ortega, carried unanimously to adopt proposed curriculum changes to the basic course subject to the results of the Notice of Regulatory Action process.

J. Approval to Contract for a Special Consultant to Develop a Basic Course Student Workbook Program

The recently completed Basic Course Study presents several recommendations designed to increase training effectiveness. One of the recommendations was the conversion of existing Basic Course Unit Guides to various workbook formats for use by academy students.

Staff requested approval to contract with a special consultant to develop the Basic Course Workbook Program.

MOTION - Montenegro, second - Leduc, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to sign a contract with a governmental agency for a special consultant to develop the Basic Course Workbook Program, with length of the contract not to exceed six months and the cost not to exceed \$50,000.

EXECUTIVE OFFICE

K. Progress Report on Continuing Efforts to Make Driver Simulators Available for Training Peace Officers and Recommendation to Refer to the Long Range Planning Committee

Staff provided an update on advancements in the field of driver simulators for training peace officers. AGC Simulation Products recently field tested two driver simulator prototypes at San Bernardino Sheriff's Department. Reports are that the simulators are effective in preparing the officer trainee to perform well in complex and hazardous driving situations, and to make the critical judgments called for in those situations.

After discussion, the Commission took the following action.

MOTION - Hunt, second - Tidwell, carried unanimously to refer the driver simulator pilot concept to the Long Range Planning Committee for review of proposals leading to potential certification of training which would use a simulator system.

## COMMITTEE REPORTS

### L. Finance Committee

Commissioner Lowenberg, Chairman of the Finance Committee reported that the Committee met yesterday afternoon. In addition to matters already addressed on the agenda, the Committee discussed the following items:

1. Staff reported that the third quarter training volume and reimbursement expenditures continue at a rate less than initial fiscal year projections, but at rates slightly higher than revised projections provided in January 1993. It is now projected that the current year trainee volume will be 50,723 trainees, 9,332 less than Fiscal Year 91/92. Based on analysis of training volumes and current revenue, maintenance of the current 40% salary reimbursement rate appears appropriate.
2. Staff reported that work continues on efforts to refine the reimbursement model and complete changes in internal POST operations required to implement the new system by July 1. Work includes assessing a level of presentation reimbursement and methods to determine how to reimburse developmental costs.

Staff will report further to the Finance Committee concerning the system's implementation prior to July 1, 1993.

3. Staff reported on the current volume of requests for reimbursement for satellite antennas and IVD systems. Some requests for multiple antennas and IVD systems from smaller agencies do not clearly fall within Commission guidelines. These questionable requests are being evaluated and may require some future Commission action.

To date, routine reimbursement requests for 51 satellite antennas and 28 IVD equipment components have been processed, amounting to \$260,000. An additional 42 satellites and 46 IVD systems have been approved for agencies eligible for multiple sites which amounts to \$328,592.

Agencies have been urged to purchase equipment prior to June 30, 1993, while sufficient funds are available.

4. The Committee recommended approval of the following contracts for FY 1993/94:

### Training Contracts

1. Contracts for the Management Course \$308,268  
are proposed for the following presenters  
  
California State University - Humboldt  
California State University - Long Beach  
California State University - Northridge  
California State University - San Jose  
San Diego Regional Training Center
2. A contract with San Diego Regional Training Center for support of Executive Training (e.g., Command College, Executive Seminars, and Executive Development Course) \$542,300
3. A contract with CSU Long Beach for support of the Supervisory Leadership Institute \$406,357
4. An Interagency Agreement with the State Department of Justice for a variety of training courses \$930,858
5. An Interagency Agreement with San Diego State University for 12 monthly satellite broadcasts of training videotapes \$ 54,000
6. Contracts with Alameda County Dist. Attorney's Office and Golden West College for Case Law Update Video Production \$ 52,000
7. A contract for San Diego State University for production and broadcasts of telecourse programs during 1993/94 \$480,000

### Standards Contracts

8. An Interagency Agreement with Cooperative Personnel Services - Basic Course Proficiency Exam \$ 25,000
9. An Interagency Agreement with Cooperative Personnel Services - Entry-Level Reading and Writing Test Battery \$ 80,000

10. An Interagency Agreement with the Cooperative Personnel Services - P.C. 832 Written Examination \$ 78,471

Administrative Contracts

11. A contract with the State Controller's Office for Auditing Services \$ 85,000
12. An Interagency Agreement with the Teale Data Center for Computer Services \$ 65,000
13. An Interagency Agreement with the Health and Welfare Data Center - CALSTARS Contract \$ 25,000

MOTION - Tidwell, second - Montenegro, carried by ROLL CALL VOTE to authorize the Executive Director to sign them on behalf of the Commission. (Abstain: Lowenberg #2; Lungren #4; Rutledge #6)

5. The Committee received a staff report concerning law enforcement agencies difficulties in budgeting sufficient funds to support needed training. One way that POST might assist would be to pay tuition directly through contracts with presenters. Through contract, POST would pay presenters directly for the cost of presentation, eliminating the need for departments to pay and seek reimbursement for tuition.

The Committee recommended that staff implement a limited approach converting some high priority/high tuition courses, such as driver training, to contract. This limited approach should be evaluated to determine the beneficial effect on training and the impact of POST's administrative costs.

MOTION - Tidwell, second - Montenegro, carried unanimously to approve the recommendation of the Finance Committee.

6. In July 1992, the Commission authorized the Executive Director to enter into a new contract for computer maintenance services in an amount not to exceed \$50,000. Such a contract has been implemented. Need arose, however, to pay licensing fees up to \$20,000 for the data base management software. Expenditure for this purpose was not specifically included in the Commission's prior grant of spending authority. Total expenditures will still not exceed the \$50,000 previously authorized.

The Committee recommended the Commission authorize the Executive Director to sign a contract with Systemhouse, Inc. for software licensing in an amount not to exceed \$20,000.

MOTION - Ortega, second - Campbell, carried unanimously by ROLL CALL VOTE to approve the recommendation of the Finance Committee.

M. Long Range Planning Committee

Chairman Lowenberg reported that the Long Range Planning Committee met in Los Angeles on March 12, 1993. The Committee received reports and discussed the following items:

- o Interactive Video (IVD) Proposals
- o Assessing Need to Upgrade Reserve Officer Training Requirements
- o Certificate Cancellation Issue

The report was for information only and no formal action was required.

N. Accreditation Advisory Committee

Commissioner Lowenberg, Chairman of the Accreditation Advisory Committee, reported that the Committee met in Huntington Beach on March 10, 1993. The Committee reviewed the status of model accreditation program development and draft standards developed by the Standards Development Committee. The Committee made the following recommendations:

1. Present the draft standards to a variety of professional organizations, associations, and agencies and obtain feedback concerning the standards;
2. Continue program development, to be completed by July 1, 1994, as required by P.C. Sections 13550-53;
3. Authorize the Executive Director to sign a contract for an amount not to exceed \$100,000 for a Special Consultant to work on program development;
4. Pilot test the program in selected agencies after July 1, 1994;
5. Continue to seek additional resources to support program implementation after July 1, 1994; and

6. Use POST accreditation resources as a clearinghouse, or pointer, to local agency policies that will satisfy the accreditation standards, rather than create specific policies and policy language that may resemble a mandate on local agencies.

MOTION - Leduc, second - Tidwell, carried unanimously by ROLL CALL VOTE to approve the recommendations of the Accreditation Advisory Committee.

0. Legislative Review Committee

Commissioner Rutledge reported on the results of the Legislative Review Committee meeting held April 15 prior to the Commission meeting and recommended the following positions on new legislation of interest to POST:

1. AB 53 (Katz) - Drug Asset Seizures

This bill would delete POST from eligibility for revenue from this source.

Recommended position: "Oppose unless amended"

2. SB 264 (Watson) - Domestic Violence Training

This bill would require continuing education of law enforcement officers to include at least six hours of training on domestic violence.

Recommended position: "Oppose unless amended"

3. SB 459 (Boatwright) - Sexual Harassment Complaint Process and Training

This bill would require POST to develop a sexual harassment complaint process for law enforcement and require basic course and inservice training on the subject.

Recommended position: "Neutral if amended"

4. SB 460 (Thompson) - Community College Fees

This bill would exempt employees of public safety agencies from the \$50/semester unit fee of community colleges for persons previously completing a BA or higher degree. Five other similar bills are also pending.

Recommended position: "Support"

**5. SB 601 (Marks) - Police Vehicle Pursuits: Minimum Guidelines and Required Training**

This bill would require POST to develop minimum guidelines for high-speed vehicle pursuits by law enforcement and require basic course and inservice training on the subject.

Recommended position: "Neutral if amended"

**6. SB 731 (Rogers) - Peace Officer Status to the China Lake Police Department**

This bill would grant P.C. 830 peace officer status to police officers and investigators employed by the China Lake Police Department (a federal agency).

Recommended position: "Neutral"

**7. SB 1097 (Boatwright) - Background Investigations for First Time Peace Officer Applicants**

This bill would require public and private employers to provide specified information to law enforcement agencies doing background investigations on first time peace officer applicants.

Recommended position: "Support"

**8. AB 1120 (Brown) - Removes POST's Authority to Cancel Certificates for Other Than A Felony Conviction**

This bill would remove POST's authority to cancel its certificates for anything other than conviction of a felony and declare that they are the property of the individual peace officer instead of POST.

Recommended position: None

**9. SB 1158 (Maddy) - Drug Asset Seizures**

This bill would delete the existing repeal date and make changes to existing related law but would continue POST eligibility for this revenue.

Recommended position: "Support"

**10. AB 1276 (Seastrand) - Public Employees Retirement System**

This bill would permit new state employees, who previously participated in any PERS retirement system, to opt for Tier I State Retirement.

Recommended position: "Support"



11. AB 2130 (Cortese) - Revises Funding for Community College Public Safety Training

This bill would separately fund public safety training courses in community colleges.

Recommended position: "Oppose AB 2130 & SB 975"

MOTION - Leduc, second - Campbell, carried unanimously to approve the recommendations of the Legislative Committee.

P. Advisory Committee

Advisory Committee member Don Forkus reported Advisory Committee recommendations earlier in the meeting and had no further report on the Committee meeting held April 14, 1993 in San Diego.

Q. Report on Progress of Labor/Commission Committee

Commissioner Lowenberg reported a discussion meeting will be held with labor representatives on April 16, 1993 to further discuss the certificate revocation issue.

OLD/NEW BUSINESS

R. Report of Nominating Committee for Election of Officers

Commissioner Ortega, a member of the Nominating Committee, reported the Committee's recommendations that Sherman Block and Marcel Leduc be nominated for Commission Chairman and Vice-Chairman, respectively.

MOTION - Ortega, second - Tidwell, carried unanimously to approve the recommendations of the Nominating Committee.

S. Correspondence

- o Letter from Jack Bassett, Chief, Santa Cruz Police Department, expressing concern over POST's decision to eliminate salary reimbursements.
- o Letter from Stephen D. Walpole, Chief, Scotts Valley Police Department, also expressing concern over elimination of salary reimbursements.

Staff reported that contacts have been made with agencies and the Executive Director will meet with the Santa Cruz Chiefs and Sheriff in June to further discuss the new reimbursement configuration.

DATES AND LOCATIONS OF FUTURE COMMISSION MEETINGS

July 22, 1993 - Pan Pacific Hotel - San Diego  
November 4, 1993 - Waterfront Hilton, Huntington Beach  
January 20, 1994 - Westin Hotel, Costa Mesa  
April 21, 1994 - Northern California

MOTION - Tidwell, second - Ortega, carried unanimously to adjourn the meeting.

ADJOURNMENT - 11:50 a.m.

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title <b>Course Certification/Decertification Report</b>		Meeting Date <b>July 22, 1993</b>
Bureau <b>Training Delivery &amp; Compliance Bureau</b>	Reviewed By <b>Ronald T. Allen, Chief</b> <i>[Signature]</i>	Researched By <b>Rachel S. Fuentes</b> <i>[Signature]</i>
Executive Director Approval <i>[Signature]</i>	Date of Approval <b>6-30-93</b>	Date of Report <b>June 25, 1993</b>
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

The following courses have been certified or decertified since the April 15, 1993 Commission meeting:

CERTIFIED

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
1.	K-9 Team Evaluators' Course	Gavilan College	Technical	IV	\$ 1,680
2.	K-9 Team Evaluators' Course	Feather River Col.	Technical	IV	4,800
3.	Arson/Explosive Investigation 2A	State Fire Marshal	Technical	IV	33,600
4.	Skills & Knowledge Modular Training	Marin Comm. Col. Dist.	Technical	IV	8,208
5.	Cultural Awareness-Spanish Media	Calif. Highway Patrol	Technical	IV	5,040
6.	Cultural Awareness & Organizational Effect.	San Bernardino S.D.	Technical	IV	54,000
7.	Seat Belt Utilization & Enforc. Instr. Course	Natl Hwy Traffic Safety Admin.	Technical	IV	2,880
8.	Search & Arrest Warrant Course	Los Medanos College	Technical	IV	7,000
9.	Underwater Security Operations	Los Angeles Harbor P.D.	Technical	IV	3,000

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
10.	Hazardous Materials - On Scene Management	Sacramento County S.D.	Technical	IV	\$19,440
11.	Forensic Crime Scene Investigation III	Calif. Crim. Inst.	Technical	IV	9,600
12.	Computer Aided Design for Crime Scene	Calif. Crim. Inst.	Technical	IV	2,400
13.	Firearms/Sub-Machine Gun	FBI, Los Angeles	Technical	IV	4,200
14.	Hazardous Materials - Operations Course	Santa Rosa Training Center	Technical	IV	9,152
15.	Advanced Latent Fingerprint	FBI, San Diego	Technical	IV	9,340
16.	Substance & Child Abuse-Interdisciplinary	CSU, Fresno	Technical	IV	81,280
17.	Incident Command Sys.	Sacramento PSC	Technical	IV	6,048
18.	Firearms/Semi-Auto Pistol	Sacramento County S.D.	Technical	IV	-0-
19.	Hazardous Materials - On Scene Management	Sacramento PSC	Technical	IV	6,336
20.	Firearms/Submachine Gun	Los Angeles S.D.	Technical	IV	5,184
21.	Forensics-Basic Toxicology	Calif. Crim. Inst.	Technical	IV	6,624
22.	K-9 Team Evaluator's Course	San Joaquin Delta College	Technical	IV	7,640
23.	Training Conference	Natl Assoc. Field Training Officers	Technical	N/A	-0-

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
24.	Traffic Collision Reconstruction	Ventura Co. CJTC	Technical	IV	\$ 5,000
25.	Criminal Psychology	FBI, San Diego	Technical	IV	10,800
26.	Photography, Basic	FBI, San Diego	Technical	IV	4,320
27.	School Peace Officer P.C. 832.2	Golden West College	Technical	IV	10,500
28.	Tactical Disturbance Control-Supv.	CSTI	Supv. Sem.	III	38,400
29.	Criminal Inv. Mgmt.	CSU, Long Beach	Mgmt. Trng.	III	55,356
30.	Arson Inv. - Advanced	Tuolumne Co. DA	Technical	IV	5,472
31.	Arson Inv. - Basic	Tuolumne Co. DA	Technical	IV	9,360
32.	Child Abuse Inv. - First Responder	Arroyo Grande PD	Technical	IV	1,120
33.	Arrest & Firearms, P.C. 832	San Mateo S.D.	P.C. 832	N/A	-0-
34.	Patrol Operations Management	CSU, Long Beach	Mgmt. Trng.	III	41,068
35.	SWAT - Advanced	San Joaquin Delta College	Technical	IV	19,680
36.	Cultural Diversity - Instructor	Los Angeles S.D.	Technical	III	26,267
37.	Skills & Knowledge Modular Training	Los Angeles Co. D. A.	Technical	IV	3,456
38.	Arrest/Control Techniques - Basic	Chico P.D.	Technical	IV	3,600
39.	Baton - Side Handle	Sacramento PSC	Technical	IV	7,920

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
40.	Seat Belt Utilization Enforcement	Natl Hwy. Traffic Safety Admin.	Technical	IV	\$ 7,210
41.	Advanced Officer	Riverside Co. S.D.	AO	II	40,080
42.	Hazardous Materials -	Sacramento PSC	Technical	IV	6,336
43.	Incident Command Sys. Operations Course	Sacramento PSC	Technical	IV	3,168
44.	Team Building Workshop	Ernest M. Solano MSW, Ph.D.	TBW	III	5,489
45.	K-9 Use - Narcotic Detection	Calif. Narcotic Canine Assn.	Technical	IV	5,292
46.	Supervisory Develop.	Sacramento Co. S.D.	Supv. Trng.	IV	1,728
47.	Sexual Assault/ Response Team Course	Sacramento Co. S.D.	Technical	IV	7,255
48.	Team Building Workshop	Marilyn Manning & Associates	TBW	III	5,489
49.	Defensive Tactics - Advanced	FBI, San Diego	Technical	IV	7,128
50.	Cultural Diversity	Chabot College	Technical	IV	3,840

51. - 52. 2 additional Proposition 115 Hearsay Evidence Testimony Course Presenters have been certified as of 6-2-93. Presentation of this course is generally done using a copy of POST Proposition 115 Video Tape. To date, 261 presenters of Proposition 115 have been certified.

53. - 619. 566 additional Telecourses certified as of 6-25-93. To date, 194 telecourse presenters have been certified.

DECERTIFIED

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
1.	Terrorism, Theory & Politics	FBI, San Francisco	Technical	IV
2.	Criminal Psychology	FBI, San Francisco	Technical	IV
3.	Armorer School	FBI, San Francisco	Technical	IV
4.	Fitness Advisor	FBI, San Francisco	Technical	IV
5.	Recruit: Mgmt/Eval.- Improv.	CPOA	Mgmt. Trng.	III
6.	Injury & Illness Prev.	CPOA	Mgmt. Trng.	III
7.	Basic Course	San Diego Co. SD	Basic	I
8.	Supervisory Course	San Diego Co. SD	Supv. Trng.	II
9.	Career Survival - Supv.	Riverside Co. SD	Supv. Trng.	IV
10.	Missing Persons/ Runaways	Riverside Co. SD	Technical	IV
11.	Haz. Materials- On Scene Mgmt.	San Diego P.D.	Technical	IV
12.	Drug Influence - 11550 H&S	San Diego P.D.	Technical	IV
13.	Terrorism Awareness	San Diego P.D.	Technical	IV
14.	Team Building Wkshp	The Key Group	TBW	III
15.	Critical Incident Mgmt. & Tactic	Santa Rosa Center	Supv. Trng.	IV
16.	Patrol Operations Mgmt.	CSPU, Pomona	Mgmt. Trng.	III
17.	Driver Awareness Upd.	Irvine P.D.	Technical	IV
18.	Criminal Inv. Mgmt.	CSPU, Pomona	Mgmt. Trng.	III

DECERTIFIED - (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
19.	Drug Alcohol Recognition Update	Shasta College	Technical	IV
20.	Special Weapons & Tactics	Shasta College	Technical	IV
21.	Radar Operator Update	Shasta College	Technical	IV
22.	Crime Scene Inv.	Shasta College	Technical	IV
23.	Advanced Officer	Butte Center	AO	II
24.	Reserve Training, Module B	Sacramento PSC	Reserve Training	N/A
25.	Reserve Training, Module C	Sacramento PSC	Reserve Training	N/A
26.	First Aid/CPR Instr.	Sacramento PSC	Technical	IV
27.	Missing Persons/Runaways	Ventura Co. CJTC	Technical	IV
28.	Survival Shooting Instr.	Modesto CJTC	Technical	IV
29.	Missing Persons/Runaways	Merced College	Technical	IV
30.	Occupant Protection-Instr.	Clovis P.D.	Technical	IV
31.	Basic Course, Extended	Napa Valley Col.	Basic	N/A
32.	Advanced Officer	Porterville LETC	AO	II
33.	Missing Persons/Runaways	Tulare Co. S.D.	Technical	IV
34.	Drug Influence - 11550 H&S	Mono Co. S.D.	Technical	IV
35.	Missing Persons/Runaways	State Police	Technical	IV



DECERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
36.	Arson Inv., Adv.	Columbia College	Technical	IV
37.	Arson Inv.	Columbia College	Technical	IV
38.	Missing Persons/ Runaways	Tuolumne Co. SD	Technical	IV
39.	Commun. w/Handicap Offenders	State Council on Dev. Disabilities	Technical	IV
40.	Advanced Officer	San Diego Co. SD	AO	II
41.	Traffic Collision Inv.	San Diego Co. SD	Technical	IV
42.	Motorcycle Training	San Diego Co. SD	Technical	III
43.	Radar Operator	San Diego Co. SD	Technical	IV
44.	Arrest & Firearms - Interactive	Southwestern Col.	P.C. 832	IV
45.	Skills & Knowledge Modular Training	Grossmont College	Technical	IV
46.	Advanced Officer	Grossmont College	AO	II
47.	Reserve Training, Module A, B, C	Grossmont College	Reserve Training	N/A
48.	Stats for Non- Mathematical Mgr.	Law Enforcement Management Center	Mgmt. Trng.	III
49.	Arrest & Firearms - (P.C. 832)	Solano College	P.C. 832	IV
50.	Reserve Training, Module B	Solano College	Reserve Training	N/A
51.	Boating Intoxication Enforcement	Orange Co. S.D.	Technical	IV

DECERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
52.	Community Service Officer	Evergreen Valley College CJTC	Technical	IV
53.	System Analysis	Law Enforcement Management Center	Mgmt. Trng.	III
54.	Blood Type-Zone Electrophoreses	Calif. Crim. Inst.	Technical	IV

TOTAL CERTIFIED	<u>50</u>
TOTAL TELECOURSES CERTIFIED	<u>566</u>
TOTAL PROPOSITION 115 CERTIFIED	<u>02</u>
TOTAL DECERTIFIED	<u>54</u>
TOTAL MODIFICATIONS	<u>30</u>

2,806 Courses certified as of 6-25-93

503 Presenters certified as of 6-25-93

710 Skills & Knowledge Modules certified as of 6-25-93

66 Skills & Knowledge Presenters certified as of 6-25-93

3,516 TOTAL CERTIFIED COURSES

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title <b>NEW AGENCY - MURRIETA POLICE DEPARTMENT</b>		Meeting Date <b>July 22, 1993</b>
Bureau <b>Training Delivery &amp; Compliance Bureau</b>	Reviewed By <i>RJA</i> <b>Ronald T. Allen</b>	Researched By <i>RS</i> <b>Bob Spurlock</b>
Executive Director Approval <i>Mouman C. Boehm</i>	Date of Approval <b>6-8-93</b>	Date of Report <b>June 4, 1993</b>
Purpose: <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUES

The Murrieta Police Department is seeking entry into the POST Reimbursable Program on behalf of its peace officers.

BACKGROUND

The department's officers are appointed pursuant to Section 830.1 of the Penal Code. Suitable background and other provisions of the Government Code regarding selection standards have been met.

ANALYSIS

The police department currently employs 25 peace officers.  
 Fiscal impact for reimbursement of training will cost approximately \$30,000 per year.

RECOMMENDATION

The Commission be advised that the Murrieta Police Department be admitted into the POST Reimbursement Program consistent with Commission Policy.

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title <b>NEW AGENCY - CALIFORNIA STATE UNIVERSITY SAN MARCOS</b>		Meeting Date <b>July 22, 1993</b>
Bureau <b>Training Delivery &amp; Compliance Bureau</b>	Reviewed By <b>Ronald T. Allen</b> <i>[Signature]</i>	Researched By <b>Bob Spurlock</b> <i>[Signature]</i>
Executive Director Approval <i>[Signature: Norman C. Boehm]</i>	Date of Approval <b>6-24-93</b>	Date of Report <b>June 22, 1993</b>
Purpose: <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUES

The California State University, San Marcos, is seeking entry into the POST Reimbursable Program on behalf of its peace officers.

BACKGROUND

The department's officers are appointed pursuant to Section 830.2 of the Penal Code. Suitable background and other provisions of the Government Code regarding selection standards have been met.

ANALYSIS

The police department currently employs three peace officers.

Fiscal impact for reimbursement of training will cost approximately \$3,000 per year.

RECOMMENDATION

The Commission be advised that the California State University, San Marcos be admitted into the POST Reimbursement Program consistent with Commission Policy.

<b>COMMISSION AGENDA ITEM REPORT</b>			
Agenda Item Title <b>NEW AGENCY - OAKLAND PARK RANGERS, CITY OF OAKLAND</b>		Meeting Date <b>July 22, 1993</b>	
Bureau <b>Training Delivery &amp; Compliance Bureau</b>		Reviewed By <b>Ronald T. Allen</b>	Researched By <b>Bob Spurlock</b>
Executive Director Approval 		Date of Approval <b>6-24-93</b>	Date of Report <b>June 22, 1993</b>
Purpose: <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input checked="" type="checkbox"/> No	
<i>In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.</i>			
<p><b><u>ISSUES</u></b></p> <p>The City of Oakland is seeking entry into the POST non-Reimbursable Program on behalf of its peace officers.</p> <p><b><u>BACKGROUND</u></b></p> <p>The City's Parks Rangers are appointed pursuant to Section 830.31(b) of the Penal Code. Suitable background and other provisions of the Government Code regarding selection standards have been met.</p> <p><b><u>ANALYSIS</u></b></p> <p>The City currently employs seven park rangers.</p> <p><b><u>RECOMMENDATION</u></b></p> <p>The Commission be advised that the City of Oakland Park Rangers be admitted into the POST non-Reimbursement Program consistent with Commission Policy.</p>			

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title <b>Maricopa Police Department - Withdrawal from POST Reimbursement Program</b>		Meeting Date <b>July 22, 1993</b>
Bureau <b>Training Delivery &amp; Compliance Bureau</b>	Reviewed By <b>Ronald T. Allen</b> <i>(Signature)</i>	Researched By <b>Bob Spurlock</b> <i>RS</i>
Executive Director Approval <i>(Signature)</i>	Date of Approval <b>6-15-93</b>	Date of Report <b>June 10, 1993</b>
Purpose: <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p><u>ISSUES</u></p> <p>The Maricopa Police Department has been disbanded and law enforcement services are being provided under contract by the Taft Police Department.</p> <p><u>BACKGROUND</u></p> <p>The City of Maricopa is no longer eligible for POST membership. Documentation from Susan Tull, City Clerk, has been received advising POST of that fact.</p> <p><u>ANALYSIS</u></p> <p>The police department had two sworn officers.</p> <p>This change will result in a savings to the POST budget of approximately \$1,000 per year.</p> <p><u>RECOMMENDATION</u></p> <p>The Commission be advised that the Maricopa Police Department has been removed from the POST Reimbursement Program.</p>		

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title <b>Public Safety Dispatcher Program</b>		Meeting Date <b>July 22, 1993</b>
Bureau <b>Training Delivery &amp; Compliance Bureau</b>	Reviewed By <b>Ronald T. Allen</b> <i>[Signature]</i>	Researched By <i>RS</i> <b>Bob Spurlock</b>
Executive Director Approval <i>[Signature]</i>	Date of Approval <b>6-15-93</b>	Date of Report <b>June 10, 1993</b>
Purpose: <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

**ISSUES**

Acceptance of the University of California, Irvine Police Department into the Public Safety Dispatcher Program.

**BACKGROUND**

The University of California, Irvine Police Department has requested participation in the POST Reimbursable Public Safety Dispatcher Program pursuant to Penal Code Sections 13510(c) and 13525. The agency has expressed willingness to abide by POST Regulations and has passed a resolution as required by Penal Code Section 13522.

There are currently 319 agencies participating in the program.

**ANALYSIS**

The agency presently employs full-time dispatchers. The agency has established minimum selection and training standards which equal or exceed the standards adopted for the program.

**RECOMMENDATION**

The Commission be advised that the subject agency has been accepted into the POST Reimbursable Public Safety Dispatcher Program consistent with Commission policy.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Modification of Commission Procedure D-1		Meeting Date July 22, 1993
Bureau Basic Training Bureau	Reviewed By Robert Fuller	Researched By Lou Madeira
Executive Director Approval <i>Herman C. Behm</i>	Date of Approval 7-1-93	Date of Report
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Should the Commission approve, subject to the public review process, changes to Procedure D-1 regarding minimum standards for the regular basic course?

BACKGROUND

Since its inception, the POST regular basic course has been periodically updated to reflect necessary changes to content, instructional methodologies, and the mechanics of student evaluation. In October of 1985, the Commission implemented a knowledge domain (KD) system which better defined regular basic course subject areas and which improved testing through the subsequent development of standardized machine-scorable written examinations. Academies were given the discretion to adopt the domain system, or to continue to follow the traditional grouping of curricula within functional areas. The identification of minimum instructional hours continued to be linked to the 12 functional areas.

In October of 1992, the Commission eliminated the functional area system and the KD system was mandated. At the same time, minimum statewide cut scores were established for each knowledge domain. This action resulted in the need for minimum hours to be regrouped to conform to the domain format.

Existing regulations permit three methods of student evaluation; written KD tests (POSTRAC), exercise tests, and scenario tests. Each method requires the presenter to verify that an individual student has achieved a minimum passing score. Performance objectives (PO's) serve as test specifications and provide the detailed substance from which examination questions are constructed or from which exercises and scenarios are developed. The PO's represent the only avenue currently available to mandate instruction within the basic course.



## ANALYSIS

Modification of current procedures would give the Commission the latitude to require basic course instruction where a pass-fail test is either undesirable or inappropriate. Some subject areas, such as professional ethics, community relations, or cultural diversity would be enhanced by requiring structured learning activities, such as focused instructor-led discussions or small group problem-solving sessions. Other blocks, such as report writing, could be enhanced by requiring that a number of practice reports be generated before formal testing occurs. Gang-related training is most effective when it focuses upon local trends and activity, however this very fact makes the development of a generic statewide test extremely difficult.

Additionally, basic course performance objectives are presently considered a matter of administrative law by virtue of their current reference in D-1. As a result, any change to a performance objective, however slight, necessitates full review by the Office of Administrative Law (OAL) after it has been first approved by subject matter experts, academy directors, POST staff, and the Commission.

The OAL review is both staff intensive and time consuming. In essence, OAL is reviewing detailed test specifications, when a more general description of basic course content would be more appropriate and more consistent with the practices followed by other state agencies engaged in proficiency testing or professional examinations.

A more desirable alternative would be the identification of training specifications for each domain. Training specifications would identify the overriding instructional goals, required topics, test requirements, learning activity requirements, and prescribed minimum training hours. Performance objectives would continue to be maintained as a necessary element for test construction, but they would not individually carry the force of administrative law.

With these issues in mind, the proposed modification of D-1 would accomplish the following:

1. Establish minimum hours for each domain
2. Mandate training specifications for each domain by referencing a new document entitled Training Specifications for the Regular Basic Course (1993)
3. Add learning activities as a vehicle by which instruction could be required when a pass-fail examination is not required
4. Update terminology to more accurately describe the current content of the basic course

The full text of proposed language for D-1 is contained in Attachment A.

It is also important to note, that the proposed changes to D-1 reflect the addition of a cultural diversity domain developed in response to the passage of Assembly Bill 401. This bill amends Penal Code Sections 13500 and 13519.4 to require cultural awareness training in the POST regular basic course for presentations commencing after August 1, 1993. A detailed description of this curricula is included in a separate agenda item entitled: *Proposed changes to Regular Basic Course Performance Objectives.*

#### Establishing Minimum Hours

The proposed minimum hours have been reviewed by staff and basic academy directors. These minimums are simply a reapportionment of hours by domain against the 560 hour cap which the Commission established in October of 1990. The specific hours are listed on pages D-6 and D-7 of Attachment A. Feedback from academy directors, however, indicates that virtually all academies substantially exceed 560 hours in order to deliver currently mandated instruction.

In light of this fact, staff will be conducting an instructional analysis of the basic course in order to develop recommendations concerning adjustments to the prescribed minimum hours and regarding conversion of some required classroom hours to student workbook assignments. This report is planned for presentation to the Commission in 1994.

#### Training Specifications

Training specifications for each domain have been developed by staff in consultation with a variety of subject matter committees. Each set of domain specifications includes instructional goals, required topics and minimum hours. Test requirements and learning activities are included, where pertinent. Subject matter experts and academy directors were extremely supportive of this concept, particularly as a means to better express the spirit underlying the Commission's instructional requirements. Additionally, the specifications were viewed as being flexible enough to obviate the need for frequent modification in response to minor changes in statutes, case law, or enforcement procedures. Performance objectives and Unit Guides would continue to be updated to reflect the necessary detailed changes.

Because the training specifications are somewhat lengthy, they are presented in a separate binder to facilitate Commission review.

#### Learning Activities

The incorporation of learning activities into the basic course has been widely supported by academy directors and POST staff. This concept is viewed as being the best strategy when instruction should be mandated, but when individual pass-fail assessment is unnecessary or undesirable. Learning activities are a necessary complement to existing

instructional methods. Learning activities are further described on Page D-6 of Attachment A.

### Terminology

Several terms are redefined or expanded in the proposed modifications to provide greater clarity (e.g. the identification of exercises and scenarios as tests).

The term *Knowledge Domain* would be replaced with the term *Learning Domain*. Since several domains concentrate on psychomotor skill development and are evaluated exclusively by exercises, rather than cognitive testing, the amended language provides a more reliable description. This new terminology would also remain correct whether or not the student assessment criteria changed or if new domains were added to the basic course in the future.

### RECOMMENDATIONS

Because the collective impact of these changes is substantial, it is recommended that the Commission set a public hearing for the November meeting in order to receive public testimony concerning the proposed changes to regulation D-1.

## POST ADMINISTRATIVE MANUAL

## COMMISSION PROCEDURE D-1

## BASIC TRAINING

## Purpose

**1-1. Specifications of Basic Training Specifications:** This Commission procedure implements that portion of the Minimum Standards for Training established in Section 1005(a) of the Regulations which relate to Basic Training. Basic Training includes the Regular Basic Course, District Attorneys Investigators' Basic Course, Marshals' Basic Course, and Specialized Basic Investigators' Course, Basic Complaint/Dispatcher Course, and Coroners' Death Investigation Course.

## Training Content and Methodology

**1-2. Requirements for Basic Training Content and Methodology:** The minimum content standards for basic training are broadly stated described in paragraphs sections 1-3 to 1-6 1-8. Within each functional area, listed below, flexibility is provided to adjust hours and instructional topics with prior POST approval. More detailed specifications are contained in the document "Performance Objectives for the POST Basic Course—1989. Successful The entire basic course completion requires attendance of an entire course must be completed under the sponsorship of one training presenter at a single academy except where unless POST has approved a contractual agreement dividing responsibility for delivering the basic course between two or more presenters between academies for the use of facilities. The Law Enforcement Code of Ethics shall be administered to peace officer trainees during the basic course students taking the Regular Basic Course, District Attorney Investigators' Basic Course, Marshals' Basic Course, and Specialized Basic Investigators' Course. Instructional methodology is at the discretion of individual course presenters unless otherwise specified. Requirements and exceptions for specific basic courses are as follows:

- (a) ~~For the Regular Basic Course specified in paragraph 1-3, requirements for successful course completion are specified here and in the document "Performance Objectives for the POST Basic Course." For academy classes starting prior to October 1, 1992, successful course completion shall be determined using either the "success criteria" method or the "knowledge domain" method, as described below. For academy classes starting on or after October 1, 1992, successful course completion shall be determined using the "knowledge domain" method.~~

**(1) — SUCCESS CRITERIA METHOD**

~~Using the "success criteria" method, successful course completion is based upon students meeting the established success criteria specified for all objectives in the document "Performance Objectives for the POST Basic Course." Tracking performance objectives to document student achievement is mandatory; however, the tracking system to be used is optional.~~

~~Student success criteria have been established, using a comprehensive field survey, whereby percentiles of 70%, 80%, 90% or 100% were identified for each~~

~~performance objective. Each student must complete 70% of the performance objectives in the 70 percentile, 80% of those in the 80 percentile, etc. (Note: 100% Performance Objectives are "Must Pass."~~

~~(2) KNOWLEDGE DOMAIN METHOD~~

~~Using the "knowledge domain" method, successful course completion is based on passing knowledge domain tests and demonstrating proficiency on psychomotor performance objectives. The Basic Course contains two types of performance objectives: (a) objectives which require the students to demonstrate knowledge, and (b) objectives which require the students to demonstrate psychomotor skills. These performance objectives are described in the document "Performance Objectives for the POST Basic Course."~~

~~**Requirements for Successfully Completing the Basic Course.** To successfully complete the Basic Course, a student must (a) obtain a score on each POST constructed knowledge domain test which is equal to or greater than the cut score established by POST, and (b) demonstrate, in an exercise or scenario, the required psychomotor skills associated with each psychomotor performance objective at a level consistent with adequate performance in the field, as judged by the academy. If a student fails a knowledge domain or psychomotor skills test when first tested, the student will be given only one opportunity (except as noted below) to retake the test.~~

~~**Retaking a Knowledge Domain Test.** Students who fail a knowledge domain test on the first attempt shall be provided with an opportunity to: (a) review their test results in a manner which does not compromise test security; (b) have a reasonable time, established by each academy, to prepare for a retest; and (c) be provided with an opportunity to be retested on the knowledge domain with a POST constructed, parallel form of the same test. If a student fails the second test, the student shall be dismissed from the academy class in which he or she is currently enrolled unless the student missed instruction relevant to the test in question due to an academy approved absence, in which case the student may be permitted to retest a second time.~~

~~**Retaking a Test on a Psychomotor Objective.** Students who fail to clearly demonstrate proficiency on a psychomotor objective when first tested (as determined by the academy) shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the objective on the second test, the student shall be dismissed from the academy class in which he or she is currently enrolled unless the student missed instruction relevant to the test due to an academy approved absence, or the student performed marginally (as determined by the academy), in which case the student may be permitted to retake the test a second time. Marginal test performance is performance that does not clearly demonstrate either proficiency or lack of proficiency on the objective.~~

~~**Academy Requirements.** POST has established minimum training requirements for the Basic Course. However, POST recognizes that academies must respond to the needs of the local law enforcement agencies which they serve and that this may justify additional training requirements or higher~~

performance standards than those mandated by POST. Regardless of the method used to determine successful completion of the Regular Basic Course (i.e., the "success criteria" or "knowledge domain" method), the POST developed physical conditioning program must be followed within Functional Area 12.0. Students must pass a POST developed physical abilities test as described in the POST Basic Academy Physical Conditioning Manual at the conclusion of the conditioning program as a condition for successful course completion. The use of alternatives to the POST developed physical abilities test is subject to approval by POST. Course presenters seeking POST approval to use alternative tests shall present evidence that the alternative tests were developed in accordance with recognized professional standards, and that alternative tests are equivalent to the POST developed test with respect to validity and reliability. Evidence concerning the comparability of scores on the POST developed test and the proposed alternative test is also required.

- (b) For basic courses listed in paragraphs 1.4 and 1.5, the performance objectives of the Regular Basic Course are not required but are illustrative only of the content for the broad functional areas and learning goals specified for each of these basic courses. Successful course completion shall be determined by each course presenter.
- (c) For the Specialized Basic Investigators Course specified in paragraph 1.6, performance objectives must be taught and tested as specified in the document "Performance Objectives for the POST Specialized Basic Investigators Course, 1991". Successful course completion is based upon students meeting the established success criteria specified for all objectives in this document. Tracking performance objectives to document student achievement is mandatory; however, the tracking system to be used is optional.

**1.3. Regular Basic Course Content and Minimum Hours:** The Performance Objectives listed in the POST document Performance Objectives for the POST Basic Course are contained under broad Functional Areas and Learning Goals. The Functional Areas and Learning Goals are descriptive in nature and only provide a brief overview of the more specific content of the Performance Objectives. The Regular Basic Course contains the following Functional Areas and minimum hours.

Functional Areas:

1.0 Professional Orientation	11 hours
2.0 Police Community Relations	16 hours
3.0 Law	52 hours
4.0 Laws of Evidence	20 hours
5.0 Communication	32 hours
6.0 Vehicle Operations	24 hours
7.0 Force and Weaponry	54 hours
8.0 Patrol Procedures	125 hours
9.0 Traffic	30 hours
10.0 Criminal Investigation	50 hours
11.0 Custody	4 hours
12.0 Physical Fitness and Defence Techniques	87 hours

Practical Exercise/Scenario Testing	24 hours
Written Examinations:	31 hours
Total Minimum Required Hours	560 hours

**1-3. Regular Basic Course Definitions, Requirements, and Content:** The terms used to describe testing and training requirements are defined in paragraph 1-3(a). Testing and training requirements are described in paragraph 1-3(b). Content specifications are listed in paragraph 1-3(c). Testing and training requirements are provided in greater detail in *Training Specifications for the Regular Basic Course - July 1993* and the *POST Basic Academy Physical Conditioning Manual*. Attendance requirements are contained in Commission Regulation 1055(k).

(a) **Definitions of Terms Used to Describe Testing and Training Requirements**

- (1) **Learning Domain.** An instructional unit that covers related subject matter. Each Regular Basic Course learning domain is described in *Training Specifications for the Regular Basic Course - July 1993*. Training specifications for each learning domain include instructional goals, topics, and hourly requirements. Training specifications for a domain also may include learning activities and testing requirements.
- (2) **Instructional Goal.** A general statement of the results that instruction is supposed to produce.
- (3) **Topic.** A word or phrase that succinctly describes subject matter associated with an instructional goal.
- (4) **Test.** An evaluation of the extent to which students have achieved one or more instructional goals. Tests are graded on a pass/fail basis. Four types of tests are used in the Regular Basic Course:
  - (i) **POST-Constructed Knowledge Test.** A POST-constructed, paper-and-pencil test that measures acquisition of knowledge required to achieve one or more instructional goals.
  - (ii) **Scenario Test.** A job-simulation test that measures acquisition of complex psychomotor skills required to achieve one or more instructional goals.
  - (iii) **Physical Abilities Test.** A POST-developed test of physical abilities described in the *POST Basic Academy Physical Conditioning Manual*.
  - (iv) **Exercise Test.** Any test other than a POST-constructed knowledge test, scenario test, or physical abilities test that measures the acquisition of knowledge and/or skill required to achieve one or more instructional goals.
- (5) **Learning Activity.** An activity designed to achieve or facilitate one or more instructional goals. Students participating in a learning activity may be coached

and/or provided feedback, but unlike tests, learning activities are not graded on a pass-fail basis.

- (6) **Test-Item Security Agreement.** An agreement between a basic course academy and POST that identifies the terms and conditions under which an academy may be provided access to POST-constructed knowledge tests. Failure to accept or abide by the terms and conditions of this agreement is grounds for decertification in accordance with POST Regulation 1057.

(b) **Testing and Training Requirements**

- (1) **POST-Constructed Knowledge Tests.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, POST-constructed knowledge tests are required in some, but not all, learning domains. Where a POST-constructed knowledge test is required, students must earn a score equal to or greater than the minimum passing score established by POST. Students who fail a POST-constructed knowledge test on the first attempt shall: (a) be provided with an opportunity to review their test results in a manner that does not compromise test security; (b) have a reasonable time, established by the academy, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, parallel form of the same test. If a student fails the second test, the student fails the course unless the academy determines that there were extenuating circumstances, in which case, the student may be tested a third time. If a student fails the third test, the student fails the course.
- (2) **Scenario Tests.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, scenario tests are required in some, but not all, learning domains. Where a scenario test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the academy. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails the course unless the academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), in which case, the student may be tested a third time. Marginal test performance is performance that does not clearly demonstrate either proficiency or lack of proficiency. If a student fails to clearly demonstrate proficiency on the third test, the student fails the course.
- (3) **Exercise Tests.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, exercise tests are required in some, but not all, learning domains. Where an exercise test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the academy. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails the course unless



the academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), in which case, the student may be tested a third time. Marginal test performance is performance that does not clearly demonstrate either proficiency or lack of proficiency. If a student fails to clearly demonstrate proficiency on the third test, the student fails the course.

- (4) **Learning Activities.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, learning activities are required in some, but not all, learning domains. Where a learning activity is required, each student must participate in that activity. A student who does not participate in a learning activity when given the opportunity fails the course unless the academy determines that there were extenuating circumstances. Students who do not participate in a learning activity due to extenuating circumstances shall be given a second opportunity to participate in the same or a comparable learning activity. If a student fails to participate in a learning activity after being given a second opportunity, the student fails the course.
- (5) **Physical Conditioning Program.** Students must complete the POST physical conditioning program as described in the *POST Basic Academy Physical Conditioning Manual*.
- (6) **Physical Abilities Test Battery.** At the conclusion of the POST physical conditioning program, students must pass a POST-developed physical abilities test battery as described in the *POST Basic Academy Physical Conditioning Manual*. The use of alternatives to the POST-developed physical abilities test battery is subject to approval by POST. Course presenters seeking POST approval to use alternative tests shall present evidence that the alternative tests were developed in accordance with recognized professional standards and that the alternative tests are equivalent to the POST-developed tests with respect to validity and reliability. Evidence concerning the comparability of scores on the POST-developed tests and the proposed alternative tests is also required.
- (7) **Academy Requirements.** POST has established minimum, statewide training standards for the Regular Basic Course. However, local conditions may justify additional training requirements or higher performance standards than those established by POST. This may include but is not limited to the use of higher minimum passing scores on POST-constructed knowledge tests.

(c) **Content and Hourly Requirements**

The content of the Regular Basic Course is specified by the learning domains listed below. The minimum hours of instruction that must be allocated to each domain is shown to the right of the domain.

<u>DOMAIN NUMBER</u>	<u>DOMAIN DESCRIPTION</u>	<u>MINIMUM HOURS</u>
<u>01</u>	<u>History, Ethics &amp; Professionalism</u>	<u>6 hours</u>
<u>02</u>	<u>Criminal Justice System</u>	<u>4 hours</u>
<u>03</u>	<u>Community Relations</u>	<u>4 hours</u>

<u>DOMAIN NUMBER</u>	<u>DOMAIN DESCRIPTION</u>	<u>MINIMUM HOURS</u>
04	<u>Handling Emotional Situations</u>	<u>6 hours</u>
05	<u>Introduction to Criminal Law</u>	<u>6 hours</u>
06	<u>Crimes Against Property</u>	<u>8 hours</u>
07	<u>Crimes Against Persons</u>	<u>8 hours</u>
08	<u>General Criminal Statutes</u>	<u>6 hours</u>
09	<u>Crimes Against Children</u>	<u>4 hours</u>
10	<u>Sex Crimes</u>	<u>4 hours</u>
11	<u>Juvenile Law and Procedure</u>	<u>6 hours</u>
12	<u>Controlled Substances</u>	<u>10 hours</u>
13	<u>ABC Law</u>	<u>4 hours</u>
15	<u>Laws of Arrest</u>	<u>12 hours</u>
16	<u>Search &amp; Seizure</u>	<u>12 hours</u>
17	<u>Evidence</u>	<u>8 hours</u>
18	<u>Report Writing</u>	<u>36 hours</u>
19	<u>Vehicle Operations</u>	<u>24 hours</u>
20	<u>Use of Force</u>	<u>8 hours</u>
21	<u>Patrol Techniques</u>	<u>12 hours</u>
22	<u>Vehicle Pullovers</u>	<u>12 hours</u>
23	<u>Crimes in Progress</u>	<u>12 hours</u>
24	<u>Handling Disputes</u>	<u>12 hours</u>
25	<u>Domestic Violence</u>	<u>8 hours</u>
26	<u>Unusual Occurrences</u>	<u>4 hours</u>
27	<u>Missing Persons</u>	<u>4 hours</u>
28	<u>Traffic</u>	<u>20 hours</u>
29	<u>Traffic Accident Investigation</u>	<u>12 hours</u>
30	<u>Investigation</u>	<u>31 hours</u>
31	<u>Custody</u>	<u>4 hours</u>
32	<u>Physical Fitness/Officer Stress</u>	<u>40 hours</u>
33	<u>Person Searches, Baton, etc.</u>	<u>44 hours</u>
34	<u>First Aid &amp; CPR</u>	<u>21 hours</u>
35	<u>Firearms/Tear Gas</u>	<u>60 hours</u>
36	<u>Information Systems</u>	<u>4 hours</u>
37	<u>Persons with Disabilities</u>	<u>4 hours</u>
38	<u>Gangs</u>	<u>4 hours</u>
39	<u>Crimes Against the Justice System</u>	<u>4 hours</u>
40	<u>Weapons Violations</u>	<u>4 hours</u>
41	<u>Hazardous Materials</u>	<u>4 hours</u>
42	<u>Cultural Diversity</u>	<u>16 hours</u>
	<u>Minimum Instructional Hours</u>	<u>512 hours</u>

The minimum number of hours allocated to testing in the Regular Basic Course are shown below.<sup>1</sup>

<u>TEST TYPE</u>	<u>HOURS</u>
<u>Scenario Tests</u>	<u>24 hours</u>
<u>POST-Constructed Knowledge Tests</u>	<u>24 hours</u>
<u>Total Minimum Required Hours</u>	<u>560 hours</u>

<sup>1</sup>Time required for exercise testing and physical abilities testing is included in instructional time.

**1-4. District Attorney Investigators' Basic Course Content and Minimum Hours:** The District Attorney Investigators' Basic Course contains the following Functional Areas and minimum hours. District attorney basic training may be met by satisfactory completion of the training requirements of the Regular Basic Course, plus the satisfactory completion of a certified Investigation and Trial Preparation Course.

Functional Areas:

1.0	Professional Orientation	11 hours
2.0	Police Community Relations	16 hours
3.0	Law	52 hours
4.0	Laws of Evidence	20 hours
5.0	Communications	32 hours
6.0	Vehicle Operations	8 hours
7.0	Force and Weaponry	54 hours
8.0	Custody	4 hours
9.0	Physical Fitness and Defense Techniques	42 hours
*10.0	Field Techniques	79 hours
*11.0	Criminal Investigation and Trial Preparation	50 hours
*12.0	Specialized Investigation Techniques	30 hours
*13.0	Civil Process	20 hours
	Practical Exercise/Scenario Testing	24 hours
	Written Examinations	20 hours
	<b>Total Minimum Required Hours</b>	<b>462 hours</b>

\*Functional Areas that form the basis of the POST-certified 80-hour Investigation and Trial Preparation Course.

**1-5. Marshal's' Basic Course Content and Minimum Hours:** The Marshal's' Basic Course contains the following Functional Areas and minimum hours. Marshals basic training may be met by satisfactory completion of the training requirements of the Basic Course, plus the satisfactory completion of a certified Bailiff and Civil Process Course or the Bailiff and Court Security Course and Civil Process Course.

Functional Areas:

1.0	Professional Orientation	11 hours
2.0	Police Community Relations	16 hours
3.0	Law	37 hours
4.0	Laws of Evidence	20 hours
5.0	Communications	32 hours
6.0	Vehicle Operations	8 hours
7.0	Force and Weaponry	54 hours
8.0	Criminal Investigation	24 hours

9.0 Physical Fitness and Defense Techniques	42 hours
*10.0 Field Techniques	79 hours
*11.0 Custody	19 hours
*12.0 Civil Process	60 hours
*13.0 Bailiff	40 hours
Practical Exercise/Scenarios	24 hours
Written Examinations	20 hours
Total Minimum Required Hours	486 hours

\*Functional Areas that form the basis for the POST-Certified Bailiff and Civil Process Course or the 40-hour Bailiff and Court Security Course and the 40-hour Civil Process Course.

**1-6. Specialized Basic Investigators' Course Content and Minimum Hours:** The Performance Objectives listed in the POST Document *Performance Objectives for the POST Specialized Basic Investigators' Course* are contained under broad Functional Areas and Learning Goals. The Functional Areas and Learning Goals are descriptive in nature and only provide a brief overview of the more specific content of the Performance Objectives. This course includes the curriculum of the 40-hour P.C. 832 Laws of Arrest and Firearms Course. Specialized Investigators' Basic Training may be met by satisfactory completion of the training requirements of the Regular Basic Course.

Functional Areas:

1.0 Professional Orientation	12 hours
2.0 Police Community Relations	16 hours
3.0 Law	42 hours
4.0 Laws of Evidence	18 hours
5.0 Communications	15 hours
*6.0 Deleted	0 hours
7.0 Force and Weaponry	48 hours
8.0 Field Procedures	40 hours
*9.0 (Deleted)	0 hours
10.0 Criminal Investigation	42 hours
*11.0 Custody	1 hours
12.0 Physical Fitness and Defense Techniques	40 hours
13.0 Specialized Investigative Techniques	36 hours
Practical Exercise/Scenario Testing	19 hours
Written Examinations	11 hours
Total Minimum Required Hours	340 hours

\*Since the majority of the Specialized Basic Course is taken directly from the Regular Basic Course, it is important that the two numbering systems correspond. For that reason Functional Areas 6.0 and 9.0

(Vehicle Operations and Traffic, respectively) are shown deleted. Conversely, a new functional area, 13.0 Specialized Investigative Techniques, has been developed for the Specialized Basic Investigators Course.

**1-7. Basic Complaint/Dispatcher Course:** The Basic Complaint/Dispatcher Course contains the following Functional Areas and minimum hours. This course provides instruction regarding entry-level skills and knowledge to personnel whose duties include receiving emergency calls for service and dispatching law enforcement personnel. With prior POST approval, flexibility shall be granted to adjust hours between functional areas.

Functional Areas:

1.0	Professional Orientation	4 hours
2.0	Administration of Justice	4 hours
3.0	Legal Aspects	16 hours
4.0	Telephone Procedures	10 hours
5.0	Radio Procedures	10 hours
6.0	Dispatch Practicals (Role-play exercise)	12 hours
7.0	Stress Management	6 hours
8.0	Telecommunications	6 hours
9.0	Basic Emergency Medical Services Dispatching	4 hours
10.0	Unusual Incidents	6 hours
	Examinations	2 hours
	Total Minimum Required Hours	80 hours

**1-8. Coroners' Death Investigation Course:** The Coroners' Death Investigation Course contains the following Functional Areas and minimum hours. This course partially fulfills the minimum basic training required under 1005(a)(5) for peace officer members of Coroners' Offices. With prior POST approval, flexibility shall be granted to adjust hours between functional areas.

Functional Areas:

1.0	Course Overview Administrative Issues	1 hour
2.0	Death Investigation	40 hours
3.0	Introduction to Disaster Management	2 hours
4.0	Role of Coroner/Public Administrator	4 hours
5.0	Coroners' Law	2 hours
6.0	General Laboratory Practices	4 hours
7.0	Vehicle Fatalities	2 hours
8.0	Forensic Use of Medical Records	2 hours
9.0	Forensic Anthropology	4 hours
10.0	Forensic Pathology	10 hours
11.0	Death and Grief Bereaved	2 hours
12.0	A.I.D.S. and Other Communicable Diseases	2 hours

13.0	Forensic Odontology	4 hours
14.0	Test	1 hour
Total Minimum Required Hours		80 hours

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Subparagraph 1-1 adopted and incorporated by reference into Commission Regulation 1005 effective September 26, 1990.

Subparagraph 1-2 adopted and incorporated by reference into Commission Regulation 1005 effective September 26, 1990.

Subparagraph 1-3 adopted and incorporated by reference into Commission Regulation 1005 on April 15, 1982, and amended on January 24, 1985 and September 26, 1990.

Subparagraph 1-4 adopted and incorporated by reference into Commission Regulation 1005 on April 27, 1983, and amended on January 24, 1985 and September 26, 1990.

Subparagraph 1-5 adopted and incorporated by reference into Commission Regulation 1005 on April 27, 1983, and amended on January 24, 1985, January 15, 1987 and September 26, 1990.

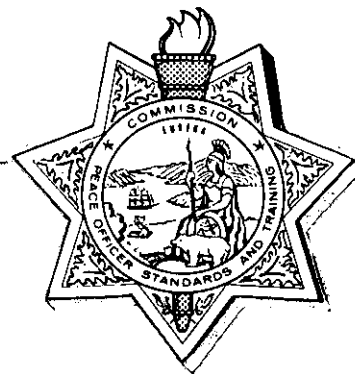
Subparagraph 1-6 adopted and incorporated by reference into Commission Regulation 1005 on October 20, 1983, and amended on September 26, 1990 and October 27, 1991.

Subparagraph 1-7 adopted and incorporated by reference into Commission Regulation 1018 on December 29, 1988.

Subparagraph 1-8 adopted and incorporated by reference into Commission Regulation 1005 on February 4, 1993.

DRAFT

**TRAINING SPECIFICATIONS  
FOR THE  
REGULAR BASIC COURSE  
JULY 1993**



THE COMMISSION  
ON PEACE OFFICER STANDARDS AND TRAINING  
STATE OF CALIFORNIA

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## INTRODUCTION

**General Requirements:** The minimum standards for the regular basic course are described in Commission Procedure D-1, Section 1-3. The entire basic course must be completed under the sponsorship of one training presenter unless POST has approved a contractual agreement dividing responsibility for delivering the basic course between two or more presenters. All regular basic course students shall be administered the Law Enforcement Code of Ethics. In accordance with Commission Regulation 1055(k), where a student successfully completes the regular basic course while missing more than 5 percent of the scheduled instruction, a statement must accompany the course roster explaining how this was possible given the student's poor attendance record. Instructional methodology is at the discretion of individual course presenters unless otherwise specified.

**Definitions:** The terms defined below are used in specifying the testing and training requirements for the regular basic course.

**Learning Domain.** An instructional unit that covers related subject matter. Training specifications for each learning domain include instructional goals, topics, and hourly requirements. Training specifications for a domain also may include learning activities and testing requirements.

**Instructional Goal.** A general statement of the results that instruction is supposed to produce.

**Topic.** A word or phrase that succinctly describes subject matter associated with an instructional goal.

**Test.** An evaluation of the extent to which students have achieved one or more instructional goals. Tests are graded on a pass/fail basis. Four types of tests are used in the Regular Basic Course:

**POST-Constructed Knowledge Test.** A POST-constructed, paper-and-pencil test that measures acquisition of knowledge required to achieve one or more instructional goals.

**Scenario Test.** A job-simulation test that measures acquisition of complex psychomotor skills required to achieve one or more instructional goals.

**Physical Abilities Test.** A POST-developed test of physical abilities described in the *POST Basic Academy Physical Conditioning Manual*.

**Exercise Test.** Any test other than a POST-constructed knowledge test, scenario test, or physical abilities test that measures the acquisition of knowledge and/or skill required to achieve one or more instructional goals.

**Learning Activity.** An activity designed to achieve or facilitate one or more instructional goals. Students participating in a learning activity may be coached and/or provided feedback, but unlike tests, learning activities are not graded on a pass-fail basis.

**Test-Item Security Agreement.** An agreement between a basic course academy and POST that identifies the terms and conditions under which an academy may be provided access to POST-constructed knowledge tests. Failure to accept or abide by the terms and conditions of this agreement is grounds for decertification in accordance with POST Regulation 1057.

**POST Testing and Training Requirements:** Testing and training requirements are specified in terms of knowledge tests, scenario tests, exercise tests, physical abilities tests, and learning activities. These requirements are described below.<sup>1</sup>

**POST-Constructed Knowledge Tests.** POST-constructed knowledge tests are required in some, but not all, learning domains. Where a POST-constructed knowledge test is required, students must earn a score equal to or greater than the minimum passing score established by POST. Students who fail a POST-constructed knowledge test on the first attempt shall: (a) be provided with an opportunity to review their test results in a manner that does not compromise test security; (b) have a reasonable time, established by the academy, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, parallel form of the same test. If a student fails the second test, the student fails the course unless the academy determines that there were extenuating circumstances, in which case, the student may be tested a third time. If a student fails the third test, the student fails the course.

**Scenario Tests.** Scenario tests are required in some, but not all, learning domains. Where a scenario test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the academy. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to

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<sup>1</sup>Additional requirements are specified in the *POST Basic Academy Physical Conditioning Manual*.

demonstrate proficiency on the second test, the student fails the course unless the academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), in which case, the student may be tested a third time. Marginal test performance is performance that does not clearly demonstrate either proficiency or lack of proficiency. If a student fails to clearly demonstrate proficiency on the third test, the student fails the course.

**Exercise Tests.** Exercise tests are required in some, but not all, learning domains. Where an exercise test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the academy. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails the course unless the academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), in which case, the student may be tested a third time. Marginal test performance is performance that does not clearly demonstrate either proficiency or lack of proficiency. If a student fails to clearly demonstrate proficiency on the third test, the student fails the course.

**Learning Activities.** Learning activities are required in some, but not all, learning domains. Where a learning activity is required, each student must participate in that activity. A student who does not participate in a learning activity when given the opportunity fails the course unless the academy determines that there were extenuating circumstances. Students who do not participate in a learning activity due to extenuating circumstances shall be given a second opportunity to participate in the same or a comparable learning activity. If a student fails to participate in a learning activity after being given a second opportunity, the student fails the course.

**POST Testing and Training Requirements Related to Physical Conditioning:**

Testing and training requirements related to physical conditioning are specified in the *POST Basic Academy Physical Conditioning Manual*. They are briefly described below.

**Physical Conditioning Program.** Students must complete the POST physical conditioning program as described in the *POST Basic Academy Physical Conditioning Manual*.

**Physical Abilities Test Battery.** At the conclusion of the POST physical conditioning program, students must pass a POST-developed physical abilities

test battery as described in the *POST Basic Academy Physical Conditioning Manual*. The use of alternatives to the POST-developed physical abilities test battery is subject to approval by POST. Course presenters seeking POST approval to use alternative tests shall present evidence that the alternative tests were developed in accordance with recognized professional standards and that the alternative tests are equivalent to the POST-developed tests with respect to validity and reliability. Evidence concerning the comparability of scores on the POST-developed tests and the proposed alternative tests is also required.

**Academy Requirements:** POST has established minimum, statewide training standards for the Regular Basic Course. However, local conditions may justify additional training requirements or higher performance standards than those established by POST. This may include but is not limited to the use of higher minimum passing scores on POST-constructed knowledge tests.

**Mandated Course Content:** The content of the regular basic course is prescribed in the domain specifications that follow and in the *POST Basic Academy Physical Conditioning Manual*. These documents have gone through the administrative law process and have the force of law.

**Testing and Training Guidelines:** Supplemental information on regular basic course training is provided in the following documents:

- Performance Objectives for the POST Basic Course - 1989 and its supplements
- POST Basic Course Scenario Manual
- POST Basic Course Management Guide
- POST instructional unit guides (one for each domain)

The preceding documents are informational. They are not prescriptive and do not have the force of law.

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## SPECIFICATIONS FOR LEARNING DOMAIN #01: HISTORY, PROFESSIONALISM & ETHICS

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **History, Professionalism, and Ethics** are to provide students with:

- A. an understanding of the history of law enforcement as it evolved in the United States and in California;
- B. an understanding of how professionalism, ethics, and moral standards relate to the pursuit of a law enforcement career;
- C. knowledge of the ethical principles embodied in the *Law Enforcement Code of Ethics* and the *Code of Professional Conduct and Responsibilities for Peace Officers*;
- D. the ability to intervene when the behavior of a fellow officer is unethical or unlawful; and
- E. an understanding of the problems created by accepting gratuities or other favors.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. History of law enforcement in the United States and in California
- B. Professionalism and law enforcement
- C. The importance of ethical and moral standards in law enforcement
- D. *Law Enforcement Code of Ethics* and the *Code of Professional Conduct and Responsibilities for Peace Officers*
- E. Preventing/correcting unethical behavior

F. Applying the criminal statutes fairly and consistently

G. Accepting gratuities and other favors

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #1

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on history, professionalism, and ethics.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #02: CRIMINAL JUSTICE SYSTEM

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on the **Criminal Justice System** are to provide students with:

- A. an understanding of the components of the criminal justice system, their functions and how they interrelate; and
- B. knowledge of the civil rights protected by the United States Constitution, especially those rights that may be compromised by the inappropriate actions of law enforcement officers.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. The components of the criminal justice system including goals, functions, staffing and interrelationships
- B. Organization of the state court system
- C. Steps involved in processing criminal complaints
- D. Probation and parole
- E. Constitutionally protected rights

### III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #2

### IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on the criminal justice system.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None



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## SPECIFICATIONS FOR LEARNING DOMAIN #03: COMMUNITY RELATIONS

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Community Relations** are to provide students with:

- A. an understanding of the roles of law enforcement in the community;
- B. an understanding of community needs and community perceptions of law enforcement;
- C. an appreciation of cultural differences and the skills needed to communicate with members of the community; and
- D. a knowledge of crime prevention techniques and the ability to do a crime prevention survey.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Roles of law enforcement
- B. Community perceptions of law enforcement
- C. Cultural differences
- D. Community needs for law enforcement services
- E. Communication skills
- F. Crime prevention techniques

### III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #3

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on community relations.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #04: HANDLING EMOTIONAL SITUATIONS

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Handling Emotional Situations** are to provide students with:

- A. an understanding of the psychological responses to stress and victimization;
- B. the ability to recognize the symptoms of stress and defuse crisis situations;
- C. a knowledge of the provision of the California crime victims assistance act;
- D. the ability to provide pertinent information to crime victims; and
- E. an understanding of the impact hate crimes have on the community.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Psychodynamics of stress and victimization
- B. Provisions of the California crime victims assistance act
- C. Hate crime and its psychological impact

### III. REQUIRED TESTS

- A. The POST-constructed knowledge test for Domain #4
- B. An exercise test that requires the student to interview a person playing the role of a crime victim

- C. A scenario test that requires the student to interview a person simulating impaired communications skills due to his or her emotional state

IV. **REQUIRED LEARNING ACTIVITIES**

None

V. **HOURLY REQUIREMENTS**

Students shall be provided with a minimum of **6 hours** of instruction on handling emotional situations.

VI. **ORIGINATION DATE**

July 1, 1993

VII. **REVISION DATES**

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #05: INTRODUCTION TO CRIMINAL LAW

July 1, 1993

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### I. INSTRUCTIONAL GOAL

The goal of instruction on **Introduction to Criminal Law** is to provide students with knowledge of the concepts and terminology that is needed to understand the California criminal justice system.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Distinction between *spirit of the law* and *letter of the law*
- B. Distinction between criminal and civil law
- C. Criminal justice terminology and concepts

### III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #5

### IV. REQUIRED LEARNING ACTIVITIES

None

### V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on introduction to criminal law.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #06: CRIMES AGAINST PROPERTY

July 1, 1993

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### I. INSTRUCTIONAL GOAL

The goal of instruction on **Property Crimes** is to provide students with the ability to recognize when property crimes have occurred, to identify the crimes by their common names, and to classify them as either misdemeanors or felonies.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Theft
- B. Defrauding and innkeeper
- C. Appropriation of lost property
- D. Embezzlement
- E. Forgery
- F. Unauthorized entry of property
- G. Burglary
- H. Possession of burglary tools
- I. Alteration of serial numbers
- J. Receiving stolen property
- K. Vandalism
- L. Cruelty to animals

M. Arson

N. Possession of a firebomb

O. Aid, counsel, or procure the burning of property or land

III. **REQUIRED TESTS**

The POST-constructed knowledge test for Domain #6

IV. **REQUIRED LEARNING ACTIVITIES**

None

V. **HOURLY REQUIREMENTS**

Students shall be provided with a minimum of **8 hours** of instruction on property crimes.

VI. **ORIGINATION DATE**

July 1, 1993

VII. **REVISION DATES**

None



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## SPECIFICATIONS FOR LEARNING DOMAIN #07: CRIMES AGAINST PERSONS

July 1, 1993

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### I. INSTRUCTIONAL GOAL

The goal of instruction on **Crimes Against Persons** is to provide students with the ability to recognize when person crimes have occurred, to identify the crimes by their common names, and to classify them as either misdemeanors or felonies.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Extortion
- B. Assault
- C. Battery
- D. Assault with a deadly weapon
- E. Mayhem
- F. Infliction of corporal injury on a spouse of cohabitant
- G. Hate crimes
- H. Robbery
- I. Kidnapping and false imprisonment
- J. Aiding or encouraging a suicide
- K. Murder
- L. Excusable and justifiable homicide

- M. Manslaughter
- N. Conspiracy to deprive a person of a civil right
- O. Deprivation of a civil right under color of law
- P. Elderly and dependent adult abuse

III. **REQUIRED TESTS**

The POST-constructed knowledge test on Domain #7

IV. **REQUIRED LEARNING ACTIVITIES**

None

V. **HOURLY REQUIREMENTS**

Students shall be provided with a minimum of **8 hours** of instruction on crimes against persons.

VI. **ORIGINATION DATE**

July 1, 1993

VII. **REVISION DATES**

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #08: GENERAL CRIMINAL STATUTES

July 1, 1993

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### I. INSTRUCTIONAL GOAL

The goal of instruction on **General Criminal Statutes** is to provide students with the ability to recognize violations of the statutes, to identify the violations by their common crime names, and to classify them as either misdemeanors or felonies.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Attempt to commit a crime
- B. Conspiracy to commit a crime
- C. Solicitation to commit a crime
- D. Disturbing the peace
- E. Disorderly conduct
- F. Public nuisance
- G. Disturbing a public meeting
- H. Obstructing a sidewalk or street
- I. Gambling

### III. REQUIRED TESTS

The POST-constructed knowledge test on Domain #8

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on general criminal statutes.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #09: CRIMES AGAINST CHILDREN

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Crimes Against Children** is to provide students with:

- A. the ability to recognize crimes against children, to identify the crimes by their common names, and to classify them as either misdemeanors or felonies;
- B. the ability to recognize when an officer can lawfully enter a residence without a warrant to protect an endangered child; and
- C. knowledge of California child abuse reporting requirements.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Child endangerment
- B. Physical abuse of a child
- C. Entry without a warrant to protect an endangered child
- D. Lewd acts upon a child
- E. Annoying or molesting a child
- F. Possession or control of child pornography
- G. Unlawful sexual intercourse
- H. Child abuse reporting requirements

III. **REQUIRED TESTS**

The POST-constructed knowledge test for Domain #9

IV. **REQUIRED LEARNING ACTIVITIES**

None

V. **HOURLY REQUIREMENTS**

Students shall be provided with a minimum of **4 hours** of instruction on crimes against children.

VI. **ORIGINATION DATE**

July 1, 1993

VII. **REVISION DATES**

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #10: SEX CRIMES

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Sex Crimes** are to provide students with:

- A. the ability to recognize when sex crimes have been committed, to identify the crimes by their common names, and classify them as either misdemeanors or felonies; and
- B. knowledge of the conditions that require a person to register as a sex offender.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Assault with intent to commit certain felonies
- B. Indecent exposure
- C. Oral copulation
- D. Sodomy
- E. Incest
- F. Registered sex offenders
- G. Rape
- H. Spousal rape
- I. Penetration with a foreign object
- J. Sexual battery

III. **REQUIRED TESTS**

The POST-constructed knowledge test for Domain #10

IV. **REQUIRED LEARNING ACTIVITIES**

None

V. **HOURLY REQUIREMENTS**

Students shall be provided with a minimum of **4 hours** of instruction on sex crimes.

VI. **ORIGINATION DATE**

July 1, 1993

VII. **REVISION DATES**

None



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## SPECIFICATIONS FOR LEARNING DOMAIN #11: JUVENILE LAW AND PROCEDURE

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Juvenile Law and Procedure** are to provide students with:

- A. an understanding of the purposes of the juvenile court;
- B. knowledge of the scope and authority of the juvenile court;
- C. knowledge of the conditions under which an officer can take a juvenile into custody;
- D. knowledge of a juvenile's constitutional rights;
- E. knowledge of the statutory requirements for segregating juvenile and adult prisoners; and
- F. the ability to recognize the crime of *contributing to the delinquency of a minor*, to identify it by its common name, and to classify it as a misdemeanor.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Purpose of the juvenile court
- B. Authority of the juvenile court
- C. Taking a juvenile into custody
- D. Advising juveniles of their constitutional rights
- E. Segregating juveniles from adult prisoners

F. Contributing to the delinquency of a minor

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #11

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on juvenile law and procedure.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #12: CONTROLLED SUBSTANCES

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Controlled Substances** are to provide students with:

- A. knowledge of the laws relating to the possession, sale, cultivation, manufacture, and transportation of controlled substances;
- B. knowledge of the ways in which different controlled substances are used (e.g., ingested, injected, inhaled);
- C. the ability to recognize controlled substances based on their appearance, odor and packaging; and
- D. the ability to recognize the symptoms associated with the use of different controlled substances.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Laws relating to the possession, sale, cultivation, manufacture and transportation of controlled substances
- B. Methods used to self-administer controlled substances
- C. Appearance, odor, and packaging of controlled substances
- D. Symptom associated with the use of controlled substances

### III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #12

**IV. REQUIRED LEARNING ACTIVITIES**

None

**V. HOURLY REQUIREMENTS**

Students shall be provided with a minimum of **10 hours** of instruction on controlled substances.

**VI. ORIGINATION DATE**

July 1, 1993

**VII. REVISION DATES**

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #13: ABC LAW

July 1, 1993

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### I. INSTRUCTIONAL GOAL

The goal of instruction on **ABC Law** is to provide students with the ability to recognize common violations of the Alcoholic Beverage Control Act and to identify violations by their common crime names.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Sale of alcoholic beverages without a license
- B. Unauthorized alcoholic beverages on premises
- C. Furnishing alcoholic beverages to an intoxicated person
- D. Sale of alcoholic beverages after hours
- E. Sale of alcoholic beverages to a minor
- F. Minor in possession of an alcoholic beverage
- G. Minor present inside and "on-sale" premises
- H. Possession of alcohol on school grounds
- I. Minor displaying false identification
- J. Keeping or permitting a disorderly house
- K. Seizure of alcoholic beverages from a private residence

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #13

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on ABC law.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #15: LAWS OF ARREST

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Laws of Arrest** are to provide students with:

- A. an understanding of the arrest powers of a peace officer including:
  - 1. the discretion that an officer has in making an arrest
  - 2. limits on an officer's discretion
  - 3. the elements of an arrest
  - 4. daytime and night time arrests
  - 5. the information that an officer must provide to an arrested person
  - 6. treatment of an arrested person after the arrest
  - 7. exceptions to a peace officer's arrest powers
  - 8. civil liability;
- B. the ability to recognize when suspects must be provided their Miranda rights;
- C. knowledge of an officer's responsibility where the arrest was made by a private person;
- D. knowledge of the elements required to establish *reasonable suspicion* and *probable cause*;
- E. knowledge of the general conditions of parole and probation;

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Arrest powers of a peace officer
- B. Miranda rights of detainees
- C. Arrest by a private person
- D. *Reasonable suspicion and probable cause*
- E. General conditions of parole and probation

III. REQUIRED TESTS

- A. The POST-constructed knowledge test for Domain #15
- B. An exercise test that requires the student to approach, contact, interview, and interrogate a suspicious person

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on laws of arrest.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None



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## SPECIFICATIONS FOR LEARNING DOMAIN #16: SEARCH AND SEIZURE

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goal of instruction on **Search and Seizure** is to provide students with an understanding of the protection provided by the United States and California Constitutions against *unreasonable* searches and seizures of people, houses, and personal property.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Conditions under which a search can be made
- B. Use of force to prevent the swallowing of evidence
- C. Conditions under which vomiting can be induced to recover evidence
- D. Procedure for obtaining blood and other body fluid samples
- E. Extracting fingerprint evidence
- F. Collecting handwriting exemplars
- G. Field showups

### III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #16

### IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on search and seizure.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #17: EVIDENCE

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Evidence** are to provide students with:

- A. an understanding of the role that evidence plays in a criminal trial;
- B. knowledge of the terminology used by the criminal courts in dealing with different types of evidence; and
- C. knowledge of the rules that must be followed in order for evidence to be introduced at a criminal trial.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Distinction between direct and circumstantial evidence
- B. Types of evidence
- C. Purpose of offering evidence
- D. Criteria for admitting evidence
- E. "Rules of evidence" and their purpose
- F. Evidence terminology
- G. Subpoenas
- H. Burden of proof
- I. Exclusionary rule and its purpose
- J. Hearsay rule and its exceptions

**III. REQUIRED TESTS**

The POST-constructed knowledge test for Domain #17

**IV. REQUIRED LEARNING ACTIVITIES**

None

**V. HOURLY REQUIREMENTS**

Students shall be provided with a minimum of **8 hours** of instruction on evidence.

**VI. ORIGINATION DATE**

July 1, 1993

**VII. REVISION DATES**

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #18: INVESTIGATIVE REPORT WRITING

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Report Writing** are to provide students with:

- A. an understanding of the various uses of police reports which include:
  - 1. Providing information to investigators, prosecutors, defense attorneys, and other entities
  - 2. Assisting officers in refreshing their memory before testifying
  - 3. Use at preliminary hearings by officers testifying to statements made by victims, witnesses, and other involved parties
  - 4. Use by criminal justice researchers to study and report on the activities of the criminal justice system
  - 5. Documentation of events which involve potential civil liability
- B. the ability to write reports that conform to accepted professional standards of quality (e.g., use of first person, use of active voice, etc.):
- C. the ability to take field notes that include the information needed to complete a crime or incident report (e.g., description of suspects, names of victims, and witnesses, etc.);
- D. the ability to reduce observations and other information to clear, concise, logically organized reports that are relatively free of mechanical writing errors;

While the curricula will provide instruction in improving writing skills, the goals of report writing instruction do **not** include the development of basic writing skills. It is assumed that students bring with them a reasonable command of the English language that permits them to write understandable prose.

**II. REQUIRED TOPICS**

- A. How crime, incident, and arrest reports are used by the criminal justice system
- B. Notetaking
- C. Characteristics of an acceptable law enforcement report
- D. Organization and structure of report narratives
- E. Anticipating defenses which are likely to be asserted by a suspect
- F. General content requirements of crime, incident, and arrest reports
- G. Elements of clear writing to include:
  - 1. Active voice versus passive voice
  - 2. First person versus third person
  - 3. Concrete concepts versus abstract concepts
  - 4. Facts versus inferences
  - 5. Chronological sequencing of events
- H. Review of basic writing mechanics to include:
  - 1. Spelling
  - 2. Punctuation
  - 3. Grammar
  - 4. Word choice
  - 5. Syntax

**III. TEST REQUIREMENTS**

The following tests shall be administered:

- A. An exercise test that requires the student to prepare an arrest report as described below.

Given a depiction of an arrest situation which is based upon a POST-developed video re-enactment or scenario, or an equivalent academy-

developed video, simulation, or scenario, the student will generate an acceptable report in class.

To be of sufficient complexity, the report must reflect an arrest situation which minimally incorporates:

1. Elements of a crime
2. Probable cause to stop
3. Probable cause to search/seize
4. Recovery of evidence
5. Probable cause to arrest
6. Admonishment of the suspect, if appropriate

- B. An exercise test that requires the student to prepare an investigative report as described below.

Given a depiction of a criminal investigation which is based upon a POST-developed video re-enactment or scenario, or an equivalent academy-developed video, simulation, or scenario, the student will generate acceptable report in class.

To be of sufficient complexity, the report must reflect a criminal investigation which minimally incorporates:

1. Elements of a crime
2. Statements of victim(s) and/or witness(es)
3. Pertinent crime scene details
4. Physical evidence

To be considered acceptable, each of the reports must meet the following criteria:

1. The writing must be reasonably fluent, well developed, and well organized, showing a sufficient command of the language to communicate the information
2. All essential information, including any facts needed to establish the corpus of the crime, must be included in the report.

3. The report must be free of mechanical errors (i.e., grammar, punctuation, spelling, and word choice) that significantly diminishes its evidentiary value or usefulness.
4. The time required to complete the report must be reasonable and consistent with the expectations of a typical field training program

#### IV. REQUIRED LEARNING ACTIVITIES

Students shall be provide with an opportunity to engage in the following learning activities:

- A. Students will be required to generate five practice reports based on either POST-developed video re-enactments of crimes, investigations or law enforcement-related incidents, or based upon equivalent simulations, scenarios or videotape depictions developed by the academy.
- B. The events selected should require reports reflecting a progressive level of difficulty (e.g. from a simple unwitnessed crime to more complex events involving the articulation of probable cause to stop, probable cause to arrest, statements of witnesses, etc.)
- C. Each learning activity must incorporate:
  1. Generation of appropriate field notes
  2. Generation of a complete report which includes a narrative component
  3. Formal feedback to the student regarding the quality of the report. The purpose of requiring feedback is to provide ongoing evaluation and documentation of student strengths and weaknesses so that the student is able to progressively improve.

Assessment of the practice reports should address:

- a. Fluency and command of the language
- b. Use of active voice
- c. Use of first person
- d. Appropriate sequencing of events



- e. Organization of the report
- f. Inclusion of relevant information
- g. Reference to possible defenses that might be asserted by the suspect
- h. Grammar, punctuation, spelling, word choice and other mechanical elements that adversely impact the evidentiary value of the report

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **36 hours** of instruction on report writing.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #19: VEHICLE OPERATIONS

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Vehicle Operations** are to provide students with:

- A. an understanding of the factors that contribute to traffic collisions and the principles of defensive driving;
- B. knowledge of the affect that speed has on stopping distance and turning radius;
- C. knowledge of the Vehicle Code provisions relating to the operation of an emergency vehicle;
- D. the ability to safely operate a patrol vehicle under emergency conditions (i.e., with red light and siren while responding to a bona fide emergency); and
- E. the ability to conduct a thorough pre-shift vehicle inspection.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Defensive driving
- B. Factors contributing to traffic collisions
- C. High-risk driving maneuvers
- D. Effects of fatigue on driving ability
- E. Use of seat belts
- F. Vehicle dynamics (e.g., stopping distance, turning radius, weight shift, etc.)

- G. Vehicle pursuit policies
- H. Use of emergency warning devices (i.e., red lights and siren)
- I. Vehicle code sections pertaining to the operation of an emergency vehicle
- J. Liability issues
- K. Pre-shift vehicle inspections

### III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #19
- B. An exercise test that requires the student to regain control of a patrol vehicle experiencing a front-wheel skid and a rear-wheel skid
- C. An exercise test that requires the student to regain control of a patrol vehicle experiencing an all-wheel, locked-brake skid
- D. An exercise test that requires the student to demonstrate positioning, weight transfer, throttle control, braking, and steering while putting a patrol vehicle through a series of maneuvers at the direction of an instructor
- E. An exercise test that requires the student to rapidly displace a patrol vehicle to the right, left, and stop
- F. An exercise test that requires the student to demonstrate threshold braking while entering a turn and while bringing a patrol vehicle to a complete stop
- G. An exercise test that requires the student to operate a patrol vehicle under simulated emergency conditions
- H. An exercise test that requires the student to operate a patrol vehicle in the simulated pursuit of another vehicle

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **24 hours** of instruction on vehicle operations.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #20: USE OF FORCE

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Use of Force** are to provide students with:

- A. an appreciation of the important role that training plays in preparing students to cope with dangerous situations and to use force appropriately;
- B. an understanding of the liability associated with the use of force;
- C. knowledge of the conditions under which force can be lawfully used by a peace officer;
- D. knowledge of use-of-force options including chemical agents and the baton; and
- E. the ability to make judgments concerning the level of force justified by any given set of circumstances.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. The effects of training on the ability to cope with danger and use force appropriately
- B. Liability associated with the use of force
- C. Laws governing the use of force by a peace officer
- D. Use of less than lethal force
- E. Justifiable homicide and the *sufficiency of fear* requirement

- F. Factors that must be considered in making the decision to use deadly force
- G. Agency policies on the use of deadly force

III. **REQUIRED TESTS**

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #20
- B. A scenario test that requires the student to respond to simulated encounters with suspects under circumstances that justify varying levels of force

IV. **REQUIRED LEARNING ACTIVITIES**

None

V. **HOURLY REQUIREMENTS**

Students shall be provided with a minimum of **8 hours** of instruction on use of force.

VI. **ORIGINATION DATE**

July 1, 1993

VII. **REVISION DATES**

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #21: PATROL PROCEDURES

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Patrol Procedures** are to provide students with:

- A. an understanding of how an officer prepares for a patrol shift;
- B. an understanding of the factors that affect an officer's observational skills;
- C. an understanding of how different patrol techniques can be used to prevent crime and apprehend offenders; and
- D. the skills required to perform common patrol tasks such as stopping a pedestrian, making a crime broadcast, and handling field contacts with plainclothes officers.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Patrol techniques for preventing crime
- B. Patrol techniques for apprehending offenders
- C. Directed enforcement
- D. Foot patrol and motorized patrol
- E. Patrol patterns
- F. Factor affecting perception
- G. Observation skills
- H. Selecting a patrol strategy

- I. Preparing for patrol
- J. Tactics
- K. Field Encounters with plainclothes officers
- L. Pedestrian stops
- M. Crime scene containment
- N. Press access to closed areas
- O. Releasing information to the press

### III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #21
- B. An exercise test that requires the student to demonstrate the proper mechanical operation of law enforcement radio from a patrol vehicle
- C. An exercise test that requires the student to demonstrated the proper procedures for communicating with a law enforcement radio
- D. An exercise test that requires the student to make a simulated crime broadcast based on a hypothetical set of observations
- E. An exercise test that requires the student to observe a scene or activity, and following a short delay, recall what was observed
- F. An exercise test that requires the student to use a patrol vehicle to safely approach pedestrian suspects

### IV. REQUIRED LEARNING ACTIVITIES

None.



V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on patrol procedures.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #22: VEHICLE PULLOVERS

July 1, 1993

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### I. INSTRUCTIONAL GOAL

The goal of instruction on **Vehicle Pullovers** is to provide students with the skills needed to make safe, lawful, tactically sound vehicle stops.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Types of vehicle stops
- B. Selecting a location
- C. Getting the driver's attention
- D. Use of the spotlight
- E. Stopping and approaching special-purpose vehicles (e.g., campers and vans)
- F. Searching a vehicle
- G. Contacting the violator
- H. Verifying the validity and authenticity of a driver license
- I. Court procedures for processing a citation
- J. Purpose for violator's signature on citation
- K. Laws governing arrest, citation, and release

**III. REQUIRED TESTS**

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #22
- B. An exercise test that requires the student to conduct a search of a motor vehicle
- C. An exercise test that requires the student to determine the acceptability of various types of identification
- D. An exercise test that requires the student to complete a traffic citation
- E. A scenario test that requires the student to make a simulated traffic enforcement stop during daylight hours
- F. A scenario test that requires the student to make a simulated traffic enforcement stop during the hours of darkness
- G. A scenario test that requires the student to make a simulated high-risk stop and safely remove the occupants from the vehicle

**IV. REQUIRED LEARNING ACTIVITIES**

None

**V. HOURLY REQUIREMENTS**

- Students shall be provided with a minimum of **12 hours** of instruction on vehicle pullovers.

**VI. ORIGINATION DATE**

July 1, 1993

**VII. REVISION DATES**

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #23: CRIMES IN PROGRESS

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Crimes in Progress** are to provide students with:

- A. the skills needed to search a building or an open area for a suspect;
- B. an understanding of the factors affecting an officer's response to a crime-in-progress call;
- C. the skills needed to respond appropriately to different types of crimes (i.e., burglary, robbery, and prowler);
- D. the skills needed to respond appropriately to different tactical situations (i.e., barricaded suspect, sniper, firebomb, injury, and intoxicated suspect); and
- E. the skills needed to perform the role of primary and cover officer.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Searching a building for suspects
- B. Searching an open area for suspects
- C. General factors affecting an officer's response to a crime in progress
- D. Crime-specific factors affecting an officer's response to crime-in-progress calls (i.e., burglary, robbery, and prowler)
- E. Responding to specific tactical situations (i.e., barricaded suspect, sniper, firebomb, injury, and intoxicated suspect)
- F. Body armor

G. Role of the primary and cover officer

### III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #23
- B. A scenario test that requires the student to respond to three simulated, crime-in-progress call: Prowler, Burglary, and Robbery
- C. A scenario test that requires the student to search a building and an open area for suspects
- D. A scenario test that requires the student to respond to a simulated tactical problem involving either an ambush or a sniper
- E. A scenario test that requires the student to assume the role of cover officer in the simulated investigation or apprehension of one or more suspects

### IV. REQUIRED LEARNING ACTIVITIES

Student shall be provided an opportunity to wear body armor while engaged in the following activities:

- A. Demonstrating baton techniques
- B. Shooting a handgun and a shotgun
- C. Taking the POST physical abilities test battery
- D. Taking a scenario test

### V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on handling crimes-in-progress calls.

VI. ORINATION DATE

.. July 1, 1993

VII. REVISION DATES

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #24: HANDLING DISPUTES/CROWD CONTROL

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Handling Disputes and Crowd Control** are to provide students with:

- A. an understanding of officers basic responsibilities in handling a dispute;
- B. the skills needed to mediate and resolve disputes;
- C. knowledge of the laws governing certain types of disputes (i.e., disputes involving the repossessions of property and disputes between landlord and tenant);
- D. an understanding of the special circumstances under which law enforcement services can be performed for another agency in response to a request for "mutual aid;" and
- E. an understanding of the principles of crowd management and riot control.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Basic responsibilities of an officer at the scene of a dispute
- B. Tactics for defusing, resolving, mediating disputes
- C. Laws governing repossessions
- D. Laws governing landlord tenant disputes
- E. Mutual aid requests
- F. Principles of crowd management and riot control

**III. REQUIRED TESTS**

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #24
- B. An exercise test that requires the student to participate in the following riot control formations: skirmish line, wedge, diagonal, and column
- C. A scenario test that requires the student to handle a simulated family dispute
- D. A scenario test that requires the student to handle a simulated landlord/tenant dispute

**IV. REQUIRED LEARNING ACTIVITIES**

None

**V. HOURLY REQUIREMENTS**

Students shall be provided with a minimum of **12 hours** of instruction on handling disputes and crowd control

**VI. ORIGINATION DATE**

July 1, 1993

**VII. REVISION DATES**

None



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## SPECIFICATIONS FOR LEARNING DOMAIN #25: DOMESTIC VIOLENCE

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Domestic Violence** are to provide students with:

- A. an understanding of the psychosocial factors, including cultural norms, that influence the frequency and severity of domestic violence;
- B. an understanding of the legislative intent that forms the basis for California domestic violence statutes;
- C. knowledge of the domestic violence statutes and how they are applied by law enforcement officers when they respond to calls involving domestic problems; and
- D. interpersonal and tactical skills needed to safely and effectively handle calls involving domestic problems.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Cultural values that contribute to domestic violence
- B. Impact of alcohol and drug use on domestic violence
- C. Extent and nature of domestic violence
- D. Cycle of violence
- E. Research-based reasons for current domestic violence laws (e.g., the Minnesota study)
- F. Legislative intent
- G. Domestic violence statutes

- H. Court orders
- I. Tenancy issues
- J. Communicating with the perpetrator and the victim
- K. Tactical/safety considerations
- L. Enforcing the law
- M. Assisting victims
- N. Reporting domestic violence

III. **REQUIRED TESTS**

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #25
- B. A scenario test that requires the student to handle a simulated domestic violence incident

IV. **REQUIRED LEARNING ACTIVITIES**

None

V. **HOURLY REQUIREMENTS**

Students shall be provided with a minimum of **8 hours** of instruction on domestic violence.

VI. **ORIGINATION DATE**

July 1, 1993

VII. **REVISION DATES**

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #26: UNUSUAL OCCURRENCES

July 1, 1993

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### I. INSTRUCTIONAL GOAL

The goal of instruction on **Unusual Occurrences** is to provide students with the knowledge and skills needed to react appropriately to events such as earth quakes and floods that threaten public safety.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Events that threaten the public safety (e.g., downed electrical wires, broken gas lines, damaged roads, etc.)
- B. Responsibilities during major disasters
- C. Responsibilities at airplane crash sites
- D. Explosive devices
- E. Extinguishing fires
- F. Entering and searching a burning building

### III. REQUIRED TESTS

- : The POST-constructed knowledge test for Domain #26

### IV. REQUIRED LEARNING ACTIVITIES

None

### V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on unusual occurrences.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #27: MISSING PERSONS

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Missing Persons** are to provide students with:

- A. knowledge of the statutory and regulatory obligations associated with law enforcement's initial response, investigative procedures, and follow-up actions related to a missing person case;
- B. an understanding of the benefits to law enforcement associated with the proper and effective response to a missing person case;
- C. an understanding of the need for sensitivity and effective communication skills when handling a missing person case;
- D. knowledge of methods of conducting searches for a missing person;
- E. knowledge of how to conduct a missing person investigation; and
- F. knowledge of the actions required when a missing person is found.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Background and legislative intent underlying missing person law and regulations
- B. Benefits of exhibiting sensitivity during the law enforcement handling of a missing person case
- C. Benefits to law enforcement resulting from a proper and effective response

- D. Determining if a missing person case exists, and if so, classifying the type of missing person event
- E. Law enforcement acceptance of missing person reports, jurisdictional issues associated with missing person investigations, and notification of involved agencies
- F. Required call priority and response preference associated with a missing person case
- G. Required initial response actions
- H. Factors and situations which influence the nature and extent of a law enforcement response to a missing person case
- I. Methods for locating a missing person and information sources available to investigating personnel
- J. Release requirements associated with dental records, medical records, and photo distribution
- K. Searching for a missing person
- L. Requirements for reporting, investigating and following-up on a missing person cases
- M. Automated information systems related to missing person cases

**III. REQUIRED TESTS**

- The POST-constructed knowledge test for Domain #27

**IV. REQUIRED LEARNING ACTIVITIES**

None

**V. HOURLY REQUIREMENTS**

Students shall be provided with a minimum of **4 hours** of instruction on missing persons.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

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## **SPECIFICATIONS FOR LEARNING DOMAIN #28: TRAFFIC**

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Traffic** are to provide students with:

- A. an understanding of the purpose of traffic laws and traffic law enforcement;
- B. knowledge of the traffic laws commonly enforced by patrol officers; and
- C. the skills needed to safely stop and cite traffic law violators;

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Vehicle code definitions
- B. Vehicle registration violations
- C. Unsafe vehicle violations
- D. Hit and run
- E. Traffic control device violations
- F. Right-of-way violations
- G. Failing to yield to an emergency vehicle
- H. Stopping and turning violations
- I. Speeding
- J. Passing a school bus with flashing lights



- K. Stop violations
- L. Equipment violations
- M. Following too close
- N. Public offenses
- O. Unsafe passing violations
- P. Failing to obey an officer's lawful orders
- Q. Unrestrained occupant
- R. Red signal violation
- S. Pedestrian violation
- T. Officer's duties to a DUI suspect
- U. Driving under the influence (DUI)
- V. Possession of an open alcoholic beverage in vehicle
- W. Authority to remove vehicles from a roadway
- X. Traffic direction hand signals
- Y. Traffic direction using a flashlight
- Z. Traffic control devices
- AA. Preparing a storage and impound report

### III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #28

B. A scenario test that requires the student to conduct a field sobriety test

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **20 hours** of instruction on traffic.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

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## **SPECIFICATIONS FOR LEARNING DOMAIN #29: TRAFFIC ACCIDENT INVESTIGATION**

July 1, 1993

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### **I. INSTRUCTIONAL GOALS**

The goals of instruction on **Traffic Accident Investigation** are to provide students with:

- A. an understanding of the basic concepts that underlie traffic collision scene management;
- B. the skills needed to manage the scene of a traffic collision;
- C. the knowledge and skills needed to investigate a traffic collision, collect evidence, and determine the cause of the collision; and
- D. the knowledge and skills needed to prepare a traffic collision sketch and report.

### **II. REQUIRED TOPICS**

The following topics shall be covered:

- A. Traffic collision scene management
- B. Traffic collision investigation including the collection and preservation of evidence
- C. Preparing a traffic collision sketch
- D. Writing a traffic collision report

### **III. REQUIRED TESTS**

The following tests shall be administered:

- A. An exercise test that requires the student to manage the scene of a simulated traffic collision, investigate the collision, and prepare a report

- B. An exercise test that requires the student to prepare a traffic collision sketch based on a simulated traffic collision scene
- C. An exercise test that requires the student to collect and preserve evidence from a simulated traffic collision scene

**IV. REQUIRED LEARNING ACTIVITIES**

None

**V. HOURLY REQUIREMENTS**

Students shall be provided with a minimum of **12 hours** of instruction on traffic accident investigation

**VI. ORIGINATION DATE**

July 1, 1993

**VII. REVISION DATES**

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #30: PRELIMINARY INVESTIGATION

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Preliminary Investigation** are to provide students with:

- A. the knowledge and skills needed to conduct a preliminary investigation of specific crimes such as child abuse, burglary, and grand theft;
- B. the knowledge and skills needed to conduct a preliminary investigation and assist survivors of a sudden infant death;
- C. the knowledge and skills needed to provide effective courtroom testimony;
- D. the knowledge and skills needed to identify, preserve, document, and collect physical evidence; and
- E. the knowledge and skills needed to conduct an effective preliminary interview.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Identification, preservation, documentation, and collection of physical evidence including:
  - 1. crime scene search techniques
  - 2. crime scene notes
  - 3. crime scene sketches
  - 4. chain of custody

- B. Initial actions to be taken when conducting a preliminary investigation including:
  - 1. generation of a crime scene broadcast
  - 2. controlling access to a crime scene
- C. Interviewing
- D. Courtroom demeanor and testimony
- E. Sources of information
- F. Initial actions to be taken during a preliminary investigation
- G. Techniques for investigating the following types of incidents:
  - 1. auto theft
  - 2. burglary
  - 3. child abuse, neglect, and sexual exploitation
  - 4. felony assault
  - 5. grand theft
  - 6. homicide
  - 7. kidnapping
  - 8. poisoning
  - 9. robbery
  - 10. sexual assault
  - 11. sudden infant death
  - 12. suicide

**13. unattended death****III. REQUIRED TESTS**

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #30
- B. An exercise test that requires the student to systematically search a simulated crime scene and generate crime scene notes and a crime scene sketch
- C. An exercise test which requires the student to locate latent and plastic prints placed on objects of varying texture and color
- D. An exercise test which requires the student to roll a full set of legible fingerprints on a standard fingerprint card
- E. An exercise test which requires the student to complete "chain of custody" forms
- F. An exercise test which requires the student to identify the types of information and community resources that may assist SIDS survivors
- G. A scenario test that requires the student to conduct a preliminary investigation of a simulated crime scene
- H. A scenario test which requires the student to provide or critique testimony at a simulated criminal trial
- I. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of a burglary
- J. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of a grand theft
- K. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of a felonious assault

- L. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of a sexual assault
- M. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of a homicide
- N. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of a suicide
- O. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of either a child abuse, child neglect, or child sexual exploitation

**IV. REQUIRED LEARNING ACTIVITIES**

- A. Participation in an instructor-led discussion relating to actions which should be taken during the preliminary investigation of a SIDS death
- B. Participation in an instructor-led discussion relating to actions which should be taken during the preliminary investigation of a kidnapping
- C. Participation in an instructor-led discussion relating to actions which should be taken during the preliminary investigation of a robbery
- D. Participation in an instructor-led discussion relating to actions which should be taken during the preliminary investigation of an unattended death
- E. Participation in an instructor-led discussion relating to actions which should be taken during the preliminary investigation of an auto theft
- F. Participation in an instructor-led discussion relating to actions which should be taken during the preliminary investigation of a poisoning
- G. Participation in a discussion/critique of one or more simulated interviews or interrogations



V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **31 hours** of instruction on investigation.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #31: CUSTODY

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Custody** are to provide students with:

- A. an understanding of the responsibilities of a custody officer;
- B. an understanding of the custody process including booking and intake; and
- C. knowledge of the laws relating to care, control, and treatment of prisoners including laws governing "strip" searches and laws protecting prisoner's rights.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Assuring that commitment to custody is lawful
- B. An officer's responsibilities during intake
- C. Laws governing the humane treatment of prisoners
- D. Prohibitions against assaulting prisoners
- E. Booking different types of prisoners
- F. Securing weapons before entering jail
- G. Booking sick or injured prisoners
- H. Body and "strip" searches
- I. Constitutional rights of prisoners

J. Prisoner's right to use telephone

K. Prohibition against eavesdropping or recording prisoner's conversations

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #31

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on custody.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #32: PHYSICAL FITNESS/OFFICER STRESS

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Physical Fitness/Officer Stress** are to provide students with:

- A. an understanding of the physical and behavioral ailments for which law enforcement officers may be at high risk;
- B. knowledge of techniques for preventing common ailments including heart disease, stomach ulcers, and low-back injuries;
- C. ability to recognize the symptoms of stress to make use of stress reduction techniques;
- D. knowledge of techniques for managing body composition including diet and exercise;
- E. knowledge of physical conditioning principles;
- F. an appreciation for a healthy life style including a regular program of physical exercise; and
- G. the ability to perform the physically demanding tasks required of a law enforcement officer.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Recognizing and reducing stress
- B. Physical and behavioral problems common to law enforcement officers
- C. The effects of drug use including alcohol and tobacco

- D. Disease prevention
- E. Body composition management - Diet and exercise
- F. Physical conditioning principles

**III. REQUIRED TESTS**

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #32
- B. The POST-developed physical abilities test or an equivalent test approved by POST

**IV. REQUIRED LEARNING ACTIVITIES**

The student shall be required to participate in the POST-developed physical conditioning program

**V. HOURLY REQUIREMENTS**

Students shall be provided with a minimum of **40 hours** of instruction on physical fitness/officer stress. This includes time spent participating in the POST physical conditioning program.

**VI. ORIGINATION DATE**

July 1, 1993

**VII. REVISION DATES**

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #33: PERSON SEARCHES/BATON

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Person Searches/Baton** are to provide students with:

- A. an understanding of how to conduct a person search including a search of a member of the opposite sex ;
- B. an understanding of how to use restraint devices ;
- C. an understanding of how to position and transport prisoners;
- D. the ability to use weaponless defense techniques to control a resisting prisoner or suspect;
- E. the ability to use the baton to control a resisting prisoner or suspect; and
- F. the knowledge and skill needed to act as cover officer while another officer searches a suspect.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Conducting a person search
- B. Searching a person of the opposite sex
- C. Providing cover for the officer doing the search
- D. Use of restraint devices
- E. Transporting prisoners
- F. Weaponless defense

G. Use of the baton

**III. REQUIRED TESTS**

The following tests shall be administered:

- A. An exercise test that requires the student to act as cover officer for another officer searching a suspect
- B. An exercise test that requires the student to search a suspect
- C. An exercise test that requires the student to handcuff single and multiple suspects
- D. An exercise test that requires the student to position prisoners in a vehicle for transportation to another location
- E. An exercise test that requires the student to demonstrate a control hold
- F. An exercise test that requires the student to demonstrate a take down
- G. An exercise test that requires the student to demonstrate the carotid restraint
- H. An exercise test that requires the student to demonstrate a front and rear gun take away from a suspect armed with a handgun
- I. An exercise test that requires the student to demonstrate a gun retention technique with the officer's handgun in hand and in the holster
- J. An exercise test that requires the student to demonstrate the use of the baton

**IV. REQUIRED LEARNING ACTIVITIES**

None

V. **HOURLY REQUIREMENTS**

Students shall be provided with a minimum of **44 hours** of instruction on person searches and use of the baton.

VI. **ORIGINATION DATE**

July 1, 1993

VII. **REVISION DATES**

None



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## SPECIFICATIONS FOR LEARNING DOMAIN #34: FIRST AID AND CPR

July 1, 1993

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### I. INSTRUCTIONAL GOAL

The goal of instruction on **First Aid** and **CPR** is to provide students with the skills and knowledge needed to provide first aid treatment and cardiopulmonary resuscitation in situations likely to be encountered by patrol officers.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Moving a sick or injured person
- B. Treating open wounds
- C. First aid for specific injuries
- D. Injuries to the bone, muscle, and joint
- E. Alcohol and drug toxicity
- F. Head injuries
- G. Diabetic emergencies
- H. Seizures
- I. Stroke
- J. Sudden unconsciousness
- K. Cardiac and respiratory emergencies
- L. Environmental emergencies
- M. Child birth emergencies

N. Laws relating to first aid providers

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #34
- B. An exercise test that requires the student to demonstrate techniques for reducing the risk from infectious diseases
- C. An exercise test that requires the student to demonstrate how to bandage different injuries
- D. An exercise test that requires the student to conduct a primary and secondary survey
- E. An exercise test that requires the student to control bleeding
- F. An exercise test that requires the student to demonstrate basic life support techniques
- G. An exercise test that requires the student to demonstrate an understanding of the emergency medical services (EMS) system
- H. An exercise test that requires the student to treat for shock

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **21 hours** of instruction on first aid and CPR.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #35: FIREARMS/TEAR GAS

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Firearms and Tear Gas** are to provide students with:

- A. an understanding of the operation and nomenclature of semi-automatic and revolver type handguns;
- B. an understanding of the operation and nomenclature of law enforcement shotguns;
- C. knowledge of the effective range and spread of different barrel and load combinations commonly used in law enforcement shotguns;
- D. the ability to use a handgun effectively in combat situations;
- E. the ability to use a shotgun effectively in combat situations; and
- F. the ability to use chemical agents safely and effectively.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Nomenclature and operating characteristics of revolvers and semi-automatic handguns
- B. Nomenclature and operating characteristics of law enforcement shotguns
- C. Care and cleaning of handguns and shotguns
- D. Handgun and shotgun marksmanship
- E. Shooting positions: Handguns and shotguns

- F. Chemical agents
- G. Care and use of gas masks

### III. REQUIRED TESTS

The following tests shall be administered:

- A. An exercise test that requires the student to demonstrate loading, unloading, drawing, holstering and clearing malfunctions in a handgun
- B. An exercise test that requires the student to demonstrate loading, unloading, and clearing malfunction in a shotgun
- C. An exercise test that requires the student to demonstrate care and cleaning of handguns
- D. An exercise test that requires the student to demonstrate good handgun shooting technique including stance, grip, breath control, sight alignment, trigger control and follow through
- E. An exercise test that requires the student to will demonstrate the following handgun shooting positions: crouch, point shoulder, barricade, prone, kneeling, and hip
- F. An exercise test that requires the student to demonstrate good shotgun shooting technique including stance, breath control, point aiming, trigger control and follow through
- G. An exercise test that requires the student to shoot a minimum of 60 rounds and obtain an acceptable score (determined by the academy), under daylight conditions, on a handgun course consisting of single and multiple silhouette targets
- H. An exercise test that requires the student to shoot a minimum of 60 rounds and obtain an acceptable score (determined by the academy), under nighttime conditions, on a handgun course consisting of single and multiple silhouette targets

- I. An exercise test that requires the student to shoot a minimum of 30 rounds and obtain an acceptable score (determined by the academy), under daylight conditions, on a handgun combat range
- J. An exercise test that requires the student to shoot a handgun combat range after being stressed by an anaerobic physical activity and obtain an acceptable score (determined by the academy)
- K. An exercise test that requires the student to shoot a minimum of 30 rounds and obtain an acceptable score (determined by the academy), under nighttime conditions, on a handgun combat range
- L. An exercise test that requires the student to shoot a minimum of six rounds and obtain an acceptable score (determined by the academy) on a shotgun course with single and multiple silhouette targets
- M. An exercise test that requires the student to shoot a minimum of six rounds and obtain an acceptable score (determined by the academy), under nighttime conditions, on a shotgun course with single and multiple silhouette targets
- N. An exercise test that requires the student to put on, clear, and remove a gas mask

IV. REQUIRED LEARNING ACTIVITIES

The student shall be exposed to a chemical agent

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **60 hours** of instruction on firearms and chemical agents.

VI. ORIGATION DATE

July 1, 1993

**VII. REVISION DATES**

None

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## **SPECIFICATIONS FOR LEARNING DOMAIN #36: INFORMATION SYSTEMS**

July 1, 1993

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### **I. INSTRUCTIONAL GOALS**

The goals of instruction on **Information Systems** are to provide students with:

- A. an understanding of the type of information contained in the state and national information systems available to California law enforcement agencies;
- B. knowledge of the minimum information requirements for generating a system inquiry;
- C. an understanding of the laws relating to access and dissemination of information from the system; and
- D. an understanding of the policies and procedures of the Department of Justice governing use of the system.

### **II. REQUIRED TOPICS**

The following topics shall be covered:

- A. California Penal Code and California Government Code sections governing access and dissemination of information from the system
- B. Department of Justice policies and procedures governing access, dissemination, and verification of system information
- C. National Crime Information Center (NCIC) policies and procedures governing access, dissemination, and verification of system information
- D. Information services available to law enforcement agencies from the following systems:
  - 1. California Law Enforcement Telecommunications System (CLETS)



2. Criminal Justice Information System (CJIS)
3. National Law Enforcement Telecommunications System (NLETS)
4. National Criminal Information System (NCIC)

E. The minimum information needed to search the criminal justice database for information about persons, vehicles/vessels, property, and firearms.

### III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #36

### IV. REQUIRED LEARNING ACTIVITIES

Students shall participate in an instructor-led discussion of how to use the criminal justice information system to retrieve specific types of information. The instructor will describe a hypothetical investigation and the students will discuss how the system could be used to retrieve information needed by the investigators. A variety of methods (e.g., videotape depictions or simulations) can be used to present the hypothetical investigation to the students.

### V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on information systems.

### VI. ORIGINATION DATE

July 1, 1993

### VII. REVISION DATES

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #37: PERSONS WITH DISABILITIES

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Persons with Disabilities** are to provide students with:

- A. the ability recognize the hearing and visually impaired and to respond appropriately;
- B. knowledge of the laws relating to the hearing and visually impaired;
- C. the ability to recognize and respond appropriately to persons who are subject to detention under Section 5150 of the Welfare and Institutions Code;
- D. the ability to recognize and respond appropriately to persons exhibiting the symptoms of a mental illness;
- E. the ability to recognize and respond appropriately to a person exhibiting the symptoms of a developmental disability;
- F. knowledge of the community resources available to persons with a mental illness or developmental disability; and
- G. the ability to recognize the symptoms of postpartum psychoses and respond appropriately.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Recognizing and communicating with the hearing impaired
- B. Recognizing and communicating with the visually impaired
- C. Provisions of law dealing with the hearing and visually impaired

- D. Section 5150 of the Welfare and Institutions Code
- E. Symptoms associated with mental illnesses
- F. Symptoms associated with developmental disabilities
- G. Postpartum psychosis

**III. REQUIRED TESTS**

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #37
- B. A scenario test that requires the student to respond appropriately to a person simulating a mental illness

**IV. REQUIRED LEARNING ACTIVITIES**

None

**V. HOURLY REQUIREMENTS**

Students shall be provided with a minimum of **4 hours** of instruction on persons with disabilities.

**VI. ORIGINATION DATE**

July 1, 1993

**VII. REVISION DATES**

None

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## **SPECIFICATIONS FOR LEARNING DOMAIN #38: GANGS**

July 1, 1993

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### **I. INSTRUCTIONAL GOALS**

The goals of instruction on **Gangs** are to provide students with:

- A. knowledge of the types of gangs common to California;
- B. an understanding of reasons why people join gangs;
- C. an understanding of gang culture;
- D. knowledge of the relationship between gang membership and criminal activity; and
- E. an understanding of the law enforcement methods that are useful in reducing gang activity.

### **II. REQUIRED TOPICS**

The following topics shall be covered:

- A. Types of gangs and examples
- B. How gangs attract and hold members
- C. Gang culture
- D. Gangs and criminal activity
- E. Enforcement methods

### **III. REQUIRED TESTS**

The POST-constructed knowledge test for Domain #38

IV. **REQUIRED LEARNING ACTIVITIES**

None

V. **HOURLY REQUIREMENTS**

Students shall be provided with a minimum of **4 hours** of instruction on gangs.

VI. **ORIGINATION DATE**

July 1, 1993

VII. **REVISION DATES**

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #39: CRIMES AGAINST THE JUSTICE SYSTEM

July 1, 1993

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### I. INSTRUCTIONAL GOAL

The goal of instruction on **Crimes Against the Justice System** is to provide students with the ability to recognize when a crime against the justice system has occurred, to identify the crimes by their common crime names, and to classify them as either misdemeanors or felonies.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Bribery
- B. Perjury
- C. Impersonation of an officer
- D. Obstruction of an officer's official duties
- E. Filing a false police report
- F. Refusal to join "posse comitatus"
- G. Unlawful assembly
- H. Disobedience to a dispersal order
- I. Rout and riot
- J. Lynching

### III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #39

**IV. REQUIRED LEARNING ACTIVITIES**

None

**V. HOURLY REQUIREMENTS**

Students shall be provided with a minimum of **4 hours** of instruction on crimes against the justice system.

**VI. ORIGINATION DATE**

July 1, 1993

**VII. REVISION DATES**

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #40: WEAPONS VIOLATIONS

July 1, 1993

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### I. INSTRUCTIONAL GOAL

The goal of instruction on **Weapons Violations** is to provide students with the ability to recognize when a weapons violation has occurred, to identify the crimes by their common names, and to classify them as misdemeanors or felonies.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Drawing or exhibiting a firearm
- B. Shooting at an inhabited dwelling
- C. Possession of a switchblade knife
- D. Possession of a deadly weapon
- E. Possession of a firearm by a felon
- F. Carrying a concealed weapon
- G. Carrying a loaded firearm
- H. Altering serial numbers on a firearm
- I. Possession of tear gas
- J. Weapons on school grounds
- K. Exceptions to concealed firearm law
- L. Deadly weapon/Intent to assault



M. Unsafe storage of a firearm

III. **REQUIRED TESTS**

The POST-constructed knowledge test for Domain #40

IV. **REQUIRED LEARNING ACTIVITIES**

None

V. **HOURLY REQUIREMENTS**

Students shall be provided with a minimum of **4 hours** of instruction on weapons violations.

VI. **ORIGINATION DATE**

July 1, 1993

VII. **REVISION DATES**

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #41: HAZARDOUS MATERIALS

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Hazardous Materials** are to provide students with:

- A. the ability to recognize when a hazardous material incident has occurred;
- B. the knowledge needed to safely handle a hazardous material incident;  
and
- C. the ability to identify hazardous materials using the *Emergency Response Guidebook* (ERG)

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Indicators of hazardous materials
- B. Precautions to take where hazardous materials may be present
- C. Using the ERG to identify hazardous materials

### III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #41
- B. An exercise test that requires the student to participate in a "table-top" exercise simulating a hazardous material incident. Based on the simulation, the student must be able to describe the nature of the hazardous incident, identify appropriate safety precautions, explain how to isolate the scene, and identify the agency that should be contacted for assistance.

IV. **REQUIRED LEARNING ACTIVITIES**

None

V. **HOURLY REQUIREMENTS**

Students shall be provided with a minimum of **4 hours** of instruction on hazardous material.

VI. **ORIGINATION DATE**

July 1, 1993

VII. **REVISION DATES**

None

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## SPECIFICATIONS FOR LEARNING DOMAIN #42: CULTURAL DIVERSITY

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Cultural Diversity** are to provide students with:

- A. knowledge of California laws which define cultural groups;
- B. an understanding of how the cultural composition of California is changing and how this change is impacting the delivery of law enforcement services;
- C. an understanding of the professional benefits of valuing diversity both within a law enforcement organization and within the community it serves;
- D. information concerning the evolution of human rights, the nature and origins of prejudice, the nature and origins of discrimination, and how understanding these issues can contribute to more effective cultural contacts;
- E. an understanding of how current events or recent experiences can shape the attitude of cultural groups towards law enforcement and towards other cultural groups;
- F. an understanding of the difference between cultural stereotyping and law enforcement profiling;
- G. an understanding of principles associated with professional community contacts and techniques for effective interaction with cultural groups; and
- H. an opportunity for individual self-discovery concerning cultural contact experience and personal prejudices.

Instruction described in this domain is designed to provide fundamental instruction on how to professionally interact with a broad spectrum of cultural

groups. Content is intended to compliment locally-developed training which specifically addresses the history, customs, religious conventions, and core values of cultural groups within the community served.

**II. REQUIRED TOPICS**

The following topics shall be covered:

- A. California laws which define a cultural group
- B. Terminology associated with diversity, ethnicity, and human relations
- C. California's cultural past, present, and future
- D. Professional, personal, and organizational benefits of valuing cultural diversity
- E. Historical evolution of human rights in the United States
- F. Definitions of prejudice and discrimination, and the difference between the two
- G. Examples of recent local, regional, national, and international events impacting the attitudes of cultural groups towards law enforcement and towards other cultural groups
- H. The difference between cultural stereotyping and law enforcement profiling
- I. Principles of professional community contacts
- J. Verbal and nonverbal factors which contribute to negative public responses to law enforcement
- K. Strategies for effective cultural contacts

**III. REQUIRED TESTS**

None

**IV. REQUIRED LEARNING ACTIVITIES**

Students shall be provided with an opportunity to engage in the following learning activities:

- A. Given a diagnostic instrument, questionnaire, personal inventory or equivalent method, students will be accorded the opportunity to conduct a self-assessment to determine their own level of cultural sensitivity and experience in interrelating with cultural groups.
1. The learning activity should provide the student with an opportunity to determine their current level of experience in dealing with cultural groups
  2. The learning activity should also serve as a starting point for an instructor-facilitated classroom discussion and/or small group discussions which address perceptions, experiences, fears, and stereotypes concerning contact with cultural groups.

Discussion may include, but is not limited to cultural stereotypes, ethnophobia, homophobia, xenophobia, gender bias, and media impact on cultural perceptions

- B. Given a minimum of three POST-developed video re-enactments depicting law enforcement contacts with cultural groups, or an equivalent number of simulations, scenarios or video representations provided by the academy, the student must participate in an instructor-led discussion evaluating the appropriateness and professional quality of the contact.

Among the issues which should be addressed are:

1. Any positive or negative behaviors demonstrated by contacting officers
2. The apparent perception of the cultural group regarding the contact
3. Presence or absence of cultural stereotyping
4. The level of cultural understanding demonstrated by the officers

5. The legality of the contact and subsequent actions of the contacting officers
6. The professional, personal, and organizational impact of the contact, either positive or negative
7. Cultural group history, customs, religious conventions, core values, or other perceptions material to the contact

Presentation of the video re-enactments, simulations, or scenarios may be done collectively or may be interspersed throughout the instructional block at the discretion of the instructor.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **16 hours** of instruction on cultural diversity.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Proposed Changes to the Regular Basic Course Performance Objectives		Meeting Date July 22, 1993
Bureau Basic Training Bureau	Reviewed By Robert Fuller	Researched By Shirley Paulson
Executive Director Approval <i>Morgan C. Bohm</i>	Date of Approval 6.30.93	Date of Report
Purpose: <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input checked="" type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Should the Commission approve, subject to a public review process, changes to the basic course performance objectives as enumerated in this report?

BACKGROUND

Assembly Bill 401 of 1991 (Attachment A) amended sections 13500 and 13519.4 of the Penal Code which direct the Commission to adopt racial and cultural diversity training for law enforcement officers in the Basic Course which shall be in effect no later than August 1, 1993. This training must stress understanding and respect for racial and cultural differences, and development of effective, noncombative methods of carrying out law enforcement duties in a racially and culturally diverse environment.

As required in this legislation, the proposed curriculum (Attachment B) was developed with consultation from an ad hoc committee of individuals having an interest and expertise in the field of cultural awareness and diversity (Attachment C). The committee included representatives from the Peace Officer's Research Association of California (PORAC) who sponsored the bill, as well as academy directors, criminal justice educators, community representatives, and other members of law enforcement agencies. The committee enthusiastically endorses the curricula as satisfying the intent of the legislation.

Other proposed changes to the basic course curriculum are the result of regularly scheduled workshops during which performance objectives are updated to reflect emerging training needs, curriculum changes, and changes in the law. As part of this process, POST staff and curriculum consultants (academy instructors and other subject matter experts) thoroughly review each performance objective to determine what revisions are necessary. As a result of recent reviews and the proposed curricula on cultural diversity, revisions are proposed to eleven learning domains or subject areas.



Performance objective changes are categorized in four ways. A description of each category and the number of changes recommended in this report for each category follow:

o Content additions

Performance objectives are added to basic course curriculum when the need for new instructional content is identified. The addition of two new performance objectives and two new learning activities is recommended in this report.

o Content deletions

Performance objectives are recommended for deletion when the curricula is no longer necessary or required information. Three performance objectives are recommended for deletion.

o Substantive revisions

This category is used to describe performance objectives that are modified for specificity, updates in legal references, or clarity for testing purposes. Twenty-three substantive revisions are recommended to existing performance objectives.

o Administrative changes

This category is used to describe changes to performance objectives that occur for administrative reasons, i.e. duplication in instructional content between performance objectives, multiple objectives merged into one, or one objective split into two or more proposed objectives. Another change occurs when instructional material presently tested by a multiple choice or true-false question is proposed to be incorporated into a learning activity or new or revised performance objective tested by exercise or scenario. Twenty-three performance objectives are proposed for deletion in this category. Eight performance objectives and two learning activities are proposed to be added. Although actual performance objectives may be deleted or added, the topics contained in the basic course do not change.

A summary of proposed changes can be found in Attachment D. Attachment E contains the complete text of all proposed changes to basic course performance objectives.

ANALYSIS

Following is an analysis of the most significant changes to performance objectives:

Additions:

o Cultural Diversity

January 1, 1993, Penal Code Sections 13500 and 13519.4 were modified to require POST to develop a mandatory instructional block on racial and cultural diversity for the Basic Course. Since January 1993, POST staff has been working with an interdisciplinary advisory committee to develop the basic course curricula.

Specifically, two highly interactive learning activities are proposed. The first will require students to participate in an in-depth assessment of their own level of cultural sensitivity and experience in interrelating with cultural groups. The other activity will require students to participate in instructor-led discussions after viewing video re-enactments, simulations or scenarios depicting law enforcement contacts with cultural groups. The POST telecourse on cultural diversity contains four segments that have been extracted and will be provided to basic academies for this activity. This instruction is intended to directly complement culturally-specific training already being provided by agency academies and to support instruction provided during subsequent field training or as part of supplemental agency-required instruction.

It is estimated that a minimum of 16 hours will be required to effectively deliver this block of instruction. Instructional time has been included within the minimum hours of the Basic Course as detailed in proposed changes to Commission Procedure D-1 which has been presented as an independent agenda item.

A supporting unit guide has been developed to provide Basic Course instructors with detailed curricula, discussion notes, audio-visual support references, and an extensive bibliography. A week-long cultural diversity instructor training course has also been developed to assist academy instructors who will be providing the material. Presentations of the instructor training course will begin in late July.

o Vehicle Operations

Proposed performance objective 6.4.5 requires the student to identify conditions when/where an officer is exempt from the rules of the road under the provisions of Vehicle Code 21057. This information is directly related to the civil liability of peace officers and their employing agencies. The objective will allow assessment of the student's

understanding of the requirements of Vehicle Code section 21057.

o Information Systems

Proposed performance objective 8.13.7 will require the student to identify the requirements for confirming a computer match in response to a telecommunications inquiry. This knowledge is essential to prevent an unlawful arrest or unlawful seizure of property. Although this information was not previously tested in the basic course, it directly relates to the liability of law enforcement agencies and of individual peace officers.

Deletions:

o Search and Seizure

Performance objectives 4.9.3 and 4.9.4 are proposed for deletion. They require the student to identify the steps necessary to conduct a "photographic lineup" and a regular "standup lineup". This is important information which the student needs to know, although specific local requirements (e.g. numbers and types of photographs needed) differ significantly throughout the state. Therefore, the subject is not amenable to standardized statewide testing. Individual academies, however, may choose to teach this material according to the appropriate local standard.

o Evidence

Performance objective 4.2.1 (privileged relationships) is proposed for deletion. It requires the student to identify specific circumstances under which the privileged communication rule applies. Feedback from legal advisors suggests that this should not be tested in the Basic Course because application differs among local prosecutors. This specific performance objective will not be included in the POST domain test. Individual academies, however, may choose to provide instruction and test this material according to the appropriate local standard.

Substantive Revisions:

As one example, it is proposed that a substantive revision be made to performance objective 6.1.1 which requires the student to identify factors which affect defensive driving. The objective has been expanded to include information in objectives 6.1.2 and 6.1.4 which are proposed for deletion. The consolidation of this objective will eliminate redundancy, clarify content and improve testability.

Substantive revisions of this nature are proposed to twenty-three

performance objectives so they will be clear, specific, complete and contemporary. No loss of instruction will occur.

Administrative Changes:

o Vehicle Operations

Four performance objectives are recommended for deletion. No loss of instructional content will occur, however, because the information in the deleted performance objectives will be incorporated into other performance objectives.

Deleted objectives 6.1.2 and 6.1.4 would be incorporated into modified performance objective 6.1.1. Deleted objective 6.4.2 would be incorporated into modified objectives 6.4.1 and 6.4.4. These consolidations would eliminate redundancy, clarify content, and improve testability. Deleted objective 6.5.1 is presently tested with multiple choice/true-false questions and would be rewritten to require the student to actually conduct a preshift vehicle inspection. Most academies already require this as a preliminary to entering the vehicle. The information in this objective will be contained in modified objective 6.5.2 which requires the student to perform the inspection.

o Missing Persons

Five performance objectives (8.17.1, 7.17.3, 8.17.4, 8.17.7, and 8.17.8) in this subject area are recommended for deletion. No loss of instruction will result from this proposed action because all of these objectives will be rewritten and combined into new objectives 8.17.10, 8.17.11 and 8.17.12. The rewritten information will greatly improve clarity of instruction and testing.

o Investigative Report Writing

Six performance objectives (5.2.1, 5.3.1, 5.4.1, 5.4.2, 5.4.3, and 5.4.5) which are now tested with multiple choice/true-false questions are proposed for deletion. Individually, these objectives require the student to identify particular elements of writing, i.e. uses of notes and reports, misspelled words, active/passive voice, first/third person and grammatical errors. These elements are better evaluated by requiring the student to actually write a report. Although the information will be retained in supporting curricula, it is considered to be enabling information which should not be independently evaluated in a pass-fail test. The elements of writing will continue to be a desired element in all practice reports and reporting exercises required in this domain.

Three performance objectives (5.2.3, 5.4.6 and 5.5.1) which are now tested by requiring the student to participate in an exercise are also proposed for deletion. The elements of the objectives have been integrated into the practice reports and reporting exercises which are proposed to be added to this domain.

A learning activity is proposed to require the student to generate five practice reports which incorporate the generation of field notes. The instructor is required to provide formal feedback to the student regarding the quality of the report.

Proposed performance objectives (5.5.2 and 5.5.3) will require the student to actually generate a report reflecting an arrest situation and a report reflecting a criminal investigation. This is a more appropriate way to test the student's knowledge of the elements of writing a report.

o Information Systems

Performance objectives 8.13.1 and 8.13.2 are proposed for deletion. They are presently tested with multiple choice/true-false questions which require the student to identify statewide information systems (CLETS, CJIS, NLETS, and NCIC), procedures for making inquiries into various law enforcement information systems and capability of cross-referencing the information obtained within these systems. Being able to identify systems and procedures is not very helpful information for new officers. Officers actually need to know what is available from various information systems and what data which is required to retrieve the information. A proposed learning activity to replace these deletions will require the student to participate in an instructor-led discussion which will address that need.

Performance objective 8.13.3 is also proposed for deletion. This objective as presently constructed inappropriately commingles general computer crime, state criminal offender records information, and local criminal justice records management issues which have similar but different elements. This objective would be separated into three proposed performance objectives (8.13.4, 8.13.5 and 8.13.6) for greater clarity and improved testability.

o Person searches/baton/etc.

Performance objective 8.14.1 (principles of searching the opposite sex) is proposed for deletion. This objective is currently tested by multiple choice/true-false questions. Instruction would be better evaluated by requiring the student to actually perform a search. As a result, this

objective is proposed to be incorporated into performance objective 8.18.2, an exercise test which requires the student to actually conduct a simulated search of both male and female suspects. Because this objective specifies a **simulation**, a student may actually search a person of the same sex while pointing out to the instructor the inherent differences in male/female search procedures.

o Firearms/Tear Gas

Performance objective 7.8.2 (characteristics of double 00 buckshot) is proposed for deletion. This information is relevant to the duties of a peace officer, but agencies now use a variety of shotgun loads and 00 buckshot is no longer a statewide standard. As a result, instruction has already been added to the shotgun-related exercise test objectives to address a variety of shotgun loads, their capabilities, and limitations and this multiple choice test objective is no longer desirable.

Summary

Proposed revisions are recommended by staff and curriculum consultants to keep the performance objectives contemporary with new laws and information, and to improve the clarity of performance objectives for instruction and testing purposes. A summary of proposed changes to performance objectives is found in Attachment D. The complete text of performance objectives proposed for deletion, addition, or modification is contained in Attachment E.

All proposed changes to the basic course performance objectives have been reviewed and endorsed by the Consortium of Basic Course Academy Directors.

If the Commission agrees that proposed changes be made, it is proposed that the abbreviated public notice process be used. If no one requests a public hearing, these proposed changes would go into effect 30 days after approval by the Office of Administrative Law. It is also proposed that pursuant to Commission Regulation 1005(a), Performance Objectives to the POST Basic Course be amended to include the recommended revisions. A copy of Regulation 1005(a) and Commission Procedure D-1 are included as Attachment F.

Recommendation

Subject to the results of the proposed Notice of Regulatory Action, approve the revisions to Performance Objectives for the POST Basic Course.

## Assembly Bill No. 401

## CHAPTER 1267

An act to amend Sections 13500 and 13519.4 of the Penal Code, relating to law enforcement.

[Approved by Governor September 30, 1992. Filed with Secretary of State September 30, 1992.]

## LEGISLATIVE COUNSEL'S DIGEST

AB 401, Epple. Law enforcement.

Existing law provides for the 11-member Commission on Peace Officer Standards and Training, the duties of which include the development and dissemination, effective July 1, 1991, of guidelines and training for all law enforcement officers in California who adhere to the standards approved by the commission, on the racial and cultural differences among the residents of this state, as specified.

The bill would increase the membership of the commission to 13 members by increasing the members who are peace officers on the commission from 1 to 3, would provide that racial, gender, and ethnic diversity shall be considered for all appointments to the commission, and would require the peace officer members of the commission to meet specified requirements.

This bill would also provide that (1) the commission shall, instead, develop and disseminate the above specified guidelines and training on or before August 1, 1993; (2) the course of basic training for law enforcement officers shall, no later than August 1, 1993, include adequate instruction on racial and cultural diversity in order to foster mutual respect and cooperation between law enforcement and members of all racial and cultural groups; (3) in developing the training, the commission shall consult with appropriate groups and individuals having an interest and expertise in the field of cultural awareness and diversity; and (4) "culturally diverse" and "cultural diversity" include, but are not limited to, gender and sexual orientation issues.

*The people of the State of California do enact as follows:*

**SECTION 1.** Section 13500 of the Penal Code is amended to read: 13500. There is in the Department of Justice a Commission on Peace Officer Standards and Training, hereafter referred to in this chapter as the commission. The commission consists of 13 members appointed by the Governor, after consultation with, and with the advice of, the Attorney General and with the advice and consent of the Senate. Racial, gender, and ethnic diversity shall be considered for all appointments to the commission.

The commission shall be composed of the following members:  
(1) Two members shall be (i) sheriffs or chiefs of police or peace officers nominated by their respective sheriffs or chiefs of police, (ii) peace officers who are deputy sheriffs or city policemen, or (iii) any combination thereof.

(2) Three members shall be sheriffs or chiefs of police or peace officers nominated by their respective sheriffs or chiefs of police.

(3) Three members shall be a peace officers of the rank of sergeant or below with a minimum of five years' experience as a deputy sheriff, city police officer, marshal, or state-employed peace officer for whom the commission sets standards. These members shall have demonstrated leadership in their local or state peace officer association or union.

(4) One member shall be an elected officer or chief administrative officer of a county in this state.

(5) One member shall be an elected officer or chief administrative officer of a city in this state.

(6) Two members shall be public members who shall not be peace officers.

(7) One member shall be an educator or trainer in the field of criminal justice.

The Attorney General shall be an ex officio member of the commission.

Of the members first appointed by the Governor, three shall be appointed for a term of one year, three for a term of two years, and three for a term of three years. Their successors shall serve for a term of three years and until appointment and qualification of their successors, each term to commence on the expiration date of the term of the predecessor.

The additional member provided for by the Legislature in its 1973-1974 Regular Session shall be appointed by the Governor on or before January 15, 1975, and shall serve for a term of three years.

The additional member provided for by the Legislature in its 1977-78 Regular Session shall be appointed by the Governor on or after July 1, 1978, and shall serve for a term of three years.

The additional members provided for by the Legislature in its 1991-92 Regular Session shall be appointed by the Governor on or before January 15, 1993, and shall serve for a term of three years.

**SEC. 2.** Section 13519.4 of the Penal Code is amended to read: 13519.4. (a) On or before August 1, 1993, the commission shall develop and disseminate guidelines and training for all law enforcement officers in California as described in subdivision (a) of Section 13510 and who adhere to the standards approved by the commission, on the racial and cultural differences among the residents of this state. The course or courses of instruction and the guidelines shall stress understanding and respect for racial and cultural differences, and development of effective, noncombative methods of carrying out law enforcement duties in a racially and culturally diverse environment.

(b) The course of basic training for law enforcement officers shall, no later than August 1, 1993, include adequate instruction on racial and cultural diversity in order to foster mutual respect and cooperation between law enforcement and members of all racial and cultural groups. In developing the training, the commission shall consult with appropriate groups and individuals having an interest and expertise in the field of cultural awareness and diversity.

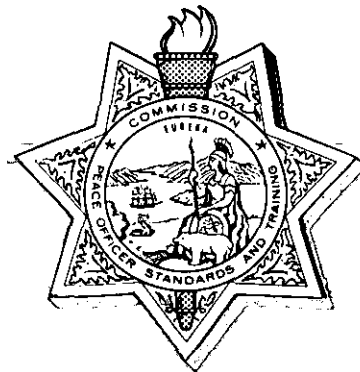
(c) For the purposes of this section, "culturally diverse" and "cultural diversity" include, but are not limited to, gender and sexual orientation issues.

# BASIC COURSE INSTRUCTOR UNIT GUIDE

42

CULTURAL DIVERSITY

August 1993



THE COMMISSION  
ON PEACE OFFICER STANDARDS AND TRAINING  
STATE OF CALIFORNIA



characteristics such as color of skin, ancestry etc.

### Racism

The belief that some races are inherently superior (physically, intellectually, or culturally) to others, and therefore have the right to dominate them. Racism can also be "institutionalized" when:

1. Based on their belief in the inferiority of certain groups, racists justify discriminating against, segregating, and/or scapegoating these groups.
2. Racists, in the name of protecting their race from contamination, justify the domination and sometimes even the destruction of those races they consider inferior.

Racism couples the false assumption that race determines psychological and cultural traits with the belief that one race is superior to another.

### Refugee

A person who flees another country, commonly to avoid religious, political or social persecution; or to flee a natural disaster or other event. Refugee status is distinctly different from an

immigrant status in that the refugee is admitted into the United States under a different section of Immigration law. The Attorney General of the United States can officially grant refugee status.

### Scapegoating

Scapegoating refers to the deliberate policy of blaming an individual or group when the fault actually lies elsewhere. It means blaming another group or individual for things they did not really do. Those that we scapegoat become objects of our aggression in work and deed. Prejudicial attitudes and discriminatory acts lead to scapegoating. Members of disliked groups are denied employment, housing, political rights, or social privileges. Scapegoating can lead to verbal and physical violence, including death.

### Sexual Orientation

In laws and elsewhere, sexual orientation is usually limited to the three possibilities of homosexual, heterosexual and bisexual which together fill the universe of sexual possibilities.

### Sexual Preference

An often used synonym for sexual orientation, however the term incorrectly suggests that sexual orientation is a choice.

### Stereotyping

A stereotype is a preconceived

or oversimplified generalization involving negative beliefs about a particular group. Negative stereotypes are often at the base of prejudice. The danger of stereotyping is that it no longer considers people as individuals, but rather categorizes them as a members of a group who all think and behave the same way. We pick up these stereotypes from what we hear other people say, what we read, and what people around us believe (learned behavior). Although some people would say there are "positive" stereotypes, (e.g. regarding criminal profiles) these would be more properly defined as "informed decisions". An officer's decision to stop a certain car, for example, is based upon a set of articulatable facts, not a stereotype as the term has been defined here.

1. Provides answers to ultimate questions,
2. Sanctions values, goals, and basic institutions,
3. Supports people in times of crises, and
4. Systematizes thinking and the total existence of a people

#### Undocumented Person

A person currently residing in the United States without legal immigration or refugee status.

#### Values

Whatever a person or group judges to be important; this judgement is supported by underlying, emotionally charged attitudes which originate in core beliefs

#### World View

The culturally conditioned view of the total environment shared by the members of a particular culture. It:

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## VIDEOS AVAILABLE TO SUPPORT CULTURAL DIVERSITY TRAINING

The following programs are included in the Video Catalog published by the Commission on Peace Officer Standards and Training and may be used wholly, or in part, to support cultural diversity training efforts. Copies are available from the producers under terms and conditions identified in the catalog.

### **CULTURAL AWARENESS TELECOURSE**

A two hour telecourse which incorporates individual presentations, panel discussions, video scenarios and audience interaction to address law enforcement interaction with cultural groups. Appropriate for all levels and classes of law enforcement personnel.

PRODUCER: Commission on Peace Officer Standards and Training  
2 Hours, 1992

### **CULTURAL AWARENESS: AMERICAN INDIAN CULTURE**

Actor Iron Eyes Cody discusses Indian culture as it pertains to law enforcement. For recruits, in-service officers, investigators, and supervisors.

PRODUCER: Los Angeles Police Department  
13 Minutes, 1983

### **CULTURAL AWARENESS: ARMENIAN CULTURE**

Actor Mike Connors gives an overview of Armenian culture as it pertains to law enforcement. For recruits and in-service officers.

PRODUCER: Los Angeles Police Department  
9 Minutes, 1985

### **CULTURAL AWARENESS: BLACK CULTURE**

Discusses Black culture as it applies to law enforcement. For recruits, in-service officers, supervisors, managers, and administrators.

PRODUCER: Los Angeles Police Department  
10 Minutes, 1984

### **CULTURAL AWARENESS: CHINESE CULTURE**

Discusses Chinese culture as it pertains to law enforcement.

For recruits, in-service officers, investigators, supervisors, managers, and administrators.

PRODUCER: Los Angeles Police Department  
11 Minutes, 1985

**CULTURAL AWARENESS: EAST INDIAN CULTURE**

Discusses East Indian culture as it pertains to law enforcement. For recruits, in-service officers, investigators, supervisors, managers, and administrators.

PRODUCER: Los Angeles Police Department  
10 Minutes, 1986

**CULTURAL AWARENESS: HISPANIC CULTURE**

Actor Ricardo Montalban discusses Hispanic culture in Los Angeles. For civilian employees, recruits, in-service officers, investigators, and supervisors.

PRODUCER: Los Angeles Police Department  
10 Minutes, 1973

**CULTURAL AWARENESS: JAPANESE CULTURE**

Newswoman Joanne Ishimine discusses Japanese culture as it pertains to law enforcement. For civilian employees, recruits, in-service officers, investigators, and supervisors.

PRODUCER: Los Angeles Police Department  
11 Minutes, 1983

**CULTURAL AWARENESS: JEWISH CULTURE**

Actor Hal Linden discusses the various aspects of Jewish culture. For civilian employees, recruits, in-service officers, investigators, and supervisors.

PRODUCER: Los Angeles Police Department  
16 Minutes, 1980

**CULTURAL AWARENESS: KOREAN CULTURE**

Discusses Korean culture and how it pertains to law enforcement. For civilian employees, recruits, in-service officers, investigators, and supervisors.

PRODUCER: Los Angeles Police Department  
12 Minutes, 1983

#### **CULTURAL AWARENESS: MOSLEM CULTURE**

Discusses the Moslem culture and religion as it pertains to law enforcement. For recruits, in-service officers, investigators, supervisors, managers and administrators.

PRODUCER: Los Angeles Police Department  
5 Minutes, 1986

#### **HATE CRIMES TELECOURSE**

A two hour telecourse which contain panel discussions and video scenario related to hate violence. Discusses hate crimes from the perspectives of victimization, prevention, and law enforcement policy making. For in-service officers, supervisors, managers and administrators.

PRODUCER: Commission on Peace Officer Standards and Training  
2 Hours, 1992

#### **HATE CRIMES**

Covers a police officer's duty to fully document and investigate all incidents motivated by prejudice, including graffiti, or non-criminal occurrences. For recruits, in-service officers, supervisors.

PRODUCER: Los Angeles Police Department  
1988

#### **HATE CRIMES/RALPH ACT**

Prejudiced-based acts criminal acts are now recorded by law enforcement agencies for statistical purposes. For general public and police personnel.

PRODUCER: San Francisco Police Department  
5 Minutes, 1988

#### **HUMAN RELATIONS**

Two typical patrol related incidents are depicted which display the proper methods an officer should use in dealing with them. Emphasis is placed on the human relations aspect of law enforcement. For recruits, in-service officers, and supervisors.

PRODUCER: Los Angeles Police Department  
9 Minutes, 1991



## **INDOCHINESE CULTURE**

Presents a panel discussion/lecture introduced by a curriculum specialist for the San Diego city schools and paneled by four members of the Indochinese culture in San Diego. A very good orientation to the Indochinese culture. For recruits and in-service officers.

PRODUCER: San Diego Police Department  
56 Minutes, 1983

## **INDOCHINESE CULTURE GUIDE**

Explains three programs created by the San Diego Police Department to aid the Indochinese community: a liaison officer, a cultural guide handbook, and an improved translation network for officer use. For recruits and in-service officers.

PRODUCER: San Diego Police Department, Public Affairs Unit  
7 Minutes, 1983

## **IS THERE A WORLD BETWEEN US?**

Produced to be incorporated into the Department's cultural diversity training and designed to stimulate classroom discussion. Depicts candid comments from citizens and police officer interviews, offering individual opinions as to the performance of the San Diego Police Department. A survey conducted on the San Diego Police Department is also presented. For in-service officers, managers, and administrators.

PRODUCER: San Diego Police Department  
38 Minutes, 1987

## **SKINHEADS**

Mike Fleager of the Orange County Probation Department presents information on skinhead gangs operating in Orange County. For in-service officers and investigators.

PRODUCER: Santa Ana Police Department  
13 Minutes, 1987

## **WITH RESPECT**

Dustin Nguyen, of the TV series drama "21 Jump Street", leads viewers through a series of interviews and re-enactments that explain how an officers can make their jobs easier and more successful in handing contacts with Vietnamese people. Appropriate for all levels and classes of

law enforcement personnel.

PRODUCER: Anaheim Police Department  
19 Minutes, 1990

**WORLD OF GESTURES: CULTURE AND NONVERBAL COMMUNICATION**

This program identifies gestures as a silent language unique to every society. The program discusses gestures from around the world and including familiar American gestures for "OK", "Shame on You", and "Crazy". The program may provide worthwhile insights, but is not designed to address law enforcement tactics.

PRODUCER: University of California Extension Media Center  
2186 Shattuck Avenue, Berkeley, CA 94704  
(510) 642-0460  
25 Minutes

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SUMMARY OF PROPOSED CHANGES TO THE REGULAR BASIC COURSE  
PERFORMANCE OBJECTIVES

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Summary of Proposed Changes to the Regular Basic Course  
Performance Objectives

CULTURAL DIVERSITY

ADDITIONS

- 13.42.01 Student self-assessment  
13.42.02 Student review of cultural contacts

These learning activities satisfy the requirements of recently amended sections 13500 and 13519.4 of the Penal Code.

VEHICLE OPERATIONS

DELETIONS

- 6.1.2 Factors which contribute to traffic collisions  
6.1.4 Effects of fatigue on driving ability  
6.4.2 Conditions under which VC exemptions apply

This information is incorporated into modified performance objectives 6.1.1, 6.4.1 and 6.4.4. These consolidations will eliminate redundancy, clarify content, and improve testability. No loss of instruction will result from this proposed action.

- 6.5.1 Objectives of a pre-shift vehicle inspection

The information in this objective (presently tested by paper/pencil) is proposed to be included in modified objective 6.5.2 which requires the student to perform a pre-shift vehicle inspection. This information can be more effectively taught and evaluated as an exercise.

ADDITION

- 6.4.5 Exemptions to rules of the road

This objective is proposed because the conditions under which an officer operating a patrol vehicle is exempt from the rules of the road under the provisions of Vehicle Code 21057 are directly related to the civil liability of peace officers and their employing agencies. This objective will also allow assessment of the student's understanding of the requirements of Vehicle Code section 21057.

## SUBSTANTIVE REVISIONS

### 6.1.1 Factors which affect defensive driving

This modification will consolidate information contained in objectives 6.1.2 and 6.1.4 which are proposed for deletion. The consolidation of this objective will eliminate redundancy, clarify content, and improve testability.

### 6.1.3 High-risk driving maneuvers

This modification completes the list of driving movements or activities which most frequently contribute to law enforcement vehicle collisions. Minor changes to the wording are proposed to improve clarity.

### 6.1.5 Advantages of using seat belts and air bags

This modification specifies factors regarding the use of safety belts and air bags, clarifies content and improves testability.

### 6.2.2 Factors which affect stopping distance

This modification incorporates information previously contained in the curricula into the body of the objective. The result is improved testability.

### 6.2.3 Effect of speed upon a turning vehicle

This modification is necessary to incorporate an additional factor regarding the effects of speed upon a turning vehicle.

### 6.3.1 Emergency driving policies

This modification adds specific provisions of the Vehicle Code which relate to emergency vehicle operation, resulting in improved clarity and testability.

### 6.3.2 Limitations of emergency warning devices

This modification more accurately identifies the limitations of law enforcement emergency warning devices. This results in improved clarity and testability.

6.4.1      Emergency driving: Exemptions from VC

This modification will permit more effective testing of student understanding of the provisions of Vehicle Code section 21055. A minor change to subsection C of the performance objective will bring the language of the objective into conformance with the language of the Vehicle Code section.

6.4.3      Nonemergency operating conditions

This modification will provide for better evaluation of student understanding of Vehicle Code section 21052. Minor word changes will bring the objective into conformance with the language of the code section.

6.4.4      Factors affecting liability under Code 3

This modification adds reference to Vehicle Code section 21807 which was previously contained in performance objective 6.4.2. This information can be more appropriately taught and evaluated in this objective.

6.5.2      Conducting a pre-shift vehicle inspection

This modification requires the student to perform a pre-shift vehicle inspection rather than answer a true/false question as required in objective 6.5.1 which is proposed for deletion. This information can be more effectively taught and evaluated as an exercise.

6.6.1      Vehicle control

This modification adds specific terminology which clarifies the skill which is to be evaluated.

6.7.1      Code 3 operation

This modification clarifies language and adds another element which relates to the operation of a law enforcement vehicle under emergency conditions.

6.7.2      Controlled speed pursuit

This modification clarifies language and adds a specific hazard which relates to the operation of a law enforcement vehicle engaged in a pursuit.



## MISSING PERSONS

### DELETIONS

- 8.17.1 Investigating a missing person case
- 8.17.3 Nature and level of missing person response
- 8.17.4 Steps for initiating a missing person search
- 8.17.7 Law: Initial handling of missing person cases
- 8.17.8 Law: Follow-up on missing person cases

These performance objectives, as written, do not adequately measure the student's ability to make appropriate determinations in missing person cases. Therefore, the information in these performance objectives is rewritten for improved clarity of instruction and testing and included in proposed new performance objectives 8.17.10 and 8.17.11. No loss of instruction results from this action.

### ADDITIONS

#### 8.17.10 Categories of missing persons

The information relating to categories of missing persons contained in objective 8.17.1, proposed for deletion, is rewritten and presented as one performance objective to clarify for improved instruction and testing. No loss of instruction will result from this action.

#### 8.17.11 Response to a missing person incident

This objective contains information in objectives 8.17.1, 8.17.3, 7.17.4 and 8.17.7 which are proposed for deletion and adds new information regarding the Missing Unidentified Persons System (MUPS). Information modified and consolidated in this manner will clarify for instruction and testing.

#### 8.17.12 Legal requirements of follow-up

The information relating to follow-up on missing persons contained in objective 8.17.8, proposed for deletion, is rewritten and presented as one performance objective to clarify for improved instruction and testing. No loss of instruction will result from this action.

## SUBSTANTIVE REVISION

### 8.17.9 Procedures for searching for a missing child

Test items for this objective are poor and do not appear to measure whether a student really knows how to search for a child reported missing. Modification of this objective improves clarity for instruction and testing. No loss of instruction will result from this proposed action.

## INVESTIGATIVE REPORT WRITING

### DELETIONS

- 5.2.1 Uses of field notes
- 5.3.1 Uses of police reports
- 5.4.1 Spelling job-related words
- 5.4.2 Distinguishing between active and passive voice
- 5.4.3 Correcting faulty sentence structure
- 5.4.5 Distinguishing between first and third person

These objectives are now tested with multiple choice/true-false questions. Individually, they require the student to identify particular elements of writing, i.e. uses of notes and reports, misspelled words, active/passive voice, first/third person and grammatical errors. These elements, are better evaluated by requiring the student to actually write a report. Although the information will be retained in supporting curricula, it is considered to be enabling information which should not be independently evaluated in a pass-fail test.

- 5.2.3 Field notetaking
- 5.4.6 Chronological ordering of events
- 5.5.1 Report writing

This information is presently tested by requiring the student to participate in an exercise, but the requirements of this exercise have been integrated into the five practice reports and two reporting exercises which are proposed to be added to this domain.

### ADDITIONS

- 5.5.2 Report resulting from an arrest situation
- 5.5.3 Report resulting from a criminal investigation

These proposed performance objectives contain information from objectives proposed for deletion, but will be consolidated and require the student to

actually generate a report reflecting an arrest situation and a report reflecting a criminal investigation. This is a more appropriate way to test the student's knowledge of the elements of writing a report.

13.18.01 Writing reports

A learning activity is proposed to require the student to generate five practice reports and incorporate the generation of field notes. The learning activity is designed to incorporate quality elements previously contained in objectives proposed for deletion and to help the student develop knowledge and skills necessary to generate an acceptable report. The instructor is required to provide formal feedback to the student regarding the quality of the report.

**SEX CRIMES**

**SUBSTANTIVE REVISIONS**

- 3.28.1     Indecent exposure
- 3.28.3     Oral copulation
- 3.28.4     Sodomy
- 3.29.1     Rape
- 3.29.3     Penetration with foreign object
- 3.29.4     Sexual battery

These proposed changes will make the references to Penal Code sections in these objectives specific to the information a regular peace officer would be expected to know. Penal Code subsections would be specifically identified so that the student is not tested on subsections that are irrelevant to the job.

3.28.12    Registered sex offender

This proposed change will provide greater clarity and improve testability of the objective.

**INFORMATION SYSTEMS**

**DELETIONS**

- 8.13.1     Using law enforcement information systems
- 8.13.2     Directly accessible information systems

These objectives are presently tested with multiple choice/true-false questions which require the student to identify specific procedures and systems. This does not provide new officers with the information they need

to know which is how to access the systems and what information they need. This information will be included in a proposed learning activity.

8.13.3 Disseminating telecommunications information

This objective presently commingles different elements which would be separated into three proposed new performance objectives. Separation will provide greater clarity and improve testability.

ADDITIONS

8.13.4 Gaining computer information in an unauthorized manner

8.13.5 Release of state criminal records

8.13.6 Release of local criminal records

These proposed new objectives separate the information in performance objective 8.13.3 which is proposed for deletion. Separation will provide greater clarity and improve testability.

8.13.7 Confirming computer information

This new objective would require students to identify the requirements for confirming a computer match in response to a telecommunications inquiry. This knowledge is essential to prevent an unlawful arrest or unlawful seizure of property. Although this information was not previously tested in the basic course, it directly relates to the liability of law enforcement agencies and of individual peace officers.

13.36.01 Making inquiries into a law enforcement telecommunication system

This learning activity will replace subject matter which is currently contained in objectives 8.13.1 and 8.13.2 which are proposed for deletion. Those performance objectives require the student to identify specific procedures for making inquiries into law enforcement information systems, to identify cross-referencing capability, and to identify which systems are directly accessible to California law enforcement. This proposed activity incorporates this information and focuses on the essential information the basic recruit officer needs which is to identify what information a given system contains and what information is needed to retrieve relevant data.

## SEARCH AND SEIZURE

### DELETIONS

- 4.9.3      Conducting photographic identification  
4.9.4      Conducting a lineup

This is information which the student does need to know. However, differences in local policies prevent development of a defensible statewide test. The domain training specifications will require instruction, but POSTRAC testing would not be required.

### EVIDENCE

#### DELETION

- 4.2.1.1      Privileged relationships

This performance objective requires the student to identify circumstances under which the privileged communication rule applies. Feedback from legal advisors suggests that this should not be covered as basic course subject matter because it is rarely relevant to field officers and is dependent upon local application. The information will be retained in supporting curricula, but the student will not be tested.

### PERSON SEARCHES/BATON/ETC.

#### DELETION

- 8.14.1      Principles of searching the opposite sex

This information is retained in the curriculum but will be merged with performance objective 8.18.2 which requires the student to conduct a simulated search of both a male and female suspect. Requiring the student to demonstrate a search is a more effective way to teach and evaluate the ability.

#### SUBSTANTIVE REVISION

- 8.18.2      Search and control techniques

This modification is a minor change to clarify that the demonstration of a search of opposite sex suspects may be made in a simulated situation.

## FIREARMS/TEAR GAS

### DELETION

#### 7.8.2 Characteristics of double 00 buckshot

Although relevant to the duties of a peace officer, agencies now use a variety of shotgun loads and 00 buckshot is no longer a state standard. Instructors are already required to address ammunition characteristics in other exercise objectives.

TEXT OF PROPOSED CHANGES TO BASIC COURSE PERFORMANCE OBJECTIVES

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Text of Proposed Changes to Regular Basic Course  
Performance Objectives

CULTURAL DIVERSITY

ADDITIONS

13.42.01 Given a diagnostic instrument, questionnaire, personal inventory or equivalent method, students will be accorded the opportunity to conduct a self-assessment to determine their own level of cultural sensitivity and experience in interrelating with cultural groups.

1. The learning activity should provide the student with an opportunity to determine their current level of experience in dealing with cultural groups.
2. The learning activity should also serve as a starting point for an instructor-facilitated classroom discussion and/or small group discussions which address perceptions, experiences, fears, and stereotypes concerning contact with cultural groups.

Discussion may include, but is not limited to cultural stereotypes, ethnophobia, homophobia, xenophobia, gender bias, and media impact on cultural perception.

13.42.02 Given a minimum of three POST-developed video re-enactments depicting law enforcement contacts with cultural groups, or an equivalent number of simulations, scenarios or video representations provided by the academy, the student must participate in an instructor-led discussion evaluating the appropriateness and professional quality of the contact.

Among the issues which should be addressed are:

1. Any positive or negative behaviors demonstrated by contacting officers
2. The apparent perception of the cultural group regarding the contact
3. Presence or absence of cultural stereotyping
4. The level of cultural understanding demonstrated by the officers
5. The legality of the contact and subsequent actions of the contacting officers



6. The professional, personal, and organizational impact of the contact, either positive or negative
7. Cultural group history, customs, religious conventions, core values, or other perceptions material to the contact

#### VEHICLE OPERATIONS

#### DELETIONS

- 6.1.2 Given a direct question, the student will identify the following factors as those which may contribute to traffic collisions.
  - A. Over-confidence
  - B. Self-righteousness
  - C. Impatience
  - D. Preoccupation
  
- 6.1.4 Given a direct question, the student will identify the following effects of fatigue on perceptual performance.
  - A. Decreased visual efficiency
  - B. Longer perception time
  - C. Longer decision/reaction time
  
- 6.4.2 Given a direct question, the student will identify the exemption requirements of the Vehicle Code regarding the use of red light and siren, under Sections 21055b and 21807.
  
- 6.5.1 Given a direct question, the student will identify the following objectives of a pre-shift vehicle inspection:
  - A. To find and remove any weapons, contraband, and other articles left in the vehicle from the previous shift to prevent prisoners transported during the current shift from credibly disclaiming possession of such articles
  - B. To detect and correct worn, malfunctioning, or improperly maintained equipment
  - C. To inventory the vehicle for first aid kit and other equipment that may be needed during the shift

#### ADDITION

- 6.4.5 Given a word picture depicting an officer operating a patrol vehicle, the student will identify if the officer is exempt from the rules of the road under the provisions of Section 21057 of the Vehicle Code which exempts authorized emergency vehicles from the rules of

the road under the following conditions:

- A. When serving as an escort for preserving life
- B. When escorting supply movements in cases of emergency or war

### SUBSTANTIVE REVISIONS

6.1.1 Given a direct question, the student will identify the following factors which affect components of "defensive driving":

- A. Driver attitude to include:
  - 1. Overconfidence
  - 2. Self-righteousness
  - 3. Impatience
  - 4. Preoccupation
- B. Driver skill to include:
  - 1. The level of the driver's psychomotor skills
  - 2. Understanding and controlling the physical forces acting upon a vehicle (e.g. braking, throttle, steering, etc.)
  - 3. The level of the driver's experience
- C. ~~Vehicle capability~~ Driver condition to include:
  - 1. Decreased visual efficiency as a result of fatigue, illness, etc.
  - 2. Longer perception, decision/reaction time as a result of fatigue, alcohol and drugs
  - 3. Managing physiological and psychological factors (e.g. driver stress, adrenaline flow, peer pressure)
- D. ~~Driving conditions~~ Vehicle capability and condition to include:
  - 1. Level of care provided by driver
  - 2. Mistreatment of vehicle
  - 3. Detection of and provision for proper maintenance
  - 4. Individual characteristics of vehicle (e.g. front wheel drive vs. rear wheel drive)
- E. Driving conditions to include:
  - 1. Weather (e.g. rain, fog, snow)
  - 2. Road surface
  - 3. External actions (e.g. other drivers, pedestrians, animals, etc.)

6.1.3 Given a direct question, the student will identify the following driving movements or activities other factors which most frequently contribute as most frequently contributing to law enforcement vehicle collisions:

- A. Unsafe speed for conditions
- B. Right-of-way violations

- C. Left-hand turns
- D. Backing
- E. Parking
- F. Distractions/inattention

6.1.5 Given a direct question, the student will identify common types of occupant safety devices and their benefits to include: ~~the following reasons for using seat belts.~~

- ~~A. Reduce chances of injury or deaths~~
- ~~B. Provides for better vehicle control~~
- ~~C. Complies with the law and agency policy~~

A. Use of safety belts:

1. Is the simplest and most effective protection against injury or death in a collision
2. Lessens the consequences of the human collision and the organ collision
3. Prevents occupants from striking objects inside the vehicle
4. Provides "ride-down" effect
5. Secures the driver behind the wheel for better vehicle control
6. Complies with law and agency policy (VC 27315.5)
7. Sets a positive example for the public

B. Air bags:

1. Can reduce injury or death
2. Are not a substitute for safety belts (e.g. ejection, secondary impact)
3. Are only effective in frontal crashes

6.2.2 Given a direct question, the student will identify factors which the following conditions which affect the stopping distance of a vehicle: ~~the following conditions which influence the overall "stopping distance" of a vehicle.~~

A. Factors relating to the Driver

1. Perception, decision/reaction
2. Preoccupation (e.g. boredom, distractions, personal problems and concerns)
3. Mental and physical fatigue

B. Factors relating to the Vehicle

1. Overall maintenance
2. Condition of braking system (e.g. overheated brakes, fluid level)
3. Tires (e.g. pressure)

C. Read Factors relating to the braking system

1. ABS
2. Non-ABS

- D. Factors relating to road and weather conditions
  - 1. Presence of materials which will change the coefficient of friction (e.g. sand, mud, gravel, etc.)
  - 2. Weather which will change the coefficient of friction (e.g. water, snow, ice)
  - 3. Type of road surface (e.g. asphalt, concrete, dirt, etc.)
- E. Speed of the vehicle

6.2.3 Given a direct question, the student will identify the effects of speed upon a turning vehicle

- A. Turning radius increases as speed increases and decreases as speed is reduced
- B. Traction limits may be exceeded as speed increases
- C. Weight transfer occurs in opposite direction of turn
- D. Weight transfer increases as speed increases

6.3.1 Given a direct question, the student will identify the following provisions issues which are usually included in addressed by a law enforcement agency's vehicle pursuit emergency driving policy:

- ~~A. The conditions under which a vehicle pursuit may be initiated and when it should be terminated~~
- ~~B. The manner in which emergency equipment (lights and siren) should be used~~
- ~~C. Pursuit procedures~~
- A. That, if available, there be supervisory control of the pursuit (VC 17004.7(c)(1))
- B. That procedures be identified for designating the primary pursuit vehicles and for determining the total number of vehicles to be permitted to participate at one time in the pursuit (VC 17004.7(c)(2))
- C. That procedures be identified for coordinating operations with other jurisdictions (VC 17004.7(c)(3))
- D. That guidelines be identified for determining when the interests of public safety and effective law enforcement justify a law enforcement pursuit and when a vehicular pursuit should not be initiated or should be terminated (VC 17004.7(c)(4))
- E. That guidelines be identified for the proper use of emergency lighting and siren (VC 21806)

6.3.2 Given a direct question, the student will identify the following limitations of law enforcement emergency warning devices-:

- A. During daylight hours, traditional red or blue overhead lights are difficult to see and should be augmented by the patrol vehicle's headlights
- B. ~~At night,~~ Steady burning high beam lamps tend to mask emergency lights and should not be used
- C. High speeds reduce the effectiveness of the siren as a warning device
- D. ~~Emergency lights and siren are not substitutes for caution or driving skill.~~ The audio and visual effects of warning devices can be impaired by physical barriers or other mechanical and/or environmental conditions.

6.4.1 ~~Given a direct question, the student will identify the following situations in which the driver of an authorized emergency vehicle is exempt from the Vehicle Code provisions listed in Section 21055.~~

Given a word picture depicting an officer operating a patrol vehicle, the student will identify if the officer is exempt from the rules of the road under the requirements of Vehicle Code section 21055. Vehicle Code section 21055 exempts authorized emergency vehicles from the rules of the road when the emergency vehicle is displaying a lighted red lamp visible from the front, is sounding a siren as may be reasonably necessary, and when the officer is involved in any one of the following:

- A. Responding to an emergency call
- B. Engaged in a rescue operation
- C. In pursuit of ~~a violator~~ an actual or suspected violator
- D. Responding to a fire alarm

6.4.3 ~~Given a direct question, the student will identify that an officer operating a law enforcement vehicle~~ word picture depicting an officer operating a patrol vehicle under nonemergency conditions, the student will identify if the vehicle is being operated lawfully. An officer operating a patrol vehicle under nonemergency conditions is subject to the same "must comply with the same rules of the road" as any other driver. (Vehicle Code Section 21052)

6.4.4 Given a direct question, the student will identify the following conditions under which an officer or law enforcement agency may be held liable for death, injury, or property damage which occur while an emergency vehicle is being operated with red lights and siren (Code 3).

- A. An officer may be civilly liable if the officer was not in immediate pursuit of a suspect or responding to a bona fide emergency as described in Vehicle Code Section 17004
- B. An officer may be criminally liable if the officer fails to drive with due regard for the safety of others as described in Vehicle Code Sections 21056 and 21807
- C. A law enforcement agency may be civilly liable for death or injury or property damage caused by an employee who negligently or wrongfully operates a motor vehicle as described in Vehicle Code Section 17001
- D. A law enforcement agency may be civilly liable for death or injury or property damage caused by a vehicle being operated by a suspect being pursued by a peace officer unless the agency has adopted a written procedure on vehicle pursuits in accordance with Vehicle Code Section 17004.7

6.5.2 ~~Given a direct question, t~~The student will identify the ~~components of~~ conduct a preshift vehicle inspection.  
The inspection will include:

- A. Mechanical check
- B. Interior check
- C. Exterior check
- ~~D. Required inventory~~

6.6.1 The student will regain control of a vehicle experiencing a ~~front wheel skid and a rear wheel skid.~~

- A. A front wheel skid (understeer)
- B. A rear wheel skid (oversteer)

6.7.1 The student will demonstrate an ability to safely operate and control a law enforcement-equipped vehicle operating under emergency conditions (Code 3) applying proper driving techniques and avoiding potentially hazardous situations, such as road obstacles, cross traffic, pedestrians, road dips, passing on the right, and other ~~obstacles hazards.~~

6.7.2 During a controlled speed pursuit of an instructor-driven vehicle, ~~t~~The student will demonstrate the ability to safely operate and control a law enforcement-equipped vehicle applying proper driving and communication techniques while avoiding potentially hazardous situations such as road obstacles, cross traffic, pedestrians, road dips, passing on the right, and other ~~obstacles hazards.~~ ~~during a controlled speed pursuit of an instructor driven vehicle.~~

## MISSING PERSONS

### DELETIONS

- 8.17.1 Given a direct question, the student will identify procedures required for the initial investigation and response to missing person cases including:
- A. Verify report is a missing person case
  - B. Determine type of missing person case
  - C. Determine if person is at risk
  - D. Obtain description
  - E. Obtain recent photo
  - F. Attempt to locate
  - G. Call a supervisor or investigator if appropriate
  - H. Notify other agencies
  - I. Complete report
- 8.17.3 Given a direct question, the student will identify the influence the following conditions have on the nature and level of response to a report of a missing person:
- A. Age
  - B. Missing person's knowledge of the area
  - C. Suspicious circumstances
  - D. Mental or emotional condition
  - E. Medical or physical condition
  - F. Weather
- 8.17.4 Given a direct question, the student will identify the following steps involved in initiating a search for a missing person.
- A. Make a "Be on the Lookout" broadcast (BOL) by local radio, teletype, etc. The broadcast is required for cases involving children under 12 years of age or persons at risk (Penal Code Section 14205(a))
  - B. Search the area in which the person was last seen, and be alert for signs of violence or foul play
  - C. If the missing person is a child, investigate the possibility of parental abduction
  - D. Contact other law enforcement agencies, search and rescue agencies, news media, state and federal agencies, and volunteer groups for assistance
  - E. Obtain a photograph from the reporting party if the missing person is under 18
  - F. Conduct a department records check in an effort to disclose prior instances where the person reported missing had been reported missing on other occasions

- 8.17.7 Given a direct question, the student will identify the legal requirements for the initial handling of missing person cases including:
- A. Accepting any report regardless of jurisdiction (Penal Code Sections 784.5 and 14205(a))
  - B. Priority of response (Penal Code Section 14205(a))
  - C. Issuance of DOJ release form (Penal Code Section 14206(a)(1))
  - D. Initiating investigation (Penal Code Section 14205(a))
  - E. Children missing under suspicious circumstances (Penal Code Section 14206(a)(2))
- 8.17.8 Given a direct question, the student will identify the legal requirements for handling follow-up of missing person cases including:
- A. Obtaining dental records (Penal Code Sections 14206(a)(1) and (2))
  - B. Confer with coroner or medical examiner (Penal Code Sections 14206(a)(2) and 14206(b))
  - C. Notification of other agencies (Penal Code Sections 14207(a), (b) and (c))
  - D. DOJ/NCIC Reporting (Penal Code Sections 14205(c), 14207(a), (b), and (c))

#### ADDITIONS

- 8.17.10 Given a word picture depicting the circumstances surrounding a possible missing person incident, the student will identify whether or not a missing person situation exists, and if so, what type of incident it would be considered to be under the law
- A. Involuntary missing
  - B. Parental abduction
  - C. Runaway
  - D. Missing, reason unknown
- 8.17.11 Given a word picture depicting a report of a missing person, the circumstances surrounding the disappearance, and the manner in which the officer responded, the student will identify if the response was appropriate
- A. The circumstances depicted should provide the following types of information:
    - 1. The missing person's age (e.g., person is elderly or very young)
    - 2. The missing person's mental and physical health (e.g., person is mentally disabled,



- under a doctor's care, etc.)
3. Length of time the person has been missing
  4. Location of disappearance (e.g., skid row, mountain wilderness, suburb)
  5. Environmental factors (e.g., wind, rain, low temperature, high temperature)
  6. Suspicious circumstances (e.g., evidence of a crime or foul play, no prior history of disappearing)
  7. Mode or modes of transportation available to the missing person

B. The circumstances depicted should require one of the following responses:

1. Made a local "Be on the Lookout" (BOL) broadcast if the missing person was under 12 years of age or at-risk or missing under suspicious circumstances
2. Searched the area in which the person was last seen
3. Investigated the possibility of parental abduction
4. Contacted other agencies (e.g., law enforcement, search and rescue agencies, news media etc.)
5. Obtained a description and a recent photograph of the missing person
6. Conducted a department records check in an effort to develop any additional information regarding the missing person
7. Took the report even if out of the officer's jurisdiction, notified the police or sheriff's department having jurisdiction of the missing person's residence address and where the missing person was last seen. If the missing person was under 12 years of age or was at risk, made the notification within 24 hours of receiving the report
8. Gave priority to the missing person report over property crimes
9. Complied with legal requirements for adding a missing person to or removing a missing person from the Missing Unidentified Persons System (MUPS)
10. If the missing person was under 12 years of age or there was evidence the missing person is at risk, entered the information into the Missing Unidentified Persons Systems (MUPS) within 4 hours
11. If a missing person was found, reported the finding to the agency who took the initial report

12. In the event that a missing person has been found before the officer has made the report to DOJ, the officer shall submit the information related to the incident to DOJ

8.17.12 Given a word picture depicting a missing person who has not been found, the student will identify the appropriate action to take based on the following guidelines and requirements of law:

- A. If the person has been missing for more than 14 days and is under 12 years of age, make sure that dental, medical and photographic records have been obtained
- B. If the person has been missing for more than 14 days, is under 18 years of age, and is determined to be at risk, make sure that dental, medical and photographic records have been obtained
- C. If the person has been missing for more than 30 days, recontact the law enforcement agencies involved in the case and the reporting party to update information
- D. If the person is not found within 45 days, confer with the coroner or medical examiner to determine if the missing person is among the unidentified dead

#### SUBSTANTIVE REVISION

8.19.9 Given a ~~direct question~~ word picture depicting a search for a missing child, the student will identify if the following procedures ~~which should be used when searching for searching~~ for a missing child- were applied:

- A. Determined who last saw was the last person to see the child and where the child and when and where the missing child was last seen
- B. Get Received a thorough description of the missing child (physical characteristics and clothing worn)
- C. ~~Don't~~ Didn't assume that a search done by the child's parents, guardian or babysitter was thorough
- D. Searched all spaces in the house where the child could be concealed (e.g., kitchen cabinets, suitcases, under beds, in closets, and clothes dryers); all places in close proximity to the house including abandoned appliances, ice chests, equipment, vehicles, manholes, entrances to basements and attics, septic tank covers, ponds, pools, crawl spaces, wells in the yard and nearby lots

- E. Be Was alert for signs of violence or foul play
- F. Called for assistance in searching if child is not found

### INVESTIGATIVE REPORT WRITING

#### DELETIONS

- 5.2.1 Given a direct question, the student will identify the following uses of field notes:
  - A. Basis for writing reports
  - B. Reduces the need to recontact parties involved
  - C. Provides a greater degree of accuracy relative to times, statements, and events
- 5.3.1 Given a direct question, the student will identify the following uses of police reports:
  - A. Used as a primary source of information by investigators, prosecutors, and defense attorneys
  - B. Used by officers to refresh their memory before testifying at trial
  - C. Used at preliminary hearings by officers testifying to statements made by victims, witnesses and other involved parties
  - D. Used by criminal justice researchers to study and report on activity in the criminal justice system
- 5.4.1 Given a list of job-related words, the student will identify any words which are spelled incorrectly.
- 5.4.2 Given a sentence written in active or passive voice, the student will identify verb choice as either active or passive.
- 5.4.3 Given sentences which contain grammatical errors, the student will identify the errors. The following types of errors will be included:
  - A. Sentence fragments
  - B. Run-on sentences
  - C. Comma splices
  - D. Subject-verb agreement
  - E. Punctuation
- 5.4.5 Given a sentence written in the first or third person, the student will identify the subject of the sentence as either first person or third person.
- 5.2.3 Given simulated police situations, the student will demonstrate the ability to take neat and accurate notes.

- 5.4.6 Given a series of events, the student will, to the satisfaction of the instructor, place them in chronological order.
- 5.5.1 Given a simulated crime scene, the student will collect information, organize it, and write a crime report which meets the following standards:
- A. During a preliminary investigation, all relevant evidence available at the scene will be collected
  - B. The information collected at the crime scene will be logically organized (e.g., chronologically)
  - C. All information fields on the crime report form will be accurately completed
  - D. The report narrative will clearly and concisely describe the results of the investigation
  - E. The report shall be free of mechanical errors which create ambiguity or interfere with clarity
  - F. The report will be written in a style which communicates directly and minimizes ambiguity (i.e., a first person account written, where appropriate, in the active voice without the use of slang, jargon or non-standard abbreviations)

#### ADDITIONS

- 5.5.2 Given a depiction of an arrest situation which is based upon a POST-developed video re-enactment or scenario, or an equivalent academy-developed video, simulation, or scenario, the student will generate an acceptable report in class. The report must reflect an arrest situation which minimally incorporates:
- A. Elements of a crime
  - B. Probable cause to stop
  - C. Probable cause to search/seize
  - D. Recovery of evidence
  - E. Probable cause to arrest
  - F. Admonishment of the suspect, if appropriate

To be considered acceptable, the report must meet the following criteria:

- A. The writing must be reasonably fluent, well developed, and well organized, showing a sufficient command of the language to communicate the information
- B. All essential information, including any facts needed to establish the corpus of the crime, must be included in the report
- C. The report must be free of mechanical errors (i.e., grammar, punctuation, spelling, and word

choice) that diminish its evidentiary value or usefulness

- D. The time required to complete the report must be reasonable and consistent with the expectations of a typical field training program

5.5.3 Given a depiction of a criminal investigation which is based upon a POST-developed video re-enactment or scenario, or an equivalent academy-developed video, simulation, or scenario, the student will generate an acceptable report in class. The report must reflect a criminal investigation which minimally incorporates:

- A. Elements of a crime
- B. Statements of victim(s) and/or witness(es)
- C. Pertinent crime scene details
- D. Physical evidence

To be considered acceptable, the report must meet the following criteria:

- A. The writing must be reasonably fluent, well developed, and well organized, showing a sufficient command of the language to communicate the information
- B. All essential information, including any facts needed to establish the corpus of the crime, must be included in the report
- C. The report must be free of mechanical errors (i.e., grammar, punctuation, spelling, and word choice) that diminish its evidentiary value or usefulness
- D. The time required to complete the report must be reasonable and consistent with the expectations of a typical field training program

- 13.18.01 A. Students will be required to generate five practice reports based on either POST-developed video re-enactments of crimes, investigations or law enforcement-related incidents, or based upon equivalent simulations, scenarios or videotape depictions developed by the academy.
- B. The events selected should require reports reflecting a progressive level of difficulty (e.g. from a simple unwitnessed crime to more complex events involving the articulation of probable cause to stop, probable cause to arrest, statements of witnesses, etc.).
- C. Each learning activity must incorporate:
  - 1. Generation of appropriate field notes
  - 2. Generation of a complete report which

- includes a narrative component
3. Formal feedback to the student regarding the quality of the report - The purpose of requiring feedback is to provide ongoing evaluation and documentation of student strengths and weaknesses so that the student is able to progressively improve.

Assessment of the practice reports should address:

- a. Fluency and command of the language
- b. Use of active voice
- c. Use of first person
- d. Appropriate sequencing of events
- e. Organization of the report
- f. Inclusion of relevant information
- g. Reference to possible defenses that might be asserted by the suspect
- h. Grammar, punctuation, spelling, word choice and other mechanical elements that adversely impact the evidentiary value of the report

#### SEX CRIMES

#### SUBSTANTIVE REVISIONS

- 3.28.1 Given a word picture depicting possible indecent exposure, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Sections 314.1 and 314.2)
- 3.28.3 Given a word picture depicting possible oral copulation, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Section 288a(b)(1), 288a(c), 288a(f), 288a(g), and 288a(i))
- 3.28.4 Given a word picture depicting possible sodomy, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Section 286(b)(1), 286(c), 286(f), 286(g) and 286(i))
- 3.28.12 ~~Given an offender's criminal record and place of residence, the student will identify if the offender a situation where an officer encounters a person who is required to register as a sex offender, where the offender is required to register, and identify the~~

~~public official with whom the offender must register.~~  
the student will identify if the offender is registered  
as required by Penal Code Section 290(a). These  
requirements are: (Penal Code Section 290(a))

- A. Registration with chief of police or sheriff within 14 days of moving to a new jurisdiction
- B. Registration with the chief of police or sheriff within 10 days of changing addresses within the same jurisdiction

- 3.29.1 Given a word picture depicting a possible rape, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Section 261(a)(1), 261(a)(2), 261(a)(3), 261(a)(4))
- 3.29.3 Given a word picture depicting a possible penetration of genital or anal openings by foreign object, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Section 289(a), (b), (d), (e), (j))
- 3.29.4 Given a word picture depicting a possible sexual battery, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Section 243.4(a) and 243.4(d))

#### INFORMATION SYSTEMS

##### DELETIONS

- 8.13.1 Given a direct question, the student will identify the procedures for making inquiries into law enforcement information systems and the capability of cross-referencing the information obtained within these systems for:
- A. Wants and warrants
  - B. Stolen property - includes vehicles and firearms
  - C. Criminal histories
  - D. DMV information
  - E. Miscellaneous
- 8.13.2 Given a direct question, the student will identify the following statewide information systems which are directly accessible to California law enforcement.
- A. CLETS (California Law Enforcement Telecommunications System)

- B. CJIS (Criminal Justice Information System)
- C. NLETS (National Law Enforcement Telecommunications system)
- D. NCIC (National Crime Information Center)

8.13.3 Given a word picture depicting a person attempting to obtain, verify, or disseminate telecommunications information, the student will identify if the information can be lawfully exchanged. (Penal Code Sections 502, 11142, 11143, 13302, 13303, 13304, and Government Code Section 6200)

**ADDITIONS**

8.13.4 Given a word picture depicting a possible computer crime involving tampering, interfering, damaging or accessing information in an unauthorized manner by law enforcement personnel, the student will identify if a crime has occurred. (Penal Code Section 502)

8.13.5 Given a word picture depicting a possible unlawful release or receiving of state Criminal Offender Record Information (CORI), the student will identify if a crime has occurred. (Penal Code Sections 11142 and 11143)

8.13.6 Given a word picture depicting a possible unlawful release or, receiving of local Criminal Offender Record Information (CORI), the student will identify if a crime has occurred. (Penal Code Sections 13302, 13303, and 13304)

8.13.7 Given a word picture depicting a situation in which an officer obtains an apparent computer match to an inquiry regarding a person or property, the student will identify whether or not confirmation was necessary, and if so, was it obtained according to Department of Justice requirements. The requirements are:

1. That efforts were made to verify the information and match (e.g. details such as accuracy of the license plate run, date of birth, consistency of the physical description, etc.)
2. That the officer ensured that confirmation occurred with the originating agency to verify that the person or property is still wanted
3. That confirmation occurred before an arrest or before the confiscation of property in response to the computer match

13.36.01 Given a series of simulations, scenarios, video



representations, word pictures or other sets of facts depicting incidents which involve the need to make an inquiry into a law enforcement telecommunication system, the student must participate in an instructor-led discussion which addresses the type of information available from the system and the minimum data required to obtain it.

The inquiries must address the following information categories:

1. Persons
2. Vehicles/Vessels
3. Property
4. Firearms

### **SEARCH AND SEIZURE**

#### **DELETIONS**

4.9.3 Given a direct question, the student will identify the steps necessary to conduct a "photographic identification" in a manner that would make the results admissible.

- A. Obtain a description of the suspect from the witness before the photographic lineup
- B. Use a recent photograph of the suspect
- C. Select photographs of persons with physical characteristics similar to the suspect's for inclusion in the set of photographs to be viewed by the witness
- D. Use an appropriate number of photographs (i.e., six or more) and identify each photograph by number.
- E. Do not lead the witness
- F. Tell the witness that the picture of the person who committed the crime may or may not be among -- the photographs
- G. If the witness picks a photograph, ask the witness to initial the back of the photograph
- H. Record the witness' exact words and read them back to the witness to be sure the words have been recorded accurately
- I. Do not discuss with the witness whether or not the witness selected the suspect's photograph

4.9.4 Given a direct question, the student will identify the steps necessary to conduct a lineup in a manner that would make the results admissible.

- A. Obtain a description of the suspect before the lineup
- B. Arrange to record the statements of those present

- at the lineup
- C. Arrange for the suspect's attorney to attend the lineup
  - D. Include an appropriate number of people in the lineup (i.e., at least six)
  - E. Select people for the lineup with physical characteristic similar to the suspect
  - F. Do not lead the witness.
  - G. Tell the witness that the person who committed the crime may or may not be in the lineup
  - H. Record the witness' exact words and read them back to the witness to be sure the words have been recorded accurately.
  - I. Do not discuss with the witness whether or not the witness selected the suspect

#### **EVIDENCE**

#### **DELETION**

4.2.1 Given a word picture depicting a possible privileged relationship, the student will identify the following circumstances under which the privileged communication rule applies.

- A. Husband and wife (Evidence Code Section 970 and 980)
- B. Attorney and client (Evidence Code Section 950)
- C. Clergyman and confessor (Evidence Code Section 1030)
- D. Physician and patient (Evidence Code Section 990)

#### **PERSON SEARCHES/BATON/ETC.**

#### **DELETION**

8.14.1 Given a description of a situation involving the opposite sex who has been arrested and must be searched, the student will select a course of action consistent with the following principles.

- A. If the opposite-sex suspect is a threat to the arresting officer's safety, the suspect should be searched immediately
- B. If the opposite-sex suspect is not a threat to the arresting officer's safety and a same-sex officer is available, the same-sex officer should search the suspect
- C. If the opposite-sex suspect is not a threat to the arresting officer and a same-sex officer cannot be located, the suspect should be searched by the arresting officer

## SUBSTANTIVE REVISION

8.18.2 ~~Given a simulation,~~ In a simulated situation, the student will safely and effectively conduct the following types of searches, as instructed, of both male and female suspect(s):

- A. Visual
- B. Pat-down/frisk/cursory
- C. Arrest
- D. High risk

The elements of an effective search/pat-down are:

- A. Constant alertness
- B. Proper balance
- C. Self-control
- D. Maintaining a position of control and "advantage"
- E. Thoroughness
- F. Safeguarding of weapons (officer's/suspect's)
- G. Search from the rear
- H. Search with one hand, control with the other
- I. Keep gun out of reach of suspect(s)
- J. Search systematically by use of proper hand technique
- K. If weapon found, notify back-up officer immediately and maintain control of suspect and weapon

The student should also verbally and/or in writing identify the places where dangerous weapons or contraband may be concealed on a suspect's person. These places will minimally include:

- A. Hair
- B. Waistband
- C. Pockets
- D. Groin area
- E. Small of back
- F. Ankles
- G. Pocket books, purses, and wallets
- H. Underarm area
- I. Jewelry
- J. Clothing e.g., shirt cuffs and pant cuffs
- K. Under hats

## FIREARMS/TEAR GAS

### DELETION

- 7.8.2 Given a direct question, the student will identify the following characteristics of Double 00 buckshot in law enforcement shotguns.
- A. Contains nine separate lead spheres, each approximately 33 caliber in size
  - B. Has an effective range of about 40 yards. At close range (i.e., less than 25 feet), 00 buck is extremely lethal and can penetrate a car door. As the range increases, the shot pattern spreads out, covers a larger area, and is less lethal

ATTACHMENT F

This language is predicated upon approval by the Office of Administrative Law of the proposed changes to Regulation 1005 initially published in the Notice Register on February 14, 1992.

Commission on Peace Officer Standards and Training

PROPOSED LANGUAGE

1005. Minimum Standards for Training

(continued)

(Effective incorporation by reference statements remain unchanged, with the exception of the following:)

The document, Performance Objectives for the POST Basic Course (1993) adopted effective \* , January 1993 Supplement incorporated effective April 1993, April Supplement incorporated effective \* , July Supplement incorporated effective \* , are herein incorporated by reference.

\*This date to be filled in by OAL

NOTE: Authority cited: Sections 13503, 13506, and 13510 Penal Code.

Reference: Sections 832, 832.3, 832.6, 13506, 13510, 13510.5, 13511, 13513, 13514, 13516, 13517, 13520 and 13523, Penal Code.

## POST ADMINISTRATIVE MANUAL

### COMMISSION PROCEDURE D-1

## BASIC TRAINING

#### Purpose

**1-1. Specifications of Basic Training:** This Commission procedure implements that portion of the Minimum Standards for Training established in Section 1005(a) of the Regulations which relate to Basic Training. Basic Training includes the Regular Basic Course, District Attorneys Investigators Basic Course, Marshals Basic Course, and Specialized Basic Investigators Course.

#### Training Content and Methodology

**1-2. Requirements for Basic Training Content and Methodology:** The minimum content standards for basic training are broadly stated in paragraphs 1-3 to 1-6. Within each functional area, listed below, flexibility is provided to adjust hours and instructional topics with prior POST approval. More detailed specifications are contained in the document "Performance Objectives for the POST Basic Course - 1989".

Successful course completion requires attendance of an entire course at a single academy except where POST has approved a contractual agreement between academies for the use of facilities. The Law Enforcement Code of Ethics shall be administered to peace officer trainees during the basic course. Instructional methodology is at the discretion of individual course presenters. Requirements and exceptions for specific basic courses are as follows:

- a. For the Regular Basic Course specified in paragraph 1-3, requirements for successful course completion are specified here and in the document "Performance Objectives for the POST Basic Course." For academy classes starting prior to October 1, 1992, successful course completion shall be determined using either the "success criteria" method or the "knowledge domain" method, as described below. For academy classes starting on or after October 1, 1992, successful course completion shall be determined using the "knowledge domain" method.

#### (1) SUCCESS CRITERIA METHOD

Using the "success criteria" method, successful course completion is based upon students meeting the established success criteria specified for all objectives in the document "Performance Objectives for the POST Basic Course." Tracking performance objectives to document student achievement is mandatory; however, the tracking system to be used is optional.

Student success criteria have been established, using a comprehensive field survey, whereby percentiles of 70%, 80%, 90% or 100% were identified for each performance objective. Each student must complete 70% of the performance objectives in the 70 percentile, 80% of those in the 80 percentile, etc. (Note: 100% Performance Objectives are "Must Pass.")

#### (2) KNOWLEDGE DOMAIN METHOD

Using the "knowledge domain" method, successful course completion is based on passing knowledge domain tests and demonstrating proficiency on psychomotor performance objectives. The Basic Course contains two types of performance objectives: (a) objectives which require the students to demonstrate knowledge, and (b) objectives which require the students to demonstrate psychomotor skills. These performance objectives are described in the document "Performance Objectives for the POST Basic Course."

**Requirements for Successfully Completing the Basic Course.** To successfully complete the Basic Course, a student must (a) obtain a score on each POST-constructed knowledge domain test which is equal to or greater than the cut score established by POST, and (b) demonstrate, in an exercise or scenario, the

required psychomotor skills associated with each psychomotor performance objective at a level consistent with adequate performance in the field, as judged by the academy. If a student fails a knowledge domain or psychomotor skills test when first tested, the student will be given only one opportunity (except as noted below) to retake the test.

**Retaking a Knowledge Domain Test.**

Students who fail a knowledge domain test on the first attempt shall be provided with an opportunity to: (a) review their test results in a manner which does not compromise test security; (b) have a reasonable time, established by each academy, to prepare for a retest; and (c) be provided with an opportunity to be retested on the knowledge domain with a POST-constructed, parallel form of the same test. If a student fails the second test, the student shall be dismissed from the academy class in which he or she is currently enrolled unless the student missed instruction relevant to the test in question due to an academy-approved absence, in which case the student may be permitted to retest a second time.

**Retaking a Test on a Psychomotor Objective.** Students who fail to clearly demonstrate proficiency on a psychomotor objective when first tested (as determined by the academy) shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the objective on the second test, the student shall be dismissed from the academy class in which he or she is currently enrolled unless the student missed instruction relevant to the test due to an academy-approved absence, or the student performed marginally (as determined by the academy), in which case the student may be permitted to retake the test a second time. Marginal test performance is performance that does not clearly demonstrate either proficiency or lack of proficiency on the objective.

**Academy Requirements.** POST has established minimum training requirements for the Basic Course. However, POST recognizes that academies must respond to the needs of the local law enforcement agencies which they serve and that this may justify additional training requirements or higher performance standards than those mandated by

POST. Regardless of the method used to determine successful completion of the Regular Basic Course (i.e., the "success criteria" or "knowledge domain" method), the POST-developed physical conditioning program must be followed within Functional Area 12.0. Students must pass a POST-developed physical abilities test as described in the POST Basic Academy Physical Conditioning Manual at the conclusion of the conditioning program as a condition for successful course completion. The use of alternatives to the POST-developed physical abilities test is subject to approval by POST. Course presenters seeking POST approval to use alternative tests shall present evidence that the alternative tests were developed in accordance with recognized professional standards, and that alternative tests are equivalent to the POST-developed test with respect to validity and reliability. Evidence concerning the comparability of scores on the POST-developed test and the proposed alternative test is also required.

- b. For basic courses listed in paragraphs 1-4 and 1-5, the performance objectives of the Regular Basic Course are not required but are illustrative only of the content for the broad functional areas and learning goals specified for each of these basic courses. Successful course completion shall be determined by each course presenter.
- c. For the Specialized Basic Investigators Course specified in paragraph 1-6, performance objectives must be taught and tested as specified in the document "Performance Objectives for the POST Specialized Basic Investigators Course, 1991". Successful course completion is based upon students meeting the established success criteria specified for all objectives in this document. Tracking performance objectives to document student achievement is mandatory; however, the tracking system to be used is optional.

**1-3. Regular Basic Course Content and Minimum Hours:** The Performance Objectives listed in the POST document "Performance Objectives for the POST Basic Course" are contained under broad Functional Areas and Learning Goals. The Functional Areas and Learning Goals are descriptive in nature and only provide a brief overview of the more specific content of the Performance Objectives. The Regular

Basic Course contains the following Functional Areas and minimum hours.

Functional Areas:

1.0 Professional Orientation	11 hours
2.0 Police Community Relations	16 hours
3.0 Law	52 hours
4.0 Laws of Evidence	20 hours
5.0 Communications	32 hours
6.0 Vehicle Operations	24 hours
7.0 Force and Weaponry	54 hours
8.0 Patrol Procedures	125 hours
9.0 Traffic	30 hours
10.0 Criminal Investigation	50 hours
11.0 Custody	4 hours
12.0 Physical Fitness and Defense Techniques	87 hours
Practical Exercise/Scenario Testing	24 hours
Written Examinations:	31 hours

Total Minimum Required Hours  
560 hours

**1-4. District Attorney Investigators Basic Course Content and Minimum Hours:** The District Attorney Investigators Basic Course contains the following Functional Areas and minimum hours. District attorney basic training may be met by satisfactory completion of the training requirements of the Regular Basic Course, plus the satisfactory completion of a certified Investigation and Trial Preparation Course.

Functional Areas:

1.0 Professional Orientation	11 hours
2.0 Police Community Relations	16 hours
3.0 Law	52 hours
4.0 Laws of Evidence	20 hours
5.0 Communications	32 hours
6.0 Vehicle Operations	8 hours
7.0 Force and Weaponry	54 hours
8.0 Custody	4 hours
9.0 Physical Fitness and Defense Techniques	42 hours
*10.0 Field Techniques	79 hours
*11.0 Criminal Investigation and Trial Preparation	50 hours
*12.0 Specialized Investigation Techniques	30 hours
*13.0 Civil Process	20 hours

Practical Exercise/Scenario

Testing  
hours

24

Written Examinations 20 hours

Total Minimum Required Hours 462 hours

\*Functional Areas that form the basis of the POST-certified 80-hour Investigation and Trial Preparation Course.

**1-5. Marshal's Basic Course Content and Minimum Hours:** The Marshal's Basic Course contains the following Functional Areas and minimum hours. Marshals basic training may be met by satisfactory completion of the training requirements of the Basic Course, plus the satisfactory completion of a certified Bailiff and Civil Process Course or the Bailiff and Court Security Course and Civil Process Course.

Functional Areas:

1.0 Professional Orientation	11 hours
2.0 Police Community Relations	16 hours
3.0 Law	37 hours
4.0 Laws of Evidence	20 hours
5.0 Communications	32 hours
6.0 Vehicle Operations	8 hours
7.0 Force and Weaponry	54 hours
8.0 Criminal Investigation	24 hours
9.0 Physical Fitness and Defense Techniques	42 hours
*10.0 Field Techniques	79 hours
*11.0 Custody	19 hours
*12.0 Civil Process	60 hours
*13.0 Bailiff	40 hours

Practical Exercise/Scenarios 24 hours

Written Examinations 20 hours

Total Minimum Required Hours 486 hours

\*Functional Areas that form the basis for the POST-Certified Bailiff and Civil Process Course or the 40-hour Bailiff and Court Security Course and the 40-hour Civil Process Course.

**1-6. Specialized Basic Investigators Course Content and Minimum Hours:** The Performance Objectives listed in the POST Document "Performance Objectives for the POST Specialized Basic Investigators Course" are contained under broad Functional Areas and Learning Goals. The Functional Areas and Learning Goals are descriptive in nature and only provide a brief overview of the more specific content of the Performance Objectives. This course includes the



curriculum of the 40-hour P.C. 832 Laws of Arrest and Firearms Course. Specialized Investigators Basic Training may be met by satisfactory completion of the training requirements of the Regular Basic Course.

**Functional Areas:**

1.0 Professional Orientation	12 hours
2.0 Police Community Relations	16 hours
3.0 Law	42 hours
4.0 Laws of Evidence	18 hours
5.0 Communications	15 hours
*6.0 Deleted	0 hours
7.0 Force and Weaponry	48 hours
8.0 Field Procedures	40 hours
*9.0 (Deleted)	0 hours
10.0 Criminal Investigation	42 hours
*11.0 Custody	1 hours
12.0 Physical Fitness and Defense Techniques	40 hours
13.0 Specialized Investigative Techniques	36 hours
Practical Exercise/Scenario Testing	19 hours
Written Examinations	11 hours
<b>Total Minimum Required Hours</b>	<b>340 hours</b>

\*Since the majority of the Specialized Basic Course is taken directly from the Regular Basic Course, it is important that the two numbering systems correspond.

For that reason Functional Areas 6.0 and 9.0 (Vehicle Operations and Traffic, respectively) are shown deleted. Conversely, a new functional area, 13.0 Specialized Investigative Techniques, has been developed for the Specialized Basic Investigators Course.

**1-7. Basic Complaint/Dispatcher Course:** The Basic Complaint/Dispatcher Course contains the following Functional Areas and minimum hours. This course provides instruction regarding entry-level skills and knowledge to personnel whose duties include receiving emergency calls for service and dispatching law enforcement personnel. With prior POST approval, flexibility shall be granted to adjust hours between functional areas.

**Functional Areas:**

1.0 Professional Orientation	4 hours
2.0 Administration of Justice	4 hours
3.0 Legal Aspects	16 hours
4.0 Telephone Procedures	10 hours
5.0 Radio Procedures	10 hours
6.0 Dispatch Practicals (Role-play exercise)	12 hours
7.0 Stress Management	6 hours
8.0 Telecommunications	6 hours
9.0 Basic Emergency Medical Services Dispatching	4 hours
10.0 Unusual Incidents	6 hours
Examinations	2 hours
<b>Total Minimum Required Hours</b>	<b>80 hours</b>

**Historical Note:**

Subparagraph 1-1 adopted and incorporated by reference into Commission Regulation 1005 effective September 26, 1990.

Subparagraph 1-2 adopted and incorporated by reference into Commission Regulation 1005 effective September 26, 1990.

Subparagraph 1-3 adopted and incorporated by reference into Commission Regulation 1005 on April 15, 1982, and amended on January 24, 1985 and September 26, 1990.

Subparagraph 1-4 adopted and incorporated by reference into Commission Regulation 1005 on April 27, 1983, and amended on January 24, 1985 and September 26, 1990.

Subparagraph 1-5 adopted and incorporated by reference into Commission Regulation 1005 on April 27, 1983, and amended on January 24, 1985, January 15, 1987 and September 26, 1990.

Subparagraph 1-6 adopted and incorporated by reference into Commission Regulation 1005 on October 20, 1983, and amended on- September 26, 1990.

Subparagraph 1-7 adopted and incorporated by reference into Commission Regulation 1018 on December 29, 1988.

Commission on Peace Officer Standards and Training

REGULATORY ACTION: AMEND THE DOCUMENT  
PERFORMANCE OBJECTIVES FOR THE POST BASIC COURSE (1993)

STATEMENT OF REASONS

The Commission on Peace Officer Standards and Training (POST) proposes to revise the document Performance Objectives for the POST Basic Course (1993) which is incorporated by reference into Commission Regulation 1005 (a). These revisions are proposed to accomplish the following goals:

1. Eliminate unnecessary curriculum to increase the legal defensibility of the performance objective-based tests,
2. Include the required curriculum necessary to perform the duties of a patrol officer,
3. Update code or case references, and
4. Clarify instructional intent.

The changes proposed to the performance objective document result from an ongoing review of basic course curriculum by POST staff and curriculum consultants who are either academy instructors or experts in their fields. Their recommended curriculum changes are reviewed by a consortium of POST basic academy directors at regularly scheduled meetings. These changes are then presented to the POST Commission for approval.

Three types of amendments are proposed to the performance objective document:

1. New course content
2. Course content which has been deleted
3. Course content with substantive revisions

NEW COURSE CONTENT

New course content is proposed to add curriculum necessary to enable a patrol officers to perform their duties. Proposed new performance objectives are:

<u>PO #</u>	<u>TOPIC AND JUSTIFICATION</u>
<u>5.5.2</u>	<u>Report resulting from an arrest situation</u>
<u>5.5.3</u>	<u>Report resulting from a criminal investigation</u>

These proposed objectives contain information from objectives proposed for deletion which are tested by true-false/multiple choice. The new objectives require

the student to generate an acceptable report reflecting an arrest situation and an acceptable report reflecting a criminal investigation. Actually writing a report is a more appropriate way to test the student's knowledge of the elements of writing a report.

6.4.5 Exemptions to rules of the road

The conditions under which an officer operating a patrol vehicle is exempt from the rules of the road under the provisions of Vehicle Code 21057 is directly related to the civil liability of peace officers and their employing agencies. This objective would enable assessment of the student's understanding of the requirements of Vehicle Code Section 21057.

8.13.4 Gaining information in an unauthorized manner

8.13.5 Release of state criminal records

8.13.6 Release of local criminal records

These proposed performance objectives separate the information in objective 8.13.3 which is proposed for deletion. Separation will provide greater clarity and improve testability.

8.13.7 Confirming computer information

This proposed objective would require students to identify the requirements for confirming a computer match in response to a telecommunications inquiry. This knowledge is essential to prevent an unlawful arrest or unlawful seizure of property. Although this information was not previously tested in the basic course, it directly relates to the liability of law enforcement agencies and of individual peace officers.

8.17.10 Categories of missing persons

Information relating to categories of missing persons was formerly contained in objective 8.17.1 which is proposed for deletion. That portion of objective 8.17.1 is rewritten and presented as one performance objective to clarify for improved instruction and testing. No loss of instruction will result from this action.

8.17.11 Response to a missing person incident

This objective contains information in objectives 8.17.1, 8.17.3, 7.17.4 and 8.17.7 which are proposed for deletion and adds new information regarding the Missing Unidentified Persons System (MUPS).

Information modified and consolidated in this manner will clarify for instruction and testing.

8.17.12    Legal requirements of follow-up

The information relating to follow-up on missing persons contained in a portion of objective 8.17.8, proposed for deletion, is rewritten and presented as one performance objective to clarify for improved instruction and testing. No loss of instruction will result from this action.

18.00.01    Report writing

This learning activity is proposed to require the student to generate five practice reports and incorporate the generation of field notes. The learning activity is designed to incorporate quality elements previously contained in objectives proposed for deletion and to help the student develop knowledge and skills necessary to generate an acceptable report. The instructor is required to provide formal feedback to the student regarding the quality of the report.

36.00.01    Making inquiries into a law enforcement telecommunication system

This learning activity is proposed to replace subject matter in objectives 8.13.1 and 8.13.2 which are proposed for deletion. Those performance objectives require the student to identify specific procedures for making inquiries into law enforcement information systems, to identify cross-referencing capability, and to identify which systems are directly accessible to California law enforcement. This proposed activity incorporates this information but focuses on the essential information the basic recruit officer needs which is to identify what information a given system contains and what information is needed to retrieve relevant data.

42.00.01    Student self-assessment

42.00.02    Student review of cultural contacts

These learning activities satisfy the requirements of recently amended sections 13500 and 13519.4 of the Penal Code.

## COURSE CONTENT WHICH HAS BEEN DELETED

Following are five reasons for deletion of course content and the specific performance objectives to be deleted for each reason:

1. The performance objective is deleted but the information it contains is incorporated into new or existing objectives to eliminate redundancy, clarify content and improve testability. Deleted objectives in this category include:

6.1.2      Factors which contribute to traffic collisions  
6.1.4      Effects of fatigue on driving ability  
6.4.2      Conditions under which VC exemptions apply  
(contained in modified objectives 6.1.1, 6.4.1 and 6.4.4)

8.17.1     Investigating a missing person case  
8.17.3     Nature and level of missing person response  
8.17.4     Steps for initiating a missing person search  
8.17.7     Law: Initial handling of missing person cases  
8.17.8     Law: Follow-up on missing person cases  
(contained in proposed objectives 8.17.10 and 8.17.11)

8.13.3     Disseminating telecommunications information  
(contained in proposed objectives 8.13.4, 8.13.5 and 8.13.6):

2. The following objectives are presently tested with multiple choice/true-false questions. The information in these objectives has been rewritten to other new and modified objectives to require the student to actually demonstrate these skills. This is a more effective way to measure the student's ability. Deleted objectives in this category include:

6.5.1      Objectives of a pre-shift vehicle inspection  
(contained in modified objective 6.5.2)

5.2.1      Uses of field notes  
5.3.1      Uses of police reports  
5.4.1      Spelling job-related words  
5.4.2      Distinguishing between active and passive voice  
5.4.3      Correcting faulty sentence structure  
5.4.5      Distinguishing between first and third person  
(contained in new objectives 5.5.2 and 5.5.3 and learning activity 18.00.01)

8.13.1     Using law enforcement information systems  
8.13.2     Directly accessible information systems  
(contained in new learning activity 36.00.01)

8.14.1      Principles of searching the opposite sex  
(contained in new objective 8.18.2)

3. These objectives already require the student to participate in an exercise, but have been rewritten and combined with other information to require the student to generate five practice reports and perform two reporting exercises. Objectives in this category include:

5.2.3      Field notetaking  
5.4.6      Chronological ordering of events  
5.5.1      Report writing  
(contained in new objectives 5.5.2, 5.5.3 and learning activity 18.00.01)

4. The objective require knowledge outside the usual scope of a patrol officer's duties. Objective in this category:

4.2.1.      Privileged relationships

5. The objective requires knowledge that varies from agency to agency and, therefore, cannot be uniformly evaluated on a statewide basis. Objectives in this category include:

4.9.3      Conducting photographic identification  
4.9.4      Conducting a lineup  
7.8.2      Characteristics of double 00 buckshot

SUBSTANTIVE REVISIONS TO EXISTING COURSE CONTENT

Revisions of a substantive nature are proposed to modify the curriculum by clarifying the instructional intent of existing performance objectives, modifying a portion of an objective to eliminate redundancy, and/or including information from other proposed deleted objectives to create one objective which is more appropriately taught and tested together. These changes differ from "content additions" and "content deletions" in that they do not add new topics or delete existing topics from the curriculum. Proposed substantive revisions are:

3.28.1      Indecent exposure  
3.28.3      Oral copulation  
3.28.4      Sodomy  
3.29.1      Rape  
3.29.3      Penetration with foreign object  
3.29.4      Sexual battery

These proposed modifications would make the references to Penal Code sections in these objectives specific to the information a regular peace officer would be expected to know. Penal Code subsections would be specifically identified so that the student is not

tested on subsections that are irrelevant to the job.

3.28.12 Registered sex offender

This objective is rewritten to be more specific and to clarify for testing.

6.1.1 Factors which affect defensive driving

This modification will consolidate information contained in objectives 6.1.2 and 6.1.4 which are proposed for deletion. The consolidation of this objective will eliminate redundancy, clarify content, and improve testability.

6.1.3 High-risk driving maneuvers

This modification completes the list of driving movements or activities most frequently contributing to law enforcement collisions. Minor changes to the wording are proposed to improve clarity.

6.1.5 Advantages of using seat belts and air bags

This modification specifies factors regarding the use of safety belts and air bags, clarifies content and improves testability.

6.2.2 Factors which affect stopping distance

This modification incorporates information previously contained in the curricula into the body of the objective resulting in improved testability.

6.2.3 Effect of speed upon a turning vehicle

This modification is necessary to incorporate an additional factor regarding the effects of speed upon a turning vehicle.

6.3.1 Emergency driving policies

This modification adds specific provisions of the Vehicle Code which relate to emergency vehicle operation, resulting in improved clarity and testability.

6.3.2 Limitations of emergency warning devices

This modification more accurately identifies the limitations of law enforcement emergency warning devices, resulting in improved clarity and testability.

6.4.1      Emergency driving: Exemptions from VC

This modification will permit more effective testing of student understanding of the provisions of Vehicle Code section 21055. A minor change to subsection C will bring the language of the objective into conformance with the language of the code section.

6.4.3      Nonemergency operating conditions

This modification will provide for better evaluation of student understanding of Vehicle Code Section 21052. Minor word changes will bring the objective into conformance with the language of the code section.

6.4.4      Factors affecting liability under Code 3

This modification adds reference to Vehicle Code Section 21807 which was previously contained in performance objective 6.4.2. It can be more appropriately taught and evaluated in this objective.

6.5.2      Conducting a preshift vehicle inspection

This modification requires the student to perform a preshift vehicle inspection rather than answer a true/false question as required in objective 6.5.1 which is proposed for deletion. This information can be more effectively taught and evaluated as an exercise.

6.6.1      Vehicle control

This modification adds specific terminology which clarifies the skill which is to be evaluated.

6.7.1      Code 3 operation

This modification clarifies language and adds a specific hazard which relates to the operation of a law enforcement vehicle under emergency conditions.

6.7.2      Controlled speed pursuit

This modification clarifies language and adds a specific hazard which relates to the operation of a law enforcement vehicle engaged in a pursuit.

8.17.9      Procedures for searching for a missing child

Test items for this objective are poor and do not appear to measure whether a student really knows how to



search for a child reported missing. Modification of this objective improves clarity for instruction and testing. No loss of instruction results from this action.

8.18.2     Search and control techniques

This modification is a minor change to clarify that the demonstration of a search of opposite sex suspects may be made in a simulated situation.

**Commission on Peace Officer Standards and Training**

**NOTICE OF PROPOSED REGULATORY ACTION TO AMEND THE DOCUMENT  
PERFORMANCE OBJECTIVES FOR THE POST BASIC COURSE (1993) TO MAKE  
SPECIFIC THE CURRICULUM OF THE BASIC COURSE**

Notice is hereby given that the Commission on Peace Officer Standards and Training (POST), pursuant to the authority vested by Section 13503 and 13506 of the Penal Code, and in order to interpret, implement, and make specific Sections 13510 and 13510.5 of the Penal Code, proposes to adopt, amend, or repeal regulations in Chapter 2 of Title 11 of the California Code of Regulations.

**INFORMATIVE DIGEST**

It is proposed that the document Performance Objectives for the POST Basic Course (1993), incorporated by reference in Regulation 1005, be amended to add, delete, or revise performance objectives which comprise the curriculum for the basic course.

The proposal to add, delete, or revise performance objectives is intended to accomplish the following goals:

- 1) Eliminate unnecessary curriculum to increase the legal defensibility of the performance objective-based tests,
- 2) Include the required curriculum necessary to perform the duties of a patrol officer,
- 3) Update code or case references, and
- 4) Clarify instruction intent.

**PUBLIC COMMENT**

The Commission hereby requests written comments on the proposed actions. All written comments must be received at POST no later than 4:30 p.m. on . Written comments should be directed to Norman C. Boehm, Executive Director, Commission on Peace Officer Standards and Training, 1601 Alhambra Blvd., Sacramento, CA 95816-7083.

A public hearing is not scheduled. Pursuant to Government code Section 113468 any interested person, or his or her duly authorized representative, may request in writing, no later than that a public hearing be held.

**ADOPTION OF PROPOSED REGULATIONS**

Following the close of the public comment period, the Commission may adopt the proposal substantially as set forth without further notice or may modify the proposal if such modifications remain sufficiently related to the text as described in the Informative Digest. If the proposed test is modified prior to adoption and the

change is related but not solely grammatical or nonsubstantial in nature, the full text of the resulting regulation will be made available at least 15 days before adoption to all persons whose comments were received by POST during the public comment period, and all persons who request notification from POST of the availability of such changes. A request for the modified text should be addressed to the agency official designated in this notice. The Commission will accept written comments on the modified text for 15 days after the date of which the revised text is made available.

#### **TEXT OF PROPOSAL**

Copies of the Statement of Reasons and exact language of the proposed action may be obtained by submitting a request in writing to the contact person at the address below. This address also is the location of all information considered as the basis for these proposals. The information will be maintained for inspection during the Commissions' normal business hours (8 a.m. to 5 p.m., Monday through Friday).

#### **ESTIMATE OF ECONOMIC IMPACT**

Fiscal impact on public agencies including costs or savings to state agencies or costs/savings in federal funding to the state: None

Nondiscretionary Costs/Savings to Local Agencies: None

Costs to any local agency or school district for which Government Code Section 17561 requires reimbursement: None

Impact on California business: None

This action involves changes to state standards for training administered by POST-certified basic training academies and does not have a financial impact.

Cost impact on private persons or entities: None

Housing Costs: None

#### **CONSIDERATION OF ALTERNATIVES**

In order to take this action, the Commission must determine that no alternative considered by the Commission would be more effective in carrying out the purpose for which the action is proposed or would be as effective and less burdensome to affected private persons than the proposed action.

#### **CONTACT PERSON**

Inquiries concerning the proposed action and requests for written material pertaining to the proposed action should be directed to

Anna Del Porto, Staff Services Analyst, 1601 Alhambra Blvd.,  
Sacramento, CA 95816-7083, or by telephone at (916) 227-4854.

### Ethnophobia

The fear or other aversion to members of one or more ethnic groups. Prejudice or bigotry towards members of one or more ethnic groups.

### Gay

The preferred term for reference to same-gender orientation

### Gender

For the purposes of instruction in this block of instruction, meaning the biological classification of male and female.

### Heterosexism

The explicit or implicit assumption that everyone is heterosexual i.e. heterosexism is "the continual promotion by major institutions of heterosexuality and the simultaneous subordination of gays, lesbians and bisexuals.

### Historically Under-represented Groups

A term often applied to affirmative action. This typically refers to racial, ethnic, or cultural groups that have been excluded from enjoying certain benefits in the past (e.g. employment or housing opportunities).

### Homosexuality

Primary sexual attraction to members of the same gender.

### Homophobia

The fear of or aversion to lesbians and gays. Prejudice or bigotry towards lesbians and gays.

### Immigrant

A citizen of another country coming to the United States by means of a formal admission process

### Institutional Racism

The complex of institutional arrangements that restrict the life choices of non-majority persons or women in comparison to those who have predominated in the past

### Lesbianism

The term for a female with a same-gender orientation

### Nationality

A fact of belonging to a nation and respect of that nation

### Police Profiling

An informed, knowledge-based decision related to an articulatable set of facts

### Prejudice

A prejudgment about a person or class of persons composed of opinion or bias. Prejudice is socially learned, and is usually grounded in misconceptions, misunderstandings, and inflexible generalizations.

### Race

Distinctive physical

## GLOSSARY OF TERMS

### Bicultural

A person who due to his experience with another culture can combine/use aspects of both cultures, can operate cross-culturally in those two cultures

### Bisexuality

The common term for a person whose same-gender and opposite-gender orientations are more or less equally intense.

### Core Values

Core values are certain underlying values or patterns of values which are the primary motivational values of a society

### Cross-Cultural

Comparing the values, norms, expectations of one cultural group with another in order to communicate/interact with that different cultural group

### Cultural Awareness

Having knowledge and consciousness of one's culture and the differences attendant to it

### Cultural Group

A group with shared customs, beliefs, religion, language, values, geography and a common social history. The definition of cultural diversity for the purpose of

Basic Course training includes gender and sexual orientation as described in section 13519.4 of the California Penal Code.

### Discrimination

Discrimination is differential treatment based on unfair categorization. It is denial of justice prompted by prejudice. When we act on our prejudices, we engage in discrimination.

Discrimination often involves keeping people out of activities or places because of the group to which they belong.

### Ethnicity

The quality or character of customs, characteristics, language, common history, and national origin particular to a group. Every race has ethnic groups. An ethnic group consists of those who conceive of themselves as being alike by virtue of their common ancestry, real or perceived, and who are so regarded by others.

### Ethnocentrism

The belief that one's own culture (ethnic group) is superior to all others and is the standard by which all other cultures should be measured. Regarding one's own cultural (or ethnic) group as the center of everything and all others are scaled and related with reference to it.

# SELF EVALUATION CHECKLIST

## A NON-PREJUDICED PERSON...

1. Doesn't use offensive or derogatory language, not even in jest.
2. Establishes relationships with others based on an individual's unique qualities and personality, rather than on a preconceived group identification.
3. Is aware that cultural differences may hinder communication.
4. Recognizes his/her own prejudices and reviews their sources; making intellectual choices about their validity.
5. Make an effort to not act on the basis of first impressions or limited data (past history, method of talking, stereotypical images).
6. Understands that present social roles are not based upon inherent differences (such as cultural, physical, mental or emotional) but on assigned position.
7. Recognizes that there are differences between people and that such differences are not necessarily negative.
8. Examines own behavior and makes decisions about personal expressions, so that she/he does not act on the basis of social expectations or prior scripting.
9. Monitors feelings and behaviors towards others to determine the source for them.
10. Allows new information about an individual to continuously shape his/her ideas and behaviors towards the person.

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Human Resource Management Systems  
San Diego, California

PROMINENT PEOPLE

DIRECTIONS: List 6 prominent people in each group whether deceased or alive. (Include writers, artists, educators, politicians, historians, scientists, physicians, leaders, etc.)

6 African-Americans:

_____	_____
_____	_____
_____	_____

6 Gays/Lesbians

_____	_____
_____	_____
_____	_____

6 Hispanic/Latinos

_____	_____
_____	_____
_____	_____

6 Jews

_____	_____
_____	_____
_____	_____

6 Asians

_____	_____
_____	_____
_____	_____

6 Native Americans

_____	_____
_____	_____
_____	_____

6 Women

_____	_____
_____	_____
_____	_____

6 Disabled

_____	_____
_____	_____
_____	_____



## CRITICAL EVENTS INVENTORY

DIRECTIONS: Pair off with someone who you do not know well. For each questions, describe the situation as fully as you can. discuss how you felt about the situation, and how it influenced your attitudes, values, and beliefs concerning multi-cultural issues.

1. When was the first time (or a significant time) that you became aware that people were racially, ethnically, sexually, or religiously different from you?
2. When was the first time you became aware that how people were treated often related to how they were different from you in one (or more) of the above ways?
3. When was the first time that you became aware that your identity affected the way you are and would be treated in this society?
4. Identify a recent experience where your assumptions, attitudes, or beliefs were questioned, challenged, or otherwise tested?

CULTURAL PURSUIT

## ACCEPTING OTHERS

**DIRECTIONS:** Circle the number from the Comfort/Acceptable Scale that best describe your feelings and attitudes regarding each of the items listed below.

1. Very Comfortable/ Accepting
2. Fairly Comfortable/Fairly Accepting
3. Neutral/No Opinion
4. Fairly Uncomfortable/Fairly Unaccepting
5. Very Uncomfortable/Unaccepting

1.	Neo-Nazi	1	2	3	4	5
2.	Heterosexual	1	2	3	4	5
3.	African-American	1	2	3	4	5
4.	Wife Abuser	1	2	3	4	5
5.	Senile Elderly	1	2	3	4	5
6.	Mentally Retarded	1	2	3	4	5
7.	Catholic	1	2	3	4	5
8.	Jew	1	2	3	4	5
9.	Black Muslim	1	2	3	4	5
10.	Italian	1	2	3	4	5
11.	Prostitute	1	2	3	4	5
12.	Homosexual	1	2	3	4	5
13.	Politician	1	2	3	4	5
14.	Ex-Convict	1	2	3	4	5
15.	Illegal Alien	1	2	3	4	5
16.	Marine	1	2	3	4	5
17.	Police Officer	1	2	3	4	5
18.	KKK Member	1	2	3	4	5
19.	Paraplegic	1	2	3	4	5
20.	Blind	1	2	3	4	5
21.	Atheist	1	2	3	4	5
22.	Iraqi	1	2	3	4	5
23.	Communist	1	2	3	4	5
24.	Asian American	1	2	3	4	5
25.	Vietnamese	1	2	3	4	5
26.	Person with AIDS	1	2	3	4	5
27.	Radical Feminist	1	2	3	4	5
28.	Millionaire	1	2	3	4	5
29.	Homeless	1	2	3	4	5
30.	Native American	1	2	3	4	5

## ASSESSING MY OWN LIFE EXPERIENCES II

**DIRECTIONS:** Answer the following questions with the first thoughts that come into your mind.

1. When I walk into a room and notice that there are a few black people, I think...
2. I feel homosexuals are generally...
3. When I walk into a room and notice a person in a wheelchair or in crutches, I think...
4. I feel Jewish people are generally...
5. When I see a woman alone out with a group of men, I think...
6. If someone close to me said that they were in love with someone of the same sex, I would think...
7. If a blind person asked me out on a date, I would...
8. If my child came home and said "My new girl/boy friend is Jewish, I would...
9. When I see a white man out with a black woman on what appears to be a date, I think...
10. If I thought I were attracted to a person of the same sex, I think I would...
11. I think women who ask men out are...
12. When I see a man out along with a group of women, I think...
13. I think white people are...
14. When I see a black man out with a white woman on what appears to be a date, I think...
15. I think black people are generally...

**INSTRUCTIONS:** Students should be advised to complete each phrase as it personally applies to them. Instructors should remind the students that their responses will be kept confidential and that honesty is fundamental to the activity.

## ASSESSING MY OWN LIFE EXPERIENCES I

**DIRECTIONS:** Using the scale below, assess how multi-cultural your life experiences have been.

	1 ----- 5 ----- 10	
<u>Monocultural</u>	<u>Somewhat Multicultural</u>	<u>Very Multicultural</u>
WITHIN YOUR OWN FAMILY	1 2 3 4 5 6 7 8 9 10	
NEIGHBORHOOD AS A CHILD	1 2 3 4 5 6 7 8 9 10	
ELEMENTARY SCHOOL	1 2 3 4 5 6 7 8 9 10	
ACTIVITIES/CLUBS AS A CHILD	1 2 3 4 5 6 7 8 9 10	
RELIGIOUS ACTIVITIES AS A CHILD	1 2 3 4 5 6 7 8 9 10	
JUNIOR HIGH SCHOOL	1 2 3 4 5 6 7 8 9 10	
HIGH SCHOOL	1 2 3 4 5 6 7 8 9 10	
FRIENDS IN HIGH SCHOOL	1 2 3 4 5 6 7 8 9 10	
ACTIVITIES/CLUBS AS A TEENAGER	1 2 3 4 5 6 7 8 9 10	
COLLEGE ENVIRONMENT	1 2 3 4 5 6 7 8 9 10	
FIRST WORK EXPERIENCE	1 2 3 4 5 6 7 8 9 10	
CURRENT WORK EXPERIENCE	1 2 3 4 5 6 7 8 9 10	
CURRENT FRIENDSHIP GROUP	1 2 3 4 5 6 7 8 9 10	
NEIGHBORHOOD WHERE I LIVE	1 2 3 4 5 6 7 8 9 10	
CURRENT RELIGIOUS ACTIVITIES	1 2 3 4 5 6 7 8 9 10	
CURRENT ACTIVITIES/CLUBS	1 2 3 4 5 6 7 8 9 10	

**ADDITIONAL INSTRUCTIONS:** Have the student circle the number which most closely expresses their personal level of experience with other cultures.

GENERAL CONSIDERATIONS FOR  
USING STUDENT SELF-ASSESSMENT MATERIALS

1. Instructors should emphasize that student self-assessment materials are NOT intended to be a test. Rather, they are materials which are specifically designed to stimulate discussion and prompt students to explore their own cultural identity and cultural contact experience.
2. Instructors should explain each self-assessment instrument used, answer any student questions, define unfamiliar terms, and provide instruction on how to complete the form.
3. Instructors should make it clear to students that their responses are private and personal. Students should not be required to turn in their papers unless anonymity is somehow assured. To do otherwise would inhibit candor and chill the ability to generate a meaningful and honest discussion. Although students must participate in the activity, it is the individual skill of the instructional façilitator in promoting discussion which will make the learning activity successful.
4. Instructors need not use all the instruments contained herein. The instruments enclosed are simply samples which may be used or adapted as necessary. The number of instruments used by the instructor will vary depending on the size of the academy class, the overall time available, and the actual time specific discussions take.

SUPPORTING MATERIALS FOR  
STUDENT SELF-ASSESSMENT  
AND CLASSROOM DISCUSSION

General considerations for using student self-assessment materials

Assessing My Own Life Experiences I

Assessing My Own Life Experiences II

Accepting Others

Cultural Pursuit

Critical Events Inventory

Prominent People List

10 Point Self-evaluation checklist

D. Possible effects

1. Reinforce any mistrust already existing in the community
2. Victim may not cooperate
3. Potential for physical confrontation
4. May have set up children for discipline after the officers leave because the children did not respect the father's authority

E. Who is responsible?

1. Did the senior officer provide sufficient specific information to the trainee regarding the contact?
2. Did the trainee disregard the advice of the senior officer that this contact may be different? (e.g. information that members of Asian cultures reside in the neighborhood)

F. What can be done?

1. Officers need to educate themselves about the community
2. The officers could look for opportunities to educate the community about how law enforcement works
3. If the trainee officer had been given specific instruction about this culture he may have avoided the pitfalls



VIDEO SEGMENT NUMBER 4:

"When a pat on the head can be a slap on the face"

A. Summary

A senior officer and trainee respond to a domestic violence incident involving an asian family. The officers ultimately enter the house in an effort to ascertain the welfare of the complainant.

B. Recommended questions for students

1. What attitudes or behaviors are the officers exhibiting towards others?
2. What possible effects could these behaviors have on others?
3. Who is responsible for what is occurring?
4. What can be done about it and who should act?
5. Prolonged stereotyping may lead to inappropriate officer behavior

C. Attitudes and behaviors exhibited by the participants

1. The trainee bypassed the senior male in the family
2. The trainee patted a young boy on the head
3. The physical gesture the trainee used in calling family members towards him is offensive to the involved culture (implies you are calling cattle)
4. The trainee put his hands on the adult female
5. The trainee directed requests (e.g. to translate) to the young boy

NOTE: It is not the intention of this scenario to teach specific details of cultural literacy, rather it is to highlight the need for continuous learning about the cultural groups in the community. The main point should not be trivialized by undue focus upon specific issues included in this scenario such as improper hand gestures.

exchange of inappropriate demeaning language between the two.

4. Officers fueled the suspect's behavior

C. Possible effects

1. Situation could easily escalate to a physical confrontation

2. A citizen complaint could result

3. Officer behavior could compromise legal prosecution

4. Injury to officer or suspect

5. Increased resistance by the suspect to a future contact with law enforcement

D. Who is responsible?

1. The station officer who made the first comment?

2. The transporting officer who escalated the remarks?

3. The supervisor in the station?

E. What can be done?

1. Early intervention by another officer

2. Station officer was originally not involved

VIDEO SEGMENT NUMBER 3:

"Careful, that's my pride you're stepping on"

A. Summary

Officer arrives at the station with an arrested person. The officer brings the arrestee into the jail. Verbal exchanges occur between the transporting officer, station officer and suspect during the unloading and subsequent processing.

B. Recommended questions for students

1. What attitudes or behaviors are the officers exhibiting towards others?
2. What possible effects could these behaviors have on others?
3. Who is responsible for what is occurring?
4. What can be done about it and who should act?

C. Attitudes and behaviors exhibited by the participants

1. Station officer was immediately antagonistic (made the first hostile verbal gesture)
2. Stereotypical remarks made by the station officer
  - a. Bean boy
3. Stereotypical remarks made by the transporting officer
  - a. I'll pluck your feathers like a pollo (chicken)

NOTE: This remark is clearly inappropriate as it contains an outright threat and may prompt a physical confrontation.

b. Are you from a banana republic?

c. Who picks the bananas in your family...your mother or your father?

NOTE: The transporting officer and suspect apparently belong to the same ethnic group (although they are apparently of different nationalities). A discussion point might address how this fact could prompt the

into the community

2. What starts out as "friendly" can deteriorate trust
  3. Officers develop an inappropriate tolerance to racial remarks
  4. The notion that "Much truth is said in jest". Can seemingly innocent remarks come back to "bite"?
  5. Will the remarks affect other persons in the room who may have overheard
  6. Could the behavior prompt an internal affairs complaint? Could there be a violation of department policy?
  7. Although the person who is the brunt of the remark is "laughing" or is seemingly a willing participant, they may really have perceived the remark to be offensive or unwanted
- D. Who is responsible?
1. All parties
- E. What can be done?
1. Respond to the immediate situation when it happens. Communicate that the behavior is unacceptable
  2. Educate people as to impacts of their behavior
  3. Become familiar with prevailing philosophy or policies

VIDEO SEGMENT NUMBER 2:

"There are two sides to every stereotype"

A. Summary

Partner officers (one Asian, one Anglo) are eating in the department lunchroom. They engage in a conversation containing stereotypes. A third officer (black female), enters the conversation, and also makes stereotypical remarks

B. Recommended questions for students

1. What attitudes or behaviors are the officers exhibiting towards others?
2. What possible effects could these behaviors have on others?
3. Who is responsible for what is occurring?
4. What can be done about it and who should act?

C. Attitudes and behaviors exhibited by the participants

1. Issue of casual communication of partner officers (privileged?), versus someone outside the relationship entering in
2. Third officer ignored? Was racial or gender bias a factor?
3. Stereotyping by the partner officers:
  - a. Gilligan
  - b. Fish heads
  - c. French fries/make you jump any higher
4. Stereotyping by the third officer:
  - a. Rice
  - b. Slant Eyes

C. Possible effects

1. What goes on in the station often carries itself out

5. Understand the natural need (on both sides) for people to ventilate in times of stress, but recognize that how a person "ventilates" (what is said) often communicates underlying attitudes

NOTE: Reinforce that the officer's acted professionally and appropriately during the initial contact. Their stereotyping enroute to the subsequent call should be discussed as a separate matter.

- a. Those people (us versus them)
- b. Always making babies
- c. Same people, same crime
- d. All they do is fight
- e. All they do is drink
- f. "Black hole" (may or may not be taken as a racial comment)
- g. It takes all of our time and effort
- h. Nothing ever gets better down there
- i. Nothing can be done (to improve the situation)

D. Possible effects

1. Officers develop a lower level of tolerance to citizen behavior
2. Decreases the officer's objectivity concerning the facts of a case
3. Potential development of an officer safety problem (escalating a potentially non-hostile situation)
4. The officers have already reached a conclusion before they ever get to the scene (predetermined outcome)
5. A negative expectation becomes a self-fulfilling prophecy
6. Prolonged stereotyping may lead to inappropriate officer behavior

E. Who is responsible?

1. All parties

F. What can be done?

1. Golden rule?
2. Self-awareness will improve relationships
3. Knowledge will dispel stereotypes
4. Don't take negative remarks personally

VIDEO SEGMENT NUMBER 1:

"Cultural Stereotyping"

A. Summary

Partner officers respond to a cold auto burglary and are met by an irate citizen who stereotypes the officers. The officers are subsequently sent to another call, and while enroute, proceed to stereotype the neighborhood and residents of the area they are responding to.

B. Recommended questions for students

1. What attitudes or behaviors are the officers exhibiting towards others?
2. What possible effects could these behaviors have on others?
3. Who is responsible for what is occurring?
4. What can be done about it and who should act?
5. What will it cost (consequences) to correct on a personal basis?

C. Attitudes and behaviors exhibited by the participants

1. Citizen ventilating, "blowing off steam"
2. Officers ventilating, "blowing off steam"
3. Stereotyping by the victim:
  - a. Its about time you got here (implying al officers are always late responding to crimes)
  - b. Never there when we need you
  - c. Donut eater
  - d. I pay your salary (implying officers are always at the public trough)
  - e. You're always right there (if I commit a traffic violation)
4. Stereotyping by the officers:



DISCUSSION GUIDE MATERIAL  
FOR POST-DEVELOPED  
CULTURAL CONTACT VIDEOS

VIDEO SEGMENT NUMBER 1:

"Cultural Stereotyping"

VIDEO SEGMENT NUMBER 2:

"There are two sides to every stereotype"

VIDEO SEGMENT NUMBER 3:

"Careful, that's my pride you're stepping on"

VIDEO SEGMENT NUMBER 4:

"When a pat on the head can be a slap on the face"

GENERAL RECOMMENDATIONS  
FOR THE PRESENTATION  
OF CULTURAL DIVERSITY TRAINING

1. Diversity is a complex issue, therefore it is impossible for instructor/facilitators, to know "all the answers". The spirit of this training is not to impose a particular viewpoint but to emphasize self awareness and to enlighten the student regarding the practical and professional advantages of behavior which values diversity.
2. It is recommended that cultural diversity training be introduced by the agency head or academy director to underscore the relative importance of the subject.
3. The long-term effectiveness of cultural diversity training is dependent upon the degree to which it is reinforced and supported during the field training experience.
4. Presenters are encouraged to include elements of cultural diversity training or cross-cultural communications into other areas of the Basic Course such as scenarios, problem-solving exercises, ethics instruction, and communications skills training.
5. Presenters are encouraged to complement cultural diversity training with a field trip, ride-along or other technique aimed at providing direct experience in contact skills.
6. When practical, presentations can be enhanced by utilizing members of local cultural organizations to assist with in-class presentations or to provide supporting resource materials.

NOTE: Instructors should consult their local agency Cultural Awareness Facilitators for assistance in identifying appropriate community contacts.

TOPICAL LIST OF SUPPORTING MATERIALS AND  
REFERENCES INCLUDED IN THIS SECTION

- A. General recommendations for the presentation of cultural diversity training
- B. Discussion guide material for POST-developed cultural contact video segments
- C. Supporting Resources for Student Self-Assessment and classroom discussion
- D. Glossary of terms
- E. Bibliography of materials related to cultural diversity
- F. Bibliography of videos related to cultural diversity
- G. Cultural diversity curricula development committee members

**SUPPORTING MATERIAL  
AND  
REFERENCES**

This section contains reference materials and information resources for use by presenters. Materials can be used to support instruction, remediation, additional reading, viewing, or local course planning efforts. This is not an endorsement of any author, publisher, producer, or presentation. Each presenter should review all materials and establish their own list of references.

- (b) Successful work with a community group
  - (c) Positive peer communication (e.g. sharing a positive experience)
  - (d) Positive characterizations
- e. It is valuable for the officer to understand that cultural groups will differ in their opinion as to the "legality" of specific acts and behaviors or the authority of law enforcement to intervene. Examples could include:
- 1) A given cultural group may believe that (substantive) corporal punishment to a child is a permissible and appropriate form of parental discipline.
  - 2) A given cultural group may believe that forcible rape of a young woman by a young male member of the group constitutes an acceptable way to "claim" a potential bride.
  - 3) A given cultural group may believe that criminal victimization should not be reported to the police, but should be handled strictly "within the group" or as a "family matter".
- f. Stereotyping must be avoided
- g. Officers should capitalize on the availability of language lines and translator services
- h. Officers should capitalize on opportunities to interrelate with cultural groups in a nonenforcement capacity by:
- 1) Spending time in the community getting to know the people
  - 2) Establishing cultural **building blocks** between the officer and the cultural group
- i. Fluency in the language of a given cultural group is an obvious advantage in prompting a successful contact,
- j. Participation in training opportunities (e.g. instruction regarding group history, customs, religious conventions, core values, and perceptions of law enforcement will all prove beneficial.

- 1) Law enforcement may be viewed as being repressive or brutal
  - 2) Law enforcement may be viewed as being corrupt or unprofessional
  - 3) Law enforcement may be viewed as being responsive and protective
- d. It will be valuable for the officer to recognize any personal preconceptions that exist regarding a cultural contact or a particular cultural group. These may include:
- 1) Varying levels of fear or apprehension concerning the contact
  - 2) Personal prejudices
  - 3) Levels of experience in dealing with the cultural group
  - 4) Amount of prior training
  - 5) Negative experiences:
    - (a) Prolonged assignment to a high crime minority area
      - (1) Gang area
      - (2) High drug trafficking area
      - (3) Personal danger level/tension
      - (4) Economically depressed/poverty area
      - (5) Jail environment
    - (b) Personal assault by a member of a particular cultural group
    - (c) Negative locker room talk or negative interpersonal relationships with peers
    - (d) Negative stereotypes
  - 6) Positive experiences:
    - (a) Positive association(s) with a co-worker who belongs to a given cultural group

- 4) Inappropriate body distance

NOTE: Although negative aspects are listed above, the instructor may wish to point out the positive aspects of effective nonverbal communications.

5. Effective contacts with cultural groups
  - a. The potential for a successful cultural contact is enhanced by the officer's level of knowledge concerning the following information:
    - 1) History of the group
    - 2) Group customs
    - 3) Religious conventions
    - 4) Core values
    - 5) Language
    - 6) Group's attitude toward law enforcement
  - b. Effective cultural contacts cannot be reduced to a "recipe style" approach for the following reasons:
    - 1) Generalizations can be proven erroneous
    - 2) Varying dimensions of diversity can exist among members of the same cultural group. These can include:
      - (a) Generational differences (first, second, third generation)
      - (b) Economic differences
      - (c) Educational differences
      - (d) Religious differences
      - (e) Work background differences
      - (f) Age differences (younger-older)
      - (g) Disabilities (physical or developmental)
  - c. It will be valuable for the officer to understand how law enforcement and individual peace officers are perceived by the cultural group

- 2) Demonstrates a lack of ethnic awareness
  - 3) Demonstrates a lack of sensitivity for the feelings of others
- d. Use of police jargon
- 1) Any use of jargon with the public is inappropriate
  - 2) The public does not understand jargon
  - 3) Use of jargon can confuse and demean
4. Nonverbal communication factors which contribute to a negative response from the public must be avoided. Examples include:
- a. Officious and oppressive manner
    - 1) Overbearing demeanor
    - 2) Using the badge to accomplish tasks
    - 3) Discouraging feedback
  - b. Disrespectful attitude
    - 1) Lack of understanding
    - 2) Lack of sympathy
    - 3) No cultural awareness
    - 4) Personal bias/prejudice
  - c. Officious tone of voice
    - 1) Not necessary to control a situation
    - 2) May be manifestation of insecurity or immaturity
  - d. Inappropriate body language
    - 1) Nonverbal cues
    - 2) Failing to establish a positive first impression
    - 3) General demeanor



### Instructional Goal

To provide the student with an understanding of principles associated with professional community contacts and techniques for enhancing effective interaction with cultural groups.

#### F. STRATEGIES FOR EFFECTIVE CULTURAL CONTACTS

1. The most reliable strategy for successful public contacts is to treat all individuals and groups with dignity and respect
2. Effective communication techniques must be employed during any public contact. These include:
  - a. Patience
  - b. Effective listening
  - c. Clear, concise message
  - d. Testing for understanding
  - e. Effective nonverbal communication
3. Verbal communications factors which contribute to a negative response from the public must be avoided. Examples include:
  - a. Profanity
    - 1) Not to be used
    - 2) Negative effect on the professional image of the officer
  - b. Derogatory language
    - 1) Detracts from professional effectiveness
    - 2) Generates complaints
    - 3) Makes people reluctant to cooperate
  - c. Ethnically-offensive terminology
    - 1) "Turns people off"

where some of the stereotypes might have originated. A key learning point is for students to realize that although some stereotypes may have once contained a thread of truth, they are inaccurate exaggerations which can lead to discriminatory behaviors.

3. Law enforcement profiling
  - a. Profiling criteria
    - 1) Knowledge-based information
    - 2) A set of articulatable facts
  - b. The public will often consider law enforcement profiling as stereotyping. It is important to distinguish that there are significant and important differences between the two (e.g. profiling can be defended as being based upon FACTS known to the officer)
  - c. Differences of opinion can occur regarding how many "facts" justify a certain action (e.g. the decision to stop a motorist or pedestrian). It will be a matter of law as to whether or not sufficient probable cause existed to support the officer's actions.
  - d. It is important to recognize that although a member of a cultural group may fit a defensible profile, the officer should consider the long and short term community impact which may result from his or her actions.

### Instructional Goal

To provide the student with an understanding of the difference between cultural stereotyping and law enforcement profiling.

#### E. CULTURAL STEREOTYPING VERSUS PROFILING

##### 1. Stereotyping

- a. A stereotype is a preconceived or oversimplified generalization involving negative beliefs about a group.
- b. Negative stereotypes are often at the base of prejudice.
- c. The danger of stereotyping is that people are not recognized as individuals, but rather categorized as members of a group who all think and behave in the same way.
- d. We pick up these stereotypes from what we hear other people say, what we read, and what people around us believe (learned behavior).

##### 2. Instructors are encouraged to involve the students in a classroom discussion to identify typical stereotypes regarding a variety of groups, such as:

- a. African-American
- b. Mexican-American
- c. Asian-American
- d. Anglo
- e. Native-American
- f. Gay and lesbian
- g. Gender
- h. Law enforcement

NOTE: The intention of this block is for the instructor to have the class identify commonly held cultural stereotypes. The discussion should include information as to

d. Media coverage of current events

- 1) "Instant" access to information (e.g., Gulf war and Los Angeles riot brought into your living room)
- 2) One small event can be instantly communicated worldwide and the magnitude of an event can be distorted
- 3) The media can distort reality (accidentally or deliberately)
  - (a) The coverage of an event by a small ethnic newspaper might be an example
  - (b) Mainstream newspapers, radio, TV, magazines may "sensationalize" their reports.

NOTE: Instructors are encouraged, when possible, to use local examples including video clips obtained from local news stations.

2. Why is it also important to understand the historical experience of a given cultural group?

- a. Past experience of cultural group members shapes their attitude and expectations regarding governmental authority including the role of law enforcement.
- 1) The group may have experienced direct repression by law enforcement
  - 2) The group may have experienced law enforcement being controlled by and servicing only special interest groups

NOTE: Relationships among cultural groups are very dynamic. Demographic shifts in communities, unstable political situations in homelands, economic opportunity conflicts, and other factors can cause significant intergroup conflict. Instructors may wish to cite local examples as a means of underscoring the relevancy of the curricula.

### Instructional Goal

To provide the student with an understanding of how current events or recent experiences can shape the attitude of cultural groups towards law enforcement and towards other cultural groups.

#### D. PERCEPTIONS OF CULTURAL GROUPS

1. Recent events can shape the perceptions of cultural groups regarding government and regarding law enforcement in particular.

a. Local, regional or national events

1) The Los Angeles civil unrest in the spring of 1992 is an example. Several events contributed to the situation including:

(a) Rodney King verdict

(b) Harlins shooting in South Central L.A.

NOTE: The Harlins shooting was an incident in which a black juvenile was shot by a Korean merchant. The key to the resulting racial tension was the fact that the merchant was given a sentence of probation and the perception was that the life of the black juvenile was not valued

(c) Pre-existing tensions among cultural groups

(d) Media coverage

b. International events

1) Gulf War (negative feelings toward Iraqis/Muslims)

2) Hostage situation in Iran (negative feelings toward Iranians/Arabs)

c. The current economic recession

1) Negative feelings can be directed toward a particular immigrant group (e.g. scapegoating tendency)

Prejudice is the result of psychological filtering and screening which every person uses all the time. It is not a static attitude.

- d. Each person develops convenient and effective systems for simplifying and ordering the large amount of information and stimuli received daily. The systems help persons in making decisions, determining preferences, and selecting courses of action.

4. Discrimination

a. Discrimination defined

- 1) Discrimination is an action or behavior
- 2) Discrimination is differential treatment based on unfair categorization.
- 3) It is denial of justice prompted by prejudice.
- 4) When we act on our prejudices, we engage in discrimination.
- 5) Discrimination often involves keeping people out of activities or places because of the group to which they belong.

5. Differences between prejudice and discrimination

- a. Because prejudice is a point of view it is difficult, if not impossible, to regulate.
- b. Discrimination, however, is a behavior or an action which can be addressed in law.

a. Repression of groups within their own country as a result of:

- 1) War conditions (e.g., Vietnam, El Salvador)
- 2) Martial law (e.g., Philippines)
- 3) Economic conditions (e.g., Russia, Mexico)
- 4) Political repression (e.g., Cuba, South Africa, Haiti)

b. Repression of groups by law enforcement within their own country

- 1) Incarceration because of a political viewpoint
- 2) Feeling that law enforcement has to be bribed in order to obtain service or avoid enforcement

NOTE: Instructors should highlight any specific examples from their own areas

### 3. Prejudice

a. Prejudice defined

- 1) Prejudice is a point of view
- 2) A prejudgment about a person or class of persons composed of opinion or bias
- 3) Prejudice is socially learned, and is usually grounded in misconceptions, misunderstandings, and inflexible generalizations.

b. A common misunderstanding of prejudice and what can be done about it goes something like this: Prejudice is prejudging people. Therefore, effective counteraction involves learning about human differences and fostering opportunities for intergroup interaction.

c. This common concept is at best simplistic and offers only limited prospects for overcoming prejudice. More helpful is to see the process of prejudice:

### Instructional Goal

To provide the student with information concerning the evolution of human rights, the nature and origins of prejudice; the nature and origins of discrimination, and how understanding these issues can contribute to more effective cultural contacts.

#### C. HUMAN RIGHTS, PREJUDICE AND DISCRIMINATION

1. Evolution of human rights in the United States
    - a. Constitutional tolerance of slavery (three-fifths of a person provision in Article 1)
    - b. Removal of Native Americans from their lands to reservations
    - c. Introduction of the concept "separate but equal" - legal segregation of cultural groups
    - d. Historic separation of male and female roles and concurrent denial of full rights for women
- NOTE: This issue provides the historic context for today's male-female tension and for some of the difficulty society is facing in trying to adjust to a new value system which acknowledges the women as full participants
- e. Internment of American citizens of Japanese descent
  - f. Emergence of equal opportunity laws
  - g. Passage of civil rights legislation
  - h. Expansion of the human rights umbrella beyond ethno-cultural groups to:
    - 1) Physically challenged (e.g. Americans With Disabilities Act)
    - 2) Sexual orientation
  - i. Evolution to an era of valuing diversity
2. Cultural groups may have experienced a variety of problems, controls, or denial of rights in their native countries.



### Instructional Goal

To provide the student with an understanding of the professional benefits of valuing diversity both within a law enforcement organization and within the community it serves

#### B. BENEFITS OF VALUING DIVERSITY

1. The professional benefits of valuing diversity both within the law enforcement organization and within the community it serves include the following:
  - a. Professional benefits
    - 1) Enhanced community support and improved public trust as the result of a positive relationship with the community served by the law enforcement organization
    - 2) Improved quality of service provided
    - 3) Reduced tension between law enforcement and specific cultural groups
    - 4) Increases access to cultural communities
    - 5) Ensures compliance with the letter and the spirit of the law
  - b. Organizational benefits
    - 1) Reduction of personal and agency exposure to claims and litigation
    - 2) Improved morale, effectiveness, and professionalism within the department
    - 3) Positive impact on law enforcement's image
    - 4) Reduction in the number of discourtesy complaints
  - c. Personal benefits
    - 1) Positive impact on officer safety
    - 2) Career survival
    - 3) Ethical satisfaction

- a. intervene in conflicts between cultural groups;
- b. communicate effectively with cultural groups;
- c. develop positive relationships with cultural groups, and;
- d. become integrated with the community it serves.

7. Changing law enforcement workforce

- a. The typical law enforcement agency is becoming more culturally diverse because it is a reflection of the community it serves.

- 3) Increasing reflection of the social and economic conflicts, rather than biological aspects of race
  - c. Emerging generational diversity
    - 1) There will often be significant differences in experiences, values, and language dependency between members of the same ethnic group who were born in this country versus those who immigrated
5. California's future
- a. Workforce 2000
    - 1) The workforce of California is changing to reflect the cultural diversity of the State.  
  
EXAMPLE: By the year 2010, 75% of the United States workforce will be women and minorities
    - 2) The cultural makeup of law enforcement agencies is also changing
  - b. Demographic shifts
    - 1) Today's minority is becoming tomorrow's majority
    - 2) Most of the population growth of California is projected to come from the Pacific Rim and Latin America. This will further change the demographic makeup of the State.
  - c. Shift in political influence
    - 1) Increased representation within political office
  - d. Economic realities
    - 1) Historically, minority groups have been disproportionately affected by rising unemployment or underemployment.
    - 2) With the increase of unemployment, service demands of law enforcement increase.
6. Changing law enforcement service demands create a greater need for law enforcement personnel to:

- 1) It is an explanation system: It organizes our world into manageable, meaningful parts
  - 2) Culture defines behavior and establishes a social "comfort zone"
  - 3) Culture presents us with cultural "cues" -- common ground which allows for effective communication
  - 4) Culture gives us survival skills to manage difficult situations and manage stress
- c. Culture is an "idea map"
- 1) Culture provides a map of a people
  - 2) The map shows where people "are headed" and their probable reactions
  - 3) Culture includes groups ideas, beliefs, core values and behavior
  - 4) Core values become keys to persuasion
3. California's past
- a. Historical influence of Hispanic culture
  - b. Historical influence of Asian-Americans
  - c. Historical influence of other cultural groups
4. California's present
- a. Cultural mapping of California
    - 1) Predominant cultural groups
    - 2) Current Statistics
    - 3) Language profiles
  - b. Transitions from past to present
    - 1) Changes in ethnic distributions in a given geographical area traditionally occupied by one group
    - 2) Changes in worker distribution occupying certain positions traditionally held by another ethnic group

# CURRICULUM

## Instructional Goals

To provide the student with a opportunity for individual self-discovery concerning cultural contact experience and personal prejudices

To provide the student with an understanding of how the cultural composition of California is changing and how this change is impacting the delivery of law enforcement services.

To provide the student with an understanding of California laws which define a cultural group.

### A. THE CULTURAL MAKEUP OF CALIFORNIA

#### 1. What is culture?

- a. Culture is defined as the total "life way" of a people, a design for living and for coping with a particular society's ideational environment. It is a complete and more or less successful adaptive system
- b. "Culturally diverse" and "cultural diversity" under the law, means members of all racial and cultural groups and specifically includes gender and sexual orientation (Penal Code Section 13519.4)

#### 2. How culture works

- a. Cultural/ethnic identity is an issue of pride
  - 1) The deep feelings related to shared beliefs, values, and customs
  - 2) The historical, cultural "roots" of a people -- their consciousness
  - 3) The renewal and affirmation of a particular cultural identity amidst cultural pluralism
- b. Culture is a coping system

## STUDENT REVIEW OF CULTURAL CONTACT VIDEOS

Given a minimum of three POST-developed video re-enactments depicting law enforcement contacts with cultural groups, or an equivalent number of simulations, scenarios or video representations provided by the academy, the student must participate in an instructor-led discussion evaluating the appropriateness and professional quality of the contact.

Among the issues which should be addressed are:

1. Any positive or negative behaviors demonstrated by contacting officers
2. The apparent perception of the cultural group regarding the contact
3. Presence or absence of cultural stereotyping
4. The level of cultural understanding demonstrated by the officers
5. The legality of the contact and subsequent actions of the contacting officers
6. The professional, personal, and organizational impact of the contact, either positive or negative
7. Cultural group history, customs, religious conventions, core values, or other perceptions material to the contact

Presentation of the video re-enactments, simulations, or scenarios may be done collectively or may be interspersed throughout the instructional block at the discretion of the instructor.

Learning Activity 13.42.02

NOTE: POST included several contact scenarios in a Cultural Awareness Telecourse which aired November 12, 1992. If instructors elect to use excerpts of that telecourse to satisfy the requirements of this learning activity, discussion guide material is contained in the supporting references section of this unit guide.

# LEARNING ACTIVITY DESCRIPTIONS

## STUDENT SELF-ASSESSMENT

Given a diagnostic instrument, questionnaire, personal inventory or equivalent method, students will be accorded the opportunity to conduct a self-assessment to determine their own level of cultural sensitivity and experience in interrelating with cultural groups

1. The learning activity should provide the student with an opportunity to determine their current level of experience in dealing with cultural groups
2. The learning activity should also serve as a starting point for an instructor-facilitated classroom discussion and/or small group discussions which address perceptions, experiences, fears, and stereotypes concerning contact with cultural groups.

Discussion may include, but is not limited to cultural stereotypes, ethnophobia, homophobia, gender bias, and media impact on cultural perceptions

Learning Activity 13.42.01

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**SPECIFICATIONS FOR LEARNING DOMAIN #42  
CULTURAL DIVERSITY**

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7. Cultural group history, customs, religious conventions, core values, or other perceptions material to the contact

Presentation of the video re-enactments, simulations, or scenarios may be done collectively or may be interspersed throughout the instructional block at the discretion of the instructor.

**IV. TEST REQUIREMENTS**

No examination is required.

**V. MINIMUM HOURS FOR INSTRUCTION**

16 Hours

**VI. DATE OF LAST MODIFICATION**

May 10, 1993



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**SPECIFICATIONS FOR LEARNING DOMAIN #42  
CULTURAL DIVERSITY**

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1. The learning activity should provide the student with an opportunity to determine their current level of experience in dealing with cultural groups
2. The learning activity should also serve as a starting point for an instructor-facilitated classroom discussion and/or small group discussions which address perceptions, experiences, fears, and stereotypes concerning contact with cultural groups.

Discussion may include, but is not limited to cultural stereotypes, ethnophobia, homophobia, gender bias, and media impact on cultural perceptions

Learning Activity 13.42.02

Given a minimum of three POST-developed video re-enactments depicting law enforcement contacts with cultural groups, or an equivalent number of simulations, scenarios or video representations provided by the academy, the student must participate in an instructor-led discussion evaluating the appropriateness and professional quality of the contact.

Among the issues which should be addressed are:

1. Any positive or negative behaviors demonstrated by contacting officers
2. The apparent perception of the cultural group regarding the contact
3. Presence or absence of cultural stereotyping
4. The level of cultural understanding demonstrated by the officers
5. The legality of the contact and subsequent actions of the contacting officers
6. The professional, personal, and organizational impact of the contact, either positive or negative

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SPECIFICATIONS FOR LEARNING DOMAIN #42  
CULTURAL DIVERSITY

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II. REQUIRED TOPICS

- A. California laws which define a cultural group
- B. Terminology associated with diversity, ethnicity, and human relations
- C. California's cultural past, present, and future
- D. Professional, personal, and organizational benefits of valuing cultural diversity
- E. Historical evolution of human rights in the United States
- F. Definitions of prejudice and discrimination, and the difference between the two
- G. Examples of recent local, regional, national, and international events impacting the attitudes of cultural groups towards law enforcement and towards other cultural groups
- H. The difference between cultural stereotyping and law enforcement profiling
- I. Principles of professional community contacts
- J. Verbal and nonverbal factors which contribute to negative public responses to law enforcement
- K. Strategies for effective cultural contacts

III. LEARNING ACTIVITIES

Learning Activity 13.42.01

Given a diagnostic instrument, questionnaire, personal inventory or equivalent method, students will be accorded the opportunity to conduct a self-assessment to determine their own level of cultural sensitivity and experience in interrelating with cultural groups.

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**SPECIFICATIONS FOR LEARNING DOMAIN #42  
CULTURAL DIVERSITY**

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I. INSTRUCTIONAL GOALS

The goals of cultural diversity training are to provide the student with:

- A. knowledge of California laws which define cultural groups;
- B. an understanding of how the cultural composition of California is changing and how this change is impacting the delivery of law enforcement services;
- C. an understanding of the professional benefits of valuing diversity both within the enforcement organization and within the community it serves;
- D. information concerning the evolution of human rights, the nature and origins of prejudice, the nature and origins of discrimination, and how understanding these issues can contribute to more effective cultural contacts;
- E. an understanding of how current events or recent experiences can shape the attitude of cultural groups towards law enforcement and towards other cultural groups;
- F. an understanding of the difference between cultural stereotyping and law enforcement profiling;
- G. an understanding of principles associated with professional community contacts and techniques for effective interaction with cultural groups; and
- H. an opportunity for individual self-discovery concerning cultural contact experience and personal prejudices.

Instruction described in this domain is designed to provide fundamental instruction on how to professionally interact with a broad spectrum of cultural groups. Content is intended to compliment locally-developed training which specifically addresses the history, customs, religious conventions, or core values of cultural groups within the community served.

## Supporting Materials and References

General recommendations for the presentation of cultural diversity training	29
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Supporting resources for student self-assessment and classroom discussion	40
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**INSTRUCTOR UNIT GUIDE 42**

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Cultural Diversity**

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Curriculum and supporting materials contained in this document are designed as *guidelines* for the delivery of performance-based law enforcement training in the POST Basic Course. Content was developed by a special project committee of human relations professionals, law enforcement trainers and criminal justice educators in cooperation with the California Commission on Peace Officer Standards and Training.

The training specifications referenced herein are excerpted from the document *Training Specifications for the POST Regular Basic Course* and constitute the current required minimum content of this domain as prescribed by the Commission and as specified by Penal Code Section 13519.4.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Modification of Requalification Course Content and Minimum Hours		Meeting Date July 22, 1993
Bureau Basic Training Bureau	Reviewed By Robert Fuller	Researched By Lou Madeira
Executive Director Approval <i>Morgan C. Boehm</i>	Date of Approval 6-30-93	Date of Report
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Should the Commission approve curriculum changes and increase the minimum hours of the Requalification Course?

BACKGROUND

The POST Requalification Course was developed to facilitate employment or reemployment of:

1. Open-enrollment students who completed the Basic Course but had not been hired within three years;
2. Previously employed peace officers with a three-year or longer break in service; and
3. Out-of-state peace officers who needed to prepare for the Basic Course Waiver Examination process.

The Commission originally approved an 80-hour Requalification Course in 1988 and later expanded the program to 120 hours in 1990. Course content was modified to include legislatively mandated subject matter and reflect other content changes effective January 1, 1991.

Since the program was last modified, the Legislature has mandated additional training related to racial and cultural diversity. As a result, this report proposes an increase in the minimum hours from 120 to 136 hours to provide for insertion of this subject matter. In addition, several other changes are proposed which reflect the collective experience of the certified presenters of the course.

ANALYSIS

The intent of the Requalification Course is to update attendees on changes to law and procedure, sharpen and evaluate critical manipulative skills, and satisfy any training mandates which have been

added to the POST Basic Course. The original 80-hour program, which included a report writing diagnostic exercise and additional instruction on report writing, was added when the course was expanded to 120 hours.

The certified presenters of the Requalification Course indicated that expansion to 136 hours could be accommodated within the current three-week structure by scheduling nighttime and/or weekend sessions. Presenters viewed this as preferable to the addition of a fourth week.

The following changes are proposed:

1. Add a 16-hour block on racial and cultural diversity so that Requalification Course participants fully satisfy this new training requirement as described in Penal Code Section 13519.4.
2. Reapportion prescribed training hours to:
  - a. Add four additional hours of instruction to the law review;
  - b. Add four additional hours to the defensive tactics/arrest control techniques block; and
  - c. Delete the eight hours of instruction required for diagnostic testing and instruction related to report writing.

According to the presenters, the time currently allocated to law review is inadequate to satisfactorily cover required subject matter. Because the defensive tactics/arrest control block is the single highest student failure area, adding time to that area should significantly reduce the current failure rate and the need for remediation.

Although report writing training is considered desirable, it is recognized that all students have already had core training in report writing and time is not available within this program to provide additional instruction. Report writing can be addressed when students become employed as part their field training experience or as part of agency-specific supplemental training.

All proposed changes to the course content are detailed in Attachment A (Prescribed Curricula for the POST Requalification Course).

#### RECOMMENDATION

Approve proposed changes to POST Requalification Course content and minimum hours to be effective August 1, 1993.



POST REQUALIFICATION COURSE  
Course Outline

POST ADMINISTRATIVE MANUAL REFERENCE

Commission Regulation 1008  
Commission Procedure D-11

LEGAL REFERENCE

Penal Code Section 13511(b).

COURSE DESCRIPTION

This course is designed to meet POST's requirements for persons qualifying or requalifying under Regulation 1008, the three-year rule. Attendees may include certificated and non-certificated California Basic Course trained officers. For these attendees, this course can be used in lieu of the Basic Course Waiver Process. The course may also be open to officers from out-of-state who wish to prepare for the BCW Process, although it does not cover all aspects of the written portion of the test. The content of the course includes portions of the Basic Course which are (1) most likely to rapidly change; (2) critical manipulative skills related to officer survival safety or civil liability in areas which persons are most likely to experience reduced proficiency; ~~(3) updated instruction and diagnostic testing for report writing;~~ and ~~(4)~~ (3) other related critical subjects. Testing to determine student proficiency shall be conducted for each block of instruction with the exception of the cultural diversity block which requires specific student learning activities. All other blocks shall be tested either by skills testing, scenario testing or written examination, as appropriate to the specific subject matter. Presentation methodology shall include lectures, practical exercises, demonstrations, learning activities, and role-playing scenarios.

CERTIFICATION INFORMATION

POST Technical Course, Reimbursement Plan IV (travel and per diem). Reimbursement is provided for those trainees employed by an eligible law enforcement agency.

COURSE HOURS: ~~120~~ 136

## POST REQUALIFICATION COURSE

### TOPICAL OUTLINE\*

Functional Area	Topics*	Hours
	Course Overview/Orientation	1
<del>1.0</del>	Professional Orientation (Ethics)	2
<del>2.0</del>	<del>Police Community Relations</del>	<del>17</del>
	<u>Cultural Diversity/Handling Emotional Situations</u>	
	Victimology/Hate Crimes	1
	<u>Cultural Diversity</u>	<u>16</u>
<del>3.0</del>	Law (Update of law changes for previous three years) (Annually Updated)	<u>12</u>
	<u>Proposition 115 Update (Hearsay Testimony)</u>	<u>1</u>
<del>4.0</del>	Laws of Evidence (Update of law changes for previous three years) (Annually Updated)	4
<del>5.0</del>	<del>Communications (Report writing update and diagnostic testing)</del>	<del>9</del>
	<del>Proposition 115 Update (Hearsay Testimony)</del>	<del>1</del>
<del>6.0</del>	Vehicle Operations (Driver Awareness Curriculum) (3 hours classroom, 5 hours practical)	8
<del>7.0</del>	Force and Weaponry (Firearms)	12
<del>8.0</del>	Patrol Procedures:	45
	**First Aid and CPR	12
	**Domestic Violence	8
	**Missing Persons	2
	Patrol Hazards/Pedestrian Approach/ Vehicle Stops/Traffic Stops and Traffic Stop Field Problem/ Carcinogenic Substances	6
	Telecommunications	4
	Officer Safety/Crimes-in-Progress	6
	Search Restraint Devices/Prisoner Transportation	2
	Gang Awareness	2
	**Mentally Ill/Developmentally Disabled/Post-partum Psychosis	2

TOPICAL OUTLINE\* (continued)

Functional Area	Topics*	Hours
9.0	Traffic Law (Legal Update)	2
10.0	Criminal Investigation	4
	Child Abuse/Sexual Exploitation	
	Sexual Assault Investigation	2
	Sudden Infant Death Syndrome Awareness	2
12.0	Physical Fitness and Defensive Techniques	<u>26</u> <del>22</del>
	Testing	2
	Total	<u>136</u> <del>120</del>

\* All ~~topics~~ testing must be passed by the student. Testing to determine student proficiency will occur within each block of instruction with the exception of cultural diversity training which requires student participation in a series of structured learning activities. ~~Testing shall address all areas of instruction and may incorporate~~ Students must demonstrate proficiency in all other areas of instruction by passing skills assessment tests, scenario testings or written examinations tests, as appropriate to the subject matter.

\*\* Statutorily required training which may be substituted for other, more recent training mandates from time to time.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Proposed Changes to the Arrest and Firearms (P.C.832) Course Performance Objectives		Meeting Date July 22, 1993
Bureau Basic Training Bureau	Reviewed By Robert Fuller	Researched By Dick Reed
Executive Director Approval <i>Moussa C. Boehm</i>	Date of Approval 7-6-93	Date of Report
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Should the Commission approve, subject to a public review process, changes to the performance objectives in the Arrest and Firearms course, prescribed by Penal Code Section 832, as enumerated in this report?

BACKGROUND

The proposed changes to the P.C. 832 performance objectives are a result of curriculum review by POST staff and experienced curriculum advisors (educators and trainers representing criminal justice entities who employ entry level peace officers).

Performance objective changes are categorized in four ways. A description of each category, and the number of changes recommended in this report for each category follows:

o Content Additions

Performance objectives are added to the P.C. 832 course when the need for new instructional content is identified. The addition of one new performance objective is recommended in this report.

o Content Deletions

Performance objectives are recommended for deletion when the curricula is no longer necessary or required information. The deletion of two performance objectives is recommended in this report.

o Substantive Revisions

This category is used to describe performance objectives that are modified for specificity, updates in legal references, or clarity for testing purposes. Twenty-seven (27) substantive revisions are recommended to existing performance objectives.

o Administrative Changes

This category is used to describe changes to performance objectives that occur for administrative reasons, i.e., duplication in instructional content between performance objectives, multiple objectives merged into one, or one objective split into two or more proposed objectives. Another change occurs when instructional material presently tested by a multiple choice or true-false question is proposed to be incorporated into a learning activity or new or revised performance objective tested by exercise or scenario. There are a total of seventy-six (76) administrative changes recommended in this report. Of that number, eighteen performance objectives are proposed for deletion because of a merger with existing performance objectives. Three new performance objectives are added by combining and/or expanding on existing course material. Additions or deletions within this category do not result in gain or loss of curriculum.

A summary of proposed changes can be found in Attachment A. Attachment B contains the complete text of all proposed changes to the Arrest and Firearms Course performance objectives contained in this report.

ANALYSIS

Following is an analysis of the most significant changes to performance objectives:

Content Additions:

o Duty Handgun Storage (Off-Duty)

Proposed performance objective 7.7.3 would require the student to demonstrate his/her knowledge of how to safely store the duty weapon when off-duty. This is a liability issue for the trainer, the employer and the student.

The issue of off-duty handgun safety is adequately addressed in existing IVD courseware. However, there is currently no

requirement to assess the student's comprehension of the principles taught and trainers who do not use the P.C. 832 IVD courseware may or may not be addressing this subject. By adding this performance objective, all trainers will be required to address this fundamental safety issue.

Content Deletions:

o Reasonable Force

Performance objective 3.38.3 is duplicative of 7.2.2 and warrants deletion due to redundancy.

o Disarming Techniques

Performance objective 12.7.3 is a learning experience in which the instructor demonstrates a variety of methods whereby one might disarm a suspect holding either a handgun or long gun (rifle or shotgun). The P.C. 832 Arrest and Control block is intended as a fundamental introduction to the subject of weaponless defense. The time allowed for arrest and control techniques is best spent in practicing fundamental techniques rather than watching instructors demonstrate advanced self defense techniques.

Substantive Revisions:

Ten substantive changes are addressed herein. The remaining 17 substantive revisions are technical in nature and are not significant enough to warrant individual analysis in the body of this report. Specific information regarding all substantive changes may be obtained by reviewing Attachments A (Summary), B (Test of Proposed Changes to PC 832) and C (Statement of Reasons).

o Professional Orientation

The proposed revision to performance objective 1.3.2 involves replacing the "Law Enforcement Code of Ethics" with the "Code of Professional Conduct and Responsibility for Peace Officers." This recommendation is made because the majority of P.C. 832 students are peace officers, but are not actually law enforcement officers. This applies to probation officers, Department of Corrections personnel, Youth Authority personnel and peace officers who are required by the penal code to receive P.C. 832 training. A review of the Code of Professional Conduct and Responsibility for Peace Officers reveals that the nine canons of conduct reflected in that document encompass the content of the "Law Enforcement Code of Ethics."

- o Law

Performance objective 3.37.1 is revised to emphasize the list or scope of the rights that are protected by amendments to the U.S. Constitution. This expands that range of information upon which the student will be evaluated.

Performance objective 3.38.6 is modified to include a list of alternatives from which an officer must chose when deciding on the disposition of a person he or she has arrested.

Performance objective 3.38.8 is modified to add the conditions under which a private person can affect an arrest.

- o Laws of Evidence

Performance objective 4.6.1 is modified to explain the "purposes", rather than the "effects" of the Exclusionary Rule.

Performance objective 4.7.1 is revised to include the circumstances under which certain types of searches may be conducted. Two additional conditions are included in the proposed revision.

- o Investigation

Performance objective 8.8.1 (Miranda admonitions) is modified to eliminate unnecessary confusion to the student and for ease of instruction.

- o Arrest and Control

Performance objective 12.7.2 is modified to remove reference to armed suspects in the instruction of "foot movements."

Performance objective 8.14.1 is expanded to emphasize the importance of following policy and established procedures in conducting pat-down searches of members of the opposite sex.

Performance objective 7.10.2 is modified so that the student is required to demonstrate two accepted shooting positions, rather than for the instructor to demonstrate a variety of positions for the student.

#### Administrative Changes:

Seven administrative changes are addressed herein. However, those seven changes, mainly the merging of existing performance objectives,

impact a total of 20 performance objectives. The remaining revisions deal mainly with syntax, grammar or clarification of content for instructional or testing purposes. Further information may be obtained by referring to Attachment A (Summary) and B (Text of Proposed Changes to PC 832). An itemized list of revision justifications (Statement of Reasons) is contained in Attachment C.

- o Law

Performance objective 3.1.4 (Definition of terms relating to Criminal Law) is proposed for addition to the course. This is a Basic Course performance objective that fills common needs of the P.C.832 course. The 29 law-related terms and definitions included in this performance objective are used throughout the P.C. 832 course and in most criminal justice professions. But all of the terms are not clearly defined for the student. Adoption of this performance objective will allow for deletion of seven existing performance objectives that teach single definitions, and bring various other terms and definitions together so that the student can more easily assimilate relevant new vocabulary. The performance objectives administratively deleted due to the adoption of 3.1.4 are: 3.1.2, 3.1.3, 3.2.1, 3.2.2, 3.2.3, 3.5.1, and 3.5.2.

Performance objective 3.4.3 is new to P.C. 832. However, it merely restructures and moves the content of P.C. 832 performance objective 3.4.1 (Parties to a crime: Principles, accomplices and accessories). The content and number of this performance objective now match that used in the Basic Course.

- o Laws of Evidence

Performance objective 4.1.6 (Definition of Terms - Evidence and Search & Seizure) is new to P.C. 832. It is comprised of 27 terms and definitions contained in the courseware, but in some instances lack definition. This is a Basic Course performance objective that fills a common need within the P.C. 832 course. The Basic Course version includes 4 additional definitions that are not needed in P.C. 832. By adopting this new performance objective, the following P.C. 832 performance objectives can be deleted due to redundancy: 4.6.2, and 4.7.4.

- o Investigation

Performance objective 10.6.3 is merged with 10.1.5.



Performance objective 10.6.2 is recommended for deletion pending incorporation of much of its content to 10.6.1. 10.6.2 calls for the student to identify, collect, mark and package complex items of evidence, such as bite marks, body fluids, hazardous materials, fibers, fingerprints, etc. This is far in excess of what should be expected of a P.C. 832 student. However, by moving the evidence list to 10.6.1, the instructional goal will be to instruct students on how to identify, preserve and protect such evidence pending collection by an evidence technician, experienced detective or criminalist.

Performance objective 12.6.3 (Body Parts That Can be Used as Defensive Weapons) is recommended for deletion with its contents to be merged with 12.6.2 (Parts of the Body Vulnerable to Attack). The content of both of these performance objectives are taught in conjunction with one another.

Performance objective 8.14.4 (Cover Officer Responsibilities) is deleted and its contents merged with 8.14.2 (Safe and Effective Search of a Suspect). This exercise is also converted to a learning activity. By making this adjustment the trainer has the option of involving students in demonstrations and role-play exercises to illustrate the of the primary officer and cover officer. This performance objective is not easily tested with a paper and pencil test and holds more potential worth to the student if conducted as a learning activity.

Performance objective 8.20.2 (Limitations on Transporting Prisoners) is recommended for deletion and its contents merged with 8.20.1 (Elements of Safe Prisoner Transportation). This performance objective is also recommended for conversion to a learning activity so that students can practice and demonstrate comprehension of the concepts taught rather than taking a paper and pencil test.

### Conclusion

Proposed revisions to the P.C.832 course are recommended by staff and curriculum consultants to keep performance objectives current with new laws and information; practical from an entry-level practitioner's standpoint; and realistic (achievable) for instructional and testing purposes.

All proposed changes to the P.C. 832 course have been reviewed and endorsed by the P.C. 832 Curriculum Review Committee. The

recommendations contained herein will not result in an increase in the number of hours (64) required to present the course.

If the Commission agrees that the recommended changes be made, it is proposed that the abbreviated public notice process be used. If no one requests a public hearing, these proposed changes would go into effect 30 days after approval by the Office of Administrative Law. It is proposed that pursuant to Commission Regulation 1081, the document titled *POST Curriculum Requirements for the PC 832 Course - 1992* be amended to include the recommended revisions. The Regulation is included as Attachment C.

Recommendation:

Subject to the results of the proposed Notice of Regulatory Action approve the revisions to *POST Curriculum Requirements for the PC 832 Course - 1992*.

Summary of Proposed Changes to P.C. 832 (Arrest and Firearms)  
Course Performance Objectives

PROFESSIONAL ORIENTATION

**ADMINISTRATIVE CHANGES:**

- 1.2.1      Characteristics of a Profession
- 1.3.1      Ethical Standards On and Off Duty
- 1.4.1      Reporting Unethical Conduct
- 1.4.2      Nonenforcement of Laws
- 1.4.3      Acceptance of Gratuities
- 1.4.4      Reasons to Take Action on Unethical Conduct
- 1.7.2      Goals of the Criminal Justice System
- 1.9.2      Judicial Process (definitions)
- 1.11.2     Peace Officer Discretion

Modifications to these P.O.s are recommended to add clarity for testing and, when practical, to bring P.O.s into conformity with those used in the basic course.

**SUBSTANTIVE CHANGES:**

- 1.3.2      Law Enforcement Code of Ethics
- 1.7.1      Identification of Criminal Justice Components
- 1.9.1      Responsibility of California Courts

CONTENT DELETIONS:      NONE

CONTENT ADDITIONS:      NONE

COMMUNITY RELATIONS

ADMINISTRATIVE CHANGES: NONE

**SUBSTANTIVE CHANGES:**

- 2.2.4      Officer's Knowledge of Community Groups

Modification of this P.O. is recommended to improve syntax and bring it into conformity with P.O. 2.2.4 in the basic course.

CONTENT DELETIONS:      NONE

CONTENT ADDITIONS: NONE

LAW

ADMINISTRATIVE CHANGES:

- 3.1.1 Spirit of the Law Vs. Letter of the Law
- 3.1.2 Legal Protections for Certain Acts
- 3.1.3 Definition of "Stare Decisis"
- 3.2.1 Definition of a "Crime"
- 3.2.2 Classification of Crimes
- 3.2.3 Definition of "Corpus Delicti"
- 3.3.1 Mental States of Perpetrator of a Crime
- 3.4.1 Identification of Principles, Accessories and Accomplices
- 3.4.3 Identification of Principals, Accessories and Accomplices
- 3.5.1 Entrapment
- 3.5.2 Persons Incapable of Committing a Crime
- 3.6.1 Probable Cause to Detain
- 3.8.1 Elements of Bribery
- 3.8.2 Elements of Perjury
- 3.8.3 Refusal to Accept Citizen's Arrest
- 3.8.4 Impersonation of an Officer
- 3.8.5 Obstructing an Officer
- 3.8.7 "Posse Comitatus"
- 3.38.1 Authority to Make an Arrest
- 3.38.2 Elements of a Lawful Arrest
- 3.38.9 Identification of Legal Private Person Arrest
- 3.38.13 When an Officer Cannot Arrest
- 7.1.2 Sanctions Against Officers Accused of Excessive Force
- 7.2.2 Non-lethal Force
- 7.2.3 Policy Limitations on Use of Force
- 7.3.1 Justifiable Homicide
- 7.3.2 Use of Deadly Force; Sufficiency of Fear
- 7.3.3 Considerations Before Using Deadly Force
- 7.3.4 Agency Policies Regarding Use of Deadly Force
- 7.3.5 Identifying Justified Use of Deadly Force
- 11.3.1 Inhumanity Toward Prisoners
- 11.3.2 Assault Under Color of Authority

Modification to the above P.O.s is recommended to add specificity and clarity for testing, to bring P.O.s into conformity with those used in the basic course or merge multiple P.O.s into one.

SUBSTANTIVE CHANGES:

- 3.1.4 Definition of Terms
- 3.6.2 Determining Probable Cause to Arrest

- 3.8.6      Filing a False Report
- 3.37.1    Constitutional Protections
- 3.37.3    Deprivation of Constitutional Rights
- 3.37.4    Deprivation of Constitutional Rights Under Color of Authority
- 3.38.4    Information Provided to an Arrestee
- 3.38.5    Time of Day or Night an Arrest May Be Made
- 3.38.6    Disposition of an Arrestee
- 3.38.7    Forcing Entry to Effect an Arrest
- 3.38.8    Conditions Required for Private Person Arrests
- 3.38.12   Officer Immunity for False Arrest
- 7.2.1     Legal Framework for Use of Force

**CONTENT DELETIONS:**

- 3.38.3    Use of Force in an Arrest Situation

This performance objective is recommended for deletion due to redundancy. Instructional content is identical to P.O. 7.2.2.

**CONTENT ADDITIONS:** NONE

**LAWS OF EVIDENCE**

**ADMINISTRATIVE CHANGES:**

- 4.1.2      Types of Evidence
- 4.1.3      Reasons for Offering Evidence in Court
- 4.1.4      Admissibility of Evidence
- 4.1.5      Purpose of "Rules of Evidence"
- 4.6.2      Definition of "Hearsay Evidence"
- 4.7.2      Items for Which an Officer May Legally Search
- 4.7.4      Definition of Search-related Terms

Modifications recommended to these P.O. to add specificity and clarity for testing or to bring them into conformity with basic course P.O.s.

**SUBSTANTIVE CHANGES:**

- 4.1.6      Definition of Terms
- 4.6.1      Purpose of the "Exclusionary Rule"
- 4.6.3      Exceptions to the "Hearsay Rule"
- 4.7.1      Legal Searches

CONTENT DELETIONS: NONE

CONTENT ADDITIONS: NONE

### COMMUNICATIONS

#### ADMINISTRATIVE CHANGES:

- 5.1.1 Non-language Factors That Elicit Negative Responses From the Public
- 5.2.1 Uses of Notes
- 5.2.3 Neat, Accurate and Complete Notes
- 5.3.1 Uses of Written Reports
- 5.3.2 Characteristics of a Good Report
- 5.3.3 Questions Answered in a Complete Report
- 10.8.1 Preparing for an Interview

The proposed modifications would have the effect of bringing the above P.O.s into conformity with the basic course P.O.s dealing with the same subject matter.

SUBSTANTIVE CHANGES: NONE

CONTENT DELETIONS: NONE

CONTENT ADDITIONS: NONE

### INVESTIGATION

#### ADMINISTRATIVE CHANGES:

- 10.1.4 Reasons to Protect a Crime Scene
- 10.1.5 Techniques for Protecting a Crime Scene
- 10.6.1 Identification of Possible Items of Evidence
- 10.7.3 Maintaining "Chain of Custody"
- 10.6.2 Collecting, Marking and Packaging Evidence
- 10.6.3 Identification and Preservation of Fragile Evidence

The proposed modifications are recommended to add specificity and clarity for testing.

SUBSTANTIVE CHANGES:

- 8.8.1 Miranda Admonition

CONTENT DELETIONS: NONE

CONTENT ADDITIONS: NONE

## ARREST AND CONTROL

### ADMINISTRATIVE CHANGES:

- 8.14.2 Principles of Safe and Effective Person Searches
- 8.14.3 Weapon/Contraband Hiding Places
- 8.14.4 Responsibilities of Covering Officer
- 8.18.2 Three Types of Person Searches
- 8.19.1 Limitations on Use of Handcuffs
- 8.19.2 Purposes of Restraint Devices
- 8.20.1 Safe Transportation of Prisoners
- 8.20.2 Agency Limitations On Transportation of Prisoners
- 12.6.1 Principles of Weaponless Defense
- 12.6.2 Natural Weapons and Vulnerable Parts of the Body
- 12.6.3 Body Parts That Can Help Overcome Resistance
- 12.6.4 Control Hold
- 12.6.5 "Take-down" Technique

### SUBSTANTIVE CHANGES:

- 12.7.2 Foot Movements

This P.O. is modified to delete reference to an armed suspect. Introduction of armed assailants is premature at this point in weaponless defense training.

- 8.14.1 Searching Members of Opposite Sex

This P.O. is modified to neutralize the reference to gender and to make students aware that officer safety and solid judgement must enter into decisions to search those of the opposite sex.

- 8.19.3 Safe and Effective Handcuffing (Single Suspect)

### CONTENT DELETIONS:

- 12.7.3 Disarming Techniques

CONTENT ADDITIONS: NONE

## FIREARMS COURSE

### ADMINISTRATIVE CHANGES:

- 7.5.1      Safe Handling of Handguns
- 7.15.1     POST-approved Combat Firing Exercise (Qualification Shoot)

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The recommended modifications to the above three P.O.s are to enhance the student's understanding and safe handling of handguns.

### SUBSTANTIVE REVISIONS:

- 7.6.1      Identification of Handgun Parts and Their Function
- 7.10.2     Student Demonstration of Two Sanctioned Firing Positions

CONTENT DELETIONS: NONE

### CONTENT ADDITIONS:

- 7.3.3      Safe storage of duty weapons

This P.O. is recommended for addition to insure that the student knows how to stow his/her weapon safely in an off-duty capacity. Issues involving firearm safety warrant emphasis in this course and weapon storage is well-covered in the existing IVD videodisc (scenarios) and the workbook (Part 2 - pp. 4 & 5).



ATTACHMENT B

TEXT OF PROPOSED CHANGES TO PC 832 (ARREST AND FIREARMS) COURSE

TABLE OF CONTENTS

ARREST COURSE

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POST CURRICULUM REQUIREMENTS FOR THE PC 832 COURSE  
19923

**ARREST COURSE**

(Required for all peace officers)

A. PROFESSIONAL ORIENTATION

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**Law Enforcement Profession**

- 1.2.1p Given a direct question, tThe student will identify the following characteristics of a "profession-":
- A. Members will share a common set of principles and goals
  - B. A recognized body of knowledge ~~which~~ is systematically transmitted to new members
  - C. Members belong to one or more A professional organizations ~~to which members belong which promote the interests of the profession~~
  - D. A code of ethics ~~regulating~~ reg the conduct of members
  - E. A license or certificate is required to practice

**Ethics**

- 1.3.1p Given a direct question, tThe student will identify why peace officers, both on and off duty, should exemplify the highest ethical and moral standards.
- A. To promote professionalism in ~~law-enforcement~~ their chosen profession
  - B. To gain public support for ~~law-enforcement~~ peace officers
  - C. To earn the respect and confidence of peers
  - D. To maintain a sense of self worth and pride in being a peace officer

Note: "p" identifies those performance objectives that differ from those of the Regular Basic Course.

(1e1a) identifies required "Learning ~~Experiences~~ Activities"

1.3.2p

Given a direct question, the student will identify the following fundamental duties of a peace officer as described in the "Law Enforcement Code of Ethics:" canons of professional conduct as described in the "Code of Professional Conduct and Responsibility For Peace Officers":

- A. ~~To serve mankind~~
- B. ~~To safeguard lives and property~~
- C. ~~To protect the innocent against deception~~
- D. ~~To protect the weak against oppression or intimidation~~
- E. ~~To protect the peaceful against violence or disorder~~
- F. ~~To respect the Constitutional rights of all~~

- A. Peace officers shall uphold the Constitution of the United States, the State Constitution, and all laws enacted or established pursuant to legally constituted authority;
- B. Peace officers shall be aware of and shall use proper and ethical procedures in discharging their official duties and responsibilities;
- C. Peace officers shall regard the discharge of their duties as a public trust and shall recognize their responsibilities to the people whom they are sworn to protect and serve;
- D. Peace officers will so conduct their public and private life that they exemplify the high standards of integrity, trust and morality demanded of a member of the peace officer profession;
- E. Peace officers shall recognize that our society holds the freedom of the individual as a paramount precept which shall not be infringed upon without just, legal and necessary cause;
- F. Peace officers shall assist in maintaining the integrity and competence of the peace officer profession;
- G. Peace officers shall cooperate with other officials and organizations who are using legal and ethical means to achieve the goals and objectives of the peace officer profession;
- H. Peace officers shall not compromise their integrity, nor that of their agency or

- profession, by accepting, giving or soliciting any gratuity; and  
I. Peace officers shall observe the confidentiality of information available to them through any source, as it relates to the peace officer profession.

### Unethical Behavior

- 1.4.1 Given a word pictures or audio-visual presentations depicting unethical and/or criminal conduct on the part of a fellow peace officer, the student will select identify the best method for handling the situation based on the following principles:-1
- A. Express verbal disapproval of minor infractions by a fellow officer
  - B. Discuss continued infractions with a supervisor
  - C. Report misconduct to a supervisor immediately
  - D. Prevent criminal behavior, if possible, and report it to a supervisor immediately.
- 1.4.2 Given a direct question, tThe student will identify problems associated with an peace officer's nonenforcement of specific laws by personal choice:
- A. Public disrespect for the law and law enforcement.
  - B. Public confusion as to the meaning or intent of the law.
- 1.4.3p Given a direct question, tThe student will identify problems associated with an peace officer's acceptance of gratuities:
- A. Creates a negative public image of peace officers and their agencies
  - B. Obligates the officer to the gift giver
  - C. May lead to the acceptance of larger gifts, serious misconduct, or the commission of a crime
- 1.4.4 Given a direct question, tThe student will identify why it is necessary for an peace officer to take positive action when becoming aware of unethical and/or criminal conduct on the part of a fellow officer:

- A. To maintain the public trust
- B. To prevent further misconduct
- C. To permit corrective action to take place

**Administration of Justice Components**

1.7.1 Given one of the three components of the criminal justice system components (i.e., law enforcement, judicial, corrections or the courts), the student will identify to which component of the criminal justice system the following operational positions belong; of the following positions belong to that component.

- A. Judge
- B. Prosecuting Attorney
- C. Defense Attorney
- D. Deputy Probation Officer
- E. Parole Officer
- F. Correctional Officer
- G. ~~Local~~ Police Officer
- H. Deputy Sheriff
- I. Office of Victim/Witness Services Personnel
- J. State Traffic Officer

1.7.2 Given a direct question, tThe student will identify the following major goals of the criminal justice system:

- A. Guaranteeing due process
- B. Crime prevention
- C. Protection of life and property
- D. Apprehension of offender
- E. Enforcement of law
- F. Equal justice
- G. Assure victim's rights

**California Court System**

1.9.1 ~~The student will identify the organizational structure and a primary responsibility of the following California courts: (California Constitution)~~

- A. ~~Justice Court~~
- B. ~~Municipal Court~~
- C. ~~Superior Court~~
- D. ~~District Court of Appeal~~
- E. ~~State Supreme Court~~

Given a direct question, the student will identify the primary responsibility of the following California courts as they relate to criminal cases:

A. Trial Courts

1. The justice courts have original trial jurisdiction over misdemeanors and infractions. They conduct arraignments and preliminary hearings in felony cases, and they serve judicial districts of less than 40,000 people.
2. The municipal courts also have original trial jurisdiction over misdemeanors and infractions, and they conduct arraignments and preliminary hearings in felony cases. However, municipal courts serve judicial districts of 40,000 people or more.
3. The superior courts have unlimited trial jurisdiction over all cases except those assigned by statute to the municipal and justice courts. They try all felony cases, have exclusive jurisdiction over juvenile delinquency and child neglect cases, and hear appeals from the justice and municipal courts. There is a superior court in each of California's 58 counties.

B. Appellate Courts

1. The courts of appeal have appellate jurisdiction over all cases appealed from the superior courts except in capital punishment cases.
2. The state supreme court has statewide appellate authority. It has discretionary appellate jurisdiction to hear cases pending or decided by the courts of appeal and must hear direct appeals from the superior courts in death penalty cases. Death penalty appeals to the

supreme court are called "automatic" appeals.

1.9.2 ~~The student will identify the purposes of the following judicial processes in criminal cases:~~

- ~~A. Bail~~
- ~~B. Arraignment~~
- ~~C. Preliminary hearing~~
- ~~D. Indictment~~
- ~~E. Trial~~

Given a definition of one of the following terms, the student will identify the term which matches the definition:

- A. Arraignment: A legal procedure whereby a court informs defendants of the charges against them, ascertains whether defendants are the persons wanted, advises defendants of their legal rights, asks for their pleas
- B. Bail: A security deposited with a competent court or magistrate that is intended to assure that the accused will appear for trial when summoned
- C. Indictment: A formal charge of crime based on legal testimony of witnesses and the concurring judgement of the grand jury. If approved by the grand jury, it is presented to the court as a "true bill"
- D. Preliminary Hearing: The hearing by a judge to determine whether a person charged with a crime should be bound over for trial
- E. Trial: A judicial examination and determination of issues between parties to action; whether they be issues of law or of fact

### **Discretionary Decision Making**

1.11.1p The instructor will present a problem which (1ela) is related to the student's use of peace officer powers and describe how a solution can be found and evaluated using the following six-step, problem-solving process:

- A. Identify the problem
- B. Analyze the problem
- C. Develop alternatives
- D. Selecting a solution
- E. Implement the decision
- F. Evaluate the results

The student's use of the six-step, problem-solving process will be critiqued by the instructor.

Equivalent experience gained through the use of appropriately designed workbooks, computer ~~assisted instruction, or audio-visual instruction~~ is also acceptable.

1.11.2 Given a direct question, tThe student will identify the most common limitations of peace officer discretion including:

- A. Law
- B. Departmental policy and procedure
- C. Departmental goals and objectives

1.11.3p  
(~~e~~a) The instructor will lead a class discussion on situations in which students may be called upon to use discretion while exercising their peace officer powers. The discussion will include situations where the student must decide between the following enforcement possibilities:

- A. Arrest
- B. Cite and release
- C. Refer to a service agency
- D. Issue a verbal or written warning
- E. Take no action

The discussion will also include consideration of the following potential consequences of poor discretionary decision making:

- A. Death
- B. Additional crime
- C. Civil or criminal liability
- D. Discipline, including loss of job
- E. Embarrassment to the officer or his/her department

Equivalent experience gained through the use of appropriately designed workbooks, computer assisted instruction, or audio visual instruction is also acceptable.



B. COMMUNITY RELATIONS

**Community Attitudes and Influences**

2.2.2p      The student will participate in an  
(~~1e~~1a)      instructor-led classroom discussion which examines  
how a peace officer's behavior is likely to be  
perceived differently by the following groups:

- A.          Different members of the community
- B.          Suspects, victims, and witnesses
- C.          The student's employer  
              (supervision/administration)
- D.          The student's peers

Equivalent experience gained through the use of appropriately designed workbooks, computer assisted instruction, or audio-visual programs is also acceptable. Workshops or "sensitivity" training sessions involving representatives from different community groups are also acceptable methods of satisfying this training requirement.

2.2.3p      The student will participate in an  
(~~1e~~1a)      instructor-led classroom discussion which examines  
techniques for coping with cultural and  
socioeconomic differences, including the following  
techniques:

- A.          Identify and communicate with the  
              representatives of different cultural and  
              socioeconomic groups
- B.          Avoid prejudging individuals based on  
              their cultural origins or socioeconomic  
              status
- C.          Avoid the "we-they" syndrome

Equivalent experience gained through the use of appropriately designed workbooks, computer assisted instruction, or audio-visual programs is also acceptable. Workshops or "sensitivity" training sessions involving representatives from different community groups are also acceptable methods of satisfying this training requirement.

2.2.4p      The student will participate in an

(1e1a) instructor-led classroom discussion of how different ~~subcultures~~ groups within the officer's service area can be better served if the officer learns more about each ~~subculture's~~ group's customs, values and needs.

- A. Racial minorities
- B. Ethnic minorities
- C. ~~Women~~ Gender orientation
- D. Sexual orientation
- E. ~~Economic~~ group
- F. Elderly/youth
- G. Physically ~~handicapped~~ disabled
- H. Developmentally disabled
- I. Religious group

Equivalent experience gained through the use of appropriately designed workbooks, computer assisted instruction, or audio-visual programs is also acceptable. Workshops or "sensitivity" training sessions involving representatives from different community groups are also acceptable methods of satisfying this training requirement.

## C. LAW

### Introduction to Law

- 3.1.1p ~~Given a description of a situation involving the application of criminal law by a peace officer~~ word picture depicting a peace officer's response to a crime, the student will identify whether it has been applied the officer's response was in accordance with the "spirit of the law" or the "letter of the law."
- ~~3.1.2p Given a description of a prohibited or protected act, the student will identify the written law (or laws), from those listed below, which prohibit or protect that act.~~
- ~~A. Constitutional Law (federal and state)~~
  - ~~B. Statutory Law (federal and state)~~
  - ~~C. Case Law (federal and state)~~
- ~~3.1.3p Given the following definition (or a paraphrase of the definition), the student will identify stare decisis as the term defined. Definition: The doctrine that when a court has laid down a principle of law as applicable to a certain set of facts, it will adhere to that principle, and apply~~

~~it to all future cases, where the facts are substantially the same.~~

3.1.4

Given a definition of one of the following terms, the student will identify the term that matches the definition.

- A. Spirit of the law means that the law is applied in accordance with the intent of the legislature and not in literal compliance with the words of statute. (Note: Section 4 of the Penal Code requires that the penal statutes be construed according to the fair import of their terms and explicitly prohibits their literal interpretation as is the rule in common law.)
- B. Letter of the law means that the law is strictly applied in accordance with the literal meaning of the statute, leaving no room for interpretation
- C. Common law is the body of laws that originated and developed in England. It is based on court decisions, on the doctrines implicit in those decisions, and on custom and usage
- D. Statutory law is written law enacted by Congress or the legislative body of the state, a county, or a city
- E. Constitutional law is the law of a nation or state which addresses the organization and powers of government, and the fundamental principles which regulate the relations of government with its citizens
- F. Municipal codes, also called ordinances, are statutes enacted by a city or county
- G. Stare decisis means "let the prior decision stand." It is a policy of law that requires courts to abide by previously decided principles. This policy is also called "precedent." The application of this policy creates a body of law called "case law"
- H. Case law is a body of law based on judicial decisions and precedent
- I. A crime is an act committed or omitted in violation of a law forbidding or commanding it, and for which punishment is imposed upon conviction
- J. A tort is a private or civil wrong or injury, other than breach of contract, for which the court will provide a remedy

- K. A felony is the most serious of crimes, punishable by death or imprisonment in a state prison
- L. A misdemeanor is an offense of lesser gravity than a felony, for which punishment may be a fine or imprisonment in a local jail rather than a state prison
- M. An infraction is the least serious of crimes and is not punishable by imprisonment but by fine only
- N. A "wobbler" is a crime that may be punished by imprisonment in either the county jail or the state prison
- O. Corpus delicti literally means the "body of the crime." The corpus delicti are the basic facts necessary to prove the commission of a crime
- P. Intent is a state of mind inferred from evidence. The presence of a designated state of mind (general intent, specific intent, transferred intent or criminal negligence) distinguishes a crime from an accident or mistake of fact
- Q. General intent is the intent to do that which the law prohibits. It is not necessary for the prosecutor to prove the defendant intended the precise harm or result that occurred. General intent requires that the accused merely intended to commit the act even if there was no intention or knowledge of violating the law
- R. Specific intent denotes a design, resolve, or determination to commit an act the law prohibits. Specific intent is a state of mind that must be proved along with the other elements of the crime
- S. Transferred intent is when the intended act misses or goes beyond the person it was intended to injure and causes the intended results to fall on a third person. Transferred intent requires that the intention of the criminal act be transferred from the intended victim to another victim. The intended act must, however, be unlawful
- T. Criminal negligence is failure to use the degree of care required to avoid criminal consequences
- U. Principals are all persons concerned in the commission of a crime, whether it be felony or misdemeanor, and whether they

directly commit the act constituting the offense, or aid and abet in its commission (Penal Code Section 31)

V. An accessory is a person who, after a felony has been committed, harbors, conceals or aids a principal, with the intent of helping the principal to escape or avoid arrest, trial or conviction. (Penal Code Section 32)

W. An accomplice to a crime is a co-principal

X. A feigned accomplice to a crime is one who pretends to consult and act with others in the planning or commission of a crime, but only for the purpose of discovering their plans and confederates and securing evidence against them

Y. Entrapment is inducing a person to commit a crime which he did not contemplate for the purpose of prosecuting him.

Entrapment is a defense in which the defendant claims that an officer caused him to commit the crime. The test is whether a normally law-abiding citizen would have committed the crime under the same circumstances. (Barraza, 1979, 23 Cal. 3d 675)

Z. Reasonable suspicion is the amount of knowledge sufficient to induce an ordinarily prudent and cautious man under similar circumstances to believe criminal activity is at hand. In order for an officer to validly detain a person based on reasonable suspicion, the officer must be able to articulate the specific facts which lead to the belief that a crime had occurred (or was about to occur) and that the person detained was connected with the crime

AA. Probable cause is a suspicion founded on circumstances that are sufficiently strong to justify a person in the belief that the charge is true

AB. Persons that cannot be held liable for committing a crime are: a) Children under the age of 14, in absence of clear proof, as determined by the court, that at the time of the act they knew of its wrongfulness; b) Idiots or persons who exhibit mental deficiency in its most severe form (severe mental retardation); c) Persons who act under an ignorance or mistake of fact, which disproves any

criminal intent; d) Persons who commit an illegal act without being conscious of their actions; e) Persons who commit an illegal act by accident without evil design or intention, or culpable negligence; f) Persons (unless the crime be punishable with death) who commit illegal acts under threats or menaces that lead them to believe their lives would be endangered if they refused to commit the act (Penal Code Section 26)

AC. The elements of a crime constitute parts of a crime which must be proved by the prosecution to sustain a conviction

### Crime Elements

~~3.2.1 The student will identify each of the following as being necessary elements of "a crime" as defined by California Penal Code Section 15:~~

- ~~A. An act or omission~~
- ~~B. In violation of statutory law~~
- ~~C. For which there is a punishment~~

~~3.2.2 Given the punishment for a crime, the student will classify the crime as a felony, misdemeanor, or infraction. (Penal Code Sections 16 and 17)~~

~~3.2.3p Given the following definition (or a paraphrase of the definition), the student will identify "corpus delicti" as the term defined. Definition: The body of the crime. The body (material substance) upon which a crime has been committed, e.g., the corpse of a murdered man, the charred remains of a house burned down.~~

### Intent

~~3.3.1p Given a description of a set of facts which constitute word picture depicting a crime, the student will identify which of the following "mental states" can be legally inferred from the acts of the perpetrator.~~

- A. Specific intent
- B. Transferred intent
- C. General intent
- D. Criminal negligence ~~(Evidence Code)~~

## Parties to a Crime

~~3.4.1p~~ Given word pictures or audio visual presentations depicting situations involving principals, accessories and accomplices of a crime, the student will identify the level of parties involved.

- ~~A. Principal (31 P.C.)~~
- ~~B. Accessory (32 P.C.)~~
- ~~C. Accomplice or Feigned Accomplice (1111 P.C.)~~

3.4.3 Given a word picture depicting a crime involving principals, accessories and/or accomplices, the student will identify the parties involved as principals, accessories and accomplices. (Penal Code Sections 31, 32 and 1111)

## Defenses

~~3.5.1~~ Given word pictures or audio visual presentations depicting possible entrapment situations, the student will correctly identify whether or not entrapment has occurred.

~~3.5.2~~ The student will identify those persons who are legally incapable of committing a crime in the State of California. (Penal Code Sections 26, 27, 28, and 29)

## Probable Cause

3.6.1 The student will identify the following elements of "reasonable suspicion" as those required to lawfully stop, detain or investigate a person:

- ~~A. Specific and articulable facts~~
- ~~B. Crime related activity that is occurring or is about to occur~~
- ~~C. Involvement by the person to be detained in a crime related activity.~~

Given a word picture depicting possible criminal activity, the student will identify whether the circumstances would provide an officer with the "reasonable suspicion" needed to temporarily

detain a suspect. The elements required to establish reasonable suspicion are a set of specific, articulable facts which support an inference:

- A. that crime-related activity has occurred or is about to occur, and
- B. that the person to be detained is connected with that activity.

3.6.2p

~~Given a word pictures or audio visual presentations~~ depicting instances where "probable cause" for enforcement action may or may not exist, the student will identify ~~its presence or absence and reasons behind his/her decision if an~~ arrest or search is lawful by applying the following standard for determining the existence of probable cause:

- A. Probable cause to make an arrest requires knowledge, based on facts, which would cause a reasonable and prudent person to honestly believe and strongly suspect that the person to be arrested is guilty of a crime
- B. Probable cause to obtain a search warrant requires that enough credible information exists to make it reasonable to believe that the contraband or evidence to be searched for is located in the place to be searched
- C. Probable cause to search a vehicle without a warrant requires that enough credible information exists to make it reasonable to believe that the contraband or evidence to be searched for is located in that part of the vehicle which is to be searched

### **Obstruction of Justice**

3.8.1 Given a word-pictures or audio visual presentations depicting the possible offering or accepting of a bribe, the student will determine if the crime is complete and, in any situation where the crime is complete, will identify the crime by its common name and crime classification. (Penal Code Sections 67 and 68)

3.8.2 Given a word-pictures or audio visual presentations depicting possible perjuries, the



student will determine if the crime is complete and will, in any situation where the crime is complete, identify the crime by its common name and crime classification. (Penal Code Sections 118 and 126)

- 3.8.3 Given ~~a word-pictures or audio-visual presentations~~ depicting possible refusal by an officer to accept an arrested person, the student will determine if the crime is complete, and in any situation where the crime is complete, will identify the crime by its common name and crime classification. (Penal Code Section 142)
- 3.8.4 Given ~~a word-pictures or audio-visual presentations~~ depicting the possible impersonation of an officer, the student will determine if the crime is complete and, in any situation where the crime is complete, will identify the crime by its common name and crime classification. (Penal Code Sections 146a and 538d)
- 3.8.5 Given ~~a word-pictures or audio-visual presentations~~ depicting the possible threat or obstructing of an officer in the fulfillment of his/her duties, the student will determine if the crime is complete and, in any situation where the crime is complete, will identify the crime by its common name and crime classification. (Penal Code Sections 69, 71, 136.1, and 148)
- 3.8.6p Given ~~a word-pictures or audio-visual presentations~~ depicting the possible filing of a false police report of a felony, misdemeanor or an emergency, the student will determine if the crime is complete and, in any situation where the crime is complete, will identify the crime by its common name and crime classification. (Penal Code Sections 148.3 and 148.5)
- 3.8.7 Given ~~a word-pictures or audio-visual presentations~~ depicting the possible refusal to join "posse comitatus," the student will determine if the crime is complete and, in any situation where the crime is complete, will identify the crime by its common name and crime classification. (Penal Code Section 150)

#### Constitutional Rights Law

3.37.1

~~The student will identify the provisions of the following amendments to the U. S. Constitution and the impact each has upon a peace officer's duties:~~

- ~~A. 1st Amendment~~
- ~~B. 4th Amendment~~
- ~~C. 5th Amendment~~
- ~~D. 6th Amendment~~
- ~~E. 8th Amendment~~
- ~~F. 14th Amendment~~

Given a direct question, the student will identify the following rights protected by the U.S. Constitution:

- A. Freedom of religion
- B. Freedom of Speech
- C. Freedom of the press
- D. Freedom of assembly
- E. Right to petition the government for a redress of grievances
- F. Freedom from unreasonable searches and seizures
- G. Right to be told of charges when arrested
- H. Freedom from being tried twice for the same crime
- I. Freedom from self-incrimination
- J. Right to due process before being deprived of life, liberty, or property
- K. Right to a speedy trial
- L. Right to a public trial by an impartial jury
- M. Right to confront witnesses
- N. Right to subpoena witnesses
- O. Right to counsel
- P. Freedom from excessive bail
- Q. Freedom from cruel and unusual punishments
- R. Right to equal protection of the laws

3.37.3p

~~Given a word-pictures or audio visual presentations of depicting a possible conspiracy against rights of citizens to deprive a person of a right provided by the United States Constitution, the student will identify whether a violation of Title 18, Section 241 of the U.S. Code occurred. determine if the crime is complete, and if it is complete, identify the crime by its common name (i.e., "conspiracy against rights of citizens") and crime classification. (Title 18, Section 241 of the U.S.Code)~~

3.37.4p Given a word-pictures or audio-visual presentations of a possible Deprivation of — rights Under Color of Law, the student will identify whether a violation of Title 18, Section 242 of the U.S. Code occurred determine if the crime is complete, and if it is complete, identify the crime by its common name (i.e., "deprivation of rights under color of law") and crime classification. (Title 18, Section 242 of the U.S. Code)

### Laws of Arrest

3.38.1p Given a word-pictures or audio-visual presentations depicting an arrest, situations, the student will identify when if the peace officer hasd the authority to make the arrest. (Penal Code Section 836 and Vehicle Code Sections 40300.5-40302)

3.38.2p Given a direct question, tThe student will identify the following elements of a lawful arrest. (Penal Code Sections 834, 835 and 835a)

- A. An arrest may be made by a peace officer or private person
- B. The arrested person must be taken into custody in a case and in the manner authorized by law
- C. An arrest may be made by actual restraint of the arrested person or the arrested person's submission to custody
- D. Reasonable force may be used to effect the arrest, prevent escape or overcome resistance

~~3.38.3 Given word pictures or audio visual presentations depicting differing arrest situations, the student will identify the amount of force that may be used when effecting an arrest. (Penal Code Sections 835 (a) and 843)~~

3.38.4p Given a direct question word pictures or audio-visual presentations depicting arrest situations, the student will identify the following information which an peace officer is required to provide to a person who is being arrested, and the exception to this requirement. the person arrested must be provided and at what time it must be provided. (Penal Code Section 841)

A. Required information

1. The intention to arrest
2. The reason for the arrest
3. The authority to make the arrest, unless the officer is in uniform

B. Exception: If the person about to be arrested is committing or attempting to commit a crime, or is being pursued immediately after committing a crime, or is escaping, the officer need not provide this information, unless the arrested person requests it.

3.38.5 ~~Given word pictures or audio visual presentations depicting an arrest to be made, the student will identify the time of day or night that an arrest may be made. (Penal Code Section 840)~~

Given a word picture depicting the circumstances under which an arrest is made (i.e., time of day, type of crime and place of arrest), the student will identify if the arrest is consistent with the following provisions of Penal Code Section 840.

A. An arrest for the commission of a felony can be made at any time and in any place

B. An arrest for a misdemeanor cannot be made between 10:00 p.m. and 6:00 a.m. unless:

1. The person has committed the offense in the officer's presence (Penal Code Section 836)
2. The arrest is made in a public place
3. The arrest is made while the person is in custody for another offense
4. The arrest is made pursuant to a warrant authorizing service anytime of the day or night

3.38.6p ~~Given a word-pictures or audio visual presentations depicting an arrest situations, the student will identify what the peace officer is required to do with the person arrested. This will minimally include:~~

A. Taking the person before the magistrate within two days after his/her arrest [P.C. 825, 849(a)]

- B. Complying with the terms of the arrest warrant if the arrest is in response to such a warrant (P.C. 848)
- C. Allowing the person to make three completed telephone phone calls no later than three hours after being arrested (P.C. 851.5)
- D. Releasing a person arrested for an offense declared to be an infraction, after the person has presented evidence of his/her identity and signed a written promise to appear (P.C. 853.5)
- E. Releasing a person arrested for a misdemeanor after the person has been given a written notice to appear in court (P.C. 853.6)
- F. Release the person from custody when there are insufficient grounds for a criminal complaint (P.C. 849(b)(1), (2) or (3))

3.38.7p

~~Given a word-pictures or audio visual presentations depicting an officer(s) entering a the premises breaking open a door or window to make an arrest, the student will identify those situations where the legal requirements of such entry were fulfilled by the officer(s). (Penal Code Section 844)~~

- A. The person to be arrested must be on the premises, or the officer must have reasonable cause to believe the person is on the premises
- B. The officer must demand admittance
- C. The officer must explain the purpose for which admittance is desired

3.38.8p ~~The student will identify the requirements placed upon a private person making an arrest of another:~~

- A. ~~Duty to take prisoner before magistrate without unnecessary delay, or~~
- B. ~~Deliver prisoner to peace officer~~

Given a direct question, the student will identify the following conditions under which a private person may make a lawful arrest:

- A. A private person may make a lawful arrest when:
  1. A suspect commits a felony or misdemeanor in the person's presence

2. The suspect has in fact committed a felony, although not in the person's presence
3. A felony has in fact been committed, and the person has reasonable cause to believe that the suspect committed it (Penal Code Section 837)

B. After making the arrest, the person must take the arrested suspect before a magistrate or deliver him to a peace officer without unnecessary delay. (Penal Code Section 847)

3.38.9 Given ~~a word-pictures or audio-visual presentations~~ depicting a "private person" arrests, the student will determine if the arrest is legal. (Penal Code Section 837)

3.38.12p ~~The student will identify the instances where a peace officer is not civilly liable for false arrest or false imprisonment arising out of an arrest. (Penal Code Sections 836.5, and 847)~~

Given a direct question, the student will identify the following circumstances under which an officer is not civilly liable for false arrest or false imprisonment (Penal Code 847):

- A. When such arrest was lawful or when the officer, at the time of the arrest, had reasonable cause to believe the arrest was lawful
- B. When such arrest was made pursuant to a charge, based upon reasonable cause, that the person arrested had committed a felony
- C. When the officer was required to make the arrest in order to comply with Penal Code Section 142 (e.g., accepting a person arrested by a private person)
- D. When a magistrate orally orders an officer to arrest a person who is committing a public offense in the magistrate's presence (PC 838)

3.38.13p Given ~~a word-pictures or audio-visual presentations,~~ the student will identify the following legal exceptions to an arrest depicting a situation where an officer has probable cause to make an arrest, the student will identify if any of the following exceptions to Penal Code Section

836 would prevent the officer from making the arrest.

- A. Diplomatic immunity (~~22 US Const. 252~~)
- B. "Stale misdemeanor" rule (~~Hill v. Levy, 117 C.A. 2nd, 667~~) (~~Roynin v. Battin, 55 CA 2nd, 861~~)
  
- C. "Congressional exceptions" (~~Art. 1, Section 6, US Const.~~) and (~~Art. 4, Section 2, Cal. Const.~~)

### Effects of Force

7.1.1p  
(~~1e1a~~) The student will participate in an instructor-led classroom discussion which examines the psychological and physiological forces which affect a person threatened with danger that will minimally consider:

- A. Confidence in one's abilities
- B. Development of instinctive reaction
- C. Mental alertness and concentration
- D. Self-control over emotions and body

Equivalent experience gained through the use of appropriately designed workbooks, computer assisted instruction, or audio-visual instruction is also acceptable.

7.1.2 Given a direct question, tThe student will identify the possible criminal and civil liabilities that are attached through the use of force in a law enforcement situation- actions that may be taken against a peace officer accused of using excessive force. These include:

- A. Personal compensatory and punitive civil tort actions
- B. Personal criminal actions for improper use of authority or force
- C. Personal civil rights violations, both federal and state
- D. Agency liability under the "master/servant" rule
- E. Agency liability under federal civil rights laws
- F. Agency liability under "failure to train" or failure to supervise" tort theories

## Reasonable Force

7.2.1p ~~The student will identify "reasonable force" as indicated in PC 835 and 835(a).~~

Given a direct question, the student will identify the following legal frame work for an officer's use of reasonable force in making an arrest:

- A. An officer who has reasonable cause to believe that a person has committed a crime may use reasonable force to make an arrest (Penal Code Section 835a)
- B. An arrest is made by physically restraining the person to be arrested or by the arrested person submitting himself to the authority of the officer (Penal Code Section 835)
- C. The person being arrested may not use force or a weapon to resist the arrest (Penal Code Section 834a)
- D. In making an arrest, an officer need not retreat or desist in his efforts because of the resistance of the person being arrested (Penal Code Section 835a)

7.2.2p ~~Given a word pictures or audio visual presentations depicting an arrest situations where deadly force is not necessary, the student will identify the amount of force that may be used in each arrest is reasonable and necessary to:~~  
(Penal Code Sections 835a and 843)

- A. Effect an arrest
- B. Prevent escape
- C. Overcome resistance

7.2.3p ~~The student will identify limitations most commonly imposed on use of force by agency policies. the following guidelines that a peace officer should consider prior to employing the use of force:~~

- A. In effecting an arrest, force should be used only when other alternatives have failed
- B. Force must be no more than is necessary to effect an arrest
- C. Force is to be viewed primarily as a defensive measure



- D. All uses of force ~~shall~~ should be thoroughly documented

### Deadly Force

- 7.3.1p Given ~~a word-pictures or audio visual presentations involving depicting~~ homicide by a public officer, the student will identify ~~when if~~ the homicide is justifiable. (Penal Code Section 196)
- 7.3.2 Given a direct question ~~or an example~~, the student will identify the factors required to establish the "sufficiency of fear" requirement for the use of deadly force in a justifiable homicide. (Penal Code Section 198)
- A. Circumstances must be sufficient to excite the fears of a reasonable person
  - B. Person acting must have acted under the influence of such fears alone
  - C. To save self or another from death or great bodily harm
- 7.3.3p Given a direct question ~~or an example~~, the student will identify the ~~appropriate~~ following factors which an officer ~~must should~~ consider ~~when faced with a use of deadly force situation before using deadly force.~~ These factors include:
- A. The type of crime and suspect(s) involved
  - B. The threat to the lives of other persons, both in the present situation and in future situations
  - C. The surrounding environment, background, buildings, or vehicles
  - D. The legal basis, and agency policy, if applicable
  - E. The officer's present capabilities
  - F. The suspect's capabilities, including potential use of weapons
  - G. The immediacy of the threat
- 7.3.4p Given a direct question, tThe student will identify the ~~most common conditions found following issues commonly addressed~~ in agency policies regarding the use of deadly force. ~~in an enforcement situation. This will minimally include:~~

- A. Defense of self or others when immediate threat to life or threat of great bodily injury exists
- B. Shooting at non-violent fleeing felons
- C. Warning shots
- D. Shooting at juveniles
- E. Shooting at or from moving vehicles

7.3.5p Given ~~a word-pictures or audio visual presentations~~ depicting a situations where deadly force may be ~~necessary~~ legally justified, the student will identify ~~with each situation whether~~  
~~to shoot or not to shoot whether it is justified~~  
or not justified. (Penal Code Sections 835a and 843 and agency departmental policy)

### Illegal Force Against Prisoners

11.3.1p The student will identify the following provisions of Penal Code Section 147: ~~pertaining to willful inhumanity or oppression toward prisoners in the custody of a peace officer.~~

- A. Every officer
- B. Guilty of willful inhumanity or oppression
- C. Toward any prisoner under his/her care or in custody
- D. Punishable by fine and removal from office

11.3.2p The student will identify the following provisions of Penal Code Section 149: ~~pertaining to assaulting a prisoner "under color of authority."~~

- A. Every public officer
- B. Under color of authority
- C. Without lawful necessity
- D. Assaults or beats any person
- E. Punishable by fine and/or imprisonment

## D. LAWS OF EVIDENCE

### Concepts of Evidence

4.1.1p Given an example of evidence and the fact that it is intended to prove, the student will identify it as either direct evidence or circumstantial evidence.

- A. Evidence
- B. Direct evidence
- C. Circumstantial evidence

4.1.2p ~~Given an example of evidence and the fact that it is intended to prove a word picture depicting a crime and the available evidence, the student will identify which of the following categories the evidence belongs in: the evidence as:~~

- A. Fruits of a crime
- B. Instrumentalities of a crime
- C. Contraband
- D. ~~Other direct or circumstantial evidence~~

4.1.3 Given a direct question, tThe student will identify the following purposes for offering evidence in court:

- A. As an item of proof
- B. To impeach a witness
- C. To rehabilitate a witness
- D. To assist in determining sentence

4.1.4 Given a direct question, tThe student will identify the following minimal tests which an item of evidence must successfully pass before it may be admitted into any criminal court. (Evidence Code Section 210)

- A. The evidence must be relevant to the matter in issue
- B. The evidence must be competently presented in court
- C. The evidence must have been legally obtained

4.1.5 Given a direct question, tThe student will identify the main purpose of the "Rules of Evidence" as protecting the jury from seeing or hearing evidence that is:

- A. Likely to confuse the issues (e.g., irrelevant or unreliable evidence)
- B. Unfairly prejudicial (e.g., other "bad" acts of the defendant unrelated to the charges)
- C. Unduly time consuming to present in court

4.1.6p Given a definition of one of the following terms, the student will identify the term that matches the definition.

- A. Admissions are incriminating statements which fall short of a full acknowledgement of guilt.
- B. Confessions are statements claiming full responsibility for the commission of a crime.
- C. The burden of proof is an obligation to produce evidence sufficient to prove a fact or set of facts.
- D. Circumstantial evidence proves a fact from which the existence of another fact can be inferred. For example, a defendant's fingerprints at the scene of a crime are not direct proof that he committed the crime. However, it does prove that he was present at the crime scene, and together with other information, the fingerprints may allow the trier of fact to infer that the defendant committed the crime.
- E. Consent searches are searches conducted after someone in legal control of the area to be searched has consented to the search. The person giving the consent must possess and exercise sufficient mentality to make an intelligent choice.
- F. Container searches are searches of a "closed container" and are generally illegal without the consent of the person possessing the container or a search warrant. Container searches include searches of suitcases, paper sacks, opaque plastic bags, and any other container, unless the container is one in which the contents are obvious.
- G. Contemporaneous searches are searches made at the time of an arrest. Searches incidental to an arrest are limited to the suspect's person and to the areas in the suspect's immediate control.
- H. Contraband is an item which is illegal to possess (i.e., mere possession is a crime). For example, a sawed-off shotgun is contraband because mere possession is a crime. In a custodial environment, contraband includes any item(s) that inmates or prisoners are restricted from possessing while in custody.
- I. Direct evidence proves a fact without any inference or presumption. If the evidence is true, then the fact is established. For example, if a witness testifies that he saw the defendant commit the crime,

this is direct evidence of the defendant's guilt

- J. Dying declarations are statements made by a dying person respecting the cause and circumstances of his/her pending death
- K. Evidence is testimony, writings, material objects or other things presented to the senses that are offered to prove the existence or nonexistence of a fact (Evidence Code Section 140)
- L. The exclusionary rule requires that any evidence obtained in violation of the rights and privileges guaranteed by the U.S. Constitution be excluded at trial
- M. Searches conducted under exigent circumstances are searches conducted while responding to an emergency. An officer may enter into an area where there is an expectation of privacy for the purpose of protecting life, health or property. The reason for entering must involve a substantial threat to life, health or property or the officer must be in fresh pursuit of a criminal suspect
- N. Frisk searches are cursory searches (or pat-downs) to protect an officer from an unexpected assault when the officer reasonably suspects that the person is armed and dangerous
- O. The fruits of a crime are the material objects acquired by means of the crime or as a consequence of the crime. The fruits of a crime may be the subject matter of the crime or a collateral result of the crime
- P. Hearsay evidence is evidence of a statement that was made other than by a witness while testifying at a hearing or trial and that is offered to prove the truth of the matter stated (Evidence Code Section 1200)
- Q. The hearsay rule generally excludes hearsay evidence from trials with several important exceptions which include admissions (including confessions), spontaneous statements, and dying declarations
- R. The instrumentalities of a crime are the means by which the crime was committed (e.g., a crowbar used in a burglary or a gun used in a murder)

- S. Knock-and-Notice refers to the requirement that an officer must announce his/her presence, identify him/herself as an officer, state his/her purpose, and demand entry before forcibly entering a private dwelling
- T. Plain sight seizures are seizures of property without a search. If an officer observes seizable evidence from a position where he has a lawful right to be, he may seize the evidence without a search warrant
- U. Probable cause searches are warrantless searches of an automobile by an officer who has probable cause to believe that the object of his search is located in a specific area of the automobile
- V. Proof is the establishment of a fact by evidence. When evidence successfully establishes a fact, the evidence is proof of the fact (Evidence Code Section 190)
- W. The rules of evidence are rules which govern the admissibility of evidence at trials and hearings. Their purpose is to protect jurors from being confused or misled and to prohibit the introduction of tainted, unreliable or illegally obtained evidence
- X. The scope of a search is the area covered by a search (e.g., the outer clothing of a suspect or the trunk of a car). The scope of a lawful search is limited by the circumstance under which the search is conducted
- Y. Search warrants are written orders signed by a magistrate directing a peace officer to search for personal property and bring it before the magistrate
- Z. Spontaneous statements are statements made in response to a sudden, unnerving, startling event
- AA Subpoenas are written commands to appear at a certain time and place to give testimony upon a certain matter

## Rules of Evidence

4.6.1p ~~The student will identify the following as effects of the "exclusionary rule" upon enforcement actions (Evidence Code and Case Law)~~

A. ~~Civil rights violations~~

- ~~B. Inadmissible evidence~~
- ~~C. Possibility of false arrest~~

Given a direct question, the student will identify the following purposes of the "exclusionary rule."

- A. The primary purpose is to deter unlawful searches and seizures by peace officers. This is accomplished by eliminating the incentive for such behavior by prohibiting the admission of any evidence which is illegally obtained
- B. A secondary purpose is to maintain the dignity and integrity of the courts by keeping "tainted" evidence out of the courtroom

~~4.6.2p Given the following definition (or a paraphrase of the definition), the student will identify "hearsay evidence" as the term defined.  
Definition: "Hearsay evidence" is evidence of a statement that was made other than by a witness while testifying at the hearing and that is offered to prove the truth of the matter stated.  
(Evidence Code Section 1200)~~

4.6.3 Given a word picture depicting the use of an out-of-court statement as evidence, the student will identify the following exceptions to the Hearsay Rule if it is hearsay, and whether it can be introduced as evidence under any of the following exceptions to the hearsay rule. (Evidence Code Section 1220)

- A. Spontaneous statements Admissions
- B. Admissions Dying declarations
- C. Confessions Spontaneous statements
- D. Dying declarations Officers testifying at preliminary hearings

### Search Concepts

4.7.1p ~~The student will identify the conditions under which the following types of legally authorized searches may be made: (Case Law Decisions)~~

- ~~A. Consent searches~~
- ~~B. Contemporaneous to arrest~~
- ~~C. Probable cause searches~~
- ~~D. A search warrant~~

- ~~E. Plain sight~~
- ~~F. Exigent circumstances~~
- ~~G. Cursory Search (Frisk)~~
- ~~H. Conditions of Probation or Parole~~

Given a word picture depicting a search, the student will identify if the search was legal, and if it was legal, the type of search that was conducted. The types of searches and the conditions under which they can be legally conducted are described below.

- A. Consent searches are searches conducted after consent to search has been given freely and voluntarily. The person giving the consent must possess and exercise sufficient mentality to make an intelligent choice and must share or have legal control of the premises searched
- B. Searches contemporaneous to an arrest are searches conducted incidental to an arrest. They are limited to the suspect and areas in the suspect's immediate control. The purpose of these searches is to protect the officer (by locating weapons) and to prevent destruction of evidence or contraband
- C. Motor vehicle searches are searches of a motor vehicle by an officer who has probable cause to believe that the object of his search is located in a specific area of the motor vehicle
- D. Searches pursuant to a warrant are searches conducted pursuant to a written order, signed by a magistrate, directing a peace officer to search for personal property and bring it before the magistrate. The warrant must list the items sought, the location, vehicle or person to be searched, and the statutory grounds for issuing the warrant
- E. Plain sight seizures are seizures of property without a search. If an officer observes seizable evidence from a position where he has a lawful right to be, he may seize the evidence without a search warrant
- F. Searches under exigent circumstances are searches conducted pursuant to an emergency. An officer may enter into an area where there is an expectation of privacy for the purpose of protecting



life, health or property. The necessity to enter must be a substantial threat to life, health or property or in the fresh pursuit of a criminal suspect

- G. Frisk searches are cursory searches (or pat-downs) of a legally detained suspect to protect the officer from an unexpected assault when the officer reasonably believes that the person is armed and dangerous
- H. Container searches are searches of a "closed container" and are generally illegal without the consent of the person possessing the container or a search warrant. However, a closed container in a motor vehicle may be searched without a warrant or consent, if an officer has probable cause to believe the container contains evidence or contraband (California v. Acevedo, U. S. Supreme Court, 1991). Container searches include searches of suitcases, paper sacks, opaque plastic bags, and any other container, unless the container is one in which the contents are obvious
- I. Searches as a condition of probation are searches pursuant to a specific order of the court authorizing a peace officer to search a person and/or property of the probationer without a search warrant or probable cause. The probationer will have received a copy of the court's order or a signed statement of the terms and conditions of probation from the probation officer.
- J. Searches as a condition of parole (from California Youth Authority or California Department of Corrections) are searches pursuant to the automatic conditions under which every parolee is released into the community. A parolee is subject to search and seizure by the parole agent at any time or place and no warrant is needed as long as the subject is on active parole. These automatic conditions, and any special conditions deemed necessary or appropriate, are agreed to and signed by the parolee in the facility before release and again in the agent's office once the parolee is in the community.

4.7.2p Given a direct question, tThe student will identify the following items as those for which an officer may legally search (Case Law Decisions):

- A. Dangerous weapons
- B. Fruits of the crime
- C. Instruments of the crime
- D. Contraband
- E. Suspects
- F. Additional Victims

~~4.7.4 The student will identify the definition of the following terms relative to search (Case Law Decisions):~~

- ~~A. Consent~~
- ~~B. Scope of searches~~
- ~~C. Contemporaneous~~
- ~~D. Probable cause~~
- ~~E. Instrumentalities of a crime~~
- ~~F. Contraband~~
- ~~G. Knock and notice~~
- ~~H. Container search doctrine~~

### Seizure Concepts

4.8.1p Given word-pictures or audio-visual presentations the student will identify those situations where force is justified to lawfully obtain evidence including:

- A. Preventing a suspect from swallowing evidence
- B. Taking blood samples
- C. Taking fingerprints

### E. COMMUNICATIONS

#### Interpersonal Communications

5.1.1 ~~The student will participate in an (le) ungraded exercise where he/she assumes the role of a peace officer while the instructor or a classmate assumes the role of a violator, suspect, or inmate. The person playing the violator, suspect, or inmate will be uncooperative and antagonistic. The student's performance will be critiqued by the instructor and his classmates with respect to the following:~~

- ~~A. Emotional control~~
- ~~B. The appropriate use of body language and other nonverbal communication~~
- ~~C. Avoid the use of profanity or other language likely to provoke a physical confrontation~~
- ~~D. Avoid the use of occupational jargon~~

~~Equivalent experience gained through the use of appropriately designed workbooks, computer assisted instruction, or audio visual programs is also acceptable.~~

Given a direct question, the student will identify the following as non-language factors which contribute to a negative response from the public:

- A. Officious and oppressive manner
- B. Disrespectful attitude
- C. Officious tone of voice
- D. Use of body language

5.1.3p  
(1ela)

The student will participate in an instructor-led classroom discussion which examines techniques for coping with individuals exhibiting difficulty communicating due to irrational behavior and age during stressful situations. Discussion will minimally consider:

- A. Avoidance of factors that develop a negative response
- B. Exhibiting patience
- C. Maintaining awareness of verbal/non verbal factors which are indicative of potential aggressive action

Equivalent experience gained through the use of appropriately designed workbooks, computer assisted instruction, or audio-visual programs is also acceptable.

### Note Taking

5.2.1

Given a direct Question, tThe student will identify the following uses of ~~field~~ notes:

- A. Basis for writing reports
- B. Reduces the need to recontact parties involved
- C. Provides a greater degree of accuracy relative to times, statements and events than memory alone

5.2.3p

~~Given simulated enforcement situations, the student will demonstrate the ability to take neat, accurate and complete notes. Completeness shall consider:~~

- ~~A. Suspects~~
- ~~B. Victims~~
- ~~C. Witnesses~~
- ~~D. Date(s) and time(s) of occurrence~~
- ~~E. Exact location of occurrence and persons involved~~
- ~~F. Any other important information, i.e., case number, location and chain of evidence, assisting officer's activity, type of incident~~

(1a)

The student will participate in an instructor-led classroom discussion and/or exercise of note taking techniques and the importance of taking neat, accurate and complete notes.

A. Completeness shall consider:

1. Suspects
2. Victims
3. Witnesses
4. Date(s) and time(s) of occurrence
5. Exact location of occurrence and persons involved
6. Any other important information, i.e., case number, location and chain of evidence, assisting officer's activity, type of incident

B. Note taking techniques shall consider:

1. having the subject describe what happened while you listen without taking notes.
2. having the subject repeat the story while you take notes.
3. reading your notes back to the subject to verify accuracy.

Equivalent experience gained through the use of appropriately designed workbooks, computer assisted instruction, or audio-visual instruction is also acceptable.

**Introduction to Report Writing**

- 5.3.1p Given a direct question, tThe student will identify the following uses of written reports:
- A. Record facts into a permanent record
  - B. Provide coordination of follow-up activities and investigative leads
  - C. Provide basis for prosecution and use by defense
  - D. Provide a source for officer evaluation
  - E. Provide statistical data
  - F. Provide reference material

- 5.3.2p Given a direct question, tThe student will identify the following characteristics as essential to a good report:

- A. Accuracy
- B. Conciseness
- C. Completeness
- D. Clarity
- E. Legibility
- F. Objectivity
- G. Grammatically correct
- H. Correct Spelling

- 5.3.3p Given a direct question, tThe student will identify the following questions as those that should be answered by a complete report:

- A. Who
- B. What
- C. When
- D. Where
- E. Why
- F. How

### **Interviewing**

- 10.8.1p Given a direct question, tThe student will identify the following steps which a peace officer should take in preparing for an interview:
- A. Review existing information about the case and the person to be interviewed
  - B. Select a proper time and place which will be conducive to the purpose of the interview
  - C. Develop a list of questions
  - D. Make preparations for documenting the interview

## F. INVESTIGATION

### Interrogation

- 8.8.1p ~~The student will identify the case law requirements for administration of "Miranda rights" by peace officers including:~~
- ~~A. Police initiated interrogation~~
  - ~~B. Questioning begins to focus on one particular person regarding a particular act (questioning moving beyond investigatory state toward custodial interrogation)~~
  - ~~C. Evidence sought would incriminate suspect~~
  - ~~D. While in custody or significantly detained~~
  - ~~E. Waiver must be obtained and made knowingly, intelligently and voluntarily~~
  - ~~F. Exceptions volunteered or spontaneous statements or questioning pursuant to the Emergency Rescue Doctrine~~

Given a word picture depicting an encounter between an officer and a suspect, the student will identify if the circumstance of the encounter require the officer to provide the suspect with his rights under the Miranda ruling. A suspect must be advised of his/her Miranda rights when:

- A. S/He is in custody, and
- B. The suspect is to be interrogated.
- C. In all cases when the suspect is a minor.

- 8.8.3p The student will identify the differences for administration of "Miranda rights" for juveniles including:

- A. Any juvenile upon being taken into "temporary custody" must be advised regardless of the intent to interrogate (W.& I. Section 625 and In re Galt)
- B. No waiver should be sought if the officer does not intend to interrogate

### Preliminary Investigation

- 10.1.4p Given a direct question, tThe student will identify the primary reasons to deny access to a crime scene by unauthorized persons including:
- A. Contamination/destruction of evidence

- B. Interference with preliminary investigation
- C. Protection of victim's rights and property

10.1.5p Given a direct question, tThe student will identify the most commonly used techniques for protecting a crime scene including:

- A. Establish a perimeter
- B. Secure assistance from others if needed
- C. Keep unauthorized persons out
- D. Maintain list of names of persons allowed access (law enforcement and others)
- E. Identification and preservation of fragile evidence

#### Identification, Collection, and Preservation of Evidence

10.6.1p Given a description of a crime scene, the student will identify those items which should be treated as evidence.

These items will be comprised of one or more of the following:

- A. Fingerprints
- B. Tools and Toolmarks
- C. Firearms
- D. Bullets and projectiles
- E. Shoe Prints and Tire tracks
- F. Bite Marks
- G. Questioned Documents
- H. Paints
- I. Glass
- J. Fibers
- K. Hairs
- L. Body fluids
- M. Soil
- N. Hazardous materials

~~10.6.2p Given descriptions of situations in which the following types of evidence must be collected, the student will identify the appropriate methods for collecting, marking (or tagging) and/or packaging evidence.~~

- ~~A. Fingerprints~~
- ~~B. Tools and Toolmarks~~
- ~~C. Firearms~~
- ~~D. Bullets and projectiles~~
- ~~E. Shoe Prints and Tire tracks~~
- ~~F. Bite Marks~~

- G. ~~Questioned Documents~~
- H. ~~Paints~~
- I. ~~Glass~~
- J. ~~Fibers~~
- K. ~~Hairs~~
- L. ~~Body fluids~~
- M. ~~Soil~~
- N. ~~Hazardous materials~~

~~10.6.3p Given a description of a crime scene which includes the presence of fragile and non fragile evidence, the student will identify the fragile items and the appropriate method for protecting each item from damage.~~

### Chain of Custody

10.7.1p Given the following definition (or a paraphrase of the definition), the student will identify "chain of custody", as the term defined. Definition: In evidence, the one who offers real evidence, such as narcotics in a trial of a drug case, must account for the custody of the evidence from the moment in which it reaches his custody until the moment in which it is offered in evidence, and such evidence goes to weight not to admissibility of evidence.

10.7.3p Given a direct question, the student will identify the elements which must be documented to maintain the "chain of custody" including:

- A. Who found the item
- B. Where it was found
- C. Who recovered and marked
- D. Who transported it
- E. Where it was ~~booked~~ logged-in and stored
- F. Item's condition before and after handling

### G. ARREST AND CONTROL

#### Principles of Weaponless Defense

12.6.1p (1a) The student will identify the basic participate in an instructor-led classroom discussion that examines the principles of weaponless defense. This will minimally include:

- A. Balance
- B. Awareness



C. Self-control

Equivalent experience gained through the use of appropriately designed workbooks, computer assisted instruction, or audio-visual instruction is also acceptable.

12.6.2p ~~The student will identify the danger areas of the body which are:~~

- ~~A. Most vulnerable to physical attack~~
- ~~B. Potentially fatal~~

(1a) The student will participate in an instructor-led discussion/demonstration that identifies the parts of the human body that are most vulnerable to attack, as well as those parts of the body that can be used as "natural weapons" for self-defense

A. Vulnerable parts of the body

1. Head
2. Neck
3. Throat
4. Spine
5. Groin
6. Kidneys
7. Joints (Elbows & Knees)

B. Natural Weapons

1. Head (butting & biting)
2. Hands (fist, blade edge, fingers)
3. Arms (forearms, elbows)
4. Legs (knees)
5. Feet (Ball, Heel)

~~12.6.3p The student will identify the following body parts which can be used to overcome resistance:~~

- ~~A. Head by butting~~
- ~~B. Hands fists, palm, fingers~~
- ~~C. Arms elbows, forearms~~
- ~~D. Feet ball, heel~~
- ~~E. Legs knees~~

12.6.4 The student will demonstrate a course instructed control hold.

12.6.5 The student will demonstrate a recognized course instructed "take-down" tactic technique.

## Armed Suspect/Weaponless Defense/Weapons Retention

12.7.2p ~~Given an exercise simulating an armed suspect,~~  
The student will demonstrate foot movements which will allow him/her to enter approach/avoid a suspect's subject's position/movement.

~~12.7.3 The instructor will demonstrate various techniques and mental preparation which can be used in disarming a suspect with various types of weapons. The dangers and tactics involved will be discussed. Techniques will minimally include:~~

- ~~A. Front Hand Gun Take Away Technique~~
- ~~B. Rear Gun Take Away Technique~~
- ~~C. Rear Long Gun Take Away~~
- ~~D. Front Long Gun Take Away~~

~~Equivalent experience gained through the use of appropriately designed workbooks, computer assisted instruction, or audio visual programs is also acceptable.~~

12.7.7 (le) The instructor will demonstrate recognized methods for weapons retention from both holstered and in-hand situations. Techniques will minimally include:

- A. Front Retention, Holstered Weapon
- B. Rear Retention, Holstered Weapon
- C. Unholstered Weapon Retention

Equivalent experience gained through the use of appropriately designed workbooks, computer assisted instruction, or audio-visual programs is also acceptable.

## Person Search Techniques

8.14.1p The student will identify ~~the considerations for searching individuals of the opposite sex including:~~ most common agency policy restrictions regarding pat down searches on members of the opposite sex.

- A. Need to maintain officer safety
- B. Availability of ~~female officers~~ of the same sex as the suspect to conduct the search
- C. Accepted procedures for searching arrestees and suspects of the opposite sex

~~D. Need to be aware of sensitivity issues  
Awareness of controversy and/or  
allegations of impropriety that may arise  
from searching members of the opposite sex~~

8.14.2p

~~The student will identify the following  
principles of the search of an individual which  
maximize the effectiveness of the search and the  
safety of the officer(s):~~

- ~~A. Constant alertness~~
- ~~B. Maintaining a position of control and  
"advantage"~~
- ~~C. Thoroughness of search~~
- ~~D. Safeguarding of weapons  
(officer's/suspect's)~~
- ~~E. Search from the rear~~
- ~~F. Search with one hand, control with the  
other~~
- ~~G. Keep gun out of reach of suspect(s)~~
- ~~H. Search systematically by use of proper  
hand technique~~
- ~~I. If weapon found, notify back up officer  
immediately and maintain control of  
suspect and weapon~~

(1a)

The student will participate in an instructor-led  
classroom discussion which examines the principles  
of the search of an individual so that the  
effectiveness of the search and the safety of the  
officer(s) is maximized. The discussion will  
minimally include:

- A. Searching officer responsibilities
  - 1. Constant alertness
  - 2. Maintaining a position of control and  
"advantage"
  - 3. Thoroughness of search
  - 4. Safeguarding of weapons  
(officer's/suspect's)
  - 5. Search from the rear
  - 6. Search with one hand, control with the  
other
  - 7. Keep weapon out of reach of suspect(s)
  - 8. Search systematically by use of proper  
hand technique
  - 9. If weapon found, notify covering  
officer immediately and maintain  
control of suspect and weapon
- B. Covering officer responsibilities

1. Protecting searching officer from outside interference
2. Psychological intimidation of the person(s) being searched
3. Physical assistance of search officer, if necessary
4. Continuous observation of suspect(s)

Equivalent experience gained through the use of appropriately designed workbooks, computer assisted instruction, or audio-visual instruction is also acceptable.

8.14.3p ~~The student will identify the common places where dangerous weapons or contraband can be located on a suspect's person:~~

(1a) The student will participate in an instructor-led classroom discussion and/or demonstration of the common places where dangerous weapons or contraband can be located on a suspect's person. The discussion will minimally consider:

- A. Hair
- B. Underarm area
- C. Pockets
- D. Groin and other body cavities area
- E. Small of back
- F. Waist
- G. Clothing and items carried Pocketbooks, purses and wallets
- H. Ankles
- I. Jewelry
- J. Clothing (e.g., shirt cuffs & pant cuffs)
- K. Under hats

Equivalent experience gained through the use of appropriately designed workbooks, computer assisted instruction, or audio-visual instruction is also acceptable.

~~8.14.4 The student will identify the following responsibilities as being those of a "covering officer" when backing up another officer conducting a search of an individual(s):~~

- ~~A. Protecting searching officer from outside interference~~
- ~~B. Psychological intimidation of the person(s) being searched~~
- ~~C. Physical assistance of search officer, if necessary~~

~~D. Continuous observation of suspect(s)~~

### Search/Control Simulation

8.18.2p Given a simulation exercise, the student will safely and effectively conduct the following searches of a ~~suspect(s)~~ subject:

- A. Visual search
- B. Cursory search
- C. ~~High risk or a~~Arrest searches

~~All contraband or weapons that can reasonably be located within legal constraints will be located, and the student will maintain personal safety and suspect's security.~~

### Restraint Devices

8.19.1p The student will identify the most common limitations imposed by agencies regarding the use of ~~restraint devices~~ handcuffs:

- A. Male and female prisoners should not be handcuffed together
- B. Juvenile prisoners should not be handcuffed to adult prisoners
- C. Mentally ill prisoners should always be handcuffed alone
- D. All prisoners should be transported for short distances with hands cuffed behind their backs
- E. Do not ~~attach~~ handcuff prisoners to a permanent object

8.19.2p Given a direct question, tThe student will identify the following purposes of restraint devices used on prisoners:

- A. Restraint devices are a safety device for both the officer and the prisoner
- B. Restraint devices are used for temporary restraint to prevent attack, escape and the concealment or destruction of evidence/contraband/or property
- C. Restraint devices are used to prevent self-inflicted injury

8.19.3p Given a simulation exercise, the student will demonstrate the safety and effectively handcuffing

~~of a single subject. single and multiple suspects.~~  
This will minimally include the:

- ~~A. Handcuffing of a single suspect~~
- ~~B. Handcuffing of two suspects with a single pair of handcuffs~~
- ~~C. Handcuffing three or more suspects together~~
- DA. Maintaining constant control of the ~~suspect-subject~~
- EB. Maintaining constant control of the ~~restraining device(s) handcuffs.~~
- ~~FC. Demonstrating double lock~~
- GD. Maintaining reasonable degree of tightness of ~~restraint devices~~ handcuffs
- HE. Controlling position of ~~suspect's suspect's-subject's~~ hands
- IF. Maintaining continuous observation of the ~~suspect-subject~~

### Prisoner Transportation

8.20.1p  
(1a) The student will ~~identify the proper method of transporting prisoners~~ participate in an instructor-led classroom discussion and/or demonstration that will identify the elements of safe transportation of prisoners. This will minimally include:

- A. The search of the area in which the prisoners is/was seated before and after transportation
- B. Positioning of officer(s) and prisoner(s) within the vehicle
- C. Close observation of the prisoner(s)
- D. Use of seat belts
- E. Limitations:
  - 1. Forbid transportation of adult females and males together in the same vehicle
  - 2. Specify a limited number of prisoners to be transported in each vehicle
  - 3. Require that in vehicles with cages, prisoners be positioned only in the rear seat of the vehicle

Equivalent experience gained through the use of appropriately designed workbooks, computer assisted instruction, or audio-visual programs is also acceptable.

~~8.20.2p The student will identify the most common limitations imposed by agencies regarding the transportation of prisoners:~~

- ~~A. Required application of seat belts to all prisoners~~
- ~~B. Forbid transportation of adult females and males together in the same vehicle~~
- ~~C. Specify a limited number of prisoners to be transported in each vehicle~~
- ~~D. Require that in patrol cars with cages, prisoners be positioned only in the rear of the patrol car~~
- ~~E. Forbid transportation of sick or injured prisoners in a patrol car~~

8.20.3p The instructor will demonstrate the safe and secure positioning of prisoners for transportation. This will minimally include single and multiple prisoners while working alone and with a partner.

(1ela)

Equivalent experience gained through the use of appropriately designed workbooks, computer assisted instruction, or audio-visual programs is also acceptable.

## FIREARMS COURSE

(Required for peace officers who carry firearms)

### A. FIREARMS SAFETY

7.5.1 The student will demonstrate safe handling of handguns. This will minimally be done under the following conditions/situations:

- A. Loading and unloading revolvers and/or semi-automatic weapons
- B. Holstering and drawing handgun using agency authorized equipment authorized by the training provider
- C. Clearing malfunctions

### B. HANDGUN FAMILIARIZATION

~~7.6.1 The student will identify the major parts of the semi automatic and revolver type service handgun with explanations of its basic mechanical functions.~~

The student will identify the following parts and their functions for the semi-automatic and revolver-type handgun:

A. Semi-automatic

1. The hammer is the portion of the firing mechanism that drives the firing pin forward into contact with the primer
2. The safety/decocking lever is a device that locks or blocks the trigger or hammer so that a firearm cannot be discharged
3. The trigger is the mechanism that is actuated by the finger and that releases the hammer or firing pin
4. The barrel is the hollow metal tube through which the bullet travels
5. The slide is the action bar used to insert a round into the chamber
6. The magazine holds the ammunition
7. The trigger guard surrounds the trigger and prevents unintended pressure from being exerted against the trigger
8. The magazine release is depressed to eject the magazine or "clip", to reload or to render the weapon safe
9. The front and rear sights, when properly aligned, produce the "sight picture" necessary to hit that at which one is aiming

B. Revolver-type handgun

1. The hammer is the portion of the action or firing mechanism that drives the firing pin forward into contact with the primer
2. The safety is a device that locks or blocks the trigger or hammer so that a firearm cannot be discharged



The trigger guard surrounds the trigger and prevents unintended pressure from being exerted against the trigger

3. The trigger is the mechanism that is actuated by the finger and that releases the hammer or firing pin
4. The barrel is the hollow metal tube through which the bullet travels
5. The cylinder is the metal cylinder which typically holds six to eight rounds and rotates to position an unexpended round in line with barrel
6. The front and rear sights, when properly aligned, produce the "sight picture" necessary to hit that at which one is aiming
7. The cylinder release , when depressed, allows the cylinder to pivot out from the revolver frame so that reloading can occur
8. The extractor rod, when depressed, drives the extractor head away from the cylinder. This action results in ammunition being ejected from the cylinder
9. The extractor head fits flush into the cylinder unless the extractor rod is depressed. When the extractor rod is FULLY depressed, the extractor head catches the rim of the cartridge casing and ejects the ammunition from the cylinder

#### C. CARE, AND CLEANING AND STORAGE OF THE SERVICE HANDGUN

7.7.1 The student will demonstrate the proper care and cleaning of the service handgun.

7.7.3p The student will demonstrate the safe storage of the service handgun.

#### D. FIREARMS SHOOTING PRINCIPLES

7.10.1 The student will demonstrate the principles of good marksmanship using the service handgun. The demonstration will minimally include:

- A. Stance
- B. Grip
- C. Breath control
- D. Sight alignment
- E. Trigger control
- F. Follow-through

~~7.10.2p The instructor will demonstrate the following shooting positions:~~  
(1c)

- ~~A. Crouch~~
- ~~B. Point shoulder~~
- ~~C. Barricade (strong and weak hand)~~
- ~~D. Prone~~
- ~~E. Kneeling~~
- ~~F. Hip~~

~~Equivalent experience gained through the use of appropriately designed workbooks, computer assisted instruction, or audio visual programs is also acceptable.~~

The student will demonstrate two course instructed shooting positions as specified below:

- A. The student will demonstrate the primary combat shooting stance as instructed by the training provider
- B. The student will demonstrate a second course-instructed firing position (e.g., barricade, prone, kneeling, kneeling, etc)

#### E. FIREARMS RANGE QUALIFICATION

~~7.15.1p Given a daylight handgun combat range prescribed by POST, the student will achieve a POST-established passing score.~~

Given a timed, daylight, combat firing exercise prescribed by POST, with a POST-established minimum passing score, the student will demonstrate proficiency with an agency-approved handgun.

ATTACHMENT C

This language is predicated upon approval by the Office of Administrative Law of the proposed changes to Regulation 1081 initially published in the Notice Register on \_\_\_\_\_ (date)\_\_\_\_\_.

Commission on Peace Officer Standards and Training

PROPOSED LANGUAGE

1081 Minimum Standards for Approved Courses

(continued)

(Effective incorporation by reference statements remain unchanged, with the exception of the following:)

The document, POST Curriculum Requirements for the PC 832 Course - 1992, adopted effective July 1, 1992 and amended effective \_\_\_\_\_ (date)\_\_\_\_\_ \* is hereby incorporated by reference:

\* This date to be filled in by OAL.

Authority: Sections 13503, 13506 and 13510, Penal Code.

Reference: Sections 629.44(a), 832, 832.1, 832.2, 832.3, 832.6, 872(b), 12403, 12403.5, 13510, 13510.5, 13516, 13517, 13519, 13519.1, 13519.2, 13519.3, Penal Code; Section 607f, Civil Code; and Section 40600, Vehicle Code; Section 25755, Business & Professions Code; and Section 1797.187, Health and Safety Code.

Commission on Peace Officer Standards and Training

NOTICE OF PROPOSED REGULATORY ACTION TO AMEND THE DOCUMENT  
POST CURRICULUM REQUIREMENTS FOR THE PC 832 COURSE - 1992

Notice is hereby given that the Commission on Peace Officer Standards and Training (POST), pursuant to the authority vested by Section 13503 and 13506 of the Penal Code, and in order to interpret, implement, and make specific Sections 13510 and 13510.5 of the Penal Code, proposes to adopt, amend, or repeal regulations in Chapter 2 of Title 11 of the California Code of Regulations.

INFORMATIVE DIGEST

Pursuant to Penal Code Section 832, all peace officers (except those who complete the Regular Basic Course) are required to complete an introductory course of training prescribed by POST. POST currently requires a minimum 40-hour Arrest Course and, for those peace officers who carry firearms, an additional 24-hour firearms course, for a total 64-hour requirement with specified curriculum.

It is proposed that the document *POST Curriculum Requirements for the PC 832 Course - 1992*, incorporated by reference in Regulation 1081, be amended to add, delete or revise performance objectives as follows:

The proposal to add, revise or delete performance objectives is intended to accomplish the following goals:

- A. Clarify instructional intent for the benefit of students, instructors and test item writers
- B. Meet legal mandates
- C. Include the required curriculum needed by students to exercise powers of arrest in the State of California
- D. Enhance instructional efficiency
- E. Eliminate unnecessary or advanced curriculum to increase legal defensibility of the performance objectives based test
- F. Correct testing problems, thus increasing the psychometric quality of the performance objectives based tests
- G. Utilize Basic Course performance objectives, when and where practical

The recommended amendments to the curriculum are as follows:

1. Change the term "learning experience" to "**learning activity.**"
2. Arrest Course Curriculum -
  - A. Delete one "learning activity"
  - B. Delete one performance objectives
  - C. Convert one learning activity to performance objective
  - D. Convert five performance objectives to learning activities
  - E. Revise 68 performance objectives
  - F. Revise one learning activity
3. Firearms Course Curriculum -
  - A. Add one performance objective
  - B. Convert one learning activity to a performance objective
  - C. Revise three existing performance objectives

#### PUBLIC COMMENT

The Commission hereby requests written comments on the proposed actions. All written comments must be received at POST no later than 4:30 p.m. on . Written comments should be directed to Norman C. Boehm, Executive Director, Commission on Peace Officer Standards and Training, 1601 Alhambra Blvd., Sacramento, CA, 95816-7083.

A public hearing is not scheduled. Pursuant to Government Code Section 1134.8, any interested person, or his or her duly authorized representative, may request in writing, no later than \_\_\_\_\_ that a public hearing be held.

#### ADOPTION OF PROPOSED REGULATIONS

Following the close of the public comment period, the Commission may adopt the proposal substantially as set forth without further notice or may modify the proposal if such modifications remain sufficiently related to the text as described in the Informative Digest. If the proposed test is modified prior to adoption and the change is related but not solely grammatical or nonsubstantial in nature, the full text of the resulting regulation will be made available at least 15 days before adoption to all persons whose comments were received by POST during the public comment period, and all persons who request notification from POST of the availability of such changes. A request for the modified text should be addressed to the agency official designated in this notice. The Commission will accept written comments on the

modified text for 15 days after the date of which the revised text is made available.

#### **TEXT OF PROPOSAL**

Copies of the Statement of Reasons and exact language of the proposed action may be obtained by submitting a request in writing to the contact person at the address below. This address also is ~~the location of all information considered as the basis for these proposals.~~ The information will be maintained for inspection during the Commissions' normal business hours (8 a.m. to 5 p.m., Monday through Friday).

#### **ESTIMATE OF ECONOMIC IMPACT**

Fiscal impact on public agencies including costs or savings to state agencies or costs/savings in federal funding to the state: None

Nondiscretionary Costs/Savings to Local Agencies: None

Costs to any local agency or school district for which Government Code Section 17561 requires reimbursement: None

Impact on California business: None

This action involves changes to state standards for training administered by POST-certified PC 832 course presenters and does not have a financial impact.

Cost impact on private persons or entities: None

Housing Costs: None

#### **CONSIDERATION OF ALTERNATIVES**

In order to take this action, the Commission must determine that no alternative considered by the Commission would be more effective in carrying out the purpose for which the action is proposed or would be as effective and less burdensome to affected private persons than the proposed action.

#### **CONTACT PERSON**

Inquiries concerning the proposed action and requests for written material pertaining to the proposed action should be directed to Anna Del Porto, Staff Services Analyst, 1601 Alhambra Blvd., Sacramento, CA 95816-7083, or by telephone at (916) 227-4854.

Commission on Peace Officer Standards and Training

**REGULATORY ACTION: AMEND THE DOCUMENT**  
**POST CURRICULUM REQUIREMENTS for the PC 832 COURSE (1992)**

**STATEMENT OF REASONS**

The Commission on Peace Officer Standards and Training (POST) proposes to revise the document POST Curriculum Requirements for the PC 832 Course (1992) which is incorporated by reference into Commission Regulation 1081 (a). These revisions are proposed to accomplish the following goals:

- 1) Eliminate unnecessary curriculum to increase the legal defensibility of the performance objective-based tests,
- 2) Include the required curriculum necessary to exercise powers of arrest in either an armed or unarmed status within the State of California,
- 3) Update code or case references, and
- 4) Clarify instructional intent and enhance specificity for examination purposes.

The changes proposed to the performance objective document are the result of review by POST staff, the PC 832 Curriculum Review Committee and curriculum advisers who are either instructors in topical areas within the curriculum or trainers from within departments whose employees are required by law to receive the training.

The 64 hours (40 hours - Arrest; 24 hours - Firearms) required to complete the PC 832 course will not be effected by these proposed changes.

Four types of amendments are proposed to the performance objectives in the existing document:

- 1) Content Additions: new curriculum data is added to the course.
- 2) Content Deletions: existing curriculum data is eliminated from the course.
- 3) Substantive revisions: those in which the learning content of the performance objective is altered.
- 4) Non-substantive changes: those with no regulatory impact. These are changes in which there is no change in course content or learning requirement.

## CURRICULUM CHANGES

1.2.1 Non-substantive change: This modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a direct question ...") by which the student will be evaluated. This performance objective will be identical to the PO of the same number in the Basic Course.

1.3.1 Non-substantive change: This modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a direct question ...") by which the student will be evaluated. This performance objective will be identical to the PO of the same number in the Basic Course except for the fact that the term "peace officer" is substituted for "law enforcement officer." Those requiring P.C. 832 training are peace officers, but most are not law enforcement officers.

1.3.2 Substantive change: This modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a direct question...") by which the student will demonstrate comprehension. Additionally, the nine canons from the "Code of Professional Conduct and Responsibility For Peace Officers" would be substituted for excerpts from the "Law Enforcement Code of Ethics" to shape the performance objective. This is because the majority of PC 832 students are not law enforcement officers, but most are peace officers.

The "Code of Professional Conduct and Responsibility For Peace Officers" has been an included part of the P.C. 832 curriculum since the inception of the Interactive Videodisc (IVD) program in 1989 and is well covered on both the disc and the workbook (Part 1 - pp. 10, 153-161). The text of the Law Enforcement Code of Ethics will be left in the IVD workbooks (Part 1 - Page 9), for the benefit of those students who are law enforcement officers.

1.4.1 Non-substantive change: This modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a direct question ...") by which the student will be evaluated. This performance objective will be identical to the PO of the same number in the Basic Course.



- 1.4.2 Non-substantive change: This modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a direct question ...") by which the student will be evaluated. This performance objective will be identical to the PO of the same number in the Basic Course.
- 1.4.3 Non-substantive change: This modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a direct question ...") by which the student will be evaluated. This performance objective will be identical to the PO of the same number in the Basic Course except for the fact that the term "peace officer" is substituted for "law enforcement officer." Those requiring P.C. 832 training are peace officers, but most are not law enforcement officers.
- 1.4.4 Non-substantive change: This modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a direct question ...") by which the student will be evaluated. This performance objective will be identical to the PO of the same number in the Basic Course.
- 1.7.1 Substantive change: Structural change in the performance objective and addition of learning content make this performance objective identical to Basic Course performance objective 1.7.1, with the exception of item "D." Item "D" is changed from Probation Officer to Deputy Probation Officer, since there is only one probation officer per county; his/her subordinates are deputies.
- 1.7.2 Non-substantive change: This modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a direct question ...") by which the student will be evaluated. This performance objective will be identical to the PO of the same number in the Basic Course.
- 1.9.1 Substantive revision: This modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a direct question...") by which the student will be evaluated. The additional language in the proposed modification distinguishes trial courts from appellate courts and facilitates understanding of one's relationship to the

other. If approved, this performance objective will be identical to Basic Course performance objective 1.9.1.

1.9.2 Non-substantive change: This modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a direct question ...") by which the student will be evaluated. ~~This performance objective will be identical to the PO of the same number in the Basic Course.~~

1.11.1 Unchanged

1.11.2 Non-substantive change: This modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a direct question ...") by which the student will be evaluated. This performance objective will be identical to the PO of the same number in the Basic Course.

1.11.3 Unchanged.

2.2.2 Unchanged

2.2.3 Unchanged

2.2.4 Substantive revision: Changes in grammar and syntax (singular to plural, subcultures to "groups", women to "gender"), add item "H" - Developmentally Disabled to comport with "community groups" list in Basic Course performance objective 2.2.4, and item "I" - Religious. 2.2.4 will remain a "learning activity" in the P.C. 832 course.

3.1.1 Non-substantive change: This performance objective is restructured to make it identical to Basic Course performance objective 3.1.1. No change in content.

3.1.2 Non-substantive change: This is a recommendation to move the contents of this performance objective to 3.1.4 (Definition of Terms - Law), below.

3.1.3 Non-substantive change: This is a recommendation to include the contents of this performance objective in 3.1.4 (Definition of Terms - Law), below.

3.1.4 Substantive revision: This is a new performance objective that incorporates many definitions of terms already contained in the existing curriculum and introduces some new vocabulary relative to the Law portion of P.C. 832.

This proposed performance objective is identical to Basic Course performance objective 3.1.4.

- 3.2.1 Non-substantive change: This is a recommendation to move the contents of this performance objective to 3.1.4 (Definition of Terms - Law), above.
- 3.2.2 Non-substantive change: This is a recommendation to move the contents of this performance objective to 3.1.4 (Definition of Terms - Law), above.
- 3.2.3 Non-substantive change: This is a recommendation to move the contents of this performance objective to 3.1.4 (Definition of Terms - Law), above.
- 3.3.1 Non-substantive change: A grammatical modification makes this performance objective identical to Basic Course performance objective 3.3.1.
- 3.4.1 Non-substantive change: If approved, the contents of this performance objective will be moved to 3.4.3 (below). Adoption of this recommendation will result in consistency between the Basic Course and the P.C. 832 course, with no loss of instructional content.
- 3.4.3 Non-substantive change: This is an administrative revision that moves the content of 3.4.1 (above) and results in consistency between the Basic Course and P.C. 832, with no change in instructional content.
- 3.5.1 Non-substantive change: This is a recommendation to move the contents of this performance objective ("entrapment" defined) to 3.1.4 (Definition of Terms - Law), above.
- 3.5.2 Non-substantive change: This is a recommendation to move the contents of this performance objective (persons legally incapable of committing a crime) to 3.1.4 (Definition of Terms - Law), above.
- 3.6.1 Non-substantive change: This modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a direct question...") by which the student will be evaluated. Additionally, restructuring the item results in full adoption of Basic Course performance objective 3.6.1 without altering content.

- 3.6.2 Substantive revision: This is a recommendation to add language that will more clearly define the learning goal of this performance objective. If the recommended revision is approved, this performance objective will be identical to that used in the basic Course to teach "probable cause".
- 3.8.1 Non-substantive change: Deletion of four words results in adoption of Basic Course performance objective ~~3.8.1~~ for P.C. 832 without altering content.
- 3.8.2 Non-substantive change: Deletion of four words results in adoption of Basic Course performance objective 3.8.2 for P.C. 832 without altering content.
- 3.8.3 Non-substantive change: Deletion of four words results in adoption of Basic Course performance objective 3.8.3 for P.C. 832 without altering course content.
- 3.8.4 Non-substantive change: Deletion of four words results in adoption of Basic Course performance objective 3.8.4 for P.C. 832 without altering content.
- 3.8.5 Non-substantive change: Deletion of four words results in adoption of Basic Course performance objective 3.8.5 for P.C. 832 without altering content.
- 3.8.6 Substantive revision: Recommended revisions are to add specificity relevant to existing language in Penal Code Sections 148.3 & 148.5.
- 3.8.7 Non-substantive change: Deletion of four words results in adoption of Basic Course performance objective 3.8.7 for P.C. 832 without altering content.
- 3.37.1 Substantive revision: This is a recommendation to adopt Basic Course performance objective 3.37.1 into the P.C. 832 course. This modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a direct question...") by which the student will be evaluated. The learning goal is altered in that instruction will be directed at teaching what rights are protected by the U.S. Constitution, rather than emphasizing rote learning of the respective amendments to the U.S. Constitution.

- 3.37.3 Substantive revision: This is a recommendation to adopt Basic Course performance objective 3.37.3. The Basic Course version clarifies the conditions of the objective and asks the student to demonstrate comprehension by identifying when or if the crime is complete, naming the crime and providing the classification of the offense.
- 3.37.4 Substantive revision: This is a recommendation to adopt Basic Course performance objective 3.37.4. The Basic Course version clarifies the conditions of the objective and asks the student to demonstrate comprehension by identifying when or if the crime is complete, naming the crime and providing the classification of the offense.
- 3.38.1 Non-substantive change: Restructuring of the performance objective results in adoption of Basic Course performance objective 3.38.1 for P.C. 832 without altering content.
- 3.38.2 Non-substantive change: Rewording of the performance objective results in adoption of Basic Course performance objective 3.38.2 for P.C. 832 without altering content.
- 3.38.3 Content Deletion: This performance objective is addressed in the Use of Force block. This performance objective is recommended for deletion because of redundancy. Performance objective 7.2.2 addresses the instructional content of this item.
- 3.38.4 Substantive revision: The recommended changes in this performance objective will result in adoption of Basic Course performance objective 3.38.4 for P.C. 832. The language in the Basic Course performance objective is more specific in articulating the contents of Penal Code Section 841.
- 3.38.5 Substantive revision: The recommended changes in this performance objective will result in adoption of Basic Course performance objective 3.38.5 for P.C. 832. The Basic Course performance objective is more specific in defining the provisions of section 840 of the Penal Code.
- 3.38.6 Substantive revision: This is a recommendation to adopt Basic Course performance objective 3.38.6 for P.C. 832 and to expand on that objective by listing what must be done when taking a person into custody. Listing these requirements will add specificity and uniformity to the performance objective.

- 3.38.7 Substantive revision: This is a recommendation to adopt Basic Course performance objective 3.38.7 for P.C. 832 and to expand on that objective by listing what must be done to comply with the "knock and notice" provisions set forth in Penal Code Section 844.
- 3.38.8 Substantive revision: This is a recommendation to adopt Basic Course performance objective 3.38.8 for the P.C. 832 course. The language in the Basic Course performance objective ~~is more specific in relating the provisions of~~ Penal Code Sections 837 (Private persons; authority to arrest) and 847 (Arrest by private persons; duty to take prisoner before magistrate or deliver him to peace officer; liability for false arrest).
- 3.38.9 Non-substantive change: Deletion of four words results in adoption of Basic Course performance objective 3.38.9 for P.C. 832 without altering content.
- 3.38.12 Substantive revision: This modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a direct question...") by which the student will be evaluated. The recommended additions in text to this performance objective will result in some new content and greater specificity regarding civil liability of peace officers in arrest situations.
- 3.38.13 Non-substantive change: Restructuring of this performance objective results in adoption of Basic Course performance objective 3.38.13. Case citations are deleted because they are not relevant to the curriculum.
- 4.1.1 Unchanged.
- 4.1.2 Non-substantive change: Restructuring of this performance objective results in clearer language and simplifies the writing of valid test questions. Item "D" is eliminated because it is evaluated in other performance objectives and detracts from the intended thrust of this performance objective - that the student learn the difference between fruits of a crime, instrumentalities of a crime and contraband.
- 4.1.3 Non-substantive change: This is a recommendation to adopt Basic Course performance objective 4.1.3. This modification allows the objective to take on the full structure of a "performance objective" by adding the

condition ("Given a direct question...") by which the student will be evaluated.

- 4.1.4 Non-substantive change: This is a recommendation to adopt Basic Course performance objective 4.1.4. This modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a direct question...") by which the student will demonstrate comprehension.
- 4.1.5 Non-substantive change: This is a recommendation to adopt Basic Course performance objective 4.1.5. This modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a direct question...") by which the student will demonstrate comprehension.
- 4.1.6 Substantive revision: This is a new performance objective that incorporates existing terms and definitions (relating to evidence and search and seizure) from existing curriculum into one location in the courses. The corresponding performance objective in the Basic Course has four additional terms. Otherwise, they are identical.
- 4.6.1 Substantive revision: This is a recommendation to adopt Basic Course performance objective 4.6.1. This modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a direct question...") by which the student will be evaluated. Additionally, the added language in "A" and "B" offer the student greater insight to the purpose of the exclusionary rule, rather than its "effects". The elimination of item "C" in the existing P.C. 832 performance objective is appropriate because there is no known incident of one being found guilty of false arrest due to the fact that the exclusionary rule resulted in suppression of evidence from such an arrest. This matter was discussed at length when the Basic Course Unit Guide Update Committee revised this performance objective in the Basic Course.
- 4.6.2 Non-substantive change: "Hearsay Evidence" is defined in performance objective 4.1.6 (above).
- 4.6.3 Substantive revision: This is a recommendation to adopt Basic Course performance objective 4.6.3. This modification allows the objective to take on the full structure of a "performance objective" by adding the

condition ("Given a direct question...") by which the student will be evaluated. Input from Basic Course subject matter experts (SME's) results in a recommendation that Dying Declarations be deleted and Officers Testifying at a Preliminary Hearing be added to the list of exceptions to the hearsay rule in this performance objective.

- 4.7.1 Substantive revision: This is a recommendation to adopt ~~Basic Course performance objective 4.1.3 and add two~~ subsections (I and J). This modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a direct question...") by which the student will be evaluated. The additional language adds clarity and specificity to the subject of Searches.
- 4.7.2 Non-substantive change: The proposed revision would have the effect of leaving the P.C.832 performance objective intact, but giving it the full structure of a performance objective by adding the condition ("Given a direct question...") by which the student will demonstrate comprehension.
- 4.7.4 Non-substantive change: This is a recommendation to include the terms and definitions from this performance objective to 4.1.6 (relating to Evidence, Search & Seizure), above. Each of the definitions sought in this performance objective is contained in 4.1.6.
- 4.8.1 Unchanged
- 5.1.1 Non-substantive change: This is a recommendation to adopt Basic Course performance objective 5.1.1. The scenario described in the existing "learning experience" is time consuming and complex to present. Adoption of the Basic Course performance objective will allow for the subject matter to be presented more efficiently. It would also allow for student evaluation so that comprehension would be measured and recorded.
- 5.1.3 Unchanged.
- 5.2.1 Non-substantive change: This is a recommendation to adopt Basic Course performance objective 5.2.1. This modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a direct question...") by which the student will demonstrate comprehension.



- 5.2.3 Non-substantive change: This recommended change would have the effect of converting P.C.832 performance objective 5.2.3 to a learning experience. This mitigates the problem of attempting to identify a statewide testing standard on a subject that has wide spread agency specific differences.
- 5.3.1 Non-substantive change: The minor language change recommended would have the effect of leaving the P.C.832 performance objective intact, but giving it the full structure of a performance objective by adding the condition ("Given a direct question...") by which the student will be evaluated.
- 5.3.2 Non-substantive change: The minor language change recommended would have the effect of leaving the P.C.832 performance objective intact, but giving it the full structure of a performance objective by adding the condition ("Given a direct question...") by which the student will be evaluated.
- 5.3.3 Non-substantive change: The minor language change recommended would have the effect of leaving the P.C.832 performance objective intact, but giving it the full structure of a performance objective by adding the condition ("Given a direct question...") by which the student will demonstrate comprehension.
- 7.1.1 Unchanged
- 7.1.2 Non-substantive change: This recommended modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a direct question...") by which the student will demonstrate comprehension. Restructuring of language adds specificity to the performance objective while making it more generic to the student population.
- 7.2.1 Substantive revision: This modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a direct question...") by which the student will be evaluated. Additionally, the performance objective is refined for specificity by addition of items "A" through "D", which establish the criteria for use of force in an arrest situation.

- 7.2.2 Non-substantive change: This recommended revision results in substantial adoption of Basic Course performance objective 7.2.2. The difference is that the proposed P.C. 832 performance objective will state specifically when non-deadly force may be used.
- 7.2.3 Non-substantive change: Removal of reference to "agency policies" facilitates development of test questions.
- 
- 7.3.1 Non-substantive change: Rewording of the performance objective results in adoption of Basic Course performance objective with no loss or alteration of content.
- 7.3.2 Non-substantive change: Deletion of three words results in adoption of Basic Course performance objective with no loss or alteration of content.
- 7.3.3 Non-substantive change: Rewording of the performance objective results in adoption of Basic Course performance objective 7.3.3 for P.C. 832, without loss of curriculum content.
- 7.3.4 Non-substantive change: This modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a direct question...") by which the student will be evaluated. With the exception of one minor language deviation (i.e., "...in agency policies..." vs. "...by law enforcement agencies..."), approval of this change will result in adoption of Basic Course performance objective 7.3.4.
- 7.3.5 Non-substantive change: Rewording of this performance objective results in adoption of Basic Course performance objective 7.3.5 without altering content.
- 8.8.1 Substantive revision: This is a recommendation to adopt Basic Course performance objective 8.8.1. This modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a word picture...") by which the student will be evaluated. Additionally, the Basic Course performance objective is more condensed and allows for development of better test questions.
- 8.8.3 Unchanged.
- 10.1.4 Non-substantive change: This is a recommendation to adopt Basic Course performance objective 10.1.4. This modification allows the objective to take on the full

structure of a "performance objective" by adding the condition ("Given a direct question...") by which the student will be evaluated.

- 10.1.5 Non-substantive change: This modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a direct question...") by which the student will be evaluated. It is also recommended that item "E" (taken from 10.6.3) be added as a fundamental component of crime scene preservation.
- 10.6.1 Non-substantive change: This is a recommendation to expand on the existing performance objective by listing those items that students of P.C. 832 should recognize as evidence. The addition of this list (taken from 10.6.2) will clarify what training providers are to teach in this area.
- 10.6.2 Non-substantive change: The committee recommends deletion of this P.O. from the P.C.832 course. It is unrealistic to expect training providers to teach P.C. 832 students how to properly collect, mark and package all of the types of evidence itemized in this performance objective within the time allowed. It is possible, however, to teach students to identify, protect and preserve such items until evidence technicians or more experienced personnel can process. It is for this reason that the list of items of evidence in this performance objective is recommended for inclusion in 10.6.1 (above).
- 10.6.3 Non-substantive change: The content of this performance objective is preserved by adding item "E" in 10.1.5 (above). Upon approval, this performance objective will be merged with 10.1.5. Number 10.6.3 will be deleted.
- 10.7.1 Unchanged.
- 10.7.3 Non-substantive change: This modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a direct question...") by which the student will demonstrate comprehension. The recommendation for rewording sub-item "E" clarifies the fact that where an item of evidence is logged-in may not be the same location it ultimately gets stored by the investigating agency. This change does not alter course content.

- 10.8.1 Non-substantive change: This modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a direct question...") by which the student will be evaluated.
- 11.3.1 Non-substantive change: This modification eliminates redundancy and adds one additional provision of Penal Code section 147.
- 
- 11.3.2 Non-substantive change: This modification eliminates redundancy and adds one additional provision of Penal Code section 149.
- 8.14.1 Substantive revision: This performance objective is further modified to sensitize the officer (student) to concerns that must be considered when it becomes necessary to search subjects of the opposite sex.
- 8.14.2 Non-substantive change: This is a recommendation to convert this performance objective to a learning activity. It is difficult to develop meaningful test questions for this type of objective. However, it's component parts can be assessed in conjunction with performance objective 8.18.2 (searching of suspects).
- 8.14.3 Non-substantive change: This is a recommendation to convert this performance objective to a learning experience. It is difficult to develop meaningful test questions for this type of objective. Additionally, the list of places in which a subject might hide contraband is expanded by using the itemized list from Basic Course performance objective 8.14.3.
- 8.14.4 Non-substantive change: This performance objective will be redundant if the revision recommended for 8.14.2 (above) is adopted. The duties of the "covering officer" are detailed therein.
- 8.18.2 Non-substantive change: Changes are for grammar and clarity. Content of the performance objective is not changed.
- 8.19.1 Non-substantive change: "Handcuffs" substituted for "restraint devices", for consistency.
- 8.19.2 Non-substantive change: This modification allows the objective to take on the full structure of a "performance objective" by adding the condition ("Given a direct question...") by which the student will be evaluated.

- 8.19.3 Substantive revision: This modification clarifies the expectation of the student ("...will demonstrate..."). Additionally, the aspect of "multiple suspects" is removed. It is expected that those students employed in high volume prisoner transportation positions will receive additional in-service training in this subject area. The thrust of the P.C. 832 course will be to instill sound foundational skills in restraining and searching a single subject.
- 8.20.1 Non-substantive change: The subject of prisoner transportation can be more thoroughly covered by converting this performance objective to a "learning experience." Added into the list of "...elements of safe prisoner transportation..." is item "E." This is a list of those "limitations" listed in performance objective 8.20.2 (below).
- 8.20.2 Non-substantive change: This performance objective will be redundant if the recommended modifications to 8.20.1 (above) are approved. Hence, this performance objective should be deleted.
- 8.20.3 Unchanged.
- 12.6.1 Non-substantive change: This performance objective is recommended for conversion to a "learning experience" due to the fact that the concepts discussed are evaluated in the performance phase of the arrest techniques instruction. It is difficult and of arguable benefit to attempt to develop written questions for an objective that must be tested through psychomotor application.
- 12.6.2 Non-substantive change: This is a recommendation to combine 12.6.2 and 12.6.3 into one learning activity for ease of instruction.
- 12.6.3 Non-substantive change: This performance objective is recommended for deletion if 12.6.2 (above) is approved for modification as recommended.
- 12.6.4 Non-substantive change: This recommended modification clarifies that the evaluation is based on a technique taught and sanctioned by the training provider.
- 12.6.5 Non-substantive change: This recommended modification clarifies that the evaluation is based on a technique taught and sanctioned by the training provider.

- 12.7.2 Substantive revision: Introduction of weapons into this level of self defense/arrest instruction is premature. Techniques for dealing with armed assailants are more appropriately dealt with in an advanced class in defensive tactics. The performance objective is modified to allow for evaluation of tactical foot movements that are intended to aid students in defending themselves against an attack by an unarmed adversary.
- 
- 12.7.3 Content Deletion: This performance objective is recommended for deletion from the P.C. 832 course. Disarming techniques are advanced defensive tactics. In P.C. 832, the student's time would be better spent applying (practicing) the rudiments of weaponless defense.
- 12.7.7 Unchanged.
- 7.5.1 Non-substantive change: Deletion of the term "agency" makes this performance objective more generic, since many P.C. 832 students are "unsponsored" college students.
- 7.6.1 Substantive revision: Incorporation of the list of weapon parts that the student will must learn adds specificity and clarity to this performance objective.
- 7.7.1 Unchanged
- 7.7.3 Content Addition: It is recommended that this performance objective be added to the P.C. 832 course to validate the fact that the student has received formal instruction on the safe storage of the duty weapon.
- 7.10.1 Unchanged
- 7.10.2 Substantive revision: This is a recommendation to convert 7.10.2 from a "learning activity" to a demonstration performance objective for evaluation purposes. It is the intention of this revision that students will learn, practice and demonstrate two firing positions rather than to have merely witnessed six.
- 7.15.1 Non-substantive change: This is a recommendation to refine the language in the existing performance objective for testing and evaluation purposes. Content remains unchanged.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Request for Contract to Implement the Institute of Criminal Investigation Instructors' Update Workshops		Meeting Date July 22, 1993
Bureau Training Program Services	Reviewed By <i>[Signature]</i> Otto Saltenberger	Researched By <i>[Signature]</i> Neil Zachary
Executive Director Approval	Date of Approval	Date of Report June 9, 1993
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Should the Commission authorize the Executive Director to contract with the San Diego Regional Training Center to implement POST's Institute of Criminal Investigation (ICI) Instructors' Update Workshops at a cost not to exceed \$66,000.

BACKGROUND

After an extensive job analysis of a detective's work, the Commission approved the Institute of Criminal Investigation designed to increase investigative effectiveness through completion of a coordinated course of instruction. The Institute comprises the Core Course, 11 Foundation Specialty Courses, and a series of electives relating to investigative training. One graduate from the ICI by completing the Core Course, one Foundation Specialty Course, and three electives which relate to the Specialty chosen. The ICI was approved with the requirement that the ICI Core and Foundation Specialty Courses are designed and taught using the adult experiential learning concepts.

Six Core Courses were completed between June 1989 and January 1991, at which time the ICI was placed on hold by the Commission due to budgetary constraints. Although foundation Specialty Courses outlines had been completed at that time, no presentation designs had been developed nor courses actually given.

The re-establishment of ICI was approved by the Commission in its January 1993 Quarterly Meeting. Ten Core Courses are scheduled and all eleven Foundation Specialty Courses will be presented at least once during Fiscal Year 1993-94. It is estimated that 80-100 ICI instructors will be required to present these courses. To ensure that all ICI Core Course and Foundation Specialty Course instructors understand and are comfortable with the adult experiential learning concept, a 40-hour ICI Instructors' Update Workshop has been designed and piloted. Four of these workshops are required in Fiscal Year 1993-94 to train an adequate number of ICI instructors.

## ANALYSIS

Adult experiential learning concepts have proven to be an excellent method of instruction; it requires total involvement by instructor and student. Trainees are challenged to learn and perform in realistic role-play exercises and practical simulations. All ICI instructors work in the criminal justice system. They range from case-carrying detectives to crime scene analysts to assistant district attorneys and judges. Although they are subject matter experts in their various fields of instruction and experienced instructors, they do not have the time to complete the entire Master Instructor Development Program. Therefore, an abbreviated, concentrated course of instruction was developed.

The goals of the ICI Instructors' Update Workshop are threefold:

1. To identify potential instructors to teach in future ICI Core and Foundation Specialty Courses.
2. To ensure that all ICI instructors understand the experiential learning concept and are using it to the maximum extent possible in their lessons.
3. To identify individuals who have the requisite skills, knowledge, and abilities to assist in the design and implementation of the Foundation Specialty Courses.

The 40-hour ICI Instructors' Update Workshop is presented in two modules. The first 24-hour block is designed to familiarize participants with the adult experiential learning model and identify activities which instructors may use in delivering subject matter for maximum student retention. Between modules, participants prepare a practicum of what they have learned for presentation during Module 2. In Module 2 (16 hours), participants present a portion of a block of instruction using the adult experiential learning model. This provides an excellent opportunity to practice experiential learning and take advantage of a relatively risk-free environment and the feedback from their peers.

## RECOMMENDATION

Authorize the Executive Director to contract with the San Diego Regional Training Center to coordinate four ICI Instructors' Update Workshops during FY 1993-94.



ICI INSTRUCTOR'S UPDATE WORKSHOP BUDGET

Lead Instructor Salary (\$1,000 per day)	\$5,000.00
Group Facilitator Salary (\$360 per day X three facilitators)	4,800.00
Lead Instructor/Group Facilitator Travel and Per Diem	3,200.00
Class Room Facility Rental (\$250 per day)	1,250.00
Audio-visual Equipment Rental	750.00
Indirect Costs (10% of contract)	1,500.00
TOTAL PER WORKSHOP	\$16,500.00
Four Workshops Conducted At Total Cost of	\$66,000.00

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Request To Purchase Additional Sets Of Driver Training Courseware		Meeting Date July 22, 1993
Bureau Training Program Services	Reviewed By Otto Saltenberger	Researched By Ken Whitman <i>[Signature]</i>
Executive Director Approval	Date of Approval	Date of Report June 8, 1993
Purpose: <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Should the Commission authorize the Executive Director to purchase additional interactive courseware for the Law Enforcement Driver Training course at a cost not to exceed \$50,940.

BACKGROUND

The Commission developed the Law Enforcement Driver Training interactive courseware in conjunction with General Physics and took delivery of an initial 200 sets of courseware in June 1992. The courseware consists of a student workbook/reference manual, software diskettes, and four laser discs. This courseware currently covers all of the existing cognitive classroom material from the 24-hour driver training course. The initial sets of courseware have been exhausted.

With the Commission IVD reimbursement program in place, many agencies, as well as training presenters, are purchasing and installing IVD equipment. The potential to have 636 IVD sets in place statewide will require additional courseware to meet that need. One set of courseware will be required for each of these workstations. Additionally, within the next three months, the Community College Chancellor's grant will provide an additional 29 workstations for community-college-presenter use.

Based upon the list of existing requests for courseware, it is anticipated that 500 sets of courseware will be required to meet current needs and respond to additional requests for courseware.

## ANALYSIS

General Physics is the owner of this IVD courseware. In the development contract with them, POST may purchase additional sets of courseware at their duplicating costs. General Physics can supply the entire courseware package which consists of the discs, software programs, manual, and plastic storage cases. They have quoted a price of \$50,940 for 500 sets of courseware delivered to POST. This includes assembly labor and shipping charges. The cost per set of courseware is \$101.88 based on a purchase of 500 sets of courseware.

## RECOMMENDATION

Authorize the Executive Director to purchase Law Enforcement Driver Training courseware consisting of 500 complete sets of courseware at a cost not to exceed \$50,940. (ROLL CALL VOTE)

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title <b>Request for Contract Approvals - Converting Selected Tuition Courses to Contracts</b>		Meeting Date <b>July 22 1993</b>
Bureau <b>Training Delivery and Compliance</b>	Reviewed By <b>Ronald T. Allen</b>	Researched By <b>Gene S. Rhodes</b>
Executive Director Approval <i>Monica C. Behm</i>	Date of Approval <b>7-7-93</b>	Date of Report <b>July 2, 1993</b>
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUES

Approval to convert high priority Plan III courses to contract courses by entering into Interagency Agreements between POST and presenters.

BACKGROUND

Traditionally, these courses have been presented as a Plan III tuition courses. Shrinking County and City budgets have made it difficult for law enforcement agencies to up-front the tuition costs for these programs.

At the April Commission meeting staff was directed to transfer some categories of training, identified as high cost and needed statewide, from Plan III to contract. Basic Course Driver Training, Basic Motorcycle Training, Basic Narcotics Training, and the Institute of Criminal Investigation have been identified as meeting this category.

ANALYSIS

The amount proposed in this agreement represents the same amount allocated through terms of certification for tuition and should not increase the fiscal impact to the Peace Officer Training Fund.

This agreement will make these training programs more convenient for law enforcement.

Request the following courses be converted from Plan III to contract courses:

Gavilan College Basic Narcotics course (80 hrs), four presentations, twenty students per presentation at the cost of \$765. per student. Total cost not to exceed \$61,132.

Orange County Sheriff's Department Basic Narcotics course (80 hrs), six presentations, twenty-five students at the cost of \$477. per student. Total costs not to exceed \$70,000.

San Mateo Police Department Basic Motorcycle training (82 hrs), Three presentations, twenty students per presentation at the cost of \$1265 per student. Total costs not to exceed \$75,900.

San Bernardino County Sheriff's Department Basic Motorcycle course (80 hrs), six presentations, twenty-four students per presentation at the cost of \$1109. per student. Total costs not to exceed \$159,696.

San Bernardino County Sheriff's Department Basic Driver Training (24 hrs), forty-two presentations, twenty-four students per presentation at the cost of \$380. per student (\$223. if affiliate with a Community College). Total costs not to exceed \$383,040.

San Diego Regional Training Center, Institute for Criminal Investigation Core Course (84 hrs), four presentations, twenty-two students per presentation at the cost of \$1364 per student. Total costs not to exceed \$120,000.

Sacramento Public Safety Center, Institute for Criminal Investigation Core Course (84 hrs), four presentations, twenty-two students per presentation at the cost of \$1364 per student. Total costs not to exceed \$120,000.

San Diego Sheriff's Department, Basic Motorcycle Training (80 hrs), two presentations, fifteen students per presentation at the cost of \$955 per student. Total costs not to exceed \$28,650.

San Diego Police Department, Basic Motorcycle Training (80 hrs), three presentations, twenty students per presentation at the cost of \$1151. per student. Total costs not to exceed \$69,060.

Los Angeles Police Department, Basic Motorcycle Training (80 hrs), three presentations, twenty-five students per presentation at the cost of \$967 per student. Total costs not to exceed \$72,525.

Long Beach Police Department, Basic Motorcycle Training (80 hrs), four presentations, fifteen students per presentation at the cost of \$925 per student. Total costs not to exceed \$55,500.


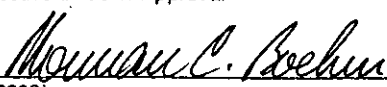
California Highway Patrol, Basic Motorcycle Training (80 hrs), twelve presentations, fifteen students per presentation at the cost of \$1091 per student. Total costs not to exceed \$196,380.

RECOMMENDATION

Authorize the Executive Director to enter into contracts with the agencies described and in amounts not to exceed those specified in this report.

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COMMISSION AGENDA ITEM REPORT

Agenda Item Title <b>Implementation of Reimbursement Reconfiguration</b>		Meeting Date <b>July 22, 1993</b>
Bureau <b>Executive Office</b>	Reviewed By 	Researched By <b>H. Mitchum</b>
Executive Director Approval 	Date of Approval <b>7-8-93</b>	Date of Report <b>July 6, 1993</b>
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

**ISSUE:**

Should the Commission adopt policies, regulations, and procedures associated with implementing the reimbursement reconfiguration, and set the initial FY 93/94 per student hour rate for training presentation reimbursement?

**BACKGROUND:**

At the January meeting the Commission voted unanimously to shift away from reimbursing salary to reimbursing participating agencies for approved course development and presentation costs. This change became effective July 1, 1993.

Subsequent to the January meeting, staff has met with agency presenters and identified several issues requiring resolution. The purpose of this report is to present proposed policies and changes to regulations and procedures that address each of these issues, and to set the initial per student hour rate for training presentation reimbursement.

**ANALYSIS:**

Proposed Policies

The following policies be adopted are recommended for adoption by the Commission to support implementation of the new reimbursement system:

1. Limit training presentation reimbursement to 100% of actual course costs.

Many agency presenters use a variety of means to fund course presentation costs, including FTES (formerly ADA), grants, fees, etc. When these revenues are

combined with POST training presentation reimbursement, some agency presenters could end up receiving reimbursement for more than 100% of their actual course costs. Limiting training presentation reimbursement to 100% of actual course costs increases the "spread" of available revenue, and ensures that POST funds are disbursed in the most cost-effective manner possible.

2. Require agency presenters seeking training presentation reimbursement to submit course budgets.

Requiring submission of course budgets is the most ~~effective and acceptable means to prevent reimbursement~~ in excess of actual course costs. Presenters would be asked to submit budgets, in accordance with existing POST tuition guidelines, and to identify all sources of outside funding and the amounts provided to support course presentations. POST would then reimburse up to the full amount being funded solely by the agency, depending on the reimbursement rate per trainee hour.

3. Set the per student hour rate and reimburse for training presentation costs on a quarterly basis.

The newness of the reconfigured system, historical changes in trainee volume, and unknowns associated with the number of agencies that will seek reimbursement for training presentation costs during FY 94/94, all weigh heavily in favor of quarterly rather than monthly reimbursement for presentation costs. The precedent for adjusting reimbursement mid-year has been established through previous quarterly reviews of salary reimbursement rates.

4. Consider establishing a formal mechanism for use of course development funds at a future meeting.

It is recommended that a formal mechanism for training development disbursements not be established until the new system has been in operation for a period of time and there is actual data available as to the number of new agencies seeking certification, FY 93/94 training volume, and impact on the training presentation account. In the interim, it is proposed that requests for funds to support course development be handled as in the past, on a case by case basis, subject to availability of funds.

Two related issues requiring additional work are reimbursement for field training and course monitoring.

The Commission has previously discussed the feasibility of



mandating field training. Reimbursing local agencies for operation of POST-approved field training programs will help facilitate mandating the requirement, should the Commission elect to do so in the future, and helps address the concern of small agencies that they not be left out in the new system.

Further staff work is required to address issues related to standardization, whether all field training hours should be reimbursed or only those directly related to Basic Course performance objectives, the fiscal impact of field training on the hourly reimbursement rate, and changes in procedures and forms required to implement training presentation reimbursement for field training.

In the case of course monitoring, POST Commissioners have previously expressed, and several agency executives have recommended, that POST devote more attention to on-site monitoring and evaluation of certified courses. The sheer number of currently certified courses (approximately 2,600, excluding telecourses) has heretofore precluded POST staff from devoting significant time to this task. Most recently, CPCA formally recommended monitoring of courses by agency representatives as part of the new reimbursement system. There is much to commend CPCA's recommendation. A monitoring program will help assure training is consistent with departmental goals and policies. It will also provide POST and the field with invaluable information as to emerging training needs and the overall quality of POST-certified courses.

Additional work is required to determine how to best select and train course monitors, identify courses to be evaluated, actively involve course presenters in the process, and ensure that evaluation data is effectively shared with course presenters and used to improve course quality. Once these issues are resolved, it appears that the monitoring program could be readily implemented by renaming the Training Development account the Training Development and Evaluation account, with monitoring costs (travel, per diem and honoraria) reimbursed via contract or other means from the account.

It is recommended that staff be directed to develop reports, for presentation at the November meeting, which recommend 1) procedures and requirements for reimbursing local agencies for costs incurred in operating POST-approved field training programs; and 2) establishment of a formal course monitoring program as part of the Training Development and Evaluation Account.

Several changes to regulations and Commission procedures are required to support implementation of the reimbursement reconfiguration. The complete text of all proposed changes is included in Attachment A. Proposed modifications result in the following actions:

- Exclude tuition and contract courses from training presentation reimbursement.
- Specify that POST tuition guidelines shall be used to determine total course costs.
- Require submission of course budgets and identification of subventions received to support course presentations.

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- Require that changes in subventions received by presenters be reported to POST within 30 days.
- Specify that training presentation reimbursement only be provided to agency presenters for costs incurred in training full-time employees from reimbursable agencies.
- Provide for quarterly review, and adjustment, of per student hour training presentation reimbursement rate.
- Eliminate all references to salary reimbursement
- Add terminology definitions and make minor rewording changes to improve consistency and clarity.

If the Commission concurs with these changes, it is proposed that the abbreviated public notice process be used. A notice of Proposed Regulatory Action (for changes affecting regulations) will be submitted to the State Office of Administrative Law (OAL) and publicly noticed. If no one requests a public hearing, the proposed changes will go into effect 30 days after approval by OAL.

#### Per Student Hour Rate for Training Presentation Reimbursement

The initial FY 94/94 per student hour rate for training presentation reimbursement needs to be established by the Commission. This issue is on the agenda for the Finance Committee's July 21 meeting. The committee will receive the latest information on projected revenue and training volume for the coming fiscal year. The per student hour rate be initially set per the Finance Committee's recommendation, effective July 1, 1993, for the first quarter of FY 93/94.

#### RECOMMENDATIONS

1. Limit training presentation reimbursement to 100% of actual course costs;
2. Require agency presenters seeking training presentation reimbursement to submit course budgets;

3. Set the per student hour reimbursement rate and reimburse training presentation costs on a quarterly basis;
4. Defer establishing a formal mechanism for disbursing funds for course development pending further study;
5. Direct staff to conduct further analysis, and report back in November, on providing reimbursement for field training and establishment of a formal program for on-site course monitoring;
6. Adopt proposed changes to regulations and Commission procedures, as specified in this report; and
7. Adopt the per student hour rate for training presentation reimbursement, as recommended by the Finance Committee, for the first quarter of FY 93/94.

Commission on Peace Officer Standards and Training

PROPOSED CHANGES TO REGULATIONS

1001. Definitions.

(a) - (b) (Continued)

(c) "Actual cost for presenting a course" is the total cost (direct and indirect) to conduct one presentation of a POST-certified course, less those subventions from outside funding sources. Outside funding shall include, but is not limited to, fees, grants, gifts, Full-Time Equivalent Student (FTES) shares from community college affiliations, and the monetary equivalent of services, equipment or materials provided in support of the course. POST tuition guidelines, as described in Regulation 1054, shall be used in determining the total cost to conduct one course presentation.

(d) "Agency presenter" is a department (or departments working together under a joint powers or other written agreement) in the POST Reimbursement Program which presents POST-certified training course(s) for law enforcement.

Previously numbered (c) through (bb) to be renumbered (e) through (dd), respectively.

Authority: Section 13506, Penal Code.

Reference: Sections 13503, 13507, 13510 and 13510.5, Penal Code.

Commission on Peace Officer Standards and Training  
PROPOSED CHANGES TO REGULATIONS

1015. Reimbursement.

(a) Reimbursement for Travel, Subsistence, Commuter Lunch  
and Tuition.

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Existing (a) - (k) to be renumbered (1) - (11), respectively.

(1) - (11) (Continued)

(b) Reimbursement for Training Presentation.

- (1) With the exception of tuition-based and contract courses, an agency presenter may receive reimbursement for costs incurred in training full-time employees from agencies participating in the POST reimbursement program.
- (2) Reimbursement for the actual cost of presenting a course shall be paid at a uniform rate per student hour.
- (3) Training presentation reimbursement shall only be provided for the total number of training hours attended by eligible trainees as described in Regulation 1015(b)(1).

PAM Section E-1-4c adopted effective April 15, 1982 and amended  
\* \_\_\_\_\_, is herein incorporated by reference.

PAM Section E-1-4e adopted effective April 15, 1982 is herein  
incorporated by reference.

\*Date to be filled in by OAL

Authority: Sections 13503, 13506 and 13510, Penal Code.

Reference: Sections 13510, 13511, 13512, 13518, 13520, 13522,  
13524 and 13525, Penal Code; Section 11489, Health and  
Safety Code.

Commission on Peace Officer Standards and Training  
PROPOSED CHANGES TO REGULATIONS

1053. Course Certification Request and Review Process.

(a) Course Certification Request. Any person or organization desiring to have a course certified shall prepare ~~and submit a complete course certification request file~~ to POST. Submission of the following forms and related materials shall constitute a complete file:

- (1) Course Certification Request Form (POST 2-103)
- (2) Instructor Resume(s)
- (3) Course Budget (POST 2-106, rev. ~~7/88~~ 6/93), if the proposed course will require a tuition or is being presented by an agency presenter seeking reimbursement for actual course presentation costs. Agency presenters seeking training presentation reimbursement shall include on the Course Budget any outside funding provided to support presentation of the proposed course [refer to Regulation 1001(c)].

(4) - (6) (Continued)

(b) (Continued)

Authority: PC 13503, 13506

Reference: PC 13503(e)

Commission on Peace Officer Standards and Training  
PROPOSED CHANGES TO REGULATIONS

1054. Requirements for Course Tuition and Establishment of  
Course Budgets for Training Presentation Reimbursement.

The following requirements are to be used by course coordinators presenting or planning to present ~~tuition-based training courses certified by POST~~ either POST-certified tuition-based courses or courses for which training presentation reimbursement is being sought. These guidelines and requirements identify the expenses that may be approved in establishing course budgets for tuition or training presentation reimbursement, and are to be used in completing the Course Certification Request (POST 2-103) and Course Budget (POST 2-106, Rev. ~~7/88~~ 7/93) when requesting initial certification or recertification. Allowable costs for establishing per presentation tuition per presentation and course budgets for training presentation reimbursement are as follows:

(a) (Continued)

(b) Development Costs for Tuition-Based Courses. When POST has specifically requested development of a new course or revision of an existing course, development costs may be negotiated with the presenter. When approved by the Executive Director, such costs shall be prorated as a portion of tuition for an agreed-upon number of presentations.



(c) - (k) (Continued)

(l) Calculation of "Reimbursement Cap" for Training Presentation Reimbursement. In accordance with Regulation 1015(b), the amount of training presentation reimbursement shall not exceed the ~~actual cost for presenting a course~~ [refer to Regulation 1001(c)]. After subventions provided by outside funding sources are subtracted from allowable course costs, the amount remaining, or "reimbursement cap" is the maximum reimbursement that an agency presenter may receive for one course presentation.

Authority: Sections 13503 and 13506, Penal Code.

Reference: Section 13503(e), Penal Code.

Commission on Peace Officer Standards and Training  
PROPOSED CHANGES TO REGULATIONS

1055. Requirements for Course Presentation.

(a) - (c) (Continued)

(d) ~~Request for Changes:~~ Changes to Course or Course Budget: A course, once certified under the conditions specified in the Course Ceertification Rrequest, shall not be changed or modified without prior POST approval. Increases or decreases in outside funding received to support courses for which training presentation reimbursement has been approved shall be reported in writing to POST within 30 days.

(e) - (h) (Continued)

(i) Required Documents to be Submitted Upon Completion of Presentation: A completed Course Roster (POST 2-111, Rev. ~~7/83~~ 7/93) shall be prepared and submitted to the Commission after completion of each certified course presentation. The following documents shall accompany each Course Roster: (1) A Course Evaluation Instrument (POST 2-245, Rev. 9/81) completed by each trainee, (2) POST Course Evaluation Control Sheet (POST 2-291), and (3) any Training

Reimbursement Requests (POST 2-276 Rev. ~~12/85~~ 7/93)  
that are provided to the presenter by trainees. All  
documents must be submitted to the Commission no  
later than 10 calendar days following the ending date  
of the presentation. Subsequent to submission of  
these documents, the coordinator shall contact the  
Commission about needed corrections.

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(j) (Continued)

Authority: Sections 13503 and 13506, Penal Code.

Reference: Section 13503(e), Penal Code.

Commission on Peace Officer Standards and Training  
PROPOSED CHANGES TO COMMISSION PROCEDURE

COMMISSION PROCEDURE E-1

REQUIREMENTS FOR REIMBURSEMENT

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**Eligibility for Reimbursement**

1-2. **Eligibility:** As provided in Sections 13507, 13510 and 13522 of the Penal Code, departments participating in the POST Reimbursement Program which, by formal agreement with the Commission, adhere to the standards for recruitment and training as established by the Commission, may be reimbursed from the Peace Officer Training Fund for allowable expenditures incurred for the training of their personnel in POST-certified courses. With the exception of tuition and contract courses, agency presenters may also receive training presentation reimbursement of actual costs [see Regulation 1001(c)] for presenting a POST-certified course attended by trainees meeting the requirements of Commission Regulation 1015(f).

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1-4. d. **Federal or Other Funding Programs:** A jurisdiction which employs a trainee full-time, whose ~~salary is~~ expenditures for attending training (travel, subsistence, commuter lunch, and tuition) are paid by a source other than the employing jurisdiction, such

as a federal grant or other outside funding source, is not eligible to receive POST reimbursement for ~~the trainee's salary or other~~ expenditures covered by the grant or outside funding source.

- 1-4. e. Trainee Must Complete the Course: Within the provisions established by the Commission, a jurisdiction may receive reimbursement for travel, subsistence, commuter lunch and tuition training expenditures only when the trainee satisfactorily completes the POST-certified training course. Exceptions are the Basic Course, Motorcycle Training and courses designed to train the trainer.
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- 1-4. f. A department requesting reimbursement of training expenditures, including course presentation costs, shall, upon request of POST or the State Controller's Office, provide records that will demonstrate the agency incurred the ~~requested~~ expenditures for which reimbursement is being sought ~~employees trained~~ and that the expenses generally equated, ~~to~~ on an annual basis, to the amount reimbursed by POST. These records must be retained for three fiscal years (current, plus two prior).

PROPOSED CHANGES TO COMMISSION PROCEDURE

COMMISSION PROCEDURE E-2

REIMBURSEMENT PLANS

Purpose

2-1. Commission Procedure E-2: This Commission Procedure describes the four reimbursement plans adopted by the Commission and their various levels of reimbursement.

Reimbursement Plans

2-2. Plans: POST reimbursement for training expenditures of departments participating in the POST reimbursement program is based on schedules known as "plans." Each plan may vary in the amount and/or category of expenses that may be reimbursed by POST. The categories of expense/allowances that may be reimbursed are: Course presentation costs, ~~Subsistence~~, commuter lunch, travel, and tuition, ~~and salary~~. The ~~four~~ three reimbursement plans that have been adopted by the Commission are designated as Plan ~~I, II, III, and IV~~, and V, as follows:

<del>Plan I</del>	<del>Plan II</del>
<del>Subsistence</del>	<del>Subsistence</del>
<del>Commuter Lunch</del>	<del>Commuter Lunch</del>
<del>Travel</del>	<del>Travel</del>
<del>Tuition</del>	<del>Salary</del>
<del>Salary</del>	

Plan III

Subsistence  
Commuter Lunch  
Travel  
Tuition

Plan IV

Subsistence  
Commuter Lunch  
Travel

Plan V

Course Presentation Costs

Subsistence

Commuter Lunch

Travel

2-3. **Where to Obtain Training Course Information:** Information regarding training courses and the plan under which each is presented may be obtained in several ways, e.g.:

- a. The POST Administrative Manual, Section D-14, Catalog of certified Courses.
- b. By contacting the school or course coordinator.
- c. By contacting the POST Course Control Clerk at (916) ~~739-5399~~ 227-4866.

PROPOSED CHANGES TO COMMISSION PROCEDURE

COMMISSION PROCEDURE E-3

REIMBURSEMENT RATES

Purpose

3-1. **Commission Procedure E-3:** This Commission Procedure describes the reimbursement rates approved by the Commission.

3-2. **Reimbursement Rates Established Annually by Commission:**

a. Reimbursement for Subsistence, Commuter Lunch, Travel and Tuition: The Commission annually establishes the rates of reimbursement for the various categories of expenses approved for reimbursement plans.

Reimbursement rates are in effect for one fiscal year, July 1 to June 30, unless modified by Commission action. The rates are the maximum amounts that may be reimbursed for the category of expense.

Subsistence Allowance:	\$ <del>82</del> <u>92.00</u> per day
Basic Course Subsistence:	\$ <del>41</del> <u>46.00</u> per day
Commuter Lunch Allowance:	\$ 8.00 per day
Travel Allowance:	\$ .26 per mile
Tuition:	100% or amount approved as shown in Catalog of Certified Courses (PAM D-14)



b. Per-Student-Hour Reimbursement Rate for Actual Costs of Presenting a Course: Course presentation costs shall be reimbursed at a uniform hourly rate for course hours attended by eligible trainees as specified in Regulation 1015(b)(1). The per-student-hour reimbursement rate will be set annually at the July Commission meeting, reviewed quarterly, and adjusted as necessary by the Commission. The rate will be set at a level that revenue and volumes of training permit.

**3-3. Notification of Reimbursement Rate:**

a. Reimbursement for Subsistence, Commuter Lunch, Travel and Tuition: Departments participating in the POST Reimbursement Program will be notified by the Commission of the rates to be in effect for the next fiscal year, immediately following the April Commission meeting or no later than 60 days prior to the new fiscal year.

b. Per-Student-Hour Reimbursement Rate for Course Presentation: Agency presenters will be notified by the Commission of any changes to per-student-hour reimbursement rate immediately following each Commission meeting in which an adjustment to the rate is approved.

PROPOSED CHANGES TO COMMISSION PROCEDURE

COMMISSION PROCEDURE E-4

REIMBURSEMENT PLANS

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**General Policy**

4-2. **Notice of Appointment:** Reimbursement of subsistence, commuter lunch, travel and tuition will not be approved for training of any sworn peace officer when the agency has not notified POST of the officer's employment by submitting a Notice of Appointment form, POST form 2-114. After submission of form 2-114, the training expenses will be paid.

4-3. **Courses With Maximum Reimbursement Limitations:** Subsistence, commuter lunch, and travel allowances will be reimbursed up to the date the maximum number of weeks is reached; ~~and salary~~ training presentation costs will be reimbursed up to the maximum number of hours shown for the following courses:

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**Salary Policy**

~~4-24. Eligibility for Salary Reimbursement: A department may receive reimbursement for this category of expense if authorized under the reimbursement plan and if the trainee is listed on the Training Reimbursement Request, POST form 2-273.~~

~~4-25. Salary Definition: The basic monthly salary is the employee class basic salary that shall not include incentive pay, hazard pay, education subvention, scholarship, insurance premiums, medical benefits, watch differential pay, pension plans, uniform allowance or other employee benefits. The basic monthly salary will be the salary earned on the starting day of the course.~~

~~4-26. Salary Reimbursement Calculated by POST: If a department is eligible for reimbursement of salary, POST will determine the amount to be reimbursed according to the following formula:~~

$$\begin{array}{r} \text{Basic} \text{-----} 173 \text{ hours} \text{-----} \text{Allowable} \text{-----} \text{Salary} \\ \text{Monthly} \text{ X } \text{-----} (\text{monthly} \text{ X } \text{-----} \text{Course} \text{ X } \text{-----} \text{Percentage} \\ \text{Salary} \text{-----} \text{average}) \text{-----} \text{Hours*} \end{array}$$

~~4-27. Salary Reimbursement For Job Specific Training: An individual may attend only one Job Specific Course a fiscal year (July 1-June 30) for which salary reimbursement may be requested and authorized. All other allowable training related expenses may be requested.~~

~~\*Allowable course hours are the number of hours completed by a trainee as reported on the Course Roster, not to exceed the maximum number of hours for those courses specified in Commission Procedure E-4-3. In cases where a trainee, not employed by a~~

~~reimbursable agency, begins a Basic Course and then sometime during the course is hired by a reimbursable agency, the agency may only receive reimbursement from the date the trainee is hired.~~

Reimbursement for Training Presentation Policy

4-24. Eligibility for Reimbursement for Training Presentation:

With the exception of tuition and contract courses, an agency presenter may receive reimbursement for this category of expense for those trainees attending the training in compliance with Regulation 1015(f) and listed on the Course Roster (POST 2-111, Rev. 7/93).

4-25. Training Presentation Reimbursement Calculated by POST:

If an agency presenter is eligible for reimbursement of training presentation costs, POST will determine the amount to be reimbursed according to the following formula:

<u>Number of</u>		<u>Allowable</u>		<u>Per-Student-Hour</u>
<u>Eligible</u>	X	<u>Course</u>	X	<u>Reimbursement</u>
<u>Trainees</u>		<u>Hours</u>		<u>Rate</u>



Agencies which were unable to participate in the reimbursement program during the 1992-93 fiscal year will likely apply for acquisition of the equipment after the start of the fiscal budget year, 1993-1994. The goal remains to complete the envisioned training network as quickly and completely as practical.

Several issues have surfaced regarding agency requests for approval to purchase additional equipment for multiple training sites.

- o POST has received significantly more requests for multiple training sites than originally anticipated based on a cursory survey and review.
- o Requests are being received from smaller agencies for multiple systems where only a few people work at the substation. These requests are being held for later policy consideration.
- o Perhaps not surprisingly, some large departments have requested more than one IVD system at each substation or training location. Current regulations for this program do not allow for this. The ratio of students per IVD machine is a concern in larger agencies, but the question is, should POST reimburse for the additional systems? Additional analysis would be advisable and regulation changes will be required if the Commission wants to change current policy.

It is planned that these issues be further evaluated and recommendations presented to the Commission at the November 1993 meeting.

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title <b>Driver Training Simulator Pilot Program</b>	Meeting Date <b>July 22, 1993</b>	
Bureau <b>Executive Office</b>	Reviewed By <b>Glen Fine</b>	Researched By <b>Holly Mitchum</b>
Executive Director Approval <i>Mouman C. Boehm</i>	Date of Approval <b>7-7-93</b>	Date of Report <b>July 7, 1993</b>
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p><b><u>ISSUE</u></b></p> <p>Should the Commission approve a pilot program for the use of AGC driver training simulators in law enforcement driver training?</p> <p><b><u>BACKGROUND</u></b></p> <p>At its April meeting, the Commission received an update from staff on advancements in driver simulators for training peace officers. For the past several months, AGC Simulation Products (a division of ATARI Games) has been testing two driver training simulator prototypes at the San Bernardino Sheriff's Department. Initial reports indicate that the simulators may prove valuable in affording trainees the opportunity to experience and respond to complex, highly hazardous, and stressful driving situations in a safe training environment.</p> <p><b><u>ANALYSIS:</u></b></p> <p>Before the Commission is a proposal to initiate a pilot program at the San Bernardino Sheriff's Department (SBSD), and two additional locations, using the AGC simulator. The specific objectives of the proposed project would be to:</p> <ul style="list-style-type: none"> <li>o Improve officers' judgment and decision-making skills in emergency response (Code 3) situations; and</li> <li>o Improve officers' judgment and decision-making skills during pursuits, including:                     <ul style="list-style-type: none"> <li>- Determining when it is appropriate to initiate, and abandon, a pursuit.</li> <li>- Ensuring that officers are able to successfully perform the roles of primary and secondary officer.</li> </ul> </li> </ul>		

- Maintaining appropriate coordination and communication with other officers involved in multiple unit pursuits.

The AGC simulator to be used in the pilot program would consist of a "pod" of four individual non-motion based simulators networked to each other and to an instructor's work station. The linked simulators enable officers to "see" and communicate with other "units" when a scenario calls for multiple vehicle involvement.

Approximately 2,600 sworn officers (1,600 from agencies other than SBSB) would receive training on the simulator in courses ranging from the Basic Academy to training for in-service officers and instructors. To provide each trainee with sufficient simulator experience, the total amount of time devoted to simulator training in each course would range from approximately 1/2 day to three days.

It is proposed that simulator scenarios be jointly designed by SBSB staff and a select group of driver training SMEs from throughout the state. Scenario programming, debugging and testing will require the services of one full-time driver training instructor coordinator for six months. All scenarios would be made available at no cost to other California law enforcement agencies, helping to expedite use of the simulator by other departments and saving them the cost of scenario development.

One full-time SBSB driver training instructor will also be required during the pilot project to operate the simulation system, evaluate trainee performance and provide feedback, coordinate evaluation efforts and refine/update scenarios when the system is not in use for training.

Staff from POST's Standards and Evaluation Services Bureau will participate in design of the scenarios and direct the project evaluation.

SBSB has proposed a contract for the one year pilot project in the amount of \$317,000, with project costs as follows:

1.	Four simulators and one instructor workstation (inc. sales tax & shipping)	\$205,000
2.	Instructors' salaries (full-time, 18 mos.)	\$ 99,500
3.	Temporary building rental*	\$ 4,000
	TOTAL	\$308,500

\* To house simulators until new training center at the SBSB driver training facility is completed.



The Long Range Planning and Finance committees have received staff's report on this issue and support the program. The Finance Committee is recommending allocation of funds to support purchase of three systems, (each system consisting of four simulators and one instructor workstation) to permit three driver training presenters to participate in the program. Costs for each additional agency would total \$271,500; total project costs would be approximately \$852,000. Clearly costs in ensuing years will be much less.

Staff has studied various alternatives for moving two of the systems to various driver training sites. However, none of the alternatives studied appear cost effective. Accordingly, it is recommended that POST select two organizations, in addition to SBSB, where the simulators can be suitably located for delivery of driver training. Some suggested criteria for selecting additional agencies to participate in the pilot project is included with the Attachment.

**RECOMMENDATION:**

Authorize the Executive Director to contract with three driver training presenters for the purpose of introducing the use of the AGC driver training simulators into the driver training program with total project costs not to exceed \$855,000.

**SUGGESTED CRITERIA FOR SELECTING ADDITIONAL DRIVER TRAINING PRESENTERS TO PARTICIPATE IN THE PILOT PROJECT**

1. Be currently certified to present training for Basic Course students AND inservice officers.
2. Have a dedicated driver training staff and immediate access to a suitable site for behind-the-wheel training.
3. Service a large student population and more than one agency.
4. Have available, or be willing to provide, a safe, secure and dedicated facility that provides:
  - o sufficient space to house the simulators
  - o classroom space/staging area for students
5. Be willing and able to dedicate the services of one driver training instructor, full-time, to provide instructional services in support of the project.
6. Be agreeable to using the scenarios provided by POST and to actively participate in evaluation of the program.
7. Be willing to commit to continued use of the AGC simulator in POST-certified driver training programs for five years or more.



## ANALYSIS

Since the development of the PC 832 courseware began in 1986, there have been many changes in technology that are used for interactive and multimedia courseware. The Commission has also approved changes in the PC 832 course content, and will be considering additional changes at the July 1993 meeting. The basics of the PC 832 course are contained in the current version of the interactive courseware. However, course content changes and technological enhancements including making the courseware much easier to use need to be incorporated.

The current courseware consists of eight laser disc sides and three student workbooks. The workbooks were updated in 1990 and are excellent resource materials for the students. Many of the presenters who do not have access to IVD hardware have been using the workbooks as student reference material.

Workbook revisions are relatively easy to make. The most that would be required would be a mix of authoring, editing, development of demonstration graphics, reproduction expenses, and publication costs. Additional trainee testing instruments, such as fill-in questions would be added during workbook revisions.

Videodisc revisions are more costly and require a mix of graphics development, audio tracks (narration) and video production. Over 50% of the IVD program consists of graphics accompanied by voice narration. All of the graphics currently reside on the videodiscs (rather than in the computer), taking up valuable video architecture space. The revision of the IVD courseware, using newer technology applications, will move much more information onto the computer side of the system, allowing for easy future revision.

As noted, in addition to courseware content changes, there is a need to change the technology level in the PC 832 courseware to allow moving graphics and text portions to the computer side of the system. The course also needs a computer management information system, to track students' work. This will include an instructor control path that allows instructors instantaneous access to any part of the courseware. An instructor guide to navigate through the courseware and operate the courseware must also be developed. Enhancements would include a greater mix of media and user-friendly features that will allow for easier navigation through the courseware by the student or instructor.

Additional video material needs to be shot covering any content changes. Original video material included in the current IVD version will be reviewed for use in the updated courseware, where applicable. The updated version of the courseware videodiscs may be reduced in number, allowing effective use of storage space on the discs with highly interactive scenarios.

The updated version of the courseware will enable the courseware to reach a larger target audience to include using modular blocks of specific instruction in the Basic, Extended Format, Reserve, and Basic Specialized Investigator Courses. Modularized portions of the courseware could be used in requalification courses, as well as directly in departments that have the IVD hardware systems, and in the newly-installed community college systems.

Currently over 10,000 students are being tested annually on a statewide basis in the PC 832 curriculum. The statewide average test score on the POST PC 832 test is 86%. The pilot control group of 184 trainees using the IVD courseware completed the 40-hour courseware in an average of 14.5 hours with an average test score of 96%. Advantages of the IVD system for PC 832 training have been stated before: instruction is more consistent and clearly standardized, students can take the course at their own pace, and instructors can spend more time with individuals clarifying the concepts taught in the course.

A consortium has been formed to work on plans for the potential revision of the PC 832 IVD courseware and its reintroduction to public safety training programs statewide. This consortium will include POST, the Department of Corrections, the Department of Youth Authority, the State Fire Marshal's Office, and one or more community college regions. The consortium is working to expand targeted trainee audience, increase the use of IVD technology in law enforcement training, and to maximize the effectiveness of dollars spent on the revision of the IVD courseware.

The Community College Chancellor's Office may contribute \$100,000 in grant monies from the special project vocational education funds so that correctional, fire, and other scenarios could be added (these and other public safety personnel take the Commission's PC 832 course). POST would be responsible for and take the lead in developing the potential revisions. The IVD courseware update will require extensive re-design of the Basic Course material, and provide for the addition of many of the newest technical advances to help the courseware deliver a high quality training course.

The Learning Technology Resource Center (LTRC) staff is preparing a comprehensive request for proposal for updating the current courseware. If approved for release, the request for proposal (RFP) process can take up to three months to complete under current State guidelines. Within guidelines, we will try to get the process ready for a recommendation for Award of Contract at the November 1993 meeting.

The RFP would be released without identification of maximum funding. The Commission should be aware that the scope of changes are estimated to be in the range of \$350,000 to \$450,000. This amount would be offset by \$100,000 available from the Chancellor's Office.

Based on an estimated courseware life of five years, costs of the revision would be amortized over the life of the courseware. Costs would be approximately \$90,000 per year. With a current student population of approximately 10,000 students annually using the courseware, the cost per student would be approximately \$9 per student. With a larger target-user audience, that student cost could be even lower.

In order to properly plan for a decision on the update of this courseware, both in terms of resources and cost, it is prudent to have a variety of vendors respond to the RFP and provide the Commission with clearly calculated estimates of all costs associated with the updating of this courseware. After careful review of all RFP responses, staff will make a report to the Commission on the total costs associated with updating the course and making the necessary courseware revisions.

#### RECOMMENDATION

Authorize the Executive Director to issue a Request for Proposal (RFP) to update the PC 832 Introduction to Law Enforcement interactive courseware, with the understanding that a final recommendation on selection of a vendor and award of a contract to revise the courseware will be presented at the November 1993 meeting.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title		Meeting Date
Interagency Agreement - Water Resources		July 22, 1993
Bureau	Reviewed By	Researched By
Information Services	Glen Fine	Darrell Stewart
Executive Director Approval	Date of Approval	Date of Report
		June 2, 1993
Purpose		Financial Impact:
<input type="checkbox"/> Decision Requested	<input type="checkbox"/> Information Only	<input type="checkbox"/> Yes (See Analysis for details)
<input type="checkbox"/> Status Report		<input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Authorize Interagency Agreement for Fiscal Year 92/93 microfilming services.

BACKGROUND

POST has an Interagency Agreement with Department of Water Resources for microfilming services provided in the 1992-93 fiscal year in the amount of \$9,900.00. This fiscal year, due to an excessive volume of course files microfilmed, we have exceeded the contract amount by \$3,302.10.

ANALYSIS

These course files are vital records which require microfilming in conformance with POST's records retention schedules filed with General Services, Office of Records Management. The additional \$3,302.10 needed to amend this contract exceeds \$10,000, requiring Commission approval.

RECOMMENDATION

Authorize Executive Director to sign an Interagency Agreement with the Department of Water Resources in an amount not to exceed \$13,202.10.

Commission on Peace Officer Standards and Training  
 Summary of Training Contract Expenditures  
 for Fiscal Year 92-93  
 as of May 31, 1993

Contract Number	Name of Contractor and Services Provided	Amount of Contract	Expenditures to Date	Balance to be Paid
92-011-01	SAN DIEGO REGIONAL TRAINING CENTER Provide faculty, facilitators, management consultants, materials, and training sites for executive/management training CLD-418.02 SHORT	\$562,166.00	\$280,646.52	\$281,519.48
92-011-02	SHASTA COLLEGE Administer and proctor P.C. 832 examination as specified by P.O.S.T. S & E-418.02 BERNER	\$5,000.00	\$0.00	\$5,000.00
92-011-03	CSU, NORTHRIDGE FOUNDATION Provide training for Management Course CLD-418.02 THOMAS	\$48,156.00	\$12,801.10	\$35,354.90
92-011-04	CSU, LONG BEACH FOUNDATION Provide training for Management Course CLD-418.02 ZACHARY	\$79,895.00	\$57,524.00	\$22,371.00
92-011-05	CSU, HUMBOLDT STATE UNIVERSITY Provide training for Management Course CLD-382.02 ZACHARY	\$62,396.00	\$29,638.00	\$32,758.00



92-011-06	SAN DIEGO REGIONAL TRAINING CENTER Provide training for Management Course CLD-418.02 ZACHARY	\$81,255.00	\$65,004.00	\$16,251.00
92-011-07	SAN JOSE STATE UNIVERSITY FOUNDATION Provide training for Management Course CLD-418.02 ZACHARY	\$55,556.00	\$27,083.34	\$28,472.66
92-011-08	DEPARTMENT OF JUSTICE TRAINING CENTER Provide certified training services to law enforcement personnel TDS-382.02 SPURLOCK	\$928,109.00	\$667,137.00	\$260,972.00
92-011-09	COOPERATIVE PERSONNEL SERVICES Administer and proctor the Basic Course BCT-418.02 CASSIDY	\$3,000.00	\$901.54	\$2,098.46
92-011-10	COOPERATIVE PERSONNEL SERVICES Assist in administering PC 832 training S&E-418.02 KRUEGER	\$78,471.70	\$40,313.90	\$38,157.80
92-011-11	COOPERATIVE PERSONNEL SERVICES Provide administration of Entry-Level Law Enforcement Test Battery S&E-418.02 HONEY	\$98,375.00	\$34,849.47	\$63,525.53
92-011-12	SAN DIEGO STATE UNIVERSITY Develop and present three satellite teleconference training programs TPS-382.02 BRAY	\$420,000.00	\$186,455.49	\$233,544.51
92-011-13	CSU, LONG BEACH FOUNDATION Supervisory Leadership Institute CLD-418.02 THOMAS	\$403,873.00	\$252,447.82	\$151,425.18
92-011-14	SAN DIEGO STATE UNIVERSITY Provide telecommunications services for	\$54,000.00	\$44,295.32	\$9,704.68

video training tapes  
TPS-382.02 MASTERS

91-011-15	NOT USED			
92-011-16	LOS RIOS COMMUNITY COL. DIST. Administer the BCW Skills Test BCT-418.02 CASSIDY	\$450.00	\$450.00	\$0.00
92-011-17	ALAMEDA COUNTY DISTRICT ATTORNEY Develop and present 24 videotaped training segments from 12 to 15 minutes in length TPS-418.02 MASTERS	\$25,000.00	\$20,836.00	\$4,164.00
92-011-18	GOLDEN WEST COLLEGE Develop and present 24 videotaped training segments from 12 to 15 minutes in length TPS-418.02 MASTERS	\$25,000.00	\$22,916.52	\$2,083.48
92-011-19	FRASER and ASSOCIATES, INC. To develop and pilot test the POST's Master Instructor Program Learning Project Workshop TPS-418.02 MOURA	\$5,000.00	\$5,000.00	\$0.00
92-011-20	GORDON J. GRAHAM To provide instruction at the POST Basic Academy Physical Conditioning Instructors' Seminar S&E-418.02 KRUEGER	\$125.00	\$0.00	\$125.00
92-011-21	JILL WESTON To evaluate students during the Arrest Methods Testing and Training. S&E-418.02 BURNETTE	\$200.00	\$0.00	\$200.00
92-011-22	EVERGREEN VALLEY COLLEGE To administer and proctor P.C. 832 exams.	\$5,000.00	\$0.00	\$5,000.00

## S&amp;E-418.02 BERNER

92-011-23	MARATINEZ ADULT SCHOOL To administer and proctor P.C. 832 exams. BCT-418.02 CASSICY	\$5,000.00	\$0.00	\$5,000.00
92-011-24	OHLONE COMMUNITY COLLEGE To administer and proctor P.C. 832 exams. BCT-418.02 CASSIDY	\$5,000.00	\$0.00	\$5,000.00
92-011-25	COLLEGE OF THE REDWOODS To adminster and proctor P.C. 832 exams. BCT-418.02 CASSIDY	\$5,000.00	\$0.00	\$5,000.00
92-011-26	RIO HONDO COLLEGE To adminster and proctor P.C. 832 exams. BCT-418.02 CASSIDY	\$5,000.00	\$0.00	\$5,000.00
92-011-27	SACRAMENTO PUBLIC SAFETY CENTER To administer and proctor P.C. 832 exams. BCT-418.02 CASSIDY	\$5,000.00	\$0.00	\$5,000.00
92-011-28	STATE CENTER REGIONAL TRAINING CENTER To administer and proctor P.C. 832 exams. BCT-418.02 CASSIDY	\$5,000.00	\$0.00	\$5,000.00
92-011-29	SAN DIEGO CO. SHERIFF'S DEPT. To administer and proctor P.C. 832 exams. BCT-418.02 CASSIDY	\$5,000.00	\$0.00	\$5,000.00
92-011-30	SAN BERNARDINO CO. SHERIFF'S DEPT. To administer and proctor P.C. 832 exams. BCT-418.02 CASSIDY	\$5,000.00	\$0.00	\$5,000.00
92-011-31	BRUCE RAYL To provide four (4) presentations on Interactive Videodisc Equipment.	\$850.00	\$850.00	\$0.00

## TDS-418.02 RHODES

92-011-32	CALIFORNIA PEACE OFFICERS' ASSOCIATION To produce one (1) photo-ready master and ten (10) copies of the 1993 Legislative Update workbook BCT-418.02 MADEIRA	\$9,999.00	\$9,999.00	\$0.00
92-011-33	KIMBERLY JENTZEN To conduct a one-day training seminar on directing for POSTS's Video Producer's Committee. TPS-418.02 MASTERS	\$950.00	\$950.00	\$0.00
92-011-34	THOMAS ANDERSON To facilitate a 20-hour workshop for the Placer County Law Enforcement Agencies CLD-418.02 GARNER	\$0.00 (cancel)	\$0.00	\$0.00
92-011-35	FRASER AND ASSOCIATES, INC. To develop and act as a Lead Facilitator in pilot testing the Master Instructor Program phase II, Quarterly Workshop #1 TPS-418.02 HOURA	\$4,000.00	\$4,000.00	\$0.00
92-011-36	GORDON GRAHAM To provide a four (4) hour Legal Update Presentation TPS-418.02 MADEIRA	\$400.00	\$400.00	\$0.00
92-011-37	STEVEN LYKINS To provide a Vehicle Code update Prsentation TPS-418.02 MADEIRA	\$300.00	\$300.00	\$0.00
92-011-38	TIM BERGER, M.D. To revise the Medical Screening Manual	\$325.00	\$325.00	\$0.00

for California Law Enforcement.  
S&E-418.02 SPILBERG

92-011-39	NIKOLAJS LAPINS, M.D. To revise the Medical Screening manual for California Law Enforcement. S&E-418.02 SPILBERG	\$325.00	\$0.00	\$325.00
92-011-40	COOPERATIVE PERSONNEL SERVICES To provide services in conjunction with the administration of POST's Public Safety Dispatcher Basic Equivalency Exam. Program S&E-418.02 WEINER	\$4,162.18	\$1,614.45	\$2,547.73
92-011-41	ROBERT M. ADAMS, M.D. To revise the Medical Screening manual for California Law Enforcement. S&E 418-02 Spilberg	\$390.00	\$0.00	\$390.00
92-011-42	Karen Lindsay, M.D. To revise the Medical Screening Manual for California Law Enforcement. S&E-418-02 Spilberg	\$500.00	\$0.00	\$500.00
92-011-43	LINDA SEGER To conduct a one-day training seminar on POST's Video Producer's Committee.	\$995.00	\$995.00	\$0.00
92-011-44	BUTTE COMMUNITY COLLEGE DISTRICT To develop a guide on the Law Enforcement Driver Training IVD Program. TPS 418-02 Whitman	\$5,500.00	\$0.00	\$5,500.00
92-011-45	SWL, INC. To provide services from June 1, 1993 to June 30, 1993 TPS 418-02 Whitman	\$360,000.00	\$0.00	\$360,000.00

92-011-46	GORDON GRAHAM	\$300.00	\$0.00	\$300.00
	To provide training on the subject of "Identifying, Preventing and Liability of Sexual Harassment." TDS 418-02 Homme			
92-011-47	SAN DIEGO REGIONAL TRAINING CENTER	\$9,900.00	\$8,800.00	\$1,100.00
	To provide Faculty, Facilitators, Instructional Technology consultants, Materials and Training sites. TPS 418-02 Moura			
92-011-48	GORDON GRAHAM	\$300.00	\$0.00	\$300.00
	To provide training on the subject of "The need fro Solid, Reliable, Ongoing, Verifiable Training." TDS 418-02 Homme			
92-011-49	SAN DIEGO REGIONAL TRAINING CENTER	\$8,500.00	\$0.00	\$8,500.00
	To provide faculty, facilitators instructional design, training site and materials for the pilot testing of the ICI Instructors Update Workshop TPS 418-02 Zachary			
92-011-50	AUSTIN S. BARBER	\$420.00	\$0.00	\$420.00
	To provide a four (4) hour lecture on the subject of Instructor Evaluation and Development BTB 418-02 Madeira			
92-011-51	GORDON GRAHAM	\$495.00	\$0.00	\$495.00
	To provide a four (4) hour Legal Update/Liability lecture BTB 418-02 Madeira			

92-011-52	Bruce Rayl To provide an IVD driver training demonstration to executives and managers and to train personnel. TDC 418-02 Rhodes	\$400.00	\$400.00	\$0.00
92-011-53	BRUCE RAYL To train personnel from Santa Clara County on how to set up and use IVD equipment. TDC 418-02 Rhodes	\$400.00	\$0.00	\$400.00
92-011-54	JIM TUIITE To train personnel from Sta. Clara Co. on how to set up and use IVD equipment. TDC 418-02 Rhodes	\$400.00	\$0.00	\$400.00
92-011-55	BOB LEFCOVICH To conduct a one day training seminar on Creative Editing. TPS 418-02 Masters	\$999.00	\$0.00	\$999.00
92-011-56	YOSEMITE COMMUNITY COLLEGE DISTRICT To purchase and install a satellite antenna system. BTB 418-02 Madeira	\$2,377.00	\$0.00	\$2,377.00
92-011-57	JIM TUIITE To train personnel from Alameda County on how to set up and use IVD equipment. TDC 418-02 Rhodes	\$400.00	\$0.00	\$400.00
92-011-58	BRUCE RAYL To train personnel from Alameda County on how to set up and use IVD equipment. TDC 418-02 Rhodes	\$400.00	\$0.00	\$400.00
92-011-59	NORTH ORANGE CO. COMM. COLL. DIST.	\$2,377.00	\$0.00	\$2,377.00

To purchase and install a satellite  
antenna system.  
BTB 418-02 Madeira

92-011-60	COAST COMMUNITY COLLEGE DISTRICT To purchase and install a satellite antenna system. BTB 418-02 Madeira	\$2,377.00	\$0.00	\$2,377.00
92-011-61	RIO HONDO COMMUNITY COLLEGE To purchase and install a satellite antenna system. BTB 418-02 Madeira	\$2,377.00	\$0.00	\$2,377.00
92-011-62	REDWOODS COMMUNITY COLLEGE DISTRICT To purchase and install a satellite antenna system. BTB 418-02 Madeira	\$2,377.00	\$0.00	\$2,377.00
92-011-63	RIVERSIDE COMMUNITY COLLEGE DISTRICT To purchase and install a satellite antenna system. BTB 418-02 Madeira	\$2,377.00	\$0.00	\$2,377.00
	Grand Total	3406899.88	1776933.47	1629966.41



**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD  
SACRAMENTO, CALIFORNIA 95816-7083

**LONG RANGE PLANNING COMMITTEE MEETING**

July 22, 1993 - 9:30 A.M.

Pan Pacific Hotel

Board Room

400 West Broadway

San Diego, CA 92101

(619) 239-4500

**AGENDA****A. CALL TO ORDER****B. Discussion on POST's Financial Future**

Law enforcement and POST are being affected by the financial strains of the times. Next year could be even worse than 1993-94. In this environment it is important that those who allocate resources be aware of the critical role a well-trained law enforcement profession performs in an increasingly fractured and fractious society. At the meeting we will present for discussion some simple and straightforward ideas on building legislative awareness and support.

**C. Executive Director's Vacation Allowance**

The Commission is required to annually determine the vacation allocation for the Executive Director. Vacation allowance is the only way the Commission can affect the Executive Director's compensation/benefit package. For the eight several years, the Commission has granted 33 days of vacation for the year. In addition, the Executive Director has specifically been authorized to expend up to \$5,000 during the year for professional development activities. In the past, the Committee has recommended that these allocations be continued into the new fiscal year.

**D. ADJOURNMENT**

M E M O R A N D U M

To : POST Commissioners                      Date: June 25, 1993

From : Sherman Block, Chairman  
Long Range Planning Committee  
Commission on Peace Officer Standards and Training

Subject : REPORT OF THE LONG RANGE PLANNING COMMITTEE

The Committee met in my office in Los Angeles on May 27, 1993 at 2:30 p.m. Present, in addition to myself, were Commissioners Colleen Campbell, Jody Hall-Esser, Marcel Leduc, and Bernard Parks. Staff present were Executive Director Norman Boehm, Deputy Director Glen Fine, and Bureau Chiefs John Berner and Otto Saltenberger.

Jim Flack, a representative from AGC Simulation Products, was present at the meeting to discuss his firm's driver training simulator. Mr. Flack explained background on development of the simulator specifically for training of law enforcement officers. A video tape describing training applications of the simulator was shown to Committee members.

Following discussion, there was consensus that the simulator shows promise of effectively addressing a critical need in law enforcement training. There was agreement that staff should develop a formal proposal for Commission funding of a pilot program including one or more sets of the driver training simulators.

The Committee also received reports on the following topics:

- o Reimbursement Reconfiguration
- o Status Report IVD/Satellite Receiver Reimbursement Program
- o Update on AB 1120
- o Report on IVD Training Program

- o Report on IVD Project Proposals
- o Report on Driver Training Simulator
- o Update on 1993/94 Budget
  - Interactive Video (IVD) Proposals
  - Assessing Need to Update Reserve Officer Training Requirements
  - Certificate Cancellation Issue

These items are described in the Committee agenda which is attached. None of these items required Committee action at this time.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**1601 ALHAMBRA BOULEVARD  
SACRAMENTO, CALIFORNIA 95816-7083**FINANCE COMMITTEE MEETING MINUTES**

June 22, 1993

Irvine, CA

The Committee met in Irvine on June 22, 1993. Attending were Committee Chairman Manuel Ortega, Commissioners Ronald Lowenberg and Raquel Montenegro. Also present were Herb Pawlik, Orange County Sheriff's Department, and POST staff members Norman Boehm, Tom Liddicoat, Holly Mitchum, Frederick Williams, and Vera Roff, Secretary.

**A. Reimbursement Reconfiguration - Implementation Issues**

Staff provided the Committee with an overview of issues that have surfaced in implementing the reimbursement reconfiguration and steps being taken to resolve them. After discussion, the Committee recommended the following for Commission approval:

1. Set a policy which limits training presentation reimbursement to actual course costs less subventions from outside funding sources, as determined through course budgets submitted by agency presenters.
2. Continue to encourage agency presenters to maintain affiliation with community colleges.
3. Continue to seek means allowing reimbursement when two or more agencies present training jointly.
4. Direct staff to develop, and submit to the Commission for consideration at the November meeting, specific recommendations for reimbursing agencies for costs incurred in conducting field training programs and monitoring/evaluating POST certificated courses at the direction of the Commission.
5. Continue with the policy of not providing reimbursement for use of telecourse recordings pending completion of the pilot project.
6. Review the reimbursement rate per trainee hour on a quarterly basis, adjust the rate as needed, and disburse monies for training presentation reimbursement quarterly.

7. Authorize staff to make changes in POST forms and procedures required in order to implement the new system.

B. Review of Satellite Antenna/IVD Equipment Reimbursement Program

The Committee received a status report on the reimbursement for satellite and interactive videodisc delivery systems. This program has received very positive response from the field. Many agencies have requested approval to purchase additional equipment for multiple training sites. The Committee recommends holding any consideration of those requests until after each department has had its initial request filled.

C. Year End Financial Report

Reports were provided which showed current year-to-date information as well as projected year end figures. Staff estimates there will be 50,535 reimbursed trainees for a total reimbursement cost of approximately \$21.7 million. Reimbursement for training aids technology (IVD equipment and reimbursement and satellite antennas) will add approximately \$3 million for a total expenditure of \$25 million. This will leave a \$1.8 million balance that will be used to pay FY 92/93 claims in FY 93/94. This is the same process that the Commission has approved in the past.

The Committee also received a report on a procedural change in the way the State accounts for revenue this year revenues. Effective this fiscal year, the State will be on an accrual basis for revenue reporting. The assumption is that there is about a two-month lag in revenue reporting. Therefore, in FY 92/93 all revenues received for the 14-month period July 1992 through August 1993 will be treated as FY 92/93 revenue. Henceforth, revenues will be on a 12-month period (September-August). The result is a two month windfall in FY 92/93 which will be carried over into FY 93/94 as a beginning reserve.

D. Status of Proposed FY 93/94 Budget

The Governor's FY 93/94 budget for POST initially recommended \$39.1 million. The Senate Finance Subcommittee reduced it by \$5.8 million (15%), but that reduction was cut in half to \$2.9 million (7.5%) by the Legislative Conference Committee. It was noted that POST's budget of \$36.1 million has been approved by both houses and was before the Governor for his action at the time the Committee met.

Assuming revenues approach the budgeted \$36.1 million, \$22.6 will be available for training reimbursement. Of this, \$6.7 million will be available for training development, presentation, and evaluation/monitoring. There should also be sufficient funds for the balance of the training aids technology program and an augmentation to the training contracts item.

E. Driver Training Simulator

The Committee received a report concerning the feasibility of conducting an extensive pilot training project and evaluation using driver training simulators.

The Committee considered alternatives and, after discussion of the need for adding simulators to the driver training program, recommended that the Commission contract with three agencies to provide driver simulator training for an amount not to exceed \$875,000. Each site would have a pod consisting of four simulators and an instructor's station.

The Committee noted that future costs for the driver simulator system will be much lower because the initial acquisition cost will not have to be repeated.

F. Proposed New Contracts for FY 93/94

The Committee reviewed the following proposed new contracts for FY 93/94 and recommended Commission approval:

1. Driver Training Courseware - Authorization to expand \$50,940 to purchase 200 additional courseware sets.
2. Interagency Agreement for Instructor Development Training to Support the ICI Program - Authorization for four presentation of the Instructor Development Course for the ICI program for an amount not to exceed \$66,000.

G. Proposed Interagency Agreement for FY 92/93 for Microfilming Services

The Committee recommended that the Commission authorize an interagency agreement for microfilming POST records for an amount not to exceed \$13,202.10.

H. Report on Contracts Entered Into During FY 92/93

The Committee reviewed contracts entered into by POST during the FY 92/93. Those contracts which exceed \$10,000 are approved by the Commission. The authority to enter into contracts and agreements of lesser amounts is delegated to

the Executive Director with an annual review by the Finance Committee.

This item was for information only and no action was required or taken.

ADJOURNMENT - 12:05 p.m.

## COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING



1601 ALHAMBRA BOULEVARD  
SACRAMENTO, CALIFORNIA 95816-7083

FINANCE COMMITTEE MEETING  
July 21, 1993 - 2:00 p.m.  
Pan Pacific Hotel  
Opal Room  
400 West Broadway  
San Diego, CA 92101  
(619) 239-4500

## AGENDA

A. CALL TO ORDERB. Year End Financial Report

Following completion of Fiscal Year 92/93, year end reports on revenue and expenditures will be provided at the meeting.

C. FY 1993/94 Governor's Budget

A copy of the 1993/94 budget will be provided for information and reference purposes. The POST budget has been signed by the Governor in the amount of \$36.1 million.

D. Proposed Training Development Reimbursement Rates for FY 93/94

Analysis based upon final projections and the recently approved Governor's budget will provide the basis for developing a Committee recommendation on the presentation cost reimbursement rate for the first quarter of FY 1993/94.

E. Review of Proposed Contracts for FY 93/94

In addition to contract items previously reviewed by the Committee, the following contract appears on the regular Commission agenda:

o Report and Recommendation for Contract Approvals -  
Converting Selected Tuition Courses to Contracts

At its April 1993 meeting, the Commission acted to approve the selective conversion of tuition courses to contracts. The effect would be to provide for direct POST payment of tuitions, obviating the need for agencies to pay tuitions and wait for POST reimbursement. The decision was primarily driven by local agency budgeting problems.



The Commission's approval of conversion to contracts was limited to high cost/high priority courses such as driver training and narcotics investigation. The report under this tab describes proposals for contracts in this category with following agencies:

<u>Agency</u>	<u>Course</u>	<u>Total Dollars</u>
Gavilan College	Basic Narcotics	\$ 61,132
Orange Co. SD	Basic Narcotics	70,000
San Mateo PD	Basic Motorcycle	75,900
San Bern. SD	Basic Driver Training	383,040
San Diego Reg. Trng. Center	ICI Core Course	120,000
Sacto Public Safety Trng.Ctr	ICI Core Course	120,000

It is appropriate for the Committee to review this item and consider a recommendation for the full Commission.

F. Financial Future

Law enforcement and POST are being affected by the financial strains of the times. Next year could be even worse than 1993-94. In this environment it is important that those who allocate resources be aware of the critical role a well-trained law enforcement profession performs in an increasingly fractured and fractious society. At the meeting we will present for discussion some simple and straightforward ideas on building legislative awareness and support.

G. ADJOURNMENT

"p" - July 22 Commissioner by

FINANCE COMMITTEE MEETING MINUTES

July 21, 1993

San Diego, CA

The Committee met in San Diego on July 21, 1993. Attending were Committee Chairman Manuel Ortega, Commissioners Edward Hunt, Ronald Lowenberg, Raquel Montenegro and Floyd Tidwell. Also present were POST staff members Norman Boehm, Tom Liddicoat, Holly Mitchum, Frederick Williams, and Vera Roff, Secretary.

The Committee reviewed the year-end financial report, a copy of which is before you. As noted in that report, revenues fell approximately \$1.5 below projections. Of special significance is that FY 92/93 revenues are 19%, approximately \$8 million below the level received in FY 90/91. The principle reason for this decline is changes made in the penalty assessment system effective July 1, 1991, including provisions for transfer of 30% of revenue to the State General Fund. It is likely that we are seeing stabilization of POST revenues at this lower level.

Reduced levels of training, brought about by local financial constraints, governments have enabled more or less normal reimbursements to continue in the face of that lower revenue level. In the future, however, rising demands for training will demand means of increasing the revenue base.

There was a discussion concerning the need to take steps to better ensure legislative support of the POST budget. The Executive Director will meet over a period of time with local Chiefs' and Sheriffs' Associations and other interested persons on an effort to increase the support for the POST budget.

The Committee at both its June 22 meeting and yesterday's meeting discussed a number of issues which have already been addressed on this agenda.

ADJOURNMENT - 3:30 p.m.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title		Meeting Date
Financial Report - Fourth Quarter 1992-93		July 22, 1993
Administrative Services Bureau	Reviewed By Frederick E. Williams	Researched By Staff
Executive Director Approval <i>Mourou C. Boehm</i>	Date of Approval 7-19-93	Date of Report July 19, 1993
Purpose:		Financial Impact:
<input type="checkbox"/> Decision Requested	<input type="checkbox"/> Information Only	<input checked="" type="checkbox"/> Status Report
		<input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

This report provides financial information relative to the local assistance budget through June 30, 1993. Revenue which has accrued to the Peace Officers' Training Fund is shown as are expenditures made from the 1992-93 budget to California cities, counties and districts.

*Complete*  
COMPARISON OF REVENUE BY MONTH - This report, shown as Attachment 1, identifies monthly revenues which have been transferred to the Peace Officer Training Fund. Through June 30, 1993, we received \$34,329,551. The total is \$1,505,449 less than originally anticipated on a straight line projection (see Attachment 1A) but is \$2,515,488 (8%) more than received for the same period last fiscal year. However, in accordance with the May Revision of the 1993-94 Governor's Budget, Fiscal Year 1992-93 revenues are on an accrual (i.e. 2 months lag) basis. Total revenues for Fiscal Year 1992-93, as projected by the Department of Finance, are estimated to be \$39,873,000 (See Attachment 1B). This results in a projected year-end reserve of \$4,038,000 that will be carried over into Fiscal Year 1993-94 as a beginning year balance.

*Attachment 2*  
NUMBER OF REIMBURSED TRAINEES BY CATEGORY - This report, identified as Attachment 2, compares the number of trainees reimbursed this fiscal year with the number reimbursed last year. The 54,015 trainees reimbursed through the fourth quarter represents a 6,040 decrease (10%) compared to the 60,055 trainees reimbursed during the similar period last fiscal year. *54,015 Trainees*

*Attachment 3*  
REIMBURSEMENT BY COURSE CATEGORY - This report, identified as Attachment 3, compares the reimbursement paid by course category this year with the amount reimbursed last fiscal year. Reimbursement for courses (excluding Training Aids Technology) through the fourth quarter of \$22,730,624 represents a \$1,517,261 decrease in training reimbursement compared to last fiscal year. However, \$2,809,703 has been paid for Training Aids Technology (i.e. satellite antennas and IVD hardware) bringing total reimbursement to \$25,540,327. Total reimbursement is a 5% increase over last year. Attachment 3A shows the total reimbursement by category of expense.

END OF YEAR REVIEW - Fiscal Year 1992/93 was the final year of salary reimbursement as a category of expense for training. However, claims received during the Fiscal Year 1993/94 for salary reimbursable training incurred before June 30, 1993, will be paid at the prevailing salary rate of Fiscal Year 1992/93. Commencing July 1, 1993, former salary reimbursement monies will be directed toward reimbursing for course presentation ~~and developmental~~ costs incurred by participating agencies. The beginning hourly rate of reimbursement for presentation costs will be recommended by the Finance Committee.

Both revenue and training volumes were below expectations in Fiscal Year 1992/93. It has been possible to continue reimbursement at a relatively normal level only because of the significant reduction in training volume.

Fiscal Year 1990/91 was the last year of full revenue before the impact of legislative changes that altered the distribution of funds from the Penalty Assessment Fund. That year's revenue was \$42,312,000. Fiscal Year 1992/93 revenue of \$34,329,551 was 19% below Fiscal Year 1990/91.

*f.e. 30% of each dollar being directed to the General Fund*

Revenue appears to be stabilizing at or near the current level. Training volumes, now low, are expected to rise significantly in future years. A number of steps have already been taken by the Commission to deliver training at lesser costs to both employers and POST. BUT, means must continue to be explored to restore revenue to former levels to meet rising future needs.

## COMPARISON OF REVENUE BY MONTH

FISCAL YEARS 1991-92 AND 1992-93

1991-92

1992-93

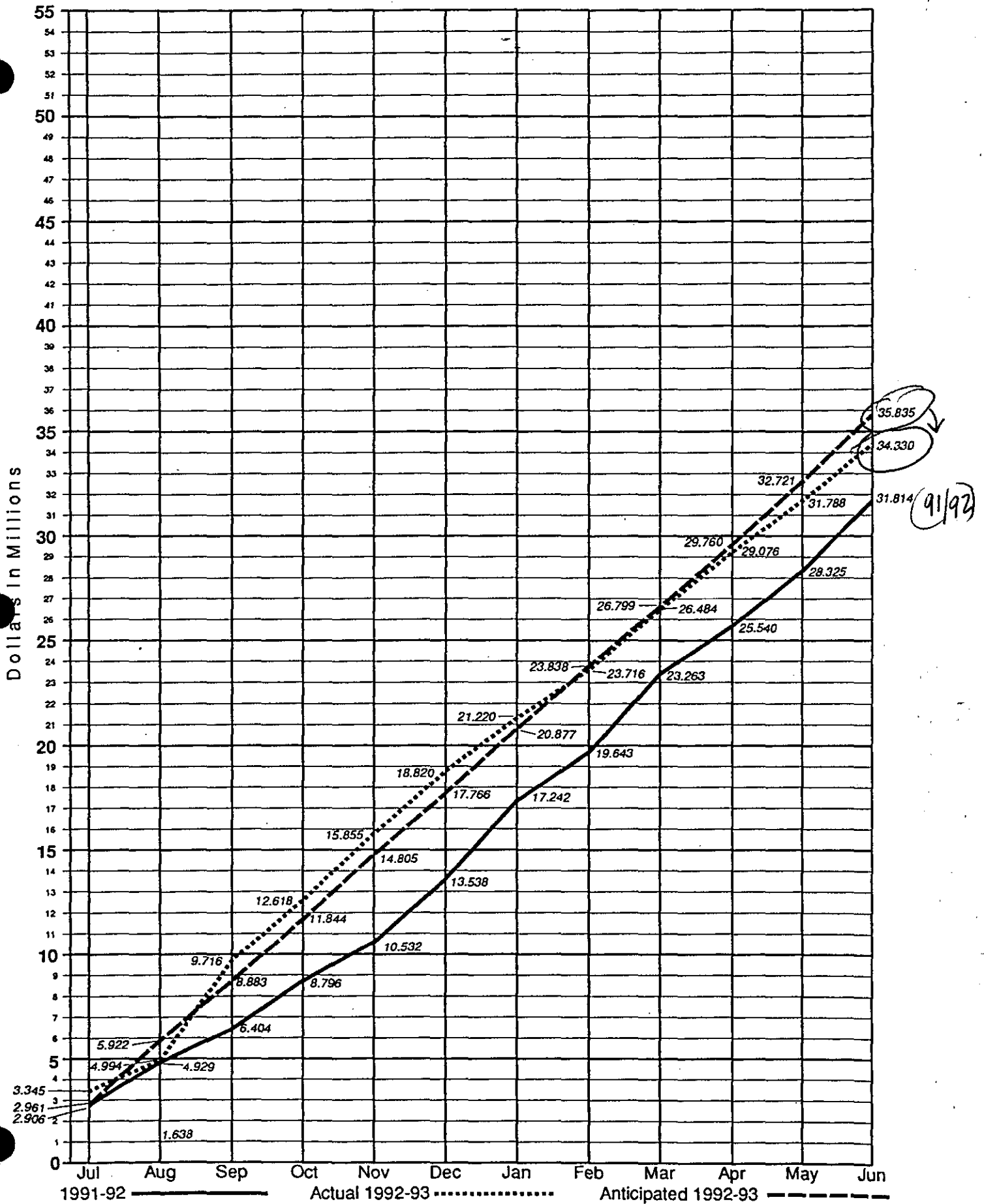
MO	PENALTY ASSESMENT		CUMULATIVE TOTAL	CUMULATIVE MONTHLY ESTIMATE	PENALTY ASSESMENT		OTHER **	TOTAL	% OF EST	CUMULATIVE TOTAL	% OF EST
	FUND	OTHER			FUND	FUND					
JUL	2,886,023	25,676	2,911,699	2,961,000	3,328,543	16,927	3,345,470	112.98%	3,345,470	112.98%	
AUG	1,992,791	24,624	4,929,114	5,922,000	1,638,281	9,755	1,648,036	55.66%	4,993,506	84.32%	
SEP	1,467,766	7,359	6,404,239	8,883,000	4,700,348	22,530	4,722,878	159.50%	9,716,384	109.38%	
OCT	2,378,813	13,105	8,796,157	11,844,000	2,882,743	19,297	2,902,040	98.01%	12,618,424	106.54%	
NOV	1,722,707	12,819	10,531,683	14,805,000	3,207,262	29,649	3,236,911	109.32%	15,855,335	107.09%	
DEC	2,970,202	36,376	13,538,261	17,766,000	2,945,291	19,005	2,964,296	100.11%	18,819,631	105.93%	
JAN	3,461,559	242,073	17,241,893	20,877,000	2,252,045	147,914	2,399,959	77.14%	21,219,590	101.64%	
FEB	2,382,614	18,219	19,642,726	23,838,000	2,461,959	34,737	2,496,696	84.32%	23,716,286	99.49%	
MAR	3,589,609	30,576	23,262,913	26,799,000	2,764,158	3,881	2,768,039	93.48%	26,484,325	98.83%	
APR	2,244,871	32,143	25,539,927	29,760,000	2,568,778	22,949	2,591,727	87.53%	29,076,052	97.70%	
MAY	2,770,155	15,149	28,325,231	32,721,000	2,677,804	34,424	2,712,228	91.60%	31,788,280	97.15%	
JUN	3,275,015	213,817	31,814,063	35,835,000	2,364,064	177,207	2,541,271	81.61%	34,329,551	95.80%	
TOT	31,142,125	671,938	31,814,063	35,835,000	33,791,276	538,275	34,329,551	95.80%	34,329,551	95.80%	

\* - Includes estimate for Surplus Money Investment Fund (i.e. interest)

\*\* - Includes \$181,143 from coroner permit fees (per Ch 990/90)

# Comparison of Revenue by Month

Fiscal Years 1991-92 and 1992-93



File: 9293REV2

## COMPARISON OF REVENUE BY MONTH

FISCAL YEARS 1991-92 AND 1992-93

1991-92

1992-93

MO	PENALTY ASSESSMENT		CUMULATIVE TOTAL	CUMULATIVE MONTHLY ESTIMATE*	PENALTY ASSESSMENT		OTHER **	TOTAL	% OF EST	CUMULATIVE TOTAL	% OF EST
	FUND	OTHER			FUND						
JUL	2,886,023	25,676	2,911,699	2,961,000	3,328,543	16,927	3,345,470	112.98%	3,345,470	112.98%	
AUG	1,992,791	24,624	4,929,114	5,922,000	1,638,281	9,755	1,648,036	55.66%	4,993,506	84.32%	
SEP	1,467,766	7,359	6,404,239	8,883,000	4,700,348	22,530	4,722,878	159.50%	9,716,384	109.38%	
OCT	2,378,813	13,105	8,796,157	11,844,000	2,882,743	19,297	2,902,040	98.01%	12,618,424	106.54%	
NOV	1,722,707	12,819	10,531,683	14,805,000	3,207,262	29,649	3,236,911	109.32%	15,855,335	107.09%	
DEC	2,970,202	36,376	13,538,261	17,766,000	2,945,291	19,005	2,964,296	100.11%	18,819,631	105.93%	
JAN	3,461,559	242,073	17,241,893	20,877,000	2,252,045	147,914	2,399,959	77.14%	21,219,590	101.64%	
FEB	2,382,614	18,219	19,642,726	23,838,000	2,461,959	34,737	2,496,696	84.32%	23,716,286	99.49%	
MAR	3,589,609	30,578	23,262,913	26,799,000	2,764,158	3,881	2,768,039	93.48%	26,484,325	98.83%	
APR	2,244,871	32,143	25,539,927	29,760,000	2,568,778	22,949	2,591,727	87.53%	29,076,052	97.70%	
MAY	2,770,155	15,149	28,325,231	32,721,000	2,677,804	34,424	2,712,228	91.80%	31,788,280	97.15%	
JUN	3,275,015	213,817	31,814,063	35,835,000	2,364,064	177,207 a	2,541,271	81.61%	34,329,551	95.80%	
JUL				37,854,000	2,771,725	0	2,771,725 ***	137.28%	37,101,276	98.01%	
AUG				39,873,000	2,771,725	0	2,771,725 ***	137.28%	39,873,000	100.00%	
TOT	31,142,125	671,938	31,814,063	39,873,000	39,334,725	538,275	39,873,000	100.00%	39,873,000	100.00%	

\* - Includes year end accruals of \$5.878 million as estimated by the Dept of Finance

\*\* - Includes \$181,143 from coroner permit fees (per Ch 990/90)

\*\*\* - Projection by the Dept of Finance

a - Includes estimate for Surplus Money Investment Fund (i.e. Interest)

Commission on POST

NUMBER OF REIMBURSED TRAINEES BY CATEGORY - FOR CLAIMS PROCESSED

June 1993

	1991-92			1992-93		
	Actual Total For Year	Actual Jul-June	% of Total	Projected Total For Year	Actual Jul-June	% of Projection
Basic Course	2,121	2,121	100	2,400	1,159	.48
Dispatchers - Basic	614	614	100	650	490	.75
Advanced Officer Course	18,045	18,045	100	18,500	15,935	.86
Supervisory Course (Mandated)	735	735	100	800	748	.93
Supervisory Seminars & Courses	3,471	3,471	100	3,500	3,298	.94
Management Course (Mandated)	311	311	100	350	220	.62
Management Seminars & Courses	2,366	2,366	100	2,400	2,235	.93
Executive Development Course	708	708	100	710	511	.71
Executive Seminars & Courses	625	625	100	650	548	.84
Other Reimbursement	258	258	100	300	204	.68
Technical Skills & Knowledge Course	29,295	29,295	100	30,000	27,324	.91
Field Management Training	24	24	100	30	30	100
Team Building Workshops	536	536	100	550	410	.74
POST Special Seminars	873	873	100	900	839	.93
Approved Courses	73	73	100	80	64	.80
<b>TOTAL</b>	<b>*60,055</b>	<b>60,055</b>	<b>100</b>	<b>61,820</b>	<b>54,015</b>	<b>.87</b>

\*Includes 3,766 trainees paid in supplemental salary reimbursement only.

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COMMISSION ON POST

REIMBURSEMENT BY COURSE CATEGORY

Course Category	1991-1992		1992-1993	
	*Total For Year	Actual July-June	June	**Actual ***July-June
Basic Course	\$ 5,890,494	\$5,890,494	\$620,593	\$5,146,881
Dispatchers-Basic	432,328	384,097	61,119	389,351
Advanced Office Course	4,387,424	3,565,749	791,782	4,734,169
Supervisory Course (Mandated)	756,840	659,964	64,956	860,146
Supervisory Seminars and Courses	1,223,975	1,223,975	191,953	1,087,396
Management Course (Mandated)	452,372	402,092	54,014	376,044
Management Seminars and Courses	917,098	917,098	138,100	718,222
Executive Development Course	507,095	470,456	150,620	426,538
Executive Seminars and Courses	207,442	207,442	24,104	170,629
Other Reimbursement	172,062	172,062	16,257	166,876
Technical Skills and Knowledge Courses	8,850,228	8,840,713	1,277,088	8,288,928
Field Management Training	9,740	9,740	0	11,198
Team Building Workshops	225,749	225,749	19,568	182,496
POST Special Seminars	200,552	200,552	49,067	154,320
Approved Courses	14,432	14,432	247	17,430
Training Aids Technology			1,867,665	2,809,703
<b>TOTAL</b>	<b>\$ 24,247,885</b>	<b>\$23,184,615</b>	<b>\$5,327,133</b>	<b>\$25,540,327</b>

\*Includes \$1,063,270.00 charged to 90-91 F. Y. for training  
 \*Includes FY 91-92 supplemental salary reimbursement  
 \*\*Includes \$2,122,112 charged to 91-92 F.Y.

\*\*\*\$2,241,241.43 applies to supp. salary reimb.

Commission on POST

SUMMARY OF REIMBURSEMENT EXPENSE CATEGORIES

EXPENSE CATEGORIES	Total * 1991-92 FY	1991-92 *July-June	1993 June	***1992-93 **Jul-June
Resident Subsistence	\$ 8,125,495	\$8,125,495	\$1,106,302	\$7,045,937
Commuter Meal Allowance	949,865	949,865	93,856	625,429
Travel	3,047,191	3,047,191	403,466	2,532,610
Tuition	3,455,675	3,455,675	484,472	3,070,388
Salary	8,669,659**	7,606,389	1,371,372	9,456,260
Training Aids Technology			1,867,665	2,809,703
Totals	\$24,247,885	\$23,184,615	\$ 5,327,133	\$25,540,327

\*Includes \$1,063,270 charged to 90-91 F.Y. for training

\*Includes FY 91-92 supplemental salary reimbursement

\*\*\$2,122,112 charged to 1991-92 F.Y.

\*\*\*\$2,241,241.13 applies to supp. salary reimb.

COMMISSION ON POST  
FY 92-3 BUDGET SUMMARY

	INITIAL GOVERNOR'S BUDGET	REVISED GOVERNOR'S BUDGET	DIFFERENCE
<b>RESOURCES:</b>			
Beginning Reserves	2,380,000	2,380,000	0
Revenue Projection	35,835,000	39,873,000	4,038,000 **
Asset Forfeitures	456,000	456,000	0
Transfer to the General Fund	(394,000)	(394,000) *	0
Sub-total, Resources	38,277,000	42,315,000	4,038,000
			0
<b>EXPENDITURES:</b>			
1. Administration/Support	9,476,000	9,476,000	0
			0
2. Training Contracts/ LA	4,100,000	4,100,000	0
a. Training Contracts	(3,300,000)	(3,300,000)	0
b. Letters of Agreement	(700,000)	(700,000)	0
c. Conf Room Rental	(100,000)	(100,000)	0
			0
3. Training Reimbursements	24,701,000	24,701,000	0
			0
Total	38,277,000	38,277,000	0
<b>BUDGETED RESERVES</b>	0	4,038,000	4,038,000

\* - Transfers per Budget Act of 1992

\*\* - Per the May Revise. For FY 92-3, revenues are on an accrual (i.e. 2 month lag) basis. However, there is a current projected revenue shortfall of approximately \$1,840,000. Combined with an accrual of \$5,878,000, the net result is a reserve of \$4,038,000 that will be carried over into FY 93-4 as a beginning year balance.

COMMISSION ON POST  
FY 92-3 BUDGET SUMMARY

	REVISED GOVERNOR'S BUDGET	PROJECTION	SAVINGS
<b>RESOURCES:</b>			
Beginning Reserves	2,380,000	2,380,000	
Revenue Projection	39,873,000 *	39,873,000	
Asset Forfeitures	456,000	456,000	
Transfer to the General Fund	(394,000) *	(394,000)	
Sub-total, Resources	42,315,000	42,315,000	
<b>EXPENDITURES:</b>			
1. Administration/Support	9,476,000	8,500,000	976,000
2. Training Contracts/ LA	4,100,000	4,170,151	(70,151)
a. Training Contracts	(3,300,000)	(3,406,900)	106,900
b. Letters of Agreement	(725,000)	(703,608)	(21,392)
c. Conf Room Rental	(75,000)	(59,643)	(15,357)
3. Training Reimbursements	24,701,000	24,701,000	0
Total, Expenditures	38,277,000	37,371,151	905,849
<b>YEAR END RESERVES</b>	<b>4,038,000</b>	<b>4,943,849</b>	<b>905,849</b>

TRAINING REIMBURSEMENTS BUDGET SUMMARY  
YEAR END EXPENDITURE PROJECTION

	Allocated	Expended	Balance
<b>TRAINEES: 54,015</b>			
Course Reimbursements	20,001,000	20,603,292	(602,292)
Carryover from FY 91-92	2,122,112	2,122,112	0
Training Aids Technology	4,700,000	2,809,703	1,890,297
Sub-total, Reimbursements	26,823,112	25,535,107	1,288,005

\* - Per May Revise. For FY 92-3, revenues are on an accrual basis.

\*\* - Transfers per Budget Act of 1992

File: 9293REV1

## COMPARISON OF REVENUE BY MONTH

FISCAL YEARS 1991-92 AND 1992-93

1991-921992-93

MO	PENALTY ASSESMENT		CUMULATIVE TOTAL	CUMULATIVE MONTHLY ESTIMATE	PENALTY ASSESMENT		OTHER **	TOTAL	% OF EST	CUMULATIVE TOTAL	% OF EST
	FUND	OTHER			FUND						
JUL	2,886,023	25,676	2,911,699	2,961,000	3,328,543	16,927	3,345,470	112.98%	3,345,470	112.98%	
AUG	1,992,791	24,624	4,929,114	5,922,000	1,638,281	9,755	1,648,036	55.66%	4,993,508	84.32%	
SEP	1,467,766	7,359	6,404,239	8,883,000	4,700,348	22,530	4,722,878	159.50%	9,716,384	109.38%	
OCT	2,378,813	13,105	8,796,157	11,844,000	2,882,743	19,297	2,902,040	98.01%	12,618,424	106.54%	
NOV	1,722,707	12,819	10,531,683	14,805,000	3,207,262	29,649	3,236,911	109.32%	15,855,335	107.09%	
DEC	2,970,202	36,376	13,538,261	17,766,000	2,945,291	19,005	2,964,296	100.11%	18,819,631	105.93%	
JAN	3,461,559	242,073	17,241,893	20,877,000	2,252,045	147,914	2,399,959	77.14%	21,219,590	101.64%	
FEB	2,382,614	18,219	19,642,726	23,838,000	2,461,959	34,737	2,496,696	84.32%	23,716,286	99.49%	
MAR	3,589,609	30,578	23,262,913	26,799,000	2,764,158	3,881	2,768,039	93.48%	26,484,325	98.83%	
APR	2,244,871	32,143	25,539,927	29,760,000	2,568,778	22,949	2,591,727	87.53%	29,076,052	97.70%	
MAY	2,770,155	15,149	28,325,231	32,721,000	2,677,804	34,424	2,712,228	91.60%	31,788,280	97.15%	
JUN	3,275,015	213,817	31,814,063	35,835,000	2,364,064	177,207	2,541,271	81.61%	34,329,551	95.80%	
TOT	31,142,125	671,938	31,814,063	35,835,000	33,791,276	538,275	34,329,551	95.80%	34,329,551	95.80%	

\* - Includes estimate for Surplus Money Investment Fund (i.e. interest)

\*\* - Includes \$181,143 from coroner permit fees (per Ch 990/90)

## COMPARISON OF REVENUE BY MONTH

FISCAL YEARS 1991-92 AND 1992-93

1991-92

1992-93

MO	PENALTY ASSESSMENT		CUMULATIVE TOTAL	CUMULATIVE MONTHLY ESTIMATE*	PENALTY ASSESSMENT		OTHER **	TOTAL	% OF EST	CUMULATIVE TOTAL	% OF EST
	FUND	OTHER			FUND						
JUL	2,886,023	25,678	2,911,699	2,981,000	3,328,543	16,927	3,345,470	112.98%	3,345,470	112.98%	
AUG	1,992,791	24,624	4,929,114	5,922,000	1,638,281	9,755	1,648,036	55.66%	4,993,506	84.32%	
SEP	1,467,766	7,359	6,404,239	8,883,000	4,700,348	22,530	4,722,878	159.50%	9,716,384	109.38%	
OCT	2,378,813	13,105	8,798,157	11,844,000	2,882,743	19,297	2,902,040	98.01%	12,618,424	106.54%	
NOV	1,722,707	12,819	10,531,883	14,805,000	3,207,282	29,649	3,236,911	109.32%	15,855,335	107.09%	
DEC	2,970,202	36,378	13,538,261	17,766,000	2,945,291	19,005	2,964,296	100.11%	18,819,631	105.93%	
JAN	3,461,559	242,073	17,241,893	20,877,000	2,252,045	147,914	2,399,959	77.14%	21,219,590	101.64%	
FEB	2,382,614	18,219	19,642,726	23,838,000	2,461,959	34,737	2,496,696	84.32%	23,716,286	99.49%	
MAR	3,589,809	30,578	23,262,913	26,799,000	2,764,158	3,881	2,768,039	93.48%	26,484,325	98.83%	
APR	2,244,871	32,143	25,539,927	29,760,000	2,568,778	22,949	2,591,727	87.53%	29,076,052	97.70%	
MAY	2,770,155	15,149	28,325,231	32,721,000	2,677,804	34,424	2,712,228	91.60%	31,788,280	97.15%	
JUN	3,275,015	213,817	31,814,063	35,835,000	2,364,064	177,207 a	2,541,271	81.61%	34,329,551	95.80%	
JUL				37,854,000	2,771,725	0	2,771,725 ***	137.28%	37,101,276	98.01%	
AUG				39,873,000	2,771,725	0	2,771,725 ***	137.28%	39,873,000	100.00%	
TOT	31,142,125	671,938	31,814,063	39,873,000	39,334,725	538,275	39,873,000	100.00%	39,873,000	100.00%	

\* - Includes year end accruals of \$5.878 million as estimated by the Dept of Finance

\*\* - Includes \$181,143 from coroner permit fees (per Ch 990/90)

\*\*\*- Projection by the Dept of Finance

a - Includes estimate for Surplus Money Investment Fund (i.e. interest)

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING  
REIMBURSED TRAINEES

COURSE CATEGORY	1988-89 ACTUAL	1989-90 ACTUAL	1990-91 ACTUAL	1991-92		1992-93 PROJECTION	TO DATE (JUL-MAY)	AS OF (JUL-JUN)	JUNE ACTUAL	1993-94 INITIAL
				INITIAL PROJECTION	1991-92 ACTUAL					
BASIC	3,731	3,179	4,438	4,500	2,121	2,400	1,032	1,159	127	1,200
DISPATCHERS BASIC		793	814	820	614	650	427	490	63	500
ADVANCED OFF	16,987	14,394	18,672	19,500	18,045	18,500	13,225	15,935	2,710	16,000
SUPERVISORY C	866	975	1,200	1,275	735	800	678	748	70	750
SUP SEMINARS	1,742	2,071	3,088	3,200	3,471	3,500	2,663	3,298	635	3,300
MGMT COURSE	366	315	384	390	311	350	190	220	30	300
MGMT SEMINAR	2,887	2,096	2,882	2,910	2,366	2,400	1,912	2,235	323	2,300
EXEC DEV CRS	547	453	443	520	708	710	327	511	184	600
EXEC SEMINARS	290	254	155	200	625	650	466	548	82	600
OTHER REIMB C	6,761	1,517	570	600	258	300	183	204	21	250
TECH SKILLS	23,524	26,249	30,901	32,500	29,295	30,000	23,416	27,324	3,908	28,000
FIELD MGMT	56	61	27	40	24	30	30	30	0	30
TEAM BLDG	541	1,035	544	575	536	550	348	410	62	450
POST SPEC SEM	855	805	935	1,000	873	900	608	839	231	900
APPROVED CRS	56	16	69	80	73	80	62	64	2	70
TOTALS	59,209	54,213	65,122	68,110	60,055	61,820	45,567	54,015	8,448	55,250

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COMMISSION ON PO  
 REIMBURSEMENT BY CATEGORY OF EXPENSE  
 TOTAL THROUGH JUNE 30, 1993

COURSE CATEGORY	## OF TRAINEE	RESIDENT SUBSIST	CMTR MEAL ALLOWANC	TRAVEL	TUITION	SUB-TOTAL OTHER	OTHER COST PER TRAINEE	SALARY	SALARY COST PER TRAINEE	TOTAL
BASIC CRS	1,159	487,308	126,613	243,179	324,069	1,181,169	1,019	3,965,712	3,422	5,146,881
DISPATCHERS-BAS	490	141,631	17,424	35,370		194,425	397	194,926	398	389,351
AO COURSE	15,935	145,248	182,496	92,569		420,313	26	4,313,856	271	4,734,169
SUPV CRS	748	222,803	15,648	56,216		294,667	394	565,479	756	860,146
SUPV SEM & CRS	3,298	519,642	16,520	291,322	259,912	1,087,396	330			1,087,396
MANAGEMENT CR	220	154,032	1,760	32,145		187,937	854	188,107	855	376,044
MGMT SEM & CRS	2,235	254,647	14,192	124,550	324,833	718,222	321			718,222
EXEC DEV COURSE	511	208,187	968	62,936		272,091	532	154,447	302	426,538
EXEC SEM & CRS	548	105,412	576	41,445	23,196	170,629	311			170,629
OTHER REIMB	204	73,983	2,200	16,961	0	93,144	457	73,732	361	166,876
TECH SKILLS	27,324	4,567,969	240,184	1,454,922	2,025,852	8,288,927	303			8,288,927
FIELD MGMT TNG	30	6,753	32	4,413		11,198	373			11,198
TEAM BLDG WKSH	410	64,025	2,152	3,794	112,525	182,496	445			182,496
SPECIAL SEMINAR	839	83,630	3,616	67,075		154,321	184			154,321
APPROVED COURS	64	10,669	1,048	5,712		17,429	272			17,429
TOTAL	54,015	7,045,939	625,429	2,532,609	3,070,387	13,274,364	246	9,456,259	504	22,730,623



COMMISSION ON POST  
FY 93-4 BUDGET SUMMARY

	INITIAL GOVERNOR'S BUDGET	SIGNED GOVERNOR'S BUDGET	DIFFERENCE	FOOTNOTES
<b>RESOURCES:</b>				
Beginning Reserves	0	4,038,000	4,038,000	1.
Revenue Projection	38,371,000	36,204,000	(2,167,000)	2.
Asset Forfeitures	711,000	0	(711,000)	3.
Transfer to the General Fund	0	(2,220,000)	(2,220,000)	3.
Transfer to the GF (per Sec 13.50)	0	(300,000)	(300,000)	4.
Sub-total, Resources	39,082,000	37,722,000	(1,360,000)	
<b>EXPENDITURES:</b>				
1. Administration/Support	9,463,000	9,463,000	0	
2. Training Contracts/ LA	4,100,000	4,100,000	0	
a. Training Contracts	(3,300,000)	(3,300,000)	0	
b. Letters of Agreement	(700,000)	(700,000)	0	
c. Conf Room Rental	(100,000)	(100,000)	0	
3. Training Reimbursements	25,519,000	22,588,000	(2,931,000)	5.
Total	39,082,000	36,151,000	(2,931,000)	
<b>BUDGETED RESERVES</b>	0	1,571,000	1,571,000	6.

1. FY 92-3 year end reserve available in FY 93-4
2. Revenue shortfall of FY 92-3 dictates a decrease in the projection for FY 93-4
3. Budget Conference Committee reduced the original budget by 7.5%. The first monies to go are the AFDF and the balance is to come from the Aid to Local Govt budget.
4. Per Section 13.50 of the Budget Act, interest income is transferred to the General Fund
5. This is the 7.5% reduction.
6. FY 93-4 year end reserves which will be available in FY 94-5 as the Beginning Reserve.

COMMISSION ON POST  
FISCAL YEAR 1993-94

BUDGET SUMMARY		CONTRACT SUMMARY		
<b>ADMINISTRATION</b>		<b>9,463,000</b>		
Salary & benefits	6,307,000			
Support expenses	3,156,000			
<b>TRAINING CONTRACTS</b>		<b>4,100,000</b>		
Contracts	3,300,000			
Letters of Agreement	700,000			
Conf Room Rental	100,000			
<b>TRAINING REIMBURSEMENT</b>		<b>22,588,000 *</b>		
Trainees: 54,030				
Subsistence	7,050,081			
Commuter meals	625,640			
Travel	2,534,095			
Tuition	3,255,242			
sub-total	13,465,058			
Available for	6,145,342			
Training Development	(1,545,342)			
Training Presentation	(4,600,000)			
Satellite Antennas/IVD	1,500,000			
Transfer to Training Contracts	1,477,600			
<b>GRAND TOTAL</b>		<b>38,151,000</b>		
			<b>BUDGETED TRAINING CONTRACTS</b>	
			Management Course	308,268
			Executive Training	542,300
			Supervisory Ldrshp Inst	406,357
			DOJ Training Center	930,858
			Satellite Video Tng	54,000
			Case Law Updates	52,000
			Telecourse Programs	480,000
			Basic Course Prof Exam	25,000
			Reading & Writing Test	80,000
			PC 832 Exam	78,471
			Basic Course Student Work Bk	50,000
			IVD Courseware	45,000
			Misc	247,746
			<b>Total</b>	<b>3,300,000</b>
			<b>ADDITIONAL TRAINING CONTRACTS</b>	
			1. POSTRAC Testing System	230,000
			2. Driver Training Courseware	51,600
			3. ICI Instructor Dev	66,000
			4. PC 832 IVD Revision	275,000
			5. Driver Tng Simulator Pilot	855,000
			<b>Total</b>	<b>1,477,600</b>

\* - Including "carryover" of \$1,288,005, the total available is \$23,876,005

# Commission on POST Training Presentation

**ASSUMPTIONS:**

- |   |             |
|---|-------------|
| 1. Training hours by agency presenters in FY 91-2<br>(excluding contract and tuition based courses) | 1,582,789   |
| 2. Amount available for training presentation in FY 93-4  | \$4,600,000 |
| 3. Maximum amount available per hour of training  | \$2.91      |

**ALTERNATIVES:**

Rate/hr		Total Hours		Total Cost	Funds Avail	Reserve
\$2.50		1,582,789		\$3,956,973	\$4,600,000	\$643,028
\$2.25		1,582,789		\$3,561,275	\$4,600,000	\$1,038,725
\$2.00		1,582,789		\$3,165,578	\$4,600,000	\$1,434,422

**EXAMPLES:**

**HOURLY RATE PER TRAINEE**

	# OF STUDENTS	\$2.50		\$2.25		\$2.00
8	20	\$400		\$360		\$320
24	24	\$1,440		\$1,296		\$1,152
560	30	\$42,000		\$37,800		\$33,600

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COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING  
Legislative Review Committee Meeting  
Thursday, July 22, 1993, 8:30 A.M.  
Pan Pacific Hotel, 400 West Broadway  
Board Room  
San Diego, California 92101  
(619) 239-4500

AGENDA

Attachment

**A. AB 114 (Burton) - Drug Asset Seizures**

This bill would delete the existing sunset provision on California's drug asset seizure law and make substantial changes.

Recommended Position: Oppose Unless Amended

**B. SB 594 (Alquist) - Peace Officer Status: Santa Clara County Correctional Officers**

This bill would grant peace officer status to the correctional officers of Santa Clara County and establish an exemption to the feasibility study requirement.

Recommended Position: Neutral

**C. SB 1206 (Hurtt) - Arrest Records**

This bill would make available to law enforcement arrest records of persons who successfully completed a diversion program.

Recommended Position: Support

**D. SB 1255 (Hughes) - School Safety Penalty Assessment**

This bill would add \$5 state penalty assessment on criminal and traffic fines for school safety programs.

Recommended Position: Oppose Unless Amended

**E. Status of AB 1120 (W. Brown) - POST Certificates**

A verbal status report will be presented at the meeting. (No action required)

**F. Status of Active Bills**

Attachment F provides a status of all active bills for which the Commission has taken a position.  
(No action required)

**G. Informational Legislation of Interest to POST**

Attachment G provides a listing of informational bills of interest to POST that normally do not require position to be taken. (No action required)

BILL ANALYSIS		State of California COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING 1601 Alhambra Boulevard Sacramento, California 95816-7083		Department of Justice	
TITLE OR SUBJECT Drug Asset Seizures: POST Revenue		AUTHOR Assemblyman Burton		BILL NUMBER AB 114	
		RELATED BILLS AB 53, SB 1158		DATE LAST AMENDED 5-29-93	
SPONSORED BY					
BILL SUMMARY (GENERAL, ANALYSIS, ADVANTAGES, DISADVANTAGES, COMMENTS)					
<u>General:</u>					
AB 114 would:					
1. Delete the repeal date of January 1, 1994 of existing law relating to the forfeiture and seizure of property involved in, or purchased with the proceeds from a controlled substance offense.					
2. Amends and repeals some of the former provisions of law.					
3. Deletes POST as one of the recipients for revenue from this source.					
<u>Analysis:</u>					
This bill is opposed by most law enforcement organizations because it would make major changes to the existing seizure law including limiting what property that can be seized, increasing the burden of proof to seize property, establishing new notification requirements, and requiring the people to pay the claimant's legal costs; but all of these issues are outside the scope of POST's responsibility and legislative interest.					
AB 114 would redistribute the state's share of revenue from drug asset seizures by specifying that up to 5% goes to the Restitution Fund, 5% to county mental health programs, and the remainder (minimum 10%) shall be used for drug abuse prevention and education programs for local law enforcement and prosecution agencies.					
Existing drug asset seizure law under Section 11489 of the Health and Safety Code provides a distribution formula for revenue from this source. Ten percent of the revenue received goes to the Office of Criminal Justice Planning for distribution to various state sources. After specified obligations are met for the General Fund and the Los Angeles County Office of Education, the Peace Officer Training Fund is to receive 85% for drug-related training. For several years of operation, POST received no revenue from this source due to state budgetary actions. During the current fiscal year (1992-1993), POST is budgeted to receive \$456,000 and \$711,000 is proposed for next fiscal year.					
OFFICIAL POSITION					
ANALYSIS BY <i>Hal Snow</i>		DATE 6-10-93		REVIEWED BY	
EXECUTIVE DIRECTOR <i>William C. Cochran</i>		DATE 6-16-93		COMMENT	
				DATE	

SB 1158, which POST is supporting, would retain POST's eligibility for revenue from this funding source. On the other hand, AB 114 would repeal the existing distribution formula and instead redirect these funds.

Comments:

AB 114 should be opposed unless it is amended to retain POST as one of the recipients of this revenue.

Recommendation:

Oppose unless amended.

## BILL ANALYSIS

State of California Department of Justice  
 COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING  
 1601 Alhambra Boulevard  
 Sacramento, California 95816-7083

TITLE OR SUBJECT County Correctional Peace Officers	AUTHOR Alquist	BILL NUMBER SB 594
	RELATED BILLS	DATE LAST AMENDED 4-14-93

SPONSORED BY  
County of Santa Clara

## BILL SUMMARY (GENERAL, ANALYSIS, ADVANTAGES, DISADVANTAGES, COMMENTS)

GENERAL

SB 594 would:

1. Add specified county correctional officers to the list of peace officers included within the definition of a public safety officer.
2. Require that specified county correctional officers satisfactorily complete the PC 832 firearms training course required of all peace officers within 90 days following the date of their initial assignment and would require them to satisfactorily meet or exceed specified selection and training standards within one year.
3. Require the suspension of authorization to carry firearms for designated state agency peace officers for failure to qualify or requalify.
4. Establish correctional officers as peace officers for counties having a population of 425,000 or more and having established a department of corrections pursuant to 23013 of the Government Code prior to November 1, 1992.
5. Exempt the County Director of the Department of Corrections within the list of officials and agencies to which the peace officer feasibility study requirement listed in Section 13540 of the Penal Code does not apply or otherwise affect with respect to designating peace officers.

## OFFICIAL POSITION

ANALYSIS BY <i>Hal Snow</i>	DATE 5-4-93	REVIEWED BY	DATE
EXECUTIVE DIRECTOR <i>William C. Beckler</i>	DATE 6-16-93	COMMENT	DATE



## ANALYSIS

Items #4 and #5 are the only issues related to the Commission's responsibilities. Under current law, there are three sources of authority for custodial officers. Section 831 of the Penal Code provides for custodial officers as public officers, not a peace officer, employed by a law enforcement agency of a city or county who has the authority and responsibility to maintain custody of prisoners and performs tasks related to the operation of a local detention facility used for the detention of persons usually pending arraignment or upon court order either for their own safekeeping or for the specific purpose of serving a sentence.

Section 831.5 of the Penal Code also specifies custodial officers as a public officer, not a peace officer, employed by a law enforcement agency of San Diego County, Fresno County, or a county having a population of 425,000 or less who has the authority and responsibility for maintaining custody of prisoners and performs tasks identical to the 831 custodial officers. This custodial officer includes a person designated as a correctional officer, jailer, or other similar title. This custodial officer may also serve warrants, court orders, writs and subpoenas in the detention facilities. The 831.5 custodial officers may use reasonable force in establishing and maintaining custody of prisoners; may make arrests for misdemeanors and felonies within the local detention facility pursuant to duly issued warrant; may make warrantless arrests pursuant to Section 836.5 only during the duration of his or her job; and may release misdemeanants on citation to appear in lieu of or after booking.

Section 830.55 is a third source for authority of local correctional officers housing felons under contract with the State. Unlike the other sections of law previously mentioned, these are classified as peace officers.

SB 594 proposes to create another authority section (P.C. Section 830.57) to allow counties having a population of 425,000 or more and having established a department of corrections pursuant to Section 23013 of the Government Code prior to November 2, 1992, for correctional officers as peace officers, instead of public officers. This legislation is the result of a recent California Supreme Court decision overturning a lower court decision declaring that the County of Santa Clara could appoint correctional officers as peace officers in the absence of specific statutory authority.

Penal Code Section 13540 requires any person or persons desiring peace officer status, who, on January 1, 1990, were not entitled to be designated as peace officers shall request POST to undertake a feasibility study regarding that person or persons as peace officers. This bill proposes to avoid this requirement, which is designed to provide the Legislature with objective information and recommendation upon which to make an informed decision about peace officer status.

COMMENTS

The Commission's policy is to oppose legislation that seeks to establish new peace officer groups without a feasibility study. However, this legislation seeks an exemption and thus does not ignore the requirement. Since the Legislature established the feasibility requirement in the first place, it would seem appropriate for neutral posture while the Legislature considers exemptions.

RECOMMENDATION

Neutral

## BILL ANALYSIS

State of California Department of Justice  
 COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING  
 1601 Alhambra Boulevard  
 Sacramento, California 95816-7083

TITLE OR SUBJECT Diversion: Arrest Records	AUTHOR Senator Hurtt	BILL NUMBER SB 1206
	RELATED BILLS SB 1097	DATE LAST AMENDED 5-24-93

SPONSORED BY  
California Department of Justice

## BILL SUMMARY (GENERAL, ANALYSIS, ADVANTAGES, DISADVANTAGES, COMMENTS)

General:

Senate Bill 1206 would:

1. Require divertees of controlled substance offenses to be advised that, regardless of his or her successful completion of diversion, the arrest upon which the diversion was based may be disclosed by the Department of Justice (DOJ) in response to any peace officer application request, and that completion of the diversion program does not relieve him or her of the obligation to disclose the arrest in response to any direct question contained in any questionnaire or application for a position as a peace officer.
2. Permit any criminal justice agency to release information concerning an arrest or detention of an applicant for a peace officer position which did not result in a conviction, or information concerning referral to, or participation in, a postarrest diversion program to a governmental agency employer of that applicant.

Analysis:

Existing law provides procedures for the diversion for specified controlled substance offenses and other specified misdemeanors committed by developmentally disabled persons. These procedures provide that upon successful completion of a diversion program, the arrest upon which the diversion was based shall be deemed to have never occurred. The procedures also provide that the divertee may indicate in response to any question concerning his or her prior record that he or she was not arrested or diverted for the offense.

DOJ indicates the need for the bill arose from discrepancies between the Labor and Penal Codes as to whether DOJ could divulge arrest records to law enforcement agencies doing background investigations on peace officer applicants. This bill would authorize release of arrest records for persons who were diverted for the above crimes. A recent amendment places a five-year cap so that only those records occurring in the last five years could be released.

## OFFICIAL POSITION

ANALYSIS BY <i>Hal Snow</i>	DATE 6-4-93	REVIEWED BY	DATE
EXECUTIVE DIRECTOR <i>Marion C. Behm</i>	DATE 6-16-93	COMMENT	DATE

Comments:

This bill would assist law enforcement agencies doing background investigations on peace officer applicants and, as such, should be supported by POST.

Recommendation:

Support

<b>BILL ANALYSIS</b>		State of California COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING 1601 Alhambra Boulevard Sacramento, California 95816-7083		Department of Justice
TITLE OR SUBJECT <b>School Safety Penalty Assessment</b>		AUTHOR <b>Senator Hughes</b>		BILL NUMBER <b>SB 1255</b>
SPONSORED BY		RELATED BILLS <b>-</b>		DATE LAST AMENDED <b>5-27-93</b>
BILL SUMMARY (GENERAL, ANALYSIS, ADVANTAGES, DISADVANTAGES, COMMENTS)				
<u>GENERAL</u>				
Senate Bill 1255 would:				
<ol style="list-style-type: none"> <li>1. Provide for the levy of a special assessment of \$5 for every ten dollars or fraction thereof of criminal offenses, including offenses involving a violation of the Vehicle Code or any local ordinance adopted pursuant to the Vehicle Code.</li> <li>2. Establish the Safe Schools Penalty Assessment Fund into which monies collected from the assessment would be deposited. Money in the fund would be used to fund violence prevention programs in school districts, school district police forces, etc.</li> </ol>				
<u>ANALYSIS</u>				
<p>This bill contains several legislative findings establishing the problem of crime on school campuses and the Legislature's responsibility to assist school districts. Existing law expresses the intent of the Legislature that local educational agencies and law enforcement agencies work cooperatively to develop school safety plans.</p> <p>Existing law already calls for \$17 state penalty assessments on fines or 170% of the fines for which the revenue is intended for a variety of special purposes including peace officer training. In addition, counties are authorized to impose additional local assessments. In 1991, AB 1297 established the Trial Court Realignment and Efficiency Act of 1991 which raised state penalty assessments to their present level.</p> <p>Experience with revenue since this Act has shown there has been a consistent 25% reduction due to the fact penalty assessments on criminal and traffic fines have reached and exceeded a point of diminishing return. Also, there is evidence that judges are imposing a total fine inclusive of assessments that has had a leveling effect on this source of revenue. Most authorities on</p>				
OFFICIAL POSITION				
ANALYSIS BY <i>Hal Snow</i>		DATE <i>6-18-93</i>	REVIEWED BY	
EXECUTIVE DIRECTOR <i>Thomas C. Cochran</i>		DATE <i>6-18-93</i>	COMMENT	
			DATE	
			DATE	

the subject of penalty assessments agree that revenue from this source has been saturated and that any new assessment would only result in a corresponding reduction in the existing special funds.

COMMENTS

It can be projected that SB 1255 would reduce existing special funds by approximately 22.7%. In the case of the Peace Officer Training Fund, this amounts to \$8,863,635. SB 1255 should, thus, be opposed unless it is amended to secure some other revenue source.

RECOMMENDATION

Oppose unless amended.

**Commission on Peace Officer Standards and Training**  
**Status of Legislation of Interest to POST**  
(1993)

**KEY**

P = Pending  
F = Failed Passage/or 2 yr. bill  
S = Suspense File  
Revised 6/16/93

Bill No./ Author	Subject	Commission Position												
			Introduced	First Policy Committee	First Appropriations Committee (if applicable)	Floor of First House	Second Policy Committee	Second Appropriations Committee (if applicable)	Floor of Second House	To Governor for Action	Chaptered			
AB 39 Archie Hudson	Community College Tuition: Exempts teachers and public safety employees from \$50 fee.	Support	12/9	X	X	X	X							
AB 114 Burton	Drug Asset Seizures: Deletes the existing sunset provision on California's drug asset seizure law.	None	3/2	X	-	-	X							
SB 459 Boatwright	Sexual Harassment - Requires POST to develop a complaint process for law enforcement and basic course training on the subject.	Neutral	2/25	4/21	5/10	-	-	X						
SB 460 Thompson	Community College Tuition: Exempts public safety volunteers attending for the purpose of satisfying state mandate training required in public safety from \$50 fee.	Support	3/8	3/31	6/2	-	X							
SB 601 Marks	Police Pursuits: Requires POST to develop minimum guidelines for high-speed vehicle pursuits with required training for basic course and in-service officers.	Neutral	3/2	4/21	5/10	-	X							
SB 731 Rogers	Peace Officer Status: Grants status to police officers and investigators of the China Lake Police Department.	Neutral	3/3	-	-	-	X							
SB 1097 Boatwright	Background Investigations: Employers required to release information to law enforcement agencies doing background investigations on first time peace officer applicants.	Support	3/4	4/21	-	-	X							
AB 1120 Brown	Removes POST's authority to cancel professional certificates except for felony convictions.	Oppose Unless Amended	3/2	-	-	-	X							
SB 1158 Maddy	Drug Asset Seizures: Deletes sunset provision and continues POST eligibility for revenue from this source.	Support	3/5	-	-	X								
SB 1206 Hurt	Diversion: Requires drug divertees to be advised that their arrest may be disclosed by DOJ in response to any peace officer application request.	None	3/5	-	-	-	X							
SB 1255 Hughes	School Safety Penalty Assessment: Adds \$5 state penalty assessment for school safety programs.	None	5/27	X										
AB 1276 Seastrand	State Employee Retirement: Authorizes new state employees with previous PERS retirement to continue in Tier 1.	Support	3/3	-	-	-	X							

## COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

Summary of Informational Bills of Interest to POST

<u>Bill/Author</u>	<u>Description</u>
AB 12 Epple	Confers immunity upon public entities and employees for injuries caused by cardiopulmonary resuscitation instructions given in good faith in the operation of a local "911" emergency telephone system.  <u>Status:</u> Senate Committee on Judiciary
SB 20 Russell	Makes a "wobbler" if fleeing or eluding involves the pursued vehicle being driven at least 20 miles per hour beyond the declared maximum speed limit for a duration of at least one mile with the peace officer in pursuit and is displaying a red warning light and is sounding a siren, or both.  <u>Status:</u> Senate Committee on Judiciary
SCA 22 Maddy	This proposed California Constitutional amendment would state that the first responsibility of each city, county, or city and county shall be the protection of public safety; and the governing body of each city, county, or city and county shall give priority to the provision of adequate public safety by setting aside first from all revenues available an amount sufficient to fund adequate police, fire, and prosecution services.  <u>Status:</u> Senate Committee on Local Government
ACR 39 Aguiar	This measure would designate the week of May 2 through May 8, 1993 as Blue Ribbon Week, and would urge all citizens to observe these days of recognition and support for all peace officers and law enforcement agencies by wearing or displaying a blue ribbon.  <u>Status:</u> Chaptered
AB 95 Richter	Eliminates the existing requirement that every employer establish, implement, and maintain an effective injury prevention program.  <u>Status:</u> Assembly Committee on Labor and Employment



SB 99  
Roberti

State boards and commissions, which are required to prepare and distribute a report to the Governor, the Legislature, or the public, would be required to simultaneously send a copy to the Governor, the Legislature, and the public.

Status: Assembly Committee on Ways and Means

AB 147  
Richter

This bill would provide that 90% of the punitive damages awarded to a plaintiff in such an action in which the cause of action arose on or after January 1, 1994, shall be payable, as specified, to the Victim-Witness Assistance Fund in the State Treasury, and shall be available for expenditure by the Office of Criminal Justice Planning for the purposes of that fund upon appropriation by the Legislature. This bill would make further related provisions.

Status: Assembly Committee on Judiciary

SB 149  
Boatwright

This bill extends the existing amnesty program for delinquent fines for Vehicle Code violations which is six months or more prior to the initial date of the amnesty program (April 1, 1991).

Status: Assembly Desk

SB 152  
Watson

This bill would require that the minimum training standards for local corrections personnel include a requirement of 16 hours of training and coursework in domestic violence assessment, intervention, and reporting. This bill would authorize the use of domestic violence training programs conducted by nonprofit community organizations with an expertise in domestic violence issues for the purpose of complying with the domestic violence minimum training requirement.

Status: Assembly Desk

SB 162  
Presley

This bill would transfer the responsibility for conducting peace officer memorial ceremonies on the grounds of the State Capitol from the Peace Officers Research Association to the California Peace Officers Memorial Foundation.

Status: Assembly Desk

AB 167  
Umberg

This bill would make it a felony instead of a wobbler for any person while operating a motor vehicle from willfully fleeing or otherwise attempting to elude a pursuing peace officer's motor vehicle with the intent to evade, if the peace officer's motor vehicle is exhibiting at least one lighted red lamp visible from the front and the person either sees or reasonably should have seen the lamp, the peace officer's motor vehicle is sounding a siren as may be reasonably necessary, the peace officer's vehicle is distinctively marked, and the peace officer's vehicle is operated by a peace officer, as defined, and the peace officer is wearing a distinctive uniform.

Status: Assembly Committee on Public Safety

AB 180  
Pringle

This bill would exempt fire fighters, peace officers and nurses from the \$50 community college fee for BA students.

Status: Assembly Committee on Higher Education

AB 224  
Speier

This bill revises the definition of peace officer and time duration for emergency protective orders obtained by law enforcement in domestic violence cases.

Status: Senate Committee on Rules

AB 225  
Woodruff

This bill exempts anyone attending public safety course certified by POST, STC or Board of Fire Services from \$50 community college fee.

Status: Assembly Committee on Higher Education

AB 264  
Watson

This bill requires continuing professional training of law enforcement officers to include at least 6 hours of training devoted to domestic violence.

Status: Senate Committee on Judiciary

AB 315  
Hauser

This bill would provide that any county with a population of 200,000 or less whose board of supervisors makes a public finding that the county is in an economic crises and that county revenues are inadequate to provide essential services to residents may petition the Governor for temporary suspension of compliance with state regulations

and requirements that significantly impair the county's ability to deliver those essential services.

Status: Senate Committee on Rules

SB 323  
Lewis

This bill exempts any fire fighter or peace officer from the \$50 community college fee.

Status: Senate Committee on Education

AB 331  
Baca

This bill would exempt from the child abuse reporting requirement any injury caused by a peace officer acting within the course and scope of his or her employment as a peace officer.

Status: Senate Committee on Judiciary

AB 334  
Friedman

This bill requires OCJP to select 3 cities, one of which shall be the City of Los Angeles, for community-based policing demonstration projects.

Status: Senate Committee on Judiciary

SB 477  
Craven

This bill would revise existing training requirements for humane officers to specify that on and after January 1, 1994, all humane officers shall, within one year of appointment, provide evidence satisfactory to the society that he or she has successfully completed specified courses of training.

Status: Senate Committee on Judiciary

AB 479  
Polanco

This bill would establish a procedure for the consolidation of the marshal's and sheriff's offices of Los Angeles County.

Status: Assembly Committee on Judiciary

SB 489  
Deddeh

This bill would establish categorical funding for public safety courses.

Status: Senate Committee on Education

AB 529  
Morrow

This bill would authorize port authorities to appoint reserve peace officers.

Status: Senate Committee on Judiciary

AB 578  
Bowler

This bill would require that the agency retired officer certificate indicate on its face that the retired peace officer served as a peace officer for the agency and would require that the agency issue only one form of identification certificate to retired peace officers.

Status: Senate Committee on Judiciary

AB 581  
Speier

This bill eliminates the current two-hour training requirement for citizens wishing to purchase, possess or use any tear gas or tear gas weapon. This bill also authorizes private citizens to purchase, possess or use oleoresin capsicum tear gas.

Status: Senate Committee on Rules

SB 594  
Alquist

This bill requires suspension of authorization to carry firearms if a state agency peace officer fails to qualify or requalify for the use of firearms every six months. This bill also would grant peace officer status to correctional officers of the Santa Clara County Department of Corrections.

Status: In Senate - Second Reading File - Senate Bills

SB 636  
Dills

This bill revises existing reimbursable amounts for driver training from the Driver Training Penalty Assessment Fund.

Status: In Senate - Third Reading File - Senate Bills

AB 652  
Speier

This bill would enact the Quality in Government Services Act that would require state agencies to annually survey its customers.

Status: Senate Committee on Rules

SB 800  
Presley

This bill would remove the January 1, 1994 sunset of the authority in law for court-ordered interception of wire communications of individuals involved in narcotic violations.

Status: In Senate - Second Reading File - Senate Bills

SB 821  
Lockyer

This bill would require any person employed as a school peace officer to complete the POST specified training course by January 1, 1996.

Status: Assembly Committee on Public Safety

SB 832  
Hayden

This bill would require that, on or after January 1, 1995, every computer video display terminal and peripheral equipment, as specified, that is acquired for, or used in any place of employment, conform to all applicable design and ergonomic standards.

Status: Senate Committee on Appropriations

AB 841  
Peace

This bill would all authorize a Transit Development Board to appoint transit police officers and contract for law enforcement services.

Status: Senate Committee on Rules

AB 855  
Tucker

This bill would impose a \$50 penalty assessment on any person convicted of specified controlled substance offenses, in addition to any other fine, assessment, or imprisonment imposed, to be deposited by the county treasurer in the county drug program fund for the exclusive use for the county's drug program.

Status: Senate Committee on Judiciary

AB 965  
Umberg

This bill would authorize peace officer status to investigators of the Investigation Bureau of the Department of Insurance.

Status: Assembly Committee on Ways and Means

SB 975  
Alquist

This bill would establish the California College Public Safety Training Act.

Status: Senate Committee on Education

SB 1016  
Hughes

This bill mandates local or regional poison control services as part of the 911 emergency telephone systems.

Status: In Senate - Second Reading File - Senate Bills

AB 1047  
Epple

This bill would extend from June 1, 1993 to June 1, 1995 for agents of the Department of Alcoholic Beverage Control to successfully complete the 4-week course on narcotics enforcement approved by POST.

Status: Senate Committee on Government Organization

AB 1050  
Conroy

This bill would move the California State Police Division from the Department of General Services to the Office of Emergency Services.

Status: Assembly Committee on Consumer Protection

AB 1074  
McDonald

This bill would authorize a school district governing board to authorize members of a security or police department of the district to issue citations.

Status: Senate Committee on Judiciary

AB 1102  
Archie-Hudson

This bill would require video cameras to be mounted in the front windshields of every authorized emergency vehicle in the County of Los Angeles and that they be turned on and left on during any and all contacts with citizens.

Status: Assembly Committee on Public Safety

SB 1114  
Maddy

This bill would state that the first responsibility of each city, county or city and county shall be the protection of public safety; and that the governing body shall give priority to the provisions of adequate public safety by setting aside first from all revenues available an amount sufficient to fund adequate police, fire, and prosecution services.

Status: Senate Committee on Local Government

AB 1175  
Epple

This bill would add specified employees of the State Fire Marshal's Office as peace officers.

Status: Assembly Committee on Public Safety

SB 1206  
Hurtt

This bill would provide that upon completion of a diversion program for specified controlled substance offenses, the arrest upon which the diversion was based shall be deemed to have never

occurred for all purposes of employment, licensing, or certification. Law enforcement employment is specified as an exception.

Status: In Senate - Third Reading File - Senate Bills

SB 1251  
Torres

This bill permits the Los Angeles General Service security officers to carry firearms during such times in which a state of local emergency has been declared and with the approval of the Mayor.

Status: In Assembly - Second reading File - Senate Bills

AB 1268  
Martinez

This bill would provide for the confidentiality of all peace officers' home address, telephone number, occupation, etc. from voter registration information.

Status: In Assembly - Second Reading File - Assembly Bills

AB 1591  
Knight

This bill would retitle the investigators, special agents and administrators that the Attorney General designates as peace officers.

Status: Assembly Committee on Public Safety

AB 1610  
Boland

This bill would provide that federal investigators and law enforcement officers are not California peace officers, but may exercise the powers of arrest for violations of state or local laws, provided that they are engaged in the enforcement of federal, state, and local, rather than federal, criminal laws and exercise the arrest powers only incidental to the performance of these, rather than their federal duties.

Status: Assembly Committee on Public Safety

AB 1810  
Gotch

This bill would change the \$50/semester unit fee for community college students with a BA degree to an unspecified amount.

Status: Assembly Committee on Human Services

AB 1850  
Nolan

This bill would require a peace officer to arrest, without a warrant, and take into custody a person against whom a protective order has been issued if the person has notice of the order and has violated the order, whether or not the violation occurred in the officer's presence.

Status: Senate Committee on Rules

AB 2043  
Hoge

This bill would designate a reserve coordinator of the Office of Emergency Services' Law enforcement Division to the list of reserve officers.

Status: Assembly Committee on Public Safety

AB 2101  
Epple

This bill would expand the definition of public safety officer to include designated reserve peace officers.

Status: Senate Committee on Rules

AB 2130  
Cortese

This bill would establish the California Community College Public Safety Training Act.

Status: Assembly Committee on Higher Education

AB 2226  
Frazee

This bill would provide that any person who, while a peace officer, completed a course of training and obtained the basic certificate prescribed by POST shall, upon presentation of proof to the bureau, be exempt from the training and testing requirements for security guards.

Status: Assembly Committee on Consumer Protection

AB 2231  
McDonald

This bill would require the Chancellor of the California Community Colleges to conduct a study to determine the impact of increasing student fees from \$10 to \$30 per semester on community college enrollment and on the budget of the California Community Colleges. The report is due on January 1, 1984. Urgency statute.

Status: Assembly Committee on Higher Education



AB 2250  
Collins

This bill would require that domestic violence-related calls for assistance be supported with the written incident report form and expands the definition of "domestic violence."

Status: In Assembly - Consent Calendar - First Day - Assembly

AB 2308  
Woodruff

This bill provides that investigators within the Toxic Substances Control Program are peace officers.

Status: Assembly committee on Ways and Means

AB 2372  
Vasconcellos

This bill would express the intent of the Legislature to make the necessary statutory changes to implement the Budget Act of 1993 relative to the California Community Colleges.

Status: In Assembly - Inactive File

AB 2373

Same as AB 2372.


**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

 1601 ALHAMBRA BOULEVARD  
 SACRAMENTO, CALIFORNIA 95816-7083

**POST Advisory Committee Meeting**  
**Wednesday, July 21, 1993**  
**Pan Pacific Hotel, 400 West Broadway**  
**Pearl Room**  
**San Diego, California 92101**  
**(619) 239-4500**

10:00 A.M.
AGENDA

- |    |  |               |
|----|--|---------------|
| A. | Call to Order  | Chair         |
|    | 0 Roll Call  |               |
|    | 0 Introductions  |               |
|    | 0 Announcements  |               |
| B. | Approval of Minutes of April 14, 1993 Meeting                            | Chair         |
| C. | Status of Executive Training   | Staff         |
| D. | Status of Physical Testing Standards                                     | Staff         |
| E. | Review of Commission Meeting Agenda and<br>Advisory Committee Comments   | Staff         |
| F. | Advisory Committee Member Reports  | Members       |
| G. | Commission Liaison Committee Remarks                                     | Commissioners |
| H. | Old and New Business   | Members       |
| I. | Adjournment  | Chair         |
| J. | Next Meeting - November 3, 1993<br>Waterfront Hilton<br>Huntington Beach |               |

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**1601 ALHAMBRA BOULEVARD  
SACRAMENTO, CALIFORNIA 95816-7083POST Advisory Committee Meeting  
April 14, 1993 - 10:00 a.m.  
Pan Pacific Hotel  
San Diego, California**MINUTES****CALL TO ORDER**

The meeting was called to order at 10:00 a.m. by Vice-Chairman Charles Brobeck.

**ROLL CALL OF ADVISORY COMMITTEE MEMBERS**

Present: Charles Brobeck, California Police Chiefs' Association  
Jay Clark, California Association of Police Training Officers  
Norman Cleaver, California Academy Directors' Assn.

Donald Forkus, California Peace Officers' Association  
Jack Healy, California Highway Patrol  
Derald Hunt, California Association of Administration of Justice Educators  
Ernest Leach, California Community Colleges  
Alicia Powers, Womens' Peace Officer Association

Absent: Cois Byrd, California State Sheriffs' Association  
Don Brown, Calif. Organization of Police and Sheriffs  
Marie Danner, Public Member  
Joe Flannagan, Peace Officers' Research Assn. of Calif.  
Cecil Riley, California Specialized Law Enforcement  
Judith Valles, Public Member

Commission Advisory Liaison Committee Members Present:

Marcel Leduc  
Raquel Montenegro

Guests Present:

Sheila Ritter, San Francisco Police Department Communications  
Bill Hopper, Retired Director, Criminal Justice Department, Chabot College

POST Staff Present:

Norman C. Boehm, Executive Director  
Hal Snow, Assistant Executive Director  
John Berner, Bureau Chief, Standards and Evaluation  
Mike DiMiceli, Bureau Chief, Management Counseling  
Vera Roff, Executive Secretary

INTRODUCTION OF NEW MEMBER

Vice-Chairman Brobeck introduced Marie Danner, a self-employed court interpreter, who has been appointed as a public member to the Advisory Committee. Ms. Danner will serve the unexpired term for Carolyn Owens who recently retired. Her appointment date ends September 1993.

APPROVAL OF MINUTES

The minutes of the October 14, 1992 meeting were approved as distributed with the correction that Judith Valles be listed as President of Golden West College.

REVIEW OF LAW ENFORCEMENT AGENCY ACCREDITATION PROGRAM WORK TO DATE

Staff reported that the Accreditation Advisory Committee has reviewed and approved the model accreditation program principles developed by the Standards Development Committee. The chairman of the Accreditation Committee will submit the following recommendations for approval at the April Commission meeting:

1. Present the draft standards to a variety of professional organizations, associations, and agencies and obtain feedback concerning the standards;
2. Continue program development, to be completed by July 1, 1994, as required by P.C. Sections 13550-53;
3. Contract for a Special Consultant to work on program development;
4. Pilot test the program in selected agencies after July 1, 1994;
5. Continue to seek additional resources to support program implementation after July 1, 1994; and
6. Use POST accreditation resources as a clearinghouse, or pointer, to local agency policies that will satisfy the accreditation standards, other than create specific policies and policy language that may resemble a mandate on local agencies.

## REVIEW OF COMMISSION MEETING AGENDA

Staff reviewed the April 15, 1993 Commission meeting agenda and responded to questions and discussion of the issues.

On Agenda Item C - "Contract Approval to Develop an Interactive Videodisc Training Program on Alcohol and Drug Recognition and Investigation," Alicia Powers suggested that curriculum be added to help ensure prevention of drug abuse by officers.

On Agenda Item E - "Recommendation to Approve Issuing a Request for Proposals for Expanding the POSTRAC Testing System into a Comprehensive Training Management System," Norm Cleaver reported that the Consortium was very supportive and appreciative of this concept.

On Agenda Item F - "Basic Academy Physical Testing Standard," members suggested that John Berner be invited to attend the next Advisory Committee meeting to discuss the physical testing standards.

On Agenda Item K - "Efforts to Make Driver Simulators Available for Training Peace Officers," members expressed great interest and support for this new technology.

Following the status report on the proposed reimbursement shift, many concerns were expressed by members. The Executive Director assured the group that POST is hopeful that the community colleges will remain strong presenters of training and will continue to play an important role in the field of law enforcement training. The Executive Director will continue meeting with various Chiefs' and Sheriffs' groups throughout the State in an effort to keep the field informed.

## ADVISORY COMMITTEE MEMBER REPORTS

California Association of Police Training Officers - Jay Clark reported that the CAPTO training conference was held in October in Solvang. While attendance was lower than anticipated, feedback indicates the training opportunities presented were extremely well received.

California Police Chiefs' Association - Charles Brobeck reported that while attendance at the CPCA annual conference was down, the programs were extremely good. Floyd Sanderson, Chief, Monterey Police Department was elected President for the coming year. The next board meeting will be held in May during the CPOA conference. POST will be invited to make a presentation to the board concerning the reimbursement reconfiguration.

California Peace Officers' Association - Don Forkus reported that the legislative advocate position for CPOA is still open, although the position has been filled on an interim basis. Al Cooper currently works exclusively with CSSA.

The annual CPOA conference will begin on May 2 in Burlingame.

Don announced that John Duffy, former Sheriff with San Diego, recently passed away. He will be remembered as a real asset to the law enforcement community.

California Community Colleges - Ernest Leach reported that the proposed budget cuts will have a very serious impact on colleges statewide. The anticipated budget decrease of \$300 million will cut the program at least 11%, plus increase the fees to \$30/credit hour for all students, and no funding for BA students would increase their cost to approximately \$105 per credit hour. With enrollment already down, a number of colleges are laying off both full- and part-time employees.

Women's Peace Officer Association - Alicia Powers extended an invitation to attend the WPOA conference which also be held the same week as CPOA. Anyone with articles concerning training or items of interest to law enforcement are encouraged to submit them to her for publication in the WPOA newsletter.

California Association of Administration of Justice Educators - Derald Hunt distributed copies of the March issue of the CAAJE newsletter. He also reported that the CAAJE annual conference will be held in San Diego on April 30.

California Academy Directors' Association - Norm Cleaver reported that the Public Safety Funding Coalition is continuing to operate. The coalition consists of representatives from law enforcement, corrections, fire, labor, management, providers, and POST. The group meets the days bills of interest are being heard in order to meet with legislators.

#### Old Business

Don Forkus, who serves as the Advisory Committee representative on the Accreditation Advisory Committee, invited input from committee members concerning the accreditation issue.

Jay Clark expressed concern about the length of time an officer must serve before attending the Institute of Criminal Investigation. Staff reported that studies are underway to determine if officers with less than one year experience should be registered in the Institute.

Don Forkus requested a status report at the next Advisory Committee meeting on the Command College study which was recently completed.

Old Business

Jay Clark expressed concern over Penal Code 12021.(g) concerning prohibition of anyone who is subject to a Temporary Restraining Order to possess a weapon. Staff will refer this issue to PORAC for resolution.

ADJOURNMENT

There being no further business to come before the Committee, the meeting was adjourned at 12:30 p.m..

Vera Roff  
Administrative Assistant

DEPARTMENT OF CALIFORNIA HIGHWAY PATROL

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May 27, 1993

File No.: 30.3540.A3418.1219L

Chairman Sherman Block  
Commission on Peace Officer Standards and Training  
1601 Alhambra Boulevard  
Sacramento, CA 95816-7083

Dear Chairman Block: *Sherm*

Thanks for your letter soliciting my recommendation for the California Highway Patrol representative on the POST Advisory Committee.

I would prefer that Jack Healy retain that membership. His position with the Department is Chief of Personnel and Training Division. That Division interacts on a regular basis with members of the POST staff. That relationship has proven to be valuable to both agencies in matters of mutual interest.

Thanks for your consideration and please be assured of our continued interest and support.

*M. J. Hannigan*  
M. J. HANNIGAN  
Commissioner



CALIFORNIA COMMUNITY COLLEGES

1107 NINTH STREET  
SACRAMENTO, CA 95814  
445-8752



June 1, 1993

Sherman Block, Chairman  
Commission on Peace Officer Standards  
and Training  
1601 Alhambra Boulevard  
Sacramento, CA 95816-7083

Dear Mr. Block:

Thank you for your letter of May 21, 1993, in which you notified me of the expiration of Dr. Leach's term on the POST Advisory Committee. I know that he has appreciated working on the Committee and would like to continue to do so.

This letter will confirm the telephone call to your office today nominating Dr. Ernest Leach to continue on the Post Advisory Committee as the representative from the California Community Colleges.

Sincerely,

A handwritten signature in cursive script that reads "David Mertes".

David Mertes  
Chancellor

cc: Ernest Leach