



Office of Independent Review

Quarterly Report First Quarter 2015

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Police Auditor**

Purpose of the Office of Independent Review

The Office of Independent Review (OIR) is responsible for ensuring that complaints about the conduct of the Fresno Police Department (FPD) are thoroughly investigated to enhance community trust. The OIR monitors ongoing investigations conducted by the FPD Internal Affairs (IA) unit and, when completed performs a comprehensive audit of the process. Each audit report will focus on evaluating the adequacy, thoroughness, quality and accuracy of the investigative report. The OIR assists in strengthening the relationship between the community and the police department by promoting greater transparency and collaboration.

By design, the OIR is independent from the FPD allowing it to work as a conduit in the community. As such, the OIR meets regularly with members from local groups to listen to the public's interest and perspective.

The OIR is scheduled to release four quarterly reports per year to increase transparency, public awareness and understanding.

Purpose of the Report

The objective of the OIR, in preparing this report is that the constituents of the City of Fresno see transparency by all parties involved in the review of complaints.

The following report is intended to show a detailed summary of all complaints submitted to the FPD during the first quarter of 2015. The OIR does not conduct its own investigation but is given full access, monitors and contributes to the existing IA investigation. Once IA has completed its investigation the file is submitted to the OIR for audit.

The first quarter report reflects all complaints made to the IA Unit of the FPD, along with the recommendations made by the OIR between the dates of 01/01/2015 – 03/31/2015. The report is reflective of complaints that are handled within the Inquiry Complaint Form (ICF) system, as well as those more serious allegations which are immediately assigned within the IA Pro system. Some complaints begin as ICFs and once that investigation is concluded, mutate to become full IA investigations. As the tables within this report reflect, some cases are still pending with the IA Unit and will be audited upon completion of IA's own examination of those cases. Also, within this report are separate tables that list pending cases in previous quarters; these tables will detail if the cases have since been audited or continue in a pending status.

Additionally, recommendations are always communicated to the FPD within the audit, regarding the case that generated the recommendation. Other, broader recommendations and/or "trends" are also communicated to the FPD as they are identified weeks prior to the OIR Quarterly Report being published. This is an effort to ensure that the FPD is aware of issues and is able to react, address or consider each item, and is done so in the most time effective manner possible. The FPD has been extremely responsive to these notifications and has offered clarifying information or language, prior to the reports being published.

Trends/Issues Identified and Relayed to the Police Department

OIS Trends

OIR would like to take the chance to note a very positive trend within the FPD regarding Officer Involved Shootings (OIS). As of the end of this first quarter, the last OIS was on October 20, 2014, which would make it over five months ago. This is remarkable as the City has averaged nearly one a month for the past number of years. OIR recognizes that this trend is a combination of good work, increased training and the willingness of FPD to focus on de-escalation as their initial approach. OIR certainly is aware that some OISs can never be prevented, but by resorting to the use of force as the last option, the officers of FPD have remained safe while avoiding incidents that could have resulted in an OIS. In any case, in a time of national news speaking about ever increasing improper uses of force, officer involved shootings and other related issues; the FPD is heading in the opposite direction.

OIS Timelines:

OIR has been actively working with several key groups in an effort to reduce the investigation time on Officer Involved Shooting (OIS) cases. In February, OIR met with the Fresno County District Attorney's office (DA) in an effort to encourage them to expedite their portion of the OIS investigative process. Due to the many organizations involved, it currently takes almost a year to complete an OIS investigation. OIR's meeting with the DA resulted in mutual involvement in tackling these elongated timelines. OIR agreed to send the DA's office the trends and recommendations from upcoming reports in an effort to keep them informed of organizational changes and updates. The DA's office agreed to examine their current procedures and protocol for OIS and in-custody death investigations. As a result, the revised protocol calls for a review of these cases as quickly as possible, with required due dates for the various tasks/steps.

OIR also met with Sheriff Margaret Mims and Undersheriff Steve Wilkins at the County Sheriff's Office; they informed us that they have advised the coroner's office to make OIS cases a priority in order to help shorten current timelines. These types of institutional changes take a great deal of time and effort to fix but OIR believes that continuing the effort to work with all the parties involved to streamline the process without losing investigative integrity will benefit the city and its constituents. Overall, OIR's goal is to decrease the time frame from one year to six months, with a follow up goal next year to reduce those timelines to a 90 day average.

Cultural Diversity Training Request:

OIR received a request regarding current cultural diversity training in PD and the following are supplemental documents used during classes/training (See Cultural Diversity Training Attachments).

Cases Involving Community Regional Medical Center (CRMC):

FPD should consider asking the City Attorney to make contact with CRMC, since this facility seems to be the place most injured, and to be arrested, parties are taken for treatment, and determine whether an agreement can be worked out to ensure that HIPPA guidelines are followed along with the FPD obtaining, and retaining, a copy of any salient recording of officers involved in police actions on their property. OIR assumes that the FPD has the technical wherewithal to blur the faces of non-involved parties, thereby assuaging the concerns of CRMC.

Perhaps a Memorandum of Understanding (MOU) can be drawn up between the FPD and CRMC to ensure that not only are privacy rights preserved but crucial evidence can be retained by the FPD that may be needed at a later date. OIR audited a case in which at least two CRMC security officers were

involved in an arrest and if the complainant were to press onward towards a lawsuit, OIR speculates that CRMC would use that tape to defend itself. Certainly some sort of an agreement can be established ensuring the same protections are extended to the officers of the FPD especially if a video recording was only captured on CRMC cameras. Lastly, it is crucial that CRMC maintain a copy of the incident, as they have assured the FPD they will, as the videotape is the best evidence of a crime and of allegations of misconduct against a police officer.

Mayor's Recommendation:

As a result of the recent arrest and allegations against Deputy Chief Foster, and at the direction of the Mayor and City Manager, OIR was charged with putting forth a number of initial recommendations that could be implemented in order to detect and prevent such actions from occurring in the future. These recommendations may expand over time as additional information as to what led to Foster's arrest becomes available. This arrest is a worst case scenario, one that has been faced by other agencies and is a tragic situation on so many levels. OIR makes no presumption about his guilt or innocence and has a great deal of trust in the American justice system. In any case, the allegations alone indicate that procedural weaknesses may exist within the department that allowed Foster's personal failure(s) to go undetected.

Resultantly, OIR has been working with the City Manager, the City Attorney's Office, the Fresno Police Department (FPD) Administration and the Internal Affairs Unit in order to put forth these initial recommendations, with the understanding that even the best policies can be avoided by someone who is incredibly motivated or determined. It is hoped that by adopting these, and other recommendations, that the FPD becomes even more secure and able to detect any illegal activity by any employee.

Based on this direction to OIR, and other factors going on throughout the nation, the following preliminary recommendations include:

1. It is recommended that over the next 60 days that the OIR conduct a comprehensive review of personnel practices and policies related to the hiring, selection and promotion of officers. This review is timely given the level of attrition and the number of vacancies, in particular within the command staff that will be occurring over the next few years.
2. It is recommended that the FPD validate the existing inspection process by instituting a department wide, independent, inspection process. FPD has been conducting ongoing series of self- inspections based on CALEA Law Enforcement guidelines; however, these guidelines do not mandate that the inspectors be from outside of the unit and/or agency. This inspection process would entail examining a single unit, from top to bottom, to check for compliance and to determine if there are better practices. The additional independent review of the existing inspections process will not only ensure that every employee is following the policy manual of the FPD, it will also identify supervisors who are not ensuring compliance. Again, it is not the intent to necessarily replace FPD's current process, but instead enhance the process by relying on an outside inspector to go through each unit with fresh eyes and a different perspective.
3. FPD officers participate in mandatory firearms qualification three times a year, for a two hour training period. Furthermore, all officers must accomplish 40 additional hours of training throughout each calendar year; these are opportunities that can be used to provide refreshed training on legal issues, as well as on policy/procedures.

Therefore, it is recommended that the FPD plan at least an hour of additional training on topics such as ethics, the obligation to report misconduct and other related items. The FPD, in conjunction with the CAO's office, can also begin to develop a syllabus for "blocks of training" that focus on items of interests such as changed laws on search and seizure and similar matters that the CAO's office can present. The use of online training systems can not only teach these topics but can track each employee's actual review of these training sessions. Much, if not all of this training, if properly put together, can be applied towards the 40 hours of in-service training each officer must complete in order to retain their police certification. This can be implemented immediately, with minimal work and cost.

4. It is recommended that the FPD examine and review Procedure 1012, which covers employees use of drugs and alcohol and consider revisions, if warranted, for adherence within the department and compliance to current state law(s) (e.g., HIPPA, POBR) while respecting privacy rights of the officers. In the interim, the department, at a minimum, should take steps to ensure that this policy is reviewed with all officers within the next 30 days.
5. CA code 3308 details the use of financial disclosure forms when it comes to police officers and currently, the FPD is within the scope of that law. However it is recommended that all employees within the FPD, who apply to become supervisors, fill out a financial disclosure form, which if legally permissible, would include all sources of income and all assets, including bank accounts and real property.
6. While the OIR acknowledges there is an open Internal Affairs investigation being conducted related to this matter, it is recommended that the FPD implement mandatory retraining on Procedure 348 which requires all employees to notify their chain-of-command about any subpoena or voluntary appearance at any court proceeding, whether in or out of town, criminal, civil, or administrative. Officers who appear or testify in court bring an implied endorsement of one of the litigants over the other. By reminding employees of this policy, police administrators can get an opinion from the City Attorney's Office (CAO) to ensure that the FPD and the City are not endorsing, or supporting, any party, via the association with the officer. In many cases, it is assumed that the CAO and police administrators will agree with the officer's appearance, but on the other hand, there will be conflicts and that employee will be asked to not appear.

Nevertheless, it is crucial that all police employees do not allow themselves to be placed into positions wherein their personal feelings can be interpreted as having a greater influence, or endorsement, of one side or the other. Obviously, employees may well simply be witnesses to a traffic accident or other routine matters, but by notifying their chain-of-command, they can remain above reproach. Although extremely rare, occasionally employees are called as defense witnesses in criminal matters. If an employee is subpoenaed or otherwise mandated to appear in a criminal matter, notification can ensure that the CAO provides representation, if needed.

7. It is recommended that the FPD consider instituting an in-depth review of all employees to ensure that the standards required upon initial hire, are still in place. Currently, the FPD performs background investigations on all new applicants; an in-depth review will once again support that employees are upholding the same standards required with they were first hired.

**OFFICE OF INDEPENDENT REVIEW
CITY OF FRESNO
QUARTERLY REPORT
FIRST QUARTER 2015
January 1, 2015 – March 31, 2015
Report Issued April**

Glossary	
Unfounded	The reported incident did not occur.
Exonerated	The employee's actions were reasonable under the circumstances.
Not Sustained	There is insufficient evidence to support a conclusion as to whether or not the employee violated policy.
Sustained	The employee's action(s) are in violation of the policy or procedure of the Police department.
AU	The case has been audited by the Office of Independent Review
AD	The Office of Independent Review has declined to review the case due to the subject; for example an interdepartmental complaint or a case where the OIR cannot add value to the investigation.
Pending	The case is still in the process of being investigated
"S"	"S" defines the Subject Officer, when there are multiple officers, the letter "S" is followed by a number (S, S1, S2).
Blue Category	Firearm Discharge
Yellow Category	Improper Use of Force
Green Category	Vehicle Accident

**The following cases were pending in the previous 2014, 1st quarter report.
The pending incidents are in the process of formal IA investigations.
Once the investigations are completed they will be sent to the OIR for review.**

IA PRO CASE NUMBER	DATE ASSIGNED	USE OF FORCE YES/NO	FPD FINDING	OIR DISPOSITION	STATUS	SUMMARY
14-0016	02/25/2014	Yes	Within Policy	Within Policy	AU	Officer Involved Shooting
14-0017	03/10/2014	Yes	Within Policy	Within Policy	AU	Officer Involved Shooting

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**The following cases were pending in the previous 2014, 2nd quarter.
The pending incidents are in the process of formal IA investigations.
Once the investigations are completed they will be sent to the OIR for review.**

IA PRO CASE NUMBER	DATE ASSIGNED	USE OF FORCE YES/NO	FPD FINDING	OIR DISPOSITION	STATUS	SUMMARY
14-0052	05/21/2014	Yes	Pending	Pending	Pending	Officer Involved Shooting
14-0058	06/19/2014	Yes	Pending	Pending	Pending	Officer Involved Shooting

**The following cases were pending in the previous 2014, 3rd quarter.
The pending incidents are in the process of formal IA investigations.
Once the investigations are completed they will be sent to the OIR for review.**

IA PRO CASE NUMBER	DATE ASSIGNED	USE OF FORCE YES/NO	FPD FINDING	OIR DISPOSITION	STATUS	SUMMARY
14-0069	07/15/14	Yes	Pending	Pending	Pending	Officer Involved Shooting
14-0076	08/20/2014	No	Not Sustained, Sustained	AD	AD	Unwelcome Solicitation, Transporting Prisoners
14-0084	09/17/2014	Yes	Pending	Pending	Pending	Officer Involved Shooting
14-0088	09/23/2014	Yes	Pending	Pending	Pending	Officer Involved Shooting

**The following cases were pending in the previous 2014, 4th quarter.
The pending incidents are in the process of formal IA investigations.
Once the investigations are completed they will be sent to the OIR for review.**

IA PRO CASE NUMBER	DATE ASSIGNED	USE OF FORCE YES/NO	FPD FINDING	OIR DISPOSITION	STATUS	SUMMARY
14-0096	10/20/2014	Yes	Pending	Pending	Pending	Officer Involved Shooting
14-0099	10/22/2014	Yes	(S, S1) Exonerated	Exonerated	AU	(S, S1) Unreasonable Force

**The following cases were pending in the previous 2014, 4th quarter.
The pending incidents are in the process of formal IA investigations.
Once the investigations are completed they will be sent to the OIR for review.**

IA PRO CASE NUMBER	DATE ASSIGNED	USE OF FORCE YES/NO	FPD FINDING	OIR DISPOSITION	STATUS	SUMMARY
14-0119	12/19/2014	No	Pending	Pending	Pending	Insubordination, Criminal Acts/Failure to Obey All Laws
14-0121	12/30/2014	No	Unfounded	AD	AD	Criminal Acts/Failure to Obey All Laws
14-0122	12/30/2014	No	Not Sustained	AD	AD	Discretion

**The following cases did have or are in the process of formal IA investigations.
Each of these cases occurred during the 2015, 1st quarter. Once the
investigation is completed it is sent to the OIR for review.**

IA PRO CASE NUMBER	DATE ASSIGNED	USE OF FORCE YES/NO	FPD FINDING	OIR DISPOSITION	STATUS	SUMMARY
15-0001	01/09/2015	Yes	Pending	Pending	Pending	Unreasonable Force
15-0002	01/12/2015	No	(S, S1) Sustained, (S, S1) Sustained	AD	AD	(S, S1) Report Preparation, (S. S1) Property/ Evidence Handling
15-0003	01/12/2015	No	Sustained	AD	AD	CLET Issues – Member Access
15-0004	01/13/2015	Yes	Exonerated	Exonerated	AU	Unreasonable Force
15-0005	01/13/2015	Yes	(S, S1, S2, S3) Unfounded	AD	AD	(S, S1, S2, S3) Professionalism/ Discourteous Treatment
15-0006	01/13/2015	Yes	Pending	Pending	Pending	(S, S1) Search/Seizure Issues, Unreasonable Force

The following cases did have or are in the process of formal IA investigations. Each of these cases occurred during the 2015, 1st quarter. Once the investigation is completed it is sent to the OIR for review.

IA PRO CASE NUMBER	DATE ASSIGNED	USE OF FORCE YES/NO	FPD FINDING	OIR DISPOSITION	STATUS	SUMMARY
15-0007	01/20/2015	Yes	Exonerated	Exonerated	AU	Unreasonable Force
15-0008	01/20/2015	Yes	Unfounded, Unfounded, Unfounded	Unfounded, Unfounded, Unfounded	AU	Unreasonable Force, Failure to Obey All Laws, Professionalism
15-0009	01/20/2015	No	Pending	AD	AD	Supervisory Responsibilities
15-0010	01/23/2015	Yes	Unfounded	Exonerated	AU	Unreasonable Force
15-0011	01/23/2015	Yes	Pending	Pending	Pending	Unreasonable Force
15-0012	01/23/2015	No	Exonerated, Unfounded	Pending	Pending	Professionalism/ Discourteous Treatment, Unreasonable Force
15-0013	02/02/2015	Yes	Pending	Pending	Pending	Unreasonable force
15-0014	02/05/2015	Yes	Pending	Pending	Pending	Unreasonable force, Prisoner's Property, Professionalism
15-0015	02/05/2015	No	Pending	AD	AD	Professionalism
15-0016	02/11/2015	No	Pending	Pending	Pending	Racial/Bias, Arrest Authority, Failure to provide info
15-0017	02/23/2015	No	Pending	Pending	Pending	(S, S1) Unreasonable Force
15-0018	02/23/2015	Yes	Pending	Pending	Pending	Unreasonable Force; Professionalism/ Discourteous Treatment
15-0019	02/24/2015	Yes	Pending	Pending	Pending	Unreasonable force
15-0020	02/24/2015	No	Pending	AD	AD	Vehicle Collisions

The following cases did have or are in the process of formal IA investigations. Each of these cases occurred during the 2015, 1st quarter. Once the investigation is completed it is sent to the OIR for review.

IA PRO CASE NUMBER	DATE ASSIGNED	USE OF FORCE YES/NO	FPD FINDING	OIR DISPOSITION	STATUS	SUMMARY
15-0021	02/26/2015	Yes	Pending	Pending	Pending	Unreasonable Force
15-0022	03/03/2015	No	Pending	AD	AD	Investigation Handling
15-0023	03/05/2015	No	Pending	AD	AD	Professionalism/ Discourteous Treatment, Social Media Issues
15-0024	03/11/2015	Yes	Pending	Pending	Pending	Unreasonable Force
15-0025	03/11/2015	Yes	Pending	Pending	Pending	Unreasonable Force
15-0026	03/16/2015	No	Pending	AD	AD	Professionalism
15-0027	03/17/2015	Yes	Within Policy	AD	AD	Officer Involved Shooting – Dog
15-0028	03/17/2015	Yes	Within Policy	AD	AD	Officer Involved Shooting - Dog
15-0029	03/18/2015	Yes	Pending	Pending	Pending	Unreasonable Force
15-0030	03/18/2015	No	Pending	AD	AD	Dept Property
15-0031	03/27/2015	No	Pending	AD	AD	Criminal Acts/ Failure to Obey All Laws

AUDIT REPORTS PERFORMED IN THE FIRST QUARTER OF 2015

C14-0016

Allegation: Office Involved Shooting

Audit Finding: Within Policy

FPD Finding: Within Policy

C14-0017

Allegation: Office Involved Shooting

Audit Finding: Within Policy

FPD Finding: Within Policy

C14-0099

Allegation: (S, S1) Unreasonable Force

Audit Finding: (S, S1) Exonerated

FPD Finding: (S, S1) Exonerated

C15-0004

Allegation: Unreasonable Force

Audit Finding: Exonerated

FPD Finding: Exonerated

C15-0007

Allegation: Unreasonable Force

Audit Finding: Exonerated

FPD Finding: Exonerated

C15-0008

Allegation: Unreasonable Force, Failure to Obey All Laws, Professionalism

Audit Finding: Unfounded, Unfounded, Unfounded

FPD Finding: Unfounded, Unfounded, Unfounded

C15-0010

Allegation: Unreasonable Force

Audit Finding: Exonerated

FPD Finding: Unfounded

**FRESNO POLICE DEPARTMENT
INTERNAL AFFAIRS BUREAU
2015
1st QUARTER**

INCIDENT TYPE - INQUIRY/COMPLAINTS

The following reports were reviewed, however it was determined they did not warrant a full IA investigation.

ICF	ICF #	COMPLETED	FINDINGS	ALLEGATIONS
ICF	15-0001	1/14/2015	RESOLVED	DISCOURTEOUS
ICF	15-0002	1/14/2015	RESOLVED	DISCOURTEOUS
ICF	15-0003	1/14/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0004	1/14/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0005	1/14/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0006	1/14/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0007	1/14/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0008	1/14/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0009	1/14/2015	UNRESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0010	1/21/2015	RESOLVED	CONDUCT UNBECOMING
ICF	15-0011	1/21/2015	RESOLVED	DISCOURTEOUS
ICF	15-0012	1/21/2015	RESOLVED	GENERAL CALL HANDLING
ICF	15-0013	1/21/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0014	1/23/2015	RESOLVED	DISCOURTEOUS
ICF	15-0015	1/23/2015	RESOLVED	PROPERTY EVIDENCE/HANDLING
ICF	15-0016	1/23/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0017	1/23/2005	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0018	1/27/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0019	1/27/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0020	1/27/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0021	2/11/2015	RESOLVED	VEHICLE OPERATIONS
ICF	15-0022	2/11/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0023	2/11/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0024	2/11/2015	RESOLVED	FAILURE TO OBEY ALL LAWS
ICF	15-0025	2/11/2015	RESOLVED	RACIAL/BIAS BASED PROFILING
ICF	15-0026	2/11/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0027	2/11/2015	RESOLVED	INVESTIGATION HANDLING
ICF	15-0028	2/11/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0029	2/11/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0030	2/11/2015	RESOLVED	GENERAL RESPONSIBILITIES
				INVESTIGATION HANDLING
ICF	15-0031	2/11/2015	RESOLVED	REPORT PREPARATION
ICF	15-0032	2/11/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0033	2/11/2015	RESOLVED	TOW/IMPOUND ISSUES

ICF	15-0034	2/11/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0035	2/11/2015	RESOLVED	INFORMATION RELEASE
ICF	15-0036	2/11/2015	RESOLVED	INVESTIGATION HANDLING
ICF	15-0037	2/11/2015	RESOLVED	GENERAL CALL HANDLING
ICF	15-0038	3/4/2015	RESOLVED	SEARCH/SEIZURE ISSUES
ICF	15-0039	3/4/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0040	3/4/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0041	3/4/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0042	3/4/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0043	3/4/2015	RESOLVED	SEARCH/SEIZURE ISSUES
ICF	15-0044	3/4/2015	RESOLVED	GENERAL CALL HANDLING
ICF	15-0045	3/4/2015	RESOLVED	GENERAL CALL HANDLING
ICF	15-0046	3/4/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0047	3/4/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0048	3/4/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0049	3/4/2015	RESOLVED	SEARCH/SEIZURE ISSUES
ICF	15-0050	3/4/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0051	3/4/2015	RESOLVED	GENERAL CALL HANDLING
ICF	15-0052	3/4/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0053	3/4/2015	RESOLVED	SEARCH/SEIZURE ISSUES
ICF	15-0054	3/4/2015	RESOLVED	FAILURE TO NOTIFY SUPERVISOR
				INVESTIGATION HANDLING
ICF	15-0055	3/4/2015	RESOLVED	GENERAL RESPONSIBILITIES
				DISCOURTEOUS
ICF	15-0056	3/4/2015	RESOLVED	REPORT PREPARATION
				GENERAL CALL HANDLING
ICF	15-0057	3/4/2015	RESOLVED	GENERAL CALL HANDLING
ICF	15-0058	3/4/2015	RESOLVED	REPORT PREPARATION
ICF	15-0059	3/4/2015	RESOLVED	DISCOURTEOUS
ICF	15-0060	3/4/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0061	3/12/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0062	3/12/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0063	3/12/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0064	3/17/2015	RESOLVED	REPORT PREPARATION
ICF	15-0065	3/17/2015	RESOLVED	DISCOURTEOUS
ICF	15-0066	3/17/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0067	3/17/2015	RESOLVED	GENERAL CALL HANDLING
ICF	15-0068	3/17/2015	RESOLVED	GENERAL CALL HANDLING
ICF	15-0069	3/17/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0070	3/17/2015	RESOLVED	KNOWLEDGE OF LAWS/POLICIES
ICF	15-0071	3/17/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0072	3/23/2015	UNRESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0073	3/23/2015	RESOLVED	DISCOURTEOUS
				DISCRIMINATION
ICF	15-0074	3/23/2015	RESOLVED	SEARCH/SEIZURE ISSUES
ICF	15-0075	3/23/2015	RESOLVED	ARREST AUTHORITY/PROCEDURES

ICF	15-0076	3/23/2015	RESOLVED	DISCOURTEOUS
ICF	15-0077	3/23/2015	RESOLVED	ARREST AUTHORITY/PROCEDURES
ICF	15-0078	3/31/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0079	3/31/2015	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0080	3/31/2015	UNRESOLVED	ARREST AUTHORITY/PROCEDURES
ICF	15-0081	3/31/2015	UNRESOLVED	INVESTIGATION HANDLING
ICF	15-0082	3/31/2015	RESOLVED	TOW/IMPOUND ISSUES
ICF	15-0083	3/31/15	RESOLVED	GENERAL RESPONSIBILITIES
ICF	15-0084	3/31/15	RESOLVED	GENERAL CALL HANDLING
ICF	15-0085	3/31/2015	RESOLVED	GENERAL CALL HANDLING
				REPORT PREPARATION

2015 QUARTERLY REPORT FOR AUDITOR

TYPE OF INCIDENT	1/1/15 TO 3/31/15	4/1/15 TO 6/30/15	7/1/15 TO 9/30/15	10/1/15 TO 12/31/15	TOTALS
ACCIDENTAL DISCHARGE	0	N/A	N/A	N/A	0
OIS - ANIMAL	2	N/A	N/A	N/A	2
OIS - PERSON	0	N/A	N/A	N/A	0
VEHICLE COLLISIONS	25	N/A	N/A	N/A	25
VEHICLE PURSUITS	22	N/A	N/A	N/A	22

Cultural Diversity Training Attachments

Quarterly Report First Quarter 2015



**Office of Independent Review
Richard Rasmussen
Police Auditor**

Expanded Course Outline

Course Objective

This course is an update to provide students with an understanding of what racial profiling is and the negative impact it can have, not only on the individual targeted, but also on the entire community. The practice of racial profiling or bias-based policing can compromise public trust. Students will learn that stereotyping of any group of people can lead to racial profiling or bias-based policing practices. Finally, students will be exposed to real-life examples designed to enhance their ability to critically analyze their own beliefs and distinguish between when race is a legitimate factor in identifying a suspect and when it is not.

1. Why Are We Here?

A. Introduction

1. Instructor
2. Student

B. Explain background of legislation and course

1. Law enforcement shall not engage in racial profiling
2. Law enforcement will participate in racial profiling training

2. Racial Profiling Defined

A. How it all started

1. Racial profiling began in 1942 with all people of Japanese ancestry were ordered to relocation camps.

3. Clarifying The Controversies About The Issues

A. Discussion of past cases in regards to stereotyping

1. You can still do your job effectively
 - a. Profiling behavior is more effective the profiling race

2. Racial profiling and racism are not the same
 - a. Racism is hate-motivated
 - b. Racial profiling occurs when race is used as a predictor of criminality
3. Members of all racial groups commit crimes
 - a. Actions of some should not cast aspersions on all
4. You cannot assume all members of a particular group commit a specific crime even if members of that group are associated with that crime
 - a. Terrorism is not just committed by Middle Easterners
 - b. Two white males committed the Oklahoma City Bombings
 - c. Two middle class white males committed the Columbine massacre
 - d. An Asian college student committed the murders at Virginia Tech

4. Legal Considerations

- A. Discuss case law
 1. Whren v United States
 - a. Creates powerful discretion on the part of officers to make pretext stops
- B. Watch California POST Training Network Video portion on Whren Decision

5. Scenarios

- A. Group exercise involving stereotypes
 1. Display images of certain vehicle models and have students relay what the race of each driver would be
- B. Lawfully applying your discretion

1. Law enforcement officers may only consider factors such as race, ethnicity, religion, national origin, sexual orientation, gender, or lifestyle when they are a reported descriptor which links a specific person or persons to a particular unlawful incident

C. Scenario 1.

- It's 0345hrs on a Wednesday, you are working Northeast mid's assigned to Adam sector. You observe a 1995 Honda Civic traveling N/B on Cedar from Shepherd. There are no other vehicles in the roadway. The vehicle is occupied by four Asian males. You decide to make a U-turn and follow the vehicle. You do not observe any mechanical violations on the vehicle.
- You follow the vehicle for approximately 7-8 minutes. The driver does not commit any vehicle code violations but appears to be driving aimlessly
- You decide the occupants of this vehicle have no business being in the area and conduct an investigative stop. You discover the driver has an outstanding warrant and place him under arrest. You conduct an inventory search of the car and locate a loaded firearm and narcotics packaged for sales.
- Is this a good stop?
 - a. Violation of 4th / 14th amendment....
 - b. Reasonable suspicion or probable cause
 - c. Individualized suspicion cannot be based on race unless race was provided as a specific descriptor
- What other factors could come into play?
- The Whren Decision....vehicle violation observed prior to stop.
- Crime pattern....does the vehicle/occupants match descriptions provided by victims in the area? Reasonable Suspicion: For an investigative stop or detention to be valid, you must have "reasonable suspicion" that: (1) criminal activity may be afoot and (2) the person you are about to detain is connected with that possible criminal activity. (Wardlow (2000) 528 U.S. 119; Ornelas (1996) 517 U.S. 690, 695-696; Sokolow (1989) 490 U.S. 1, 7-8; Bennett (1998) 17 Cal.4th 373, 386.)
- Crimeview or Area Detectives....

6. Daily Crime Bulletin(D.C.B.) or B.O.L.O.

A. Except when an officer is trying to determine whether an individual matches the physical description in a B.O.L.O. ("Be On the Lookout"), or is pursuing specific leads in an ongoing criminal investigation, a police officer may not consider a person's race or ethnicity as a factor in deciding whether that person may be involved in criminal activity, or in

deciding how to treat that person. Unless an officer is responding to a suspect-specific or investigation-specific B.O.L.O. situation, a person's race or ethnicity may play **no part** in the exercise of police discretion.

7. Statistical Data Collection

A. Display data collected by the Fresno Police Department

Fresno Police Department

Character and Communications

1. Introduction
 - a. Brief explanation of the purpose of the class and what lead up to it
 - i. Character-related complaints
 - ii. A general change in the way we handle and talk to citizens
 - b. Not to “teach” ethics or character, but create an awareness and refresh officers on basic character and communications related issues
 - i. Surface areas of concern and discuss
 - ii. Acknowledge differences in basic ethics-related circumstances
2. Historical perspective
 - a. Review times in the past when major law enforcement incidents dominated the news
 - i. 1940’s and 50’s
 - ii. 1977 – Chief Britton
 - iii. 2000 – Chief Winchester
 - b. These incidents erode public trust
 - i. Daily news stories tend to influence people’s opinion
 - ii. Public trust is essential for law enforcement to be effective
3. The Badge
 - a. What does the badge mean to you?
 - i. Honor
 - ii. Respect
 - iii. Dignity, etc
 - b. Personal reflection
 - i. Why did you get in to police work?
 - ii. Do our daily actions reflect our motivations for doing this job?
 - iii. Do we commonly (or hear others) complain about non-essential things?
4. Basic ethical principles
 - a. “Are you ethical?”
 - i. Self delusion
 - ii. Rationalization
 - b. “Doctrine of Relative Filth”
 - i. I’m okay as long as others are worse
 - ii. This is an easy trap to fall in to
5. Risk management
 - a. City leaders have a genuine interest in our ethics and character
 - i. Our conduct can greatly affect the “health” of the organization
 1. liability
 2. settlements

- b. Law of big numbers
 - i. How many people in the organization have the ability to make a decision that could affect the credibility or public image of YOUR agency?
 - ii. Risk factor – poor decision making
- 6. Characteristics of a good and responsible police officer
 - a. Students provide their expectations of what this consists of
 - b. Are these expectations too high?
 - c. Are these the characteristics that we display on the job each day?
- 7. Personal ethics and character questions
 - a. Anonymous questionnaire regarding personal ethical questions and review of answers in a large group
 - i. Discussion of how our personal ethics and values influence our professional lives
 - ii. If there are distinct differences in our personal ethics, might that make agreement on professional ethical issues difficult?
- 8. Ethics and character discussions
 - a. What does the community expect from its police department
 - i. Student responses via small group process
 - ii. Validation of those responses through large group discussion
 - b. Define “public servant”
 - i. Student responses via small group process
 - ii. Validation of those responses through large group discussion
 - c. Do generational issues have anything to do with character and communication issues?
 - i. Student responses via small group process
 - ii. Validation of those responses through large group discussion
 - d. What gets law enforcement officers in trouble? What are reasons these things occur?
 - i. Student responses via small group process
 - ii. Validation of those responses through large group discussion
- 9. Law enforcement code of ethics
 - a. Most important document that guides our daily conduct
 - i. What does it say?
 - ii. Many people do not know what it says
 - iii. Review IACP Law Enforcement Code of Ethics
 - b. Students collaborate to write their own “code of conduct” for the department
 - i. Code is more meaningful when written by the people following it
 - ii. Student-produced codes submitted to Chief for consideration in becoming an official department document
- 10. Communications issues
 - a. Florida “complaint form” news video
 - i. Identify issues related to how citizens were treated
 - ii. Identify ways the officers could have better handled the situations
 - b. How do we communicate?

- i. Only 7% verbal
 - ii. 93% non-verbal
 - 1. 38% body language
 - 2. 55% vocal tone
- c. Taking the "time" to communicate
 - i. A brief minute of your time could make a huge impression on children or other citizens
 - ii. We sometimes disregard these brief opportunities that will enhance our image and trust in the community
- d. "Man on the Street" video – 3 segments
 - i. Segment #1 – What does the typical citizen think about the Fresno Police Department?
 - 1. how can we fix this?
 - 2. discussion about what the negative comments were and ways to improve
 - ii. Segment #2 – Citizens suggestions for improvement
 - 1. how do the citizens suggestions compare to ours?
 - 2. discuss ways we can be more friendly, approachable, etc.
 - iii. Segment #3 – Citizens overall appreciation for the police department
 - 1. although improvements can be made, generally citizens support us and praise the job we are doing
 - 2. stress that this is the image we should constantly strive for
 - 3. conscious thought should be given to our public image and the ways we communicate with the public

7/7/2009

Fresno County
Crisis Intervention Training (24-hour)
Expanded P.O.S.T. Outline

- I. Introduction
 - A. Opening Comments
 - B. Pretest
 - C. Orientation

- II. Mental Health System Overview
 - A. Expresses mental health system support of the CIT program
 - B. Gives background of changes in the mental health system, and how those changes affect law enforcement, creating a need for the CIT program/training
 - C. Describes the interagency meeting (when officers use the CIT contact cards), information on contacts they are having with individuals in crisis are brought to the attention of mental health regularly

- III. Overview of Course
 - A. Objectives
 - i. Increase ability of officer to recognize an individual with mental illness
 - ii. Increase empathy of officer for the individual with mental illness
 - iii. Provide additional techniques for de-escalating a tense situation (e.g., non-physical interventions) and increase proficiency in non-violent crisis intervention techniques.
 - iv. Decrease officer anxiety in dealing with the individual with mental illness
 - v. Increase basic knowledge and understanding of various presentation of mental illness (as well as with the Developmentally Disabled, persons with Traumatic Brain Injury, and Alzheimer's Disease or Dementia)
 - vi. Increase understanding of how a person with mental illness will respond to different approaches
 - vii. Increase ability to recognize "dual diagnosis" situations
 - viii. Increase knowledge of available community resources regarding dealing with a person with mental illness
 - ix. Case management considerations and options
 - B. Class Introductions
 - i. Individuals interview one another and share with the rest of the class.
 - ii. Find out the amount of years in law enforcement, the amount of additional training in mental illness, and the attendees expectations of the course.

- IV. Major Mental Disorders: Mood Disorders
 - A. Types
 - B. Descriptions
 - C. Behaviors
 - D. Case Reviews
 - E. Addictive Components
 - F. Medications

- G. Treatment
- H. Resources
- I. Q & A

- V. Psychotic Disorders (Schizophrenia, Schizoaffective, Psychotic Disorders NOS)
 - A. Definitions
 - B. Causes
 - C. Prevalence
 - D. Symptoms
 - i. Delusions
 - ii. Hallucinations
 - iii. Disorganized Speech
 - iv. Grossly Disorganized or Catatonic Behavior
 - v. Negative Symptoms
 - 1. Depression
 - 2. Avolition
 - E. Behaviors
 - i. Compare and contrast with other illnesses
 - ii. Changes in ability to function
 - F. Course of Illness
 - G. Treatments
 - i. Medications
 - ii. Mental Health Support
 - H. Relapse Prevention
 - I. Evaluation for 5150
 - J. Effective Communication Strategies
 - K. Resources
 - L. Dual Diagnosis Issues

- VI. Personality Disorders
 - A. Overview
 - i. Etiology
 - ii. Epidemiology
 - iii. Historical Perspective
 - B. Description of Types
 - i. Borderline
 - ii. Narcissistic
 - iii. Histrionic
 - iv. Antisocial
 - C. Suicide Potential
 - i. Identification of Risk Factors
 - ii. Response
 - D. Treatment
 - i. Psychopharmacological
 - ii. Therapy
 - E. Crisis Situations

- i. Response Strategies
- ii. Communication Techniques

VII. Suicide by Cop

- A. Definitions
- B. Statistics
 - i. Descendant demographic
 - ii. Weapons
- C. Common Reasons
 - i. Causes/origins
 - ii. Outcomes
- D. Incident Dynamics
 - i. Lack of prior suicidal intent (fleeing felon)
 - ii. Presence of prior suicidal intent without imminent plan
 - iii. Presence of prior suicidal intent with SBC plan
 - 1. Willy Sutton's story
 - 2. Cop haters
- E. Statements
- F. Hollywood Incident – Compare and Contrast
- G. Officer Safety
- H. Psychological Autopsy
 - i. Current Research
 - ii. Litigation

VIII. Suicide Intervention

- A. Causes
 - i. Stress
 - ii. Depression
 - iii. Divorce
 - iv. Child Custody Problems
 - v. Life Problems
 - vi. Age
 - vii. Debt
 - viii. Health Problems
 - ix. Not Going Back to Jail
 - x. Loss of a Love
 - xi. Cultural Components
- B. Statistics
- C. Feeling States
 - i. Examples of Common Types
 - ii. Gaining Trust
- D. Class Gives Examples from their Experience
- E. List of Examples of Typical Statements
- F. Theory Today is to Ask Directly
 - i. Plan, Means, Intent
- G. Ways People Commit Suicide

- H. Making an Assessment
 - I. Cultural Factors
 - J. Role-play – Space/Anxiety
 - K. Communication
 - i. Awareness
 - ii. Non-Verbals
 - K. How the Caretakers Care for Themselves
- IX. Writing Better 5150s
- A. Overview of Lanterman-Petris-Short Act
 - B. Overview of Legal Process involving Mentally Ill Consumers
 - C. Purpose of the 72 Hour Hold
 - i. Public protection
 - ii. Protection of individual
 - iii. Provide for immediate stabilization at a local EPS
 - D. Elements of 5150 W&I
 - i. Danger to self
 - ii. Danger to others
 - iii. Grave disability
 - E. Definition of "Danger to Self"
 - F. Definition of "Danger to Others"
 - G. Definition of "Grave Disability"
 - H. How the Involuntary Process Works
 - i. Temporary involuntary commitment to emergency psych facility
 - ii. Intended for stabilization and determination of follow-up treatment options only
 - I. How to Get the Best Results From Your 72 Hour Hold
 - i. Write a good report – bring the street to the clinic
 - ii. Accurately describe behaviors – not your diagnosis
 - iii. Include comprehensive overview of problem including background history
 - J. How to Complete the MH302 Form as a Legal Instrument
 - K. Overview of 8102 W&I
 - i. Impact on 4th Amendment search & seizure issues
 - L. Q&A
- X. Traumatic Brain Injury
- A. Definition
 - B. Prevalence
 - C. Statistics
 - D. Typical Problems/Associated Changes
 - i. Speech
 - ii. Memory
 - iii. Muscular Control
 - iv. Reasoning
 - v. Thinking
 - vi. Socially Appropriate Behavior

- vii. Confabulation
 - E. Management Issues
 - F. Video “Another Kind of Valor”
 - G. Effective Communication Strategies
 - H. Resources
 - I. Caretaker Stress
 - J. Q & A
- XI. Alzheimer’s Disease
 - A. Overview
 - i. Introduction to the Alzheimer’s Association.
 - B. Alzheimer’s Disease Facts
 - i. Prevalence of the illness
 - ii. 4th leading cause of death among the elderly
 - iii. No cure – cause unknown
 - iv. Research being done
 - v. Not just limited to the elderly
 - vi. Effects on caregivers
 - C. Definitions
 - i. Alzheimer’s Disease versus Dementia
 - ii. Alzheimer’s Disease versus Mental Illness
 - D. Physical Changes in Brain
 - i. Changes in Personality
 - ii. Changes in Memory
 - iii. Early/Middle/Late Stages
 - E. Behaviors Associated with Memory Impairments
 - i. Wandering
 - ii. Aggression
 - iii. Confusion
 - iv. Depression
 - F. Effective Communication Strategies
 - i. Don’t Challenge
 - ii. Build Rapport
 - iii. Slow down
 - G. Services Available
 - i. Support Groups
 - ii. Safe Return
 - iii. Educational Programs
 - iv. Respite Care
 - v. Lending Library
 - vi. Help line
 - vii. Home Visits
 - F. Q & A
- XII. Panel Presentation
 - A. NAMI members

- B. Describe experiences with their family
 - i. Describe personal experiences, and experiences member, illustrate what happened with police involvement (what they liked, and what they'd change)
- XIII. Mental Health Consumers with law enforcement (what they liked, and what they'd change)
- XIV. Active Listening
 - A. Introduction
 - i. Effective qualities of a CIT officer
 - ii. Active Listening
 - iii. Tactical Communications
 - iv. Tips for communicating with the mentally ill
 - B. Respectful and Accepting
 - i. A person has a right to their thoughts and feelings
 - ii. Remembering what a person "does" is not who he/she is
 - iii. Being clear of the person's present situation, race, religion, etc
 - C. Professionally Detached
 - D. Empathetic
 - E. Role Playing
 - i. Class is formed into triads to practice techniques
 - ii. Active Listening: paraphrasing
 - F. Tactical Communications
 - i. Use the person's name
 - ii. Speak plainly
 - iii. Speak slowly and repeat as often as necessary
 - iv. Listen for key themes
 - v. Move slowly and explain and/or verbally preface movement
 - vi. Be active, but take as much time as necessary
 - G. Non-Verbal Communications
 - i. Kinesics
 - ii. Para-verbals
- XV. Developmental Disabilities
 - A. Definition of terms
 - i. Appearance
 - ii. Communication
 - iii. Behavior
 - iv. Response
 - B. Prevalence
 - C. Contrasts DD system with that of mental illness (MI) system-of-care
 - D. Personal story and illustration of behaviors
 - E. Causes
 - F. Contrast mental retardation with MI
 - G. Specifics on Cerebral Palsy given

- H. Autism contrasted with ADD/ADHD
- I. "People first" language in communication stressed

XIV. Threat Assessment For Law Enforcement

- A. Overview of High Profile Incidents
- B. Call Volume Involving Mentally Ill
 - i. Repeat offenders
 - ii. Service drain on system
 - iii. Incarceration vs. involuntary commitment
- C. Early Identification and Intervention
 - i. Contact may be criminal or non-criminal
 - ii. Tracking of contacts
 - iii. Review behavior history to develop threat profile
 - iv. Preplan tactical considerations for future contacts
 - v. Establish trust relationship
- D. Develop Call Intake Triage System
 - i. Dispatchers CIT trained to identify behavioral cues
 - ii. Formal response policy

XV. Post Traumatic Stress Disorder

- A. Nature of PTSD
 - i. Characteristics Symptoms
 - ii. Causes of PTSD
- B. Treatment of PTSD
 - i. Medications
 - ii. Psychotherapies
- C. Other Considerations
 - i. Risk to Emergency Response Personnel
 - ii. Crime Victims and PTSD
- D. Guest Speaker.....Local Law Enforcement, TBA
 - i. Personal Story
 - ii. Support and Lack Thereof
 - iii. The Power of Communication
 - iv. How to Help
 - v. What Not to Say

XVIII. Crisis Communications

- A. Course Goal
 - i. To provide verbal and non-verbal skills in dealing with persons in crisis
 - ii. To improve your ability to generate cooperation
- B. Mentally Ill people exhibiting signs of bipolar, schizophrenia, or psychosis
- C. Difficult/Hostile behavior
 - i. Aggressive
 - ii. Non-responsive
 - iii. Abusive
 - iv. Anger

- v. Intimidating
 - vi. Crying
 - vii. No emotion
 - viii. Constant movement
 - ix. Talking to self
 - D. Interacting with behaviorally impaired
 - i. Bipolar
 - ii. Manic Phase
 - iii. Schizophrenia
 - iv. Traumatic Brain injured persons
- XIX. Cultural Issues / Substance Induced Psychosis
- A. Introduction to Cultural Understanding
 - i. Many have histories of violence and trauma
 - ii. Varied attitudes toward police and government officials
 - iii. Response to your presence could be misunderstood
 - i. Tune in to Observed Factors
 - i. Accent
 - ii. Skin color (to assist in determining origin of culture)
 - iii. Body language
 - iv. Eye contact (or lack)
 - v. Facial expressions (e.g. smiles mean one thing here and another in asia)
 - vi. Lack of or too much verbal response (look for ESL indicators)
 - vii. Be patient with language difficulties
 - B. Tune in to Cultural Factors
 - i. Be sensitive to historical interpretations related to racial differences
 - ii. Understand their culture may view your race as an enemy or one to be feared
 - C. How They Respond
 - i. Cultural adaptation to dealings with armed authorities
 - ii. May say little
 - iii. May be stubborn or resistive
 - iv. May try to negotiate
 - D. Use of Force Considerations
 - i. Excessive force can result in injury to you and/or them
 - ii. Amplified negative perception of law enforcement by the ethnic community
 - iii. Discipline and/or legal action against officer
 - E. What Not To Do
 - i. Speak rapidly or with frustration
 - ii. Use condescending tone
 - iii. Insult or humiliate because of accent or limited English skills
 - iv. Demand eye contact
 - v. Make derogatory references such as "you people"
 - vi. Make racially derogative comments "we don't do that in America"

- F. Things To Do
 - i. Speak directly and calmly
 - ii. Be aware of their fear, embarrassment and /or confusion (especially if mentally ill)
- G. Case Study – SJPD incident involving Balkan smoker

XX. Multi Disciplinary Team, Mental Health Court

- A. Introduction to Purpose
- B. How It Works
- C. Types of Cases Presented
- D. How Local Law Enforcement Can Assume A Greater Role

XX. Case Management For CIT Officers

- A. Introduction
- B. Comparison to Investigations Case Management
- C. Focus on Proactive Over Reactive
- D. Early Identification of Consumers
 - i. CIT Contact Cards
 - ii. RMS review of prior contacts
 - iii. Assign to CIT officer for follow up
- E. Field Management of Criminal Matters
 - i. Evaluate criminal behavior and mental health involvement
 - ii. Prepare criminal case and include psychological factors
 - iii. Suggest consideration for adjudication in Mental Health Court
 - iv. Liaison with MDT, DDA, PD and MH Court as necessary to gain desired resolution
- F. Field Management of Non-Criminal Matters
 - i. Evaluate behavior and mental health involvement
 - ii. Prepare detailed case management file for beat follow up
 - iii. Partner with resources to identify and provide needed treatment options
 - iv. Become part of the support group – keep in touch and provide assistance

XXII. Crisis Intervention

- A. Psychological & Physiological Response to Crisis
 - i. Definition of Crisis
 - ii. Characteristics of Crisis
 - iii. Stages of Crisis
- B. Verbal/non-verbal Intervention
 - i. Rapid Access
 - ii. Precipitating Stress
 - iii. Support
 - iv. Learning
 - v. Active Approach
 - vi. Focus

- C. Communication Techniques
 - i. Qualities of a CIT Officer
 - ii. Facilitative Listening
 - iii. Things to Assume and to Avoid
 - iv. Limit Setting
 - v. Nonverbal Behaviors
 - vi. Pre-Death Behaviors
 - vii. Effective Communication Strategies

XXIII. Managing Police Stress

- A. Introduction and Awareness
- B. CISD Resolution Process
- C. Continuing Occupational Stress
- D. Cumulative Stress
- E. Delayed Response Stress
- F. Acute Stress
- G. Traumatic Stress – Fear and Anger
- H. Options For Surviving Your Career
 - i. Peer support
 - ii. EAP

XXIV. Case Studies

- A. Four Scenarios are presented, group discussion and Q&A related to precursors, event dynamics, and psychological autopsies / subject interviews
 - i. Serious Mental Illness Portrayed
 - ii. Depression/Suicide
 - iii. Domestic Situation
 - iv. Distraught with a weapon

XXV. Evaluations and Testing

- A. POST Evaluations filled out
- B. Post-test administered

XXVI. Graduation

- A. Opening remarks and Introduction of dignitaries
- B. Presentation of CIT Certificates and pins

Diversity in 3D:
Defining, Discovering, and
Directing diversity in today's
workplace

Agenda

- How do we define diversity?
- Why do we need diversity training?
- Racial diversity
- Age diversity
- Gender diversity
- Moving from tolerance to appreciation

Diversity in 3D

- Large Group Discussion: How do *you* define diversity?

Diversity in 3D

- Why do we need diversity training?
 - To be aware of protected classes
 - Race, Color, Ancestry, National Origin
 - Religion
 - Physical Disability, Mental Disability
 - Medical Condition
 - Marital Status
 - Sex (includes pregnancy)
 - Age
 - Sexual Orientation
 - Veterans Status
 - Transgender

Diversity in 3D

- To be aware of what discrimination is
- Conduct towards an employee because he/she *belongs* to a protected group
- Conduct towards an employee because it is *perceived* that the employee belongs to a protected group
- Conduct towards an employee because the employee *associates* with others who belong to a protected group
- What kind of conduct are we referring to? Actions such as:
 - Refusing to hire...
 - Refusing to select an employee for a training program leading to employment...
 - or discriminating in compensation or terms, condition or privileges of employment...

Diversity in 3D

- To be aware of what harassment is:
 - unwanted behavior...be it verbal, visual or physical...that is directed at or related to an employee because he/she belongs to a protected class
 - Verbal
 - Visual
 - Physical

Diversity in 3D

- Verbal Harassment
 - Jokes
 - Teasing
 - Racial slurs
 - Personal questions, comments
 - Phone calls

Diversity in 3D

- Visual Harassment
 - Emails
 - Posters, cartoons, calendars
 - Physical gestures
 - Staring/leering
 - Sexual conduct between employees at work

Diversity in 3D

- Physical Harassment
 - Touching (massages, hugs)
 - Physical intimidation
 - Blocking movement
 - Stalking
 - Sexual assault

Diversity in 3D

- Sexual Harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.
- Two types:
 - Quid pro quo
 - Hostile work environment

Diversity in 3D

- Supervisors can commit quid pro quo ("this for that"). It can be explicit or implicit:
 - Submission is made a condition of employment
 - It is used as a basis for decisions

Diversity in 3D

• Sexual Harassment:

Any level of employee can create a hostile work environment. What type of behaviors/actions could create a hostile work environment?

- Verbal or written: Comments about clothing, personal behavior, or a person's body; sexual or sex-based jokes; requesting sexual favors or repeatedly asking a person out; sexual innuendoes; telling rumors about a person's personal or sexual life; threatening a person
- Visual: Posters, drawings, pictures, screensavers or emails of a sexual nature; looking up and down a person's body; derogatory gestures or facial expressions of a sexual nature
- Physical: Assault; impeding or blocking movement; inappropriate touching of a person or a person's clothing; kissing, hugging, patting, stroking; following a person

Diversity in 3D

- To be aware of laws/policies and regulatory agencies that protect employees against harassment and discrimination
- Federal: Title VII of the Civil Rights Act of 1964—*Equal Employment Opportunity Commission (EEOC)*
- State: California's Fair Employment and Housing Act (FEHA)—*Department of Fair Employment and Housing (DFEH)*
- City of Fresno: Administrative Order 2-16: Discrimination and Harassment Policy and Complaint Procedure

Diversity in 3D

- To identify and respond to social change within our organization
- To increase an understanding of our self and others
- To build better teams and working relationships
- Others?

Diversity in 3D

- Racial diversity
 - We are a diverse workplace here in the United States. What follows are the percentages of individuals over the age of 20 who are employed:
 - White population: 59.3%
 - Asian population: 59.1% (data not provided by gender)
 - African-American population: 53.3%
(Bureau of Labor Statistics, 2011)

Diversity in 3D

- Age diversity
 - Traditionalist (1900 – 1945)
 - Baby Boomer (1946 – 1964)
 - Generation X (1965 – 1978)
 - Generation Y (1979 – Present)
- These generations often differ greatly in terms of factors such as work ethic, interaction with workplace authority figures, and approach toward workplace group interactions

Diversity in 3D

- Traditionalist (1900 – 1945)
 - 67 years +
 - Oldest generation in the workforce today
 - Approximately 16.7% of the Traditionalist generation is employed today
 - Their personal history includes WWI, the Great Depression, and WWII
 - Their work ethic tends to focus upon dedication and loyalty to an organization, an unquestioned respect for authority, and a belief that seniority is defined by age/length of time with an organization

Diversity in 3D

- Baby Boomer (1946 – 1964)
 - 48-66 years of age
 - Approximately 68.2% of the Baby Boomer generation is employed today
 - Their personal history includes the post WWII economical boom, the Korean War, and Civil Rights movements
 - Their work ethic tends to focus upon a belief that anything is possible and that they can make a difference and they are often referred to as "workaholics" to the point that their family life suffers

Diversity in 3D

- Generation X (1965 – 1978)
 - 34-47 years of age
 - Approximately 76.5% of the Generation X generation is employed today
 - Their personal history includes the Vietnam War, Watergate, the Iran Hostage situation, the Cold War, and high rates of divorce/unemployment rates/inflation
 - Their work ethic tends to focus upon a skepticism of authority and a loyalty to individuals vs organizations

Diversity in 3D

- Generation Y (1979 – Present)
 - 33 years of age and under
 - Approximately 74.8% of the Generation Y generation is employed today
 - Their personal history includes the Space Shuttle Challenge disaster, being reared by "helicopter" parents and being praised regardless of actual performance, the fall of the .coms, and the extreme transformation that technology has caused in our lives
 - Their work ethic tends to focus upon a demand for technology, the ability to multi-task; and for some, a sense of pre-mature job entitlement

Diversity in 3D

- Gender diversity
 - Approximately 63.9% of the male population is employed today
 - Approximately 53.2% of the female population is employed today

Diversity in 3D

- Moving from tolerance to appreciation
 - How do we better understand, interact, and come/continue to appreciate co-workers of different:
 - Races?
 - Generations?
 - Genders?

- How do we better understand, interact, and come/continue to appreciate co-workers of a different *race*?
- Management needs to lead by example and teach how miscommunication between employees can lead to discrimination/harassment complaints. It may also be effective to have employees with various backgrounds share their perspective about perceptions concerning cultural differences.
- Create work groups with a racially diverse group so that employees can the value in their co-workers and work together to achieve a common goal.
- Create events that showcase facets of a race's culture.
- Promote minorities from all areas when they've earned the spot.
- Your other thoughts/ideas?

•How do we better understand, interact, and come/continue to appreciate co-workers of a different *generation*?

	Traditionalists	Baby Boomers	Generation X	Generation Y
Values	<ul style="list-style-type: none"> • Self-reliance • Individualism • Responsibility 	<ul style="list-style-type: none"> • Teamwork • Empowerment 	<ul style="list-style-type: none"> • Informal • Skeptical 	<ul style="list-style-type: none"> • Fun • Social • Confident
Family	<ul style="list-style-type: none"> • Traditional nuclear 	<ul style="list-style-type: none"> • Dissolving 	<ul style="list-style-type: none"> •Latch-key 	<ul style="list-style-type: none"> • Blended families
Education	<ul style="list-style-type: none"> • A dream, it was deferred 	<ul style="list-style-type: none"> • Entitled to it 	<ul style="list-style-type: none"> • They're going to college anyway 	<ul style="list-style-type: none"> • They're going to college anyway
Media Communication	<ul style="list-style-type: none"> • Rotary phones • Letters • Face to face 	<ul style="list-style-type: none"> • Touch-tone phones • Available 24/7 for work issues 	<ul style="list-style-type: none"> • Cell phones • Call me at work for work issues 	<ul style="list-style-type: none"> • Internet • Text, emails, IM, etc

•How do one or more of these facets above come into play within the workplace?

	Traditionalists	Baby Boomers	Generation X	Generation Y
Approach toward Money	• Save it • Pay cash	• Buy now but pay later	• Save it • Cautious to spend	• It is there to spend
Work Ethic	• Duty before fun • Sacrifice • Follow the rules	• Workaholic • Question authority • Personal fulfillment	• Structure and direction-oriented • Get the task done	• Multi-tasking • Quick approval • What do I do next?
Time/Task View	• A duty	• Punctual	• Challenged • A reward	• Fulfillment • A means to an end
Leadership Style	• Top-down, centralized	• Command	• Ask why • Challenge authority	• Let me be the leader • Inspire me

•How do one or more of these facets above come into play within the workplace?

	Traditionalists	Baby Boomers	Generation X	Generation Y
Interaction Style	• Indirectness	• Like to help • Teamwork	• Pragmatic	• Participative
Communication Preference	• Memo/letter • Short/quick	• Face to face	• Immediate • Direct	• Email, text, instant, and IM
Conflict and Dispute	• Satisfaction at a job with none	• Menor roles	• Freedom is the best reward • I like to believe you feel the same I do	• Immediate gratification • Great work/life balance
Motivation Key	• Respecting my level of knowledge	• Valuing me	• Loving the rules • Let me do it the way I think best	• Let me interact with creative people
Work/Life Balance	• They do not care	• Work is life	• Balance	• Balance

•How do one or more of these facets above come into play within the workplace?

• How do we better understand, interact, and come/continue to appreciate co-workers of a different gender?

- Encourage male and female coworkers to communicate with one another. Men need to realize that women tend to talk out their ideas and problems whereas women need to realize that men may vent their frustration and anger and that it is not directed at the women.
- Encourage employees to realize how gender differences allow for further perspectives to be brought to the table.
- Ensure that women are not overlooked for management opportunities because they have taken time off from their careers to raise a family.

- How do we better understand, interact, and come/continue to appreciate co-workers of a different gender?
- Watch out for a "good ol' boys" mindset.
- Mentor employees, especially for positions not typically filled by males or females.
- Other thoughts/ideas?

Questions/Comments?

- Melany Felton, Training Manager, 621-6934

The Greater Fresno Services Center

5812 West Magill Avenue

Fresno, California 93722

Phone (559) 457-9589 / E-Mail Godschild060245@Hol.Com

Race Relation Sensitivity Seminar/Workshop

Our organization has a very diverse board of directors. We are diverse in the areas of Gender, Race, Age, and Spiritual persuasion. Our goal is to serve the greater Fresno area residents with a holistic array of services. These services include offering individual professional development in the areas of Gender equity and Race relations.

What is Offered

- I. Engagement of 10 participants in 8 hours of interactive activities
(A separate 8 hour setting for every 10 participants)
- II. One year window allowed for follow-up questions and answers.
- III. Participants will be allowed to audit future new hire workshops (based on space availability)
- IV. State of the art/cutting edge curriculum content based on the city of Seattle, WA. Race Relation Initiative.

Outcomes

- * ***Participants will become aware of their own self bias regarding race.***
- * ***Participants will know how they are viewed by various ethnic groups.***
- * ***Participants will respond more positively toward all residents.***
- * ***Participants will increase their appreciation for all ethnic groups.***
- * ***Increased community appreciation and respect for participants***
- * ***By participants sharing their experiences, communities become healthier in the area of race relations.***

The Greater Fresno Services Center

Race: the Power of an Illusion 4 Hour Training – Facilitators’ Outline

Time	Activity	Description
8:00-8:20 am	OPENING – Welcome Reviews Announcements	<p>“Welcome to the facilitated discussion of the three part PBS series <u>Race: The Power of an Illusion</u>.</p> <p><u>Announcements</u></p> <ul style="list-style-type: none"> • The handout materials are yours to keep. • Please silence all cell phones, blackberries, etc. • Please know that the material can be emotionally challenging. We have provided what we hope will be helpful structure and ample breaks through the training. • Restrooms locations • There will be two breaks and a lunch hour.
	Purpose/Objectives of the Training	<p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Examining beliefs about race, advantage & justice and how these issues impact organizations/institutions • Promoting and understanding of the term “institutional racism” and how it differs from individual racism • Gaining awareness of historical cases of institutional racism • Beginning to recognize examples of institutional racism within your organization/institution’s policies, practices & procedures and to begin to explore solutions together
	Intro Ground Rules	<p>The <u>Race: The Power of an Illusion</u> series has proven to be an eye opening discussion tool to achieve these objectives. As we examine our current way of doing business it is valuable to understand how the U.S. race history has shaped our perceptions and practices and how related beliefs are challenged by information, as well as current science, in which we tend to be unaware.</p> <p>Before we begin we want to establish some ground rules. On the front page of your packet you will also find a list of Ground Rules that will apply all day – let’s read them together.</p>
	Note Pages	Attached to the Ground Rules are note pages for each episode. The <u>Race: The Power of an Illusion</u> is a powerful series. It may challenge some of the things you have learned about race and it may bring up some feelings about these issues. Please feel free to use the provided note pages as a space for reflection about your experience of the series.
	Introductions:	Let’s begin with introductions. Please share your name, what you do for the organization/institution, and you primary racial identity(ties).
8:20-8:30 am	<p><i>Episode One:</i> “The Difference Between Us” Transition to the episode</p> <p>Set Up for viewing the episode</p>	<p>Episode One of <u>Race: The Power of an Illusion</u> (RPOI) “The Difference Between Us” examines how recent scientific discoveries have toppled the concept of biological race and dismantles our most basic myth about race groups.</p> <p>To get warmed up, let’s discuss what we “know” or were taught about race:</p> <ol style="list-style-type: none"> 1. How would you define “race?” 2. How many “races” are there? 3. From where do our ideas about “race” come? 4. How long has the concept about “race” been around?

8:30-9:05 am	Start Episode One	
9:05-9:10 am	Free Writing/Reflection <i>Confidential</i>	Take a few minutes to reflect and write on your Note Page, if you wish, about what you just viewed and thoughts you may have regarding the video.
9:10-9:25 am	Discussion on Episode One <i>Small Group</i>	<i>Discussion question on board or flip chart...</i> How was your thinking changed by viewing this video? <i>Organize group into three smaller discussion groups for this question. Then prepare for discussion with the group at large.</i>
9:25-9:30 am	Sharing on question and discussion <i>Voluntary</i>	Would anyone be willing to share any insight they got from the video? <i>Facilitators may share their own thoughts as well. Then let others share as they wish.</i>
9:30-9:35 am	<i>Episode Two</i> <i>"The Story We Tell"</i> Transition to the episode	Welcome Back... the next episode "The Story We Tell" uncovers the roots of how and why the "race" concept was created early in the formation of the U.S. These "stories" rationalized contradictory public policy and became the foundation for beliefs that still have impact.
9:35-10:10 am	Start Episode Two	
10:10-10:15 am	Free Writing/Reflection <i>Confidential</i>	Take a few minutes to reflect and write on your Note Page, if you wish, about what you just viewed and thoughts you may have regarding the video. Remember what you write is strictly for your notes unless you choose to share with the group.
10:15-10:30 am	Discussion on Episode Two <i>Small Group</i>	<i>Discussion question on board or flip chart...</i> How have you seen racial stereotypes (stories) used to explain and/or excuse inequity? <i>Organize group into three smaller discussion groups for this question. Then prepare for discussion with the group at large.</i>
10:30-10:35 am	Sharing on question and discussion <i>Voluntary</i>	Would anyone be willing to share their example of "racial" inequity? <i>Facilitators may share their own thoughts as well. Then let others share as they wish.</i>
10:35-10:40 am	<i>Episode Three</i> <i>"The House We Live In"</i> Transition to the episode	Welcome Back... the next episode "The House We Live In" does not focus on individual behavior and attitudes towards "race" but rather how our institutions shape and create "race." In doing so, we have institutionally created different groups with vastly unequal chances in life. Who defines "race?"
10:40-11:15 am	Start Episode Three	
11:15-11:20 am	Free Writing/Reflection <i>Confidential</i>	Take a few minutes to reflect and write on your Note Page, if you wish, about what you just viewed and thoughts you may have regarding the video.
11:20-11:30 am	Discussion on Episode Three <i>Small Group</i> <i>Handout</i>	Organize group into three smaller discussion groups to talk about reactions to this episode. There will also be a handout (<i>Ten Things Everyone Should Know About Race</i>) that can be used to help with these discussions. Each participant will be asked to identify the one (of the ten) things about "race" that he or she identifies with most. Then prepare for discussion with the group at large.
11:30-11:35 am	Sharing on question and discussion <i>Voluntary</i>	Would anyone be willing to share which of the ten things about "race" was most important to him or her? <i>Facilitators may share their own thoughts as well. Then let others share as they wish.</i>
11:35-12:00 noon	Final Discussion <i>Small Group</i>	Think about what you have learned today and think for a moment how that relates to what you may have seen in regard to institutional racism and how that may relate to you and what you see. As we break up once again into small groups we need to address two questions and each group will need a recorder to tabulate each idea. To answer these questions you will need to first identify a few examples of policies that promote racial disparity. Then answer the two questions: 1. What measures could be taken to address these issues? 2. What can I do to support these efforts?
12:00-12:05 pm	Wrap Up - Announcements	
12:05-12:15 pm	Evaluations	An evaluation form will be given to each participant and asked to fill out as she or he sees fit. The evaluation is filled out confidentially. The evaluation is a very important part of reporting and improving what we do.

"The Greater Fresno Services Center worked with the Fresno Police Department to identify race relation sensitivity training needs through a testing/evaluation process. Their thorough, meaningful, patient, and professional approach to the subject allowed for our officers to be very receptive to an often times difficult subject. As the training manager for the Fresno Police Department, I truly appreciated the willingness of The Greater Fresno Services Center to work with us and their responsiveness to the needs of our community, agency, and personnel."

Lt. Tom Laband
Fresno Police Department
Training Bureau Commander

The following comments came from an evaluation students gave after the pilot program presented at the Fresno Police Department Regional Training Center:

"It was a good overview of the history of race/problems with different races. I learned a lot about the underlying cause of racial injustices/economics."

"The class is well designed and keeps the objectives on course for the time permitted. The instructors did a good job facilitating the course. The videos shown to the class are informational."

"Has a different perspective than I have ever seen. Interesting taking economic factors as issues."

"This course gave an in depth view of the history and development of racism. It was a new concept for me."

"Instructors were excellent, created the forum where perceptions/thoughts could be discussed without negative consequence and issues could be taken and addressed head on."

"It was no holds barred and honest."

Greater Fresno
Human Services Center



Mending Broken Hearts

Cultural Diversity and Race Relations
Seminars are provided by the Greater
Fresno Human Services Center
Education Division.

These seminars may benefit any service,
program, business or any other entity that
deals with people every day.

Please contact

Dr. John A. Sims @ (559) 457-9589
Dr. Kim K. Wildey @ (559) 334-7239

5812 West Magill Avenue
Fresno, California 93722

Godschild060245@aol.com

The Mission Statement of the Greater Fresno
Human Services Center is "As people who are
diverse in many ways, we endeavor to assure
that every person has the opportunity to receive
a holistic array of services that will meet their
needs including needs that are psychological,
physiological and spiritual."

This includes cultural diversity and race
relations seminars provided by the Greater
Fresno Human Services Center.

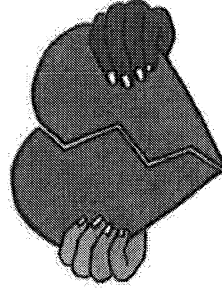


"Race, the Power of an Illusion"
A PBS documentary

Cultural Diversity and Race Relations Seminars

As provided by the

Greater Fresno
Human Services Center
Education Division



Mending Broken Hearts

The Greater Fresno Human Services Center hosts a Cultural Diversity and Race Relations seminar constructed to meet the needs of any organization that is ready to begin work relating to race relations, gender equity, cultural respect and the like.

What is Offered

1. Engagement of 10 participants in 4 or 8 hours of interactive activities (A separate 4 or 8 hour setting for every 10 participants)
2. One year window allowed for follow-up questions and answers.
3. Participants will be allowed to audit future new hire workshops (based on space availability)
4. State of the art/cutting edge curriculum content based on the city of Seattle, WA. Race Relation Initiative.

Outcomes

1. Participants will become aware of their own self bias regarding race.
2. Participants will know how they are viewed by various ethnic groups.
3. Participants will respond more positively toward all residents.
4. Participants will increase their appreciation for all ethnic groups.
5. Increased community appreciation and respect for participants
6. By participants sharing their experiences, communities become healthier in the area of race relations.

This training seminar is based on curriculum developed for the Seattle's Race and Social Justice Initiative (RSJI) program by the City of Seattle, WA.

<http://www.seattle.gov/civilrights/rsji.htm>

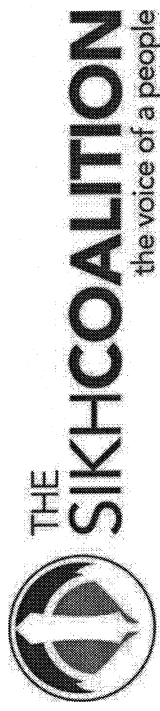
Testimonials

"As former President and CEO of the Southern Christian Leadership Conference (SCLS), I take pleasure in endorsing the efforts of the great leadership of Mt Carmel Theological Seminary, led by Bishop John Sims, Chairman of the Board and Dr. Kim Wilkey, President as they strive to improve race relations..."

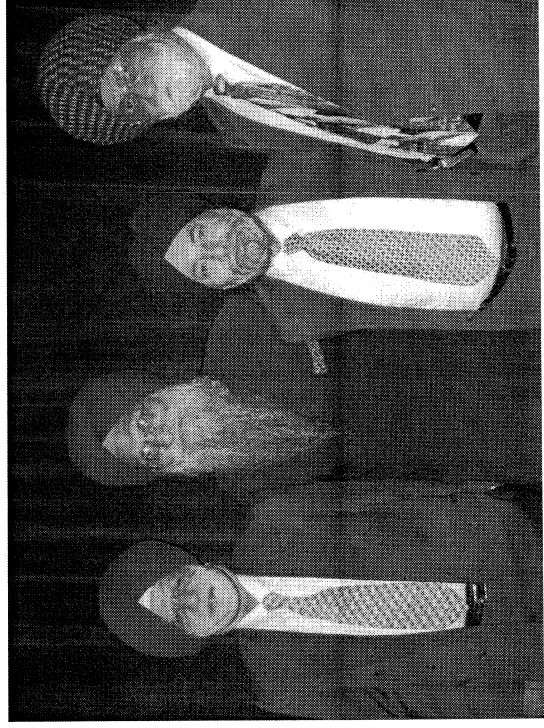
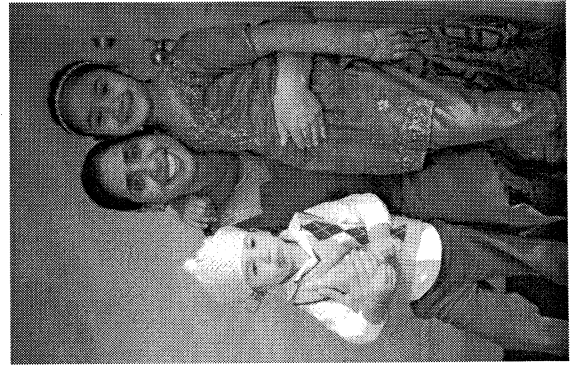
**Dr. Charles Steele, Jr.
Former SCLC President and CEO
Former Alabama State Senator**

"The Greater Fresno Services Center worked with the Fresno Police Department to identify race relation sensitivity training needs through a testing/evaluation process. Their thorough, meaningful, patient, and professional approach to the subject allowed for our officers to be very receptive to an often times difficult subject. As the training manager for the Fresno Police Department, I truly appreciated the willingness of The Greater Fresno Services Center to work with us and their responsiveness to the needs of our community, agency, and personnel."

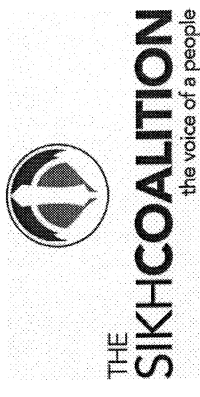
**Lt. Tom Laband
Fresno Police Department
Training Bureau Commander**



Who are the Sikhs?



Common Misconception



Fiction: *Sikhs are Muslim because they wear a turban and have a beard.*

Fact: Turbans are worn in many countries as a cultural dress. However, the turban is required to be worn by a Sikh, and it is a religious article of faith.

Common Misconception



THE
SIKHCOALITION
the voice of a people

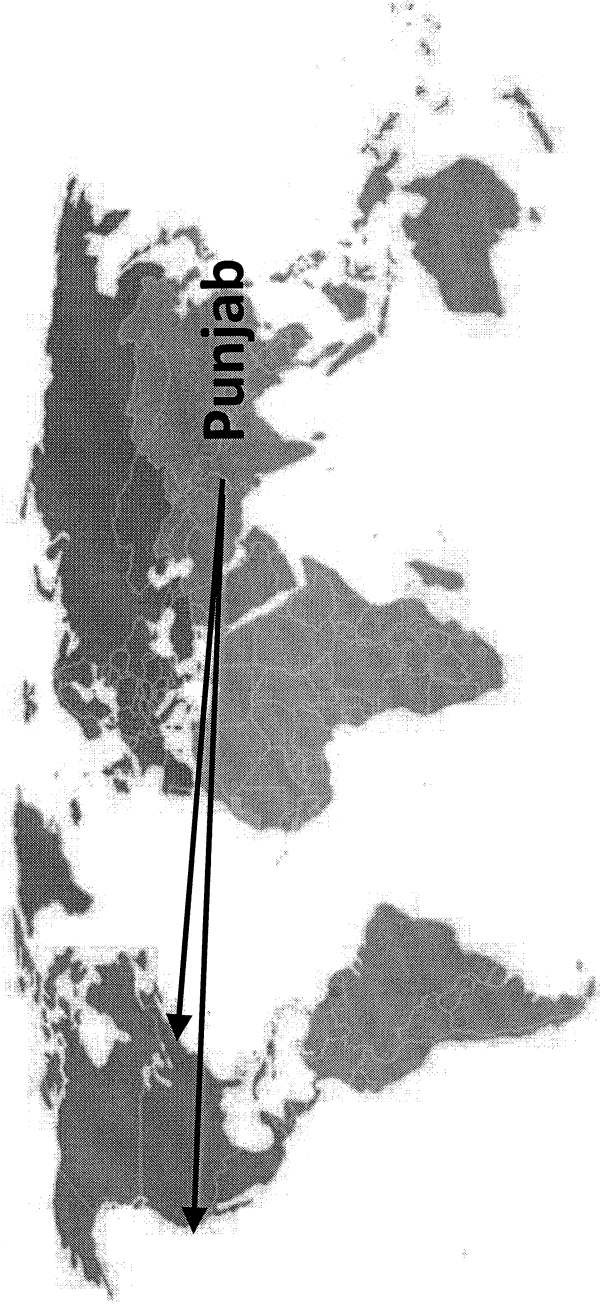
Fiction: *Sikhism is a blend of Hinduism and Islam.*

Fact: Sikhism is not a blend of Hinduism and Islam. It has its own scriptures, gurus, and houses of worship. Sikhism is a separate faith, and is not a branch of any other religion.

Sikhs came to America more than 100 years ago



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- West Coast and later in New York
- Farming & Lumber Industry
- Pioneers
 - Immigration Policy
 - Citizenship Reform
 - Representation in Federal Government

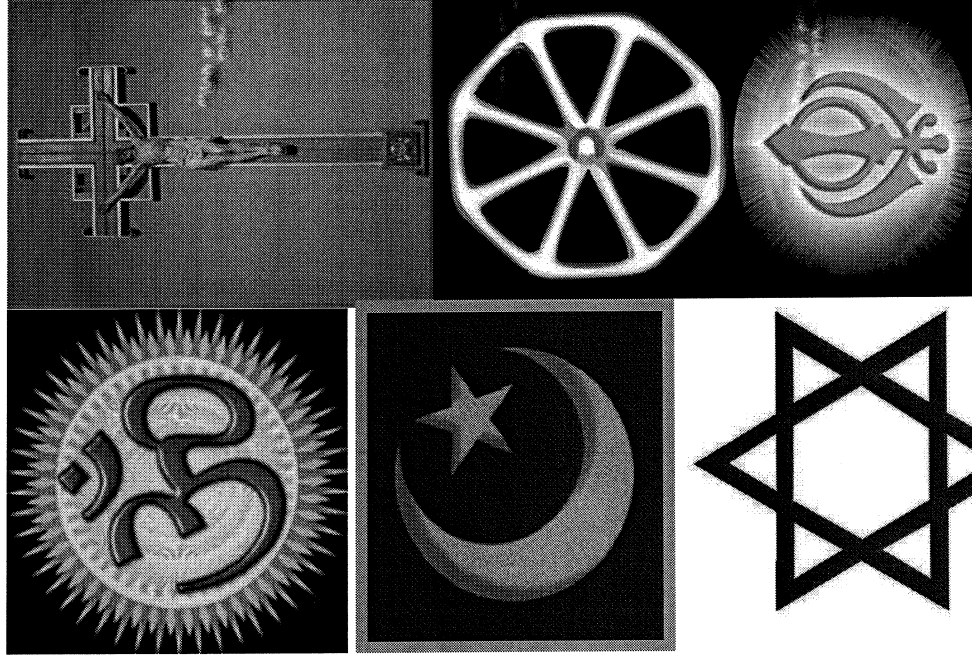
Sikhism in Brief



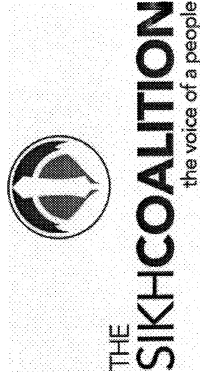
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Sikhism is the fifth largest world religion.

1. Christianity – 2.2 billion
2. Islam – 1.4 billion
3. Hinduism – 900 million
4. Buddhism – 396 million
5. Sikhism – 23 million
6. Judaism – 15 million

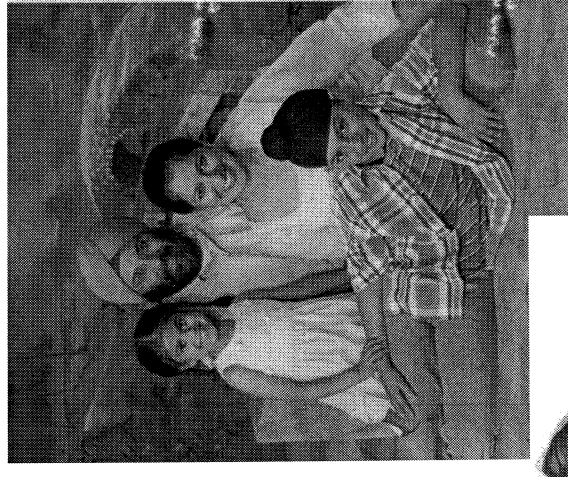


Core Sikh Beliefs

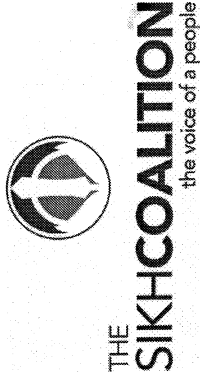


- **One God**
 - Loves and sustains all humanity
 - **All are equal in the eyes of God**
 - Respect for all genders, religions, races, etc.
-
- **Earn an Honest Living**
 - Sikhs are supposed to work and live honestly
 - **Share with Others**
 - Sikhs share their time, money, etc. with others
 - **Remember God**
 - Sikhs remember God throughout the day

-
- **Sikhs do not believe in the following:**
 - Fasting, superstitions, ritualism, caste system
 - **Sikhism prohibits:**
 - Smoking, drinking alcohol, or taking any intoxicants



Guru – “Spiritual Guide”



Gu Ru

- 10 Sikh Gurus
- Mission
 - Love for God
 - Social justice for humanity
 - Freedom from superstitions and rituals
- Their ideals and teachings were preserved through their writings and actions

Present Day Guru

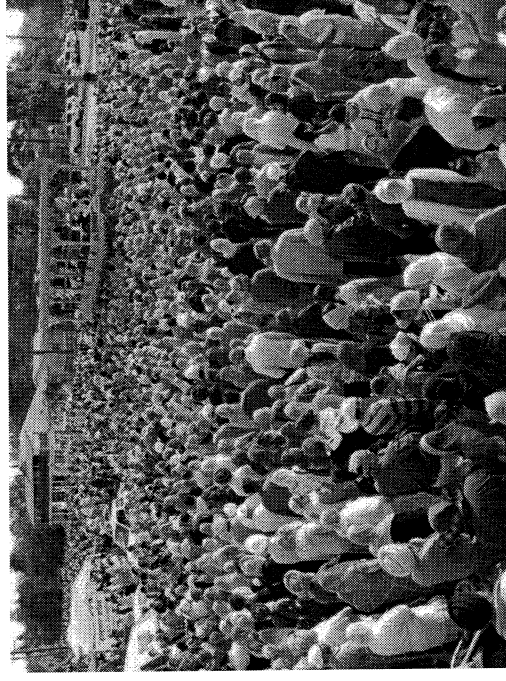


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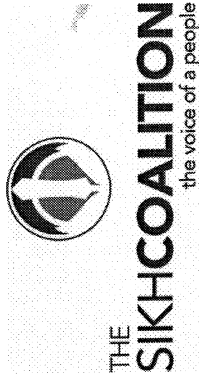
The Guru Granth Sahib (holy scripture) and the Guru Panth (community of initiated Sikhs) are the present Guru

Guru Granth Sahib

- 1430 pages written in poetry
- Contains writings from 6 Sikh Gurus as well as Hindu and Muslim saints
- Teaches you how to be kind, tell the truth, love and respect everyone
- Sikh services consist of singing from the scripture

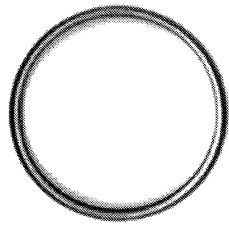


Vaisakhi

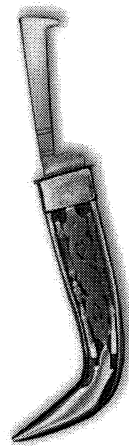


- Khalsa – community of initiated Sikhs
 - Commitment to this faith
 - Can be done at any time in one's life
- What Does It Mean?
 - Distinct external appearance
 - Keep Singh/Kaur as last name

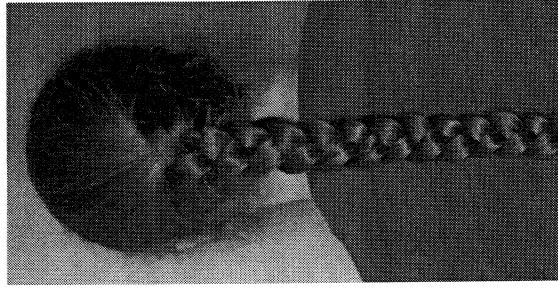
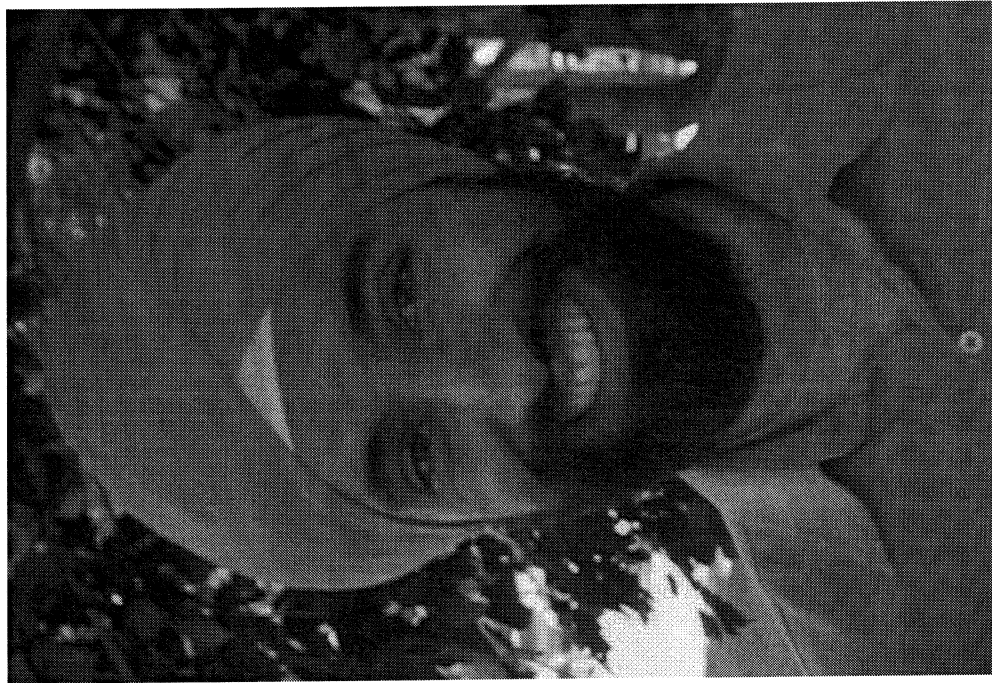
The 5 "Ks"



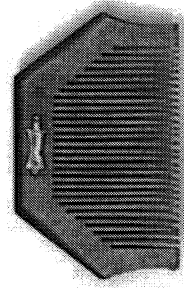
Iron Bracelet (Kara)
GOOD DEEDS



Sword (Kirpan)
PROTECTION



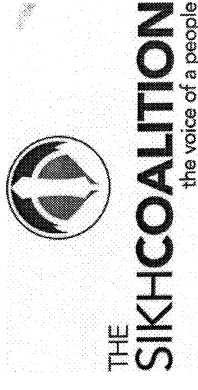
Uncut Hair (Kesh)
SPIRITUALITY



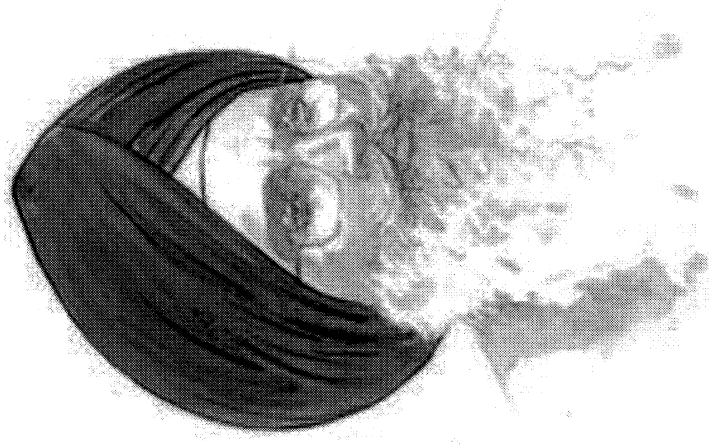
Comb (Kanga)
CLEANLINESS

Long Underpants (Kachera)
SELF DISCIPLINE

The Sikh Turban

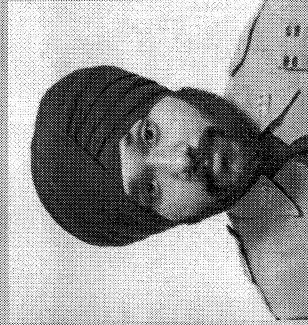


- Over 99% of the people in the U.S. wearing turbans are Sikhs
- Object of hate crimes since 9/11
- It is a religious obligation for Sikhs
- Mandatory for men, optional for women



Turbans Illustrated

Sikh Turban



Sikh Turban



Sikh Turban



Sikh Turban

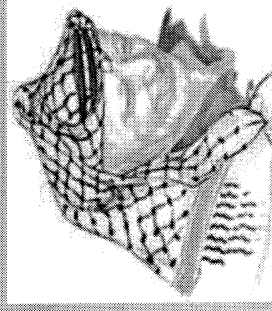


Sikh Turban

Non-Sikh Turban



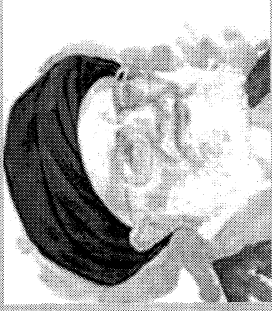
Afghan Turban



Palestinian Turban



Indian Turban



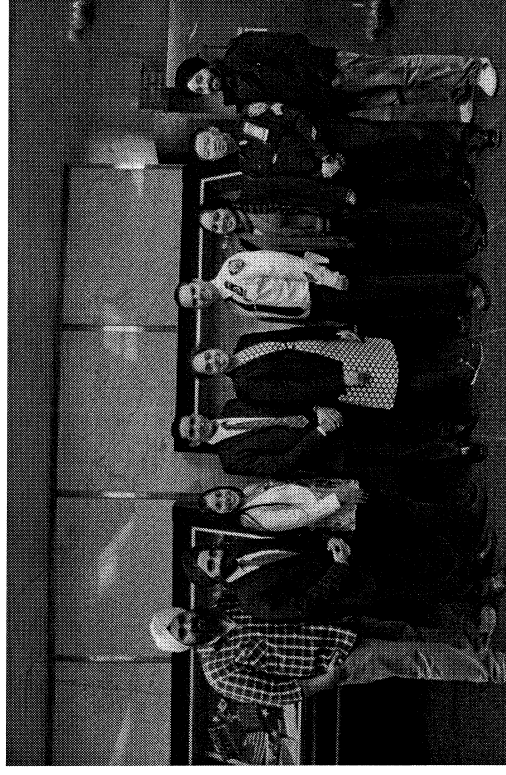
Iranian Turban

Tips for Law Enforcement When Approaching Sikhs



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- Perception of police in India
- Common Sikh Greeting – *Sat Sri Akaal*
- Same guidelines to keep in mind for other immigrant communities:
 - Some Sikhs are limited English proficient; to make up for this, officers should use body language to convey respect for the articles of faith
 - Sikh immigrants sometimes do not make eye contact; this is a sign of respect or deference, not evasiveness
 - Some Sikh women might feel more comfortable interacting with female officer



Turban Tips



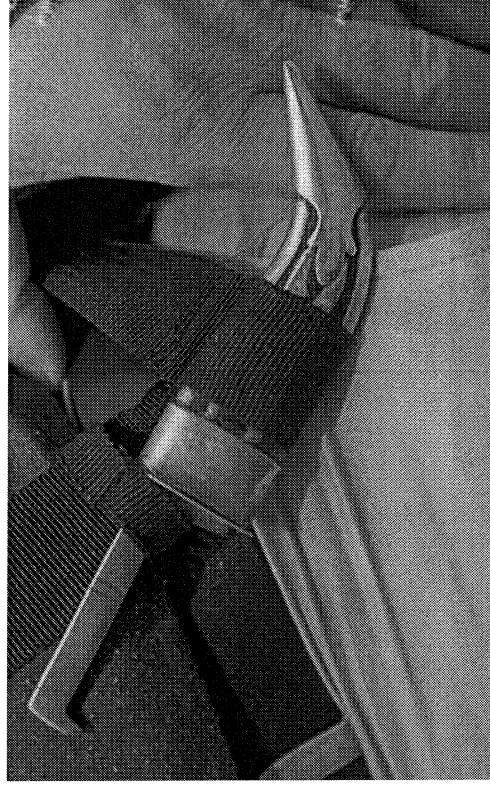
- When not in an emergency situation, always avoid asking a Sikh to remove his or her turban.
- For Sikhs, removing a turban in public is akin to a strip search.
- If turban removal is necessary and if possible, provide a clean private area with a mirror, to re-tie turban
- Treat respectfully, do not drop or keep on ground

Kirpan Tips

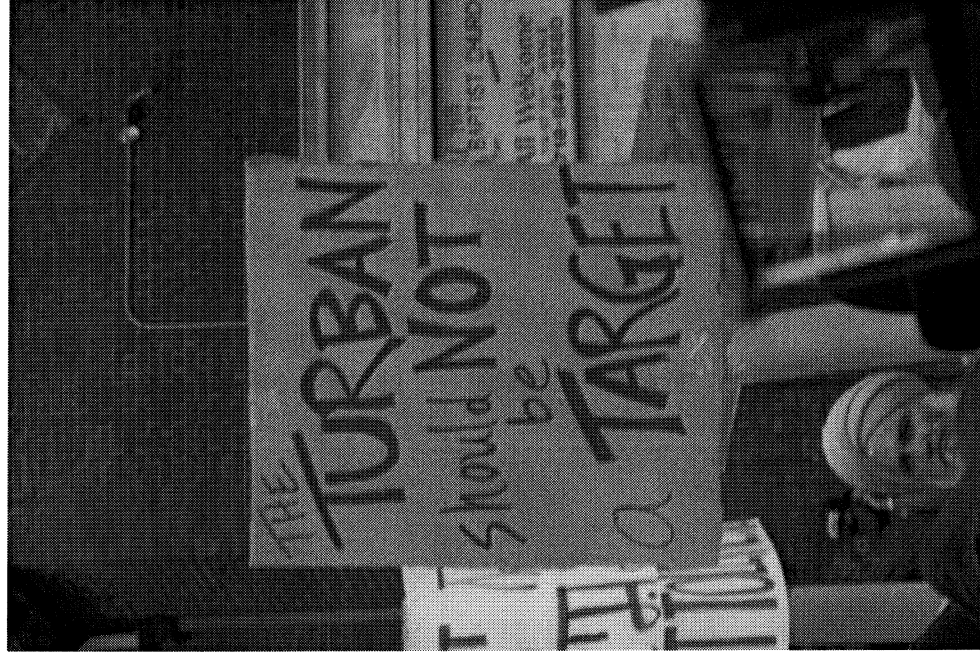


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- An article of faith that all initiated Sikhs carry
- Reminder of obligation to stand for justice
- Generally worn under clothing in a shoulder strap called a "gatra"
- Usually 3 - 6 inches long, generally not sharp and has a curved upward tip
- If removal is necessary, politely ask for its removal and keep respectfully in clean place

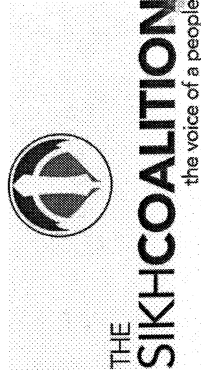


Post-9/11 Challenges

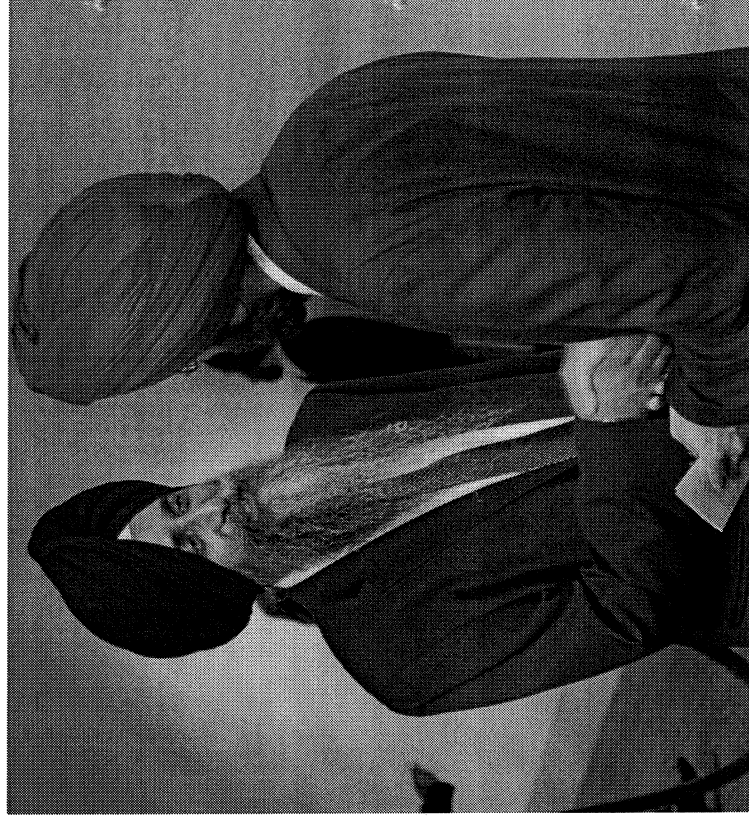


- Hate Crimes
 - Victims of homicide, assaults, vandalism, etc.
- School Harassment
 - Bias-based bullying, name calling, physical attacks, etc.
- Workplace Discrimination
 - Sikhs denied jobs in law enforcement and numerous corporate settings because of turban and beard.

Working With the Sikh Community



- Conduct cultural training and sensitivity presentations
- Invite participation on Chief's advisory boards
- Join hate crimes task force
- Appearance at Sikh religious days/festivals
- Hire Sikh Americans

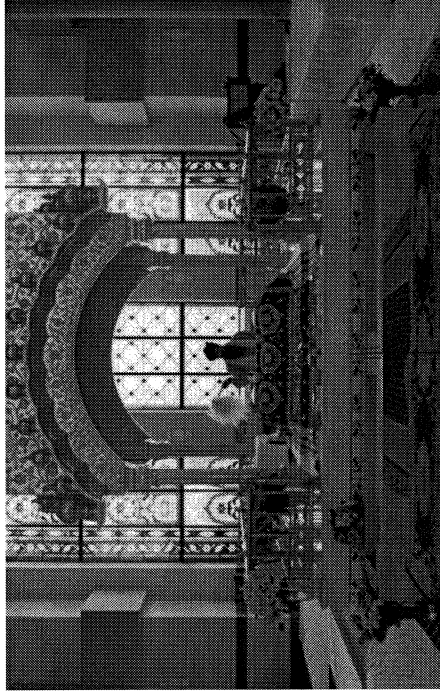
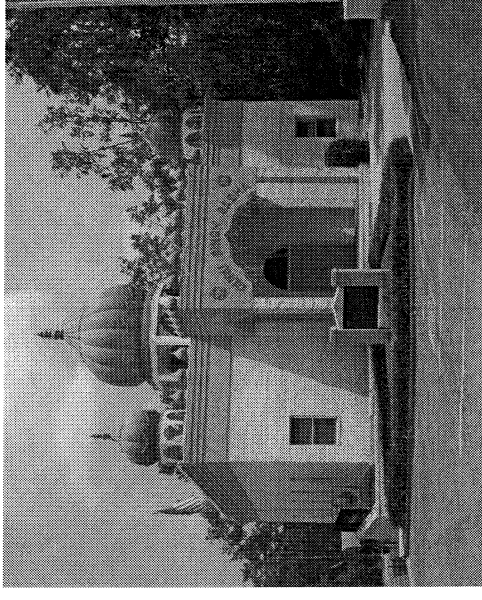


Gurdwara



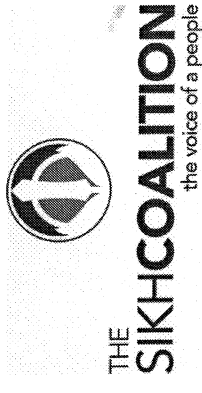
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- Place of learning and worship
- Everyone welcome
- Services typically held on weekends
- Community Kitchen for all (Langar)



Remember: When entering a gurdwara, please cover your head and remove your shoes. Sikhs often keep a copy of the scriptures in their own homes, and this space should be treated like a gurdwara.

Most Sikhs Speak Punjabi

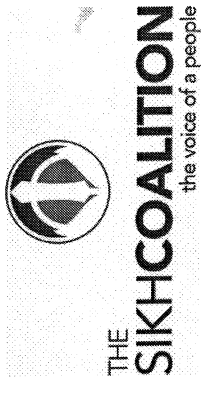


- Over 80 million people speak Punjabi
- Punjabi is written from left to right
- The Punjabi alphabet contains 35 letters

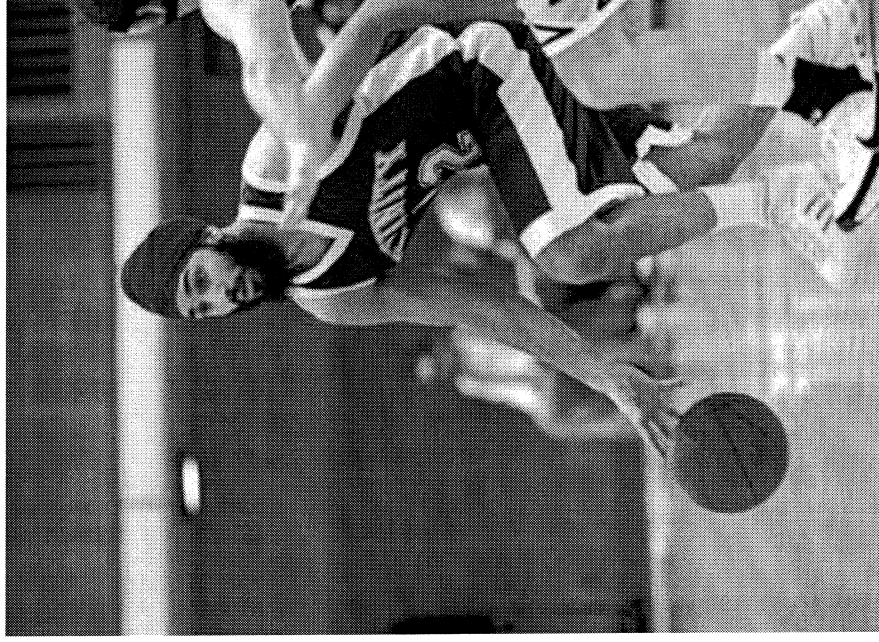
ਗੁਰੂ

ਓ ਅ ਦ ਸ ਹ
ਕ ਖ ਗ ਘ ਙ
ਚ ਛ ਜ ਝ ਞ
ਟ ਠ ਡ ਢ ਣ
ਤ ਥ ਦ ਧ ਨ
ਪ ਫ ਬ ਭ ਮ
ਯ ਰ ਲ ਵ ਝ

Sikhs can be found in many different professions today!



Artists



Basketball Player



Military



Actor



Scientist

Sikhs Are Everywhere!



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Doctor



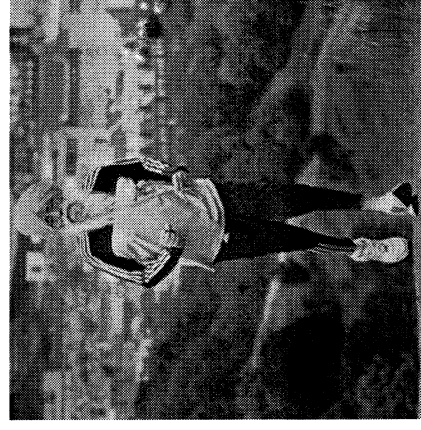
Lawyer



Politician

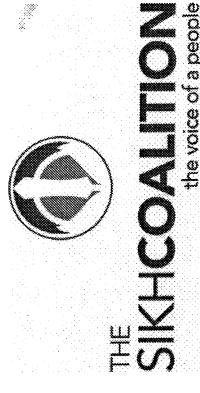


Filmmaker



Marathon Runner

What Did I Learn Today?



- I know that Sikhism is an independent faith, and is a not a branch or blend of any other religion.
- I know that Sikhism is the fifth largest world religion.
- I understand the reason why Sikhs wear the turban.
- I understand that Sikhs are Americans and can be found in many different professions. Sikhs have contributed to this country's growth and development, both past and present.
- I have strategies for greater communication and trust-building.

Thank You!



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For more information, please visit:

www.SikhCoalition.org