

COMMISSION MEETING AGENDA
November 1, 1990 - 10:00 a.m.
Radisson Hotel
Conference Suite #302
500 Leisure Lane
Sacramento, CA 95815
(916) 922-2020

CALL TO ORDER

FLAG SALUTE

ROLL CALL OF COMMISSION MEMBERS

WELCOME

- o Welcome to Newly Appointed Commissioner Edward Hunt,
District Attorney, Fresno County

INTRODUCTIONS

RECOGNITION OF ADVISORY COMMITTEE MEMBERS PRESENT

APPROVAL OF MINUTES

- A. Approval of the minutes of the July 19, 1990 regular
Commission meeting at the Marriott Hotel Mission Valley
in San Diego.

CONSENT CALENDAR

B.1 Receiving Course Certification Report

Since the July meeting, there have been 33 new
certifications, 15 decertifications, and 43 modifications.
In approving the Consent Calendar, your Honorable Commission
receives the report.

B.2 Receiving Financial Report - First Quarter FY 1990/91

The first 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
(Reimbursement) Program

The following entries have met the Commission's requirements
and have been accepted into the POST Regular program:

- o San Joaquin County - Lodi Judicial District Marshal
- o Shasta County Marshal's Office
- o Montebello Unified School District Police

In approving the Consent Calendar, your Honorable Commission receives the report.

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

Procedures provide for agencies to enter into the POST Specialized Program when requirements have been met. In approving the Consent Calendar, your Honorable Commission notes that the California Horse Racing Board has met the requirements and has been accepted into the POST Specialized Program.

B.5 Receiving Information on New Entries 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, 15 agencies listed in the enclosed report have met the requirements and have been accepted into the POST Reimbursable Public Safety Dispatcher Program. These new entrants bring to 269, the number of agencies joining the program since it began July 1, 1989.

B.7 Receiving Status of Peace Officer Feasibility Study Program

Senate Bill 353 (Presley) became effective January 1, 1990, adding Sections 13540-42 to the Penal Code. These new sections assign to the Commission the responsibility to conduct a study to determine whether the persons who request the study should be designated as peace officers. To implement the feasibility study program, the Commission adopted Regulation 1019. The program is described in further detail in the report under this tab.

To date, the Commission has received two requests for a peace officer feasibility study. The California Student Aid Commission submitted a request for a study of the investigative positions and the Sheriff of Orange County submitted a request for the position of Sheriff's Special Officer.

The study for the Student Aid Commission is completed. A summary of the study is presented under Tab G. The study for

the Orange County Sheriff will begin when the contract for the cost of the study is completed.

In addition, AB 3401 (Waters) became law in October, 1990, adding Section 830.55, Penal Code. The section creates a new peace officer category, Local Correctional Officer. A local correctional officer is a staff position for a Return to Custody facility operated by a city or county, under contract to the California Department of Corrections. Section 830.55, PC, requires a feasibility study and report to the Legislature by March 15, 1991.

Finally, staff is waiting for a request for a feasibility study from the Association of Independent California Colleges and Universities. Senator Presley will introduce legislation to expand the authority of independent colleges and universities to employ peace officers. The Association wants the feasibility study to run concurrent with the legislation.

In approving the Consent Calendar, your Honorable Commission receives the report.

B.7 Adopting a Resolution Commending Commissioner C. Alex Pantaleoni

In approving the Consent Calendar, your Honorable Commission adopts a resolution commending C. Alex Pantaleoni for his service to the advancement of law enforcement through standards and training as a peace officer, as an educator, as an Advisory Committee member and as a POST Commissioner, on the occasion of his retirement as Assistant Dean and Director of the Rio Hondo College Public Safety Program.

PUBLIC HEARINGS

C. Receiving Testimony on the Proposal to Establish a Training Course for School Police Officers

Senate Bill 446 of 1989, effective January 1, 1990, enacted Section 832.2 of the Penal Code which requires K-12 school and community college police officers to complete a course of training approved by POST directly related to the role of school peace officers. The course of training must be completed by school police officers who do not possess a POST Basic Certificate. The school police officer training course is required to address guidelines and procedures for reporting offenses to other law enforcement agencies that deal with violence on campus and other school related matters, as determined by POST. The course of training is required to be developed and approved no later than January 1, 1991.

Approximately 300 school police officers not participating in the POST program will be affected. Police officers of local school districts and community colleges which participate in either the Specialized or Regular POST programs are required to complete the regular Basic Course and obtain Basic Certificates. They will not be subject to the proposed new course requirement.

Based upon input from school peace officers and others, a 32-hour School Peace Officer Course was developed that includes the Role of School Peace Officers, Reporting Crimes to Other Law Enforcement Agencies, Dealing With Drugs/Violence On Campus, Laws Impacting School Campuses, Maintaining Campus Community Relations, Campus Parking and Traffic Control, Facility Protection, and Handling Disasters and Emergencies. As required, guidelines and procedures for reporting offenses to other law enforcement agencies is included under the topic: "Reporting Offenses to Other Law Enforcement Agencies."

To implement this training standard, Commission Regulation 1081 should be amended to include Section 19, School Peace Officer (Penal Code Section 832.2), to specify the minimum topics and hours noted above. In adopting this new training standard, it is proposed that the Commission recommend, but not require, that all school peace officers who perform general law enforcement duties should complete the Regular Basic Course prior to appointment or assignment to peace officer duties.

Subject to the results of the public hearing, the appropriate action would be a MOTION to adopt the proposed training standard for school peace officers pursuant to Penal Code Section 832.2, effective upon approval as to form and procedure by the Office of Administrative Law.

D. Receiving Testimony on the Proposal to Revise Specialized Investigator Course Requirements

A review of the Specialized Basic Investigators Course was initiated earlier this year at the request of user agencies. An advisory committee composed of agency administrators, presenters, and subject matter experts was convened to assist staff reviewing the course.

It is proposed that 58 performance objectives be added to the course curriculum. These proposed modifications are due to changes in law, additional duties performed by specialized investigators, and the desire of agency administrators for a course more specifically designed to meet the needs of specialized investigators. Areas recommended for addition include extortion, embezzlement, burglary and robbery law,

sex crimes, controlled substances, search warrants, gang recognition, interviewing, and case management. Of those performance objectives recommended for addition, 50 are taken directly from the Regular Basic Course, and eight are new POs related to the unique tasks performed by specialized investigators.

Twenty-eight performance objectives are recommended for deletion because they are no longer considered relevant or are no longer required by law. They include PO's related to line-ups, discovery, vehicle operations, polygraph, informant management, and that portion of chemical agents' training pertaining to use of gas masks.

Accordingly, it is proposed that total Specialized Basic Course performance objectives be increased from 323 to 361. It is further proposed that the total testing time be increased from 11 hours to 30 hours. These changes would increase the minimum hours of the Specialized Basic Investigators Course from 220 to 340.

To implement these proposals, staff is recommending amending Commission Procedure D-1-6 which is incorporated into POST regulation 1005, to reflect these curriculum and hourly changes and to mandate performance objectives.

Virtually all attendees of the course are employed by agencies in the non-reimbursable Specialized Program. Therefore, there is no projected fiscal impact on the POTF other than perhaps an estimated six weeks of work associated with testing requirements.

Subject to the results of the public hearing, the appropriate action would be a MOTION to adopt the proposed changes to the Specialized Basic Investigators Course.

STANDARDS AND EVALUATION

E. Recommendation to Authorize a Contract for Updating and Enhancing the POSTRAC System

In 1985, the POST Commission approved a pilot study of a new system for defining success in the basic course (i.e., the "knowledge domain" system). The Commission also allocated funds for the development of a computer program, called POSTRAC, to implement the new system.

The POSTRAC system is in its fifth year of operation and has been voluntarily adopted and is being used by 30 of California's 35 academies. Four additional academies are actively involved in planning to convert to the new system. Before and after comparisons show that academy classes

trained after the adoption of the POSTRAC system score significantly higher on the POST Proficiency Examination than classes trained before the adoption of the system. Moreover, the dispersion (standard deviation) of the scores around the mean for classes trained under the POSTRAC system is much smaller than classes trained under the old system. This means that significantly fewer students are graduating from the basic course without mastering the objectives mandated by the Commission.

The POSTRAC system has won the acceptance of the academies and significantly increased student scores on the POST Proficiency Examination. Nonetheless, five years of use have shown that several enhancements would substantially increase the program's functionality, and other changes would make the program more flexible and easier to use. Examples include updating applications development software, permitting machine readable forms, adding graphics based test items, and allowing for automatic raw score conversion, among others.

The estimated cost of these changes and enhancements is \$78,000. It is proposed that the Executive Director be given the authority to enter into a contract with Brain Designs, Inc., the developer of the current POSTRAC program, to make the needed changes and enhancements at a cost not to exceed \$78,000.

If the Commission concurs, the appropriate action would be a MOTION to authorize the Executive Director to enter into a contract with Brain Designs, Inc. to update and enhance the POSTRAC computer program at a cost not to exceed \$78,000.
(ROLL CALL VOTE)

F. Basic Course Testing Requirements

At its last meeting, the Commission scheduled a public hearing for January for the purpose of receiving comment on a proposal to require that all basic academy graduates pass a POST-developed test for each of 38 knowledge domains. The proposed effective date for the new requirement is October 1992.

Upon scheduling the public hearing, the Commission directed the Long Range Planning Committee to report back in November with a recommendation regarding whether the Commission should mandate a minimum passing score or a minimum passing score range for each knowledge domain test.

The Committee has recently met and recommends Commission-mandated minimum passing scores (but not ranges) for each knowledge domain. Minimum scores would be individually established for each domain and periodically adjusted based

upon continuing test development and evaluation of experience. The Committee further recommends that the Commission:

1. Require that students be permitted one, and only one, retest on a second POST exam for each knowledge domain test failed; and that such students be permitted reasonable opportunity to prepare prior to retesting.
2. Permit a student more than one retest for a given knowledge domain if the academy director determines that the student was prevented from taking a test on an equal basis with other students due to either: (a) illness or injury, (b) emotional trauma (e.g., death in the family), or (c) failure to receive the same instruction as other students due to factors beyond the student's control.

In addition, the Committee recommends that staff be directed to research the impact of a cumulative test performance requirement (e.g., maintaining a certain average score across all knowledge domain tests). The research would commence with the October 1992 effective date for Commission-mandated knowledge domain testing, and would take approximately one year to complete.

If the Commission concurs with the Committee's recommendations, the appropriate action would be a MOTION to: (1) include the above described testing provisions as part of the January 1991 public hearing to mandate the POST knowledge domain tests, and (2) direct staff to conduct the proposed research to evaluate the impact of a cumulative test performance requirement.

MANAGEMENT COUNSELING

G. California Student Aid Commission - Peace Officer Feasibility Study

The California Student Aid Commission requested a peace officer feasibility study to determine whether the investigators should be designated as peace officers. The Student Aid Commission administers the student aid loan program, which includes both State and Federal funds. The investigative staff consists of five positions.

To complete the study, staff interviewed the investigators, the supervisor of the audit and investigation unit, and the Executive Director. In addition, staff reviewed more than 235 active and inactive case files, involving a period of 18 months.

Staff concluded that the investigative function is a necessary and integral responsibility of the Student Aid Commission that is performing satisfactorily. Further, staff concludes that broad and general peace officer powers and authority are not required for the investigators.

The report recommends the Student Aid Commission consider legislative action to grant the investigators the specific, limited peace officer authority that is described in Section 830.11, Penal Code. Persons named in this statute are not peace officers, but may exercise limited powers, otherwise reserved to peace officers.

A summary of the feasibility study report is provided in the report under this tab. If the Commission concurs, the appropriate action would be a MOTION to approve the recommendation and authorize submittal of a report to the Student Aid Commission and to the Legislature.

CENTER FOR LEADERSHIP DEVELOPMENT

H. Request for Augmentation to the Supervisory Leadership Institute (SLI) Contract

The Supervisory Leadership Institute (SLI) continues to receive outstanding reviews from participants and department heads alike. The growing number of applications is another indicator of the program's success. There are currently over 225 applicants awaiting assignment to classes and the number is growing weekly.

The current contract with the CSU Long Beach Foundation for support of the SLI provides for four new classes to start in early 1991. By augmenting the contract in the amount of \$91,638 two additional classes could be started this fiscal year. The augmentation would increase the total contract from \$195,934 to \$287,572 for FY 1990/91. This would help reduce the waiting list of applicants to 81.

If the Commission concurs, the appropriate action would be a MOTION to authorize the Executive Director to enter into an agreement to augment the contract with the CSU Long Beach Foundation to provide administrative assistance for two additional classes of the Supervisory Leadership Institute in an amount not to exceed \$91,638 in the augmentation for a total contract in FY 1990-91 not to exceed \$287,572. (ROLL CALL VOTE)

I. Approval of Report to Legislature on Study of Advance Law Enforcement Education (SB 457)

Senate Bill 457 (Sterling) was passed by the Legislature and approved by the Governor in 1989. This bill authorizes the Commission to conduct a study to determine the possibility of instituting an Advanced Command Police Academy. Legislative intent was to explore the need to establish a uniform curriculum throughout the State where officers could obtain a master's degree.

The study described in the report under this tab concludes that long standing need has existed for an advanced educational program for law enforcement. There is currently no uniform curriculum in either the CSU or UC systems where officers can receive a degree in law enforcement. It is noted that UC Irvine has strong interest in a program as envisioned for law enforcement. Because of these findings, the study recommends that the Legislature direct the CSU/UC systems to develop such a program and that POST act as a standing curriculum consultant or resource in the development of the degree program.

If the Commission concurs, the appropriate action would be a MOTION to approve the study and its findings and authorize its submittal to the Legislature.

J. Request for Approval of Contracts to Present a Revised Executive Development Course

The Commission has previously approved changing the format of the Executive Development Course from an 80-hour block to three separate workshops. Content of the Executive Development Course has also been under study and review. Upon Commission approval, the presentations of the Executive Development Course using the new content and format will begin.

As described in the report under this tab, input from law enforcement administrators and private consultants suggests need to change the course from historic lecture format to a more student participative skill development program. It is proposed that future presentations emphasize the role of the executive as a change agent with responsibilities for implementing internal and external change. Course presentation will emphasize a facilitated workshop approach with students expected to undertake projects between program sessions. Projects would be based upon real issues involving change pertaining to each student's department.

If the Commission approves, a pilot presentation of the revised course will be presented with unexpended funds in the 89/90 FY Executive Development Course contract. Costs would include program development/instructor selection, pilot

evaluation, and direct presentation costs. It is further proposed that two presentations in addition to the pilot be funded for this Fiscal Year. Overall costs, as described in the report, could be covered by extending last year's contract with \$62,490 unexpended; and approving a new contract for an additional \$35,000.

If the Commission concurs, the appropriate action would be a MOTION to approve (1) revisions to the Executive Development Course; (2) extend the 89/90 FY contract with Cal-Poly Pomona for Executive Development Course presentations with \$62,490 to provide for current year developmental, evaluation, and presentation costs; and (3) approve a new contract with Cal-Poly Pomona in an amount not to exceed \$35,000 to provide overall funding for one pilot and two additional presentations. (ROLL CALL VOTE)

EXECUTIVE OFFICE

K. Approving Request for Proposal (RFP) on Developing an Interactive Videodisc Training Program on First Aid for Law Enforcement

First Aid/Cardiopulmonary Resuscitation retraining is considered by law enforcement agencies a major training obligation that consumes considerable time and resources. Regulations of the Emergency Medical Services Authority specify that law enforcement officers must undergo a minimum of 12 hours retraining every three years. Law enforcement trainers have indicated that First Aid/CPR should be a high priority in POST's efforts to develop computer-based training.

It is proposed the Commission authorize the Executive Director to prepare and distribute a Request For Proposal (RFP) to develop an interactive videodisc First Aid Training Program for Law Enforcement. The proposed program would permit satisfaction of both the initial 21-hour training requirement and 12-hour retraining requirement. Approximately 20 lessons would include the EMS-required curriculum and some additional POST-required topics.

Individual trainees could be pretested for the retraining requirement and receive retraining only in needed topics. The system would then administer the required final test using a combination of objective questions and scenarios for decision making. It is expected this program would substantially reduce training/testing time and instructor expense in satisfying this training requirement.

Although some uncertainty exists about the cost to develop this program, it is recommended that the Commission approve a

maximum cost of \$350,000. Some cost savings is expected to be achieved using some existing video/film on first aid/CPR. Final cost could be significantly less than the proposed maximum. No marketing/cost recovery mechanism is recommended as part of the RFP. After the program is developed, however, the Commission could consider a marketing program. Potential is good for future cost recovery. With Commission approval, a RFP will be developed and distributed and recommendations brought back at the April 1991 meeting. Proposals would be evaluated and a recommended contractor identified for Commission consideration at the April 1991 meeting.

If the Commission concurs, the appropriate MOTION would be to authorize the Executive Director to prepare and distribute a RFP for developing an IVD Training Program on First Aid for Law Enforcement at a cost not to exceed \$350,000 and report back on the recommended developer by the April 1991 meeting.

L. Report on Potential Availability of Surplus Military Facilities for Law Enforcement Training

Mather Air Force Base in Sacramento is scheduled for closure in 1993. Sacramento County has a commission studying future uses of the base. The base includes a major "education complex" which would make an outstanding regional law enforcement training center. Sacramento Sheriff's Department, Sacramento Police Department, and Los Rios Community College District recommend that POST be a party to a joint proposal to obtain the "education complex." Such a proposal could take several organizational forms, using joint powers agreements, interagency agreements, and/or contracts. Beyond the general merits of acquiring regional training facilities, there is potential to acquire office space for POST and classroom space for the Command College, the Supervisory Leadership Institute, and other programs and demonstration projects suggested in the ACR 58 Report. Staff is investigating the possibilities at this time.

If the Commission concurs, staff will continue to explore the possibility of facilities at Mather Air Force Base and submit a proposal for permission to participate to the Governor's Office. If there is concurrence, the Commission may wish to ask the Long Range Planning Committee to review any interim reports developed by staff.

It is too early in the planning and evaluation phase to describe completely the future facility or the role that POST might assume in administration of the facility. But there is great potential for a facility that could incorporate a model skill development centers as described in the ACR 58 report. Potential is also there for the office space and housing for existing and proposed POST programs.

If the Commission concurs, the appropriate action would be a MOTION authorizing the Executive Director to continue to explore utilization of the Mather facility and to submit a proposal to the Governor's Office.

M. Review of Reimbursement Rates

Commission policy is to review the salary reimbursement rate on a quarterly basis and adjust as circumstances permit. Evaluation of first quarter experience is described in the report under this tab.

In July of this year, the Commission acted to approve various budget proposals including a proposal that would augment, from reserves, the current training reimbursement budget by \$3.5 million. The Department of Finance is now processing this augmentation request and approval appears likely. As described in the report, the Commission may wish to authorize an increased salary reimbursement rate from 25% to 30% for the Basic Course and from 35% to 40% for other eligible courses contingent upon this augmentation approved by the Legislature. This increase would be retroactive to the beginning of the current Fiscal Year.

COMMITTEE REPORTS

N. Long Range Planning Committee

Commissioner Tidwell, Chairman of the Long Range Planning Committee, will report on the Committee meeting held October 2, 1990 in San Bernardino.

O. Legislative Review Committee

Commissioner Block, Chairman of the Commission's Legislative Review Committee will report on the Committee meeting held November 1, 1990 in Sacramento.

P. ACR 58 Study Committee

Commissioner Block, who also chairs the ACR 58 Study Committee, will report on the proposed report to the Legislature.

Q. Advisory Committee

Don Brown, Chairman of the POST Advisory Committee, will report on the meeting held October 31, 1990 in Sacramento.

OLD/NEW BUSINESS

- R. Appointment of Advisory Committee Public Member - Chairman Tidwell
- S. Letter from Roger M. Moulton, Chief of Police, City of Redondo Beach re Law Enforcement Training Network.
- T. Letter from James A. Cost, Chief of Police, City of Campbell, re recruitment efforts.

DATES AND LOCATIONS OF FUTURE COMMISSION MEETINGS

January 17, 1991 - Holiday Inn Embarcadero - San Diego
April 18, 1991 - Sacramento
July 18, 1991 - San Diego
November 7, 1991 - Sacramento

ADJOURNMENT

COMMISSION MEETING MINUTES
July 19, 1990
Marriott Hotel Mission Valley
San Diego, CA

The meeting was called to order at 10:00 a.m. by Chairman Tidwell.

Commissioner Sherman Block led the flag salute.

ROLL CALL OF COMMISSION MEMBERS

A calling of the roll indicated a quorum was present.

Commissioners Present:

Sherman Block
Carm J. Grande
Ronald Lowenberg
Edward Maghakian
Raquel Montenegro
Richard L. Moore
Alex Pantaleoni
Floyd Tidwell
Robert Wasserman

Commissioners Absent:

Edward Hunt
Robert L. Vernon

POST Advisory Committee Members Present:

Don Brown
Marcel Le Duc
Cecil Riley

Staff Present:

Norman C. Boehm, Executive Director
Glen Fine, Deputy Executive Director
Hal Snow, Assistant Executive Director
John Berner, Bureau Chief, Standards and Evaluation
Tom Liddicoat, Budget Officer, Administrative Services
Holly Mitchum, Bureau Chief, Information Services
Ken O'Brien, Bureau Chief, Training Program Services
Otto Saltenberger, Bureau Chief, Administrative Services
Vera Roff, Executive Secretary

Visitors' Roster:

Frank Bucheit, San Diego Police Department Academy/CADA
Steve Creighton, San Diego Police Department Academy
Bob Curry, San Diego County Marshal's Department
Chris Elliott, State SIDS Council
Dennis Kollar, San Diego Sheriff's Department/CADA Chairman
Dr. Henry James Krous, Children's Hospital, San Diego
Margot Martin, State SIDS Council, Retired Deputy Coroner,
Ventura County
James E. Newman, Chino Police Department
James Nunn, San Bernardino County Sheriff's Department
Gayla Reiter-Scott, State SIDS Council
Rodney Pierini, CPOA
Mareane Sanchez, Department of Health Services
Sgt. Larry Seals, EMS Program Director, CHP
Sgt. John Yarbrough, Homicide, Los Angeles County Sheriff's Dept.

A. Approval of Minutes of the April 19, 1990 Commission Meeting

MOTION - Maghakian, second - Montenegro, carried unanimously to approve the minutes of the April 19, 1990 Commission meeting at the Marriott Harbor Hotel in San Diego.

B. CONSENT CALENDAR

MOTION - Lowenberg, second - Grande, carried unanimously to approve the following Consent Calendar:

B.1 Receiving Course Certification Report

Since the April meeting, there have been 29 new certifications, 23 decertifications, and 81 modifications.

B.2 Receiving the Fourth Quarter FY 1989/90

The fourth quarter financial report provided information relative to the local assistance budget through March 31, 1990. The report was presented and accepted and is on file at POST headquarters.

B.3 Receiving Information on New Entries Into the Public Safety Dispatcher Program

Since the April meeting, 10 agencies listed have met the requirements and have been accepted into the POST Reimbursable Public Safety Dispatcher Program.

B.4 Adopting a Resolution Commending Special Consultant Jim Newman

The Commission adopted a Resolution commending Jim Newman for his outstanding service to POST in developing and updating curriculum for the Regular Basic Course. Sergeant Newman, of the Chino Police Department, served as a Special Consultant under the POST Fellowship Program from July 1, 1989 to June 30, 1990.

PRESENTATIONS

Chairman Tidwell presented the adopted resolution to Special Consultant Jim Newman, who thanked the Commission.

PUBLIC HEARINGS

The purpose of the public hearing was to receive testimony in regard to proposed amendments of Commission Regulations and Procedures. The hearing was divided into two parts. Part one pertained to the adoption of training standards on Sudden Death of Infants. Part two pertained to the adoption of regulations concerning distribution of Asset Forfeiture Funds.

The public hearing was held in compliance with requirements set forth in the Administrative Procedures Act to provide public input on the proposed regulatory actions.

PART I

C. Proposal to Adopt Training Standards on Sudden Death of Infants

The purpose of this portion of the public hearing was to consider adoption of training standards on sudden death of infants.

Staff reported that Senate Bill 1067 of 1989 enacted Section 13519.3 of the Penal Code. The law requires peace officers assigned to patrol or investigations to complete a course of training covering Sudden Infant Death Syndrome (SIDS) and investigation of the sudden death of infants. Officers employed after January 1, 1990 must complete the training prior to July 1, 1992 and prior to award of a POST Basic Certificate.

The legislation requires POST to:

1. Develop the training course required of the affected peace officers.
2. Develop guidelines for the use of law enforcement agencies in the investigation of infant death cases.
3. Incorporate SIDS awareness training in the Basic Course with the subject block covering death investigation.

The guidelines will be for voluntary use and therefore need not be formally adopted pursuant to the Administrative Procedures Act.

Following completion of the staff report, Chairman Tidwell invited oral testimony from those in opposition to the recommendation. No one present indicated the desire to be heard.

The Chairman invited attendees in favor to address the Commission.

Gayla Reiter-Scott, President, Northern California SIDS Advisory Council, requested clarification between mandatory training and voluntary use of guidelines. She also expressed concern over the length of the training and the qualifications of the instructors.

Chris Elliott, Guild for Infant Survival Parent Support Group of Orange County, Chair of the State SIDS Advisory Council, and the POST SIDS Advisory Committee, expressed support for the learning objectives, and requested that the committee be involved in an assessment of the training after a period of one year.

Dr. Henry James Krous, Children's Hospital, San Diego, Vice Chairman of the State SIDS Advisory Council, and Chairman of the Committee to Develop Standardized Autopsy Protocol for investigation of unexpected infant death throughout the State of California, urged support of the proposal to implement the legislation.

In response to the concern raised by Gayla Reiter-Scott regarding mandatory training, staff pointed out all officers with patrol and investigation assignments must attend the training. The guidelines are for the use of law enforcement agencies but were not a part of the public hearing. Departments will have flexibility in how to assure appropriate training in the investigation of sudden infant death.

In response to the number of hours of training, staff indicated that two hours would be the minimum; however, instructors can expend additional time to ensure adequate understanding and learning by the students. A teleconference course will also be developed using the most qualified experts available in SIDS training.

(At this point in the public hearing, this item was temporarily suspended in order to give interested persons in the audience an opportunity to review the written proposed training standards. After their review, the following testimony continued.)

Margot Martin, retired Deputy Coroner, Ventura County, and member of the Southern California SIDS Advisory Board, expressed support for the training standards.

Chris Elliott requested that the advisory committee be involved in the development of a training packet for use by the instructors, and that the State SIDS Advisory Council also be involved in the assessment process.

Staff responded that the POST SIDS Curriculum Advisory Committee will remain intact during development of the training packet, and that they and the State SIDS Advisory Council would be included in the review of the implementation of the training standards after a period of one year.

MOTION - Van de Kamp - second - Maghakian, carried unanimously to adopt the proposed training standards for the Investigation of Sudden Deaths of Infants pursuant to Penal Code Section 13519.3 (Attachment A), and to approve guidelines relating to the investigation of sudden infant deaths. Input from the SIDS Advisory Committee will be considered in reviewing the implementation of the training standards and staff will report the results to the Commission after a period of one year.

PART II

D. Proposal to Adopt Regulations Concerning Distribution of Asset Forfeiture Funds

The purpose of this part of the public hearing was to consider the proposal to amend Commission Regulation 1015 regarding the distribution of asset forfeiture funds.

The Executive Director presented the written commentary received from Warren J. Wolfe, Chief, State Department of Consumer Affairs, Division of Investigation, who wrote in support of the proposal, stating it would provide for an

equitable distribution of asset forfeiture funds for narcotics training of full-time peace officers. No other written commentary was received.

Staff reported that Health and Safety Code Section 11489 was modified in 1988 to revise provisions for distribution of money accruing from the seizure/disposal of property involved in drug offenses. The law provides that after specified distributions are made, 85% of any remaining funds would be deposited in the Peace Officer Training Fund (POTF). The Office of Criminal Justice Planning (OCJP) reports that approximately \$800,000 has accrued for transfer to the POTF.

Summary interpretation of the law is that monies accruing shall be disbursed as reimbursement for drug related training only, and that state agencies shall be eligible for these asset forfeiture fund reimbursements on an equal basis with agencies participating in the POST program.

The proposed regulation would provide that a special account for asset forfeiture funds be established, and that reimbursements be distributed on an annual basis at the close of each fiscal year. Reimbursements would be calculated by determining how many total hours of eligible drug training were completed statewide for the fiscal year, and dividing that number into the amount of money available. The resulting hourly dollar amount would then be used to determine the yearly reimbursement to each eligible agency based upon the number of hours of drug related training completed by agency personnel.

Following the staff report, the Chairman invited oral testimony. No one present indicated the desire to testify either for or against the proposed action, and Part II of the public hearing was closed.

The Finance Committee met on July 18, 1990 and recommended that the Commission adopt the proposed regulation.

MOTION - Wasserman, second - Block, carried unanimously to adopt the proposed regulation to establish the special account and procedures for the distribution of asset forfeiture funds (Attachment B).

TRAINING PROGRAM SERVICES

E. Scheduling a Public Hearing on November 1, 1990 to Establish a Training Course for School Police

Senate Bill 446 of 1989, effective January 1, 1990, enacted Section 832.2 of the Penal Code which requires K-12 school

and community college peace officers to complete a course of training approved by POST directly related to the role of school peace officers. The course of training must be completed by school peace officers who do not possess a POST Basic Certificate. The school peace officer training course is required to address guidelines and procedures for reporting offenses to other law enforcement agencies that deal with violence on campus and other school related matters, as determined by POST. The course of training is required to be developed and approved no later than January 1, 1991.

To implement the training, it was proposed that Commission Regulation 1081 should be amended to include Section 19, School Peace Officers (Penal Code Section 832.2), to specify the minimum topics and hours required. It was also proposed that the Commission recommend that all school peace officers who perform general law enforcement duties should complete the Regular Basic Course prior to appointment or assignment to peace officer duties.

MOTION - Van de Kamp, second - Pantaleoni, carried unanimously to schedule a public hearing in conjunction with the November 1990 meeting to consider adopting a training standard for school peace officers pursuant to Penal Code Section 832.2.

F. Report on the Cultural Awareness/Communications Training Study and Recommendation for a POST Special Consultant (Management Fellow).

At its November 1989 meeting, the Commission directed staff to study and develop a recommended approach for making training available on the subject of cultural awareness and communicating with individual cultural groups, and report back to the Commission at the July 1990 meeting.

This staff study concluded that: (1) existing cultural awareness training is limited in scope and availability; (2) there is need for a more coordinated, focused and standardized approach for law enforcement training on this subject; (3) the needed training should focus on individual cultures and what law enforcement should be aware of and be sensitive to; (4) much cultural awareness training is best presented within departments; and (5) racial sensitivity should be simultaneously studied.

To accomplish this, specific work activities would include:

1. Developing and publishing a Program Development Guide of Cultural Awareness/Racial Sensitivity Training that

includes curriculum and guidelines required by Senate Bill 2680.

2. Developing POST certified training for departmental trainers/facilitators.
3. Developing orientation/training for law enforcement executives regarding the program elements, goals, and benefits.
4. Assessing the feasibility for developing a fundamental language training program, possibly using interactive videodisc technology.
5. Evaluating needed improvements in Basic Academy content and instructor training.

The recommended work activities will require approximately one year of research and development. Staff requested approval to contract for one year's service of a POST Special Consultant (Management Fellow). Estimated costs for salary and fringe benefits are \$100,000, excluding long term per diem and travel.

During discussion it was suggested that persons of all ethnic backgrounds be encouraged to apply for the position, particularly those of the Asian community. It was further suggested that Asian representatives be encouraged to serve on the Cultural Awareness Study Committee. In order to accomplish statewide cultural awareness training, it was pointed out that the training should be generic and yet sensitive in nature. This would allow local agencies to adapt the course to the specific needs of their own communities.

MOTION - Maghakian, second - Montenegro, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to enter into a contract for up to one year's services of a POST Special Consultant for actual costs not to exceed \$100,000 to conduct research and development associated with cultural awareness/language training and the requirements of Senate Bill 2680.

G. Scheduling a Public Hearing to Revise Specialized Investigator Course Requirements

It was proposed that 58 performance objectives be added to POST's curriculum requirements for the Specialized Basic Investigators Course. These modifications are proposed due to changes in law, additional duties performed by specialized investigators, and the desire of agency administrators for a course more specifically designed to meet the needs of specialized investigators.

To implement the proposed changes, staff recommended amending Commission Procedure D-1-6 which is incorporated into Commission Regulation 1005, to reflect curriculum and hourly changes and to mandate performances objectives.

MOTION - Van de Kamp, second - Grande, carried unanimously to schedule a public hearing at the November 1, 1990 Commission meeting to consider changes to the Specialized Basic Investigators Course.

H. Approval of Contract Authority for a Pilot Legal Update Telecourse

For many years now, the California Peace Officers' Association has presented an annual Legislative Update Course in November and December. For the last four years, this included a microwave broadcast, limited to 13 Northern California sites. Under this proposal, the microwave broadcast would be replaced, on a pilot evaluation basis, by a more compact broadcast via satellite to agencies throughout the state. The program would also be recorded on tape for future showing at agencies' convenience.

The proposed program, to be conducted in conjunction with the California Peace Officer's Association, would be between two to three hours in length. The training would be divided into brief segments suitable for replay as roll call presentations.

This proposal has been reviewed and concurred with by CPOA and by the Long Range Planning Committee.

MOTION - Pantaleoni, second - Wasserman, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to enter into contracts for actual costs, but in a total cumulative amount not to exceed \$50,000, for the development and presentation of a satellite distributed telecourse training program on the subject of Legislative Update.

I. Scheduling a Public Hearing for Training Standards for P.C. 832 Course

Staff reported that pursuant to Penal Code Section 832 mandating an introductory training course for peace officers, POST requires a minimum 24-hour Arrest Course and for those peace officers who carry firearms an additional 16-hour Firearms Course for a total 40-hour requirement. POST recommends that peace officers who make arrests complete an additional 16-hour Communications and Arrest Methods Course.

To permit further review and field input on the proposal, it was recommended the public hearing on this issue be scheduled for the January 1991 meeting. It was further proposed that these changes have a one year delayed implementation from the date of Commission approval to permit presenter planning time and POST test development. The substantive proposals described have been reviewed and concurred with by the Commission's Long Range Planning Committee.

MOTION - Wasserman, second - Block, carried unanimously by ROLL CALL VOTE to schedule a public hearing in conjunction with the January 1991 meeting to consider changes to Regulation 1081 (1) that would update POST's curriculum and hourly requirements for the P.C. 832 Course.

J. Adoption of Emergency Regulations Concerning a Training Standard for Implementation of Proposition 115.

Proposition 115 requires all law enforcement officers with less than five years service to attend a course of training certified by POST before they can testify to hearsay evidence in a preliminary hearing. The course must include training in the subjects of investigation, reporting and testifying.

To implement the course, staff proposed that Commission Regulation 1081 be modified by adding Section 19, "Hearsay Training." The section would specify minimum topics for training officers to testify to hearsay at a preliminary hearing. Incorporation of this standard into regulations requires Commission action consistent with the Administrative Procedures Act.

Because Proposition 115 was effective immediately upon passage last June, and many law enforcement agencies and prosecutors see immediate needs for the training, it was proposed that the Commission act to adopt the course as an emergency measure. Under the emergency procedure, the regulation prescribing the course becomes legally effective upon approval as to form and procedure by the Office of Administrative Law.

Since emergency measures must be followed by a public input process, staff also proposed that the Commission approve the release of Notice of Proposed Regulation Action. Following a public input period, the regulation would be formally adopted assuming no demand for a hearing is received.

Staff further recommended that the Commission approve certification of the course without reimbursement, and

without the normal maintenance of course completion records by POST.

MOTION - Block, second - Maghakian, carried unanimously to approve emergency Regulation 1081 (19) concerning curriculum for the one-hour Hearsay Testimony Course, approve the release of a Notice of Proposed Regulatory Action, and approve certification of the course without reimbursement and POST records of attendance.

STANDARDS AND EVALUATION

K. Report on Reading/Writing Testing Program

Staff reported on the growth of the use of the POST test battery and compared current test scores with corresponding scores of three years ago. Key findings included:

- o The average test score for job applicants has declined.
- o The average test score for all academy cadets has remained unchanged. However, the average score for affiliated (employed) cadets has declined, while the average score for nonaffiliated (open-enrollment) cadets has risen. Furthermore, among the 1989/90 cadet group, test scores for cadets screened with other than the POST test were significantly lower than the scores for cadets screened with the POST test.
- o With few exceptions, agencies using the POST test are establishing minimum cutoff scores that fall within the recommended minimum cutoff score range established by the Commission.
- o The number of candidates taking the POST test has increased substantially, in large part due to the first-time use of the test by the CHP.
- o Scores on the POST test continue to be significantly correlated with academic performance in basic training.

Due to mixed findings of the current evaluation with respect to cadet scores on the POST entry-level test battery, staff requested authority to develop and administer a standardized measure of report writing capabilities to a representative sample of graduating academy cadets.

MOTION - Lowenberg, second - Wasserman, carried unanimously to direct staff to administer a standardized writing skills exam to a sample of academy cadets and report results at a future meeting.

L. Scheduling a Public Hearing for January 17, 1991 to Receive Testimony on the Proposal to Adopt New Basic Course Graduation Requirements

The proposal to define mastery of the basic course curriculum in terms of student performance on knowledge domain tests, and to require all academies to use the POST knowledge domain tests (i.e., POSTRAC tests), was reviewed. Staff reported that the majority of basic academy administrators support the proposal. The Long Range Planning Committee concurs. The Committee also agrees that the Commission should establish minimum standards (cutoff scores) on the POST tests. The Committee will review staff analysis of minimum cutoff score alternatives and report back to the Commission with a recommendation in November. The proposed implementation date for conversion to the knowledge domain system is October 1992.

MOTION - Pantaleoni, second - Grande, carried unanimously to schedule a public hearing for January 17, 1991 to receive testimony on the proposal to adopt the knowledge domain system for evaluating student mastery of the Basic Course, and to require all students to achieve minimum passing scores established by the Commission on the POST knowledge domain tests.

M. Approval of Recommendation for a POST Special Consultant (Management Fellow) to Provide Services Related to Law Enforcement Recruitment

Last year the Commission authorized the expenditure of up to \$100,000 for a one-year POST Fellowship Position to be devoted to law enforcement recruitment. The position was filled in January of this year. Two months later the individual filling the position qualified for and accepted permanent employment as a POST Law Enforcement Consultant. New action was required on the part of the Commission in order to expend the remaining \$85,000 to fill the position during the 1990/91 fiscal year.

MOTION - Lowenberg, second - Pantaleoni, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to contract with a governmental agency for a POST Fellowship Position to assist POST staff in several recruitment-related projects, with the length of the fellowship not to exceed 12 months and the cost not to exceed \$85,000.

EXECUTIVE OFFICE

N. Approval of Telecourse Allocation for Sudden Infant Death Syndrome (SIDS) and Proposition 115 Training and to Authorize Contracting Authority

Evaluation of previously funded and completed programs has shown that the presentation of training by means of telecourses is practical, feasible, and cost-effective. It was proposed that the Executive Director be authorized to enter into interagency agreements with the State University System to present two additional telecourses on legislatively mandated subject matter during this fiscal year: (1) Sudden Infant Death Syndrome, required by Section 13519.3 of the Penal Code; and (2) Presentation of Hearsay Testimony, associated with the passage of Proposition 115.

Presentation of these telecourses will be accomplished by live broadcast, including question and answer sessions. The presentations will be video recorded to make the training conveniently available to local agency personnel on a follow-on basis.

MOTION - Pantaleoni, second - Wasserman, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to enter into interagency agreements with the State University system for actual costs, cumulatively not to exceed \$100,000, for the development and presentation of two satellite distributed telecourse programs; one on Sudden Infant Death Syndrome (SIDS) and one on the training required by Proposition 115.

O. Approval of Contract with Cooperative Personnel Service (CPS) to Administer the POST Public Safety Dispatcher Basic Course Equivalency Examination

Pursuant to Commission action at a public hearing held January 18, 1990, certain experienced public safety dispatchers may qualify for the new public safety dispatcher certificate by passing a POST-developed test in lieu of completing the POST 80-hour Complaint/Dispatcher Course. The certificate program went into effect July 1, 1990.

It was proposed that POST contract with Cooperative Personnel Services (CPS) for an amount not to exceed \$30,000 for administration of the exam during fiscal year 1990/91. Testing volume is expected to drop considerably after the first year of the certificate program, with a corresponding decrease in test administration costs.

MOTION - Block, second - Montenegro, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to enter into a contract with CPS for administration of the POST Public Safety Dispatcher Basic Course Equivalency Examination during fiscal year 1990/91 at a cost not to exceed \$30,000.

P. Authorization of Contracts Relating to Driver Training Video Production Associated with the IVD Course

At its April 1990 meeting, the Commission approved award of a contract to General Physics Corporation to develop, by 1992, an interactive videodisc (IVD) course of instruction on Law Enforcement Driver Training. POST's responsibility under the agreement is to provide production of video scenarios for the IVD course. Staff proposed that POST contract with one or more law enforcement agencies for production of the video footage.

MOTION - Wasserman, second - Montenegro, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to negotiate and sign a contract or contracts in a total cumulative amount not to exceed \$50,000 for this purpose.

COMMITTEE REPORTS

Q. Finance Committee

Commissioner Wasserman, Chairman of the Finance Committee, reported on the results of the Committee meeting held July 18, 1990 in San Diego. The Committee reviewed year-end fiscal reports, fund condition status and training projections.

1. 1989/90 Fiscal Year ended with a \$1.614 million balance in the reimbursement account. The Committee recommended the Commission approve carry over of the \$1.614 million unspent reimbursement into the current fiscal year for payment of last year's claims.

MOTION - Wasserman, second - Moore, carried unanimously to approve the Finance Committee's recommendation.

2. Based on review of available resources and training projections, the Committee recommended the Commission set a beginning FY 1990/91 salary rate of 25% for the Basic Course and 35% for other salary reimbursable courses.

MOTION - Maghakian, second - Montenegro, carried unanimously to approve the Finance Committee's recommendation.

3. Unappropriated reserves have grown to \$7.8 million beginning this Fiscal Year. The Committee recommended staff be authorized to work with the Department of Finance to increase current year Training Reimbursements Item by \$3.5 million using accumulating unappropriated budget reserves.

MOTION - Wasserman, second - Pantaleoni, carried unanimously to approve the Finance Committee's recommendation.

4. The Committee recommended that a budget change proposal be submitted to increase the Training Reimbursement Item by \$4.5 million for FY 1991/92.

MOTION - Wasserman, second - Block, carried unanimously to approve the Finance Committee's recommendation.

5. After review of staffing needs, the Committee recommended staff be authorized to submit proposals to the Department of Finance to make permanent one existing limited term position and add eleven new positions. The new positions are directly associated with legislative mandates, state requirements, and program growth. Total cost of proposed staff increases is \$897,291.

MOTION - Moore, second - Montenegro, carried unanimously to approve the Finance Committee's recommendation.

6. The Committee also reviewed and agreed with proposed contracts that were previously addressed on the agenda. It was noted that training contract obligations have increased and the Committee recommended that staff seek Department of Finance approval to add \$705,000 to the training contracts budget item.

MOTION - Wasserman, second - Maghakian, carried unanimously to approve the Finance Committee's recommendation.

The Committee additionally reviewed Fiscal Year 1989/90 contracts and Interagency Agreements in compliance with the Commission's policy to periodically review contract purposes and costs. The latest Department of Finance audit of POST was reviewed and the corrective action to resolve discrepancies noted.

R. Long Range Planning Committee

Chairman Tidwell, who also serves as Chairman of the Long Range Planning Committee, reported that the Committee met on June 7, 1990 in San Bernardino. In addition to agenda items addressed earlier, the Committee made the following recommendations.

1. Pre-Employment Drug Testing

The Committee discussed the feasibility and desirability of POST establishing requirements for pre-hire screening of peace officer applicants for illegal drug use. No firm conclusions were drawn, but there was interest in further discussion by the Committee after staff has conducted some preliminary research.

The Committee recommended that staff do some preliminary survey work on current testing practices and the field's sense of need in this area. The Advisory Committee also expressed interest in participating in the survey.

MOTION - Tidwell, second - Maghakian, carried unanimously to approve the Long Range Planning Committee's recommendation.

2. Ethics Training

POST has made a strong commitment in the past few years to assuring appropriate instruction occurs on principles, values, and ethics. The Committee considered whether there are additional ways to address ethics awareness. Staff will report back to the Committee regarding the inclusion of ethics training in instructor courses, the production of ethics "commercials" to be included in all POST video broadcasts, and the evaluation of available tests of individual ethical mind set.

3. Report on Team Building Workshops

One year ago, the Commission approved a one-time allocation of funds to enable the clearing of a backlog of department requests for team building workshops. At the same time, the Commission acted to restrict the frequency of POST-funded workshops for the individual departments to no more than every other year. Staff reported that the backlog has now been cleared and that no problems are being encountered.

4. Review of Executive Director's Performance and Compensation

Commission regulation requires annual review of this issue. The Committee remains concerned that the Executive Director's salary level should be higher than currently established by the State Department of Personnel Administration. The Commission, of course, has no direct control over salary but will work with staff to communicate the Commission's concerns to State government.

The compensation area that the Commission can set directly is vacation. The Committee recommended the Commission continue the current 33 days/year vacation allocation for FY 1990-91.

In addition, although no increase was requested, the Committee recommended that the Commission authorize increasing from \$5,000 to \$6,000 the allocation for the Executive Director's professional training and education activities.

MOTION - Tidwell, second - Maghakian, carried unanimously to approve the Committee's recommendation.

S. Legislative Review Committee

Commissioner Block, Chairman of the Legislative Review Committee, reported on Committee recommendations from the meeting held on April 19, 1990 just prior to the Commission meeting.

MOTION - Block, second - Lowenberg, carried unanimously to affirm the Legislative Review Committee's recommended positions on the following bills:

1. AB 1720 - The original language of this bill was deleted. The bill was amended to require the Office of Criminal Justice Planning to study the concept of the Police Corps Program and to report back to the Legislature and Governor. POST will seek amendment to be consulted during study. Change position from OPPOSE to NEUTRAL.
2. AB 2673 - The Committee reaffirmed its desire to have this bill amended back to its previously approved form - SUPPORT.
3. AB 3401 - This bill was amended to require that Limited Function Reserve Officers be employed to provide custodial services at city or county operated jail

facilities under contract with the California Departments of Corrections or Youth Authority and to expand definition of duties for Level III Reserve Officers - OPPOSE

4. AB 4253 - The original language was deleted. The bill was amended to instead establish a California Museum of Afro American Culture and History. Change position from OPPOSE to NEUTRAL.
5. SB 2244 - Authorize POST to set training and selection standards for peace officers employed by county coroner's offices. Authorizes POST reimbursement and revenue to POTF from increased fees for disposal of human remains - SUPPORT.

T. ACR 58 Study Committee

Commissioner Block, who also chairs the ACR 58 Study Committee, reported that the Committee made a five-day field trip to Georgia, Washington D.C., and New York in June to obtain information on advanced training technology and modern training facilities. In addition, the Committee hosted a Symposium on the Future of Law Enforcement Training in San Diego which was attended by approximately 160 chiefs, sheriffs, academy directors, and agency administrators.

The next Committee meeting will be held September 11. The final report of the ACR 58 Study Committee will be submitted for approval at the November Commission meeting.

U. Advisory Committee

Don Brown, Chairman of the POST Advisory Committee, reported that the Committee met on July 18, 1990 in San Diego. The Committee requested the Commission coordinate a study to determine what affects the cap on ADA funds has on law enforcement training in community colleges.

MOTION - Montenegro, second - Maghakian, carried unanimously to accept the recommendations of the Advisory Committee.

OLD/NEW BUSINESS

Chairman Tidwell recommended the reappointment of Carolyn Owens as a public member of the Advisory Committee. A recommendation regarding the remaining vacant position for a public member was deferred until a later date.

MOTION - Wasserman, second - Lowenberg, carried unanimously to reappoint Carolyn Owens as a member of the Advisory Committee for a term to expire September 1993.

DATES AND LOCATIONS OF FUTURE COMMISSION MEETINGS

November 1, 1990 - Radisson Hotel - Sacramento
January 17, 1991 - San Diego
April 18, 1991 - Sacramento
July 18, 1991 - San Diego

ADJOURNMENT - 1:05 p.m.

SUDDEN INFANT DEATH SYNDROME

10.23.0 SUDDEN INFANT DEATH SYNDROME AWARENESS

Learning Goal: The student will be aware of the nature of Sudden Infant Death Syndrome (SIDS) and will understand what community resources are available to assist families and child care providers who have lost a child to SIDS.

PERFORMANCE OBJECTIVES:

(New)
70%
2

10.23.01 Given word-pictures or audio-visual presentations depicting a child's death, the student will identify whether Sudden Infant Death Syndrome is the most likely cause of death based on the following SIDS indicators:

- A. A SIDS death generally occurs within one year of birth
- B. A SIDS death generally occurs during a sleep period
- C. SIDS infants appear to be healthy
- D. Generally there are no visible signs of trauma/injuries
- E. Frothy or blood-tinged mucous or vomit may be present in or around nose and/or mouth

(New)
70%
2

10.23.2 The student will identify types of information and community resources that may assist parents and/or child care providers involved in a possible SIDS death. These include:

- A. Explanation of SIDS facts to involved parties, as appropriate.
- B. Explanation of required investigative tasks and need for complete investigation.
- C. Availability of local and regional SIDS peer parent/care provider support groups.
- D. Referral to county public health nurse.
- E. State agencies responsible for SIDS education, parent/care provider counseling and support.
- F. County coroner's office.

Death Scene Investigation

PERFORMANCE OBJECTIVE:

(Modify) 8.33.1
80%
2

The student will identify the most common law enforcement tasks and practices delegated to the responding officer for the handling of dead body calls involving the death of a person, including the death of an infant. These minimally include:

- A. Determination of need for emergency medical treatment.
- B. Implementation of death scene procedure.
- C. Identification and interviewing of family, care providers, and witnesses.
- D. Notification to other investigative, medical and coroner staff.
- E. Documentation and reporting of incident.

ASSET FORFEITURE FUND

Regulation 1015 (j)

A Drug Asset Forfeiture Account is established for all money accruing to the Peace Officer Training Fund from drug asset forfeitures. Funds within the Drug Asset Forfeiture Account will be distributed to cities, counties, and districts participating in the POST program under Penal Code Section 13522, and to State agencies, as partial reimbursement of costs incurred by full-time peace officers who complete drug training courses. Reimbursement from this account will be made for completion of any POST-certified narcotics and dangerous drug course. Excluded are courses not specifically certified as drug courses and for which POST is unable to track attendance by course content.

CERTIFIED - Continued

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
12.	Basic Records	West Valley Col.	Technical	IV	9,000
13.	Recruiting: Mgmt/ Evaluation - Improvement	CPOA	Mgmt. Sem.	III	14,850
14.	Motorcycle Officer Update	San Bernardino Co. Sheriff's Dept.	Technical	III	16,320
15.	Disguised & Con- cealed Weapons	DOJ Advanced Training Center	Technical	IV	11,200
16.	Drug ID & Influ- ence: Trainers	DOJ Advanced Training Center	Technical	IV	45,000
17.	Incident Command System (LEIC)	Riverside City College	Mgmt Sem.	IV	2,000
18.	Radar Operator	Ventura Co. CJTC	Technical	IV	11,520
19.	Drug Alcohol Recognition Upd	Los Medanos Col.	Technical	IV	15,552
20.	DWI Detection - Field Sobriety	Kern County Sheriff's Dept.	Technical	IV	9,750
21.	Radar Operator	Modesto CJTC	Technical	IV	31,680
22.	Haz. Materials - First Responders	Los Angeles Co. Sheriff's Dept.	Technical	IV	19,200
23.	Driving - Exec. Protection	Los Angeles Co. Sheriff's Dept.	Technical	IV	2,400
24.	Field Training Officer	Sacramento Co. Sheriff's Dept.	Technical	IV	8,748
25.	Livestock & Rural Crime	Modesto CJTC	Technical	IV	9,176
26.	Driver Awareness	Lassen College	Technical	IV	2,880
27.	Interagency Counternarcotics Managers Course	National Inter- agency Counter- narcotics Institute	Mgmt. Trng	IV	42,120
28.	Communications Training Officer	Riverside City College	Technical	IV	32,000
29.	Tactical Operations	Los Angeles P.D.	Technical	IV	4,392

CERTIFIED - Continued

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
30.	Tactical Commun- cations	Los Angeles P.D.	Mgmt Trng.	IV	44,936
31.	Supervisory Sem.	Dept. of P&R	Supv. Trng.	N/A	-0-
32.	Missing Persons/ Runaways	Burbank P.D.	Technical	IV	-0-
33.	Missing Persons/ Runaways	Monterey Peninsula Technical College		IV	-0-

DECERTIFIED

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
1.	Computer in L.E., Intro to	San Diego RTC	Technical	III
2.	Computer Training, Hands On	New Horizons Learning Center	Technical	III
3.	Computer-Micro Application	Los Angeles Co. Sheriff's Dept.	Technical	III
4.	Computer Training, Hands On	Southwest Regional Training Center	Technical	III
5.	Computer in L.E., Intro to	Alameda Technical College	Technical	III
6.	Computer Training, Hands On	San Diego RTC	Technical	III
7.	Managing Inter- personal Rel.	Wilson Learning Corporation	Exec. Trng	III
8.	Reserve Training Module B	San Diego S.D./ Southwestern Col.	Reserve Training	N/A
9.	Leadership through Motivation	David Carey & Associates	Mgmt. Trng.	III
10.	Reserve Training Module C	San Diego S.D./ Southwestern Col.	Reserve Training	N/A
11.	Domestic Violence Update	San Diego S.D./ Southwestern Col.	Technical	IV
12.	Link Analysis Techniques Upd.	DOJ Advanced Training Center	Technical	IV

DECERTIFIED - Continued

<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
13. Tactical Operations & Intelligence	San Francisco P.D.	Mgmt. Trng	IV
14. Missing Persons	San Diego P.D.	Technical	IV
15. Legal Update	CPOA	Technical	III
16. Effective Pres./ Instr. Update	One Step Forward	Technical	III

TOTAL CERTIFIED 33
TOTAL DECERTIFIED 15
TOTAL MODIFICATIONS 43

1067 Courses certified as of 10-12-90
168 Presenters certified as of 10-12-90

462 S&K Modules certified as of 10-12-90
50 S&K Presenters certified as of 10-12-90

TOTAL CERTIFIED COURSES: 1,529

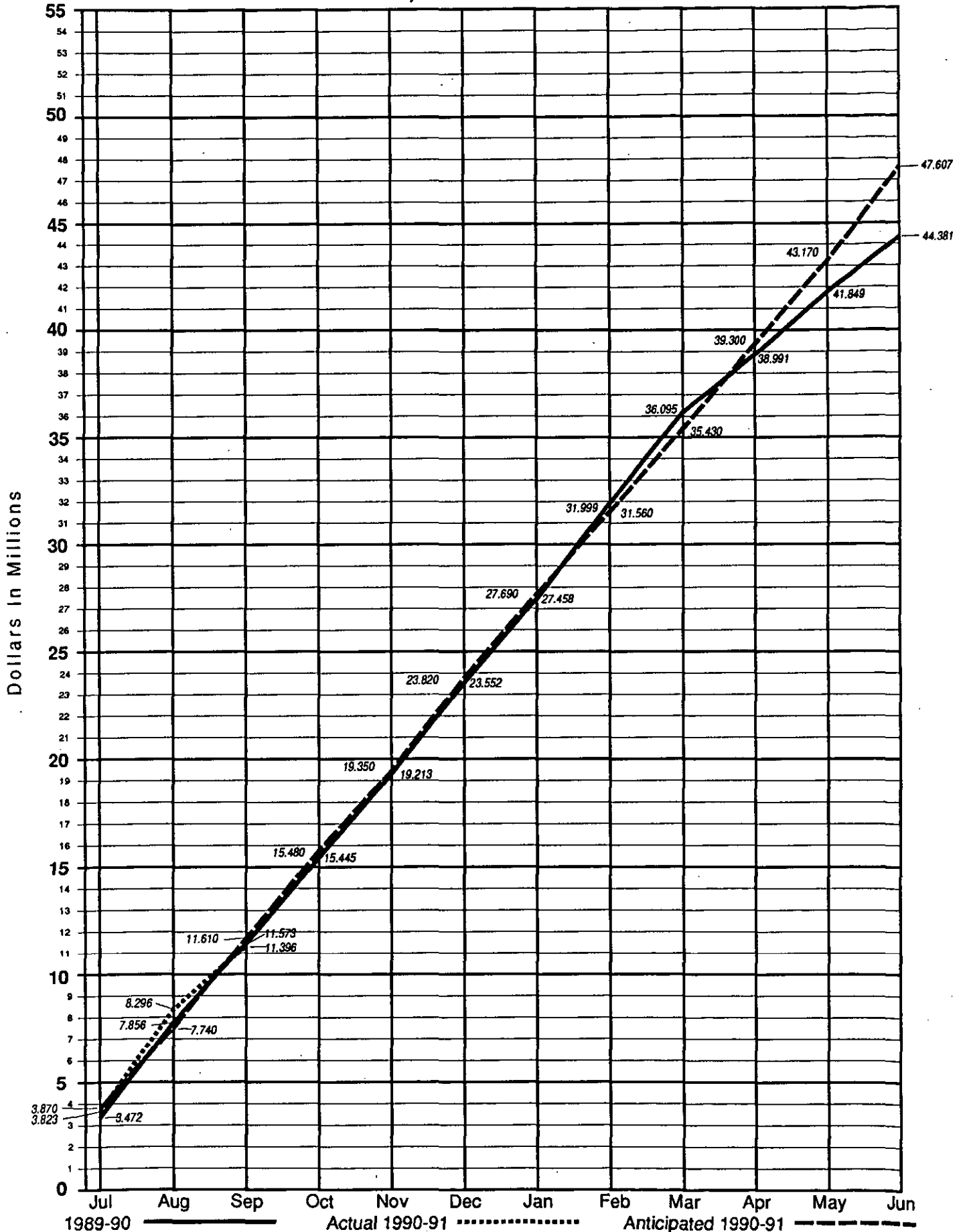
Revenue, which traditionally fluctuates from month to month, is within current year projection. Additionally, the Commission's proposal to allocate \$3.5 million of budget reserves for training reimbursement is being processed by the Department of Finance. If approved, sufficient resources will be available for a retroactive salary increase. Review of the salary reimbursement rate will be addressed as a separate agenda item.

ATTACHMENT 1

Comparison of Revenue by Month
Fiscal Years 1989-90 and 1990-91

	<u>1989-90</u>				<u>1990-91</u>			
	Penalty Assessment Fund	Other	Cumulative Total	Cumulative Monthly Estimated	Penalty Assessment Fund	Other	Total	Cumulative Total
July	\$ 3,471,499	\$ 150	\$ 3,471,649	\$ 3,870,000	\$ 3,822,890	\$ 541	\$ 3,823,431	\$ 3,823,431
August	4,382,231	720	7,854,600	7,740,000	4,467,623	5,433	4,473,056	8,296,487
September	3,695,994	22,482	11,573,076	11,610,000	3,096,014	3,690	3,099,704	11,396,191
October	3,870,768	1,217	15,445,061	15,480,000				
November	3,766,316	1,175	19,212,552	19,350,000				
December	4,339,307	510	23,552,369	23,820,000				
January	3,413,896	491,238	27,457,513	27,690,000				
February	4,539,922	1,336	31,998,771	31,560,000				
March	4,090,801	5,387	36,094,959	35,430,000				
April	2,894,819	1,536	38,991,314	39,300,000				
May	2,857,695	166	41,849,175	43,170,000				
June	1,883,751	647,730	44,380,656	47,607,000				
	\$43,206,999	\$1,173,657	\$44,380,656	\$47,607,000	\$11,386,527	\$ 9,664	\$11,396,191	\$11,396,191

Comparison of Revenue by Month
 Fiscal Years 1989-90 and 1990-91
 Also shows Projected Revenue for 1990-91



COMMISSION ON POST

Number of Reimbursed Trainees by Category - For Claims Processed

September 1990

	1989-90			1990-91		
	Actual Total For Year	Actual July-Sept	% of Total	Projected Total For	Actual July-Sept	% of Projection
Basic Course	3,179	741	.23	3,800	1,499	.39
Dispatchers-Basic	0	0	0	950	151	.16
Advanced Office Course	14,394	2,340	.16	16,265	3211	.20
Supervisory Course (Mandated)	975	140	.14	1,050	256	.24
Supervisory Seminars and Courses	2,071	309	.15	2,200	493	.22
Management Course (Mandated)	315	27	.09	356	54	.15
Management Seminars and Courses	2,096	212	.10	2,745	345	.13
Executive Development Course	453	116	.26	520	104	.20
Executive Seminars and Courses	254	107	.42	310	2	0
Other Reimbursement	2,310	803	.35	1,200	72	.06
Technical Skills and Knowledge Course	26,249	2,889	.11	29,398	5,188	.18
Field Management Training	61	20	.33	72	3	.04
Team Building Workshops	1,035	290	.28	1,040	156	.15
POST Special Seminars	805	96	.12	860	223	.26
Approved Courses	<u>16</u>	<u>1</u>	<u>.06</u>	<u>40</u>	<u>24</u>	<u>.25</u>
TOTALS	54,213	8,091	.15	60,806	11,781	.19

ATTACHMENT 2

Commission on POST

SUMMARY OF REIMBURSEMENT EXPENSE CATEGORIES

Expense Categories	Total 1989-90 FY	1989-90 July-Sept		1990 September*	1990-91 July-Sept*
Resident Subsistence	\$ 8,240,405	\$ 1,104,466		\$ 443,840	\$ 1,611,383
Commuter Meal Allowance	1,255,984	257,135		47,735	342,512
Travel	3,187,231	477,883		165,298	655,305
Tuition	4,119,804	710,223		273,924	865,372
Salary	13,193,753	2,331,933		1,561,991	3,772,828
Totals	\$29,997,177	\$4,881,640		\$2,492,788	\$ 7,247,400

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*Includes funds charged to 89-90 F.Y. for training
10-5-90

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING
1990-91 LOCAL ASSISTANCE BUDGET
AS OF: SEPTEMBER 30, 1990

	Allocated	Expended *	Balance
AID TO LOCAL GOVERNMENT:			
Course Reimbursement **	\$31,042,378	6,212,348	\$24,830,030
Carry Over from FY 89-90	1,614,321	1,035,052	579,269
Sub-Total, Reimbursements	\$32,656,699	\$7,247,400	\$25,409,299
OTHER:			
Training Contracts	\$2,700,000	\$2,174,969	\$525,031
Letters of Agreement	750,000	111,904	638,096
Room Rental	100,000	33,397	66,603
Reserve for Contingencies	2,402,622	0	2,402,622
Sub-Total, Other	\$5,952,622	\$2,320,270	\$3,632,352
Total, Local Assistance	\$38,609,321	\$9,567,670	\$29,041,651

* Includes encumbrances

** Salary reimbursement @ 25/35%

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title		Meeting Date
Financial Report - First Quarter 1990-91		Nov. 1, 1990
Bureau	Reviewed By	Researched By
Administrative Services	<i>[Signature]</i> Otto H. Saltenberger	Staff
Executive Director Approval	Date of Approval	Date of Report
<i>[Signature]</i>	10/25/90	Oct. 25, 1990
Purpose:		Financial Impact:
<input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input 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 September 30, 1990. Revenue which has accrued to the Peace Officer Training Fund is shown as are expenditures made from the 1990-91 Budget to California cities, counties and districts.

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 September 30, 1990, we received \$11,396,191. The total is \$213,809 (2%) less than originally anticipated on a straight line projection (see Attachment 1A) and is \$176,885 (1%) less than received the same period last fiscal year.

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 11,781 trainees this quarter represents a 3,690 increase (45%) compared to the 8,091 trainees reimbursed during the similar period last fiscal year.

REIMBURSEMENT BY EXPENSE CATEGORY

This report, identified as Attachment 3, compares the reimbursement paid by expense category this year with the amount reimbursed last fiscal year. First quarter reimbursement of \$7,247,440 represents a \$2,365,760 (48%) increase compared to last fiscal year. The increased level of reimbursement is due to the increased volume of current year trainees. The fiscal year 1990-91 salary rate of 25% for the basic course and 35% for other eligible courses is contrasted with last year's salary rate of 30% for the basic course and 40% for other courses. First quarter reimbursement at last year's salary rates would have exceeded \$8.9 million. Attachment 3A shows the status of the local assistance budget as of September 30, 1990.

ANALYSIS AND SALARY RECOMMENDATION

The number of trainees for the first quarter of the current year is significantly higher compared to the similar period last year. The corresponding increase in trainee reimbursement reflects this higher training volume. Much of the increase is attributable to last year carry over paid this fiscal year, particularly basic course trainees.

Revenue, which traditionally fluctuates from month to month, is within current year projection. Additionally, the Commission's proposal to allocate \$3.5 million of budget reserves for training reimbursement is being processed by the Department of Finance. If approved, sufficient resources will be available for a retroactive salary increase. Review of the salary reimbursement rate will be addressed as a separate agenda item.

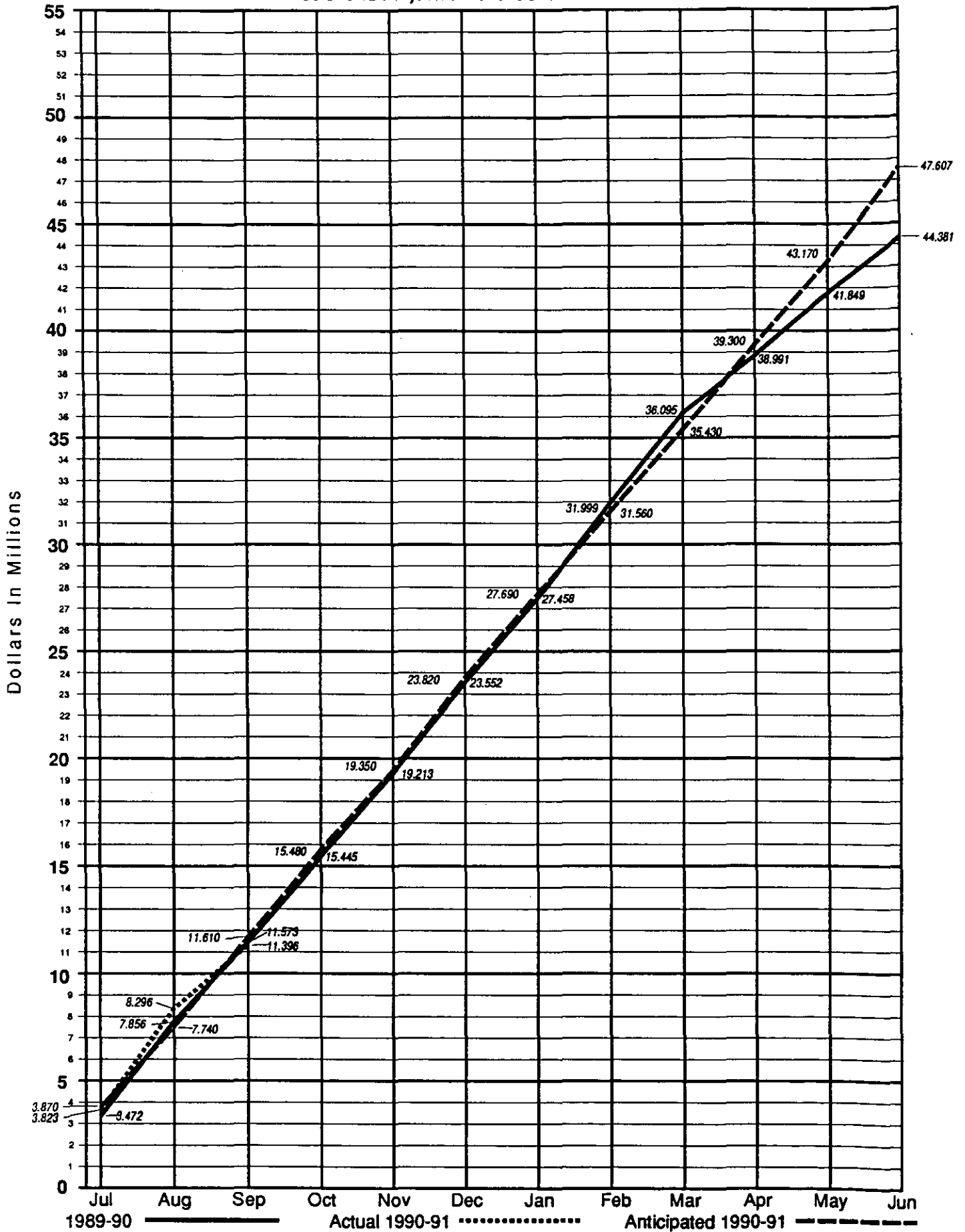
ATTACHMENT 1

Comparison of Revenue by Month
Fiscal Years 1989-90 and 1990-91

	<u>1989-90</u>				<u>1990-91</u>			
	Penalty Assessment Fund	Other	Cumulative Total	Cumulative Monthly Estimated	Penalty Assessment Fund	Other	Total	Cumulative Total
July	\$ 3,471,499	\$ 150	\$ 3,471,649	\$ 3,870,000	\$ 3,822,890	\$ 541	\$ 3,823,431	\$ 3,823,431
August	4,382,231	720	7,854,600	7,740,000	4,467,623	5,433	4,473,056	8,296,487
September	3,695,994	22,482	11,573,076	11,610,000	3,096,014	3,690	3,099,704	11,396,191
October	3,870,768	1,217	15,445,061	15,480,000				
November	3,766,316	1,175	19,212,552	19,350,000				
December	4,339,307	510	23,552,369	23,820,000				
January	3,413,896	491,238	27,457,513	27,690,000				
February	4,539,922	1,336	31,998,771	31,560,000				
March	4,090,801	5,387	36,094,959	35,430,000				
April	2,894,819	1,536	38,991,314	39,300,000				
May	2,857,695	166	41,849,175	43,170,000				
June	1,883,751	647,730	44,380,656	47,607,000				
	\$43,206,999	\$1,173,657	\$44,380,656	\$47,607,000	\$11,386,527	\$ 9,664	\$11,396,191	\$11,396,191

Comparison of Revenue by Month

Fiscal Years 1989-90 and 1990-91
Also shows Projected Revenue for 1990-91



COMMISSION ON POST

Number of Reimbursed Trainees by Category - For Claims Processed

September 1990

	1989-90			1990-91		
	Actual Total For Year	Actual July-Sept	% of Total	Projected Total For	Actual July-Sept	% of Projection
Basic Course	3,179	741	.23	3,800	1,499	.39
Dispatchers-Basic	0	0	0	950	151	.16
Advanced Office Course	14,394	2,340	.16	16,265	3211	.20
Supervisory Course (Mandated)	975	140	.14	1,050	256	.24
Supervisory Seminars and Courses	2,071	309	.15	2,200	493	.22
Management Course (Mandated)	315	27	.09	356	54	.15
Management Seminars and Courses	2,096	212	.10	2,745	345	.13
Executive Development Course	453	116	.26	520	104	.20
Executive Seminars and Courses	254	107	.42	310	2	0
Other Reimbursement	2,310	803	.35	1,200	72	.06
Technical Skills and Knowledge Course	26,249	2,889	.11	29,398	5,188	.18
Field Management Training	61	20	.33	72	3	.04
Team Building Workshops	1,035	290	.28	1,040	156	.15
POST Special Seminars	805	96	.12	860	223	.26
Approved Courses	<u>16</u>	<u>1</u>	<u>.06</u>	<u>40</u>	<u>24</u>	<u>.25</u>
TOTALS	54,213	8,091	.15	60,806	11,781	.19

ATTACHMENT 2

Commission on POST

SUMMARY OF REIMBURSEMENT EXPENSE CATEGORIES

Expense Categories	Total 1989-90 FY	1989-90 July-Sept	1990 September*	1990-91 July-Sept*
Resident Subsistence	\$ 8,240,405	\$ 1,104,466	\$ 443,840	\$ 1,611,383
Commuter Meal Allowance	1,255,984	257,135	47,735	342,512
Travel	3,187,231	477,883	165,298	655,305
Tuition	4,119,804	710,223	273,924	865,372
Salary	13,193,753	2,331,933	1,561,991	3,772,828
Totals	\$29,997,177	\$4,881,640	\$2,492,788	\$ 7,247,400

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*Includes funds charged to 89-90 F.Y. for training
10-5-90

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING
 1990-91 LOCAL ASSISTANCE BUDGET
 AS OF: SEPTEMBER 30, 1990

	Allocated	Expended *	Balance
AID TO LOCAL GOVERNMENT:			
Course Reimbursement **	\$31,042,378	6,212,348	\$24,830,030
Carry Over from FY 89-90	1,614,321	1,035,052	579,269
Sub-Total, Reimbursements	\$32,656,699	\$7,247,400	\$25,409,299
OTHER:			
Training Contracts	\$2,700,000	\$2,174,969	\$525,031
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Reserve for Contingencies	2,402,622	0	2,402,622
Sub-Total, Other	\$5,952,622	\$2,320,270	\$3,632,352
Total, Local Assistance	\$38,609,321	\$9,567,670	\$29,041,651

* Includes encumbrances

** Salary reimbursement @ 25/35%

COMMISSION AGENDA ITEM REPORT

Agenda Item Title NEW AGENCY - San Joaquin County - Lodi Judicial District Marshal		Meeting Date November 1, 1990
Compliance and Certificate Services	Reviewed By <i>[Signature]</i> Frederick Williams	Researched By Bud Perry
Executive Director Approval <i>[Signature]</i> Norman C. Boehm	Date of Approval	Date of Report August 13, 1990
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.

ISSUE

The San Joaquin County, Lodi Judicial District Marshal's Office is seeking entry into the POST Reimbursable Program on behalf of its Marshal and Deputy Marshals.

BACKGROUND

The provisions of 830.1 Penal Code permit a Marshal's Office to employ sworn officers. The San Joaquin County Board of Supervisors has submitted the proper documents supporting POST objectives and regulations.

ANALYSIS

The Marshal's Office has 5 full time sworn deputies. Adequate background investigations have been conducted and the agency is complying with POST Regulations.

RECOMMENDATION

The Commission be advised that the San Joaquin County-Lodi Judicial District Marshal's Office has been admitted into the POST Reimbursement Program consistent with Commission policy.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title		Meeting Date
NEW AGENCY - SHASTA COUNTY MARSHAL		November 1, 1990
Bureau	Reviewed By	Researched By
Compliance and Certificate Services	Frederick Williams <i>FW</i>	Bud Perry <i>BP</i>
Executive Director Approval	Date of Approval	Date of Report
<i>Monica C. Boehm</i>	10.4.90	October 1, 1990
Purpose:		Financial Impact
<input type="checkbox"/> Decision Requested	<input checked="" type="checkbox"/> Information Only	<input checked="" 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

The Shasta County Marshal's Office is seeking entry into the POST Reimbursable Program on behalf of its Marshal and Deputy Marshals.

BACKGROUND

The provisions of 830.1 Penal Code permit a Marshal's Office to employ sworn officers. The Shasta County Board of Supervisors has submitted the proper documents supporting POST objectives and regulations.

ANALYSIS

The Marshal's Office has eleven full-time sworn individuals. Adequate background investigations have been conducted and the agency is complying with POST Regulations. Fiscal impact could be approximately \$5,500 annually.

RECOMMENDATION

The Commission be advised that the Shasta County Marshal's Office has been admitted into the POST Reimbursement Program consistent with Commission policy.

COMMISSION AGENDA ITEM REPORT

Agency Item Title		Meeting Date
NEW AGENCY - CALIFORNIA HORSE RACING BOARD		November 1, 1990
Bureau	Reviewed By	Researched By
Compliance and Certificate Services	<i>JW</i> Frederick Williams	Bud Perry <i>BP</i>
Executive Director Approval	Date of Approval	Date of Report
<i>Morgan C. Boehm</i>		August 23, 1990
Purpose:		Financial Impact:
<input type="checkbox"/> Decision Requested	<input checked="" type="checkbox"/> Information Only	<input type="checkbox"/> Yes (See Analysis for details)
<input type="checkbox"/> Status Report		<input checked="" type="checkbox"/> No

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

ISSUE

The State of California Horse Racing Board, Investigative Division, is seeking entry into the POST Specialized Program on behalf of its investigators.

ANALYSIS

Investigators for the California Horse Racing Board, derive their peace officer status from P.C. 830.3(d). The Horse Racing Board, Investigative Division, is included in a class of agencies approved by the Commission for entry into the POST Specialized Program. The agency has 23 investigators.

RECOMMENDATION

The Commission be advised that the State of California Horse Racing Board, Investigative Division, has been admitted into the POST Specialized Program consistent with Commission policy.

COMMISSION AGENDA ITEM REPORT

Agency Item Title MONTEBELLO UNIFIED SCHOOL DISTRICT POLICE		Meeting Date November 1, 1990
Bureau Compliance and Certificate Services Bureau	Reviewed By <i>[Signature]</i> Frederick Williams	Researched By George Fox <i>[Signature]</i>
Executive Director Approval <i>[Signature]</i>	Date of Approval 9-26-90	Date of Report August 27, 1990
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.

ISSUE

The Montebello Unified School District has requested that its police unit participate in the POST program.

BACKGROUND

The provisions of Section 830.32(b) Penal Code permit school districts to employ sworn peace officers. The school district Board of Education passed Resolution No. 11(87-88) requesting inclusion into the POST program.

ANALYSIS

The department employs ten sworn officers. The officers have received adequate training and were suitably selected. The fiscal impact should be less than \$1,000 annually.

RECOMMENDATIONS

That the Commission be advised that the Montebello Unified School District has been admitted into the POST Reimbursable Program, consistent with Commission policy.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title		Meeting Date
Public Safety Dispatcher Program		November 1, 1990
Bureau	Reviewed By	Researched By
Compliance and Certificate Services		Frederick Williams
Executive Director Approval	Date of Approval	Date of Report
<i>Morgan C. Boehm</i>	10-4-90	October 1, 1990
Purpose:		Financial Impact:
<input type="checkbox"/> Decision Requested	<input checked="" type="checkbox"/> Information Only	<input checked="" 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

Acceptance of agencies into the Public Safety Dispatcher Program.

BACKGROUND

The agencies shown on the attached list have requested participation in the POST Reimbursable Public Safety Dispatcher Program pursuant to Penal Code Sections 13510(c) and 13525. The agencies have expressed their willingness to abide by POST Regulations and have passed ordinances or resolutions as required by Penal Code Section 13522.

ANALYSIS

All of the agencies presently employ full-time dispatchers, and some employ part-time dispatchers. The agencies have all established minimum selection and training standards which equal or exceed the standards adopted for the program.

RECOMMENDATION

That the Commission be advised that the subject agencies have been accepted into the POST Reimbursable Public Safety Dispatcher Program consistent with Commission policy.

NEW AGENCIES IN THE PUBLIC SAFETY DISPATCHER PROGRAM

JULY - SEPTEMBER 1990

<u>AGENCY</u>	<u>ORD/RES/LETTER</u>	<u>ENTRY DATE</u>
Colton P.D.	Ord. 0-8-89	8-22-90
Fullerton P.D.	Ord. 2704	7-10-90
Galt P.D.	Ord. 90-15	7-24-90
Gilroy P.D.	Ord. 90-20	9-20-90
Grass Valley P.D.	Ord. 428 N.S.	9-10-90
Hanford P.D.	Ord. 90-08	9-27-90
San Diego P.D.	Ord. 0-17474 N.S.	7-6-90
Sonoma P.D.	Ord. 89-2	8-16-90
Vacaville P.D.	Ord. 1417	9-6-90
Amador Co. S.O.	Ord. 1238	7-31-90
Yuba Co. S.O.	Ord. 1023	8-14-90
U/C Berkeley	Resolution	7-30-90
U/C Davis		6-26-90
CSU Long Beach		7-24-90
U/C San Francisco		7-10-90

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Peace Officer Feasibility Studies		Meeting Date November 1, 1990
Bureau Management Counseling	Reviewed By	Researched By Michael C. DiMiceli
Executive Director Approval <i>Norman C. Becker</i>	Date of Approval 10-16-90	Date of Report
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input checked="" 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

Status report on Peace Officer Feasibility Study program (SB 353).

BACKGROUND

SB 353 (Presley) became effective January 1, 1990, adding Sections 13540-42 to the Penal Code.

Section 13540 requires the Commission to perform a feasibility study to determine whether the persons who request the study should be designated as peace officers. In addition, the Commission may charge the persons who request the study the actual cost of performing the study.

Section 13541 requires the feasibility study to include, but not be limited to:

- * the current and proposed duties of the persons employed in the category for which the peace officer designation is sought;
- * the field law enforcement duties of those persons;
- * the supervisory and management structure of the organization; and,
- * the proposed training methods and funding sources.

Section 13542 requires:

- * a chief law enforcement officer in the employing agency as a prerequisite for a favorable recommendation;
- * agreement by the employing agency to comply with the 832 PC training requirements;

- * completion of the study within 18 months of the request; and,
- * a copy of the study report and recommendation to be submitted to the Legislature.

In addition, Section 13542 prohibits POST reimbursement to the agency if it was not eligible for reimbursement before December 31, 1989 (Section 13526, Penal Code).

Sections 13526, 13540-42, Penal Code, are Attachment 1.

To implement the feasibility study program, Commission Regulation 1019 was developed and approved by the Office of Administrative Law.

Regulation 1019 contains several significant provisions:

- (a)(3) The department head of the employing entity shall acknowledge, in writing, the request for a study;
- (c)(1) fees for the study shall be paid to POST before the study is released to the requesting entity;
- (d)(1) during the study, written comment will be obtained from the chief administrator and the department head of the employing entity; and,
- (g) in the case of a disagreement with the study recommendations, the Commission on POST will consider and decide the appeal.

The complete text of Regulation 1019 is Attachment 2.

Responsibility for the peace officer feasibility study program is assigned to the Management Counseling Services Bureau.

STATUS OF FEASIBILITY STUDIES

The Commission received a request for a feasibility study in March, 1990, from the investigators of the California Student Aid Commission. The completed study is summarized in a separate report on this agenda.

The Commission received a request for a feasibility study from the Sheriff of Orange County to study the Sheriff's Special Officer positions. Staff sent contract information to the Orange County Sheriff. The study will begin after the contract is completed and approved.

In October, 1990, AB 3401 (Waters) became effective, with an urgency provision, adding Section 830.55, Penal Code, and a new peace officer category, Local Correctional Officer. The section includes a sunset provision for this category and requires a feasibility study and report to the Legislature by March 15, 1991.

A local correctional officer is a staff position for a Return to Custody (RTC) facility operated by a city or county, under contract to the California Department of Corrections.

The Commission received a request for a feasibility study from the Association of Independent California Colleges and Universities. Staff is informed that Senator Presley will introduce legislation to expand the authority of independent colleges and universities (i.e., Stanford, University of Southern California, University of Pacific) to hire peace officers and operate a law enforcement agency on the campus. Concurrent with that legislation, the Association requests a feasibility study.

RECOMMENDATION

The Commission is advised of the current status of the peace officer feasibility study program.

Legal References

Penal Code

13526:

In no event shall any allocation be made from the Peace Officers' Training Fund to a local government agency if the agency was not entitled to received funding under any of the provisions of this article, as they read on December 31, 1989.

13540:

Any person or persons desiring peace officer status under Chapter 4.5 (commencing with Section 830) of Title 3 of Part 4 who, on January 1, 1990, were not entitled to be designated as peace officers under Chapter 4.5 shall request the Commission on Peace Officer Standards and Training to undertake a feasibility study regarding designating that person or persons as peace officers. The request and study shall be undertaken in accordance with regulation adoption by the commission. The commission may charge any person requesting a study, a fee, not to exceed the actual cost of undertaking the study. (balance of text deleted)

13541:

Any study undertaken under this article shall include, but shall not be limited to, the current and proposed duties and responsibilities of persons employed in the category seeking the designation change, their field law enforcement duties and responsibilities, their supervisory and management structure, and their proposed training methods and funding sources.

13542:

In order for the commission to give a favorable recommendation as to a change in designation to peace officer status, the person or persons desiring the designation change shall be employed by an agency with a supervisory structure consisting of a chief law enforcement officer, the agency shall agree to comply with the training requirements set forth in Section 832, and shall be subject to the funding restriction set forth in Section 13526. The commission shall issue the study and its recommendations to the requesting agency within 18 months of the request if the request is made in accordance with the regulations of the commission. A copy of the study and recommendation shall also be submitted to the Legislature.

1019. Feasibility Studies for Peace Officer Status Requests(a) Request for Feasibility Study

- (1) Any person or persons desiring peace officer status under Chapter 4.5 (commencing with Section 830) of Title 3 of Part 4 of the Penal Code who, on January 1, 1990, were not entitled to be designated as peace officers under Chapter 4.5, shall request in writing that the Commission undertake a feasibility study regarding designating that person or persons as peace officers.
- (2) The written request shall include a statement that the person, persons or entity requesting the study agrees to pay the actual cost for conducting the study and to provide POST with necessary information to conduct the study.
- (3) The department head of the jurisdiction employing the person or persons requesting the feasibility study shall acknowledge the request in writing.

(b) Determining actual study costs

- (1) A fee will be charged to conduct all studies. The fee will be based upon actual direct costs for completing the study, and indirect costs determined in accordance with Sections 8752 and 8752.1 of the State Administrative Manual.

(c) Payment of fees

(1) Fees shall be paid upon completion of the feasibility study and before the report and recommendations are released to the person, persons or entity who requested the study.

(d) Studies shall be conducted in accordance with P. C. Section 13541.

(1) During the conduct of studies, written comments will be solicited from the employing jurisdiction's chief administrator and from the concerned department head.

(2) Conduct of studies shall include on-site visitations to verify duties and responsibilities.

(e) Favorable recommendations for peace officer status shall be made in accordance with P. C. Section 13542.

(f) The time limits for completion and issuance of the study report and recommendations shall be in accordance with P. C. Section 13542.

(g) Procedures for appeal of findings

(1) If there is disagreement with the study recommendations, the person, persons or entity requesting the feasibility study, or the employing jurisdiction, may appeal in writing to the collective members of the Commission.

(2) Requests for appeals will be acknowledged in writing.

(3) Initial appeals will be heard within four months, after the date the request for appeal is received by the Commission, and a decision shall be rendered within six months of receipt of the appeal.

Authority: Penal Code Sections 13503, 13506 and 13540

Reference: Penal Code Sections 13540, 13541, and 13542



Resolution OF THE *Commission on Peace Officer Standards and Training* STATE OF CALIFORNIA

WHEREAS, C. Alex Pantaleoni has served the greater community of California law enforcement in a variety of capacities both as a peace officer and as a peace officer trainer; and

WHEREAS, C. Alex Pantaleoni has distinguished himself in law enforcement training including Coordinator of Police Science and Assistant Dean of the Department of Public Service at Rio Hondo College where he has served since 1963; and

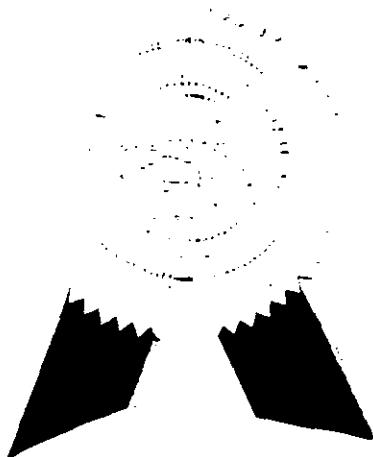
WHEREAS, C. Alex Pantaleoni has served as a member of the Advisory Committee of the Commission on Peace Officer Standards and Training from 1976 - 1983 with his service including making recommendations on improving the Basic Course through adoption of Performance Objectives; and

WHEREAS, C. Alex Pantaleoni's interest and expertise in law enforcement standards and training resulted in his appointment to the Commission on Peace Officer Standards and Training in 1983 where he continues to serve; and

WHEREAS, C. Alex Pantaleoni was elected by his peers on the POST Commission to serve as Chairman during 1988 - 89; now, therefore, be it

RESOLVED, That the Commission on Peace Officer Standards and Training commends C. Alex Pantaleoni for his service to the advancement of law enforcement through standards and training as a peace officer, as an educator, as an Advisory Committee member and as a POST Commissioner on the occasion of his retirement as Assistant Dean and Director of the Rio Hondo College Public Safety Program; and be it further

RESOLVED, That the Commission extends its heartfelt best wishes to C. Alex Pantaleoni on his retirement and extends to him its best wishes for his continuing success in his chosen activities.



Flaugh Tibbels
Chairman

Marwan C. Bekou
Executive Director

August 24, 1990
Date

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COMMISSION AGENDA ITEM REPORT

Agenda Item Title Public Hearing - Establishing Training Standards for School Peace Officers		Meeting Date November 1, 1990
Bureau Training Program Svcs.	Reviewed By Glen Fine	Researched By Ken O'Brien <i>KO</i>
Executive Director Approval <i>Thomas C. Becken</i>	Date of Approval 10-11-90	Date of Report August 9, 1990
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

This is a public hearing to establish the training standards for school peace officers pursuant to recently enacted Penal Code Section 832.2.

BACKGROUND

Senate Bill 446 (Attachment A), passed in 1989 and effective January 1, 1990, enacted Section 832.2 of the Penal Code that requires K-12 school and community college peace officers to complete a course of training approved by POST relating directly to the role of school peace officers. Any person who is not employed as a school peace officer until on or after the date that POST approves the course of training shall complete the course of instruction within one year from the date his or her employment commences. Every person employed as a school peace officer prior to the date that POST approves the course shall complete the course within three years from the date that POST approves the course.

The school peace officer training course is required to address guidelines and procedures for reporting offenses to other law enforcement agencies that deal with violence on campus and other school related matters, as determined by POST. POST shall develop and approve the course of training no later than January 1, 1991, and shall consult with school peace officers regarding the content and hourly requirement for this course.

This training requirement does not apply to non-peace officer school security officers. The legislation exempts from this training requirement school peace officers whose employer requires its school peace officers to possess the POST Basic Certificate or any school peace officer who possess the POST Basic Certificate. This legislation was motivated in part by a rising concern about crime and violence in the schools. In the 1988 Little Hoover Commission's Report on Crime and Violence in California's Public School System, attention was drawn to this problem and the lack of school preparedness (see Attachment B). The Commission, citing a provision in California's Constitution that guarantees the right to safe schools, found evidence that life on school campuses includes violent crimes, substance abuse and property crimes. In 1986 the California Supreme Court rendered a landmark decision in the case of *Hosemann v. Oakland Unified School District* holding the

school district liable under the safe schools provision of the California Constitution. Similar case decisions have since followed holding other school districts liable for not providing a safe environment. Among the Commission's findings concerning the lack of direction and leadership by the State, there were recommendations to strengthen school law enforcement through training of officers and security personnel.

School and community college campuses encounter in varying degrees many of the same types of crime and calls for police services as local police and sheriffs departments. For example, during the 1986-87 fiscal year, California's K-12 schools reported over 71,000 property crimes and 70,000 violent crimes ("A Report to the California State Legislature Regarding Standard School Crime Reporting Program," Department of Education, June 1987 and April 1988).

There are currently 21 community college and 5 school district police departments with 623 peace officers participating in the POST Program and not impacted by this legislation. It is estimated there are approximately 300 school peace officers statewide impacted by this training requirement. The currently required training for these school peace officers is the PC 832 Introduction to Law Enforcement Course which includes a 24-hour arrest Course and a 16-hour Firearms Course if firearms are carried. Input from school peace officers and their administrators strongly suggests this required training is insufficient to meet their needs.

A proposed training standard has been developed with the input of an advisory committee representing school peace officers, administrators, and the California School Employees Association--the sponsors of SE 446. (See Attachment C).

ANALYSIS

Based upon input from the school peace officers advisory committee, a 32-hour School Peace Officer Course was developed. School peace officer training needs specific to their role are included in this course. Included are the specific subjects identified in Senate Bill 446 such as role of school police officers, reporting crime to other law enforcement agencies and dealing with drugs/violence on campus. Other major topics included in the course are: Laws Impacting School Campuses, Maintaining Campus Community Relations, Campus Parking and Traffic Control, Facility Protection, and Handling Disasters and Emergencies. Care was taken in the course design to ensure the content was equally applicable to K-12 school and community college police departments.

As required by Section 832.2 (b) of the Penal Code, guidelines and procedures for reporting offenses to other law enforcement agencies was included under the topic Reporting Offenses to Other Law Enforcement Agencies. In the detailed course outline (Attachment D), the guidelines/procedures encompass taking crime reports, transmitting crime reports and communicating crime information to the criminal justice system.

To implement this training standard, it is proposed that Commission Regulation 1081 be amended to include Section 19, School Peace Officer (Penal Code Section 832.2), which would specify the minimum topics and hours as previously indicated.

It is believed that this course, although not required of peace officers possessing the POST Basic Certificate, would benefit all school/community college peace officers. If presented as a POST Technical Course, it could serve as an exceptionally relevant and viable means for satisfying POST's continuing professional training requirement for those school peace officers participating in the POST Program as well as satisfy the training requirement of Penal Code Section 832.2.

Unless the individual officer or department voluntarily elects to complete the Regular Basic Course, the only additional law enforcement training that is required for school police officers is the PC 832-- Arrest and Firearms Course. Staff believes that the PC 832 Course is insufficient training to perform general peace officer duties. Therefore, it is proposed that the Commission recommend, but not require, that all school peace officers who perform general law enforcement duties should complete the Regular Basic Course prior to appointment or assignment to peace officer duties.

This legislative training requirement appears to have some fiscal impact upon K-12 and community college districts, especially as it relates to the training of existing school peace officers. Cost estimates to train each officer in the 32-hour School Peace Officer Course will vary but should average \$800/officer including salary, travel and per diem. To avoid this cost, employing school districts may alternately elect to enter the POST Program or reclassify their school peace officers to security officers. It is expected this training requirement will have nominal impact upon POST even with the course of training becoming POST-certified and existing school peace officers attending the Technical Course to satisfy the continuing professional training requirement.

This recommended training standard is supported by the legislation's proponents and author, Senator Robert Presley.

RECOMMENDATION

Subject to the results of the public hearing, approve the adoption of training standards for school peace officers pursuant to Penal Code Section 832.2.

schoolag2.hal
rev. 10/15/90

Senate Bill No. 446

CHAPTER 1078

An act to add Section 832.2 to the Penal Code, relating to peace officer training.

[Approved by Governor September 29, 1989. Filed with Secretary of State September 30, 1989.]

LEGISLATIVE COUNSEL'S DIGEST

SB 446, Presley. School peace officers: training.

Under existing law, the Commission on Peace Officer Standards and Training is charged, among other things, with the duty of developing and implementing programs, including training programs, to increase the effectiveness of law enforcement.

This bill would, except as specified, require every school peace officer, as defined, to complete a course of training approved by the commission which relates directly to the role of school peace officers.

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

SECTION 1. Section 832.2 is added to the Penal Code, to read:

832.2. (a) It is the intent of the Legislature to ensure the safety of students, staff, and the public on or about California's public schools, by providing school peace officers with training that will enable them to deal with the increasingly diverse and dangerous situations they encounter.

(b) Every school peace officer, as described in Sections 39670 and 72331 of the Education Code, shall complete a course of training approved by the Commission on Peace Officer Standards and Training relating directly to the role of school peace officers. Any person employed as a school peace officer prior to the date that the Commission on Peace Officer Standards and Training approves the course of training shall complete the course of instruction within three years from the date that the Commission on Peace Officer Standards and Training approves the course of training. Any person who is not employed as a school peace officer until on or after the date that the Commission on Peace Officer Standards and Training approves the course of training shall complete the course of instruction within one year from the date his or her employment commences.

The school peace officer training course shall address guidelines and procedures for reporting offenses to other law enforcement agencies that deal with violence on campus and other school related matters, as determined by the Commission on Peace Officer Standards and Training. The Commission on Peace Officer Standards and Training shall develop and approve the course of

training no later than January 1, 1991, and shall consult with school peace officers regarding the content and hourly requirement for this course.

(c) This section does not apply to any school peace officer whose employer requires its school peace officers to possess the basic certificate that is awarded by the Commission on Peace Officer Standards and Training or any school peace officer who possess the basic certificate that is awarded by the Commission on Peace Officers Standards and Training.

Article 1, Section 28, (c), California Constitution

Right to Safe Schools. All students and staff of public primary, elementary, junior high and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING
School Police Roster

Dave Low, Assistant Director
Government Relations
CA School Employees Assoc.

James Stuart, Lieutenant
Ventura Community College
District/Ventura College
Police

Michael W. Nunez, Chief
Public Safety Department
Compton Unified School
District

Robert Salony, Chief
Police Department of College
of San Mateo

Al Chin, Chief
College Safety Department
Long Beach City College

Bill Rieken, Chief
School Police - San
Bernardino City Unified
School District

Doug Giddings, District
Investigator
Kern Union High School

Robert L. Brookins, Sergeant
Grant Police Services

Kevin Whitfield
Grant Police Services

Dan Switzer, Chief
Yuba College Police Department
Yuba College

Dennis Rotzall, Director
Campus Safety and Security
Saddleback Community College

Mike Gobec, Chief
Cerritos College District
Police Department

Rudy Martinez, Chief
District School Police Dept.
Baldwin Park Unified School
District

Bob Shetron, Captain
School District Police Dept.
Walnut Valley Unified School
District

Raymond T. Allison, Chief
School Police Services
Santa Ana Unified School
District

John Sherman, Assistant Sup.
El Rancho Unified School Dist.

Theodore J. (Ted) Romas
Coordinator
Safety/Security & Parking
Operations
Golden West College

Ross White, Director
College Security
Monterey Peninsula College

Kenneth P. Shrum, Chief
State Center Community
College District
Fresno City College

POST Prescribed
Training Courses

July 19, 1990

SCHOOL PEACE OFFICER
Course Outline

POST ADMINISTRATIVE MANUAL REFERENCE

Regulation Section 1081

LEGAL REFERENCE

Penal Code Section 832.2, effective January 1, 1990, requires every school peace officer, as described in Sections 39670 and 72331 of the Education Code, to complete a course of training approved by the Commission on Peace Officer Standards and Training (POST) relating directly to the role of school peace officers. Any person who is not employed as a school peace officer until on or after the date that POST approves the course of training shall complete the course of instruction within one year from the date his or her employment commences. The school peace officer training course shall address guidelines and procedures for reporting offenses to other law enforcement agencies that deal with violence on campus and other school related matters, as determined by POST. POST shall develop and approve the course of training no later than January 1, 1991, and shall consult with school peace officers regarding the content and hourly requirement for this course.

BACKGROUND

The training standard developed pursuant to Penal Code Section 832.2 consists of this 32-hour School Peace Officer Course. The School Peace Officer Course, developed with the input of school peace officers and others, was approved following a public hearing by the Commission at its July 1990 meeting and became effective October 1, 1990.

COURSE DESCRIPTION

This course is directed at the training needs of school peace officers employed by public K-12 schools and community colleges. Even though school peace officers possessing a POST Basic Certificate are not required to complete this training, it is likely that all school peace officers could benefit from attendance.

CERTIFICATION INFORMATION

This course is certified under POST Reimbursement Plan IV (travel and per diem) as a Technical Course and accordingly can be used to satisfy POST's continuing professional training requirement.

TOPICAL OUTLINE

- 1.0 Role of School Peace Officers
- 2.0 Laws Impacting School Campuses
- 3.0 Maintaining Campus Community Relations
- 4.0 Reporting Offenses to Other Law Enforcement Agencies
- 5.0 Violence/Gangs on Campus
- 6.0 Campus Parking, Traffic and Crowd Control
- 7.0 Facility Protection
- 8.0 Disasters and Emergencies

Examination

Total Hours - 32

LEARNING GOALS AND EXPANDED OUTLINE

1.0 Role of School Peace Officers

Learning Goal: The student will understand the role of school peace officers including responsibilities, limitations and legal authority.

- A. History and Development of Campus Law Enforcement
- B. Legal Authority and Limitations - PC 830.32 (a) & (b)
 1. Jurisdictional Limits
 2. Peace Officer Authority (On and Off Duty)
 3. School District Policies (Ed Code 39670-39673, 60246)
- C. Responsibilities
 1. Safe Learning and Working Environment (P.C. 602.10, Ed Code 32210-32211, 44810)
 2. Crime Prevention
 3. Crime Suppression
 4. Facility Security (P.C. 469)
 5. Parking and Traffic
 6. Reporting of Unsafe Conditions
- D. Duties During and After School Hours
 1. During - People Protection Emphasis
 2. After - Property Protection Emphasis
- E. Transition to School Peace Officer Status

2.0 Laws Impacting School Campuses

Learning Goal: The student will understand the criminal and procedural laws including case decisions impacting school campuses and campus peace officers.

- A. Safe Schools (P.C. 627, 627.1)
- B. Drugs/Alcohol
 - 1. Sale of Controlled Substance on School Grounds (11353.5 H&S)
 - 2. Sale of Controlled Substance on or Within 1000 Yards of School Property K-12 (11353.6 H&S)
 - 3. Possession of Marijuana or Concentrated Cannabis on School Grounds K-12 (11357(d) and (e) H&S)
 - 4. Required Notification of the Arrest of A School employee for Crimes in 11590 and 11364 H&S (11591 H&S)
 - 5. Required Notification of the Arrest of A Community College Employee for Crimes in 11590 and 11364 H&S (11591.5 H&S)
 - 6. Alcohol on School Grounds (25608 B&P)
 - 7. Required k-12 District Policies on coordinated Drug and Alcohol Intervention/Prevention (Ed. Code 60246)
- C. Student Conduct
 - 1. Grounds For Student Suspension or Expulsion (48900 EdC)
 - 2. Habitual Truancy or Insubordination (48263 EdC)
 - 3. Hazing Causing Injury K-12 and CC (32050 EdC)
 - 4. Vandalism to Library Material. (19910 EdC)
 - 5. Suspended or Dismissed Student or Employee Willfully Entering Campus K-12 and CC (626.2 PC)
- D. Assaults on School District Employees
 - 1. Threat of Injury to School Employee to Prevent Performance of Duties (71 PC)
 - 2. Assault on School Police Officer K-12 only (241.4 PC)
 - 3. Assault on School Employee (241.6 PC)

4. Battery on School Employee (243.6 PC)
5. Assault with Deadly Weapon on School Employee (245.5 PC)
6. Required Report to Police of Assault On A Community College Employee (87014 EdC)

E. Crimes On/Or About School Grounds

1. Distribution of Harmful Material on or Near School Grounds (313.1 PC)
2. Unlawful Acts Committed in Buildings or on Grounds of Schools k-12 and CC (415.5 PC)
3. Interference With Peaceful Conduct of Campus K-12 (626.8 PC)
4. Evidence Seized in Dormitory in Violation of 4th Amendment is Inadmissable (626.11 PC)
5. Assault on Any Person on School Grounds K-12 and CC (241.2 PC)
6. Battery on Any Person on School Grounds K-12 and CC (243.2 PC)
7. Arrest Without Warrant for Battery on School Grounds K-12 and CC (243.5 PC)

F. Child Abuse

G. Sexual Offenses/Offenders

1. Notification Required of Arrest of a School Employee for Crimes Listed Under 290PC or 261PC (291 PC)

H. Stay Away Orders

I. Trespass (P.C. 602, 602)

1. Authority to Revoke Authority of Person to Remain on Campus K-12 and CC (626.3 PC)
2. Person Not a Student, Employee or Officer Interfering with Peaceful Conduct on Campus K-12 and CC (626.6 PC)
3. Registration of Outsiders Required (627.2 PC)

4. Registration of Outsiders Refused or Revoked, Presence Disruptive (627.4 PC)
 5. Outsider Refusal or Failure to Leave When Requested (627.7 PC)
 6. Loitering Around School or Where Children Congregate (653g PC)
- J. Mandatory Crime Reporting K-12 only (628 PC)
 - K. Safe Schools Act (Victims Bill of Rights - Article 1, Section 28, (c))
 - L. School Responsibility for Students (To and From School)
 - M. Confidentiality of Student Records
 - N. School and Officer Liability
 1. Safety of School Children (Hoseman v. Oakland Unified School District)
 2. Safety of Adult Student (Clery v. Lehigh University)
 3. Teacher Assaulted by Students (Zemsky v. City of New York, The Board of Education)
 - O. Weapons/Explosives
 1. Possession of A Firearm on School Grounds K-12 and CC (626.9 PC)
 2. Prohibited Weapons on School Grounds K-12 and CC (626.10 PC)
 3. Possession of a Destructive Device on School or College Grounds (12303.2 PC)

3.0 Maintaining Campus Community Relationships

Learning Goal: The student will understand the importance and techniques for school peace officers maintaining positive relationships with administrators, faculty and staff, students, general public and local law enforcement.

- A. Results of Good/Poor Relationships
- B. Opportunities for Positive Contacts

C. Techniques for Interacting With

1. Administrators
2. Faculty and Staff
3. Students and Parents
4. General Public
5. Local Law Enforcement

D. Personal Conduct

E. Resources and Programs

F. Cultural and Ethnic Relationships

G. News Media Contacts

4.0 Reporting Offenses to Other Law Enforcement Agencies

Learning Goal: The student will understand POST's guidelines and procedures for reporting criminal offenses to other law enforcement agencies.

Guideline #1 - Taking A Crime Report. School peace officers should take a report when a crime is reported or otherwise comes to their attention unless departmental-district policy requires referral to another law enforcement agency. Crimes need to be and are required by law to be documented. Crime reports provide statistical, deployment and prosecution information. Taking crime reports also provide a service and security (safety) image to the public.

Guideline #2 - Transmitting Crime Reports. School peace officers should transmit crime reports as soon as practical to reviewing authorities determined by the department/district. Supervisory personnel need to review crime reports to ensure accuracy and completeness.

Guideline #3 - Communicating Crime Information. School peace officers should communicate information from crime reports to other agencies in the criminal justice system as soon as practical and consistent with department/district policies. It is imperative that information on crimes, criminal suspects and stolen property be communicated to other agencies in the criminal justice system. Communicating such information can be done through dispatch centers, CLETS and other non-CLETS means.

5.0 Violence/Gangs on Campus

Learning Goal: The student will understand the school peace officer's responsibility and techniques for preventing, mitigating and dealing with violence/gangs on campus.

- A. Extent and Nature of Problem
- B. Identification (Graffiti, Wearing Apparel, Field Contacts, etc.)
- C. Prevention (DARE Program)
- D. Mitigation
- E. Removal of Students From Classrooms
- F. Administrative Involvement
- G. Coordination With Other Law Enforcement Agencies

6.0 Campus Parking, Traffic and Crowd Control

Learning Goal: The student will understand the school peace officer's responsibilities and techniques for handling campus parking, traffic and crowd control during special events.

- A. Traffic Direction
- B. Vehicle Code Sections
 - 1. Impounding and towing vehicles (VC 22651)
 - 2. Parking for the Disabled (VC 22507.8a)
 - 3. Restricted Parking (VC 21113a)
- C. Alternate Modes of Transportation
- D. Violator Contacts
- E. Responding to Informational Requests
- F. Driving Under The Influence
- G. Crowd Control
 - 1. Dances
 - 2. Sporting Events

7.0 Facility Protection

Learning Goal: The student will understand the school peace officer's responsibilities and techniques for protecting school facilities and equipment.

- A. Responsibilities and Techniques Vary From Site to Site
- B. Alarm Systems and Response

- C. Patrol Techniques
 - 1. Identification of High Risk Areas
 - 2. Building Containment and Search
- D. Safety/Security Observations and Reporting
 - 1. Locks/Windows/etc
 - 2. Fire Extinguishers
 - 3. Utility Shut Offs
 - 4. Unsafe Conditions and Liability
- E. Equipment Identification
- F. Closed Circuit TV
- G. Crime Prevention Programs

8.0 Disasters and Emergencies

Learning Goal: The student will understand the school peace officer's responsibilities and techniques for handling disasters and emergencies.

- A. Types of Disasters/Emergencies
- B. Preparation
 - 1. School Disaster Plans
 - 2. Evacuation Plans for Emergencies
 - 3. School Safety Plans
- C. Handling Disasters
 - 1. Situational Evaluation
 - 2. Communications
 - 3. Resources
 - 4. Rendering First Aid
 - 5. Rescue Operations
- D. Mutual Aid
- E. Student Assignment to Bring District Disaster Plan for Review and Discussion

Examination

Revised 5-21-90
school.hal

BULLETIN:

SUBJECT: Public Hearing - Adoption of Training Standards for School Peace Officers.

A public hearing has been scheduled in conjunction with the November 1990 Commission meeting:

Date : November 1, 1990
Time : 10:00 a.m.
Place: Radisson Hotel
Sacramento, California

The hearing is for the purpose of considering adoption of regulations requiring training for certain school peace officers. Penal Code Section 832.2 requires K-12 school and community college peace officers to complete a course of training approved by POST relating directly to the role of school peace officers. This training requirement does not apply to non-peace officer school security officers or to school peace officers who possess the POST Basic Certificate. POST is required to develop and approve the course of training no later than January 1, 1991.

Input on this proposed training standard was received from an advisory committee of school peace officers, school administrators, and others. Regulation 1081 is proposed to be modified by adding Section 19--School Peace Officer--that identifies a 32-hour course directed at the unique role of school peace officer. As part of this training standard, the Commission recommends that school peace officers who perform general law enforcement duties should complete the Regular Basic Course prior to appointment or assignment to peace officer duties.

The Commission may adopt other changes related to this rule-making action based upon the public hearing proceedings and written comments received. The Commission invites input on this matter.

The attached Notice of Public Hearing, required by the Administrative Procedures Act, provides details concerning the proposed regulation changes and provides information regarding the hearing process. Inquiries concerning the proposed action may be directed to Kathy Delle, Staff Services Analyst, 1601 Alhambra Boulevard, Sacramento, CA 95816-7083, or by telephone at (916) 739-5400.

NORMAN C. BOEHM
Executive Director

Attachment

Commission on Peace Officer Standards and Training

NOTICE OF PUBLIC HEARING

TRAINING STANDARDS FOR SCHOOL PEACE OFFICERS

Notice is hereby given that the Commission on Peace Officer Standards and Training (POST), pursuant to the authority vested by Sections 13503, 13506 and 13510 of the Penal Code and in order to interpret, implement, and make specific Section 832.2 of the Penal Code, proposes to adopt, amend, or repeal regulation in Chapter 2 of Title 11 of the California Code of Regulations. A public hearing to adopt the proposed amendments will be held before the full Commission on:

Date: November 1, 1990
Time: 10:00 a.m.
Place: Radisson Hotel
Sacramento, California

Notice is also hereby given that any interested person may present oral or written statements or arguments, relevant to the action proposed, during the public hearing.

INFORMATIVE DIGEST

From time to time, POST approves training standards pursuant to legislative mandate and they are incorporated into Regulation 1081 (Minimum Standards for Approved Courses). Pursuant to Senate Bill 446 (1989), Section 832.2 was added to the Penal Code. This section requires the Commission, on or before January 1, 1991, to establish a required training course for K-12 and community college school peace officers who do not possess the POST Basic Certificate. The course, relating directly to the role of school peace officers, is required to address guidelines and procedures for reporting offenses to other law enforcement agencies that deal with violence on campus and other school-related matters, as determined by POST.

It is proposed that Commission Regulation 1081 be amended to include Section 20, School Peace Officer (Penal Code Section 832.2), which would specify minimum training topics and hours including:

- A. Role of School Peace Officers
- B. Laws Impacting School Campuses
- C. Maintaining Campus Community Relations
- D. Reporting Offenses to Other Law Enforcement Agencies
- E. Violence/Gangs on Campus
- F. Campus Parking, Traffic and Crowd Control
- G. Facility Protection
- H. Disasters and Emergencies

Examination

Total Hours - 32

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 October 15, 1990. 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.

ADOPTION OF PROPOSED REGULATIONS

After the hearing, and consideration of public comments, the Commission may adopt the proposals substantially as set forth without further notice. If the proposed text 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 the date of adoption to all persons who testified or submitted written comments at the public hearing, 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 on 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 at the hearing, or prior to the hearing upon 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 Commission's normal business hours (8 a.m. to 5 p.m.).

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

Local Mandate: None

Cost to Any Local Agency or School District for Which Government Code Section 17561 Requires Reimbursement: None

Small Business Impact: None

Costs 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 Kathy Delle, Staff Services Analyst, 1601 Alhambra Blvd., Sacramento, CA, or by telephone at (916) 739-5400.

Commission on Peace Officer Standards and Training

PUBLIC HEARING - TRAINING STANDARDS FOR SCHOOL PEACE OFFICERS

STATEMENT OF REASONS

The Commission on Peace Officer Standards and Training (POST) proposes to amend Commission Regulation 1081 (Minimum Standards for Approved Courses) pursuant to Section 832.2 of the Penal Code. These changes pertain to setting a training standard for K-12 and community college school peace officers who do not possess a POST Basic Certificate.

In adding Section 832.2 to the Penal Code, the intent of the Legislature was to ensure the safety of students, staff, and the public on or about California's public schools, by providing school peace officers with training that will enable them to deal with the increasingly diverse and dangerous situations they encounter.

In response to the provisions of Penal Code Section 832.2, an advisory committee composed of K-12 school and community college peace officers, subject matter experts, school administrators, and the legislation's proponents was formed to recommend relevant curriculum. The following proposed topics were selected for inclusion in the School Peace Officer Course which complies with the provisions of Penal Code Section 832.2:

	<u>Topic</u>	<u>Justification</u>
A.	Role of School Peace Officers	Penal Code Section 832.2 requires the course of training to relate directly to the role of school peace officers. School peace officers perform their responsibilities in a unique setting and under limitations imposed by several laws with which the peace officer must be familiar in order to properly carry out the duties of the position.
B.	Laws Impacting School Campuses	Numerous criminal and procedural laws, including case decisions, impact school campuses and school peace officers. School peace officers must know and understand these laws to properly enforce them.

- C. Maintaining Campus Community Relations
- A school campus is much like a modern day city and is inhabited by numerous individuals with different views, priorities and interests. It is necessary that school peace officers know how to communicate and interact with these individuals to maintain harmony and positive relationships to enhance their ability to provide effective campus security and policing.
- D. Reporting Offenses to Other Law Enforcement Agencies
- Penal Code Section 832.2 requires that training standards address guidelines and procedures for reporting offenses to other law enforcement agencies. School peace officers must know what is required by the various agencies they interact with in order to provide all necessary information in a uniform and consistent manner.
- E. Violence/Gangs on Campus
- Penal Code Section 832.2 requires that the training standard address issues relating to violence on campus. School peace officers must know how to recognize potential violent situations in order to take the appropriate action to reduce violence and associated gang activities on campus.
- F. Campus Parking, Traffic, and Crowd Control
- School campuses have become routinely involved in major activities that involve large crowds and increased traffic problems. In order to maintain the peace, protect property and provide safety to those using the campus, school peace officers must understand their responsibilities and techniques for handling parking, traffic and crowd control activities.

G. Facility Protection

School campuses are frequently the victims of vandalism, burglary, theft and other acts involving their facilities and equipment. School peace officers need to know and understand their responsibilities and techniques for protecting facilities and equipment.

H. Disasters and Emergencies

California has a long history of major earthquakes, flooding, demonstrations, and other activities that have impacted school campuses during critical hours that have placed lives and property in jeopardy. School peace officers need to understand their responsibilities and techniques for responding to disasters and emergencies occurring on campus.

An examination is required to verify student learning and ensure accountability of instructors.

The minimum course hours have been identified as 32 based upon recommendations of instructors with long-standing experience and expertise, as well as subject matter experts.

As part of the training standard, it is proposed that the Commission recommend that school peace officers who perform general law enforcement duties complete the Regular Basic Course prior to appointment or assignment as a peace officer. This is recommended because some school peace officers employed by high-crime districts or campuses are required to perform duties analogous to those performed by city police or county deputy sheriffs; therefore, more comprehensive training is needed.

NOTE: THIS THIS LANGUAGE IS PREDICATED UPON APPROVAL OF THE OFFICE OF ADMINISTRATIVE LAW OF PUBLIC HEARINGS HELD JANUARY 18, 1990 AND JULY 19, 1990, AND PROPOSED REVISIONS WITH NO PUBLIC HEARINGS SCHEDULED AND PUBLISHED IN THE NOTICE REGISTER FEBRUARY 23, 1990 AND AUGUST 24, 1990.

PROPOSED LANGUAGE FOR REGULATION CHANGE

1081. Minimum Standards for Approved Legislatively Mandated Courses.

(1) - (19) ****

(20) School Peace Officer (Penal Code Section 832.2) 32 Hours

- A. Role of School Peace Officers
- B. Laws Impacting School Campuses
- C. Maintaining Campus Community Relations
- D. Reporting Offenses to Other Law Enforcement Agencies
- E. Violence/Gangs on Campus
- F. Campus Parking, Traffic, and Crowd Control
- G. Facility Protection
- H. Disasters and Emergencies

Written Examination

Note: The Commission recommends that school peace officers who perform general law enforcement duties complete the Regular Basic Course prior to appointment or assignment as a peace officer.

Authority: PC 13503, 13506 and 13510

Reference: PC 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; Civil Code 607f; Vehicle Code 40600; Business & Professions Code 25755

Because they are no longer considered relevant or are no longer required by law, 28 performance objectives are recommended for deletion including those related to line-ups, discovery, vehicle operations, polygraph, informant management, and that portion of chemical agents pertaining to gas masks which are not required for specialized investigators.

Fifty-eight performance objectives are recommended for addition. These additions are proposed due to changes in law, additional duties performed by specialized investigators, and the desire of agency administrators for a course more designed specifically for specialized investigators rather than general patrol information. The changes recommended for addition are the areas of; extortion, embezzlement, burglary, robbery, sex crimes, controlled substances, search warrants, gang recognition, interviewing, and case management. Of those performance objectives recommended for addition, 50 are directly taken from the Regular Basic Course and eight are new PO's related to the unique tasks performed by specialized investigators. It is proposed that the total performance objectives in the Specialized Basic Course be increased from 323 to 353 (Attachment C).

It is proposed that required testing be increased by 19 hours for a total of 30 hours. The expansion of the testing area, will include fourteen hours of cognitive testing and sixteen hours of scenario testing that reflects the need for actual performance testing in a realistic scenario, rather than just completing a cognitive written test.

It is proposed that the minimum hours for the Specialized Basic Investigators Course be increased from 220 to 340. The proposed hours were arrived at after review of the instructional time required for existing PO's in the Regular Basic and examination by instructors and subject matter experts. Presenters indicate the proposed 340 hours will accurately reflect the time required to present adequate instruction and performance evaluation of the student. The proposal to increase the instructional hours is supported by agency administrators and presenters.

To implement these proposals, Commission Procedure D-1-6 is recommended for incorporation into POST Regulation 1005, to reflect these curriculum and hourly changes and to mandate performance objectives for the Specialized Basic Investigators Course (Attachment D). Mandating the changes will ensure quality of instruction and uniformity between the two current presenters. Mandating PO's includes mandatory testing based upon success criteria as established in the Regular Basic Course. Success criteria for those PO's unique to the Specialized Basic will be developed as will test items.

Virtually all attendees of the course are employed by agencies in the non-reimbursable Specialized Program. Therefore, there is no projected fiscal impact for the POTF. There will be some impact on staff workload associated with implementation of the proposed testing requirement. An estimated six weeks of work will be required to develop new test items.

Attachment E provides a Notice of Public Hearing, Statement of Reasons, and suggested language changes to Commission Regulation 1005.

RECOMMENDATION

Subject to the results of the public hearing approve the proposed curriculum and hourly changes to POST's requirement for the Specialized Basic Investigators Course effective January 1, 1991.

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ATTACHMENT B

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**PERFORMANCE OBJECTIVES FOR THE
SPECIALIZED BASIC INVESTIGATORS COURSE**

1.0 FUNCTIONAL AREA: The student will recognize the fundamental duties, obligations, influences, and philosophies inherent with the acceptance of a "peace officer" commission. Students will possess the basic knowledge and procedural abilities which will enable them to function within the criminal justice system.

1.1.0 HISTORY AND PRINCIPLES OF LAW ENFORCEMENT

Learning Goal: The student will understand the basic principles involved in the historical development of law enforcement.

PERFORMANCE OBJECTIVE(S):

1.1.1 The student will identify the key points in the development of the United States and California law enforcement systems. (7-1-84)

1.2.0 LAW ENFORCEMENT PROFESSION

Learning Goal: The student will understand the professional aspects of law enforcement. (1-1-84)

PERFORMANCE OBJECTIVE(S):

1.2.1 The student will identify the basic principles of a "profession." (7-1-84)

1.2.2 The student will compare the present status of law enforcement with the basic principles of a profession as identified in Performance Objective 1.2.1. (7-1-84)

1.2.3 The student will identify the professional standards and requirements for California peace officers.

1.3.0 ETHICS

Learning Goal: The student will understand the concept of ethics in law enforcement.

PERFORMANCE OBJECTIVES(S):

1.3.1 The student will identify why law enforcement officers, both on and off duty, should exemplify the highest ethical and moral standards. (1-18-90)

"S" - indicates PO in Specialized Basic only.

- A. To promote professionalism in law enforcement
- B. To gain public support for law enforcement
- C. To earn the respect and confidence of peers
- D. To maintain a sense of self worth and pride in being a law enforcement officer

70% 1.3.2 The student will identify the following fundamental duties as described in the "Law Enforcement Code of Ethics" and the "Code of Professional Conduct and Responsibilities 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

1.3.3 The student will identify the following canons of the "Code of Professional Conduct and Responsibilities for Peace Officers":

- A. Uphold the Constitution of the United States, state statutes and local laws
- B. Perform duties ethically
- C. Regard discharge of duties as a public trust
- D. Exemplify high standards in public and private life
- E. Recognize the freedom of others shall not be infringed upon without just and legal cause
- F. Maintain integrity and competence
- G. Cooperate with lawful officials and organizations
- H. Refuse to accept gratuities
- I. Maintain the confidentiality of information

1.4.0 UNETHICAL BEHAVIOR

Learning Goal: The student will understand those actions which constitute unethical behavior of a peace officer and its consequences. (1-1-89)

PERFORMANCE OBJECTIVE(S):

80% 1.4.1 Given word pictures or audio-visual presentations depicting unethical and/or criminal conduct on the part of a fellow officer, the student will select the best method for handling the situation based on the following principles: (1-1-84)

- 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
- 80% 1.4.2 The student will identify problems associated with
2 an officer's nonenforcement of specific laws by personal choice. (1-1-84)
- A. Public disrespect for the law and law enforcement.
 - B. Public confusion as to the meaning or intent of the law.
- 80% 1.4.3 The student will identify problems associated with
2 an officer's acceptance of gratuities: (1-1-84)
- A. Creates a negative public image of law enforcement 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
- 80% 1.4.4 The student will identify why it is necessary for an
2 officer to take positive action when becoming aware of unethical and/or criminal conduct on the part of a fellow officer: (1-1-84)
- A. To maintain the public trust
 - B. To prevent further misconduct
 - C. To permit corrective action to take
- (S) 1.4.5 The student will identify the activities of an internal affairs unit.
- (S) 1.4.6 The student will identify the rights of the peace officer as established by the Public Safety Officers Procedural Bill of Rights Act (Govt. Code Sections 3300-3311).
- (S) 1.4.7 The student will identify situations where reports concerning employee complaints must be taken and when investigations are required.

1.6.0 CAREER INFLUENCES

Learning Goal: The student will understand and have a working knowledge of the influences of a law enforcement career upon an officer's personal life.

PERFORMANCE OBJECTIVE(S):

1.6.1 The student will identify the following as common satisfactions and dissatisfactions inherent in a law enforcement career: (7-1-84)

A. Common Satisfactions

1. Training
2. Security
3. Service to the public
4. Varied duties
5. Salary and benefits
6. Excitement
7. Advancement opportunities

B. Common Dissatisfactions

1. Work assignments
2. Shift work
3. Physical and emotional hazards
4. Organization and communication
5. Report writing

1.6.2 The student will identify the importance of maintaining a balanced, long-term approach to his/her lifestyle in the following areas: (1-1-84)

- A. Personal relationships
- B. Career developments
- C. Recreational pursuits

1.6.3 The student will identify the potential effects which his/her career choice may have upon the following: (1-1-84)

- A. Spouse
- B. Boyfriend/Girlfriend
- C. Other Friends
- D. Parents
- E. Children

(S) 70% 1.6.4 The student will identify employee assistance programs available to investigators including:

- A. Alcohol Abuse
- B. Drug Abuse
- C. Stress
- D. Financial Assistance

1.7.0 ADMINISTRATION OF JUSTICE COMPONENTS

Learning Goal: The student will have general knowledge of the components of the administration of justice system.

PERFORMANCE OBJECTIVE(S):

(S) 70% 1.7.1 Given the three criminal justice system components
2 (law enforcement, judicial, corrections), the
student will identify to which component of the
criminal justice system the following operational
positions belong: (8-1-87)

- A. Judge
- B. Prosecuting Attorney
- C. Defense Attorney
- D. Probation Officer
- E. Parole Officer
- F. Correctional Officer
- G. Local Police
- H. Sheriff
- I. Victim/Witness Services
- J. Specialized Investigators

70% 1.7.2 The student will identify the following major goals
2 of the criminal justice system: (8-1-87)

- 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

70% 1.7.5 The student will identify at least one way in which
2 a component of the criminal justice system impacts
the other components. (7-1-84)

1.8.0 RELATED LAW ENFORCEMENT AGENCIES

Learning Goal: The student will understand the functions,
juris-dictions, and areas of potential mutual assistance of
other law enforcement agencies.

PERFORMANCE OBJECTIVE(S):

70% 1.8.1 The student will identify a primary function,
2 jurisdiction, and area of potential mutual
assistance for the following federal, state, and
local agencies: (1-1-84)

- A. California Highway Patrol (CHP)
- B. Department of Motor Vehicles (DMV)
- C. California Department of Justice, Division of Law Enforcement
- D. Federal Bureau of Investigation (FBI)
- E. Postal Service
- F. Drug Enforcement Administration (DEA)
- G. Secret Service
- H. Immigration Service
- I. Alcohol, Tobacco, and Firearms Division of Treasury Department
- J. Military Police
- K. U.S. Marshal
- L. Appropriate federal, state, and local agencies

1.9.0 CALIFORNIA COURT SYSTEM

Learning Goal: The student will understand and have a working knowledge of the organization and operation of the California court system.

PERFORMANCE OBJECTIVE(S):

- | | | | |
|-----|----------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (S) | 70%
2 | 1.9.1 | The student will identify the organizational structure and a primary responsibility of the following California courts: |
| | | | <ul style="list-style-type: none"> A. Justice Court B. Municipal Court C. Superior Court D. District Court of Appeal E. State Supreme Court F. <u>Administrative Hearings</u> |
| | 70%
2 | 1.9.2 | The student will identify the purposes of the following judicial processes in criminal cases: |
| | | | <ul style="list-style-type: none"> A. Bail B. Arraignment C. Preliminary hearing D. Indictment E. Trial |

1.10.0 PAROLE AND PROBATION IN CALIFORNIA

Learning Goal: The student will understand concepts of parole and probation in California. (1-1-84)

PERFORMANCE OBJECTIVE(S):

70% 1.10.2 The student will identify the California state
2 parole process and general conditions of parole.
(1-1-84)

70% 1.10.5 The student will identify California's county
2 probation process and the general conditions of
probation. (1-1-84)

1.11.0 DISCRETIONARY DECISION MAKING

Learning Goal: The student will have a general understanding
of a law enforcement officer's discretionary authority,
constraints, consequences, and process in making decisions.
(1-1-84)

PERFORMANCE OBJECTIVE(S):

70% 1.11.1 The student will identify the steps involved in
2 problem solving including: (1-1-84)

- A. Identifying the problem
- B. Analyzing the problem
- C. Developing alternatives
- D. Selecting solution
- E. Implementing decision
- F. Evaluating action

70% 1.11.2 The student will identify the most common
2 limitations of officer discretion including: (1-1-84)

- A. Law
- B. Departmental policy and procedure
- C. Departmental goals and objectives

70% 1.11.3 The student will identify the potential consequences
1 of an officer's application of discretionary
decision making including: (1-1-84)

- A. Death or injury
- B. Additional crime
- C. Civil and vicarious liability
- D. Officer discipline
- E. Embarrassment to department

(S) 70% 1.11.4 Given various word-pictures, audio-visual
2 presentations, or simulated incidents, the student
will identify which of the following are acceptable
decisions: (1-1-84)

- (Modify) A. Arrest
- B. Citation and Release
- C. Referral
- D. Verbal Warning/Written Warning
- E. No action

(S) 1.12.0 ROLE OF THE INVESTIGATOR

Learning Goal: The student will understand how the role of the investigator differs ~~from that of the uniformed officer.~~

PERFORMANCE OBJECTIVES

- (S) 1.12.1 The student will identify the key differences between the investigator's role and the role of the uniformed officer:

- (Modify) A. Most of the work of the uniformed officer results from the officer reacting to calls for service.
- B. The majority of the investigator's work is self complaint generated.
- G. ~~Most cases are assigned after the fact.~~

- (S) 1.12.2 The student will identify the peace officer authority of investigators as described in:

- (Modify) A. Penal Code Section 830.1
- B. Penal Code 830.2
- C. B. Penal Code Section 830.3
- D. G. Penal Code Section 830.31

2.0 FUNCTIONAL AREA: The student will possess the ability to foster positive community relations. The student will identify and utilize principles and techniques that promote community service, crime prevention, and appropriate behavior by the individual law enforcement officer.

2.1.0 COMMUNITY SERVICE CONCEPT

Learning Goal: The student will understand and have a working knowledge of the officer's role relative to community service.

PERFORMANCE OBJECTIVE(S):

80% 2.1.1 The student will identify the following roles as
1 those included within the police law enforcement responsibility to provide community service:

(Modify)

- A. Order maintenance
- B. Crime prevention
- C. Public education
- D. Delivery of service
- E. Enforcement of law

2.2.0 COMMUNITY ATTITUDES AND INFLUENCES

Learning Goal: The student will understand community reactions to an officer's conduct. (1-1-84)

PERFORMANCE OBJECTIVE(S):

70% 2.2.1 The student will identify ways to personally
1 influence and affect the community's attitude toward law enforcement with the following: (8-1-87)

- A. Schools
- B. Media-newspapers, TV, radio
- C. Family
- D. Friends/Acquaintances
- E. Victims/witnesses

70% 2.2.2 Given word-pictures or audio-visual presentations
1 depicting an officer's interaction with the public, the student will identify the expected behavior of an officer from the perspective of the following: (1-1-84)

(Delete)

- A. The community
- B. The persons directly involved
- C. The student's department
- D. The student officer

- 70%
1 2.2.3 The student will identify the following techniques for coping with cultural and socio-economic differences. (1-1-84)
- A. Identify and communicate with the representatives of different cultural and socio-economic groups
 - B. Avoid pre-judging individuals based on their cultural origins or socio-economic status
 - C. Avoid the "we-they" syndrome
- 70%
1 2.2.4 The student will identify the folkways, mores, values, and particular needs for law enforcement services of each of the following community groups: (1-1-84)
- A. Racial Minority
 - B. Ethnic Minority
 - C. Women
 - D. Sexual Orientation
 - E. Economic Group
 - F. Elderly/youth
 - G. Physically Handicapped
 - H. Developmentally disabled
- 70%
1 2.2.5 The student will identify those factors in his/her self development which affect the way he/she deals with people. (1-1-84)

~~-2.3.0~~ CITIZEN-EVALUATION

(Delete) ~~Learning Goal:--The student will understand the factors to be considered in a community's evaluation of its law enforcement agency.~~

PERFORMANCE OBJECTIVE(S):

(Delete) 2.3.1 ~~The student will identify the criteria by which citizens evaluate law enforcement agencies and their personnel. (1-1-84)~~

(Delete) 2.3.3 ~~The student will identify commonly held negative law enforcement stereotypes. (1-1-84)~~

2.4.0 CRIME-PREVENTION

(Delete) ~~Learning Goal:--The student will understand and have a working knowledge of the role of crime prevention within law enforcement. (1-1-84)~~

PERFORMANCE OBJECTIVE(S):

70%
2
(Delete)

- 2.4.1 The student will identify the role of crime prevention within law enforcement: (1-1-84)
- A. The definition of crime prevention
 - B. The crime prevention role within law enforcement agency perspective
 - C. The cooperative roles of law enforcement and citizens in the prevention of crime

2.5.0 STRESS FACTORS

Learning Goal: The student will have an understanding of psychological stress.

PERFORMANCE OBJECTIVE(S):

80%
2

- 2.5.1 The student will identify the following reasons for officer stress: (1-1-88)
- A. Rotating shifts
 - B. Anger/Frustration
 - C. Role conflict
 - D. Disagreements with other components of the criminal justice system
 - E. Fear
 - F. Officer Evaluation Criteria
 - G. Time Constraints

80%
2

- 2.5.2 The student will identify the following manifestations of stress:
- A. High blood pressure, shortness of breath
 - B. Marked increase in use of coffee, alcohol, tobacco
 - C. Loss of appetite, nausea
 - D. Trembling hands, sweating, dizziness

80%
2

- 2.5.3 The student will identify the following techniques of combating the cumulative effects of stress: (1-1-84)
- A. Exercise
 - B. Diet
 - C. Change activity
 - D. Recreation
 - E. Flight (escape)
 - F. Prioritize work hours
 - G. Religious activity
 - H. Professional counseling

80% 2.5.4 The student will identify the situations which
2 are likely to cause severe stress or crisis for
citizens. (1-1-88)

80% 2.5.5 The student will identify the following basic
2 psychological responses to victimization: (1/1/88)

- A. Feelings of helplessness and lack of control
- B. Self-blame and/or blaming others, including law enforcement
- C. Fear from attack or fear of retribution
- D. Anger
- E. Denial

80% 2.5.6 The student will identify the emotional and
2 psychological symptoms of persons in crisis. (1-1-88)

80% 2.5.7 The student will identify the following verbal and
2 non-verbal techniques for defusing crisis symptoms:

- A. Acknowledge victim's ordeal and reassure their safety
- B. Provide active listening
- C. Ask diversionary reality questions
- D. Pose simple choices to help victim regain some sense of control
- E. Explain all options and procedures that will follow
- F. Maintain good eye contact and body posture
- G. Keep facial expressions appropriate

2.6.0 VICTIMOLOGY

Learning Goal: The student will understand and have a working knowledge of crime victimology. (1-1-88)

70% 2.6.1 The student will identify the benefits of focusing
2 attention on crime victims including: (1-1-88)

- A. Community support
- B. Criminal investigation/prosecution
- C. Personal/professional satisfaction

70% 2.6.2 The student will identify the most commonly accepted
2 information which should be conveyed to crime victims including: (1-1-88)

- A. Victim compensation
- B. Local victim/witness services
- C. Access to police reports
- D. Case follow-up procedures and responsibilities

2.7.0 HATE CRIMES

Learning Goal: The student will understand hate crimes motivated by racial, ethnic, religious, or sexual orientation.

70% 2.7.1 The student will recognize indicators of hate-related crimes including: (7-1-88)
2

- A. Anti-religious symbols/slurs
- B. Racial/Sexual/Ethnic slurs
- C. Racist symbols
- D. Hate group symbols
- E. Anti-gay/lesbian slurs

70% 2.7.2 The student will identify the consequences of hate crimes including: (7-1-88)
2

- A. Psychological effect on victim
- B. Denial of basic constitutional rights
- C. Divisiveness in the community
- D. Potential escalation of violence

3.0 FUNCTIONAL AREA: The student will know and understand the California laws that pertain to the enforcement and procedural aspects of law enforcement. The student will possess the ability to recognize violations that an officer is likely to encounter and will know the legal obligations in enforcing those laws.

3.1.0 INTRODUCTION TO LAW

Learning Goal: The student will understand and have a working knowledge of the legal principles upon which criminal law in California operates.

PERFORMANCE OBJECTIVE(S):

- 80% 3.1.1 The student will identify the difference between
2 "spirit of the law" and "letter of the law".
- 80% 3.1.2 The student will identify the difference between
2 "common law" and "statutory law" in relation to California law.
- 80% 3.1.3 The student will identify how case decisions affect
2 and clarify statutory law. (Stare Decisis) (1-1-84)

3.2.0 CRIME ELEMENTS

Learning Goal: The student will understand and have a working knowledge of the basic elements of crimes as defined in California law.

PERFORMANCE OBJECTIVE(S):

- 80% 3.2.1 The student will identify each of the following as
2 being necessary elements of "a crime" as defined by California Penal Code Section 15: (1-1-84)
- A. An act or omission
 - B. In violation of statutory law
 - C. For which there is a punishment
- 80% 3.2.2 Given the punishment for a crime, the student will
2 classify the crime as a felony, misdemeanor, or infraction. (Penal Code Sections 16 and 17) (7-1-88)
- 80% 3.2.3 The student will identify "corpus delicti" as
2 defined in California criminal law. (Evidence Code)

3.3.0 INTENT

Learning Goal: The student will understand and have a working knowledge of the concept of "intent" in California criminal law.

PERFORMANCE OBJECTIVE(S):

- 80%
2
- 3.3.1 The student will identify the following types of "intent" recognized in California criminal law:
- A. Specific
 - B. Transferred
 - C. General
 - D. Criminal negligence

3.4.0 PARTIES TO A CRIME

Learning Goal: The student will understand and have a working knowledge of the concept of "parties to a crime."

PERFORMANCE OBJECTIVE(S):

- 80%
2
- 3.4.1 The student will identify "principal" and "accessory" as defined by California law. (Penal Code Section 30-32)
- 80%
2
- 3.4.2 The student will identify "accomplice" as defined by California law. (Penal Code Section 1111)

3.5.0 DEFENSES

Learning Goal: The student will understand and have a working knowledge of the concept of entrapment, and who is legally incapable of committing a crime in California.

PERFORMANCE OBJECTIVE(S):

- 80%
2
- 3.5.1 The student will correctly identify entrapment as recognized by California case decisions. (1-1-84)
- 80%
2
- 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) (1-1-84)

3.6.0 PROBABLE CAUSE

Learning Goal: The student will understand and have a working knowledge of the concept of "probable cause."

PERFORMANCE OBJECTIVE(S):

- 80%
2 3.6.1 The student will identify the following elements of "reasonable suspicion" as those required to lawfully stop, detain or investigate a person: (1-1-89)
- 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 the crime-related activity (9-1-84)
- 80%
2 3.6.2 Given word-pictures or audio-visual presentations depicting instances where "probable cause" for police action may or may not exist, the student will identify its presence or absence and reasons behind his/her decision. (1-1-84)

3.7.0 ATTEMPT/CONSPIRACY/SOLICITATION

Learning Goal: The student will understand and have a working knowledge of attempt, conspiracy, and solicitation as the terms relate to crime.

PERFORMANCE OBJECTIVE(S):

- 80%
2 3.7.1 The student will identify the elements which define ATTEMPT as that term relates to crimes. (Penal Code Section 664) (-7-88)
- 80%
2 3.7.2 The student will identify CONSPIRACY as that term relates to crimes. (1-1-84)
- 80%
2 3.7.3 The student will identify SOLICITATION as that term relates to crimes. (1-1-84)

3.8.0 OBSTRUCTION OF JUSTICE

Learning Goal: The student will understand and have a working knowledge of the laws relative to obstruction of justice and how to identify the elements.

PERFORMANCE OBJECTIVE(S):

- 80%
2 3.8.1 Given 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 Section 67 and 68)
- 70%
2 3.8.2 Given 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)
- 80%
2 3.8.3 Given 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)
- 80%
2 3.8.4 Given 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)
- 80%
2 3.8.5 Given 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)
- 80%
2 3.8.6 Given word-pictures or audio-visual presentations depicting the possible filing of a false police report, 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)
- 70%
2 3.8.7 Given 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)

3.9.0 THEFT LAW

Learning Goal: The student will understand and have a working knowledge of the crime of theft as defined in the various California Code Sections.

PERFORMANCE OBJECTIVE(S):

80%
2 3.9.1 Given word-pictures or audio-visual presentations depicting a possible theft, 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 484, 487, 488, 499b and Vehicle Code 10851)

80%
2 3.9.2 Given word-pictures or audio-visual presentations depicting the possible defrauding of an innkeeper, 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 537)

70%
2 3.9.3 Given word-pictures or audio-visual presentations depicting a possible appropriation of lost property, 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 485)

3.10.0 EXTORTION LAW

(add) Learning Goal: The student will understand and have a working knowledge of the crime of extortion.

PERFORMANCE OBJECTIVE(S):

70%
2 (add) 3.10.1 Given word-pictures or audio-visual presentations depicting a possible extortion, 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 518 and 520)

3.11.0 EMBEZZLEMENT LAW

(add) Learning Goal: The student will understand and have a working knowledge of the crime of embezzlement as described in California law.

PERFORMANCE OBJECTIVE(S):

70%
2
(add)

3.11.1 Given word-pictures or audio-visual presentations depicting a possible embezzlement, 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 503, 504, 507, 508, and 514)

3.12.0 FORGERY/FRAUD LAW

Learning Goal: The student will understand and have a working knowledge of the crimes of forgery and fraud.

PERFORMANCE OBJECTIVE(S):

80%
2

3.12.1 Given word-pictures or audio-visual presentations depicting a possible forgery, 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 470)

80%
2

3.12.2 Given word-pictures or audio-visual presentations depicting possible fraud, 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 476a)

3.12.3 The student will identify the most frequently encountered fraudulent documents.

(New)
S

- A. Drivers license/ID card
- B. Medi-Cal cards
- C. Birth Certificates
- D. Licenses issued by regulatory agencies
- E. Immigration documents

3.13.0

BURGLARY LAW

(add)

Learning Goal: The student will understand and have a working knowledge of the crime of burglary as defined in California law.

PERFORMANCE OBJECTIVE(S):

80%
2
(add) 3.13.1 Given word-pictures or audio-visual presentations depicting the possible unauthorized entry of property, 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 602.5)

80%
2
(add) 3.13.2 Given word-pictures or audio-visual presentations depicting a possible burglary, 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 459)

3.14.0 RECEIVING STOLEN PROPERTY LAW

Learning Goal: The student will understand and have a working knowledge of the crime of receiving stolen property as defined in California criminal law.

PERFORMANCE OBJECTIVE(S):

80%
2 3.14.1 Given word-pictures or audio-visual presentations depicting the possible receiving of stolen property, 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 496)

3.17.0 ASSAULT/BATTERY LAW

Learning Goal: The student will understand and have a working knowledge of the crimes of assault and battery as defined in California law.

PERFORMANCE OBJECTIVE(S):

80%
2 3.17.1 Given word-pictures or audio-visual presentations depicting possible assaults, 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 240)

80%
2 3.17.2 Given word-pictures or audio-visual presentations depicting possible batteries, 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 242)

3.18.0 ASSAULT WITH DEADLY WEAPON LAW

Learning Goal: The student will understand and have a working knowledge of the crime of assault with a deadly weapon as defined in California law.

PERFORMANCE OBJECTIVE(S):

80%
2 3.18.1 Given word-pictures or audio-visual presentations depicting a possible assault with a deadly weapon, 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 245)

3.24.0 DEADLY WEAPONS LAW

Learning Goal: The student will understand and have a working knowledge of the laws relative to deadly weapons as defined in California law.

PERFORMANCE OBJECTIVE(S):

80%
2 3.24.1 Given word-pictures or audio-visual presentations depicting possible acts of drawing and/or exhibiting a firearm, or a replica, 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 417, 417.1, 417.2, 417.3, 417.6, 417.8) (7-1-88)

80%
2 3.24.2 Given word-pictures or audio-visual presentations depicting the possible shooting at an inhabited dwelling, occupied building, inhabited house car, inhabited camper, vehicle, or aircraft 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 246, 246.3 and 247)

- 80% 3.24.3 Given word-pictures or audio-visual presentations
2 depicting possible violations of law regarding possession of a switch blade knife, 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 653k) (1-1-84)
- 80% 3.24.4 Given word-pictures or audio-visual presentations
2 depicting possible possession of any weapons enumerated in P. C. Section 12020, 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 12020)
- 80% 3.24.5 Given word-pictures or audio-visual presentations
2 depicting possible possession of a concealable firearm by a felon, 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 12021 and 12021.5) (1-1-84)
- 80% 3.24.6 Given word-pictures or audio-visual presentations
2 depicting possible carrying of a concealed weapon, 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 12025, 12026, 12026.1, 12026.2, 12027 and 467) (1-1-84)
- 80% 3.24.7 Given word-pictures or audio-visual presentations
2 depicting possible carrying of a loaded firearm, 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 12031)
- 80% 3.24.8 Given word-pictures or audio-visual presentations
2 depicting the possible altering of the serial numbers on a firearm, 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 12090) (1-1-84)

3.25.0

ROBBERY LAW

(add) Learning Goal: The student will understand and have a working knowledge of the crime of robbery as defined in California criminal law.

PERFORMANCE OBJECTIVE(S):

80%
2

3.25.1 Given word-pictures or audio-visual presentations depicting possible robberies, 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 211)

3.28.0

SEX CRIMES LAW

(add) Learning Goal: The student will understand and have a working knowledge of the crimes constituting sex offenses as defined in California law.

PERFORMANCE OBJECTIVE(S):

80%
2

(add)

3.28.1 Given word-pictures or audio-visual presentations depicting possible acts of indecent exposure, 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 314)

3.28.2 Renumbered to 3.21.5 (1-1-86)

80%
2

(add)

3.28.3 Given word-pictures or audio-visual presentations depicting possible acts of oral copulation, 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 288a)

80%
2

(add)

3.28.4 Given word-pictures or audio-visual presentations depicting a possible sodomy, 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 286)

80%
2

(add)

3.28.6 Given word-pictures depicting unlawful sexual intercourse, 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 261.5)

(new) S 3.28.12 Given word-pictures depicting a possible psychotherapist sexual exploitation, 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. (B & P Code 729)

3.29.0 RAPE LAW

(add) Learning Goal: The student will understand and have a working knowledge of California law relative to the crime of rape.

PERFORMANCE OBJECTIVE(S):

(add) 80%
2 3.29.1 Given word-pictures depicting a possible rape 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 261 (1), (2), (3), (4), (5), (6) or (7))

(add) 80%
2 3.29.3 Given word-pictures depicting a possible penetration of genital or anal openings by foreign object, the student will determine if the crime is complete, and will identify the crime by its common name and classification. (Penal Code Section 289)

(add) 80%
2 3.29.4 Given word-pictures depicting a possible sexual battery, the student will determine if the crime is complete, and will identify the crime by its common name and classification. (Penal Code Section 243.4) (7-1-85)

3.31.0 CONTROLLED SUBSTANCES LAW

(add) Learning Goal: The student will understand and have a working knowledge of the specific characteristics of controlled substances and the laws regulating their use.

PERFORMANCE OBJECTIVE(S):

(add) 80%
2 3.31.1 The student will identify the elements necessary to establish the offense of possession of a controlled substance: (1-1-85)

- A. Knowledge
- B. Control or constructive control
- C. Usable quantity

80%
2
(add) 3.31.2 The student will identify the elements necessary to establish the offense of possession of a controlled substance for sale: (1-1-85)

- A. Knowledge
- B. Control
- C. Intent--for sales
- D. Usable quantity

80%
2
(add) 3.31.3 The student will identify the elements necessary to establish the offense of transporting, selling, and furnishing a controlled substance or substance in lieu of: (3-1-88)

- A. Knowledge
- B. Control
- C. Intent
- D. Usable quantity

80%
2
(add) 3.31.4 The student will identify the elements necessary to establish the offense of possession of paraphernalia for the unlawful use of a controlled substance: (1-1-85)

- A. Knowledge
- B. Control
- C. Intent

80%
2
(add) 3.31.5 The student will identify the elements necessary to establish the offense of being present where controlled substances are unlawfully being used: (1-1-85)

- A. Knowledge
- B. Presence itself
- C. Usable quantity

3.31.6 Renumbered to 3.32.5 (3-1-88)

3.31.7 Renumbered to 3.32.6 (3-1-88)

3.32.0 NON-NARCOTIC DRUG LAW

(add) Learning Goal: The student will understand and have a working knowledge of the laws and specific characteristics of hallucinogens, Peyote, LSD, and PCP non-narcotics. (3-1-88)

PERFORMANCE OBJECTIVE(S):

80%
2
(add) 3.32.1 When shown or given a description of LSD, the student will identify it as a restricted substance and the following information: (Health and Safety Code Section 11377(a))

- A. Its common (non-technical) name and slang name(s)
 B. How it is introduced into the system
 C. The ways in which it is typically packaged
 D. Its effect on the user, both short and long term
- 80%
 2
 (add) 3.32.2 When shown or given a description of peyote in its common form, the student will identify it as a restricted substance and the following information:
- A. Its common (non-technical) name(s) or slang name(s)
 B. How it is introduced into the system
 C. The ways it is typically packaged
 D. Its effect on the user, both short and long term
- 80%
 2
 (add) 3.32.3 When shown or given a description of PCP, the student will identify it as a controlled substance and the following information: (3-1-88)
- A. Its common name(s) or slang name(s)
 B. The ways in which it is introduced into the system
 C. The ways in which it is commonly packaged
 D. Its effects on the user, both short and long term
 E. Hazards associated with handling.
- 80%
 2
 (add) 3.32.4 When shown or given a description of Psilocybin, the student will identify it as a controlled substance and the following information: (3-1-88)
- A. Its common (non-technical) name(s) or slang name(s)
 B. The ways in which it is introduced into the system
 C. The ways in which it is commonly packaged
 D. Its effects on the user, both short and long term
- 80%
 2
 (add) 3.32.5 The student will identify the physical effects of non-narcotic depressants and the way in which they are typically packaged. (3-1-88)
- 80%
 2
 (add) 3.32.6 When shown or given a description of amphetamines and methamphetamines in their common forms, the student will identify each as a restricted substance and the following information: (Health and Safety Code Section 11377) (3-1-88)

- A. Their common (non-technical) names or slang names
- B. How they are introduced into the system
- C. The ways in which they are commonly packaged
- D. Its effects on the user, both short and long term
- E. Hazards associated with handling

3.33.0 NARCOTICS LAW

(add) Learning Goal: The student will understand and have a working knowledge of the laws and specific characteristics of the various forms of narcotics. (3-1-88)

PERFORMANCE OBJECTIVE(S):

80%
2
(add) 3.33.1 Given word-pictures or audio-visual presentations depicting the possible possession of an instrument used for unlawfully injecting or smoking a controlled substance (other than marijuana), 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. (Health and Safety Code Section 11364 and Business and Professions Code Section 4140) (1-1-85)

80%
2
(add) 3.33.2 When shown or given a description of heroin, the student will identify it as a restricted substance, its crime classification and the following information: (Health and Safety Code Sections 11350, 11351, and 11550) (3-1-88)

- A. Its common name(s) or slang name(s)
- B. The ways in which it is introduced into the body
- C. The ways in which it is commonly packaged
- D. Its effects on the user, both short and long term

80%
2
(add) 3.33.3 When shown or given a description of cocaine, the student will identify it as a restricted substance, its crime classification, and the following information: (Health and Safety Code Sections 11350, 11550(a), and 11351.5)

- A. Its common (non-technical) name(s) or slang name(s)
- B. The ways in which it is introduced into the system
- C. The ways in which it is commonly packaged
- D. Its short and long term effects on the user

3.34.0 MARIJUANA LAW

(add) Learning Goal: The student will understand and have a working knowledge of the laws and specific characteristics of the drug Marijuana.

PERFORMANCE OBJECTIVE(S):

(add) 80%
2
3.34.1 When shown or given a description of Marijuana, and/or being subjected to burning Marijuana, the student will recognize and identify it as a controlled substance, its crime classification and the following information: (Health and Safety Code Sections 11357a, b, c, d, e, and 11359) (1-1-85)

- A. Its slang name(s)
- B. The ways in which it is typically packaged
- C. Its effects on the user, both short and long term
- D. Those elements necessary to establish possession and possession for sale specific to Marijuana

(add) 80%
2
3.34.2 Given word-pictures or audio-visual presentations depicting the possible cultivating or harvesting of Marijuana, 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. (Health and Safety Code Section 11358) (1-1-85)

3.37.0 CONSTITUTIONAL RIGHTS LAW

Learning Goal: The student will understand and have a working knowledge of the basic constitutional rights of person(s) suspected or accused of a crime.

PERFORMANCE OBJECTIVE(S):

80%
2
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

- 70% 3.37.3 Given a description of a possible violation of Title
2 18, Section 241 of the U. S. Code, the student will
identify the crime by title and section. (7-1-88)
- 70% 3.37.4 Given a description of a possible violation of Title
2 18, Section 242 of the U. S. Code, the student will
identify the crime by title and section. (7-1-88)

3.38.0 LAWS OF ARREST

Learning Goal: The student will understand and have a working knowledge of the laws of arrest.

PERFORMANCE OBJECTIVE(S):

- 90% 3.38.1 The student will describe the peace officer's
2 authority to arrest. (Penal Code Section 836,
Vehicle Code Section 40300.5) (1-1-84)
- 80% 3.38.2 The student will identify the elements of an
2 arrest. (Penal Code Sections 834 and 835)
- 90% 3.38.3 Given word-pictures or audio-visual presentations
2 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)
- 80% 3.38.4 Given word-pictures or audio-visual presentations
2 depicting arrest situations, the student will
explain what information the person arrested must be
provided and at what time it must be provided.
(Penal Code Section 841)
- 80% 3.38.5 Given word-pictures or audio-visual presentations
2 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)
- 80% 3.38.6 Given word-pictures or audio-visual presentations
2 depicting arrest situations, the student will
identify what the peace officer is required to do
with the person arrested. (Penal Code Sections 825,
848, 849, 851.5, 853.5, and 853.6)
- 80% 3.38.7 Given word-pictures or audio-visual presentations
2 depicting an officer(s) entering the premises 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)

- 80% 3.38.8 The student will identify the requirements placed upon a person making an arrest of another. (Penal Code Section 847)
2
- 80% 3.38.9 Given word-pictures or audio-visual presentations depicting "private person" arrests, the student will determine if the arrest is legal. (Penal Code Section 837)
2
- 80% 3.38.12 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) (1-1-84)
2
- 80% 3.38.13 The student will identify the following legal exceptions to arrest: (1-1-84)
2
- A. Diplomatic immunity (22 U.S. 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, U.S. Const. and (Art. 4, Section 2, Cal. Const.)

3.41.0 JUVENILE LAW AND PROCEDURE

Learning Goal: The student will understand and have a working knowledge of the laws and procedures relative to juveniles.

PERFORMANCE OBJECTIVE(S):

- 70% 3.41.1 The student will identify the purpose of the "Juvenile Court Law." (Welfare and Institutions Code Sections 202 and 203)
2
- 70% 3.41.2 The student will identify the scope of the authority of the Juvenile Court. This identification will include the age requirement (Welfare and Institutions Code Sections 603 and 607) and the circumstances under which a juvenile comes within the jurisdiction of the Juvenile Court (Welfare and Institutions Code Sections 300, 601, and 602)
2
- 80% 3.41.3 The student will identify the circumstances under which an officer may take a juvenile into temporary custody. (Welfare and Institutions Code Section 305 and 625)
2

- 80% 3.41.4 The student will identify the requirements relating
2 to the advisement of the constitutional rights of a
juvenile taken into custody. (Welfare and
Institutions Code Section 625 and 627.5)
- 80% 3.41.5 The student will identify the requirements
2 pertaining to the segregation of juveniles from
other prisoners. (Welfare and Institutions Code
Sections 206 through 208)
- 80% 3.41.6 The student will identify various stages of a
2 typical juvenile case proceeding from temporary
detention through the juvenile court hearing.
(Welfare and Institutions Code Sections 626-634,
636, and 657)
- 70% 3.41.7 Given word-pictures or audio-visual presentations
2 depicting an officer taking an injured or sick
juvenile into temporary custody, the student will
identify the legal requirements for securing medical
aid for the juvenile. (Welfare and Institutions
Code Section 625c)
- 80% 3.41.8 Given word-pictures or audio-visual presentations
2 depicting the possible contributing to the
delinquency of a minor, 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 272)

3.43.0 CRIMINAL/ADMINISTRATIVE CODE

Learning Goal: The student will understand the relationship
fundamental differences between the major California criminal
codes civil law and California administrative criminal law.

PERFORMANCE OBJECTIVES

(modify) S 3.43.1 The student will identify at-least-one the following
aspects of California civil criminal-code-which-contains-the
laws; that-his-agency-is-responsible-for-enforcing.

- A. Administrative hearings
- B. Inspection warrants
- C. Subpoena powers
- D. Burden of proof

(modify) S 3.43.2 The student will identify the Administrative-Code-by title, which pertains to his agency, following elements of the administrative process:

- A. Administrative subpoena as part of the investigation
- B. Accusation by Attorney General
- C. Agency filing
- D. Administrative subpoena as part of the hearing
- E. Hearing
- F. Decision
 - 1. Proposed
 - 2. Final
- G. Administrative appeal process
- H. Judicial appeal process
- I. Administrative sanctions

(new) S 3.43.3 The student will identify the difference between the admonition in criminal cases vs. administrative cases.

4.0 FUNCTIONAL AREA: The student will possess sufficient knowledge to enable the student to proficiently apply the rules of evidence to law enforcement activities.

4.1.0 CONCEPTS OF EVIDENCE

Learning Goal: The student will understand and have a working knowledge of the concepts of evidence as defined and used in California law.

PERFORMANCE OBJECTIVE(S):

- 80%
2 4.1.1 The student will identify the following:
- A. Evidence
 - B. Direct evidence
 - C. Circumstantial evidence
- 80%
2 4.1.2 The student will identify the following types of evidence or material related to the introduction of evidence in court and will recognize an example of each:
- A. Fruits of a crime
 - B. Instrumentalities of a crime
 - C. Contraband
- 70%
2 4.1.3 The 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
- 80%
2 4.1.4 The 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
- 80%
2 4.1.5 The student will identify the main purpose of the "Rules of Evidence" as protecting the jury from seeing or hearing evidence that is: (1-1-89)

- 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

4.2.0 PRIVILEGED COMMUNICATION

Learning Goal: The student will understand and have a working knowledge of privileged communications.

PERFORMANCE OBJECTIVE(S):

- 70%
2
- 4.2.1 Given word-pictures depicting possible privileged relationships, the student will identify when the privileged communication rule applies.

Depictions to include:

- 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)

4.4.0 SUBPOENA

Learning Goal: The student will understand and have a working knowledge of the use and purpose of the subpoena.

PERFORMANCE OBJECTIVE(S):

- 70%
2
- 4.4.1 The student will identify the legal definition of the term "subpoena."
- 70%
2
- 4.4.2 The student will identify the following points about a subpoena:
- A. Who may exercise the power of subpoena
 - B. Who is subject to the power of subpoena
 - C. How a California subpoena is enforced

4.5.0 BURDEN OF PROOF

Learning Goal: The student will understand and have a working knowledge of the term "burden of proof."

PERFORMANCE OBJECTIVE(S):

- 70%
2
- 4.5.1 The student will identify, in the following situations, whether the "burden of proof" falls upon the prosecution or defense during a criminal trial:
- A. Criminal guilt (Evidence Code Section 520)
 - B. Corpus delicti (Evidence Code Section 550)
 - C. Jurisdiction (Evidence Code Section 666)
 - D. Double jeopardy as a defense (Evidence Code Section 500)
 - E. Self-defense as a defense (Evidence Code Section 500)

4.6.0 RULES OF EVIDENCE

Learning Goal: The student will understand and have a working knowledge of the basic rules of evidence.

PERFORMANCE OBJECTIVE(S):

- 80%
2
- 4.6.1 The student will identify the effects of the "exclusionary rule" upon police actions and procedures in the following areas: (Evidence Code and Case Law)
- A. Civil rights
 - B. Inadmissible evidence
 - C. Possibility of false arrest
- 70%
2
- 4.6.2 The student will identify the definition of the Hearsay Rule. (Evidence Code Section 1200)
- 80%
2
- 4.6.3 The student will identify the following exceptions to the Hearsay Rule: (Evidence Code Section 1220)
- A. Spontaneous statements
 - B. Admissions
 - C. Confessions
 - D. Dying declarations
- 4.7.0

SEARCH CONCEPTS

Learning Goal: The student will understand and have a working knowledge of the legal concepts relative to searches.

PERFORMANCE OBJECTIVE(S):

- 80%
2
- 4.7.1 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. Frisk

80% 4.7.2 The student will identify the following items as
2 those for which an officer may legally search (Case Law Decisions): (9-1-84)

- A. Dangerous weapons
- B. Fruits of the crime
- C. Instruments of the crime
- D. Contraband
- E. Suspects
- F. Additional Victims

80% 4.7.4 The student will identify the definition of the
2 following terms relative to search (Case Law Decisions): (9-1-84)

- 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

(new) S 4.7.5 The student will identify the definition of inspection warrants.

4.8.0 SEIZURE CONCEPTS

Learning Goal: The student will understand and have a working knowledge of the concept of lawful evidence seizure.

PERFORMANCE OBJECTIVE(S):

80% 4.8.1 Given word-pictures or audio-visual presentations
2 depicting where force is used to prevent a suspect from swallowing evidence, the student will identify those situations where the force is justified.

80% 4.8.2 The student will identify an example wherein
2 inducing a suspect to vomit would be legally justified. (Case Law)

- 80%
2 4.8.3 The student will identify an example wherein the use of force to extract blood evidence from a suspect would be legally justified. (Case Law)
- 80%
2 4.8.4 The student will identify an example wherein the use of force to extract fingerprint evidence from a suspect would be legally justified. (Case Law)
- 70%
2 4.8.5 The student will identify an example wherein the suspect would have no legal right to refuse to give handwriting exemplars. (Case Law)

4.9.0 LINE-UPS AND SHOW-UPS

Learning Goal: The student will understand and have a working knowledge of the requirements of suspect identification. (7-1-88)

PERFORMANCE OBJECTIVE(S):

- 80%
24
(Delete) 4.9.1 ~~Given word-pictures or audio-visual presentations depicting an "in-the-field show-up," the student will identify the steps necessary to conduct the show-up in a manner that would make the results admissible in court. (7-1-88)~~
- 70%
2 4.9.3 Given word-pictures or audio-visual presentations depicting a photographic identification, the student will identify the steps necessary to conduct the "photographic identification" in a manner that would make the results admissible. (7-1-88)
- 80%
2
(Delete) 4.9.4 ~~Given word-pictures or audio-visual presentations depicting a "line-up," the student will identify the steps necessary to conduct the line-up in a manner that would make the results admissible. (7-1-88)~~

4.10.0 SEARCH WARRANTS

S Learning Goal: The student will understand the search warrant process.

PERFORMANCE OBJECTIVE

- S 4.10.1 The student will identify the procedural steps and the legal requirements for (1) developing affidavits and (2) obtaining and executing search warrants.
- S
(new) 4.10.2 Given a description of a situation where a search warrant is needed, the student will prepare an affidavit supporting the warrant and complete the required forms.

4.11.0 DISCOVERY

(Delete) Learning Goal: --The student will understand the concept of discovery.

PERFORMANCE OBJECTIVE

(Delete) 4.11.1 The student will identify and discuss the following two topics as they relate to discovery:

- A: En Camera Hearings
- B: Public Information Act

4.12.0 WITNESS QUALIFICATIONS

(Delete) Learning Goal: --The student will understand that becoming qualified as an expert witness, and remaining so qualified, is a continuing process.

PERFORMANCE OBJECTIVE

4.12.1 The student will identify two areas in which careful and continuous records must be kept to facilitate qualification as an expert witness:

- A: -Education
- B: -Experience

5.0

FUNCTIONAL AREA: The student will possess the proficiency to communicate effectively and professionally through written, oral, and mechanical media.

5.1.0 INTERPERSONAL COMMUNICATIONS

Learning Goal: The student will understand and have a working knowledge of interpersonal communication.

PERFORMANCE OBJECTIVE(S):

- 80%
2 5.1.1 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
- 80%
2 5.1.2 The student will identify the following as being language factors which contribute to a negative response from the public: (1-1-89)
- A. Profanity
 - B. Derogatory language
 - C. Offensive terminology directed toward members of community groups
 - D. Inappropriate use of police jargon
- 80%
4 5.1.3 Given practical exercises depicting stressful situations of interaction with the public, the student will deal properly and effectively with persons exhibiting difficulty communicating due to: (1-1-88)
- A. Irrational behavior
 - B. Age
- 80%
2 5.1.4 The student will identify the verbal/non-verbal behavior which is indicative of potentially hostile actions of people including: (7-1-88)
- A. Red flushed face
 - B. Loud voice
 - C. Hyperventilation
 - D. Anger
 - E. Shaking, twitching hands

5.2.0 NOTE TAKING

Learning Goal: The student will understand the note taking process.

PERFORMANCE OBJECTIVE(S):

- 80%
2
- 5.2.1 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 than memory alone
- 80%
2
- 5.2.2 The student will identify the following types of information that should be entered into field notes:
- 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
- 80%
3
- 5.2.3 Given simulated police situations, the student will demonstrate the ability to take neat and accurate notes.
- 70%
2
- 5.2.4 Given a practical exercise, the student will take notes during an interview in such a manner as to not discourage the interviewee from talking.

5.3.0 **INTRODUCTION TO REPORT WRITING**

Learning Goal: The student will have a basic understanding of report writing.

PERFORMANCE OBJECTIVE(S)

- 80%
2
- 5.3.1 The student will identify the following uses of police 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

- 80%
1 5.3.2 The 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
- 80%
1 5.3.3 The 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

5.4.0 REPORT WRITING MECHANICS

Learning Goal: The student will know the basic mechanics of report writing.

PERFORMANCE OBJECTIVE(S):

- 80%
2 5.4.1 The student will demonstrate the ability to spell job-related words.
- 80%
2 5.4.2 The student will demonstrate the ability to distinguish between active and passive voice sentence construction.
- 80%
2 5.4.3 Given examples of faulty sentence structure, the student will revise them into clear and complete sentences. This will minimally include correcting:
- A. Sentence fragments
 - B. Run-on sentences
 - C. Comma splices
- 80%
1 5.4.4 The student will identify inappropriate words for police reports. This will minimally include:
- A. Slang (except when quoted)
 - B. Jargon (except when quoted)
 - C. Non-standard abbreviations

- 80% 5.4.5 The student will revise third person sentence
2 construction to first person.
- 80% 5.4.6 Given a series of events, the student will, to the
1 satisfaction of the instructor, place them in
chronological order.

5.5.0 REPORT WRITING APPLICATION

Learning Goal: The student will gain the ability to write clear and concise reports.

PERFORMANCE OBJECTIVE(S):

- 80% 5.5.1 Given simulated law enforcement situations, the
3 student will organize or write the facts in an
appropriate report format.

This will be accomplished by:

- A. Gathering relevant information by conducting a preliminary investigation (Ref. 10.1.0).
- B. Organizing the necessary facts in either a chronological or categorical order.
- C. Relating the facts in appropriate sentence form using grammatically and structurally correct sentences.
- D. Utilizing the principles of Report Writing Mechanics (Ref. 5.4.0).

5.6.0 USE OF THE TELEPHONE

Learning Goal: The student will understand how to properly use the telephone.

PERFORMANCE OBJECTIVE(S):

- 80% 5.6.1 The student will identify what must be accomplished
2 by an officer in a telephonic situation reflecting a police problem which results in a positive law enforcement image and effective communication.

This response will minimally include the following:

- A. Prompt answering
- B. Appropriate greeting and identification
- C. Courteous listening
- D. Accurate recording of information
- E. Demonstrated interest and sincerity
- F. Quick and accurate routing of calls
- G. Provision of service or information requested
- H. Courteous termination of call

5.7.0 DEAF AND HEARING IMPAIRED

(add) Learning Goal: The student will gain the ability to communicate effectively with the deaf and hearing impaired. (1-1-88)

PERFORMANCE OBJECTIVE(S):

(add) 80%
2 5.7.1 The student will identify the necessary considerations in communicating effectively with the deaf and hearing impaired including: (1-1-88)

- A. Recognition
- B. Approach
- C. Communicating
- D. Safety
- E. Legal

5.8.0 LAW ENFORCEMENT RADIO COMMUNICATIONS

(add) Learning Goal: The student will understand the concepts and effective methods of law enforcement radio communications.

80%
3 5.8.1 The student will demonstrate the mechanical operation of law enforcement radio equipment including:

- A. On/Off Switch
- B. Proper hand/mouth microphone positions
- C. Antenna position
- D. Squelch/Volume control
- E. Frequency selection

(add) 80%
3 5.8.2 The student will demonstrate the proper procedures and techniques of radio communications, which will minimally include:

- A. ABC's of radio demeanor (accuracy, brevity, clarity/courtesy)
- B. Waiting until the air is clear before pressing the transmit button
- C. Pressing the transmit button firmly and speaking calmly and clearly into the microphone to ensure even modulation
- D. Understanding emergency traffic and saving routine and non-emergency transmissions until the termination of the emergency
- E. Knowing the purpose of call signs their assignments, and beat locations
- F. Ensuring message acknowledgement
- G. Applicable FCC rules and regulations governing radio operations
- H. Commonly used radio codes

(add) 80%
3

5.8.3

Given a classroom/field exercise or scenario in which there is one or more suspects, the student shall demonstrate the proper use of a law enforcement radio to complete a crime broadcast. This demonstration will minimally include:

- A. Type of incident and location
- B. Number of suspects with complete known description
- C. Description of loss, if any
- D. Weapon(s) used
- E. Time, direction of flight, and vehicle description

6-0 FUNCTIONAL AREA: -The student will possess the proper attitudes, knowledge, and skills to enable the student to safely and legally operate a law enforcement vehicle under all operating conditions.

(Delete)

6-1-0 INTRODUCTION TO VEHICLE OPERATION

Learning Goal: -The student will understand the importance of the defensive driving components necessary to safely operate a law enforcement vehicle. (1-1-85)

PERFORMANCE OBJECTIVE(S):

- 80%
2 6-1-1 The student will identify the following components of "defensive driving":
- A: Driver attitude
 - B: Driver skill
 - C: Vehicle capability
 - D: Driving conditions
- 80%
2 6-1-2 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
 - E: Peer pressure
- 80%
2 6-1-3 The student will identify the following driving movements or activities as most frequently contributing to law enforcement collisions: (1-1-85)
- A: Unsafe speed for conditions
 - B: Right-of-way violations
 - C: Left-hand turns
 - D: Backing
 - E: Parking
- 80%
2 6-1-4 The student will identify the following reasons why "fatigue" is a physiological condition which poses a threat to safe driving:
- A: Fatigue lowers visual efficiency
 - B: Fatigue causes longer perception time
 - C: Fatigue causes longer decision/reaction time
- 80%
2 6-1-5 The student will identify the following advantages of using seat (safety) belts when driving a vehicle:

- A: Reduced chance of injury or death if involved in collision
- B: Better vehicle control
- C: Compliance with applicable law/policy (1-1-85)

6.2.0 VEHICLE OPERATION FACTORS

Learning Goal: --The student will understand the basic safety factors of vehicle operation:

(Delete)

80%
2

6.2.1 The student will identify the following traffic conditions that affect safe vehicle operation:

- A: Traffic density
- B: Speed of vehicles
- C: Type of vehicles
- D: Pedestrians
- E: Animals (1-1-85)

80%
2

6.2.2 The student will identify the following conditions which influence the overall "stopping distance" of a vehicle:

- A: Driver
- B: Vehicle
- C: Road
- D: Weather
- E: Speed

80%
2

6.2.3 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 decreases as speed increases
- C: Weight transfer occurs in opposite direction of turn

80%
2

6.2.4 The student will identify, in the proper sequence, the components that make up total stopping distance:

- A: Perception of danger
- B: Decision/Reaction
- C: Braking (1-1-84)

80%
2

6.2.5 Given a vehicle's speed in miles per hour, the student will identify the distance it travels in:

- A: 3/4 of a second
- B: One second (3-1-90)

6.4.0
(Delete)

VEHICLE OPERATION LIABILITY

Learning Goal: -- The student will understand an officer's legal obligations and liabilities when operating an emergency vehicle.

PERFORMANCE OBJECTIVE(S):

- 80%
2
- 6.4.1 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:
- A: Responding to an emergency call
 - B: Engaged in a rescue operation
 - C: In pursuit of a violator
 - D: Responding to a fire alarm
- 80%
2
- 6.4.2 The student will identify the exemption requirements of the Vehicle Code regarding the use of red light and siren, under Sections 21055b and 21807.
- 80%
2
- 6.4.3 The student will identify that an officer operating a law enforcement vehicle under nonemergency conditions is subject to the same "rules of the road" as any other driver. -- (Vehicle Code Section 21052)
- 80%
2
- 6.4.4 The student will identify the following conditions under which an officer or law enforcement agency may be held liable for deaths, injury, or property damage which occur while an emergency vehicle is being operated with red lights and siren (Code 3):
- A: Failure to drive with due regard for the safety of all persons described in Vehicle Code Section 21056
 - B: An agency when it has not adopted a written policy on police pursuits in compliance with Vehicle Code Section 17004.7
 - C: A negligent or wrongful act or omission by an employee of the entity as described in Vehicle Code Section 17001
 - D: When not in immediate pursuit of actual or suspected violator or responding to a bona fide emergency as described in Vehicle Code Section 17004

6.5.0
(Delete)

VEHICLE-INSPECTION

Learning-Goal: --The student will know how to conduct a vehicle inspection: (1-1-89)

PERFORMANCE-OBJECTIVE(S):

80%
2

6.5.1 The student will identify the following objectives of a pre-shift vehicle safety inspection:

- A: Prevent traffic collisions
- B: Maintain operational efficiency
- G: Provide sense of confidence in the vehicle

80%
2

6.5.2 The student will identify the components of a pre-shift vehicle inspection: (3-1-90)

- A: Mechanical check
- B: Interior check
- G: Exterior check
- D: Required inventory

7.0 FUNCTIONAL AREA: The student will possess the basic knowledge and psychomotor abilities to enable the student to exercise good judgment and competency in the use of deadly force and weaponless defense.

7.1.0 EFFECTS OF FORCE

Learning Goal: The student will understand the psychological and physiological effects and liabilities of the use of force.

PERFORMANCE OBJECTIVE(S):

80% 7.1.1 The student will identify the following effects that
2 training has on the psychological and physiological forces which affect a person threatened with danger:

- A. Confidence in one's abilities
- B. Development of instinctive reaction
- C. Mental alertness and concentration
- D. Self-control over emotions and body

80% 7.1.2 The student will identify the possible criminal and
2 civil liabilities that are attached through the use of force in a law enforcement situation. These include:

(7-1-84)

- 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

7.2.0 REASONABLE FORCE

Learning Goal: The student will understand the use of reasonable force in police activity.

PERFORMANCE OBJECTIVE(S):

90% 7.2.1 The student will identify "reasonable force" as
2 indicated in PC 835 and 835a. (9-1-84)

100% 7.2.2 Given word-pictures or audio-visual presentations
2 depicting arrest situations where deadly force is not necessary, the student will identify the amount of force that may be used in each arrest. (Penal Code Sections 835a and 843) (1-1-85)

80% 7.2.3 The student will identify the term "reasonable
2 force" and the limitations most commonly imposed on
its use by law enforcement agency policies. (7-1-84)

7.3.0 DEADLY FORCE

Learning Goal: The student will understand the factors
involved in the use of deadly force.

PERFORMANCE OBJECTIVE(S):

100% 7.3.1 Given word-pictures or audio-visual presentations
2 involving homicide by a public officer, the student
will correctly identify when the homicide is
justifiable. (Penal Code Section 196) (1-1-85)

100% 7.3.2 Given a direct question or an example, the student
2 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) (1-1-85)

- 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

100% 7.3.3 Given a direct question or an example, the student
2 will identify the appropriate factors which an
officer must consider when faced with a use of
deadly-force law enforcement situation. These
factors include: (1-1-85)

- 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

90% 7.3.4. The student will identify the most common conditions
2 found in law enforcement agency policies regarding
the use of deadly force in a law enforcement
situation. This will minimally include: (7-1-84)

- A. Defense of self or others when immediate threat to life or 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

100% 7.3.5 Given word-pictures or audio-visual presentations
2 depicting situations where deadly force may be necessary, the student will state with each situation whether to shoot or not to shoot. (Penal Code Sections 835a and 843 and departmental policy) (1-1-85)

7.4.0 SIMULATED USE OF FORCE

Learning Goal: The student will understand and have a working knowledge of the proper use of force.

PERFORMANCE OBJECTIVE(S):

100% 7.4.1 Given simulated situations where force is needed,
4 the student will use the degree of force allowed by the law, court decisions, and/or agency policies. The situation will include: (1-1-85)

- A. Detention
- B. Arrest
- C. Self Defense .
- D. Deadly Force

7.5.0 FIREARMS SAFETY

Learning Goal: The student will understand the safe handling of firearms.

PERFORMANCE OBJECTIVE(S):

100% 7.5.1 The student will demonstrate safe handling of
3 handguns. This will minimally be done under the following conditions/situations: (1-1-85)

- A. Loading and unloading revolvers and semi-automatic weapons
- B. Holstering and drawing handgun using agency-authorized equipment
- C. Clearing malfunctions

100% 7.5.2 The student will demonstrate the safe handling of shotguns. This will minimally be done under the following conditions/situations: (1-1-85)

- A. Loading and unloading manual and/or auto-loading shotguns
- B. Weapons inspection
- C. While operating storage mechanisms for weapons in vehicles
- D. Clearing malfunctions

7.6.0 HANDGUN FAMILIARIZATION

Learning Goal: The student will understand specific characteristics of standard law enforcement handguns. (7-1-84)

PERFORMANCE OBJECTIVE(S):

80% 7.6.1 The student will identify the major parts of the automatic and revolver service handguns with explanations of its basic mechanical functions. (7-1-84)

7.7.0 CARE AND CLEANING OF SERVICE HANDGUN

Learning Goal: The student will know how to clean the service handgun.

PERFORMANCE OBJECTIVE(S):

80% 7.7.1 The student will demonstrate the proper care and cleaning of the service handgun.

7.8.0 SHOTGUN

Learning Goal: The student will understand the function and lethal capabilities of shotguns. (7-1-84)

PERFORMANCE OBJECTIVE(S):

80% 7.8.1 The student will correctly identify the major parts of law enforcement shotgun(s) with explanations of basic mechanical functions. (7-1-84)

- 80% 7.8.2 The student will identify the effective range, lethal capabilities, and the shot spread the following types of ammunition used in a law enforcement shotgun(s) using: (7-1-84)
2
- A. Double 00 buck shot
 - B. Birdshot
 - C. Rifle slug

7.10.0 HANDGUN SHOOTING PRINCIPLES

Learning Goal: The student will understand the basic principles of shooting with a handgun.

PERFORMANCE OBJECTIVE(S):

- 90% 7.10.1 The student will demonstrate the principles of good marksmanship using the service handgun. (9-1-84)
3

The demonstration will minimally include:

- A. Stance
- B. Grip
- C. Breath control
- D. Sight alignment
- E. Trigger control
- F. Follow-through

- 90% 7.10.2 The student will demonstrate the following shooting positions.
3

- A. Crouch
- B. Point shoulder
- C. Barricade (strong and weak hand)
- D. Prone
- E. Kneeling
- F. Hip

7.11.0 SHOTGUN SHOOTING PRINCIPLES

(add) Learning Goal: The student will understand the principles of good shotgun marksmanship and safety. (9-1-84)

PERFORMANCE OBJECTIVE(S):

- 90% 7.11.1 The student will demonstrate the principles of good marksmanship using a standard law enforcement shotgun. The demonstration will minimally include: (7-1-84)
3
(add)

- A. Stance
- B. Breath control
- C. Point/aiming
- D. Trigger control
- E. Follow-through

90%
3
(add) 7.11.2 The student will demonstrate commonly recognized shooting positions using a standard law enforcement shotgun. These positions will minimally include:
(7-1-84)

- A. Standing
- B. Kneeling
- C. Barricade, strong side and weak side

7.13.0 HANDGUN/DAY/RANGE

Learning Goal: The student will understand how to, effectively and safely, use a handgun on a day course range.

PERFORMANCE OBJECTIVE(S):

100%
3 7.13.1 Given a daylight range exercise with a time limitation and an acceptable score established by the school, agency, or advisory committee, the student will fire a minimum of sixty (60) rounds on a handgun course consisting of single and multiple silhouette targets. Thirty rounds shall be fired at ranges of one to seven yards using the service handgun and no sight shooting. Thirty rounds shall be fired from five to fifteen yards using the service handgun and sight shooting. (7-1-88)

100%
3 7.13.2 Given a daylight range exercise established by the school, agency, or advisory committee, the student will load, empty, and reload the service handgun utilizing the authorized agency ammunition and loading device worn by the officer during regular duty assignment. (1-1-85)

100%
3 7.13.3 Given a daylight range exercise established by the school, agency, or advisory committee, the student will fire on a previously fired course, using factory service ammunition in place of target ammunition, with a minimal loss of proficiency. (1-1-85)

7.14.0 HANDGUN/NIGHT/RANGE

Learning Goal: The student will understand how to effectively and safely use a handgun on a night course range.

PERFORMANCE OBJECTIVE(S):

100% 7.14.1 Given a nighttime range exercise under low lighting
3 or darkened conditions, with a time limitation and an acceptable score established by the school, agency, or advisory committee, the student will fire a minimum of sixty (60) rounds on a handgun course consisting of single and/or multiple silhouette targets. Thirty rounds shall be fired at ranges of one to seven yards using the service handgun and no sight shooting. Thirty rounds shall be fired from five to fifteen yards using the service handgun and sight shooting. (7-1-88)

100% 7.14.2 Given a nighttime range exercise established by the
3 school, agency, or advisory committee, the student will load, empty, and reload the service handgun using the authorized agency ammunition and loading device worn by the officer during regular duty assignment. (1-1-85)

7.15.0 HANDGUN/COMBAT/DAY/RANGE (TARGET)

Learning Goal: The student will understand the proper use of the handgun on a combat range.

PERFORMANCE OBJECTIVE(S):

100% 7.15.1 Given a daylight combat range exercise with a time
3 limitation and an acceptable score established by the school, agency, or advisory committee, the student will using the service handgun fire a minimum of 30 rounds on a handgun course consisting of: (7-1-88)

- A. Multiple and/or single silhouette targets
- B. "Strong" and "weak" hand barricade positions
- C. Point shoulder shooting

100% 7.15.2 Given a daylight combat range exercise established
3 by the school, agency, or advisory committee, the student will load, fire, and reload the service handgun utilizing the authorized agency ammunition and loading device worn by the officer during regular duty assignment. The student will experience physical activity often associated with an officer-involved shooting prior to and/or during the course of fire. (7-1-88)

100% 7.15.3 Given a daylight combat range exercise, the student
3 will fire service ammunition with a minimal loss of proficiency. (1-1-85)

7.16.0 HANDGUN/COMBAT/NIGHT/RANGE (TARGET)

Learning Goal: The student will develop a skills in firing and reloading the service handgun under low light or darkened combat conditions. (7-1-88)

PERFORMANCE OBJECTIVE(S):

100% 7.16.1 Given a nighttime combat range exercise with a time
3 limitation and acceptable score established by the school, agency, or advisory committee, the student will using the service handgun fire a minimum of 30 rounds on a handgun course consisting of: (7-1-88)

- A. Multiple and/or single silhouette targets
- B. "Strong" and "weak" hand barricade positions
- C. Point shoulder shooting

100% 7.16.2 Given a nighttime combat range exercise established
3 by the school, agency, or advisory committee, the student will load, empty, and reload the service handgun utilizing the authorized agency ammunition and loading device worn by the officer during regular duty assignment. (1-1-85)

100% 7.16.3 Given a nighttime combat range exercise, the
3 student will fire service ammunition with a minimal loss of proficiency. (1-1-85)

7.19.0 USE OF CHEMICAL AGENTS

Learning Goal: The student will understand the considerations involved in using chemical agents.

PERFORMANCE OBJECTIVE(S):

80% 7.19.1 The student will identify the chemical agents most
2 commonly used by law enforcement agencies. (1-1-87)

80% 7.19.2 The student will identify the most common law
2 enforcement chemical agent devices and delivery systems. This will include: (1-1-87)

- A. Types of dissemination (burn, blast, liquid)
- B. Types of devices

80% 7.19.3 Given a word picture of a situation that calls for
2 the use of chemical agents, the student will select the most appropriate agent and device for the circumstances considering the following factors:

- A. Situation--e.g., individual, crowd
- B. Environment
- C. Amount of hazard
- D. Preparedness and capabilities
- E. Avenues of escape
- F. Legal aspects

80% 7.19.4 Given a description of a situation involving the
2 manufacture, possession, and use of a chemical agent device, the student will recognize whether the manufacture, possession, or use of the device is lawful. (1-1-87)

80% 7.19.5 The student will identify appropriate first aid
2 treatment for chemical agents exposure.

- A. Eyes
- B. Skin
- C. Clothing

80% 7.19.6 The student will identify the best means for self-
2 protection to be utilized when handling and/or deploying chemical agents.

7.20.0 CHEMICAL AGENT SIMULATION

Learning Goal: The student will understand how to handle chemical agents and when to use them.

PERFORMANCE OBJECTIVE(S):

80% 7.20.2 ~~The student will put on, clear, and remove a gas~~
3 ~~mask.~~

80% 7.20.3 The student will experience the effects of a
3 chemical agent, i.e., C.S. gas.

8.0 FUNCTIONAL AREA: The student will possess the knowledge and skills required of a peace officer to safely and effectively function as a field investigator.

8.2.0 PERCEPTION TECHNIQUES

Learning Goal: The student will understand the factors involved in one's perception. (1-1-86)

PERFORMANCE OBJECTIVE(S):

80% 8.2.1 The student will identify the following as factors which affect perception by an individual: (7-1-88)

- A. Past experiences
- B. Maturity
- C. Mental condition
- D. Emotional involvement
- E. Physical condition
- F. Environmental conditions present
- G. Training
- H. Cultural and ethnic background
- I. Personal prejudices and bias

80% 8.2.2 The student will identify at least two means by which an officer's skills of perception can be improved.

8.3.0 OBSERVATION TECHNIQUES

Learning Goal: The student will understand and improve basic observation skills.

PERFORMANCE OBJECTIVE(S):

80% 8.3.1 The student will identify at least two means by which an officer's skills of observation can be improved.

80% 8.3.2 Given a simulated situation wherein the student observes a scene and/or activity for a period of time specified by the academy, the student will describe the scene and activity.

8.8.0 INTERROGATION

Learning Goal: The student will understand the basic rights to be protected during interrogation.

PERFORMANCE OBJECTIVE(S):

80% 8.8.1 The student will identify the requirements for administration of "Miranda rights" by field

officers.

- 80% 8.8.2 Given an exercise depicting person(s) acting suspiciously, the student will safely approach, contact, interview, and commence interrogation methods after admonishing the suspect of the Miranda rights when appropriate and making the proper disposition of the person.

8.13.0 TELECOMMUNICATIONS

Learning Goal: The student will understand law enforcement telecommunication systems/network.

PERFORMANCE OBJECTIVE(S):

- 80% 8.13.1 The student will identify the procedures for making inquiry 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

- 80% 8.13.2 The student will identify the statewide information systems directly accessible to California law enforcement agencies.

- 80% 8.13.3 The student will identify state laws and policies for obtaining, verifying, and disseminating telecommunication information including:

- A. Restricted information
- B. Unrestricted information

8.14.0 PERSON SEARCH TECHNIQUES

Learning Goal: The student will understand the principles and methods of searching a person.

PERFORMANCE OBJECTIVE(S):

- 90% 8.14.1 The student will identify the methods of searching individuals of the opposite sex.

- 90% 8.14.2 The student will identify the following principles of the search of an individual which maximize the effective-ness 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
- 90% 8.14.3 The student will identify those places on males and females where dangerous weapons or contraband may be concealed.
- 90% 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. Protect searching officer from outside interference
 - B. Psychological intimidation of the person(s) being searched
 - C. Physical assistance of searching officer, if necessary
 - D. Continuous observation of suspect(s)

8.15.0 VEHICLE SEARCH TECHNIQUES

Learning Goal: The student will know how to conduct a safe and effective search of a vehicle.

PERFORMANCE OBJECTIVE(S):

- 8.15.1 The student will identify the following principles of a safe and effective search of a vehicle.
- A. A systematic method of search
 - B. Proper removal and control of occupants
- 8.15.2 The student will conduct a safe and effective search of a vehicle.

8.16.0 BUILDING AREA SEARCH

Learning Goal: The student will know how to effectively search a building and an open space area.

PERFORMANCE OBJECTIVE(S):

- 90% 8.16.1 The student will identify the elements of a safe and effective search for a suspect inside a building.
- 90% 8.16.2 The student will identify the elements of a safe and effective search of an open area for a suspect.

8.18.0 SEARCH/CONTROL SIMULATION

Learning Goal: The student will be able to search single and multiple suspects in an arrest situation.

PERFORMANCE OBJECTIVE(S):

- 90% 8.18.1 Given an exercise, the student will safely and effectively serve as "cover officer" while another officer conducts searches of single and multiple suspects.
- 90% 8.18.2 Given an exercise, the student will safely and effectively conduct the following searches of a suspect(s):
- A. Visual search
 - B. Cursory search
 - C. High risk or arrest searches
 - 1. standing
 - 2. kneeling
 - 3. prone

All items of contraband or weapons which can reasonably be located within legal constraints will be located, and the student will maintain maximum personal safety and suspect's security.

8.19.0 RESTRAINT DEVICES

Learning Goal: The student will learn how to use restraint devices with single and multiple suspects.

PERFORMANCE OBJECTIVE(S):

- 80% 8.19.1 The student will identify the most common limitations imposed by law enforcement agencies regarding the use of restraint devices on the following types of prisoners:
- A. Adult males
 - B. Adult females
 - C. Juveniles
 - D. Mentally ill
- 80% 8.19.2 The student will identify the purposes and limitations of restraint devices used on prisoners.
- This will minimally include temporary restraint to prevent:
- A. Attack on officer
 - B. Escape
 - C. The destruction or concealment of evidence or contraband
 - D. Self-inflicted injury
- 90% 8.19.3 In a simulated situation, the student will safely and effectively handcuff 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 cuffs
 - C. Handcuffing of three or more suspects together with two or more pairs of cuffs
 - D. Maintaining constant control of the suspect
 - E. Maintaining constant control of the restraining device(s)
 - F. Demonstrating double lock option
 - G. Maintaining reasonable degree of tightness of restraint devices
 - H. Control positioning of suspect's hands
 - I. Maintaining continuous observation of the suspect
 - J. Additional restraint devices

8.20.0 PRISONER TRANSPORTATION

Learning Goal: The student will learn the proper method of transporting prisoners.

PERFORMANCE OBJECTIVE(S):

- 90% 8.20.1 The student will identify elements of safe transportation of prisoners.

This will minimally include:

- A. The search of the area in which the prisoner 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

80% 8.20.2 The student will identify the most common limitations imposed by law enforcement agencies regarding transportation of prisoners:

This identification will minimally include:

- A. Transportation of adult males/females
- B. Positioning within vehicle
- C. Injured or sick prisoners
- D. Transportation of juveniles
- E. Violent/combative/hostile prisoners

80% 8.20.3 The student will safely and securely position simulated prisoners for transportation. This will minimally include single and multiple prisoners while working alone and with a partner.

8.37.0 OFFICER SAFETY

Learning Goal: The student will understand the mental, physical, and tactical considerations for officer safety.

PERFORMANCE OBJECTIVE(S):

90% 8.37.1 The student will identify patrol techniques that minimize the possibility of an officer entering into an ambush "set-up".

90% 8.37.2 The student will identify the following tactical steps to be immediately undertaken in sniper fire situations while on foot:

- A. Take cover and/or concealment
- B. Locate the suspect
- C. Assess situation
- D. Warn bystanders
- E. Call for assistance

90% 8.37.3 The student will identify the following tactics which can be used by the driver of a vehicle that comes under sniper attack:

- A. Acceleration through "kill zone"
 - B. Turning vehicle right or left into the nearest available cover
 - C. Abandonment of target vehicle
 - D. Reversal of vehicle
- 90% 8.37.4 The student will identify the following tactics which can be utilized by an officer whose police vehicle has been hit with a firebomb:
- A. Acceleration from the area
 - B. Roll-up windows
 - C. If vehicle is incapable of acceleration, abandonment after initial flame burst
- 90% 8.37.5 Given an example or exercise simulating an ambush or sniper situation, the student will demonstrate or identify procedures which maximize officer safety.
- 90% 8.37.6 The student will identify the mental, emotional, and physical preparation needed for the possibility of a life-threatening situation.
- 90% 8.37.7 The student will identify the appropriate action to be taken after receiving a non-fatal wound including:
- A. Self-administered first aid
 - B. Cover and concealment
 - C. Escape routes
 - D. Weapons retention
 - E. Suspect apprehension
- 90% 8.37.8 The student will identify the following psychological phenomena which affect an officer's ability to successfully counter a life-threatening attack including:
- A. Will to live
 - B. Shock
 - C. Flight-fight reaction
- 90% 8.37.9 The student will identify safety and tactical considerations when dealing with suspects under the influence of alcohol and/or drugs including:
- A. Limitations of traditional weaponless defense methods
 - B. Use of specialized weapon to subdue suspects, i.e., tasers, capture net, and chemical agents
 - C. Need for additional officer assistance

8.45.0 FIRST AID AND CPR

Learning Goal: The student will gain a working knowledge of Standard First Aid and Cardiopulmonary Resuscitation.

PERFORMANCE OBJECTIVE(S):

8.45.1 The student will complete a course in First Aid and cardiopulmonary resuscitation as prescribed by the Emergency Medical Services Authority (PC 13518) and the Commission on Peace Officer Standards and Training. (Refer to Unit Guide #44 for required content.) (7-1-88)

8.48.0 BODY ARMOR

Learning Goal: The student will understand benefits and limitations of wearing protective body armor. (7-1-88)

(add) 80% 8.48.1 The student will identify the following characteristics of body armor: (7-1-88)

- A. Benefits for wearing
- B. Types of body armor
- C. Level of protection against firearms
- D. Level of protection against knives and other penetrating weapons

(add) 80%
3 8.48.2 The student will wear body armor at least once during each of the following activities: (7-1-88)

- A. Weaponless defense and baton
- B. Firearms range exercise (both handgun and shotgun)
- C. POST physical agilities (work samples test) or its approved equivalent
- D. Scenario exercise(s)

8.49.0 ROLE OF PRIMARY/COVER OFFICER

Learning Goal: The student will understand and have a working knowledge of the duties, responsibilities, and hazards of functioning as both a primary (contact) and cover officer. (7-1-88)

(add) 90% 8.49.1 The student will identify the following responsibilities of a primary (contact) officer: (7-1-88)

- A. Designating primary/cover officers
- B. Maintaining communications with cover officer
- C. Maintaining position relative to cover officer
- D. Delegating responsibilities to cover officer

(add) 90% 8.49.2 The student will identify the following responsibilities of a cover officer: (7-1-88)

- A. Maintaining communications with primary officer
- B. Maintaining position relative to primary officer
- C. Perform assignments directed by primary officer
- D. Maintaining awareness of surroundings

(add) 90% 8.49.3 Given a practical exercise requiring multiple officers and at least one unsecured suspect, the student will demonstrate safe and effective tactics while acting in the capacity of the cover officer. (7-1-88)

8.50.0 GANG AWARENESS

(add) Learning Goal: The student will understand the characteristics and importance of recognizing gangs as they apply to officer safety and investigation of criminal activity.

PERFORMANCE OBJECTIVE(S):

(add) 80% 8.50.1 The student will identify the following types of gangs which represent law enforcement concerns:

- A. Street gangs
- B. Motorcycle gangs
- C. Prison gangs
- D. Cult/ritualistic gangs

(add) 70% 8.50.2 The student will identify the following primary reasons for gang membership:

- A. Peer pressure
- B. Common interest
- C. Protection/Safety

(add) 70% 8.50.3 The student will identify the following characteristics which are common to most gangs:

- A. Cohesiveness
- B. Code of silence
- C. Rivalries
- E. Revenge

(add) 80% 8.50.4 The student will identify the following methods which gangs use to distinguish their members from members of other gangs.

- A. Tatoos
- B. Attire and accessories
- C. Use of monikers
- D. Use of hand signs

(add)
80%

8.50.5 The student will identify the following gang graffiti factors as significant to law enforcement operations:

- A. Identifying individuals and/or a specific gang
- B. Identifying gang boundaries
- C. Indications of pending and/or past gang conflicts

(add)
80%

8.50.6 The student will identify the following types of criminal activities as those commonly engaged in by gangs:

- A. Sale and use of narcotics
- B. Physical violence
- C. Auto theft/burglary from vehicles

(add)
70%

8.50.7 The student will identify law enforcement methods used to reduce gang activity. These include:

- A. Identification of gang activity
- B. Coordination with allied agencies
- C. Reduction of the opportunity for criminal activities

10.0 FUNCTIONAL AREA: The student will possess the knowledge and skills necessary to satisfactorily perform investigative duties and responsibilities.

10.1.0 PRELIMINARY INVESTIGATION

Learning Goal: The student will gain the ability to conduct a preliminary investigation under simulated field conditions.

PERFORMANCE OBJECTIVE(S):

- 80% 10.1.1 Given an exercise depicting a crime scene, the student will effectively conduct a preliminary investigation that would minimally include:
- A. Location and identification of suspects, witnesses, and victims
 - B. Conduct initial interviews
 - C. Complete field notes, noting conditions and events
- 80% 10.1.2 Given an exercise wherein a crime has just occurred and the suspect has fled the scene, the student will determine if the initiation of a "crime broadcast" is appropriate and, if so, will broadcast the appropriate information.
- 80% 10.1.3 Given an exercise depicting a crime scene, information about the environmental conditions, and the available manpower and equipment, the student will identify and contain the perimeter of the crime scene.
- 80% 10.1.4 The student will identify the reasons to deny access to a crime scene by unauthorized persons including: (1-1-89)
- A. Contamination/destruction of evidence
 - B. Interference with preliminary investigation

10.2.0 CRIME SCENE SEARCH

Learning Goal: The student will learn how to conduct a crime scene search.

PERFORMANCE OBJECTIVE(S):

- 80% 10.2.1 Given an exercise simulating a crime scene (premises or landscape) where a legally authorized search is permissible, the student will locate the predesignated physical evidence through the use of an organized search method such as the strip, spiral, or quadrant methods.

Physical evidence to minimally include:

- A. Instruments of the crime
- B. Contraband

10.3.0 CRIME SCENE NOTES

Learning Goal: The student will learn how to take and use crime scene notes.

PERFORMANCE OBJECTIVE(S):

- 80% 10.3.1 Given an exercise simulating a crime scene, the student will satisfactorily prepare crime scene notes.

The notes will minimally include:

- A. Observations of significant conditions present at the time of arrival
- B. Identification of victim(s), witness(es), and suspect(s)
- C. A chronological account of actions taken until relieved
- D. Recording of any identification and handling of items of evidence

10.4.0 CRIME SCENE SKETCHES

Learning Goal: The student will gain the ability to develop and utilize crime scene sketches.

PERFORMANCE OBJECTIVE(S):

- 80% 10.4.1 The student will identify the value of crime scene sketches and their relationship to crime scene photographs.

Answer to minimally include:

- A. Location of items involved in a crime
 - 1. evidence
 - 2. missing items that a photograph will not show
- B. Pictorial notes
 - 1. immediate notation of scale and distance as one measures the scene
 - 2. notation of scene from a top angle (note: not photographed)

C. Photographs verify relationship of items, whereas drawings provide the specific dimensions, distances, etc., of this relationship

70% 10.4.2 Given an exercise simulating a crime scene, the student will prepare a crime scene sketch which includes the following:

- A. All appropriate measurements
- B. Identification of items of evidence
- C. Identification of reference points
- D. Scale to which sketch is drawn
- E. A legend
- F. Direction of north

10.5.0 FINGERPRINTS

Learning Goal: The student will learn how to develop and utilize fingerprints.

PERFORMANCE OBJECTIVE(S):

70% 10.5.1 The student will identify the difference between "latent fingerprints" and "plastic fingerprints" through the means by which they are located and/or developed.

70% 10.5.2 Given an exercise wherein a variety of latent and plastic prints have been placed on a number of items which vary in texture and color, the student will locate the prints.

70% 10.5.3 The student will roll a full set of legible fingerprints on a standard FBI fingerprint card.

10.6.0 IDENTIFICATION, COLLECTION, AND PRESERVATION OF EVIDENCE

Learning Goal: The student will acquire knowledge of the proper means of identification, collection, and preservation of evidence.

PERFORMANCE OBJECTIVE(S):

80% 10.6.1 Given a description of a crime scene, the student will identify those items which should be treated as evidence.

80% 10.6.2 Given a description of each of the following types of evidence, the student will identify the correct 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. Paint
- I. Glass
- J. Fibers
- K. Hairs
- L. Blood
- M. Soil

80% 10.6.3 Given a description of an outdoor crime scene and rainy weather conditions, the student will identify those items of evidence requiring protection and the methods used to protect them.

80% 10.6.6 Given a description of a crime scene containing several pieces of evidence, the student will identify the "fragile" evidence and select the proper method for preserving it.

80% 10.6.7 The student will identify the following items of evidence as those which corroborate child abuse charges:

- A. Photographs of injuries and surroundings
- B. Physician's report
- C. Instruments or implements used in the crime
- D. Diagrams and measurements
- E. Materials applicable to the crime
- F. Past medical history indicating previous abuse
- G. Witness' statements

10.7.0 CHAIN OF CUSTODY

Learning Goal: The student will understand the concept of chain of custody.

PERFORMANCE OBJECTIVE(S):

80% 10.7.1 The student will identify what is meant by the term "chain of custody" and why it must be maintained. (California Evidence Code and Case Law)

80% 10.7.2 Given a word picture of a situation where evidence was collected and a list made of the evidence, the student will complete the necessary forms generally utilized by law enforcement to insure the chain of custody.

10.8.0 INTERVIEWING

Learning Goal: The student will know crime scene interviewing techniques.

PERFORMANCE OBJECTIVE(S):

- 70% 10.8.1 The student will identify those systematic steps that an officer should take in preparing for an interview.
- 80% 10.8.2 The student will identify the following as proper interviewing and investigative procedures for investigating child abuse cases:
- A. Consider the attitudes of parent/guardian toward child
 - B. Interview and examine minor alone
 - C. Record all statements made by victim and suspects
 - D. Compare explanation by parents/guardian with actual injury of minor
 - E. Interview all parties involved
- 10.8.3 The student will identify the cognitive interview technique including:
- (new) S A. Reconstructing the circumstances
B. Recount unedited version of story
C. Recalling events in a difficult order
- (new) S 10.8.4 The student will demonstrate the cognitive interviewing technique
- (new) S 10.8.5 The student will identify the difference between an admission and a confession.

10.10.0 INFORMATION GATHERING

Learning Goal: The student will learn the types and means of gathering information.

PERFORMANCE OBJECTIVE(S):

- 70% 10.10.1 The student will identify methods for locating and developing sources of information and informants.

10.11.0 COURTROOM DEMEANOR

Learning Goal: The student will learn how to properly testify in court.

PERFORMANCE OBJECTIVE(S):

- 80% 10.11.1 The student will identify benefits of impressive and professional courtroom demeanor and appearance.
- 80% 10.11.2 The student will identify those steps in the following areas to be taken by an officer preparing to give courtroom testimony:
- A. Refreshing the memory
 - B. Personal appearance
- 80% 10.11.3 The student will identify the following as being principles of effective presentation of testimony:
- A. Honesty
 - B. Brevity
 - C. Clarity
 - D. Objectivity
 - E. Emotional control
- 80% 10.11.4 Given an exercise, the student will furnish or critique testimony in such a manner as to promote the development of professionalism and the administration of justice when faced with a variety of "attorney personalities".
- These personalities will include:
- A. Badgering/belligerent
 - B. Offensive
 - C. Friendly
 - D. Condescending

10.23.0 POLYGRAPH

(Delete)

~~Learning Goal: --The student will understand the legitimate use of the polygraph and its limitations.~~

~~PERFORMANCE OBJECTIVE~~

- ~~10.23.1 The student will identify the three physiological functions which are normally measured by the polygraph:~~
- ~~A. Respiration -- breathing rate~~
 - ~~B. Galvanic Skin Response -- sweating~~
 - ~~G. Heart -- pulse rate and blood pressure~~

10.24.0 ADMINISTRATIVE HEARINGS
(Delete)

Learning Goal: --The student will understand the Administrative Hearing Process.

PERFORMANCE OBJECTIVE

10.24.1 The student will identify the following elements of the process:

- (moved to 3.43.0)
- A: Administrative subpoena as part of the investigation
 - B: Accusation by Attorney General
 - C: Agency filing
 - D: Administrative subpoena as part of the hearing
 - E: Hearing
 - F: Decision
 - 1. -- Proposed
 - 2. -- Final
 - G: Administrative appeal process
 - H: Judicial appeal process
 - I: Administrative sanctions

(S) 10.25.0 VICE AND ORGANIZED CRIME

Learning Goal: The student will understand the relationship between organized crime and vice.

PERFORMANCE OBJECTIVES

- (S) 10.25.1 The student will identify the key activities of organized crime:
- A. Provide illegal goods and services
 - B. Corrupt public officials
 - C. Launder money
 - D. Infiltrate legitimate business
- (S) 10.25.2 The student will identify at least four different unlawful activities that are associated with organized crime.
- A. Gambling
 - B. Loansharking
 - C. Prostitution
 - D. Illicit drugs
 - E. Corporate bust out
 - F. Auto theft (chop shops)
 - G. Liquor
 - H. Highjacking

10-26-0 CONTROLLED-SUBSTANCES-IDENTIFICATION

(Delete)

Learning-Goal:--The-student-will-understand-how-the-major
groups-of-illicit-drugs-differ-in-appearance:

PERFORMANCE-OBJECTIVE

10-26-1 Given-a-display-of-a-variety-of-illicit-as-well-as
licit-drugs,-or-a-visual-representation-of-same,
the-student-will-identify:

(moved to 3.33.0)

- A: Hallucinogens
- B: Opiates
- C: Stimulants
- D: Depressants

11.0 FUNCTIONAL AREA: The student will possess knowledge and ability which will enable him/her to process, confine, and care for adult and juvenile prisoners in such a manner as to provide the necessary confinement and protect the prisoner's rights and welfare.

11.3.0 ILLEGAL FORCE AGAINST PRISONERS

Learning Goal: The student will understand that illegal force cannot be used against a prisoner. (1-1-85)

- | | | |
|----------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 80%
2 | 11.3.1 | The student will explain the provisions of Penal Code Section 147 pertaining to willful inhumanity or oppression toward prisoners in the custody of a peace officer. |
| 80%
2 | 11.3.2 | The student will identify the provisions of Penal Code Section 149 pertaining to assaulting a prisoner "under color of authority." |

12.0 FUNCTIONAL AREA: The student will understand those physical ailments that typically affect law enforcement officers. The student will be able to assess his/her own physical condition and develop a physical fitness program designed for life-time fitness.

12.1.0 PHYSICAL DISABLERS

Learning Goal: The student will learn the basic physical disablers that may affect an officer's career.

PERFORMANCE OBJECTIVE(S):

- 80% 12.1.1 The student will identify the following primary physical disablers of law enforcement officers:
- A. Cardiovascular problems
 - B. Low back injury
 - C. Peptic ulcers
- 70% 12.1.2 The student will identify the following short-term effects of alcohol:
- A. Intoxication
 - B. Impairment of physical exertion
- 70% 12.1.4 The student will identify the following long-term effects of alcohol:
- A. Addiction
 - B. Chronic degenerative diseases, including cirrhosis of the liver, damage to the nervous system, and atherosclerosis.
- 70% 12.1.5 The student will identify the following short-term physiological effects of tobacco use:
- A. Constriction of arteries
 - B. Changes in blood chemistry
- 70% 12.1.6 The student will identify the following long-term physiological effects of tobacco use:
- A. Addiction
 - B. Cardiovascular disease
 - C. Respiratory disease
 - D. Cancer
- 70% 12.1.7 The student will identify the following substances in addition to alcohol and tobacco which have the potential for abuse:

- A. Caffeine
- B. Prescription drugs
- C. Non-prescription drugs
- D. Illegal drugs

12.2.0 PREVENTION OF DISABLERS

Learning Goal: The student will learn the common causes of law enforcement officer disablers and what to do to correct them.

PERFORMANCE OBJECTIVE(S):

- 70% 12.2.1 The student will identify the following elements of a program for preventing cardiovascular disease:
- A. Aerobic exercise
 - B. Weight control
 - C. Nutrition
 - D. Smoking cessation
 - E. Stress management
- 70% 12.2.2 The student will identify appropriate flexibility and strength exercises for preventing low back injury.
- 70% 12.2.3 The student will identify the following elements of a program directed to the prevention of stomach ulcers.
- A. Stress management
 - B. Nutrition
 - C. Aerobic exercise

12.3.0 WEIGHT CONTROL

Learning Goal: The student will learn the principles of weight control.

PERFORMANCE OBJECTIVE(S):

- 12.3.1 The student will identify the general effect the following basic food constituents have on body composition:
- A. Proteins
 - B. Carbohydrates
 - C. Fats

70% 12.3.2 The student will identify commonly eaten foods that are either high or low in:

- A. Proteins
- B. Carbohydrates
- C. Fats

70% 12.3.3 The student will identify the following principles of proper body composition management:

- A. Percent body fat
- B. Nutrition
- C. Physical activity

12.4.0 SELF-EVALUATION AND LIFETIME FITNESS

Learning Goal: The student will learn how to evaluate personal cardiovascular health and how to develop a lifelong program for physical fitness:

PERFORMANCE OBJECTIVE(S):

70% 12.4.2 The student will identify methods for self-evaluating personal fitness levels in the following areas:

- A. Cardiovascular fitness
- B. Flexibility
- C. Muscular strength
- D. Muscular endurance
- E. Body composition

12.5.0 MEDICAL/PHYSICAL PROFICIENCY EVALUATION

Learning Goal: The student will perform at an acceptable aerobic and physical fitness level.

PERFORMANCE OBJECTIVE(S):

70% 12.5.1 The student will identify activities for each of the following elements of a personal physical fitness program that can be performed by an officer while off duty.

- A. Cardiovascular
- B. Muscular strength
- C. Flexibility
- D. Muscular endurance

70% 12.5.2 The student will identify the following basic principles of conditioning:

- A. Progression
- B. Specificity
- C. Frequency
- D. Overload
- E. Duration

70% 12.5.3 The student will identify the following components of an exercise session:

- A. Warm-up
- B. Conditioning period
- C. Cool-down

12.6.0 PRINCIPLES OF WEAPONLESS DEFENSE

Learning Goal: The student will understand basic control techniques of weaponless defense.

PERFORMANCE OBJECTIVE(S):

80% 12.6.1 The student will identify the basic principles of weaponless defense.

- A. Balance
- B. Awareness
- C. Self-control

100% 12.6.2 The student will identify the danger areas of the body which are:

- A. Most vulnerable to physical attack
- B. Potentially fatal

80% 12.6.3 The student will identify those parts of the body which can be used to overcome resistance.

80% 12.6.4 The student will demonstrate a control hold.

80% 12.6.5 The student will demonstrate a recognized "take-down" tactic.

100% 12.6.6 The student will demonstrate a carotid restraint, explain the hazards of its use, and the first aid techniques that are necessary if the technique is applied.

12.7.0 ARMED SUSPECT/WEAPONLESS DEFENSE/WEAPONS RETENTION

Learning Goal: The student will learn defenses against an armed assailant and principles of weapon retention.

PERFORMANCE OBJECTIVE(S):

- 90% 12.7.2 Given an exercise simulating an armed suspect, the student will demonstrate foot movements which will allow him/her to enter/avoid suspect's position.
- 90% 12.7.3 The student will identify the different techniques and mental preparation which can be used in disarming a suspect with various types of weapons and the dangers involved.
- 90% 12.7.5 Given a no alternative situation simulating a suspect within close proximity with a handgun, the student will demonstrate front and rear gun take-aways.
- 90% 12.7.6 Given a no alternative situation simulating a suspect within close proximity with a shotgun and/or rifle, the student will demonstrate methods of disarming the suspect.
- 90% 12.7.7 Given an exercise, the student will demonstrate a recognized method of weapon retention from both holstered and in-hand situations.

13.0 FUNCTIONAL AREA: The student will possess the skills and knowledge required of an investigator to properly function in a specialized law enforcement agency.

(S) 13.1.0 SOURCES OF INFORMATION

Learning Goal: The student will understand the difference between open and restricted sources and how to get information from both.

PERFORMANCE OBJECTIVES

(S) 13.1.1 The student will identify at least four of the following open sources of information.

- A. Library, including newspaper morgues
- B. City and county licenses
- C. Utilities
- D. Directories
- E. Grantee/Grantor Indexes at county court house
- F. Secretary of State, Articles of Incorporation

(S) 13.1.2 The student will identify at least the following restricted sources of information.

- (modify)
- A. Law enforcement records such as NCIC, CJS, etc.
 - B. Other law enforcement agencies
 - C. Officers Sources within own department
 - D. Informants
 - E. Government agencies:
 - 1. federal
 - 2. state
 - 3. local

(Delete) ~~13.1.3 The student will identify at least the following elements of the development and management of informants:~~

- ~~A: Selection~~
- ~~B: Investigation~~
- ~~C: Approach and persuasion~~
- ~~D: Test~~

(Delete) 13.2.0 USE AND CONTROL OF INFORMATION

~~Learning Goal: --The student will understand the legal aspects of the use and dissemination of information.~~

~~PERFORMANCE OBJECTIVES~~

~~13.2.1 The student will contrast "Right to Privacy" with "Freedom of Information."~~

13-2-2 The student will identify the difference between "Right-to-know" and "Need-to-know."

13-2-3 The student will identify the elements of a model policy on purging, dissemination, and security of information.

(S) 13.3.0 CRIMINAL INTELLIGENCE

Learning Goal: The student will understand the intelligence process.

PERFORMANCE OBJECTIVES

(S) 13.3.1 The student will identify each element of the intelligence process in the correct order.

- A. Collection of information
- B. Collation
- C. Evaluation
- D. Analysis
- E. Dissemination of intelligence

(S) 13.3.2 The student will identify at least two of the function of the following intelligence organizations:

- A. Law Enforcement Intelligence Unit, LEIU
- B. Western States Information Network, WSIN
- C. El Paso Information Center, EPIC
- D. Local agency intelligence units
- E. Crime analysis units
- F. Military intelligence units

13.4.0 IDENTIFICATION AND LOCATION OF SUSPECTS AND WITNESSES

(S) Learning Goal: The student will understand the process of identifying and locating suspects and witnesses.

PERFORMANCE OBJECTIVE

(S) (modify) 13.4.1 The student will identify and methods to locate a witnesses and suspects.

13.5.0 ANALYTICAL TECHNIQUES

(S) Learning Goal: The student will understand the analytical process.

PERFORMANCE OBJECTIVE:

(S) 13.5.1 The student will identify the following analytical techniques:

- A. Visual Investigative Analysis, VIA
- B. Telephone Tolls
- C. Link Analysis
- D. Case Analysis and Management System, CAM

13.6.0 SURVEILLANCE TECHNIQUES

Learning Goal: The student will understand how to effectively and safely conduct a surveillance.

PERFORMANCE OBJECTIVES

- (S) 13.6.1. The student will identify what must be done before a surveillance is instituted:
 - (modify) A. Know the objective of the surveillance: For example, ~~arrest or intelligence~~:
 - 1. arrest
 - 2. intelligence
 - B. Identify the offense suspected and its elements.
 - C. Do a complete background record check on suspect, including, ~~physical appearance; suspect's address and local haunts; occupation and business address; criminal background; associates and their locations; cars available to suspect and whether any of them are particularly fast; how suspect can be anticipated to drive, e.g., fast or slow; does suspect own guns; has suspect used guns in the past; etc.~~
- (S) 13.6.2 The student will identify the four general classifications of specialized surveillance equipment:
 - A. Photographic, e.g., 35mm Camera
 - B. Optical, e.g., telescope or binoculars
 - C. Intelligence Kit, e.g., SK-9, AID, TRF
 - D. Nightscope
- (S) 13.6.3. The student will identify the three most important factors to consider when using specialized surveillance equipment:
 - A. Legal aspects
 - B. Proper care of the equipment
 - C. Equipment capabilities and limitations
- (S) 13.6.4 The student will identify two considerations which must be resolved whenever a suspect is under surveillance:

- A. Does the officer have a right to be where he is?
- B. Does the suspect have a right to privacy?

(S) 13.6.5 The student will identify the five classifications of California Law Enforcement agency authorized by PC 633 to overhear or record confidential communications:

- A. California Department of Justice (Attorney General)
- B. District Attorneys
- C. CHP
- D. Police Departments
- E. Sheriff Departments

(S) 13.6.6 The student will participate in a moving surveillance exercise using vehicles.

(S) 13.6.7 The student will participate in a walking surveillance exercise.

(S) 13.6.8 The student will identify liability implications when an officer violates traffic laws while conducting a surveillance.

- A. The officer is criminally liable for violating traffic laws unless the surveillance vehicle is displaying a lighted red light to the front and sounding a siren as necessary (21055 CVC).
- B. The officer is not civilly liable for damages while operating an authorized emergency vehicle responding to an emergency call or when in the immediate pursuit of an actual or suspected violator (17004 CVC).*
- C. The agency is civilly liable for the negligence or wrongful acts or omissions of its employees (17001 CVC).

(add) 13.6.9 The student will identify the provisions of the California wire tapping law. (Penal Code 631)

(add) 13.6.10 The student will identify the term "confidential communication." (Penal Code 632)

13.7.0 FRAUDULENT DOCUMENTS

~~Learning Goal: - The student will understand which documents are most liable to be fraudulent.~~

PERFORMANCE-OBJECTIVE

13.7.1 ~~The student will identify the most frequently encountered fraudulent documents:~~

(moved to 3.12.0)

- A. ~~Driver's license~~
- B. ~~Medi-Cal cards~~
- C. ~~Birth certificates~~
- D. Licenses issued by consumer affairs

13.8.0 CASE MANAGEMENT

(new) Learning Goal: The student will understand case management techniques.

(S) 13.8.1 The student will identify time management techniques including:

- A. To do list
- B. Priority list
- C. Setting due dates
- D. Time-line charting

(new) 13.8.2 The student will identify the following factors which should be considered in allocating investigative resources.

- (S)
- A. Solvability
 - B. Political considerations
 - C. Likelihood and cost of obtaining required physical and documentary evidence
 - D. Likelihood and cost of obtaining required testimony

Commission Procedure D-1

BASIC TRAINING

1-1. ****

1-2.a. ****

b. For basic courses listed in paragraphs 1-4 and ~~to~~ 1-56, 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, 1990". 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. - 1-5. ****

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	<u>12</u>	10 hours
2.0	Police Community Relations	<u>16</u>	15 hours
3.0	Law	<u>42</u>	20 hours
4.0	Laws of Evidence	<u>18</u>	15 hours
5.0	Communications		15 hours
*6.0	<u>(Deleted)</u> Vehicle-Operations	<u>0</u>	8 hours
7.0	Force and Weaponry	<u>48</u>	33 hours
8.0	Field Procedures	<u>40</u>	39 hours
*9.0	(Deleted)		0 hours
10.0	Criminal Investigation	<u>42</u>	24 hours
*11.0	<u>Custody</u> (Deleted)	<u>1</u>	0 hours
12.0	Physical Fitness and Defense Techniques	<u>40</u>	12 hours
13.0	Specialized Investigative Techniques	<u>36</u>	18 hours
	<u>Practical Exercise/Scenario Testing</u>		<u>19 hours</u>

Written Examinations

11 hours

Total Minimum Required Hours

340 220 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 ~~and 11.0~~ (Vehicle Operations and Traffic and Custody, 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. ****

Historical Note:

Subparagraph 1-1 adopted and incorporated by reference into Commission Regulation 1005 effective * .

Subparagraph 1-2 adopted and incorporated by reference into Commission Regulation 1005 effective * .

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

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

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 * .

Subparagraph 1-6 adopted and incorporated by reference into Commission Regulation 1005 on October 20, 1983, and amended on * and * .

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

*This date to be filled in by OAL.

Commission on Peace Officer Standards and Training

NOTICE OF PUBLIC HEARING

BASIC TRAINING STANDARDS
SPECIALIZED BASIC INVESTIGATORS COURSE

Notice is hereby given that the Commission on Peace Officer Standards and Training (POST), pursuant to the authority vested by Sections 13503, 13506 and 13510 of the Penal Code and in order to interpret, implement, and make specific Sections 832.3 and 13510 of the Penal Code, proposes to adopt, amend, or repeal regulations in Chapter of Title 11 of the California Code of Regulations. A public hearing to adopt the proposed amendments will be held before the full Commission on:

Date: November 1, 1990
Time: 10:00 a.m.
Place: Radisson Hotel
500 Leisure Lane
Sacramento, California

Notice is also hereby given that any interested person may present oral or written statements or arguments, relevant to the action proposed, during the public hearing.

INFORMATIVE DIGEST

Commission Procedure D-1, Basic Training, currently specifies a minimum length of 220 hours for the Specialized Basic Investigators Course. Procedure D-1, which also specifies the functional areas and respective hours of instruction, is incorporated by reference into Commission Regulation 1005, Basic Training.

Proposed changes to Commission Procedure D-1 will increase the length of the Specialized Basic Investigators Course by 120 hours, from 220 hours to 340 hours. This increase includes 101 hours for instruction in selected functional areas, and 19 hours for practical exercise/scenario testing.

No substantial impact is expected for this proposed increase. Training presenters currently exceed the existing 220-hour minimum in order to present the minimum required curriculum. Agencies employing personnel attending the Specialized Basic Investigators Course are members of the POST Specialized Program which is voluntary and not reimbursable from the POST fund.

It is also proposed that Commission Regulation 1005 be amended to incorporate by reference the document, Performance Objectives for the POST Specialized Basic Investigators Course, 1990, and to require that these performance objectives be taught and tested.

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 October 15, 1990. 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.

ADOPTION OF PROPOSED REGULATIONS

After the hearing, and consideration of public comments, the Commission may adopt the proposals substantially as set forth without further notice. If the proposed text 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 the date of adoption to all persons who testified or submitted written comments at the public hearing, 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 on 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 at the hearing, or prior to the hearing upon 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 Commission's normal business hours (8 a.m. to 5 p.m.).

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

Local Mandate: None

Cost to Any Local Agency or School District for Which Government Code Section 17561 Requires Reimbursement: None

Small Business Impact: None

Costs 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 Kathy Delle, Staff Services Analyst, 1601 Alhambra Blvd., Sacramento, CA, or by telephone at (916) 739-5400.

Commission on Peace Officer Standards and Training

Regulatory Action: Basic Training Standards
Specialize Basic Investigators
Course

STATEMENT OF REASONS

The Commission on Peace Officer Standards and Training (POST) proposes to amend Commission Procedure D-1-6 to: 1) increase the Specialized Basic Investigators Course from 220 hours to 340 hours, and 2) require that performance objectives in the Specialized Basic Investigators Course be taught and tested.

Minimum Length of Basic Courses

Commission Regulation 1005 specifies the basic training requirements for all peace officer members of law enforcement agencies participating in the POST program. Requirements for the Specialized Basic Investigators Course are set forth in Commission Procedure D-1, Paragraph 1-6. Procedure D-1 is incorporated by reference into Commission Regulation 1005.

The minimum length of the Specialized Basic Investigators Course is currently 220 hours. It is proposed to increase the length to 340 hours, a 120-hour increase. All changes were based on recommendations of instructors with long-standing experience and expertise, as well as subject matter experts.

Changes in the content and hours for the Specialized Basic Investigators Course are proposed for the following reasons:

1. The existing 220-hour minimum length of the Specialized Basic Investigators Course is not consistent with the minimum number of hours currently required to conduct the training. Training presenters currently exceed the existing 220-hour minimum in order to present the minimum required curriculum. It is important to have POST's minimum course hours accurately reflect the necessary hours to assist academies in presenting quality, uniform instruction.
2. Since January 1984, when the Specialized Basic Investigators Course was last updated, curriculum has been added to address many subjects specific to the duties of the specialized investigator.
3. Many functional areas for the Specialized Basic Investigators Course are identical in content and hours with the Regular Basic Course. Changes which have been made in the functional areas for the Regular Basic Course have been reflected as appropriate.

4. The entire functional area of Vehicle Operations is deleted as it is duplicated in the State driving course which is required for all State employees. (The vast majority of all specialized investigators are State employees.) Specialized investigators who are not State employees receive training in vehicle operations through their employing counties, which have similar required driving programs.
5. Practical exercise/scenario testing is necessary to insure performance abilities in the physical defense and weaponless defense areas for officer safety. Subject matter experts and instructors have determined that mastery of these objectives is best measured by having students demonstrate proficiency under simulated job conditions, rather than attempting to infer proficiency by measuring "knowledge" via a paper/pencil test.

Incorporation of Performance Objectives Document

The document Performance Objectives for the POST Specialized Basic Investigators Course was developed to identify more specifically the content required of academy presenters. By requiring presenters to teach and test specified performance objectives insures uniform performance among students and standardization of instruction between presenters.

Individual performance objectives were developed pursuant to identified job tasks performed by peace officers assigned to the specialized investigative function. Objectives are directed at particular skills, knowledge or attitudes that investigators must be proficient in to successfully perform their job tasks. Some objectives reflect new knowledge, some new skills or updated skills, and others are legislative training mandates that require instruction in particular subject areas.

In every case, performance objectives are developed with the input of representatives of academy instructors, special interest groups, subject matter experts and law enforcement experts. Each performance objective is thoroughly reviewed by staff from various perspectives, including legality, style, consistency, instructional scope and testability.

Instructional and testing hours for each functional area are arrived at by comparisons between the Regular Basic Course time requirements and estimates by subject matter experts who teach similar subjects.

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.

NOTE: THIS LANGUAGE IS PREDICATED UPON APPROVAL BY THE OFFICE OF ADMINISTRATIVE LAW OF REGULATION 1005 AS REVISED PURSUANT TO THE PUBLIC HEARING HELD APRIL 20, 1989.

Commission on Peace Officer Standards and Training

PUBLIC HEARING: BASIC TRAINING STANDARDS
SPECIALIZED BASIC INVESTIGATORS COURSE

1005. Minimum Standards for Training

(a) - (i) ****

PAM Section D-1-1 adopted effective * is
herein incorporated by reference.

PAM Section D-1-2 adopted effective * is herein
incorporated by reference.

PAM Section D-1-3 adopted effective April 15, 1982, and
amended January 24, 1985 and * is herein
incorporated by reference.

PAM Section D-1-4 adopted effective April 27, 1983, and
amended January 24, 1985 and * is herein
incorporated by reference.

PAM Section D-1-5 adopted effective April 27, 1983, and
amended January 24, 1985 and * is herein
incorporated by reference.

PAM Section D-1-6 adopted effective October 20, 1983, and
amended * and * is herein incorporated
by reference.

PAM Section D-3 adopted effective April 15, 1982, and
amended October 20, 1983 and January 29, 1988 is herein
incorporated by reference.

PAM Section D-4 adopted effective April 15, 1982 is herein
incorporated by reference.

The POST Basic Academy Physical Conditioning Manual
(February 1990) adopted effective * is herein
incorporated by reference.

The document, Performance Objectives for the POST Basic
Course - 1989 adopted effective * is herein
incorporated by reference.

The document, Performance Objectives for the POST
Specialized Basic Investigators Course - 1990 adopted
effective * is herein incorporated by reference.

*This date to be filled in by OAL

Authority: Sections 13503, 13506, 13510, Penal Code
Reference: Sections 832, 832.3, 13506, 13510, 13510.5,
13511, 13513, 13514, 13516, 13517, 13520 and
13523, Penal Code

COMMISSION AGENDA ITEM REPORT

Agenda Item Title		Meeting Date
Contract for Enhancing the POSTRAC System		November 1, 1990
Bureau	Reviewed By	Researched By
Standards & Evaluation		John G. Berner
Executive Director Approval	Date of Approval	Date of Report
<i>Norman C. Boehm</i>	10-12-90	October 8, 1990
Purpose:		Financial Impact:
<input checked="" type="checkbox"/> Decision Requested	<input type="checkbox"/> Information Only	<input checked="" 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:

Should the Commission authorize the Executive Director to enter into a sole source contract with Brain Designs, Inc. for the purpose of updating and enhancing the POSTRAC testing and tracking system in an amount not to exceed \$78,000.

BACKGROUND:

POST Proficiency Examination Results. The POST Proficiency Examination is a legislatively mandated, end-of-course test which is used to evaluate the effectiveness of basic course training. Notwithstanding the efforts of POST to mandate a standardized basic course curriculum, data collected during 1983 showed that over 10 percent of academy graduates scored below 50 percent on test items designed to evaluate knowledge that the graduates were supposed to have acquired from the basic course.

POSTRAC and the Knowledge Domain Testing System. In 1985, the POST Commission approved a pilot study of a new system for defining success in the basic course (i.e., the "knowledge domain" system). The Commission also allocated funds for the development of a computer program, called POSTRAC, to implement the new system.

The POSTRAC system is in its fifth year of operation and has been voluntarily adopted and used by 30 of California's 35 regional academies. Four additional academies are actively involved in planning to convert to the new system. Before and after comparisons show that academy classes trained after the adoption of the POSTRAC system score significantly higher on the POST Proficiency Examination than classes trained before the adoption of the system. Moreover, the dispersion (standard deviation) of the scores around the mean for classes trained under the POSTRAC system is much smaller than classes trained under the old system. This means that significantly fewer students are graduating from the basic course without mastering the objectives mandated by the Commission.

The POSTRAC system has won the acceptance of the regional academies and significantly increased student scores on the POST Proficiency Examina-

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tion. Nonetheless, five years of use have shown that several enhancements would substantially increase the program's functionality, and other changes would make the program more flexible and easier to use.

Recent Commission Actions. At its July meeting, the Commission scheduled a public hearing for November to hear a proposal which would mandate the use of performance objectives and POST-developed test items in the specialized investigators course. The most efficient way to do this would be to provide presenters of the specialized investigators course with access to the POSTRAC system. The knowledge domains and test items, of course, would have to be tailored to the requirements of the specialized investigators course.

At the same meeting, the Commission also scheduled a public hearing for January to hear a proposal which would require all academies to convert to the knowledge domain system by October 1, 1992.

ANALYSIS:

Workshop. In May of this year, each of the State's 35 regional academies were invited to a POSTRAC workshop. The purpose of the workshop was to demonstrate POSTRAC's capabilities and to identify user needs which the current program does not satisfy. Thirty-three of the 35 regional academies sent representatives to the workshop. The major changes and enhancements recommended by the workshop's participants are described below.

Update the Applications Development Software. The software available to develop programs such as POSTRAC has improved significantly. Converting the program's code to the latest release of the applications development software (Release 5.0 of Clipper, a dBASE compiler) will improve the program's performance, modernize the user interface, and correct technical problems (memory management) that currently make it impossible to run POSTRAC under certain conditions (e.g., on a computer attached to a local area network or running memory resident software).

Entering Student Data on Machine-Readable Forms. Currently, information about academy students (e.g., name, social security number, etc.) must be entered from the computer's keyboard. With this enhancement, students will fill out a machine readable form and the information will then be scanned directly into the computer's memory at a rate of 40 students per minute.

Graphics-Based Test Items. Currently, the POSTRAC program can only accept test items containing standard ASCII text (i.e., letters and numbers). This enhancement will make it possible to include pictures and diagrams in the test items. This capability will be extremely useful in several subject matter areas where problems can be presented much more clearly, concisely, and realistically using pictures rather than words.

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Raw-Score Conversion. Several skill-based exercises which require students to demonstrate a physical ability (e.g., endurance) or a motor skill (e.g., climbing a six-foot wall) have complicated scoring algorithms for converting and combining "raw" scores (e.g., number of seconds required to run a mile) into a composite standard score. Currently, tables and hand calculations are used to make these conversions and then the standard score is entered into the computer. This enhancement will make it possible to scan raw scores, recorded on mark-sense answer sheets, directly into the computer's memory, where the computer will then convert the raw scores to standard scores.

Customized Tests. Academies frequently have legitimate reasons for increasing the scope or depth of coverage in a particular content area. For example, the Highway Patrol might need to cover more sections of the Vehicle Code than POST requires. Currently, however, academies must administer a domain test exactly as it is constructed by POST staff. This enhancement will allow academies to add their own test items to the end of a domain test. When the tests are graded, students will receive two scores: (1) a score based on the POST-developed test items; and (2) a composite score based on all the items in the test. To satisfy POST requirements, the student will have to obtain a satisfactory score on the POST-developed test items. The academies will be free to select and apply a second cut score for the composite score based on all the test items.

Event Scheduler. Periodically, large amounts of information must be exchanged between academy microcomputers and the computer at POST headquarters. This information is transferred over ordinary telephone lines at either 120 or 240 characters per second. File transfers can take over an hour and during this time an academy's microcomputer cannot be used for any other purpose. This enhancement will allow academies to schedule unattended file transfers between POST and the academy at a time (e.g., 11:00 p.m.) when the academy's computer isn't being used for any other purpose and telephone line charges are lower.

Scoring Scenarios. Scenarios are exercises which require students to respond to complex, real-life situations. Role players and realistic props are used so that the student gets a taste of the real world of a patrol officer in a protected environment. Students are scored on multiple dimensions which are weighted in terms of their relative importance. Currently, these dimension scores are manually weighted, tabulated, and entered into the academy's computer from the keyboard -- a very time-consuming, error-prone process. This enhancement will allow academies to record raw dimension scores on mark-sense answer sheets and scan them into the computer's memory. The computer will apply the dimension weights and tabulate each student's score on the scenario.

Other User Requested Changes. In addition to the enhancements described above, over 30 other user-requested changes will be made to the POSTRAC program to increase its functionality and ease of use.

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Extending POSTRAC to Other Courses. Other proposed modifications to the POSTRAC system will make it possible to extend the benefits of automation and knowledge domain testing to other POST-certified training courses. Of immediate interest, is the possibility of providing POSTRAC to the presenters of the specialized investigators course and to presenters of the reserve officer training modules.

RECOMMENDATION:

Authorize the Executive Director to enter into a contract with Brain Designs, Inc. to enhance and modify the POSTRAC program in an amount not to exceed \$78,000.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Basic Course Testing Requirements		Meeting Date November 1, 1990
Bureau Standards & Evaluation	Reviewed By	Researched By John Berner
Executive Director Approval <i>Norman C. Boehm</i>	Date of Approval 10-11-90	Date of Report October 10, 1990
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 mandate minimum passing scores or minimum passing score ranges on the knowledge domain tests of student learning in the Basic Course?

BACKGROUND

At its July 1990 meeting, the Commission scheduled a public hearing for January 1991 for the purpose of changing the current Basic Course graduation requirements. Under the proposed changes, effective October 1992 all Basic Course students will be required to pass a POST-developed test for each of 38 knowledge domains.

Concurrent with scheduling the public hearing, the Commission directed the Long Range Planning Committee to evaluate the relative merits of Commission-mandated minimum passing scores versus minimum passing score ranges on the knowledge domain tests, and to report back to the Commission in November with its recommendations. The purpose of this agenda item is to summarize the recommendations of the committee.

ANALYSIS

The Long Range Planning Committee discussed the matter at length at its October 2, 1990 meeting. A detailed staff report provided the impetus for the discussion. The committee's recommendations to the Commission, based on that discussion, are as follows:

1. That the Commission mandate minimum passing scores, as opposed to minimum passing score ranges, on the POST-developed knowledge domain tests.
2. That the Commission's authority and responsibility to establish minimum passing scores be established in Regulation, but not specific minimum passing scores.

Note: The committee concurred with staff that crafting the Regulation in this manner will provide the latitude necessary to adjust passing scores (based on changes in test content, etc.) without holding subsequent public hearings. Initially, minimum passing scores would be established based on review of normative data for current academy cadets on the knowledge domain tests, as well as review of Proficiency Test scores for recent academy graduates. (The Proficiency Test is a paper-and-pencil knowledge test that POST is required by law to administer to all academy graduates. Results of the test are used to monitor and evaluate academies, and the results do not have a bearing on an individual's graduation status.) Based on current information, it is estimated that the initial minimum passing scores will vary across knowledge domains, but in no instance will a minimum passing score be less than 75 or greater than 85.

3. That the Commission require that students who fail the POST test for a given knowledge domain be permitted one, but only one, opportunity to retest (on a second POST test); and that prior to retesting the students be given reasonable opportunity to further study the knowledge domain subject matter.

Note: Some retesting is currently permitted by most, if not all, academies. The proposed limit of one retest per knowledge domain was reported by staff as being reasonable to safeguard against errors in terminating qualified students on the one hand (i.e., disqualifying students who have actually mastered the material in a given knowledge domain, but receive a failing score on the initial test due to the unreliability inherent in any paper-and-pencil exam), and errors in retaining disqualified students on the other hand (i.e., retaining students who never actually master the knowledge domain material, but who by chance or because of repeated exposure to the same test questions, would eventually receive a passing score if given multiple retest opportunities).

4. That the Commission grant academy directors the latitude to permit a student to retake a knowledge domain test more than once if, in the judgement of the director, one or more of the following circumstances prevented the student from taking a test on an equal basis with other students:
 - a. The student was ill or injured.
 - b. The student was emotionally traumatized by an event such as the death of a family member or friend.
 - c. The student was unable to receive the same instruction as other students due to factors beyond the students control.

As proposed, such decisions would be made on a case-by-case basis, and the academy director would be required to document for each such action, the circumstances which caused the alteration, the nature of the alteration, and the name(s) of the affected student(s). Further, this documentation would be available to POST staff upon request.

Under the proposed recommendations, academies would be free to establish local standards (i.e., minimum passing scores) on the POST knowledge domain tests which exceed those established by the Commission. Academies would also be permitted to supplement the POST tests with locally developed tests. However, such tests could not be used in lieu of the POST tests.

The committee also discussed the merits of a cumulative performance requirement for graduation from basic training. Specifically, the committee discussed two different cumulative performance standards; one defined in terms of maintaining some sort of overall test score average, the other defined in terms of failing no more than a given number of tests (i.e., initial tests) overall. While many committee members expressed support and enthusiasm for some sort of cumulative performance requirement, it was agreed that more information was needed before taking any action in this direction. Accordingly, the committee further recommends that the Commission direct staff to collect test score information bearing on the impact of alternative cumulative performance requirements for a period of one year subsequent to the effective date of the above proposed testing requirements.

RECOMMENDATIONS

1. Include as a part of proposed Commission actions at the January 1991 public hearing, the intention to mandate minimum passing scores on the POST knowledge domain tests.
2. Include the proposal that students who fail a POST knowledge domain test be permitted one, and only one, additional attempt to meet minimum POST requirements by achieving a passing score on a second POST exam for the knowledge domain; and that students be permitted reasonable opportunity to prepare for the second test administration.
3. Propose to permit academy directors to allow a student more than one retest opportunity for any given knowledge domain, if, in the opinion of the director, the student was prevented from taking a test on an equal basis with other students due to: (a) illness or injury, (b) emotional trauma (e.g., death in the family), or (c) failure to receive the same instruction as other students due to

factors beyond the student's control; and if the academy director documents the reasons for, and the nature of, all such actions.

4. Direct staff to research the impact of a cumulative test performance requirement. Such research would commence with the scheduled October 1992 effective date for Commission-mandated knowledge domain testing, and would be conducted for a one-year period.

Methodology of the Study

As a prerequisite to the study, staff completed a contract with the Student Aid Commission, not to exceed \$7,500, to recover the actual cost of the study. The final invoice to the Commission will be for the full amount of the contract.

Staff interviewed each investigator, the supervisor of the audit and investigation unit, and the Executive Director. The investigative workload review, involving a period of 18 months, included 110 active cases and 126 inactive case files. Selected files were discussed with the investigators. In addition, staff reviewed applicable operating policies and procedures.

Interviews with investigators revealed no difficulty in obtaining allied agency assistance nor any threats or incidents of violence involving the investigators.

The caseload review determined that approximately 88% of the cases received an administrative disposition. 12% resulted in prosecution action, including three arrests by allied agencies and two search warrants served with allied agency assistance.

Conclusions and Recommendation

Staff recognize that the investigative function is a necessary and integral responsibility of the California Student Aid Commission. Further, the investigators appear to be performing satisfactorily and in a manner consistent with the direction of the Commission. The Executive Director is very complimentary of the investigative staff and considers their work to be exceptional when compared with other student aid programs in the Nation.

On the basis of the information obtained during the study, staff conclude that broad or general peace officer powers and authority are not required for the investigators of the Commission.

Staff recommends the Student Aid Commission consider legislative action to grant the investigators the specific, limited peace officer authority that is described in Section 830.11, Penal Code.

Section 830.11, PC, names positions which specifically are not peace officers but have authority, within the limited scope of employment, to make arrests, serve search warrants, and receive summary criminal offender records.

RECOMMENDATION

If the Commission concurs, direct the Executive Director to submit the completed feasibility study report, including recommendations, to the California Student Aid Commission and the Legislature.

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Contract for Supervisory Leadership Institute		Meeting Date November 1, 1990
Bureau Center for Leadership Development	Reviewed By	Researched By <i>Doug Thomas</i> Doug Thomas
Executive Director Approval <i>Norman C. Boehm</i>	Date of Approval 10-15-90	Date of Report October 2, 1990
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 augment the Supervisory Leadership Institute contract for fiscal year 1990/91 by \$91,638 to enable two more classes to begin in January and February to reduce the backlog of applicants?

Background

The Supervisory Leadership Institute began with the first pilot class in December 1988. Two additional pilot classes followed in September 1989. After evaluation of the first three pilot classes, the number of classes was expanded to four in May 1990. The SLI is now operating on a budget of \$195,934 that allows four classes per year.

The SLI continues to receive outstanding reviews from participants and department heads alike. The growing number of applications is another indicator of the program's success. There are currently over 225 applicants awaiting assignment to classes. Class size is restricted to 24 and therefore nine or ten presentations would be required to take care of the backlog. The backlog continues to grow with added applications received each week. The current contract provides sufficient funds to start four more classes in January and February. This will reduce the backlog by 96.

Analysis

By augmenting the current contract in the amount of \$91,638, two additional classes could be started in January 1991 to help alleviate the backlog of applicants. These two additional classes would reduce the waiting list to 81 or the equivalent of 3.4 classes. The augmentation would increase the total contract to \$287,572 for fiscal year 1990/91. The cost includes instructors, sites, coordination, instructor development and supplies.

Because of the high degree of interest in the SLI program, it would be desirable to present a yet higher volume of courses. The proposed maximum of six presentations per year, however, represent the practical limits of what can be achieved with existing instructional and staff resources.

Recommendation

Authorize the Executive Director to enter into an agreement to augment the contract with CSU, Long Beach Foundation to provide administrative assistance for two additional classes of the Supervisory Leadership Institute in an amount not to exceed \$91,638 for fiscal year 1990/91.

The study revealed, however, that there is no uniform curriculum throughout the state in either the CSU or UC systems where peace officers can receive a degree in law enforcement that is oriented toward managing a department. The only campus of the UC system that offers a law enforcement related advanced degree program is Irvine, but this program is not oriented toward managing a department. The UC-Irvine has expressed interest in developing such a program. Five national commissions, starting with the Wickersham Commission in 1931, have emphasized a need for such a program. Additionally, a number of independent studies, including one by the Police Executive Research Forum in 1989, have emphasized the need for law enforcement educational programs.

Because of these findings, the study recommends that the Legislature direct the CSU/UC systems to develop such a program. POST's role should be to act as a standing curriculum consultant in the development and operation of the degree program for purposes of assuring that law enforcement needs are met. A copy of the report is attached.

Recommendation

Approve the report on the Feasibility of an Advanced Command Police Academy and authorize its submission to the Legislature.

A Study of
An Advanced Command Police Academy

Prepared by

The Commission on Peace Officer Standards and Training

In Response to: SENATE BILL NO. 457 (STIRLING) 1989

November, 1990

**A Study of an Advanced Command Police Academy in Response
to Senate Bill No. 457 (Stirling) 1989**

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A Study of an Advanced Command Police Academy in Response to Senate Bill No. 457 (Stirling) 1989

INTRODUCTION

Senator Stirling, who authored the Presley Institute Bill (resulting in the creation of an Institute for education, research and career path development for corrections), suggested a similar need for law enforcement. He subsequently authored Senate Bill 457 (Attachment 1) which authorizes the Commission on Peace Officer Standards and Training (POST) to study the possibility of instituting an Advanced Command Police Academy. Senator Stirling envisioned a program that would capture law enforcement professionals early in their careers, offering them an opportunity to participate in an advanced degree program to increase the effectiveness of law enforcement administration, particularly the management function within this profession.

Representatives from POST met with Senator Stirling on September 13, 1989, to discuss his ideas for an Advanced Command Police Academy. Senator Stirling envisions an Academy that would be defined as:

1. A formal, advanced degree educational program that would be accredited through academic institutions as opposed to offering training or certificate programs.
 - a. Completion of the program would lead to a master's degree.
 - b. Completion of the program may, in the future, lead to doctorate degrees and post-doctorate research.
2. The Program would provide a uniform body of knowledge embodied in one curricula geared towards individuals who are on a career path to become a command level law enforcement administrator.
3. The Program would provide a Center of Learning where there would be an exchange of information or ideas that would allow for a collective body of knowledge of California law enforcement through the thesis process.

Qualifications for participation in the Academy program would include:

1. Limitation to in-service sworn law enforcement personnel.

2. Possession, or have the equivalency of, a bachelor's degree prior to admission to the Academy.
3. Participation in an entrance assessment process that selects individuals most likely to succeed in a career path towards command level law enforcement administration.

The following pages of this study will focus on the feasibility of instituting an Advanced Command Police Academy for California law enforcement.

A REVIEW OF THE PRESLEY INSTITUTE

Because the legislation envisions an Advanced Command Police Academy which would parallel many of the Robert Presley Institute of Corrections Research and Training precepts, it is relevant to review this Institute.

AUTHORITY AND PURPOSE

The Robert Presley Institute of Corrections Research and Training, hereafter referred to as "the Institute," was created in 1987 by statute. This statute is included in the California Penal Code under Title 7 which addresses the Administration of the State Correctional System. Chapter 3.5, Sections 5085 through 5096 specifically outlines the Institute's parameters.

Section 5086 of this statute establishes a seventeen-member Board of Trustees to govern the Institute. On September 23, 1987, the Board adopted the Institute's mission which is to maintain California's national leadership role in corrections and to ensure public safety in a modern, humane, secure, efficient and effective correctional system.

The Institute's charges include:

1. Financing, developing and conducting short- and long-term theoretical and applied research on correctional issues of interest to the state, correctional facilities themselves, academic or corrections research institutions. The Board has defined five specific areas of research to include:
 - a. Research and development of a Career Path Program.
 - b. Ward and inmate security and over-crowding.

- c. Ward and inmate training and job skills development.
 - d. Cause and control of violence in jails, prisons and youth facilities.
 - e. Corrections institutions organization and management.
2. Establishing a clearinghouse for correctional information and research, including the collection and dissemination of material of interest to practitioners, the Legislature, academic and research institutions, courts, and the public.
 3. Developing a plan to establish a Career Path Program for all youth and adult state corrections personnel which includes:
 - a. Recommending minimum training and education standards for all levels (entry, basic, intermediate, advanced, supervisory, management, etc.).
 - b. Implementing a career path program which is integrated with an educational and training regimen.
 - c. Fostering the attainment of postsecondary educational degrees.

ORGANIZATION

Regulation

The Institute is governed by a Board of Trustees composed of seventeen voting members, six of whom are appointed by the Governor. The Speaker of the Assembly and the Senate Rules Committee each appoint two members. The Chancellors of the California State University and the California Community Colleges, as well as the President of the University of California, each appoint one member. The remaining four individuals are ex officio voting members comprised of the Director of Corrections, the Director of the Youth Authority, the Chairperson of the Board of the National Institute of Corrections (or his/her designee), and the Chancellor of the campus affiliated with the Institute.

The Board is the organizational policy-setting body. The Board is mandated to meet at least four times each year; one meeting is to be held in a geographic location readily available to a large segment of the population of California. Nine voting members of the Board constitute a quorum. A majority vote is necessary for the transaction of Board business.

Structure

The Institute's staffing consists of a director, a secretary and two part-time graduate students. The Institute is divided into three primary divisions of purpose:

1. **Education Division**

Purpose: To develop education/training programs for line staff and corrections managers.

2. **Research Division**

Purpose: To create a database for informed decision-making on correctional issues.

3. **Career Path Division**

Purpose: To develop a career path for correctional employees with emphasis on improving job performance.

A significant amount of time and effort in program development is devoted to networking with academic institutions, the correction systems, the law enforcement community and the Riverside community at large.

Affiliation

By statute, the Institution is located in the vicinity of the UC-Riverside campus. The Institute is presently located in the nearby City of Riverside.

Although the Institute is totally independent from the UC-Riverside campus, there is a close relationship between the two organizations which is necessary in curricula development. The relationship is viewed as an equal partnership. Curricula has been developed by:

1. Correction systems' staff developing the subject matter on which curricula is based because these staff members actually work in the field and have knowledge of what is essential and effective.
2. The University, with its academic emphasis, then develops full curricula courses that meet the University's requirements for accreditation.

The development of the advanced degree educational program with UC-Riverside is viewed as "a real breakthrough." Historically universities have been designed to offer master's and doctorate programs in theoretical and model research. However, UC-

Riverside's Graduate School of Management has become interested in corrections issues and is committed to working with the Institute's director in developing a new, separate master's degree program in Correctional Administration. UC-Riverside has formed a Campus Advisory Committee consisting of academic and administrative personnel, as well as the Institute's director. The committee has been given responsibility to proceduralize the methods by which corrections courses will be developed and entered into this new, separate UC-Riverside master's degree curricula. Representatives from the University and the Institute report that there have been no conflicts in curricula development. However, because a new, separate program is being developed, there is a significant time factor involved. All new programs must be channeled through a lengthy process in obtaining accreditation. This program is targeted to begin in Fall, 1991.

This same methodology will be used to develop a doctorate program. The Advisory Committee is preliminarily setting a three-year target date to begin offering a doctorate program in Crime, Deviance and Socio-Legal Studies with a Correctional Administration Specialty. This program will be offered through the UC-Riverside School of Justice Studies which is currently under development.

PROGRAMS

Participation

A key element in the creation of the Institute was the Legislature's findings in Section 5085.5 of the statute, that:

1. The state Department of Corrections and the California Youth Authority required assistance in research, training and education.
2. There is a need for theoretical and applied research in specific subject areas.

Delivery

In addition to the affiliation with UC-Riverside, work is progressing to establish an Academic Consortium wherein different levels of course work will be offered through several college and university campuses. A curriculum relationship is currently developing with:

1. Riverside Junior College: A corrections certificate program in Substance Abuse Counseling and an Associate of Arts degree in correctional science will be offered in Fall, 1990.

2. CSU-San Bernardino: A bachelor's degree in Criminal Justice with a concentration in Corrections, is anticipated to start in Fall, 1991. The curricula consists of existing core courses for the bachelor's degree in criminal justice and elective corrections courses.

Future plans include a master's degree program. The curricula will consist of existing core courses for the master's degree in criminal justice with elective graduate courses in corrections administration.

Additionally, CSU-San Bernardino has provided the Institute a student who will do an internship on probation and parole.

The Academic Consortium is envisioned as expanding throughout the state so that interested participants can select a close-by academic institution in which to pursue a postsecondary educational degree in corrections. Attachment 2 diagrams the Consortium concept.

Uniformity of Curricula

One of the parameters of the consortium concept is uniformity of curricula from campus to campus. This is defined as an accredited degree program which is offered on various campuses throughout the state. It also allows students to transfer from one location to another, continuing to work towards their degree without interruption or without having to take additional course work to meet degree requirements. The Institute is developing all accredited programs as complete packages which must be accepted in their entirety by participating campuses.

The issues involved in developing such programs include:

1. UC Campuses: The relationship between UC-Riverside and the Institute is unique. No other major university, to the Institute's knowledge, participates in a program with a totally separate entity. Most universities require that programs operate under their control. Because of the uniqueness of this program on the UC-Riverside campus, it is uncertain if it can be replicated on the other eight UC campuses. Theoretically, the programs being developed at UC-Riverside will be complete packages that could be located on any other UC campus.
2. CSU Campuses: Due to each campus' autonomy it will be necessary to separately gain the interest of each campus' President. If the campus accepts

the program. no problems are anticipated in its accepting the uniform curricula package.

3. Community Colleges: Because of these campuses' significant autonomy, it will be essential for the Institute to ensure that complete curricula packages are in place and required to be accepted in their entirety by participating campuses.

FUNDING

Although the Legislature partially funds the Institute by appropriation, to date these appropriations provide its total financial support. It is intended that additional funding be sought from the state college and university systems, private colleges and universities, foundations, the federal government, and other sources deemed appropriate to the Institute's Board of Trustees.

STATUS

Prior to the Presley Institute's inception, no coordinated, uniform research, training and educational program existed to meet the specific needs of corrections.

The Institute faces two significant challenges in the areas of funding and staffing. The Institute receives partial funding from the state budget and is expected to develop other funding sources. Due to the Institute's limited budget, there appears to be insufficient dollars to staff a productive funding development program.

Funding and staffing limitations also have resulted in the Institute's inability to meet the established goals within the specified time frame. The Institute's budget has not been increased in the past three years. Without additional funding, the Institute may continue to have difficulty meeting goals and objectives.

These funding and staffing challenges have also affected the Institute's operation. At the Board's direction, the first area of focus was a Task Analysis to review all job classifications within the Department of Corrections and the Youth Authority. Both correctional systems assisted the Institute in this project. Choices will have to be made with respect to which classifications will ultimately be included in the project. The original intent of reviewing all classifications is being modified to only those classifications deemed necessary.

Closely associated with the funding limitations are staffing constraints. Concern about staffing limitations led to the development of the three divisions of purpose (Education,

Research and Career Path) within the Institute to ensure that none was forgotten. The only staff to manage these functional divisions is the director and the Institute secretary.

There is concern that there will be insufficient funding with which to develop the most critical training needs. Both the Institute and corrections see this as a priority over the goal to develop accredited degree programs. Although there is a recognized need for training within both correctional systems, the Institute maintains that it is still important to devote some time and energy on the statute's mandate to develop postsecondary educational programs. To this end, the Institute is working successfully with a local community college and state university to develop accredited educational degree programs. The Institute is also working with UC-Riverside to implement a master's degree program for corrections, anticipated to begin in Fall, 1991. If this endeavor proves to be as successful as anticipated, the Institute will continue working with the UC-Riverside campus' Graduate School of Management to develop a doctorate program. A statewide consortium is eventually envisioned that involves all 9 UC campuses, 20 CSU campuses and 106 community colleges. Very little work has occurred in the area of research. What research that is currently being done is occurring within the two correctional systems; however, the Institute has targeted the research function for emphasis this fiscal year. Several research topics have been proposed and at least one major research project is envisioned. The specific area of concentration has not yet been selected. Additionally, the Institute will require significant funding increases if complex research projects are to continue to be undertaken in the coming fiscal year, 1991-92.

To achieve the statute's clearinghouse mandate, a major library will have to be established. The Institute has embarked upon this project, dividing it into two distinct categories:

1. Acquisition of major published studies in corrections. A portion of the Institute's budget has been expended on the acquisition of books, periodicals, and other published documents in the corrections field.
2. Acquisition of unpublished corrections materials. This includes materials that have been written by both corrections systems' personnel, as well as out-of-print corrections-related documents that have been donated to the Institute by organizations that are no longer in service. The Institute's goal is to acquire a complete as possible collection of major unpublished and out-of-print corrections materials for inclusion in the library.

This initial beginning of the Presley Institute library is physically housed in the UC-Riverside library, identified as a special collection. It is located in an unrestricted area, however, to permit wider access by all persons interested in corrections materials. The

Institute anticipates that the library will require many years to complete. It will also require significant funding and staffing allocations in order to become a meaningful resource library.

The Presley Institute is still working to meet all the mandates as set forth by statute.

A REVIEW OF THE COMMISSION ON POST

Many of the goals and mandates of the Presley Institute, established for corrections, have already been accomplished by the Commission on Peace Officer Standards and Training (hereinafter referred to as POST) for the field of law enforcement. Accordingly, it is pertinent to review the Commission on POST; particularly, those areas which resemble some of the functions within the Presley Institute.

AUTHORITY AND PURPOSE

The Commission on Peace Officer Standards and Training (POST) was established in 1959 by statute. This statute is included in the California Penal Code under Title 4 which addresses the Standards and Training of Local Law Enforcement Officers. Chapter 1, Articles 1 through 4, Sections 13500 through 13542, specifically outlines the Commission's parameters.

Section 13500 of this statute establishes a twelve-member Commission who are appointed by the Governor, in consultation with the Attorney General and with the advice and consent of the Senate.

The Commission's responsibilities include:

1. Adopting and amending rules that establish minimum recruitment standards relating to physical, mental, and moral fitness for local peace officers.
2. Adopting and amending rules that establish minimum training standards for certain local and state peace officers.
3. Conducting research on job-related educational and selection standards, including vision, hearing, physical ability and emotional stability.
4. Adopting and amending rules that establish minimum recruitment and training standards for public safety dispatchers.

5. Establishing a certification program for local peace officers and the California Highway Patrol among others.
6. Monitoring of participating agencies to ensure that they are in compliance with established recruitment and training standards.
7. Providing counseling services, upon request, to local jurisdictions for the purpose of improving the administration, management or operations of an agency.
8. Allocating state aid to eligible agencies for reimbursement of training expenses.
9. Conducting feasibility studies for the Legislature to determine if requesting persons should obtain peace officer status based on current and proposed duties and responsibilities.

ORGANIZATION

Regulation

The Commission is a twelve-member governing body. Its composition includes eleven members appointed by the Governor:

1. Two members at the level of sheriff or chief, or a police officer or deputy sheriff, or any combination thereof.
2. Three members at the level of sheriff or chief, nominated by their peers.
3. One peace officer member at the rank of sergeant or below with a minimum of five years' experience as a deputy sheriff or city police officer.
4. One member who is an elected officer or chief administrative officer of a county.
5. One member who is an elected officer or chief administrative officer of a city.
6. Two public members who are not peace officers.
7. One member who is an educator or trainer in the field of criminal justice.

The Attorney General is an ex officio member of the Commission. The Commission annually selects a chairman and a vice chairman from among its members. Meetings are currently held quarterly in January, April, July, and November. Meetings alternate between northern and southern California.

Structure

The staff of the Commission consists of an Executive Director and eight service bureaus. These bureaus include Administrative Services, Center for Leadership Development, Compliance and Certificate Services, Information Services, Management Counseling Services, Standards and Evaluation Services, Training Delivery Services, and Training Program Services.

Affiliation

A key element in the creation of the Commission was to increase law enforcement's professionalism. The Commission has worked extensively with law enforcement to determine training needs and then develop courses. The Commission contracts with various training presenters to provide relevant courses based on these identified needs. Presenters may be universities, colleges, or private institutions. The Commission certifies courses to ensure course content, cost effectiveness, and quality control. Universities or colleges may independently provide credit to participants. However, the Commission's relationship with such institutions is strictly through course certification, not accreditation.

One exception is the Law Enforcement Command College program. The Command College is a series of courses offered by the Commission over a two year period of time. The program is designed to give law enforcement leaders a perspective on issues facing the future of the profession. Attendance is limited to law enforcement managers and executives who have obtained the rank of lieutenant or above. Command College participants are now eligible to receive credits from the California State Polytechnic University in Pomona towards a master's degree. The curriculum and instructors are controlled by POST.

PROGRAMS

Participation

Eligible local law enforcement agencies participate in the POST program as defined in Penal Code Sections 13507 and 13510. Additionally, 13510.1, which addresses certificate requirements, extends this specific eligibility to the California Highway Patrol. Traditionally, agencies not covered by the statute sought legislative bills to allow

participation in the program. Penal Code Section 13526, effective January 1990, prohibits participation in the POST program to any local government agency unless that agency was eligible to receive funding as of December 31, 1989.

Research

The Commission's experience with research has mainly focused in the following areas:

1. The Command College: One of the goals of the College is to provide specific contributions to the body of knowledge and practice of law enforcement. The last six months of the two year program are devoted to preparing an independent study project to look at an issue which may effect the future of law enforcement. After its completion and acceptance, the independent study project is copyrighted and placed in the POST library for distribution to law enforcement practitioners and trainers.
2. Management Counseling Services: Under Section 13513 of the Penal Code, the Commission provides counseling services to local jurisdictions upon their request. The counseling service includes assisting agencies by researching and implementing new practices or techniques to improve the administration of the department. Manuals, which address model organizational operating standards, are also prepared for distribution.
3. Law Enforcement Research Projects: The Commission has also conducted research on various law enforcement issues. Examples include the Commission's contribution to the historical Project STAR program, and its participation in IADLEST (the International Association of Directors of Law Enforcement Standards and Training). Project STAR involved a comprehensive study of roles, tasks, performance objectives, education, selection, recruiting, training and performance measurement of the six key police, judicial process and correctional positions in the criminal justice system. The final report contains findings, conclusions and recommendations. IADLEST is the association of directors of various POST commissions. It also includes criminal justice training and standards managers, consultants and directors. The Association is committed to improving law enforcement standards and training by focusing on pertinent issues such as its current project to develop national driver training curriculum.
4. The POST Library: The library assists the Commission and its staff in their research efforts to support the various missions previously described. This

library functions as a clearinghouse of information for law enforcement. It houses an extensive collection of national research projects.

In addition to research, the Commission has advanced law enforcement training programs which include among others:

1. The 80-hour Supervisory Course which is required to be completed within 12 months of appointment by every peace officer promoted, appointed or transferred to a first-level supervisory position.
2. The 192-hour Supervisory Leadership Institute which is offered to first level law enforcement supervisors, who typically are sergeants.
3. The 80-hour Management Course which is required to be completed within 12 months of appointment by every peace officer promoted, appointed or transferred to a middle management position.
4. The 80-hour Executive Development Course which is designed for department heads and their executive staff positions. The course is optional.
5. The Institute of Criminal Investigation consists of a core course of 84 hours of instruction in all generic functions of any investigation; one of thirteen foundational specialty courses such as sex crimes, robbery, or homicide; and, a minimum of three elective courses out of sixty-four choices. Completion of all three phases leads to a Certificate of Completion of the Institute.

FUNDING

The functions of the Commission are funded by the Peace Officer Training Fund, created under Penal Code Section 13520. The funding source is penalty assessments levied on fines for traffic and criminal offenses as defined in Penal Code Section 1464.

STATUS

After almost 31 years in existence, the Commission has a well established organizational structure for handling its responsibilities as outlined in Penal Code Sections 13500 through 13542.

POST continually seeks the cooperation of public higher education systems in presenting training and education programs that will enhance law enforcement's effectiveness.

Additionally, the Commission itself has facilitated the development and implementation of the Command College which has been recognized for its academic achievements.

In addition to reviewing the Commission on POST in studying the feasibility of an Advanced Command Police Academy, it is also necessary to assess whether an educational degree program already exists that meets the concept's basic parameters. The next section of this study focuses on the two major statewide academic institutions, the University of California and the California State University.

CURRENT STATEWIDE LAW ENFORCEMENT ACADEMIC PROGRAMS

THE UNIVERSITY OF CALIFORNIA SYSTEM

The University of California has nine campuses located throughout the State of California, and is the only public university within the State of California that offers doctoral degrees. In addition to state-supported degree programs, the University offers self-supporting extension programs; however, these programs do not culminate in degrees. In order to earn a degree within this system, students must be enrolled in one of the undergraduate or graduate degree programs on one of the nine campuses.

UC is a major research university with predominate emphasis in liberal arts education at the undergraduate level. Those students interested in a career in law enforcement, just as students in other career paths, take curricula in one of the social sciences such as social ecology (particularly in the area of criminology, law and society), political science, psychology, and sociology. Almost all professional career degrees within the UC are offered only at the graduate level, in such forms as Ed.D., M.D., M.B.A., and M.A.J. The Ph.D. is a research degree with curricula geared to that end.

Although the University did, up to almost twenty years ago, offer the doctorate in criminology through the Department of Criminology at UC-Berkeley, the only appropriate professional degree for people in law enforcement at the present time is the M.B.A. However, many command level police administrators throughout the country have considered the research-oriented Ph.D. degree as a desired end and have achieved it; however, none, or virtually none, have been conferred at UC.

UC-Davis also established a Center on Administration of Criminal Justice. Although the program has not been formally dissolved, it is currently inactive. The Center's director has focused in other areas of interest since program funding has been a problem. However, he expressed personal interest in the Academy concept.

Today, UC-Irvine is the only UC campus with a program offering law enforcement related educational degree curricula. This campus, through the Program in Social Ecology, Area of Criminology, Law and Society offers a full range of degrees appropriate for people in law enforcement, including the B.A., M.A., and Ph.D. The M.A. and Ph.D. are designated in Social Ecology with a concentration in Criminology, but there is now in motion a request to offer the Ph.D. in Criminology. This motion is expected to be approved by the end of the 1990-91 academic year.

There is considerable interest at the UC-Irvine campus in the Advanced Command Police Academy concept. There is an acknowledgement that formidable problems would have to be overcome; however, such an academy is felt to have tremendous benefit to the law enforcement profession, offering a model that could be used throughout this country.

Irvine's chairman of the Criminology, Law and Society concentration has expressed an interest in providing the necessary faculty link to develop the Academy program throughout the State of California. There are two possible alternatives for presentation, including:

1. Joint Doctoral Program with the CSU: Selection of this option would result in UC-conferred degrees; however, much of the course work can be taken on the CSU campus where the joint program is offered. Precedence has already been set in this inter-systems relationship. One of the most recent examples of this alternative is the Doctorate in Education program that is currently being developed between UC-Davis and CSU-Fresno.

This option focuses on doctoral degrees which UC confers; however, masters' degrees could also be included to:

- a. be conferred solely by UC; or,
- b. to be conferred by the CSU, as well as UC.

2. Master and Doctorate Degrees Conferred Solely by the UC: This alternative focuses on UC solely conferring advanced educational degrees for the Academy.

Independent of any option that could be selected, the UC-Irvine campus could initially develop the advanced degree programs for replication throughout the state. Various delivery systems could be utilized for presenting degree programs at sites other than the UC campuses. There are advantages and disadvantages to offering both master and doctorate degrees solely through UC. They include:

1. Advantages

- a. UC offers a combination of graduate degree programs:
 - (1) Master/doctoral programs wherein the candidate is simultaneously admitted to both programs, progressing through the master's directly into the doctoral program.
 - (2) Doctoral/master's programs wherein the participant bypasses the master's degree and works directly on the doctorate.
 - (3) Master's degree programs wherein the candidate enrolls in a master's degree program only. Two primary benefits of this option:
 - (a) Participants may wish to pursue a master's degree only.
 - (b) Participants may not initially be accepted into a doctoral program by UC and through their master's degree course work become eligible to enter such a program.
- b. There is more likelihood of uniformity and continuity with one university system managing the advanced educational degree program.

2. Disadvantages

- a. UC requires that candidates enroll in the attended campus' state-supported degree program, meeting that campus's admissions requirements. This may pose more difficult academic and other requirements for admittance than other types of degree programs such as the CSU's extension degree programs.
- b. UC doctoral programs require that students do most of their course work on the campus conferring the degree which may pose a hardship on both the candidates and their agencies.
- c. UC, with eight general campus locations, could potentially be geographically less accessible than the CSU's twenty-campus system.

Overall, the most significant challenge to institute a UC- statewide law enforcement advanced degree program may be control of program curricula. The University of

California's organizational structure requires its Academic Senate to approve the content of all program curricula. Despite the curricula content challenge, there is significant interest at the UC-Irvine Campus in developing the Advanced Command Police Academy concept.

THE CALIFORNIA STATE UNIVERSITY SYSTEM

Another possibility for advanced law enforcement degree programs exists within the California State University System which has twenty campuses located throughout the State of California. Many of these campuses offer degree programs in law enforcement-related fields. There are two primary types of degree programs within the CSU system; academic programs which are state supported and extended or continuing educational degree programs which do not receive state funding. The CSU campuses offering advanced degrees in law enforcement-related areas include:

1. Fresno: Master's degree in criminology with a concentration in law enforcement or corrections.
2. Long Beach: Master's degree in criminal justice administration.
3. Los Angeles: Master's degree in criminal justice administration.
4. Sacramento: Master's degree in forensic science with a concentration in criminalistics; master's degree in criminal justice administration.
5. San Bernardino: Master's degree in criminal justice administration.
6. San Diego: Master's degree in Sociology with a concentration in criminology.
7. San Jose: Master's degree in criminal justice administration; master's degree Sociology with a concentration in criminology.

These campuses' advanced degree programs are autonomous from each other. Although some of their course work may coincide, a uniformity of curricula does not exist wherein participants in one program could transfer to another campus' program without having to meet the new campus' degree requirements. Such transfers may involve an interruption in the original program and the necessity of taking additional course work to meet the new campus' degree requirements. It is the policy of the California State University that at least twenty-one semester units be completed in residence at the campus awarding the master's degree.

It may be more feasible to develop and implement an advanced law enforcement educational degree program through CSU campus Divisions of Extended/Continuing Education. Extended education frequently develops new certificate and degree programs to meet the needs of professionals who are continuing their postsecondary education while simultaneously working. Many CSU campuses currently offer master degrees through extended educational degree programs.

The CSU has also, on occasion, converted an extended educational degree program to a state-supported program, thereby lowering the cost to students. The primary benefit in offering Advanced Command Police Academy degree programs as a state-supported program is the significant cost savings to the students. It seems unlikely that a degree program could be offered on all twenty State University campuses because some locations may not wish to participate; others may lack the population concentration necessary to carry such a program; or, they may not meet system policies on program distribution. Extended educational degree program administrators are particularly concerned about enrollment since such programs which are not state supported, must be financially self-supporting. To mitigate this limitation, a degree program could be limited to campuses in locations where the population concentration is sufficient to make the program cost effective.

Alternative delivery systems could also be employed at the less populated campuses. The CSU has developed extensive alternative delivery systems. Four primary systems are currently used to offer complete bachelor and master degree programs on various CSU campuses. They include:

1. Satellite broadcasts: Currently, all community colleges have satellite dishes and the CSU presents some programs at various community colleges. This delivery system is pervasive throughout the state, offering significant potential as a delivery method for advanced degree educational programs for remote, rural areas.
2. ITFS (Instructional Television Fixed Service): This delivery system is basically a closed circuit television process; however, it can be tied into local cable television companies. This delivery system is limited by:
 - a. the FCC application process, and;
 - b. line of sight problems wherein there can be no obstruction between the sender and receiver or an expensive relay system must be provided.

3. Video Tape Delivery Service: This training delivery involves video taping original broadcasts and delivering them to locations that do not have satellite or ITFS capability.
4. Audio Based Teleconferencing: This delivery system essentially offers audio programs; however, it can be augmented with visual capability.

Specially developed printed instructional materials can be used to supplement each of these delivery modes. Conceptually, a lead campus could develop one or more alternative delivery systems for the more remote areas.

By virtue of the CSU's current system, an advanced degree program offered through this system would be limited to master's degrees; the CSU is unable to offer doctorate programs.

Individuals within the CSU, particularly those working with extended educational degree programs, have expressed an interest in developing a program such as an the Advanced Command Police Academy. They are prepared to survey the campuses to ascertain specific interest.

ACADEMIC PROGRAMS SUMMARY

The Commission's review of both major public university systems indicate that neither currently have a uniform educational program in the law enforcement field which would permit participants to transfer from one program to another without interfering with or in some way modifying the original program. Additionally, only one advanced degree, law enforcement-related program currently exists within the UC and its degrees are not strictly law enforcement oriented. In the California State University system, such programs exist within seven of the twenty campuses. However, none of these degree programs offer a curricula such as that envisioned by the Legislature where a student could learn law enforcement operational issues.

The results of this study indicate that an Advanced Command Police Academy is feasible within both of these systems. There is interest in participating in the development of a uniform curricula for advanced educational degrees in the law enforcement field. The University of California-Irvine Criminology Chairman has indicated considerable interest in providing the faculty link with system administrators for developing such a concept.

Such a program could be more readily developed under an extended or continuing education program concept because of more flexible rules governing the establishment of new curriculum. However, at the point doctoral programs are included in the Academy

presentations, there may be a requirement for participants to enroll in the conferring campus' state supported degree program.

A law enforcement advanced degree program could be replicated on various campuses throughout both systems. Using alternative delivery systems, they could be offered on virtually all community college campuses and numerous locations throughout the state, including, but not limited to, law enforcement agencies themselves, public libraries, and other central locations.

ANALYSIS

HISTORY

The need for highly educated law enforcement personnel was recognized as early as 1931 in the Wickersham Commission Report.¹ O. W. Wilson's book, Police Administration, first printed in 1950, focused on the premise that if law enforcement was to professionalize, superior personnel must be developed to carry out future planning and direction.² In the aftermath of significant riots and other civil disorders which occurred during the early 1960's, law enforcement practices were closely scrutinized. Within a seven-year period four separate national commissions called for the development of higher educational standards for criminal justice personnel. One, the President's Commission on Law Enforcement and Administration of Justice, created in 1965, issued a report in 1967 which stated that the quality of police services would not significantly improve until higher educational requirements were established for its personnel. The Commission's examination of current educational programs found them to be mostly vocational in nature. The Commission stated that these programs could not substitute for a liberal arts education and academic credit should not be given for completion of them.

The major impetus for the expansion of criminal justice and criminology degree programs in American colleges and universities was the passage of the Omnibus Crime Control and Safe Streets Act of 1968.³ That legislation created the Law Enforcement Assistance

¹U.S. President's Commission on Law Enforcement and Administration of Justice. Task Force Report: The Police. Washington D.C.: USGPO, 1967. p. 126.

²O. W. Wilson and R. C. McLaren. Police Administration, 4th ed. New York: McGraw-Hill. 1977. p. 306.

³Charles Weirman and William G. Archambeault, "Assessing the Effects of LEAA Demise on Criminal Justice Higher Education." Journal of Criminal Justice, Vol. 11. USA: Pergamon Press, p. 549.

Administration (LEAA) as the Federal Government's major effort in the fight against crime. One of LEAA's programs was the Law Enforcement Educational Program (LEEP) which began operation in 1969, providing millions of dollars in research and project/program funding. With the creation of LEAA and LEEP, criminal justice higher education degree programs literally exploded. Colleges and universities began to develop postsecondary degree programs. Most of the student participants were in-service law enforcement personnel. Many of those that received degrees through LEEP are now reaching retirement age.

By April, 1982, the era of LEAA and LEEP funding had come to an end. However, during this time period, prominent academics in the law enforcement field began to publish books on management practices. For example, the International City Management Association in its 1971 publication, Municipal Police Administration, advocated that in professionalizing law enforcement, the higher an officer was in rank, the more critical the need to possess higher educational aims and to acquire abstract knowledge.⁴ Although there was some controversy surrounding the value of higher education, many law enforcement administrators believed higher education's benefits outweighed the negative factors associated with it.⁵ Such educational proponents recognized that the skills needed in higher-level police positions differed from the skills needed for line positions. These administrators felt that higher education was an important ingredient in the shaping of new law enforcement executives.

A number of specialized programs such as the Commission on POST's Command College (created in 1983) were developed to address these needs. In 1987, G. W. Lynch described these programs as including various priorities such as upgrading supervisory and management skills, sharpening analytical and critical abilities, and broadening perspectives and visions through the exploration of social sciences and humanities. He also felt that these programs interfaced practical police training with pure scholastic endeavors.⁶

Even though these specialized programs helped command level law enforcement administrators develop the skills to lead a police organization, a 1989 study conducted by the Police Executive Research Forum with the support of the Ford Foundation recognized

⁴George D. Eastman (editor), Municipal Police Administration. Washington, D.C.: International City Manager's Association, 1971, p. 72.

⁵R. J. Fischer, "Is Education Really an Alternative? The End of a Long Controversy." Journal of Police Science and Administration, Vol. 9, No. 3:313-316, p.58.

⁶G. W. Lynch, "A Police Command College." In R. Muraskin. The Future of Criminal Justice Education. Brookeville, N.Y.: Criminal Justice Institute, 1987, p. 56.

that these programs did not replace the necessity of comprehensive study and research awareness found in graduate programs at institutions of higher learning.⁷ The Forum found that specific graduate programs that address the unique requirements of the police command role must be developed. A top priority in such curricula development is the recognition that contemporary command personnel are not simply police officers who command; they are executives in complex, resource-intensive organizations.⁸

NEEDS ASSESSMENT

Despite the tremendous strides that have been made in the State of California in professionalizing law enforcement through the years, a program does not exist at any educational level (bachelor, master or doctorate) at this time which meets the Advanced Command Police Academy concept. Neither the University of California nor the California State University systems have a uniform educational program in the law enforcement field which would permit participants to transfer from one program to another without interfering with or in some way modifying the original program. Additionally, since the demise of the LEAA/LEEP programs, there has been no concerted effort to develop and financially provide for higher degree educational programs for law enforcement. Educators such as Charles Weirman and William Archambeault predict that ultimately the education of law enforcement personnel will depend on the public's value for and the government's willingness to financially invest and encourage higher education among members of this profession.⁹ Thus, there appears to be a need for both undergraduate and advanced degree educational programs that would facilitate obtaining bachelor, master and doctorate degrees where students can receive the same curriculum throughout the State.

An outgrowth of such a program would be an increase in the development of a uniform body of knowledge that would enhance an exchange of information or ideas through independent research and the thesis process.

Today, approximately 68,606 sworn peace officers work in the law enforcement field in the State of California. They are employed by 569 law enforcement agencies. These agencies range in size from over 8,000 officers to very small departments of fewer than

⁷David L. Carter, Allen D. Sapp and Darrel W. Stephens, The State of Police Education: Policy Direction for the 21st Century. Washington, D.C.: Police Executive Research Forum, 1989, pp. 16-18.

⁸Ibid., p. 18.

⁹Op.Cit., Weirman and Archambeault, p. 561.

five officers. Additionally, the 1990 preliminary census results indicate that the State of California has significantly increased in population during the past ten years. This population increase may translate into additional law enforcement needs. Law enforcement is a large and growing field which could benefit from a uniform law enforcement educational degree program.

The need for a uniform, advanced law enforcement degree program can also be measured by the Commission on POST's requests for management counseling services. These requests often involve assessment of existing operational programs, projection of staffing and equipment for the future, as well as analysis of alternatives in every phase of law enforcement operations which is the thrust of the type of course that the Legislature envisions. This on-going program also emphasizes the needs of command level police administrators. Such a program could provide an opportunity for law enforcement administrators to seek postsecondary advanced degrees, which would improve their ability to administer today's complex departments and the even more complex department of the future. It could also provide a clearing house where law enforcement administrators could obtain copies of relevant research to assist with improving their departmental operations.

In reviewing the Presley Institute, the Commission on POST, and the State's two major public university and college systems in assessing the feasibility of creating an Advanced Command Police Academy, the Commission on POST's analysis reveals that:

1. Many of the mandates of the Presley Institute (established for corrections) have already been accomplished through the years for law enforcement.
 - a. POST has continued to actively research issues of interest to law enforcement, through both its regular activities and through the Command College.
 - b. The POST library contains one of the most complete reference sources of law enforcement articles, books and manuscripts in existence.
 - c. POST regularly conducts seminars where experts are brought together from various fields for the purpose of assisting the conduct of local law enforcement.
2. There is no uniform curriculum throughout the state in either the CSU or UC systems where peace officers can receive a degree in law enforcement that is oriented toward managing a department.

Accordingly, there appears to be a need for the CSU and UC systems to develop a uniform educational degree program for law enforcement, including bachelor, master, and doctorate degrees.

- a. UC-Irvine has expressed considerable interest in developing a uniform law enforcement educational degree program.
- b. This campus has the ability to develop and establish uniform curriculum for various undergraduate and graduate degree programs; first on its own campus, and then; throughout the state.
- c. UC-Irvine could also develop and offer alternative delivery systems such as satellite broadcasts and teleconferencing to enhance the number of locations where educational degree programs could be offered throughout the state.
- d. The Commission on POST could act as curriculum consultant in the development of such degree programs.

RECOMMENDATIONS

Because this analysis reveals that there is a need for a uniform law enforcement degree program, the Commission recommends:

1. Legislation be authored and enacted to authorize the creation of a law enforcement educational degree program that is uniform throughout the state.
2. POST be identified as the organization interfacing with the CSU and UC systems in its development and operation.

Such a uniform educational degree program could offer a curriculum where command level law enforcement administrators have the opportunity to research and learn about law enforcement operational issues that would assist them in managing their complex, resource-intensive organizations--organizations which are sure to get more complex in the future.

Senate Bill No. 457

CHAPTER 315

An act relating to peace officers:

(Approved by Governor September 7, 1988. Filed with Secretary of State September 7, 1988.)

LEGISLATIVE COUNSEL'S DIGEST

SB 457, Striking. Peace officers: training.

Under existing law, the Commission on Peace Officer Standards and Training is, among other things, charged with the duty of developing and implementing programs, including training programs, to increase the effectiveness of law enforcement.

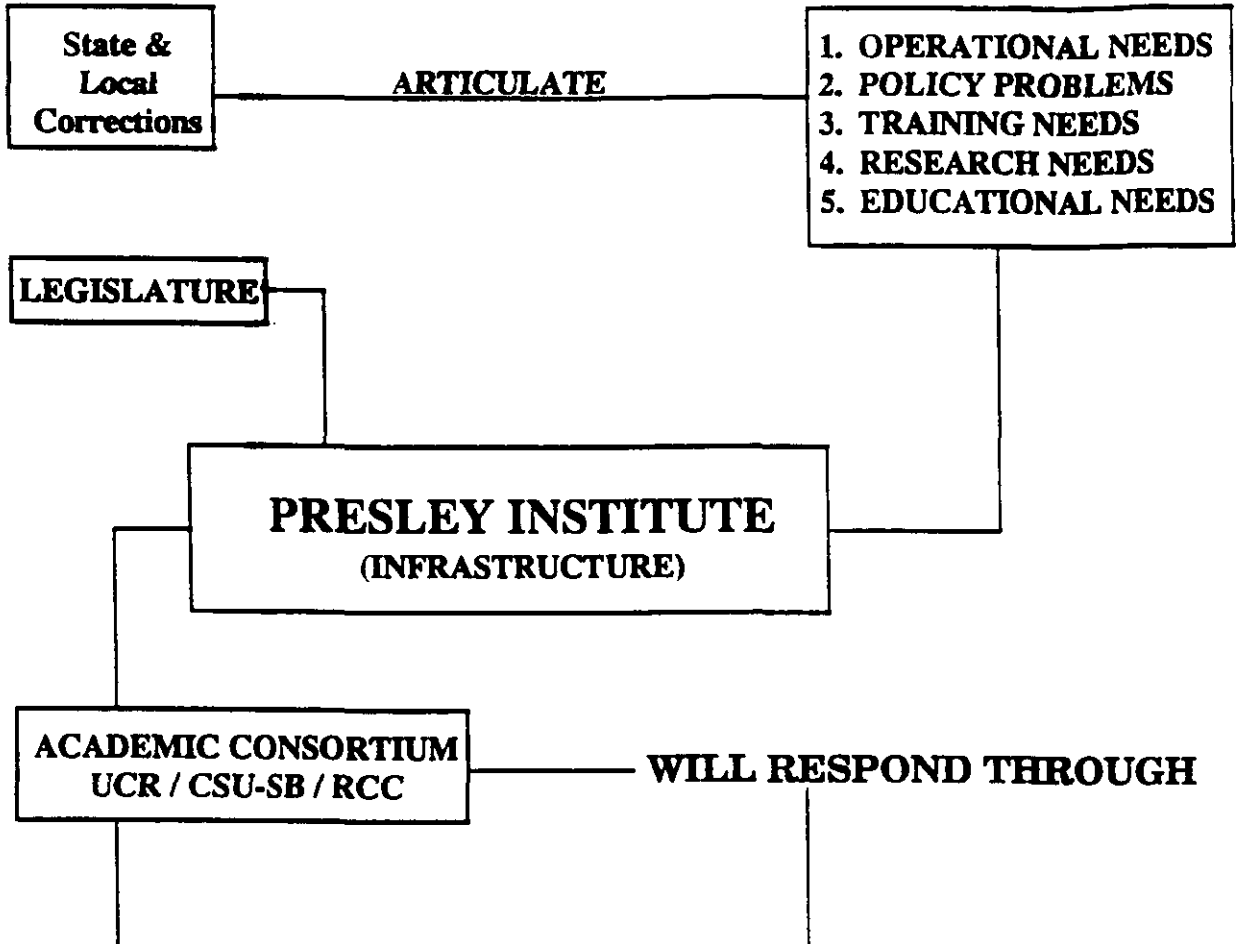
This bill would authorize the commission to conduct a study to determine the possibility of instituting an Advanced Command Police Academy, where peace officers could acquire a master's degree, and to report to the Legislature, as specified.

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

SECTION 1. (a) The Commission on Peace Officer Standards and Training is hereby authorized to conduct a study to determine the possibility of instituting an Advanced Command Police Academy, where peace officers could acquire a master's degree.

(b) The commission shall report to the Legislature its findings and recommendations of this study not later than January 1, 1991.

**UCR / CSU-SB / RCC
ACADEMIC CONSORTIUM**



EXPAND TO INCLUDE

- 9 -- UC CAMPUSES
- 20 -- CSU CAMPUSES
- 106 -- CC CAMPUSES

AREAS OF CONCENTRATION:

LAW, MEDICINE, NURSING,
ENGINEERING, COMPUTER SCIENCE,
ARCHITECTURE, MANAGEMENT,
EDUCATION etc.

- 1. CONSULTATION
- 2. TECHNICAL ASSISTANCE
- 3. DEMONSTRATION PROJECTS
- 4. SPECIAL TRAINING SEMINARS
- 5. EDUCATIONAL PROGRAMS
- 6. INTERNSHIPS
- 7. RESEARCH SERVICES
- 8. EXECUTIVE IN RESIDENCE PROGRAM
- 9. FACULTY/PROF. EXCHANGE
- 10. SABBATICALS
- 11. WARDEN/SUPT. MENTORING PROGRAM

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Implementation of the format change was delayed pending review of the curriculum. During late 1989 and early 1990, staff worked with a committee representing course administration staff, law enforcement executives, and private consultants to examine the course and consider changes in context and instructional methods. The review was complemented by two one-day workshops involving approximately 60 police chiefs and sheriffs.

ANALYSIS

A fundamental conclusion reached after extensive evaluation was that the Executive Development Course should be modified to emphasize the development of skills believed crucial to success in the executives role. Consistent with change to skill development, it was concluded that the lecture format should be de-emphasized in favor of a facilitated workshop format with greater student involvement. Much of the current content of the Executive Development Course seems appropriate for retention, and the five major subject areas appear not to require change.

POST contracted with private consultants to help develop a revised curriculum that would address the recommendations of the committee. The consultants were also directed to develop a structure that would present the 80-hour course in short blocks or modules to alleviate long periods of absence from work by executives in attendance. The following specific proposals were developed for consideration by the Commission.

Sequencing of Instruction

A significant finding in the evaluation process of the program was the existing course required too much time away from the job in one continuous time frame (two weeks). The recommendation is to break the program into three- and four-day seminars with a project to be completed by each student between seminars. It is recommended the revised program be presented in three phases as follows:

- o Phase I Executive as a Change Agent (four days)
- o Phase II Skills for Diagnosing and Implementing Change (three days)
- o Phase III Evaluating Change and Personal Planning (three days)

Each phase would consist of workshop activities and individual action projects. The workshop activities for each phase would be arranged in several group sessions. Phases I, II, and III would be completed within a six-month time frame.

Revised Curriculum Design

A significant portion of the law enforcement executive's time is spent balancing the needs of the community served and the needs of the law enforcement organization serving that community.

This requires the executive to assume a dual role of leader and manager. Furthermore, to maintain an effective balance, the executive is often faced with facilitating changes in community perception (external change) or within the agency (internal change).

From this rationale, three primary topic areas were identified for the revised Executive Leadership Course. These are:

- o The changing role of the leader/manager
- o Planning and implementing effective internal changes
- o Planning and implementing effective external changes

These topics are addressed to a certain extent in other POST offerings. However, no other course or program focuses on change from the executive's perspective; nor, does any present program provide opportunities for the executive to develop leadership skills with peers in a practical or pragmatic environment. The recommended curriculum allows these important topics to be addressed from the executive's point of view.

Appendix A contains detail of proposed content.

Methods of Program Presentation

The proposed content is most suited to a facilitated workshop approach. The high level of experience and the job background of the target audience also indicates more reception to a program which encourages active participation.

Therefore, the recommended methods of presentation include short concept presentations and demonstrations followed by discussion and group project assignments. These activities would be conducted as facilitated workshops. The workshop would be followed by individual assignments to apply the concepts and strategies covered. The project assignments will be used to help generalize the skills to real world use. These assignments will also reinforce the points made in the classroom instruction and will give the students the opportunity to practice what they have just learned. These assignments will also provide an indication as to whether the participants can apply the principles addressed outside the workshop environment.

Instructor Selection

The diverse yet related topics recommended would most capably be covered by a team of experts. Though they may be on-site individually on their instructional days, the instructional staff can best serve if they are part of a team that assures continuity throughout the course. This team would be guided and coordinated by a program leader, who would also serve as the on-site coordinator and would assist in breakout activities and facilitation of various activities.

Instructors will be required to prepare presentations with the goal of imparting practical skill building. In addition, the instructor will be expected to incorporate case studies or examples relevant to leadership and management in the law enforcement area. Compensation for

instructors will be based on existing POST Commission policy, and each will be evaluated on facilitation skills, experience, and background.

Funding Pilot Testing

It is recommended that one pilot program be presented beginning in January 1991 using money remaining in the 89/90 FY Executive Development Course contract with Cal Poly-Pomona. It is recommended that the 1989-90 contract be extended to allow Cal-Poly to present the pilot program, using the remaining funds (\$62,490) which are still encumbered for the program. Those funds will cover the course revisions development costs - \$12,500; the pilot evaluation costs - \$6,000; and the actual presentation - \$27,186; for a total of \$45,686. The remaining \$17,804 of the unspent balance, would be expended to help cover subsequent presentation costs.

Presentations

In addition to the pilot program, it is recommended that two regular presentations be scheduled for the remaining portion of fiscal year 1990-91. The presentations will be staggered to allow the first phases of each presentation to begin during this fiscal year. The cost will be \$23,736 per presentation. This includes direct costs for services - \$12,800; supplies - \$1,000; equipment - \$1,000; travel - \$2,840; miscellaneous - \$3,000; and indirect costs - \$3,096 for administration of the program. It is recommended a sum not to exceed \$35,000 be approved to contract with Cal-Poly Kellogg Foundation for two presentations of the Executive Leadership Course for fiscal year 1990-91. The \$35,000, plus available money in the 89/90 FY contract, will be sufficient to fund the program through this fiscal year.

RECOMMENDATION

Approve (1) revisions to the Executive Development Course; (2) extend the 89/90 FY contract with Cal-Poly Pomona for Executive Development Course presentations with \$62,490 to provide for current year developmental, evaluation, and presentation costs; and (3) approve new contract with Cal-Poly Pomona in the amount not to exceed \$35,000 to provide overall funding for one pilot and two additional presentations.

APPENDIX A

Phase I - Executive as Change Agent

Phase I is designed to lay the conceptual framework for the rest of the program. The basic theories and interconnections will be presented and discussed.

- The context and need for change
- Life cycles of organizations
- A futuristic look at executive leadership
- The impact of the executive on change implementation
- Defining the executive's role and role model
- Law enforcement executive role models
- Ethics in the role of the executive
- The leader-manager balance for law enforcement executives
- Self assessment of role model type
- Organizational information/collection methods
- Community stakeholder analysis techniques
- Internal change strategies
- External change strategies
- Diagnostic techniques
- Develop written plan for action project for work between Phases I and II

Phase II - Skills for Diagnosing and Implementing Change

Phase II begins with a report from each participant on the findings from their data collection efforts. The focus of Phase II will be on developing skills which will assist the executive in diagnosing and planning the change strategy from the data they have collected in Phase I field work.

- Presentation of diagnostic summary
- Implementation skills overview
- Small group meeting skill building
- Negotiation skill building
- Planning and implementation techniques
- Peer group appraisal of implementation strategies

Phase III - Evaluating Change and Personal Planning

Phase III will begin with individual reports from the participants on their progress and findings from their individual action projects. The focus of these presentations will be on the planning completed for their change project. The presentations will be videotaped and later replayed for self-evaluation of presentation skills. Phase III will also continue the skill building effort begun in Phase II. Phase III will conclude with

a visit back to examining the executive role and reviewing personal action plans.

- Project report presentations (videotaped)/peer evaluations
- Project report evaluations
- Effective presentation skills
- Videotaped feedback
- Personal action planning

First Aid/CPR retraining is considered by law enforcement agencies a major training obligation that consumes considerable time and resources. Law enforcement trainers have repeatedly indicated that First Aid/CPR should be a high priority in POST's efforts to develop computer-based training. Computer-based training is ideally suited for conducting pretesting and then providing retraining on only those topics indicated deficient. A complete description of the benefits for using computer-based training is provided in Attachment B.

POST has had some experience with developing computer-based interactive videodisc (IVD) training. The Commission has previously approved two computer-based training programs - both using the interactive videodisc. The PC 832 Interactive Course, completed in 1989, has shown positive results in initial evaluations. At the January 1990 meeting, the Commission approved a contract to develop an IVD program on driver training which continues to be under development.

ANALYSIS

Currently, no computer-based training program on First Aid exists nor are there any directed at the specific needs of law enforcement. Even though first aid techniques used by law enforcement are the same as those for ordinary citizen first aid presented by the American Red Cross, the first aid training approved by EMS permits flexibility to emphasize and deemphasize certain topics to meet the specific needs of peace officers. In addition to the EMS required topics, it is envisioned the program would also include the POST-required topics of AIDS/Communicable Diseases, Portable Mask and Airway Training, and Differentiating Drug and Alcohol Intoxication With Other Medical Conditions.

It is also proposed the IVD training program presents the cognitive aspects of administering cardiopulmonary resuscitation including providing video demonstrations. Skill testing for CPR would thus have to be conducted in the presence of an instructor or proctor but it is expected that the proposed IVD program would expedite the training/retraining process for CPR. A commercially available and patented IVD training and testing system for CPR, which already exists from Actronics, Inc. could be an add-on feature for those agencies that wish to dispense with the necessity for having an instructor present for CPR testing on a manikin. The extent to which students would have to physically demonstrate other first aid skills in the presence of an instructor would depend upon an evaluation of the program by POST and the EMS Authority.

Although the primary use of an IVD program as described would be to satisfy the retraining requirement, it could also be used to conduct initial training as well. It is estimated that as many as 50,000 uniformed regular officers and 13,000 reserve officers

could benefit.

The proposed IVD program on First Aid For Law Enforcement would have the following benefits:

- 0 Free up a great percentage of the existing formalized training time devoted for first aid training for other priority training needs.
- 0 The proposed program can be used without the necessity of having an instructor present for all of the instruction and most of the testing resulting in cost savings.
- 0 The training/testing could occur at any hour or day of the week within individual law enforcement agencies resulting in cost savings.
- 0 The training/testing for initial and retraining can be done in considerably less time resulting in cost savings.
- 0 The proposed program would eliminate existing redundant lecture/demonstrations. Officers could forgo retraining on lessons they can pass on the pre-test.
- 0 The proposed program would provide a system for record-keeping and documenting training of individual officers.
- 0 The proposed program would include random access to scenarios and test items thus preserving the integrity of the testing process and maintain the interest level of officers repeating the program in subsequent years.
- 0 With a proposed menu and student performance driven system, students can progress at their own rate.

Various levels of computer-based training exist ranging from the simple turn page of textural material to the most sophisticated - interactive videodisc that employs the use of a laser disc to store and access graphics, audio and video. Selecting the right level of CBT technology is a complex decision that must consider the content or subject, desired student outcomes, intended audience including their receptivity and competency, available playback equipment, and available resources. Staff analysis and input from technical experts suggests that IVD is most ideally suited for First Aid. IVD technology will permit those existing users of the POST PC 832 Interactive Program to make use of the proposed First Aid for Law Enforcement Program.

Previous IVD proposals submitted to the Commission have contained

recommended measures for POST to recover part of its development costs through royalties and marketing outside of California. This proposed program would likely have considerable market potential outside of California because of the generic nature of content and adherence to the techniques advocated by the American Red Cross and American Heart Associations. The program should also have high attraction to others because of it being segmented into approximately 20 lessons so that agencies and training institutions outside of California could selectively use the program. It is proposed that POST develop the training program at this time and not include a marketing or cost recovery mechanism as part of program development. This would serve to encourage potential vendors who are not involved in marketing to submit proposals for the development. A marketing/cost-recovery proposal would be designed for Commission consideration following development of the program.

The cost for developing this program can vary considerably depending upon the treatment of the subject matter proposed by individual vendors and the extent to which video must be developed for the program. Experts have indicated the number of video disc sides needed for this program could vary from two to as many as four depending upon the treatment selected. It is proposed the RFP would require bidders to analyze the course curriculum and determine recommended treatment for each topic. Industry standards for developing IVD suggest the cost per video disc side is approximately \$100,000. Therefore, the range of cost for this program is \$200,000 to \$400,000. However, there already exist considerable videos and films on the subject of first aid that could be used to reduce the need for further video development. It is unknown at this time as to what extent these can be used for the proposed program, but it would be an RFP requirement for bidders to conduct an analysis of these to determine what can be used and what additional video must be produced. To the extent that existing video/film can be used and usage rights secured, the above cost estimates can be reduced. It is recommended the RFP indicate that the cost will not exceed \$350,000.

Based upon this general description of the proposed IVD program and with Commission approval, it is recommended that a RFP be developed and distributed. Proposals would be evaluated and a recommended contractor identified for Commission consideration at the April 1991 meeting.

RECOMMENDATION

Authorize the Executive Director to prepare and distribute a RFP for developing an IVD Training Program on First Aid for Law Enforcement at a cost not to exceed \$350,000 and report back on the recommended developer by the April 1991 meeting.

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**CHAPTER 1.5. FIRST AID STANDARDS FOR PUBLIC SAFETY
 PERSONNEL**

Article 1. Definitions

100005. Automatic Defibrillator.

"Automatic Defibrillator" means an external defibrillator capable of cardiac rhythm analysis which will charge and deliver a shock after electronically detecting and assessing ventricular fibrillation or rapid ventricular tachycardia.

NOTE: Authority cited: Section 1797.107, Health and Safety Code. Reference: Sections 1797.52, 1797.182 and 1797.183, Health and Safety Code; and Section 13518, Penal Code.

HISTORY:

1. New section filed 11-30-87; operative 12-30-87 (Register 87, No. 49). For prior history, see Register 87, No. 10.

100006. Cardiopulmonary Resuscitation.

"Cardiopulmonary resuscitation" or "CPR" means establishing and maintaining an open airway, ensuring adequate respiration either spontaneously or by use of rescue breathing, and ensuring adequate circulation either spontaneously or by means of closed chest cardiac compression, according to standards promulgated by the American Heart Association and/or the American Red Cross.

NOTE: Authority cited: Section 1797.107, Health and Safety Code. Reference: Sections 1797.182 and 1797.183, Health and Safety Code; and Section 13518, Penal Code.

HISTORY:

1. New section filed 11-30-87; operative 12-30-87 (Register 87, No. 49).

100007. Firefighter.

"Firefighter" means any regularly employed and paid officer, employee or member of a fire department or fire protection or firefighting agency of the State of California, or any city, county, city and county, district or other public or municipal corporation or political subdivision of California or any member of an emergency reserve unit of a volunteer fire department or fire protection district.

NOTE: Authority cited: Section 1797.107, Health and Safety Code. Reference: Section 1797.182, Health and Safety Code.

HISTORY:

1. New section filed 11-30-87; operative 12-30-87 (Register 87, No. 49). For prior history, see Register 87, No. 10.

100008. First Aid.

"First aid" means the recognition of and immediate care for injury or sudden illness, including medical emergencies, prior to the availability of medical care by licensed or certified health care professionals.

NOTE: Authority cited: Section 1797.107, Health and Safety Code. Reference: Sections 1797.182 and 1797.183, Health and Safety Code; and Section 13518, Penal Code.

HISTORY:

1. New section filed 11-30-87; operative 12-30-87 (Register 87, No. 49).

100009. Lifeguard.

"Lifeguard" means any regularly employed and paid officer, employee, or member of a public aquatic safety department or marine safety agency of the State of California, or any city, county, city and county, district or other public

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or municipal corporation or political subdivision of California.

NOTE: Authority cited: Section 1797.107, Health and Safety Code. Reference: Section 1797.182, Health and Safety Code.

HISTORY:

1. New section filed 11-30-87; operative 12-30-87 (Register 87, No. 49). For prior history, see Register 87, No. 10.

100010. Local Accreditation.

"Local Accreditation" or "Accreditation" or "Accredited to Practice" as used in this Chapter, means authorization by the local EMS Agency to practice defibrillation within its jurisdiction as specified in Section 100021 of this Chapter. Such accreditation documents that the individual has been oriented to the local EMS system, has a specific role in the EMS system, and has been trained to defibrillate.

NOTE: Authority cited: Section 1797.107, Health and Safety Code. Reference: Sections 1797.52, 1797.74, 1797.176, 1797.178, 1797.182, 1797.183, 1797.200, 1797.204, 1797.206, 1797.210 and 1797.214, Health and Safety Code; and Section 13518, Penal Code.

HISTORY:

1. New section filed 11-30-87; operative 12-30-87 (Register 87, No. 49).

100011. Peace Officer.

"Peace officer" means any city police officer, sheriff, deputy sheriff, peace officer member of the California State Police, peace officer member of the California Highway Patrol, marshal or deputy marshal or police officer of a district authorized by statute to maintain a police department or other peace officer required by law to complete the training specified in this Chapter.

NOTE: Authority cited: Section 1797.107, Health and Safety Code. Reference: Section 1797.183, Health and Safety Code; and Section 13518, Penal Code.

HISTORY:

1. New section filed 11-30-87; operative 12-30-87 (Register 87, No. 49). For prior history, see Register 87, No. 10.

100012. Primarily Clerical or Administrative.

"Primarily clerical or administrative" means the performance of clerical or administrative duties for ninety percent (90%) or more of the time worked within each pay period.

NOTE: Authority cited: Section 1797.107, Health and Safety Code. Reference: Sections 1797.182 and 1797.183, Health and Safety Code; and Section 13518, Penal Code.

HISTORY:

1. New section filed 11-30-87; operative 12-30-87 (Register 87, No. 49).

100013. Qualified Instructor.

"Qualified instructor" is a trained individual who shall be certified to teach first aid and/or CPR by the approving authority specified in Section 100026 of this Chapter.

NOTE: Authority cited: Section 1797.107, Health and Safety Code. Reference: Sections 1797.182 and 1797.183, Health and Safety Code; and Section 13518, Penal Code.

HISTORY:

1. New section filed 11-30-87; operative 12-30-87 (Register 87, No. 49). For prior history, see Register 87, No. 10.

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§ 100018

(Register 87, No. 52—12-28-87)

(p. 3050.5)

100014. Regularly Employed.

"Regularly employed" means being given wages, salary, or other remuneration for the performance of those duties normally carried out by lifeguards, firefighters, or peace officers.

NOTE: Authority cited: Section 1797.107, Health and Safety Code. Reference: Sections 1797.182 and 1797.183, Health and Safety Code.

HISTORY:

1. New section filed 11-30-87; operative 12-30-87 (Register 87, No. 49).

100015. Semi-Automatic Defibrillator.

"Semi-Automatic Defibrillator" means an external defibrillator capable of cardiac rhythm analysis which will charge and deliver a shock after electronically detecting and assessing ventricular fibrillation or rapid ventricular tachycardia, but requires user interaction in order to deliver a shock.

NOTE: Authority cited: Section 1797.107, Health and Safety Code. Reference: Sections 1797.52, 1797.182 and 1797.183, Health and Safety Code; and Section 13518, Penal Code.

HISTORY:

1. New section filed 11-30-87; operative 12-30-87 (Register 87, No. 49). For prior history, see Register 87, No. 10.

Article 2. General Training Provisions

100016. Application and Scope.

Except those whose duties are primarily clerical or administrative, the following regularly employed public safety personnel shall be trained to administer first aid, and cardiopulmonary resuscitation, according to the standards set forth in this Chapter:

- (a) lifeguard;
- (b) firefighter;
- (c) peace officer.

NOTE: Authority cited: Section 1797.107, Health and Safety Code. Reference: Sections 1797.182 and 1797.183, Health and Safety Code; and Section 13518, Penal Code.

HISTORY:

1. New section filed 11-30-87; operative 12-30-87 (Register 87, No. 49).

100017. Training Programs In Operation.

Training programs in operation prior to the effective date of these regulations shall submit evidence of compliance with this Chapter to the appropriate approving authority as specified in Section 100026 of this Chapter within six (6) months after the effective date of these regulations.

NOTE: Authority cited: Section 1797.107, Health and Safety Code. Reference: Sections 1797.182 and 1797.183, Health and Safety Code; and Section 13518, Penal Code.

HISTORY:

1. New section filed 11-30-87; operative 12-30-87 (Register 87, No. 49). For prior history, see Register 87, No. 10.

100018. Time Limitation for Initial Training.

The initial training requirements specified in this Chapter shall be satisfactorily completed within one (1) year from the effective date of the individual's initial employment and, whenever possible, prior to assumption of regular duty in one of the personnel categories set forth in Section 100016 of this Chapter.

NOTE: Authority cited: Section 1797.107, Health and Safety Code. Reference: Sections 1797.182 and 1797.183, Health and Safety Code; and Section 13518, Penal Code.

HISTORY:

1. New section filed 11-30-87; operative 12-30-87 (Register 87, No. 49).

Article 3. Training Standards

100019. Scope of Course.

(a) The initial course of instruction shall at a minimum consist of not less than fifteen (15) hours in first aid and six (6) hours in cardiopulmonary resuscitation.

(b) The course of instruction shall include, but need not be limited to, the following scope of course which shall prepare personnel specified in Section 100016 of this Chapter to recognize the injury or illness of the individual and render assistance:

(1) Emergency action principles which describe the basic problems of decision making in first aid;

(2) First aid for medical emergencies, including sudden illnesses;

(3) Cardiac and respiratory emergencies, including cardiac and/or respiratory failures in victims of all ages;

(4) First aid for traumatic injuries including wounds, and life threatening bleeding;

(5) First aid for specific injuries, including care for specific injuries to different parts of the body;

(6) Bandaging, including materials and guidelines used in bandaging;

(7) First aid for environmental emergencies including burns, heat and chemical burns, electrical emergencies and exposure to radiation, or climatic changes;

(8) First aid for injuries to bones, muscles, and joints;

(9) Emergency rescue and transfer;

(10) First aid for obstetrical emergencies.

NOTE: Authority cited: Section 1797.107, Health and Safety Code. Reference: Sections 1797.182 and 1797.183, Health and Safety Code; and Section 13518, Penal Code.

HISTORY:

1. New section filed 11-30-87; operative 12-30-87 (Register 87, No. 49). For prior history, see Register 87, No. 10.

100020. Required Topics.

The content of the training course shall include at least the following topics and shall be skill-oriented:

(a) Examination and assessment of the victim;

(b) Orientation to the EMS System;

(c) Suspected heart attack or stroke;

(d) Fainting, convulsions, and/or suspected drug abuse;

(e) Heat exhaustion, heat stroke, hypothermia and frost bite;

(f) Mouth to mouth breathing and care for choking victims whether conscious or unconscious;

(g) Types of wounds and control of bleeding;

(h) Shock, and its causes, infection and closed wounds;

(i) Eye, face, scalp, jaw and ear injuries;

(j) Injuries of the head, neck, back, trunk, arms and legs;

(k) Exposure to toxic substances;

(l) Bites and stings by snakes, marine life and insects;

(m) Bandaging techniques, first aid kits and supplies;

(n) Determination of the severity of burns, including first, second, and third degree burns;

(o) Fractures, both open and closed, splinting, and care for fractures, sprains, strains and dislocated joints;

(p) Techniques of cardiopulmonary resuscitation; and

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(q) Obstetrical emergencies.

NOTE: Authority cited: Section 1797.107, Health and Safety Code. Reference: Sections 1797.182 and 1797.183, Health and Safety Code; and Section 13518, Penal Code.

HISTORY:

1. New section filed 11-30-87; operative 12-30-87 (Register 87, No. 49).

100021. Optional Skill.

(a) In addition to the activities authorized by Section 100020 of this Chapter, any local EMS agency accrediting personnel in the use of the automatic or semi-automatic defibrillator shall establish policies and procedures for local accreditation of personnel specified in Section 100016 of this Chapter to use either of the above defibrillators on an unconscious, pulseless, non-breathing patient, while the individual doing so is under medical control pursuant to Section 1797.90 of the Health and Safety Code.

(1) Training shall consist of not less than four (4) hours and shall include the following topics and skills:

(A) Proper use of the automatic or semi-automatic defibrillator.

(B) Assessment of an unconscious patient to determine when a shock may be necessary.

(C) Information relating to defibrillator safety precautions to enable the individual to administer a shock without jeopardizing the safety of the patient or rescuers or other nearby persons.

(D) Recognition that an electrical shock has been delivered to the patient and that the defibrillator is no longer charged.

(E) Rapid, accurate assessment of the patient's post-shock status.

(F) Overview of the EMS system and the local EMS system's medical control policies.

(G) The importance of adequate airway care, advance life support and defibrillation.

(b) The medical director of the local EMS agency shall develop a plan for utilization of the automatic or semi-automatic defibrillator by specified public safety personnel who are an authorized part of the EMS system. The plan shall, at a minimum, include the following:

(1) A description of the need for the use of defibrillation and why other prehospital care personnel categories cannot provide for that treatment.

(2) A description of the emergency medical services area within which defibrillation will be utilized.

(3) A description of the response role of the individual to be accredited in defibrillation.

(4) A description of the data collection methodology which shall also include the evaluation of the effectiveness of defibrillation.

(5) The policies and procedures to be instituted by the local EMS agency regarding medical control and use of the defibrillator by accredited personnel.

(c) A local EMS agency that accredits public safety personnel to defibrillate shall:

(1) Approve and monitor training programs including refresher training within its jurisdiction.

(2) Establish policies and procedures for the necessary continued competency in defibrillation which will consist of organized field care audits, periodic training sessions and/or structured clinical experience that will be in addition to the requirements in Section 100025 of this Chapter.

(3) Require a monthly demonstration of defibrillation proficiency documented by the base hospital or local EMS agency approved designee to which the accredited personnel is assigned. The monthly demonstration of skills may be reduced to a quarterly demonstration of skills if the accredited individual has:

(A) written approval from the accredited individual's base hospital medical director; and

(B) written approval of the medical director of the local EMS agency. Written approval of quarterly skills demonstration may be rescinded by either the individual's base hospital medical director or the medical director of the local EMS agency if, in their judgment, the individual needs to demonstrate proficiency on a monthly basis.

(4) Establish policies and procedures for medical control pursuant to Section 1798 of the Health and Safety Code.

(5) Establish policies and procedures for the approval and designation of service provider(s) where accredited personnel will use the defibrillator.

(6) Approve and designate selected base hospital(s) as the local EMS agency deems necessary to provide supervision of accredited personnel in accordance with policies and procedures established by the local EMS agency.

(7) Establish policies and procedures to collect, maintain and evaluate patient care records.

(8) Report annually to the EMS Authority on:

(A) the number of patients defibrillated; and

(B) the patient outcome.

(d) In order to be accredited to utilize the defibrillator, an individual shall pass a written and skills examination with a pre-established standard, which tests the ability to assess and manage the specified conditions listed in subsection (a) of this Section.

NOTE: Authority cited: Section 1797.107, Health and Safety Code. Reference: Sections 1797.52, 1797.58, 1797.74, 1797.90, 1797.175, 1797.176, 1797.182, 1797.183, 1798, 1798.2, 1798.4, 1798.100, 1798.102 and 1798.104, Health and Safety Code; and Section 13518, Penal Code.

HISTORY:

1. New section filed 11-30-87; operative 12-30-87 (Register 87, No. 49). For prior history, see Register 87, No. 10.

100022. Testing.

(a) The course of instruction shall include a written and skills examination which tests the ability to assess and manage all the conditions listed in Sections 100019 and 100020 of this Chapter.

(b) A passing standard shall be established by the training agency before administration of the examination.

NOTE: Authority cited: Section 1797.107, Health and Safety Code. Reference: Sections 1797.182 and 1797.183, Health and Safety Code; and Section 13518, Penal Code.

HISTORY:

1. New section filed 11-30-87; operative 12-30-87 (Register 87, No. 49).

100023. Training Instructor Requirements.

(a) Training in first aid and CPR for the personnel specified in Section 100016 of this Chapter shall be conducted by an instructor who is:

(1) Proficient in the skills taught; and

(2) qualified to teach by education and/or experience.

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(b) Determination of the instructor's qualifications shall be the responsibility of the agency whose training program has been approved by the Authority pursuant to Section 100026 of this Chapter.

NOTE: Authority cited: Section 1797.107, Health and Safety Code. Reference: Sections 1797.182 and 1797.183, Health and Safety Code; and Section 13518, Penal Code.

HISTORY:

1. New section filed 11-30-87; operative 12-30-87 (Register 87, No. 49). For prior history, see Register 87, No. 10.

100024. Validation of Course Completion.

(a) Each trainee who successfully completes an approved course of instruction and successfully passes a proficiency test shall be given written verification to that effect by the institution, organization or agency which provides the instruction.

(b) Employing agencies which provide approved courses of instruction to their employees need not provide individual written verification but shall maintain a record of the names of trainees and the date(s) on which training courses have been completed for at least three (3) years.

(c) Such training records shall be made available for inspection by the local EMS agency upon request.

NOTE: Authority cited: Section 1797.107, Health and Safety Code. Reference: Sections 1797.182 and 1797.183, Health and Safety Code; and Section 13518, Penal Code.

HISTORY:

1. New section filed 11-30-87; operative 12-30-87 (Register 87, No. 49).

100025. Retraining Requirements.

(a) The retraining requirements of this Chapter shall be satisfied by successful completion of either:

(1) An approved retraining course which includes a review of the topics and demonstration of skills prescribed in this Chapter and which consists of no less than twelve (12) hours; or

(2) A competency based written and skills pretest of the topics and skills prescribed in this Chapter with the following restrictions:

(A) That appropriate retraining be provided on those topics indicated necessary by the pretest, in addition to any new developments in first aid and CPR;

(B) A final test be provided covering those topics included in the retraining for those persons failing to pass the pretest; and

(C) The hours for the retraining may be reduced to those hours needed to cover the topics indicated necessary by the pretest.

(b) The entire retraining course or pretest may be offered yearly by the training agency, but in no event shall the retraining course or pretest be offered less than once every three (3) years.

NOTE: Authority cited: Section 1797.107, Health and Safety Code. Reference: Sections 1797.182 and 1797.183, Health and Safety Code; and Section 13518, Penal Code.

HISTORY:

1. New section filed 11-30-87; operative 12-30-87 (Register 87, No. 49). For prior history, see Register 87, No. 10.

Article 4. Training Approval Options

100026. Approved Courses.

The training requirements of this Chapter may be satisfied by successfully completing any one of the following course options as determined by the employing agency:

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- (a) A course in first aid, including CPR, developed and/or authorized by the Fire Service Training Program of the Office of the State Fire Marshal and approved by the EMS Authority; or
- (b) A course in first aid, including CPR, authorized by the Commission on Peace Officer's Standards and Training (POST) and approved by the EMS Authority; or
- (c) A course in first aid, including CPR, developed and authorized by the California Department of Parks and Recreation and approved by the EMS Authority; or
- (d) A course in first aid, including CPR, developed and authorized by the California Department of Forestry and approved by the EMS Authority; or
- (e) A course in first aid, including CPR, sponsored and/or approved by the American Red Cross; or
- (f) A course in first aid sponsored and/or approved by the American Red Cross and a course in CPR sponsored and/or approved by the American Heart Association; or
- (g) The U.S. Department of Transportation's first responder course which includes first aid practices and CPR approved by the local EMS agency; or
- (h) A course in first aid and/or CPR equivalent to the standards of the American Red Cross and/or American Heart Association and approved by the local EMS agency; or
- (i) An EMT-I course which has been approved pursuant to Chapter 2 of this division; or
- (j) An EMT-II course which has been approved pursuant to Chapter 3 of this division; or
- (k) An EMT-P course which has been approved pursuant to Chapter 4 of this division.

NOTE: Authority cited: Section 1797.107, Health and Safety Code. Reference: Sections 1797.182 and 1797.183, Health and Safety Code; and Section 13518, Penal Code.

HISTORY:

1. New section filed 11-30-87; operative 12-30-87 (Register 87, No. 49).

100027. Course Approval Process.

For those courses requiring approval, the following shall be submitted to the approving authority when requesting approval:

- (a) Name of the sponsoring institution, organization, or agency;
- (b) course outline;
- (c) final written examination with pre-established scoring standards; and
- (d) skill proficiency testing criteria, with pre-established scoring standards.

NOTE: Authority cited: Section 1797.107, Health and Safety Code. Reference: Sections 1797.182 and 1797.183, Health and Safety Code; and Section 13518, Penal Code.

HISTORY:

1. New section filed 11-30-87; operative 12-30-87 (Register 87, No. 49). For prior history, see Register 87, No. 10.

100028. Program Review.

All course outlines, written tests, and proficiency testing criteria used in an approved program shall be subject to periodic review as determined by the approving authority.

NOTE: Authority cited: Section 1797.107, Health and Safety Code. Reference: Sections 1797.182 and 1797.183, Health and Safety Code; and Section 13518, Penal Code.

HISTORY:

1. New section filed 11-30-87; operative 12-30-87 (Register 87, No. 49).

COMPUTER-BASED TRAINING

The potential of computer-based training (CBT) is clear. No other media or approach (including one-teacher/one-student models) offers the opportunities for individualization on pace, content, sequence and difficulty that CBT offers. No other approach offers the opportunities for providing trials with feedback, item or response specific helps, simulations of complex problems, or techniques and management control of CBT.

CBT refers simply to the use of computers in managing and presenting lessons to trainees. Trainees receive individualized and self-paced instruction.

Trainees choose when and where in the text to begin and end lessons depending on what they plan to learn and what they have already accomplished. Trainees may pursue specific interests and applications in their preferred mode of instruction, whether graphic, audio, video or verbal.

CBT involves interaction between the trainee and the computer in which the trainee responds to instruction delivered by the computer.

Some common modes of CBT include tutorials where the computer acts as a tutor and instructs the trainee; drill and practice where the trainee answers a sequence of questions; simulation where the trainee is allowed to practice certain skills modeling.

This flexibility is a major feature of CBT's management capability. By diagnosing trainee's responses, it can choose and follow the most effective instructional strategy for each trainee and cure deficient skills and knowledge. Computer feedback - the result of vast amounts of data and variables - is immediate and exact, while instructors' responses are often subjective and not timely.

CBT responds to a variety of training needs by allowing:

- o large numbers of geographically dispersed trainees to receive standardized instruction;
- o individualized training programs;
- o training in cognitive and technical subjects;
- o self-paced learning;
- o instantaneous remedial and tutorial training.

The benefits in using a CBT program are time, cost and energy savings. A system can quickly update courses from a central location, store as well as process huge amounts of information and improve training evaluation. It can potentially reduce

overall training costs by:

- o eliminating travel to distant places for training;
- o being more effective for retention of material;
- o requiring fewer training hours to master material;
- o affording greater accessibility to needed subject matter;
- o using pre- and post-testing to assure teaching materials the trainees do not already know.

Today, major businesses such as IBM, General Motors, Chrysler Corporation and Ford Motor Company use CBT to enhance learning. IBM provides more than 30 percent of their education courses in self-study format at learning centers, in their marketing and service branch locations, and at manufacturing and development locations. In the very near future, more and more self-study courses will be delivered on the personal computer right at the trainee's workstation or learning station.

Self-study delivery media are as diverse as the messages delivered. They range from text-books, audiocassettes and tutored videotapes to interactive video disc training incorporating sophisticated, high-resolution graphics, video animation, audio soundtracks and touch-screen operation. Often these training materials are made available to the trainee in combination, such as work books with an interactive video disc program.

Individual learning with CBT provides the benefits of convenience, since trainees can take courses when and where they want and can proceed at their own pace. It increases student productivity by eliminating travel time to and from class, and it is cost efficient, since travel and living expenses are eliminated and administrative expenses are reduced.

Self contained training module programs use up-to-date teaching methods, including graphics and simulation. Students progress at their own pace, skipping or repeating sections as they see fit, and throughout the process, the computer system tracks progress and tells trainees which section should be studied next. CBT programs encourage a high degree of student interaction providing hands-on training that keeps participants involved and interested.

The initial costs of obtaining the hardware and developing the software programs is expensive. In the period since 1985, market forces have been in play which have been the catalyst for

powerful and sophisticated hardware and software. At the same time, the prices of both have tumbled dramatically. A dollar today will buy many times the computing power that it could purchase only two or three years ago. It is expected that this downward cost trend will continue on into the future.

The ACR 58 Study Committee believes that law enforcement training courses can be delivered effectively by integrating the use of CBT programs into the overall POST training program.

INTERACTIVE VIDEO DISC COURSEWARE DEVELOPMENT

Interactive video disc (IVD), which is an advanced form of computer-based training, is a unique instructional medium which links microprocessor responding and evaluating devices with a video disc player.

This interface provides lesson designers with unparalleled resources for blending still and motion pictures, sound, text, animation, and graphics for instructional purposes. By controlling a video disc player with an external computer, sophisticated instructional strategies can be applied to law enforcement training.

Interactive programs build decision making and problem solving skills, giving the trainees control to choose what they need to learn and skip over what they already know. Interactive video programs can provide higher visual levels not achieved with the lower-level CBT programs. In addition, it also provides the ability to:

- o train people in a reduced period of time;
- o teach skills and help trainees practice them;
- o show desired behaviors in various scenarios; a valuable medium for behavior modeling;
- o train groups as well as individuals;
- o to free the instructor to provide individual coaching.

The American Heart Association uses a mannequin in an IVD program to teach cardiopulmonary resuscitation. As trainees practice, the video "instructor" gives them directions regarding technique and accuracy. Airline pilots hone decision-making skills by using IVD programs of emergencies, choosing a course of action through a computer program and then analyzing outcomes of their decisions. The Commission on POST has

developed the P.C. 832 "Introduction to Law Enforcement" interactive course, and has contracted for the development of a comprehensive driver training interactive video disc course.

The marriage of multimedia and the computer has resulted in trainees, who use these types of interactive systems, that are achieving scores which are significantly higher than learners using other approaches...although they spend less time in instruction.

Recent studies at IBM showed that learners saved 25 percent training time and increased retention of the material by 60 percent using the computer/video medium. It was judged a more effective training tool because its simulation feature challenged learner's problem-solving skills.

One of the interactive video disc's chief advantages is its random access capability of locating any section of the program within fractions of a second. This enables trainees to control the order of the video segments on their monitors. They answer questions posed by the computer program, and as part of the computer's "branching" feature, are directed to other parts of the training on the basis of their responses. Correct answers take them to the next segment, and incorrect ones take them back to original lessons or remedial lessons.

Interactive video disc programs offer the most effective instruction available by engaging some of the trainee's senses. While reducing training time, multi-sensory learning increases comprehension, helping trainee's retain a large amount of what they see, hear and do.

With the proper equipment, widely dispersed trainees can receive uniform instruction. Trainees in remote areas can have access to the same specialized information and new program enhancements. The equipment responds to the user and permits them to actively participation in the course of instruction by adapting the instructional presentation to each individuals ability and knowledge by responding using the keyboard, touch screen or routing device, such as a "mouse".

Trainees also have the freedom to organize sections of the material that best suits their needs. Trainees can learn at their own pace, and can receive a variety of

directions from the computer ranging from drill and practice to contacting the instructor or facilitator for further assistance.

The two major components of the interactive systems, the microcomputer and the video disc, are readily available and easily affordable as they are commercial products sold nationwide. Using high-level computer and authoring languages, instructional designers, who are non-programmers, can be taught to develop their own interactive programs. The computer component can track learners' responses and progress, direct learners to appropriate instruction and help revise the training program itself.

Recent developments in the field of Digital Video Interactive (DVI), an enhancement of the interactive system using real time motion on the video disc, will provide additional capabilities in the use of interactive video disc training programs for law enforcement when this technology is fully developed. IBM and Intel, developers of the DVI concept, predict that within two years every personal computer sold will have the DVI chip available and installed as part of the base cost of the computer.

This will allow any personal computer to become an interactive media platform. This will include many personal computers that have already been purchased by law enforcement agencies or trainers.

The ACR 58 Study Committee believes there is compelling evidence that interactive video disc programs are an effective means of meeting many cognitive skills training needs in law enforcement training and can easily be integrated into the current law enforcement training delivery system.

years. On the base is an area called the "Education Complex" This consists of about 19 buildings, which include dormitories, offices, classrooms, training simulator rooms, support facilities, and other buildings specific to operating a training school. The total square footage of the complex is about 525,000. The complex covers an area of approximately 80 acres. There is ample parking to accommodate staff and students (See Attachment A, Mather Education Complex).

ANALYSIS

Currently, the Sacramento Police Department, the Sacramento Sheriff's Department, and Los Rios Community College District in Sacramento, are putting together a joint proposal to submit to SACOMC requesting conveyance of the Mather AFB Navigator School education complex. These parties propose that POST join with them to form a four-party consortium representing state, county, city, and school district interests.

In the ACR 58 Report it is suggested that an Advanced Technology Classroom and Studio Classroom be constructed and tested. There is ample room for development of such a demonstration project at Mather, as there are over 35 classrooms in the education complex. Additionally, many of the computer based training hardware and software applications suggested in the report will require testing with academy recruits and in-service personnel. The sheriff's department, police department, and college are willing to participate as POST works to develop and perfect hardware and software. The proximity and cooperation of the participating agencies bode well for using this as a model learning system approach in a number of areas of law enforcement training.

Having facilities at the Mather AFB education complex would allow POST to facilitate many of the demonstration projects that are recommended or suggested in the ACR 58 Report. Having direct access to recruits and in-service personnel will help validate materials and techniques.

There is also space available at Mather AFB to house the Command College and the Supervisory Leadership Institute if that is decided in the future. There is also space to hold a variety of course development meetings and seminars for people within the region. There are ample classrooms, breakout rooms, storage facilities, and offices for staff of these programs. There are lodging and meal facilities on the grounds. Dormitory space is potentially available for up to 516 students.

Additionally, the POST Headquarters building has outgrown its design capacity and is overcrowded. In fact, we were virtually at capacity the day we moved in almost five years ago. With the increase of staff during the past 5 years, space is at a premium. POST needs to seriously look for additional facilities in the

near future.

Two buildings of primary interest to staff have been identified. They are the T45 Simulator building (#3785) and the Squadron Operations/Classroom building (#3875). The total space in the two buildings is 51,847 square feet. The buildings are modern tilt-up concrete construction with the oldest being built in 1968. Both buildings include offices, conference rooms and training rooms. The simulator building is unique because it was designed to accommodate aircraft navigator simulators, and the floor in one-half of the building can be lifted to run computer cables underneath.

Currently, there are a number of State and local agencies that have submitted proposals to SACOMC. Most of the government proposals involve the use of the air base runway and adjacent buildings for air operations purposes. To date there have been no major proposals for the Navigator School education complex.

A critical issue with multiple agency use of the educational complex would be responsibility for general administration in and maintenance of the entire complex. It is highly possible that a joint powers agreement and/or interagency agreements may need to be developed to legally develop an organization to take charge and manage the complex. Under the proposal POST would participate in such a potential joint partnership agreement.

Under the Federal military base closure law, both the buildings and the land can be conveyed at no cost. Whether this is possible, remains an unanswered question. Decision will ultimately be made by the federal government with strong reliance on the recommendations of the SACOMC and the Sacramento County Board of Supervisors.

Any state agency making a proposal regarding Mather AFB must first have the approval of the Governor's Office. Otherwise, SACOMC will reject the proposal.

CONCLUSIONS

It is apparent that this may be a one-time opportunity for POST to obtain facilities to house the Command College, Supervisory Leadership Institute and other programs at one location. The buildings at Mather AFB provide ample office, classroom and program development space. This may be at no purchase cost for the property and buildings, or POST may contract with another governmental agency, such as Sacramento County, for a long term lease at one dollar per year.

This is also a one time opportunity for local law enforcement to acquire suitable land and facilities within the urban area to support vitally needed training programs. POST's role suggests

need to provide support for local efforts to obtain these resources.

POST may also need to be a party to a joint powers agreement and/or interagency agreements to be a participating member of a consortium to oversee and operate the education complex. At this time, nothing specific has developed regarding a Joint Powers Agreement or Interagency Agreement, but discussions are occurring.

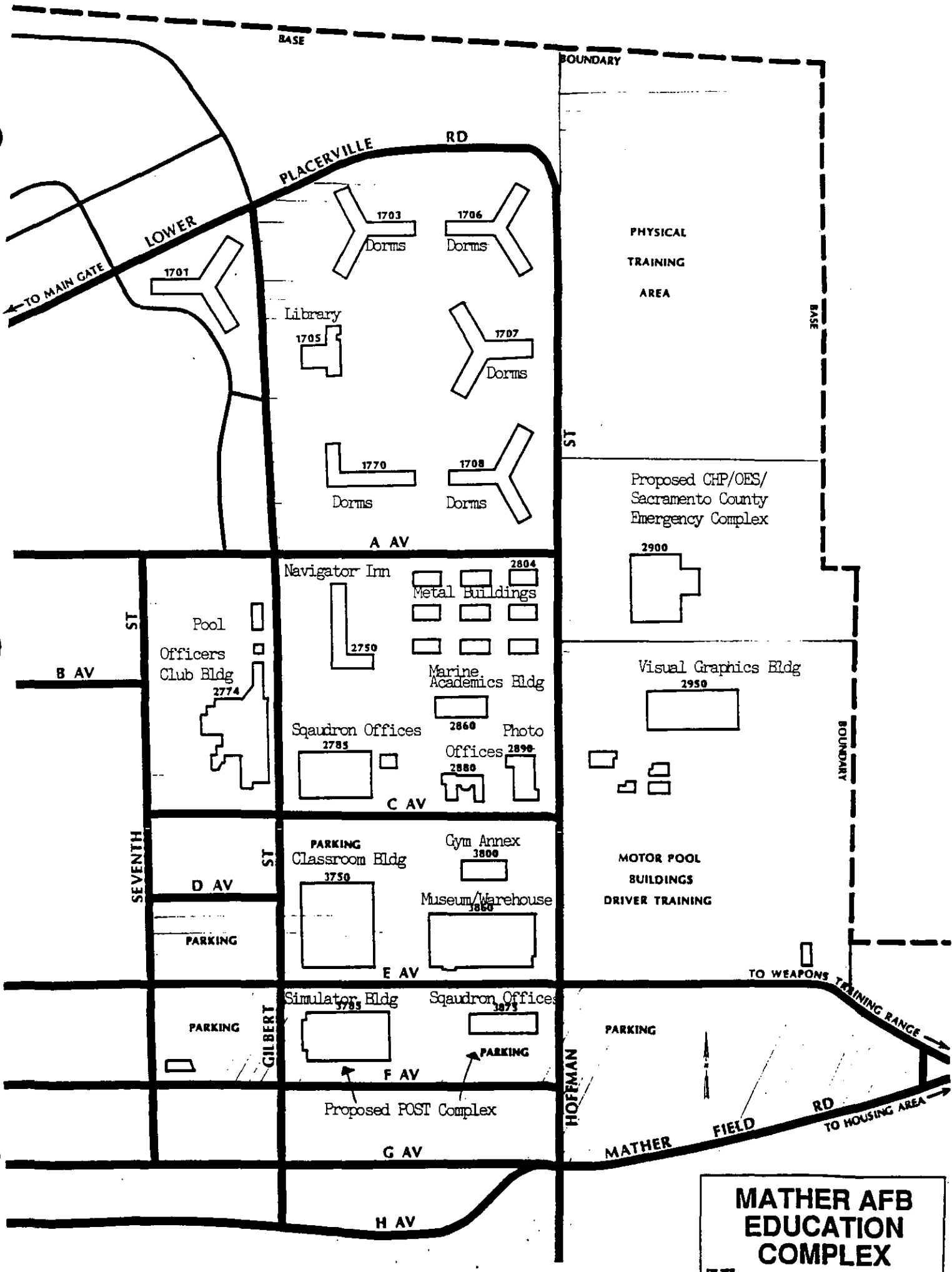
It is too early in the evaluation and planning phase to describe with certainty what POST's role and responsibilities would be under a jointly managed complex. Similarly, it is premature to describe the complete scope of training that would be presented at the facility. The potential for utilization of the facility is, however, such that it could become a model skill training center as envisioned in the ACR 58 report. Because of its size and lodging facilities, the base could also serve as a site for presentation of POST Command College and Supervisory Leadership Institute, as well as other programs, such as the Criminal Investigation Institute, that require dedicated facilities. Moreover, the site is large enough that POST headquarters and future programs envisioned in the ACR 58 report could be housed there as well.

There is advantage in staff continuing to work with the local agencies and college and being a party to the discussions to justify the proposal for the Mather education complex to become a major regional law enforcement training center. A draft concept paper prepared by the Sacramento Sheriff's Department with input from the cooperating agencies is attached to this report.

With the Commission's approval, staff will continue to work on this project and provide update information as plans develop.

RECOMMENDATION

Direct staff to continue to explore the possibility of facilities at Mather Air Force Base and submit a proposal to the Governor's Office.



**MATHER AFB
EDUCATION
COMPLEX**

**MATHER AIR FORCE BASE
EDUCATIONAL COMPLEX BUILDINGS
MAIN BASE COMPLEX**

BUILDING NUMBER	CURRENT USE	SQUARE FEET	
1703	Dormitory	43,112	(96)*
1705	Library	10,460	
1706	Dormitory	43,112	(96)*
1707	Dormitory	43,112	(96)*
1708	Dormitory	43,112	(96)*
1770	Hospital Dormitory	24,093	(67)*
2750	Navigator Inn	23,841	(62)*
2774	Officer's Club	32,886	
2785	Squadron Ops Office	26,649	
2804	Metal buildings (9)	31,000	
2860	Marine Academics	14,569	
2880	Standards/Evals	5,877	
2890	Photo Lab	8,678	
2950	Visual Graphic Labs	25,724	
3750	Main Academics Bldg	47,740	
3785	T45 Simulator Bldg	29,816	
3800	Gym Annex	7,018	
3860	Museum/Warehouse	42,516	
3875	Squadron Ops Office	22,031	

TOTAL BUILDINGS 19 TOTAL SQUARE FOOTAGE 525,346

* Number of dormitory rooms in each building

DRAFT

PROPOSED UTILIZATION OF MATHER AIR FORCE BASE PROPERTY AS A REGIONAL PUBLIC SAFETY TRAINING FACILITY

PROGRAM STATEMENT

The establishment of a consortium is proposed comprised of the State Commission on Peace Officer Standards and Training (P.O.S.T.), the Los Rios Community College District (Public Safety Training Center), the Sacramento Police Department (SPD) and the Sacramento County Sheriff's Department (SSD). Utilizing contracts, interagency agreements, and joint powers agreements, this consortium would develop and operate a major Northern California Public Safety Education and Training Center within the "Educational Complex" at Mather Air Force Base subsequent to base closure (tentatively scheduled for September 30, 1993). Through a combination of the resources and collective expertise of the college and named agencies, the consortium can increase the quantity and quality of needed pre-service and in-service education and training.

CURRENT PERSPECTIVE

The present ability of individual agencies in the Sacramento Area and beyond to successfully develop and present multi-faceted pre-service and in-service training programs is now at a critical level for several primary reasons.

First, the costs associated with such programs (instructors, facilities, equipment, etc.) continue to rise. Presently, only the larger departments, and those which enjoy a more substantive revenue base, can afford to continue to develop and present a variety of training and education programs. As the availability of the budget dollar continues to shrink for governmental agencies, even the larger departments are faced with increasing difficulty to finance such programs.

Secondly, securing available classroom space and other locations to conduct specialized mandated training programs, such as driver training and firearms instruction, as well as the ability to accommodate future growth requirements, is at a critical level for many agencies.

The Sacramento Sheriff's Department currently provides pre-service and in-service training for approximately 1,950 sworn and non-sworn personnel annually. During the past few years, training contact hours (the number of contact hours is derived by multiplying the number of students in a course by the number of hours allotted for the total presentation) has risen from 40,000 to over 200,000. This activity represents a four hundred percent (400%) increase in training with no expansion of facilities, other than one double-

wide classroom trailer, and no increase in additional office space. The Sheriff's Firearms Range is strained to the limit with both SSD and outside agency utilization.

The Sacramento Police Department (in conjunction with the Public Safety Training Center - Los Rios Community College District) provides pre-service and in-service training for approximately 1,175 personnel annually (amounting to approximately 97,000 contact hours). SPD conducts all pre-service and in-service training at either the CHP Academy or the Public Safety Training Center (Los Rios). However, the CHP Academy is now completely utilized and out of space due to the training needs of the Highway Patrol. The CHP is now scheduling classroom usage two (2) years into the future. SPD's use of the CHP Academy Firearms Range has been greatly curtailed, again due to competition for usage. SPD must attempt to use the SSD Range when available, or the Mather AFB Firearms Range. SPD's use of the CHP Academy Driver Training Facilities (the only complete resource for this training in Northern California) is plagued with very limited availability. Use of these facilities by SPD, as well as SSD and the Public Safety Training Center is generally restricted to late afternoons or evenings and weekends. It should be noted that SPD is able to conduct only two (2) pre-service academies annually with the limited class size of thirty-five (35) trainees solely due to unavailable space for instruction both at the CHP Academy and the facilities of the Public Safety Training Center. Further, during the preceding year, SPD sponsored training presented by the FBI in the area of hostage negotiations. The FBI is willing to provide such training on the local level without cost to local Departments if assured that the maximum number of agencies will be able to participate. The critical shortage of available classroom space experienced by local agencies at their own facilities seriously jeopardizes the potential for future courses presented by the FBI.

The Public Safety Training Center (Los Rios) provides pre-service and in-service training for approximately 6,000 personnel annually (includes SPD personnel). This amounts to approximately 370,000 contact hours each year. The center is rapidly outgrowing the present location's classroom space and has suffered from a lack of availability of resources to conduct firearms training and driver training for many years. The problems with usage of the CHP Academy have been previously mentioned. Additionally, other public and private property sites utilized for driver training in the past (i.e., Aerojet General, McClellan AFB and Cal Expo) are now either no longer available, or available on a very limited basis. It should be noted that, if the Public Safety Training Center is able to relocate operations to the Mather AFB site as part of the proposed consortium, in addition to the current presentation of law enforcement related courses, the ability to present fire technology courses may be realized.

The State Commission on Peace Officer Standards and Training

(P.O.S.T.), which defines employment and training standards for California Peace Officers, provides in-service training (e.g. Command College, Supervisory Leadership Institute, etc.) and various seminars for approximately 1,736 personnel annually. This amounts to approximately 72,000 contact hours each year. The administrative offices of the P.O.S.T. Commission are currently located in downtown Sacramento within the renovated Libby cannery building (Alhambra Blvd. and Q Street). This site offers no additional room for growth; in fact, P.O.S.T. space needs have presently exceeded this location. No instruction or presentation of seminars is possible within this facility. However, with P.O.S.T. operations located within the Mather AFB educational complex, more seminars would be conducted annually.

PERCEIVED BENEFITS OF CONSORTIUM DEVELOPMENT AND MATHER AFB PROPERTY ACQUISITION

As aforementioned within the program statement, this consortium would be composed of the P.O.S.T. Commission, the Los Rios Community College District (Public Safety Training Center), the Sacramento Police Department (SPD), and the Sacramento County Sheriff's Department (SSD).

It is envisioned that all operations of P.O.S.T., the Public Safety Training Center, SPD Training, and SSD Training would be relocated to the Navigation Training "Educational Complex" of Mather AFB. The utilization of the complex would be governed by the consortium through a joint powers agreement. The four (4) entities would develop operating policy and procedure which would be administered by a Board of Directors consisting of a representative from each agency.

The facilities would be used primarily by the consortium agencies; however, there is sufficient space available at the complex to include other entities, such as County of Sacramento Training (Department of Personnel Management) and City of Sacramento Training. It should be noted that County Employee Relations Officer Daniel Bonebrake has already communicated his desire to occupy offices within the base training complex with the consortium agencies (4,800 personnel trained annually). Additionally, the State Department of Justice, Advanced Training Center, has indicated a desire to utilize these facilities with the consortium agencies (5,000 personnel trained and 163,500 contact hours annually).

All of the proposed consortium agencies have been meeting together extensively prior to the submission of this document and it is our agreement to move forward with the mechanics and logistics of this

proposed merger of operations upon the favorable consideration of the Sacramento Area Commission on Mather Conversion and, ultimately, the Board of Supervisors.

As a result of the explosive growth currently being experienced within the Sacramento area, all of the proposed consortium entities have exceeded, or are close to exceeding, space at present sites utilized for offices and various training purposes. The timing of the potential availability of the extensive academic facilities at Mather AFB is excellent for the creation of a Regional Public Safety Training Center.

The acquisition of the Mather AFB property would cause a realization of the following benefits:

1. The training expertise and resources of the consortium agencies (and potentially other training presenters) would be centralized in a common location to better serve the Sacramento Area, as well as Northern California.
2. The existing facilities are designed for large-scale instructional efforts thus allowing sufficient space for the current needs of the proposed joint operation, as well as for future growth.
3. Resources of the various agencies would be shared reducing the need for individual purchase of many equipment items.
4. Suitable asphalt covered areas are available to conduct driver training programs. A firearms range is presently functional at the base. Additional ranges could be developed through combined consortium resources.
5. Dormitories currently exist within the educational complex to allow housing for personnel attending training programs from out-of-town.
6. Reimbursable tuition fees for various training programs would be a source of revenue generation.
7. With the presence of the P.O.S.T. Commission within the regional center, many pilot programs would be offered utilizing the latest educational knowledge and technology. Consortium agencies would assist in this program development and local public safety personnel would be afforded unique opportunities to attend these courses.
8. The Los Rios Community College District would assume the instructional costs for SPD and SSD in return for the ADA (Average Daily Attendance) revenue generated from the

various training programs presented by these respective agencies.

9. College credit would be awarded to personnel upon successful completion of training programs; thus assisting them in obtaining college degrees, departmental pay incentive, etc.
10. Through collective effort, there would be improvement in:
 - . Education and training needs assessment.
 - . Program interface and course coordination and scheduling.
 - . Use of specialized instructors.
 - . Use of advanced technology, such as computers, in training.
 - . Assuring the development and maintenance of vitally needed specialized facilities through joint utilization.
 - . Reducing each agency's "per-hour" student training costs by eliminating duplication of effort and programs.
 - . Bringing new government and public safety programs to the Sacramento area by having appropriate training facilities available.
11. Development of a regional training emphasis which progressively and proactively addresses the current and future needs of public safety personnel with the resource and expansion capabilities to grow with the community.

EXISTING FACILITIES AND PROPOSED CONSORTIUM USAGE

The following buildings and grounds are currently within, or closely associated with, the educational complex at Mather Air Force Base (See Attached Map) and are recommended for utilization as a Regional Public Safety Training Facility:

<u>BUILDING</u>	<u>USAGE</u>
<u>1703 - Dormitory</u>	These facilities and adjacent parking areas would be utilized for lodging by local (as appropriate) and out-of-town personnel attending pre-service and in-service training
<u>1706 - Dormitory</u>	
<u>1707 - Dormitory</u>	
<u>1708 - Dormitory</u>	
<u>1770 - Hospital Billet</u>	
<u>2750 - Visiting Officers'</u>	

Billet

programs presented by consortium and participating agencies.

1705 - Library

This facility and adjacent parking area would be utilized as a learning resource center by all consortium and participating agencies.

2774 - Officers' Club

This facility and adjacent parking area would be utilized for dining and as a lounge by all consortium and participating agencies. Additionally, the swimming pool at this site would be utilized for underwater search and recovery training.

2785 - Squadron Operations

This facility and adjacent parking area would be utilized as offices for the training staffs of Los Rios, SSD, SPD, and participating agencies.

2804 - Special Purpose
Buildings

These facilities would be utilized for specialized instruction (courtroom demeanor/testimony within existing courtroom), practical exercises, and various executive conferences and courses by all consortium and participating agencies.

2860 - Marine Academics

This facility would be utilized for instructional purposes; as well as for larger group sessions within the 117-seat auditorium by all consortium and participating agencies.

2880 - Standards/Evaluations

This facility would be utilized for practical dispatcher training. The building would be equipped with mock dispatch consoles for this purpose. The facility would be utilized by all consortium and participating agencies.

2890 - Photo Labs

This facility would be utilized for office space to support the dispatcher training in building 2880. The facility would be utilized by all consortium and participating agencies.

2900 - Early Warning
Operations

This facility has been proposed for use by the California Highway Patrol, the State Office of Emergency Services and Sacramento County General Services as a communications facility. This usage would be totally compatible with the presence of the proposed Regional Public Safety Training Center within the adjacent area.

2950 - Visual Graphics
Lab

This facility would be utilized as a maintenance support area for the entire complex by the consortium and participating agencies. Additionally, this facility would be utilized for visual aid design and development.

3750 - Main Academics
Building

This facility contains 25 individual classrooms and an auditorium and is ideal for instructional purposes. Additionally, a central storage area would be utilized as a bookstore and PX. This facility would be utilized by all consortium and participating agencies.

3785 - T45 Simulator
Building

This facility would be utilized by P.O.S.T. for required office space, conference rooms and advanced technology development.

3800 - Gym Annex

This facility would be utilized for racquetball (existing) and weight training by all consortium and participating agencies.

3860 - Museum/Warehouse

The existing Air Force museum portion of this building would remain as such. The other areas would be utilized for mat rooms, (physical training, defensive tactics, etc.) and locker rooms. This facility would be utilized by all consortium and participating agencies.

3875 - Squadron Ops/Class

This facility would be utilized by P.O.S.T. for required office space and instruction conducted by the Center for Leadership Development. Adjacent parking area would be utilized for employees.

Parking Area

(Within Quadrant Bordered by: 7th Street on the West; C Avenue on the North; Gilbert Street on the East; E Avenue on the South)

This area would be utilized for employee and student parking by all consortium and participating agencies.

Parking Area

(Within Quadrant Bordered by: 7th Street on the West; E Avenue on the North; Gilbert Street on the East; F Avenue on the South)

This area would be utilized for employee and student parking by all consortium and participating agencies.

Parking Area

(East of Hoffman Street between intersection of E Avenue and Hoffman Street, and intersection of F Avenue and Hoffman Street)

This area would be utilized for employee and student parking by all consortium and participating agencies.

Athletic Fields

(East of Hoffman Street and North of building 2900)

The existing football, basketball, and soccer facilities in this area would be utilized by all consortium and participating agencies for physical conditioning and training. A running track and horse arena (for mounted patrol training) would be developed within this area.

Motor Pool Area

This asphalt covered area and

(East of Hoffman Street and
South of building 2950)

existing vehicle maintenance/
storage buildings would be
utilized by all consortium and
participating agencies for the
development and support of an
extensive driver training site.

Range

The existing weapons training
site would be utilized by all
consortium and participating
agencies for firearms and
chemical agent training.

Due to the fact that most of the aforementioned buildings would be
utilized in a manner consistent with the existing usage, it is
recommended that their contents (furniture, beds, student desks,
audio visual equipment, etc.) be sought for conveyance to the
County as well.

It is anticipated that any future modification of existing
facilities; as well as various capital improvements would be funded
through the combined resources of the consortium agencies and
additional agencies which occupy office space within the complex.
Herein, is the key strength of this proposal: the ability to
accomplish training endeavors collectively which would not be
possible individually.

SUMMARY

This document represents an ambitious proposal and a unique
opportunity for the Sacramento Area to develop and establish a
Regional Public Safety Training Center. The facilities at Mather
AFB provide, in essence, a ready-made educational complex which can
accommodate current needs, as well as future growth requirements,
for a multitude of traditional and state-of-the-art training
endeavors by Federal, State, and local government entities.

Through the combined resources of the consortium agencies, a
progressive and proactive educational and training plan can be
developed and implemented to provide quality pre-service and in-
service programs to, both, sworn and non-sworn personnel.
Additionally, it is a safe assumption, given the critical need for
adequate space for classroom and specialized training, that many
different agencies would be interested in participating in an "on-
site" capacity. The potential training opportunities afforded by
this proposed concept are immeasurable.

The favorable consideration of this proposal by the Sacramento Area
Commission on Mather Conversion and the Sacramento County Board of
Supervisors is greatly appreciated.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Review of Salary Reimbursement Rate		Meeting Date November 1, 1990
Bureau Executive Office	Reviewed By	Researched By Otto Saltenberger
Executive Director Approval <i>Norman C. Beckun</i>	Date of Approval 10-16-90	Date of Report October 16, 1990
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 expend \$3.5 million by retroactively increasing the current salary reimbursement rate?

BACKGROUND

Commission policy is to review the salary reimbursement rate on a quarterly basis and adjust as circumstances permit. Although first quarter revenue and expenditure experience is insufficient to make projections about the current year training and expenditure trends, supplemental money in the form of allocated reserved may become available and increase the current training reimbursement budget by \$3.5 million.

ANALYSIS

In July of this year the Commission approved a budget proposal that would augment the current year reimbursement budget. The Department of Finance is now processing this \$3.5 million augmentation request. Approval is likely and the proposal will then be forwarded to the Legislature where approval also seems likely. A specific timetable for completion of the approval process is speculative at this time, but it is possible that the augmentation might be available prior to the next Commission meeting in January 1991.

Originally a \$3.5 million augmentation was thought to permit a 7% across the board salary reimbursement increase. However, claim rates this year weigh in favor of 5% at this time. This would increase the current year salary rate for the basic course from 25% to 30% and other eligible course salary rate from 35% to 40%.

RECOMMENDATION

Authorize the Executive Director to retroactively increase the salary reimbursement rate by 5% for eligible courses when the augmentation becomes available.

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Long Range Planning Committee Meeting Minutes
October 2, 1990
San Bernardino, CA

PRESENT:

Floyd Tidwell, Chairman
Sherm Block
Carm Grande
Ronald Lowenberg
Robert Wasserman

GUESTS:

Robert G. Fisher, Captain, San Bernardino County Marshal's
Department
Ed Hendry, Captain, Orange County Sheriff-Coroner Department
Roger D. Mayberry, Sergeant, Los Angeles County Marshal's
Department

STAFF:

Norman Boehm, Executive Director
Glen Fine
John Berner

The meeting was called to order by Chairman Tidwell at 10:25 a.m.
at the Sheriff's Conference Room, San Bernardino County Sheriff's
Department.

Committee discussions focused on the following agenda items:

A. ACR 58 Committee Report

The draft executive summary and recommendations proposed by
the ACR 58 Committee were reviewed. There was consensus the
proposed report to the Legislature describes needed training
program improvements and appropriate directions.

B. Basic Course Testing

The Committee was briefed by staff on the proposed approach
to test administration to be included as part of the public
hearing scheduled for January 1991. There was consensus
that the Commission propose to adopt regulations requiring:

- o Passage of a POST prescribed test at a prescribed cut
score for each knowledge domain in the basic course.
- o Students be allowed only one re-test following
remediation opportunity except in instances of
described special circumstances.

There was considerable discussion of the merits of also including a requirement that failing scores be averaged with overall scores. This requirement would result in failure by some marginal students who may consistently fail first exams and barely pass their re-tests. The conclusion was that this approach has merit, but consideration of adoption should be withheld until further future study is done. Future study should assess the impact of cumulative performance standards, including averaging of failing scores and possible limitations on the number of first exams that may be failed.

C. Ethics Training

Committee members were provided an update on staff work currently in progress. Video vignettes containing ethical behavior messages are being developed and reviewed. After initial videos are produced, they will be brought to the committee for review.

The committee was briefed on the availability of standardized written instruments designed to evaluate personal integrity. The staff report included findings that such instruments are currently controversial with doubts regarding accuracy. The conclusion was that use of such instruments not be advocated at this time.

There was also discussion of the possibility of developing a POST publication to cover the entire area of values, ethics, and integrity evaluations. The publication could also describe existing training programs. POSTSCRIPTS was suggested as a possible alternative means of publicizing available literature on the subject. There was consensus that staff should evaluate the potential for a publication, possibly developed by a management fellow, and report back.

D. Drug Screening

Staff has developed a survey instrument to be mailed to all California law enforcement agencies seeking information on current practices and views concerning pre-employment drug screening.

There was general discussion about drug testing issues, and content of the survey was reviewed. There was consensus that the proposed survey will yield valuable information and help formulate a direction for future consideration by the Commission.

The meeting adjourned at 1:30 p.m.

Commission on Peace Officer Standards and Training
Legislative Review Committee Meeting
November 1, 1990, 9:00 a.m.
Radisson Hotel, Sacramento

AGENDA

Attachment

1. Review Results of 1990 Legislative Session A
2. Possible 1991 Legislation To Be Supported
For Introduction B
3. Proposed Legislation Authorizing Private
Universities to Appoint Peace Officers C
4. Open Discussion
5. Adjournment

Commission on Peace Officer Standards and Training
Legislative Summary - 1990 Session

Active Bills

<u>Bill/Author</u>	<u>Subject</u>	<u>Position</u>	<u>Status</u>
AB 1720 (Hayden)	OCJP to study Police Corps Pgm. concept	Neutral	C. 634
AB 1821 Hansen)	Requires POST prepare curricula on transmission & prevention of communicable diseases	Neutral	Dead
AB 2306 (Calderon)	Requires POST provide training on gang & drug law enforcement	Support	C. 333
AB 2673 Eaves)	Cancel POST certificates for moral turpitude misdemeanor convictions	Support	Dead
AB 3401 (N.Waters)	Establishes correctional peace officer classification for city/county facilities	Oppose	C. 1285
AB 3816 (Roos)	Deletes requirement of applying for citizenship one year prior to application to be a peace officer	Neutral	Secty.of State
AB 3902 (Bates)	Neighborhood watch earthquake preparedness training	Neutral	Dead
AB 4253 (Hughes)	Establish in the Calif. Museum of Science and Industry, the Calif. Museum of Afro-American History and Culture	Neutral	Vetoed
SB 655 (Presley)	Requires feasibility studies for persons desiring peace officer status	Neutral	C. 82
SB 2244 (Davis)	Increases fee for permit to dispose of human remains with a portion all- ocated to POST for training coroners	Support	C. 990
SB 2457	Authorizes POST to establish minimum standards for joint powers agencies	Support	C. 477
SB 2680	Requires POST develop and disseminate guidelines and training on understanding racial and cultural differences	Support	C. 480

Commission on Peace Officer Standards and Training
Legislative Summary - 1990 Session

Chaptered Information Bills

<u>Author</u>	<u>Subject</u>	<u>Position</u>	<u>Status</u>
AB 481 (Campbell)	Creates a 2-yr. youth crime prevention pilot pgm. for Richmond Police Activities League	None	C. 521
AB 1644 (Peace)	Private patrol operators' 120-day temporary registration card period commences the date applicant signs application	None	C. 1179
AB 2692 (O'Connell)	Includes employed identified peace officers in requiring every able-bodied person to assist in making arrests	"	C. 273
AB 3474 (Peace)	Provides that National Park Rangers may exercise designated powers of arrest as specified	"	C. 900
AB 3905 (Quackenbush)	Provides corrections officers range access to qualify to carry concealed weapons	None	C. 1194
AB 4186 (Polanco)	Includes transfer to Housing Authority 50% of all fines & forfeitures and parking violations	None	C. 1037
AB 4237 (Nolan)	Parolee inmate shall not be returned to within 35 miles of the victim's or witness's place of residence.	None	C. 1692
SB 1147 (Lockyer)	Renames the Assessment Fund the State State Penalty Fund, and renames the Assessments deposited therein as State Penalties	None	C. 1293
SB 1896 (Davis)	Authorizes L. A. Cnty. Board of Supervisors to appoint 3 ocean lifeguards as reserve county Fish and Game Wardens	None	C. 325
SB 1985 (Green, C)	Changes the definition of Personnel Records to include home addresses, also confidential	None	C. 1985
SB 2033 (Mello)	Law enforcement employees - AIDS. Reporting of contact incidents	None	C. 1138

SB 2140 (Davis)	Makes technical changes to status of certain reserves and other officers. Extends POST reimbursement to Port Wardens and Special officers of L.A. Harbor District	None	C.1695
SB 2242 (Davis)	Exempts law enforcement and fire protection agencies from being prohibited from placing calls through auto dialing-answering devices	None	C. 327
SB 2681 (Boatwright)	Provides that a peace officer who makes false statements regarding any material matter is guilty of a false report	None	C. 950

Possible 1991 Legislation To Be Supported For Introduction

1. POST Certificate Revocation - Seek to have PORAC reintroduce 1991 legislation making it permissive for POST to cancel certificates for certain misdemeanor convictions involving moral turpitude as defined (using language previously approved by the Commission).
2. Funding for Dispatcher Training from 911 Fund - Introduce legislation to require that "x" percentage of the revenue going to the 911 Fund be allocated to the Peace Officer Training Fund for the training of dispatchers.
3. Three-Year Break In Service For PC 832 Course - Introduce legislation requiring retraining or retesting for those PC 832 Course graduates who do not become employed within three years or who have a three-year break in service as a peace officer required to complete the training. Fee charging authority for POST would be included.
4. Technical Cleanup of PC 830.6 - Determine whether the California State Sheriffs' Association is interested in introducing legislation to modify PC Section 830.6(a) to qualify "a reserve deputy sheriff" so as to clear up confusion about what is meant by this section.
5. ACR 58 Follow-Up - Introduce legislation to add PC 13508 to require POST to develop an implementation plan that incorporates modern instructional technology and special facilities into law enforcement training.

RESOLUTION CHAPTER 166

Assembly Concurrent Resolution No. 58—Relative to law enforcement training.

[Filed with Secretary of State September 21, 1989.]

LEGISLATIVE COUNSEL'S DIGEST

ACR 58, Campbell. Law enforcement training.

This measure would request the Commission on Peace Officer Standards and Training in cooperation with the Legislative Analyst to establish a committee composed of specified members to study the use of advanced technology for law enforcement training, as specified. The committee would be directed to report its findings and recommendations to the Legislature, as specified, no later than January 15, 1991.

WHEREAS, It is the responsibility of the state and the Commission on Peace Officer Standards and Training to provide local law enforcement officers with appropriate training throughout California; and

WHEREAS, Law enforcement officers should be trained to the highest level that the profession requires; and

WHEREAS, Law enforcement training must become more productive; and

WHEREAS, Emerging technology now makes these training deficiencies addressable; and

WHEREAS, There is a shortage of adequate training equipment and facilities to meet the training needs of California law enforcement, generally; and

WHEREAS, It is in the interest of the people of the state to have law enforcement officers trained by using the most effective techniques, equipment, and facilities, so as to conserve training time, to improve decisionmaking abilities, and to assure maximum training effectiveness; and

WHEREAS, The present statewide law enforcement training system is unable to provide the most current techniques, equipment, and facilities due to financial and logistical limitations; and

WHEREAS, It would be in the best interest of the state to study and seek cost-effective alternatives to current law enforcement training; now, therefore, be it

Resolved by the Assembly of the State of California, the Senate thereof concurring, That the Commission on Peace Officer Standards and Training in cooperation with the Legislative Analyst is hereby requested to establish a committee composed of one member selected by each of the following: the Commission on Peace Officer Standards and Training; the Governor; the Attorney General; the California Peace Officers' Association; the Peace Officers Research Association of California; the Chancellor of the California Community Colleges; the Senate Committee on Rules; and the Speaker of the Assembly, to study the use of advanced technology for law enforcement training, and be it further

Resolved, That the Commission on Peace Officer Standards and Training is requested to provide the staff and facilities needed to conduct the study, and that the study be conducted under the direction of a staff member appointed by the commission; and be it further

Resolved, That the committee so established shall be directed to report its findings and recommendations to the Chair of the Senate Judiciary Committee and the Chair of the Assembly Public Safety Committee not later than January 15, 1991.

SB 2876 - MOCK-UP

Introduced by Senator Presley
March 2, 1990

An act to add Article 4.5 (commencing with Section 94346) to Chapter 3 of Part 59 of Division 10 of the Education Code, to amend Section 12020 of the Health and Safety Code, to amend Sections 488.5, 557.5, 557.6, and 669.5 of the Insurance Code, to amend Sections 830.32, 11105, and 12028.5 of the Penal Code, and to amend Section 25258 of the Vehicle Code, relating to peace officers.

LEGISLATIVE COUNSEL'S DIGEST

SB 2876, as introduced, Dills. Peace officer.

Existing law does not authorize the sheriff of a county where a private postsecondary educational institution is located to appoint persons in order to create a private postsecondary educational institution police department. This bill would authorize those appointments, and would provide that persons so appointed and sworn shall be deemed peace officers, as specified. It would make certain conforming changes with respect to the powers and appointments of these persons.

Vote: majority. Appropriation: no. Fiscal committee: no.
State-mandated local program: no.

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

SECTION 1. Article 4.5 (commencing with Section 94346) is added to Chapter 3 of Part 59 of Division 10 of the Education Code, to read:

Article 4.5. Private University and College Police

94346. The principal local law enforcement agency where a private postsecondary educational institution is located, upon the request of the president or chief executive officer of the private postsecondary educational institution, may appoint one or more persons to constitute a police department for the headquarters and for each campus of its private postsecondary educational institution. Persons employed and compensated as members of a California private university or college police department, when so appointed and duly sworn, are peace officers. However, these peace officers shall not exercise their powers or authority except as follows:

(a) At the headquarters or upon any campus of the private postsecondary educational institution and in an area within one-mile of the exterior boundaries of each campus or the headquarters and in or about other grounds or properties owned, operated, controlled, or administered by the private university or college, or by the governing board of the private postsecondary educational institution on behalf of the private university or college.

(b) As provided in Section 830.32 of the Penal Code.

(c) The educational institution appointing persons described in this section shall be liable for any abuse of the authorities exercised by these persons.

94347. Every member of a private university and college police department shall be supplied with, and authorized to wear, a badge bearing the name of the private university or college and the following word: "Police".

94348. Any vehicle, when operated in the performance of his or her duties by any member of a private university or college police department, appointed pursuant to Section 94346, is an authorized emergency vehicle and may be equipped and operated as an emergency vehicle as provided by the Vehicle Code.

SEC. 2. Section 12020 of the Health and Safety Code is amended to read:

12020. The chief and the issuing authority, as defined in Sections 12003 and 12007, respectively, shall in their areas of jurisdiction enforce the provisions of this part and the regulations adopted by the State Fire Marshal pursuant to this part. Any peace officer, as defined in Sections 830.1, 830.2, subdivisions (a), (b), (e), (j), and (k) of Section 830.3 of the Penal Code, AND AN OFFICER EMPLOYED BY AN INSTITUTION QUALIFIED UNDER SUBDIVISION (C) OF SECTION 830.32 WHICH HAS EXECUTED A MEMORANDUM OF UNDERSTANDING BETWEEN THE INSTITUTION OF HIGHER EDUCATION AND THE LOCAL LAW ENFORCEMENT AGENCY PURSUANT TO THE PROVISIONS OF THAT MEMORANDUM, may enforce the provisions of this part.

SEC. 3. Section 488.5 of the Insurance Code is amended to read:

488.5. No insurer shall, in issuing or renewing a private automobile insurance policy to a peace officer, member of the California Highway Patrol, or firefighter, with respect to his or her operation of a private motor vehicle, increase the premium on that policy for the reason that the insured or applicant for insurance has been involved in an accident while operating an authorized emergency vehicle, as defined in subdivision (a) of Section 165 of the Vehicle Code or in paragraph (1) or (2) of subdivision (b) of Section 165 of the Vehicle Code, in performance of his or her duty during the hours of his or her employment.

As used in this section:

(a) "Peace officer" means every person defined in Section 830.1, subdivisions (a), (b), (c), (d), (e), (g), and (h) of Section 830.2, subdivisions (a), (b), and (d) of Section 830.31, subdivisions (a) and (b), AND (C) of Section 830.32 PURSUANT TO THE TERMS AND CONDITIONS ESTABLISHED IN A MEMORANDUM OF UNDERSTANDING EXECUTED BETWEEN A LOCAL LAW ENFORCEMENT AGENCY AND AN INSTITUTION OF HIGHER EDUCATION, subdivisions (a), (b), (c), and (d) of Section 830.33, subdivision (b) of Section 830.5, and Section 830.6, of the Penal Code.

(b) "Policy" shall have the same meaning as defined in subdivision (a) of Section 660.

SEC. 4. Section 557.5 of the Insurance Code is amended to read:

557.5. No peace officer, member of the California Highway Patrol, or firefighter shall be required to report any accident in which he or she is involved while operating an authorized emergency vehicle, as defined in subdivision (a) of Section 165 of the Vehicle Code or in paragraph (1) or (2) of subdivision (b) of Section 165 of the Vehicle Code, in performance of his or her duty during the hours of his or her employment, to any person who has issued that peace officer, member of the California Highway Patrol, or firefighter a private automobile insurance policy.

As used in this section:

(a) "Peace officer" means every person defined in Section 830.1, subdivisions (a), (b), (c), (d), (e), (g), and (h) of Section 830.2, subdivisions (a), (b), and (d) of Section 830.31, subdivisions (a) and (b), AND (C) of Section 830.32 PURSUANT TO THE TERMS AND CONDITIONS ESTABLISHED IN A MEMORANDUM OF UNDERSTANDING EXECUTED BETWEEN A LOCAL LAW ENFORCEMENT AGENCY AND AN INSTITUTION OF HIGHER EDUCATION, subdivisions (a), (b), (c), and (d) of Section 830.33, subdivision (b) of Section 830.5, and Section 830.6, of the Penal Code.

(b) "Policy" shall have the same meaning as defined in subdivision (a) of Section 660.

SEC. 5. Section 557.6 of the Insurance Code is amended to read:

557.6. Any peace officer as defined pursuant to this section who has been involved in an accident shall submit to his or her private automobile insurer within 30 days of the accident his or her written declaration under penalty of perjury stating whether or not at the time of the accident he or she was operating an authorized emergency vehicle, as defined in subdivision (a) of Section 165 of the Vehicle Code or in paragraph (1) or (2) of subdivision (b) of Section 165 of the Vehicle Code, in performance of his or her duty during the hours of his or her employment. In lieu of a written declaration, the peace officer may submit to the private automobile insurer a copy of the incident report filed by the peace officer with his or her employer. As used in this section, "peace officer" means every person defined in Section 830.1, subdivisions (a), (b), (c), (d), (e), (g), and (h) of Section 830.2, subdivisions (a), (b), and (d) of Section 830.31, subdivisions (a) and (b), AND (C) of Section 830.32 PURSUANT TO THE TERMS AND CONDITIONS ESTABLISHED IN A MEMORANDUM OF UNDERSTANDING EXECUTED BETWEEN A LOCAL LAW ENFORCEMENT AGENCY AND AN INSTITUTION OF HIGHER EDUCATION, subdivisions (a), (b), (c), and (d) of Section 830.33, subdivision (b) of Section 830.5, and Section 830.6, of the Penal Code.

SEC. 6. Section 669.5 of the Insurance Code is amended to read:

669.5. No insurer shall fail to renew any private automobile insurance policy of a peace officer, member of the California Highway Patrol, or firefighter, with respect to his or her operation of a private motor vehicle, for the reason that the insured has been involved in an accident while operating an authorized emergency vehicle, as defined in subdivision (a) of Section 165 of the Vehicle Code or in paragraph (1) or (2) of subdivision (b) of Section 165 of the Vehicle Code, in performance of his or her duty during the hours of his or her employment. As used in this section, "peace officer" shall have the same meaning as defined in Section 830.1 of the Penal Code, subdivisions (a), (b), (c), (d), (e), (g) and (h) of Section 830.2 of the Penal Code, subdivisions (a), (b), and (d) of Section 830.31 of the Penal Code, SUBDIVISION (C) OF SECTION 830.32 OF THE PENAL CODE PURSUANT TO THE TERMS AND CONDITIONS ESTABLISHED IN A MEMORANDUM OF UNDERSTANDING EXECUTED BETWEEN A LOCAL LAW ENFORCEMENT AGENCY AND AN INSTITUTION OF HIGHER EDUCATION, and subdivision (d) of Section 830.33 of the Penal Code.

SEC. 7. Section 830.32 of the Penal Code is amended to read:

830.32. The following persons are peace officers whose authority extends to any place in the state for the purpose of performing their primary duty or when making an arrest pursuant to Section 836 as to any public offense with respect to which there is immediate danger to person or property, or of the escape of the perpetrator of that offense, or pursuant to Section 8597 or 8598 of the Government Code. Those peace officers may carry firearms only if authorized and under terms and conditions specified by their employing agency. (a) Members of a community college police department appointed pursuant to Section 72330 of the Education Code, if the primary duty of the peace officer is the enforcement of the law as prescribed in Section 72330 of the Education Code.

(b) Persons employed as members of a police department of a school district pursuant to Section 39670 of the Education Code, if the primary duty of the peace officer is the enforcement of the law as prescribed in Section 39670 of the Education Code.

(C) AT THE REQUEST OF A PRIVATE NON-PROFIT ACCREDITED INSTITUTION OF HIGHER EDUCATION, THE PRINCIPAL LAW ENFORCEMENT AGENCY WHERE SUCH INSTITUTION IS LOCATED MAY CONCLUDE A MEMORANDUM OF UNDERSTANDING WITH SUCH INSTITUTION, TO APPOINT AS PEACE OFFICERS, WHOSE FUNCTIONS WOULD BE SIMILAR TO THOSE EXERCISED BY SWORN OFFICERS OF THE UNIVERSITY OF CALIFORNIA OR THE CALIFORNIA STATE UNIVERSITY AS ESTABLISHED UNDER SECTION 830.2 OF THE PENAL CODE. PERSONS REGULARLY EMPLOYED AS PEACE OFFICERS FOR THOSE INSTITUTIONS. THE MEMORANDUM SHALL SPECIFY AREAS OF RESPONSIBILITY FOR THE PEACE OFFICERS SO APPOINTED INCLUDING, BUT NOT LIMITED TO; FUNCTIONS TO BE PERFORMED, PROVISIONS FOR SHARING INFORMATION AND CRIMINAL RECORDS WITH

THE APPOINTED OFFICERS AND OTHER AGENCIES, POWERS OF ARREST AND SEARCH, RECORD KEEPING REQUIREMENTS, AND CONDITIONS BY OR UNDER WHICH THE LOCAL AGENCY MAY CALL SUCH PEACE OFFICERS INTO ACTIVE DUTY FOR OR ON BEHALF OF SAID AGENCY.

(1) AT A MINIMUM, ALL AGREEMENTS UNDER THIS SECTION SHALL REQUIRE ALL PEACE OFFICERS SO APPOINTED TO MEET THE MINIMUM STANDARDS FOR EMPLOYMENT AND TRAINING AS PRESCRIBED BY THE CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING. SUCH TRAINING COSTS SHALL BE PAID BY THE EMPLOYING EDUCATIONAL INSTITUTION.

(2) ALL PEACE OFFICERS SO APPOINTED SHALL BE CONSIDERED, FOR PURPOSES OF THE CALIFORNIA COMMISSION ON POLICE OFFICER STANDARDS AND TRAINING, TO BE CONTINUOUSLY EMPLOYED AS PEACE OFFICERS AND SHALL BE ELIGIBLE FOR THE PEACE OFFICER CERTIFICATION PROGRAM AS SET FORTH IN SECTION 13510.1 OF THE PENAL CODE.

(3) NOTHING IN THIS SECTION OR IN ANY OTHER PROVISIONS OF LAW SHALL BE CONSTRUED AS AUTHORIZING PERSONS DESCRIBED IN THIS SUBDIVISION TO BE ELIGIBLE TO PARTICIPATE IN THE PUBLIC EMPLOYEES' RETIREMENT LAW.

SEC. 8. Section 11105 of the Penal Code is amended to read:

11105. (a) (1) The Department of Justice shall maintain state summary criminal history information.

(2) As used in this section:

(i) "State summary criminal history information" means the master record of information compiled by the Attorney General pertaining to the identification and criminal history of any person, such as name, date of birth, physical description, fingerprints, date of arrests, arresting agencies and booking numbers, charges, dispositions, and similar data about such person.

(ii) "State summary criminal history information" does not refer to records and data compiled by criminal justice agencies other than the Attorney General, nor does it refer to records of complaints to or investigations conducted by, or records of intelligence information or security procedures of, the office of the Attorney General and the Department of Justice.

(b) The Attorney General shall furnish state summary criminal history information to any of the following, when needed in the course of their duties, provided that when information is furnished to assist an agency, officer, or official of state or local government, a public utility, or any entity, in fulfilling employment, certification, or licensing duties, the provisions of Chapter 1321 of the Statutes of 1974 and of Section 432.7 of the Labor Code shall apply:

(1) The courts of the state.

(2) Peace officers of the state as defined in Section 830.1, subdivisions (a), (b), and (f) of Section 830.2, subdivision (a) of Section 830.3, subdivisions (a) and (b) of Section 830.5, [and] subdivision (a) of Section 830.31, AND SUBDIVISION (C) OF SECTION 830.32 PURSUANT TO THE PROVISIONS OF A MEMORANDUM OF UNDERSTANDING EXECUTED BETWEEN AN INSTITUTION OF HIGHER EDUCATION AND A LOCAL LAW ENFORCEMENT AGENCY.

(3) District attorneys of the state.

(4) Prosecuting city attorneys of any city within the state.

(5) Probation officers of the state.

(6) Parole officers of the state.

(7) A public defender or attorney of record when representing a person in proceedings upon a petition for a certificate of rehabilitation and pardon pursuant to Section 4852.08 of the Penal Code.

(8) A public defender or attorney of record when representing a person in a criminal case and when authorized access by statutory or decisional law.

(9) Any agency, officer, or official of the state when such criminal history information is required to implement a statute or regulation that expressly refers to specific criminal conduct applicable to the subject person of the state summary criminal history information, and contains requirements or exclusions, or both, expressly based upon such specified criminal conduct.

(10) Any city or county, or city and county, or district, or any officer, or official thereof when access is needed in order to assist such agency, officer, or official in fulfilling employment, certification, or licensing duties, and when such access is specifically authorized by the city council, board of supervisors or governing board of the city, county, or district when such criminal history information is required to implement a statute, ordinance, or regulation that expressly refers to specific criminal conduct applicable to the subject person of the state summary criminal history information, and contains requirements or exclusions, or both, expressly based upon such specified criminal conduct.

(11) The subject of the state summary criminal history information under procedures established under Article 5 (commencing with Section 11120), Chapter 1, Title 1 of Part 4 of the Penal Code.

(12) Any person or entity when access is expressly authorized by statute when such criminal history information is required to implement a statute or regulation that expressly refers to specific criminal conduct applicable to the subject person of the state summary criminal history information, and contains requirements or exclusions, or both, expressly based upon such specified criminal conduct.

(13) Health officers of a city, county, or city and county, or district, when in the performance of their official duties enforcing Section 3110 of the Health and Safety Code.

(14) Any managing or supervising correctional officer of a county jail or other county correctional facility.

(c) The Attorney General may furnish state summary criminal history information upon a showing of a compelling need to any of the following, provided that when information is furnished to assist an agency, officer, or official of state or local government, a public utility, or any entity, in fulfilling employment, certification, or licensing duties, the provisions of Chapter 1321 of the Statutes of 1974 and of Section 432.7 of the Labor Code shall apply:

(1) Any public utility as defined in Section 216 of the Public Utilities Code which operates a nuclear energy facility when access is needed in order to assist in employing persons to work at such facility, provided that, if the Attorney General supplies such data, he shall furnish a copy of such data to the person to whom the data relates.

(2) To a peace officer of the state other than those included in subdivision (b).

(3) To a peace officer of another country.

(4) To public officers (other than peace officers) of the United States, other states, or possessions or territories of the United States, provided that access to records similar to state summary criminal history information is expressly authorized by a statute of the United

States, other states, or possessions or territories of the United States when such information is needed for the performance of their official duties.

(5) To any person when disclosure is requested by a probation, parole, or peace officer with the consent of the subject of the state summary criminal history information and for purposes of furthering the rehabilitation of the subject.

(6) The courts of the United States, other states or territories or possessions of the United States.

(7) Peace officers of the United States, other states, or territories or possessions of the United States.

(8) To any individual who is the subject of the record requested when needed in conjunction with an application to enter the United States or any foreign nation.

(9) Any public utility as defined in Section 216 of the Public Utilities Code, when access is needed in order to assist in employing current or prospective employees who in the course of their employment may be seeking entrance to private residences. The information provided shall be limited to the record of convictions and any arrest for which the person is released on bail or on his or her own recognizance pending trial. If the Attorney General supplies the data pursuant to this paragraph, the Attorney General shall furnish a copy of the data to the current or prospective employee to whom the data relates. Any information obtained from the state summary criminal history is confidential and the receiving public utility shall not disclose its contents, other than for the purpose for which it was acquired. The state summary criminal history information in the possession of the public utility and all copies made from it shall be destroyed not more than 30 days after employment or promotion or transfer is denied or granted, except for those cases where a current or prospective employee is out on bail or on his or her own recognizance pending trial, in which case the state summary criminal history information and all copies shall be destroyed not more than 30 days after the case is resolved. A violation of any of the provisions of this paragraph is a misdemeanor, and shall give the current or prospective employee who is injured by the violation a cause of action against the public utility to recover damages proximately caused by the violations. Any public utility's request for state summary criminal history information for purposes of employing current or prospective employees who may be seeking entrance to private residences in the course of their employment shall be deemed a "compelling need" as required to be shown in this subdivision. Nothing in this section shall be construed as imposing any duty upon public utilities to request state summary criminal history information on any current or prospective employees.

(10) To any campus of the California State University and Colleges or the University of California, or any four-year college or university accredited by a regional accreditation organization approved by the United States Department of Education, when needed in conjunction with an application for admission by a convicted felon to any special education program for convicted felons, including, but not limited to, university alternatives and halfway houses. Only conviction information shall be furnished. The college or university may require the convicted felon to be fingerprinted, and any inquiry to the department under this section shall include the convicted felon's fingerprints and any other information specified by the department.

(d) Whenever an authorized request for state summary criminal history information pertains to a person whose fingerprints are on file with the Department of Justice and the department has no criminal history of that person, and the information is to be used for employment, licensing, or certification purposes, the fingerprint card accompanying such request for information, if any, may be stamped "no criminal record" and returned to the person or entity making the request.

(e) Whenever state summary criminal history information is furnished as the result of an application and is to be used for employment, licensing or certification purposes, the Department of Justice may charge the person or entity making the request a fee which it determines to be sufficient to reimburse the department for the cost of furnishing such information. In addition, the Department of Justice may add a surcharge to the fee to fund maintenance and improvements to the systems from which the information is obtained. Notwithstanding any other provisions of law, any person or entity required to pay a fee to the department for information received under this section may charge the applicant a fee sufficient to reimburse the person or entity for such expense. All moneys received by the department pursuant to this section, Section 12054 of the Penal Code, and Section 13588 of the Education Code shall be deposited in a special account in the General Fund to be available for expenditure by the department to offset costs incurred pursuant to such sections and for maintenance and improvements to the systems from which the information is obtained when appropriated by the Legislature therefor.

(f) Whenever there is a conflict, the processing of criminal fingerprints and fingerprints of applicants for security guard or alarm agent registrations or firearms qualification permits submitted pursuant to Section 7514 of the Business and Professions Code shall take priority over the processing of applicant fingerprints.

(g) It is not a violation of this section to disseminate statistical or research information obtained from a record, provided that the identity of the subject of the record is not disclosed.

(h) It is not a violation of this section to include information obtained from a record in (1) a transcript or record of a judicial or administrative proceeding or (2) any other public record when the inclusion of the information in the public record is authorized by a court, statute, or decisional law.

(i) Notwithstanding any other provision of law, the Department of Justice or any state or local law enforcement agency may require the submission of fingerprints for the purpose of conducting summary criminal history information checks which are authorized by law.

SEC. 9. Section 12028.5 of the Penal Code is amended to read:

12028.5. (a) As used in this section, the following words have the following meanings:

(1) "Abuse" means intentionally or recklessly causing or attempting to cause bodily injury, or placing another person in reasonable apprehension of imminent serious bodily injury to himself, herself, or another.

(2) "Domestic violence" is abuse perpetrated against a family or household member.

(3) "Family or household member" means a spouse, former spouse, parent, child, any other person related by consanguinity or affinity within the second degree, or any other person who regularly resides in the household, or who, within the last six months, regularly resided in the household.

(b) A sheriff, undersheriff, deputy sheriff, marshal, deputy marshal, or police officer of a city, as defined in subdivision (a) of Section 830.1, a member of the University of California Police Department, as defined in subdivision (c) of Section 830.2, a member of a California State University Police Department, as defined in subdivision (d) of Section 830.2, [and] a peace officer of the Department of Parks and Recreation, as defined in subdivision (g) of Section 830.2, AND A MEMBER OF A PRIVATE POSTSECONDARY EDUCATIONAL INSTITUTION POLICE DEPARTMENT WHICH HAS EXECUTED A MEMORANDUM OF UNDERSTANDING BETWEEN THE LOCAL LAW ENFORCEMENT AGENCY AND THE INSTITUTION AS DEFINED IN SUBDIVISION (C) OF SECTION 830.32, who is at the scene of a domestic violence incident involving a threat to human life or a physical assault, may take temporary custody of any firearm in plain sight or discovered pursuant to a consensual search as necessary for the protection of the peace officer or other persons present. Upon taking custody of a firearm, the

officer shall give the owner or person who possessed the firearm a receipt. The receipt shall describe the firearm and list any identification or serial number on the firearm. The receipt shall indicate where the firearm can be recovered and the date after which the owner or possessor can recover the firearm. No firearm shall be held less than 48 hours. If a firearm is not retained for use as evidence related to criminal charges brought as a result of the domestic violence incident or is not retained because it was illegally possessed, the firearm shall be made available to the owner or person who was in lawful possession 48 hours after the seizure or as soon thereafter as possible, but no later than 72 hours after the seizure. In any civil action or proceeding for the return of firearms or ammunition seized by any state or local law enforcement agency and not returned within 72 hours, the court shall allow reasonable attorney's fees, not to exceed one thousand dollars (\$1,000), to the prevailing party.

(c) Any firearm which has been taken into custody which has been stolen shall be restored to the lawful owner, as soon as its use for evidence has been served, upon his or her identification of the firearm and proof of ownership.

(d) Any firearm taken into custody and held by a police, university police, or sheriff's department or by a marshal's office, or by a peace officer of the Department of Parks and Recreation, as defined in subdivision (g) of Section 830.2, for longer than 12 months and not recovered by the owner or person who has lawful possession at the time it was taken into custody, shall be considered a nuisance and sold or destroyed as provided in subdivision (c) of Section 12028.

SEC. 10. Section 25258 of the Vehicle Code is amended to read:

25258. (a) An authorized emergency vehicle operating under the conditions specified in Section 21055 may display a flashing white light from a gaseous discharge lamp designed and used for the purpose of controlling official traffic control signals.

(b) An authorized emergency vehicle used by a peace officer, as defined in Section 830.1, subdivision (a), (b), (c), (d), (f), (g), (h), or (i) of Section 830.2, subdivision (b) of Section 830.31, subdivision (a) [or], (b), OR (C) of Section 830.32 PURSUANT TO THE TERMS AND CONDITIONS ESTABLISHED IN A MEMORANDUM OF UNDERSTANDING EXECUTED BETWEEN A LOCAL LAW ENFORCEMENT AGENCY AND AN INSTITUTION OF HIGHER EDUCATION, subdivision (a), (b), (c), or (d) of Section 830.33, and subdivision (a) of Section 830.4 of the Penal Code, in the performance of the peace officer's duties, may, in addition, display a steady or flashing blue warning light visible from the front, sides, or rear of the vehicle.

DELETED MATERIAL IS IN BRACKETS []. ADDED MATERIAL IS CAPITALIZED.

The draft of the ACR 58 Study Committee report is enclosed for your review. Commissioner Block will report on the activities of the committee to date.

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Commission on Peace Officer Standards and Training
Advisory Committee Meeting
October 31, 1990, 10 a.m.
Radisson Hotel, Conference Suite #307
Sacramento, California

AGENDA

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|----|----------------------------------------------------------------------------------------|--------------|
| A. | Call to Order and Roll Call | Chair |
| B. | Approval of Minutes of Previous Meeting | Chair |
| C. | Announcements | Chair |
| D. | Executive Director's Remarks | Staff |
| E. | Status of Study on Community College ADA
Support of Inservice Public Safety Courses | Staff |
| F. | Status of Pre-Employment Drug Testing Survey | Staff |
| G. | Commission Liaison Committee Report | Commissioner |
| H. | Advisory Committee Member Reports | Members |
| I. | Open Discussion | Members |
| J. | Election of Officers for 1991 | Chair |
| K. | Adjournment | Chair |



COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

POST Advisory Committee Meeting
July 18, 1990
Marriott Hotel Mission Valley
San Diego, CA.

MINUTES

CALL TO ORDER

The meeting was called to order at 10:00 a.m. by Chairman Don Brown.

ROLL CALL OF ADVISORY COMMITTEE MEMBERS

Present: Don Brown, Calif. Organization of Police & Sheriffs
Douglas Burris, California Community Colleges
Cois Byrd, Calif. State Sheriffs' Assoc.
Jay Clark, Calif. Assoc. of Police Training Officers
Donald Forkus, Calif. Peace Officers' Assoc.
Derald Hunt, Calif. Assoc. of Administration of Justice
Educators
Marcel Leduc, Peace Officers' Research Assoc. of Calif.
Cecil Riley, Calif. Specialized Law Enforcement

Absent:

Charles Brobeck, Calif. Police Chiefs' Assoc.
John Clements, Calif. Highway Patrol
Dolores Kan, Women Peace Officers' Assoc. of Calif.
Joe McKeown, Calif. Academy Directors' Assoc.
Carolyn Owens, Public Member

Commission Advisory Liaison Committee Members present:

Commissioner Carm Grande
Commissioner Edward Maghakian
Commissioner Raquel Montenegro
Commissioner Alex Pantaleoni

POST staff present:

Norman Boehm, Executive Director
Hal Snow, Assistant Executive Director
Imogene Kauffman, Executive Secretary

INTRODUCTION OF NEW MEMBER

The Chairman introduced Lieutenant Jay Clark who is the training manager at the El Cerrito Police Department. Lieutenant Clark

replaces Bruce Rayle, the former representative of the California Association of Police Training Officers (CAPTO), for a term that expires in September 1991.

APPROVAL OF MINUTES OF PREVIOUS MEETING

MOTION - Forkus, second - Riley, carried unanimously to approve the minutes of the April 18, 1990 meeting at the Marriott Mission Valley Hotel in San Diego.

ANNOUNCEMENTS

Chief Forkus announced that Advisory Committee Member Captain Dolores Kan was honored in May by the Women Peace Officers' Association as the Association Member of the Year.

EXECUTIVE DIRECTOR REMARKS

The Executive Director reviewed the July 19, 1990 Commission Agenda and responded to questions and discussion on the issues.

CARCINOGENIC VIDEO PRESENTATION

At the request of the Chairman, Hal Snow showed the video "Carcinogens and You", which was produced by the San Jose Police Department under contract with POST. It was explained the video was developed specifically to supplement instruction for the recently adopted training standard on carcinogenic materials. The video was distributed to law enforcement agencies and training institutions in July via satellite. The short duration of the video makes it also useful for role-call refresher training. Committee members expressed favorable comments about the video's content and use of interest-stimulating visual effects. Hal further explained the process of how video needs are brought to the POST Media Committee's attention and the extent of POST funding of video productions.

COMMUNITY COLLEGE ADA SUPPORT OF IN-SERVICE PUBLIC SAFETY COURSES

Derald Hunt reported that the California Association of Administration of Justice Educators (CAAJE) is asking for Commission support for public safety training classes provided by community colleges for the benefit of and as requested by the law enforcement agencies served. Community colleges are financed based on the Average Daily Attendance (ADA) from year to year. There is a statutory cap on the total ADA that may be distributed to a given district. Currently, some community college districts are over this cap, and since they will not receive funds for many of their in-service law enforcement classes, they will be forced to cancel them or ask law enforcement agencies to pay class costs. CAAJE is asking that the POST Commission determine how extensive the adverse effect of the cap is on law enforcement training offered to local agencies by their community colleges.

MOTION - Forkus, second - Riley, motion carried that the Commission consider doing a study on the effects and the impact of the whole cap issue and the community college system and the effect on law enforcement training.

If the study determines that the cap is impacting adversely on law enforcement, CAAJE recommends that a resolution be passed directed to the Board of Governors. Mr. Burris pointed out that the Board of Governors should be aware of the Commission's concern, but a resolution to them would do no good as they have no control of the cap. The specific recommendations should go directly to the Legislature and the Governor's Office that Police Public Safety should be given special consideration. The time line would be as quickly as possible if it is to be a consideration for this year's budget.

COMMISSION LIAISON COMMITTEE REPORT

Commissioner Maghakian asked the Committee to be thinking about the following issues and how they and their associations could be of the most value:

- the ACR 58 Study
- the recruitment issue
- the Cultural Awareness Study
- a drug testing study.

He stated that some of the organizations represented on the Advisory Committee should support drug testing in law enforcement and expressed his concern for the need of a study. The Executive Director stated the Commission will be talking about the recommendation from the Long Range Planning Committee that the Commission will formally take up the issue of a drug testing study and the Advisory Committee's involvement.

There was consensus that the Advisory Committee and their associations are supportive of participating in the drug testing study or any of the issues mentioned.

ADVISORY COMMITTEE MEMBER REPORTS

Calif. Assoc. of Police Training Officers - Jay Clark reported that CAPTO is in the process of structural change to increase the networking of the organization. To do so they are considering the feasibility of a single governing board for the state and possible regional chapters. A new position of Executive Secretary has been created, a long-term position which will provide a primary point of contact for the organization and the central repository of association records. The current Executive Secretary is CAPTO Past President, Arthur Garrett, of the Alameda County District Attorney's Office. The monthly meetings of the current regions have been standardized to the first Friday of the month and is scheduled to commence during

August. A statewide newsletter is also slated to begin around October. The CAPTO Training Conference for 1990 will be held at Arrowhead Hilton Resort at Lake Arrowhead October 17-19, 1990.

Calif. Peace Officers' Association - Don Forkus reported that CPOA has a new training calendar coming out in August. A number of new training programs have been developed including:

- Recruitment Strategies for Managers
- Advanced Budgeting Techniques
- Advanced Supervision, and
- Legal Issues for Fitness for Duty Evaluations.

The CPOA Mid-Winter Conference is scheduled for December 9-12 in Monterey and will include workshops and round-table discussion with interesting titles, i.e., So You Want to be a Chief of Police, a program on being the second person in the police department; Turning Around a "Vote of No Confidence"; So You Wanted To Be a Sheriff"; Professional Development; Organized Crime (dealing with Asian crime); and psychological issues surrounding major disasters.

Calif. State Sheriffs' Assoc. - Cois Byrd announced that he had been appointed Chairman of the CSSA Training Committee and had asked to serve on the CPOA Training Committee to give continuity to those things peculiar to sheriffs' departments. He asked that some thought be given to controlling quality and standards of private training films shown in the training rooms, i.e., what will and will not be allowed.

Specialized Law Enforcement - Cecil Riley stated that most of the time and effort at CAUSE was being devoted to trying to get more resources and legislation passed for Fish and Game and ABC investigators. The CAUSE conference is scheduled for the first week in November. CAUSE has just moved into new offices at 2029 H Street in Sacramento.

Community Colleges - Doug Burris announced that at a recent statewide meeting, Alex Pantaleoni had been selected the Outstanding Vocational Instructor of the Year. He reported that his former statement that the colleges expected 540,000 additional students was a conservative estimate. It is planned to complete out the existing colleges and build between 22 and 26 new colleges by 2005. He also reported on the major direction being taken on the training needs of the existing work force and the processes being used to give them the necessary skills to get the job done.

Calif. Assoc. of Administration of Justice Educators - Derald Hunt reported on the success of the 26th Annual Conference just held at Tahoe. The thrust that CAAJE will be taking in the future is toward new and merging teaching techniques, classroom technology in improving presentations and trying to bring all of their instructors up to speed in new instructional techniques.

Peace Officers' Research Assoc. of California - Marcel Leduc reported that PORAC's political action was very successful in June and they are working toward the November election. The POST Seminar offerings to Chiefs of Police are being very well received, and PORAC wishes to encourage that they continue. There will be a Board meeting October 10-11, and the Fall Conference will be held November 9, 10, and 11 in Reno.

Calif. Organization of Police and Sheriffs - Don Brown reported that COPS will have a Legislative Seminar at the Ramada Resort Hotel in Palm Springs September 15-16. They will also be continuing Part 2 of the mini summit meeting in Burbank. The theme will be "Where We Are Going in the 90's".

OPEN DISCUSSION

There was open discussion on sirens on patrol cars being moved from the light bar on top of the roof to the trend of moving them to the front of the vehicle and the grill and the benefits from this.

ADJOURNMENT

There being no further business, the meeting was adjourned at 1:00 p.m.


Imogene Kauffman
Executive Secretary

DEPARTMENT OF JUSTICE

JOHN K. VAN DE KAMP, Attorney General

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

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October 15, 1990

COPY

Joseph McKeown, Director
Contra Costa Criminal
Justice Training Center
Los Medanos College
2700 East LeLand Road
Pittsburg, CA 94565

Dear Mr. McKeown:

The Commission on Peace Officer Standards and Training (POST) is studying the impact of the community college ADA growth cap on public safety courses and particularly the ability of community colleges to present training for law enforcement. The preliminary information that we are receiving suggests that the allowable ADA CAP growth per year has curtailed some POST presenters from offering new courses or expanding the number of presentations of existing courses.

Please complete the enclosed questionnaire and return it in the postage-free envelope provided by October 26, 1990. If you should have any questions regarding this study, please contact Senior Consultant Don Moura, Training Program Services Bureau at (916) 739-5384.

Sincerely,

NORMAN C. BOEHM
Executive Director

Attachment

Commission on Peace Officer Standards and Training

IMPACT OF COMMUNITY COLLEGE ADA GROWTH CAP

Survey Questions

- | (Name) | (Title) | (Community College) | |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----|
| 1. | Was there an ADA Cap problem at your college for Academic Year 89-90? | Yes | No |
| 1a. | If yes, did the ADA Cap limit your ability to present new course presentations to meet identified agency training needs? | Yes | No |
| | If yes, state number of courses where a newly identified agency training need could not be met | | |
| 1b. | If yes, did the ADA Cap Limit your ability to expand the number of existing course presentations in order to meet additional identified agency training needs for existing courses? | Yes | No |
| | If yes, state number of additional course presentations where identified agency training needs could not be met | | |
| 2. | Do you anticipate an ADA Cap problem at your college for Academic Year 90-91? | Yes | No |
| 2a. | If yes, do you anticipate that the ADA Cap at your college will limit your ability to present new course presentations to meet newly identified agency training needs? | Yes | No |
| | If yes, state number of courses where a newly identified agency training need will not be able to be met | | |

- 2b. If yes, do you anticipate that the ADA Cap at your college will limit your ability to expand the number of existing course presentations in order to meet additional identified agency training needs for existing courses? Yes No

If yes, state number of additional presentations of existing courses that will not be able to be met

3. Are you aware of any other adverse impact on Public Safety training programs at your college? Yes No

If yes, please explain:

4. Have you been required to limit or control enrollment in your courses? Yes No

If yes, please explain:

5. What has been your recent experience in enrollment trends at your college? Up Down Stable

6. Do you believe that an exemption from the ADA Cap should be pursued for statewide mandated law enforcement training programs? Yes No

Using The Attached Envelope, Please Return
By October 26, 1990 To:

Commission on Peace Officer Standards and Training
1601 Alhambra Boulevard
ATTN: Don Moura
Sacramento, CA 95816-7083

401 DIAMOND ST.
P.O. BOX 639
REDONDO BEACH, CA 90277-0639
TELEPHONE
(213) 379-2477



DEPARTMENT OF POLICE
ROGER M. MOULTON
CHIEF



COMMISSION ON POS*

SEP 24 9 28 AM '90

CITY OF REDONDO BEACH CALIFORNIA

September 17, 1990

Chairperson of P.O.S.T. Commission
1601 Alhambra Boulevard
Sacramento, CA 95816-7083

Dear Chairperson:

Although I fully recognize that the Law Enforcement Television Network (L.E.T.N.) is private enterprise, I believe that it would behoove P.O.S.T. to initiate some form of partnership agreement that would offer the wherewithal for the delivery of certain mandated California training.

The example that comes to mind is your recent bulletin (90-21) that proposes to adopt a training course for presentation of hearsay testimony by peace officers. This is a one-hour course of instruction for law enforcement officers who have less than five years of service to qualify them to testify at preliminary hearings.

The course is to be presented by satellite broadcast but very few agencies have the necessary equipment to receive the broadcast.

As a subscriber to L.E.T.N. our Department could receive this type of training, if P.O.S.T. approved, at roll call training at a considerable savings to the agency.

There may be other blocks of training that could be broadcast over L.E.T.N. after official adoption of the course content and methodology for instruction. P.O.S.T. could monitor the training and the recordkeeping by concerned agencies to ensure that standards are maintained.

Quite frankly, we are pleased with the quality of training that is being broadcast by L.E.T.N. and have observed some of the foremost experts in their respective fields of law enforcement.

I would respectfully recommend that P.O.S.T. explore the possibility of forming at least a limited partnership with L.E.T.N. to provide inexpensive training to local police agencies that subscribe to their programming for reasons set forth.

Yours for professional law enforcement,

Roger M. Moulton

Roger M. Moulton
Chief of Police

Copy: Chief Donald Burnett, President of C.P.C.A.

DEPARTMENT OF JUSTICE

JOHN K. VAN DE KAMP, Attorney General

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October 11, 1990

Roger M. Moulton, Chief of Police
City of Redondo Beach
P.O. Box 639
Redondo Beach, California 90277-0639

Dear *Roger* Chief Moulton:

Thank you for your comments with regard to POST's forthcoming broadcast on the training requirements imposed by Proposition 115, and for your suggestion that we investigate the possibility of a partnership with LETN to present our satellite training programs.

Post staff has previously had an opportunity to review the LETN program as part of a presentation made to us by LETN a little more than a year ago. Based upon a review at that time, we elected not to initiate such a partnership. As you suggest in your letter, the Commission may believe it appropriate to reconsider the matter.

The Commission has directed that all broadcast roll call training tapes be mailed on request to agencies not able to receive broadcasts or otherwise receive copies. Copies of broadcast telecourses, such as the upcoming Proposition 115 program are similarly made available to agencies and training presenters as needed. You are likely aware that the Proposition 115 course must be presented as a POST certified course where the interest is qualifying training pursuant to legal requirements.

Your letter will be reviewed by the Commission at its meeting on November 1, 1990. If you wish, you are certainly welcome to be in attendance at that meeting. The meeting will be held in Sacramento at the Radisson Hotel beginning at 10:00 a.m.

Sincerely,

Norman C. Boehm
Executive Director

CITY OF CAMPBELL

POLICE DEPARTMENT

70 NORTH FIRST STREET
CAMPBELL, CALIFORNIA 95008
(408) 866-2121

Oct 11 8 41 AM '90
COMMISSION ON POST

October 8, 1990

Norm Boehm
State of California
Department of Justice
Commission on Peace Officer
Standards and Training
1601 Alhambra Boulevard
Sacramento, CA 95816-7083

Dear Norm:

Last year, I attended the special workshop P.O.S.T. hosted in San Diego for Chiefs and Sheriff's regarding the recruitment crisis in law enforcement. The event was truly an eye-opener.

Our Department utilized the information gathered at that workshop to revitalize our recruitment efforts. I am most pleased to report that the results achieved were an unqualified success. Some of the techniques used were:

- Using employees as recruiters
- Giving incentives for recruitment
- Making personal contact with applicants prior to each test
- Using modern advertising techniques for brochures
- Shortened time frames for all processes.

The results were that we had our most successful recruitment in many years. Some of the highlights were:

- 91% of all qualified applicants reported for the written test portion
- 30% of all applicants were minorities
- 15% of all applicants were female
- The total time from applications to establishing the eligibility list was reduced to 50 days
- The eligibility list is one of the longest in many years.

Page 2
Norm Boehm
October 8, 1990

I would like to thank P.O.S.T. for their efforts to improve Police Officer recruitment efforts in California. Your findings and recommendations are right on the mark.

Sincerely,

A handwritten signature in black ink, appearing to read "James A. Cost", with a long horizontal flourish extending to the right.

James A. Cost
Chief of Police

cc: Robert Wasserman
P.O.S.T. Commissioner
boehm/jac
/clm