



**MIKE DEWINE**

★ OHIO ATTORNEY GENERAL ★



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**Ohio Peace Officer Training Commission**  
**Thursday, September 10, 2015**  
held at the  
**Ohio Peace Officer Training Academy**  
1650 State Route 56 SW  
London, Ohio 43140

**Minutes**

**I. Opening**

**A. Call to Order**

Chairperson Vernon Stanforth called the meeting to order at 10:00 a.m.  
Colonel Pride led the Pledge of Allegiance.  
Ms. Donna Long called the Roll Call.

**Commission members present**

Chairperson Sheriff Vernon P. Stanforth  
Sheriff Michael Heldman  
Sgt. Troy Mineard  
Mr. Stephen Schumaker  
Colonel Paul Pride  
SAC Stephen Anthony

**B. Guests and Staff**

**Attorney General's Office**

Mr. Jeff Clark	Attorney General's Office
Mr. Brodi Conover	Attorney General's Office
Ms. Jill Del Greco	Attorney General's Office
Mr. Lou Agosta	OPOTA Deputy Director
Mr. Brian Blake	OPOTA Staff
Mr. James Burke	OPOTA Director
Ms. Mary Davis	OPOTC Executive Director
LETO Gail DeWolf	OPOTC Staff
Mr. Justin Hykes	OPOTC Director
Ms. Anne Laux	OPOTC Staff
Ms. Donna Long	OPOTC Staff
LETO Rick Meadows	OPOTA Staff
LETO John Reedy	OPOTC Staff

Ms. Lori Rinehart  
Ms. Alice Robinson-Bond  
LETO Eric Schaefer  
LETO Sarah Thomas  
Ms. Lori Wachtel

OPOTC Staff  
OPOTC Deputy Director  
OPOTC Staff  
OPOTC Staff  
OPOTC Staff

### **Guests**

Commander Ruth Babel-Smith  
Captain Geoffrey Barnard  
Ms. Ann Theis  
Commander Daniel Fay  
Chief William Goodrich  
Mr. Charles Hardman  
Ms. Catherine Kieley  
Ms. Amanda Kiser  
Commander Richard Kohli  
Captain Shawn Lee  
Mr. John Leutz  
Commander Gayle Lohrbach  
Sgt. Chris Malson  
Lt. David Matthews  
Commander Bob Meader  
Lt. Gerald Matwiejczyk  
Chief James Nice  
Instructor Timothy O'Haire  
Ms. Joellen O'Neill  
Mr. Ryan Pearson  
Mr. Howard Powers  
Ms. Cheryl Przybylski  
Mr. Mark T. Reef  
Mr. Daniel Shaw  
Mr. Jerry Snay  
Chief Kelly Stillman  
Commander Anne Strouth  
Commander Jamie Tavano  
Chief Juan Torres  
Chief Erich Upperman  
Commander Sam Wade  
Commander Paul R. Weber  
Mr. Mike Weinman  
Lt. Ellis R. Willis  
Commander Eric Winbigler  
Captain Daniel Zampelli

Owens Community College  
Cleveland Heights P.D.  
Owens Community College  
Cleveland Police Dept.  
Brecksville Police Dept.  
Wayne Co. School Career Center  
Kent State University  
Stark State Community College  
Rhodes State College  
Ohio State Highway Patrol  
Co. Commissioners Assoc. of Ohio  
Owens Community College  
Dayton PD  
Dayton PD  
Columbus Police Academy  
Toledo Police Dept.  
Akron Police Dept.  
Cleveland Heights Police Dept.  
Cleveland Police Dept.  
Dalton Police Dept. & WCCC  
Blue Courage  
Toledo Police Dept.  
Owens Community College  
C.A.L.E.A.  
Stark State Community College  
Rocky River Police Dept.  
North Central State College  
Lakeland Community College  
Oberlin Police Dept.  
Fairview Park Police Dept.  
North Central State College  
Clark State Police Academy  
Fraternal Order of Police  
Sinclair Community College  
Pioneer/North Central State College  
Akron Police Dept.

## **II. Chairperson Report**

**Sheriff Vernon Stanforth  
Chairperson**

Chairperson Stanforth welcomed the guest and moved to approving the minutes.

### MOTION

**Colonel Pride motioned the minutes of the July 9, 2015 meeting be approved, the motion was seconded by Sheriff Heldman. No discussion was forthcoming; a vote was taken and passed unanimously. Yes-6 / No-0**

Chairperson Stanforth had nothing else forthcoming that concluded the Chairperson Report.

### III. Curriculum Committee

**Sgt. Troy Mineard  
Committee Chairperson**

Committee Chairperson, Sgt. Mineard and the curriculum committee meet earlier this morning to go over changes to the Peace Officer basic, Jailer basic, and Corrections Officer basic curriculums. Each commission member received a packet "Basic Training Program Changes" which goes over each topic affected in this review process. **(Addendum 1)** These changes would be effective on January 1, 2016 unless otherwise noted.

In the Peace Officer Basic Training curriculum 24 lesson plans were reviewed, revised, or added. The total curriculum hours increased from 605 to 653 hours; hours include topics approved for addition up until July 1, 2017. A change for Peace Officer basic is the new topic Companion Animals Encounters which is mandatory starting on or after October 1, 2015. The mandate resulted from House Bill 64. Also, Community Diversity & Procedural Justice, also a new topic will be implemented July 1, 2016.

In the Jailer Basic Training curriculum all topics are listed as new topic. The curriculum hadn't been updated for several years. The total curriculum hours would increase from 48 to 118 hours. **(Addendum 1)** The results came from the jailer and corrections Subject Matter Experts (SMEs) and collaboration of the Ohio Jail Advisory Board (OJAB).

In the Corrections Basic Training curriculum there were 4 lesson plans reviewed or revised. The total curriculum hours remain at 143. **(Addendum 1)** Two of the lesson plans were legal updates for the Kinglsey v. Hendrickson Supreme Court decision on use of force; also Topic 2-2 Inmate Rights & Civil Liability and Topic 6-2 Subject Control more updated.

### MOTION:

**Sgt. Mineard made the recommendation to the full commission for the approval of these changes. The motion was seconded by Mr. Schumaker. After the brief overview and discussion a vote was taken and passed unanimously. Yes-6 / No-0**

### DISCUSSION:

Mr. Burke went through the peace officer basic training curriculum referring to **(Addendum 1)** the "Basic Training Program Changes".



**Question:** Commander Meader asked if the videos discussed for the ORC, do we have to use what OPOTA is creating or can we use our own? Have the videos already been created?

**Answer:** Mr. Burke responded the videos have already been created and they match the offensives we are looking. We encourage instructors to supplement information. The videos have been looked at by the SME's and match the worksheets. Ms. Davis stated that with the

changes in the content the commission approved curriculums it should be utilized. The instructors are allowed to supply additional information.



**Question:** Commander Weber asked if there was a list of panel members they had to use for the Crisis Intervention or was there a list to choose from.

**Answer:** LETO Gail DeWolf responded in regards to the community panel. The SME's involved with the panel felt it was very important that any panel members be sought through a local mental health facility, like NAMI, etc. LETO DeWolf stressed that you must get the referral from local provider, they will give you a list and you work with them.



**Question:** Chief Upperman stated these are additions to upcoming academies. Is there going to be a requirement for officers who are already on the job to have this training later for Crisis Intervention?

**Answer:** Mr. Burke clarified as of now these are just for peace officer basic training.



**Question:** Commander Ruth Babel-Smith asked in Jailer Basic Training Curriculum updates, what are you referring to when you say to have the classes match? What are they matching?

**Answer:** Mr. Burke clarified that the new jailer curriculum will reflect what's also in corrections basic training.

With no further discussion a vote was taken and is recorded with the motion above, this concluded the Curriculum Committee report.

#### **IV. Legislative Committee**

**Committee Chairperson**

There was nothing forthcoming; this concluded the Legislative Committee report.

#### **V. House Committee**

**Colonel Paul Pride  
Committee Chairperson**

Committee Chairperson, Colonel Pride, stated there was nothing new to report at this time. That concluded the House Committee report.

Chairperson Stanforth reminder the House Committee they would need to meet prior to the November 12, 2015 meeting to discuss the dates for 2016; which would be presented to the full commission on November 12<sup>th</sup>.

#### **VI. Continuing Professional Training Committee**

**Sheriff Michael Heldman  
Committee Chairperson**

Committee Chairperson, Sheriff Heldman stated for 2016 CPT hours, under House Bill 64, the commission must require 11 hours of training; CPT will be announced by October 15, 2015. The topics being considered are crisis intervention, mental illness, use of force, and human trafficking.



## MOTION:

**Sheriff Heldman made the motion to the full commission to require every appointing authority to require each of its appointed peace officers and troopers to complete a minimum of eleven hours of continuing professional training. The motion was seconded by Sgt. Mineard. After a brief discussion a vote was taken and passed unanimously. Yes-6 / No-0**

## DISCUSSION:

**Question:** Sgt. Przybylski asked for the topics being recommended to be repeated.

**Answer:** After repeating the topics, Ms. Davis added they were topics recommended by the Attorney General's Advisory Group. In addition general police relations type topics are being explored.

**Question:** Captain Shawn Lee asked how many of those were going to be discretionary hours?

**Answer:** Ms. Davis responded it has not yet been determined.

**Question:** Chief Upperman asked if the reimbursement would continue at the \$20.00 per hour?

**Answer:** Ms. Davis confirmed it would be.

**Question:** Commander Meader asked if the two hours of the companion animal encounter training will make this 13 hours instead of the 11 hours?

**Answer:** Ms. Davis replied it could. Later we will discuss some draft changes to administrative rules which would allow mandated training, such as companion animals, to also be counted as CPT. It is something that could be available at the beginning of 2016. Until now there have been definitions where it is not permitted to use mandated training to fulfill CPT. It will only be 11 hours for CPT. The companion animals is mandated, but not currently covered under CPT funding.

The vote was taken and is recorded in the motion above. With no further discussion forthcoming, this concluded the CPT report.

## **Staff Reports**

### **VII. Commission And Academy Updates**

**Executive Director  
Mary Davis**

Ms. Davis reminded the commissioners to register for the 2015 Law Enforcement Conference. Being the 50<sup>th</sup> Anniversary of the Peace Officer Training Commission, prior to the awards ceremony there will be a ceremony where past executive directors will be honored along with the current commission members. For assistance registering, please contact Donna Long.

Recently, Ms. Davis and Mr. Schumaker met with staff to look at the commission and OPOTA responsibilities as they are today compared to the past. We looked at what the structure currently was to see if it was still the most valuable way of doing business; out of that came a change to our structure. In the past it was always an executive director, and then a line of deputy directors over all the sections. We have added a layer to our structure, giving the front-line supervisor's time to meet the day to day needs of the staff and allowing us to operate more fully as a state-wide advanced training program.

The Attorney General wants to be a more statewide initiative verses by building. I have added a Director of Advanced Training, Mr. James Burke and a Director of Administration, Mr Justin Hykes to our structure. We currently have 3 deputy directors positions open, which we hope to have filled soon.

Ms. Davis stated if there were no other discussions that concluded the Commission and Academy updates.

## VIII. Old Business

**Sheriff Vernon Stanforth  
Chairperson**

As mentioned in the curriculum committee report, Ms. Davis recalled the work being done with the Ohio Jail Advisory Board (OJAB) revising the jailer basic curriculum and how it will mirror the corrections basic training curriculum. Ms. Davis just wanted to mention this since it was discussed as old business at the July commission meeting.

We operate the jailer basic under Administrative Rules setup by the OJAB, which is under the Department of Rehabilitation and Corrections. Mr. Hykes stated our rules won't need too many revisions once OJAB rules are finalized. The main one will be support staff, the definition of jailer administrative code is changing, and we will have to revise ours as well. There shouldn't be any major changes in the Administrative Rule as a result of the Jailer Basic Training.

The next few items related to rules of legislatively mandated training. At the July 9<sup>th</sup> commission meeting Mr. Hykes was asked to draft some administrative code changes for 109:2-18-02 Officer training requirements, which are included in each commissioners packet (**Addendum 2**).

Mr. Hykes stated a lot of the code changes flow together, 109:2-18 is the CPT Administrative Code sections. There are a few items, we recently noticed. The old language read if you had an appointment prior to June 30<sup>th</sup> for the calendar year you have to complete CPT, then it said if you received a new appointment after July 1<sup>st</sup> you wouldn't have to take CPT for that calendar year. Our office interprets it that if you have an appointment from one department from January to March of 2015 and left in March getting a new appointment from another department you would still have to take CPT because you had an appointment from January from March. The code says if you get a new appointment on or after July 1<sup>st</sup> it is not required to complete CPT for that calendar year.

Mr. Hykes stated the changes are basic, regardless of when a peace officer receives a new appointment; they are required to complete CPT for that calendar year. If you get appointed on December 31<sup>st</sup>, you can ask for extension.



**Question:** Chief Upperman asked if that would be waived if the person just graduated from the academy in the calendar year.

**Answer:** Mr. Hykes confirmed that would still be the case if you completed basic training for that calendar year you would not need to take CPT for that calendar year.

Mr. Hykes continued with 109:2-1-12, certification before service and re-entry (**Addendum 3**). This change makes it clear that a sheriff who wants to continue to be a peace officer will need to take CPT. As long as the training meets whatever requirements are set forth for peace officers, CPT credit can be given for the 16 hours of annual sheriffs training as well. Those 16 hours most match up with the required CPT program for that year to receive credit.

We have also made changes to include statutorily mandated trainings like companion animal training, if completed in that calendar year to go towards CPT.

Mr. Hykes continued with 109:2-18-03 Training and instructor qualification (**Addendum 4**). The current language states that firearms training shall be conducted only on commission approved ranges. This proposal will remove the commission approved ranges, making it ranges in compliance with section 1501:31-29-03 of the Administrative Code. Also added, was the language giving the executive director authority to authorize additional instructor qualifications to be eligible to conduct the CPT programs if there are any specialty topics inquired. We also removed the requirement to develop e-OPOTA classes for every hour of CPT.



**Question:** Commander Meader asked if that means in the future there is no mandate for OPOTA to match the CPT required hours by eOPOTA?

**Answer:** Mr. Hykes replied if approved by the commission, that is correct.

Mr Hykes continued with rules for legislatively mandated training, the draft rules will allow legislative mandates to be counted towards CPT and would require Sheriff's to complete CPT, and making rules as required in Revised Code (**Addendum 5 & 6**). The new statutorily mandated training rule 109:2-1-13 (**Addendum 6**) will be pretty generic and can be added to in the future by adding the mandatory trainings to it. For currently certified police officers who did not receive the training in basic training, we will create a two year guideline that they have to get it within that time frame.



**Question:** Mr. Weinman asked if the legislature said all officers have to receive the companion animal training?

**Answer:** Mr. Hykes responded the companion animal legislation says the Attorney General shall develop rules to implement a time line for all peace officers to receive the training.



**Question:** Chief Upperman asked if there was a way to get a class approved for it to count towards the mandated subject matter for CPT?

**Answer:** Ms. Davis responded we currently have a process setup to apply for pre-approval for CPT. It includes a check list and application.



**Question:** If a copy of curriculum was sent to the commission would they approve it for anyone who attended it, if they attended prior to approval of the class?

**Answer:** Ms. Davis responded if it was equivalent we could approve it.

### **MOTION:**

**Mr. Schumaker motioned to approve the rules as follows, 109:2-18-02, 109:2-1-12, 109:2-1-02, 109:2-1-13 and 109:2-18-03. The motion was seconded by Sgt. Mineard. No discussion was forthcoming. A vote was taken and passed unanimous. Yes-6 / No-0 Motion passed.**

The next item was the law enforcement training review. Mr. Hykes gave an overview of the rules that have been adopted. The requirement for a high school diploma and the removal of the hour cap were approved by JCARR and will be effective January 1, 2016.

Mr. Schumaker stated the rules Mr. Hykes referred to were part of the recommendations of the Attorney General's Advisory Group. Those were precertification recommendations as to making individuals eligible to attend an academy. In addition to those recommendations, the

advisory committee recommended drug screening, psychological exams, truth verification test, physical fitness test and finally rather there should be additional criminal disqualifiers for individuals entering academies that could include sex offenders and misdemeanor crimes of violence as disqualifiers.

We at the commission have not had a full discussion as to those recommendations, but as a preliminary matter, in order to consider those recommendations the details of how those recommendations, if adopted, would be administered are critical to any discussion we would have.

### **MOTION:**

**Mr. Schumaker made the motion for staff to look at above recommendations and to draft rules requiring these different items and details as to the additional recommendations above and forward draft rules to the commission for further discussion at a later date. At which time the commanders, departments, and the commission could be included in the discussion as to whether these recommendations should be implemented and if so, how they should be implemented. The motion was 2<sup>nd</sup> by SAC Anthony. After the brief discussion below a vote was taken and passed unanimously. Yes-6 / No-0**

### **DISCUSSION:**



**Question:** What will be the time frame?

**Answer:** Mr. Schumaker responded it dependent up how long it takes staff to gather all the items, meetings/discussions on those recommendations and details on how they will be implemented if the commission votes to implement them. There is no target date. We have those recommendations on record from the advisory group and the recommendations deserve full discussion, consideration, and research so we don't enter into it blindly; if we decide to go forward.



**Question:** Ms. Davis clarified with Mr. Schumaker that all the recommendations mentioned were all the precertification recommendations?

**Answer:** Mr. Schumaker responded yes, there were six recommendations all together in the precertification portion of the report. The first recommendation in reference to the GED or diploma as already been addressed.



**Comment:** Chief Nice stated from his standpoint things are going in the right direction. He teaches in two academies and as chief he sees the students in the role as student and at the interview table. He sees the backgrounds of the students. It is not uncommon for a student to spend \$4,000 on the academy and go through it only to washout right and left.

If we are looking at this from startup, out in the field people going to academies are not hirerable and it's not fair to them and not fair to everyone else. The thing is the fitness where people get into an academy where the tuition seems to be the qualification. They have candidates who cannot pass a physical in 4 months. Many of those are going to smaller departments and doing work as reserves for free, they would not be hired anywhere else in the state.

Having worked with the individuals, knowing their backgrounds, knowing they've washed out of police departments for significant issues, knowing they are in police cars, in uniforms, go to calls of service for free, but nobody would hire them.



Mr. Schumaker stated he has heard several comments from a number of chiefs and sheriffs. Ms. Davis stated she too appreciated those comments, as we explore these; in addition to working with the academies and commanders, getting their input, we also need to get the input of the chiefs and sheriffs; those who are put in the position of having a pool to hire from.



**Comment:** Chief Nice in response stated what you may be missing is then the ones taking in the tuition, these classes of 27, if you do this standard it may cause classes of 17 which would affect universities. This is the other side, for universities to be effective and cost effective; the universities are struggling with financial concerns. They want to fill the classes, for financial reason, the classes will go from 27 to 17 if there is a standard.



**Comment:** Commander Weber agrees to an extent to what Chief Nice was saying, but as commanders isn't it their job to kick the people out. He tells his classes at the start, his job is to graduate you so you can go out and do the job. If you are getting that kind of people all the time, in his opinion the commanders aren't doing their jobs. What you are talking about doing here is basically taking it off of the police departments to do backgrounds, etc. and putting it on the academies. Example, physical fitness; you don't have requirements, but our jobs as instructors is to get them prepared. To say you have to meet this 15% when you aren't allowing the people a chance to prove themselves. To set this standard of 15% for everybody, there is a good possibility that you are going to lose a lot people who could make it.

Ms. Davis responded that Commander Weber raised a good point. A year or so ago the commission starting looking into and collecting data on physical fitness standards; we don't want to exclude people that could pass and be wonderful officers, but we also don't want unrealistic expectations. We are trying to make a more data driven decision if it's decided there should be standard.



**Comment:** Commander Babel-Smith stated she once again agreed with what has been brought to the table, but there is one point that she wants to bring up. Such things as drug testing, psychological testing, and polygraphs cost money and in theory when you are at the educational stage, whose is going to pay for that? It is going to get rolled back to the student. Which means the peace officer program is going to become a more elite program, if you can afford it you can get into the program, which will increase the socially economic divide between those who are peace officers and the community that they serve. This is part of the reasons that we have problems today; some of her best cadets are cadets who came from lower income families, who live in the war zones which inspired them to become peace officers. If the program is so expensive, that people cannot afford to enroll, we are going to increase that gap that already exists now. If there was a way to come up with an organization that could all the testing that is approved by the commission, by the attorney general's office to help keep that cost down. She doesn't disagree with the concept, but the problem is the money issues.



**Comment:** Commander Strouth doesn't agree with several of the comments made by Chief Nice. As a commander they do screen their students. It is the commander's responsibility. We are realistic in common sense, students who have smoked crack, shot heroine, most likely are not going to get a job. She doesn't understand how a polygraph standard is going to work for all agencies.



**Question:** Commander Strouth asked the executive director if she would be bringing in SMEs or actually bringing in people who are currently working as law enforcement officers, commanders, college professors, us who are currently in the field, chiefs of smaller agencies to

be part of this conversation of drafting as was suggested by the commissioner, but rules, procedures and not just the staff here at OPOTA, but bring us in as a part of it?

**Answer:** Ms. Davis noted to include both academy and law enforcement administrator. Maybe it was what you meant, but it sounded like you implied that we have been doing this in a silo, which we have not. We have made great effort to include as many outside sources, with different options, so that we can come to the best informed decisions.

**Comment:** Commander Strouth stated her comment came as commission members requested the drafting of rules.

**Answer:** Ms. Davis commented there's a lot to do, drafting will be at the end, and it's down the road.

Chairperson Stanforth announced we would recess for 5 minutes to allow the next presenter to setup. Time of recess: 11:05 a.m.

Chairperson Stanforth reconvened the meeting at 11:12 a.m. Deputy Director Louis Agosta introduced Mr. Dan Shaw who is Regional Program Manager for the Commission on Accreditation for Law Enforcement Agencies, Inc. OPOTA is a nationally accredited training academy and in the next 6-12 months will be due for re-certification.

#### CALEA Presentation

The federal government enacted the Omnibus Crime Act of 1968, which in part, created the Law Enforcement Assistance Administration (LEAA) to formulate, for the first time, national criminal justice standards for crime reduction and prevention at the state and local levels.

LEAA produced six reports, one of which was the Police: National Advisory Commission on Criminal Justice Standards and Goals.

As a result, the United States Department of Justice provided a grant to the four major law enforcement executive associations to advance law enforcement by establishing voluntary standards. The organizations were: International Association of Chiefs of Police (IACP); Police Executive Research Forum (PERF); the National Sheriffs' Association (NSA) and the National Organization of Black Law Enforcement Executives (NOBLE). The result of this initiative was the creation of a private, non-profit corporation: The Commission on Accreditation for Law Enforcement Agencies, Inc. (CALEA).

CALEA is made up of 21 commissioners appointed by those 4 associations. Of those members 11 members must be law enforcement and the remaining 10 are in public service or the community at large. There is one commissioner from Ohio, Douglas Knight, Chief of Police, Vandalia, Ohio.

Commissioners serve a 3-year term and are eligible for two reappointments. This position is voluntary and the commissioners receive no salary.

The goals of accreditation are improving service delivery and increasing community and staff confidence in the agency.

Accreditation Programs consist of four separate programs:

- Law Enforcement (Two levels)
  - Basic with 189 Standards
  - Advanced with 484 Standards
- Public Safety Communications
  - 212 Standards
- Public Safety Training Academy
  - 159 Standards
- Campus Security
  - 294 Standards

These are the general topical areas of the chapters in the standards manual that are covered for training academy.

- Credentialing
- Organization
- Direction and authority
- Human Resources
- Recruitment, selection, employment, and promotion
- Instructional systems
- Training administration
- Instructors
- Students

One of the benefits is it creates a blueprint which promotes the efficient use of resources and improves service delivery – regardless of the size, geographic location, or functional responsibilities of the agency.

CALEA process consists of 5 stages:

1. Enrollment
2. Self-Assessment
3. Qualitative Review or Onsite Assessment
4. Commission Review and Decision
5. Return through the cycle and achieve Reaccreditation

Agencies must comply with all applicable mandatory standards and at least 80% of applicable other-than-mandatory standards. During its four-year accreditation award cycle, the agency must maintain compliance with applicable standards, keep its proofs of compliance up-to-date, and live by the letter and spirit of those standards.

CALEA in the United States:

- Approximately 5% of law enforcement agencies are accredited.
- Approximately 25% of law enforcement officers are members of an accredited agency
- 28 Accredited Training Academies
- 12 Training Academies in Self-Assessment



Considerations:

- CALEA standards are considered “the Gold Standard in Public Safety”
- CALEA’s credentialing model has been copied, but not successfully replicated
- CALEA standards address key issues identified in the 21<sup>st</sup> Century Policing findings
- CALEA’s Training Academy Accreditation program directly addresses many of the recommendations by the Ohio Attorney General’s Advisory Group on Law Enforcement Training.
- CALEA supports incentives to assist agencies seeking voluntary accreditation and their pursuit to excellence.

Mr. Shaw’s full power point is available, please see **Addendum 13**.



**Question:** Mr. Schumaker commented some states have very few centralize academies; other states like Ohio have large number of academies. Of the 28 accredited academies, is there any state where all the academies within that state are accredited? Which state has the greatest number of academies accredited? And if Ohio in the future recommends or requires accreditation what kind of cost are we looking at for an academy to undergo the accreditation process?

**Answer:** Mr. Shaw answered he doesn’t believe there are any states where all the academies are accredited; the accredited academies are spread out over the U.S. As for the cost it depends on the agency size, which he offered to look up.

Ms. Davis thanked Mr. Shaw for his presentation, stating he’s done his homework, hitting on several of the recommendations that the commission had referred to when they asked us to look at the value in the standards as far as general training academy oversight.

Ms. Davis stated the commission requested the staff put together an analysis between organizations like CALEA Accreditation and a more academic accreditation that many universities and colleges are accredited under, for example, North Central Learning Commission. Ms. Davis referred to the handout in each packet (**Addendum 7**) which Mr. Hykes and his staff put together.

Mr. Hykes stated on the last page there is a comparison of the instructor requirements for CALEA verses the High Learner Commission. There are similarities, the CALEA standards are more detailed in terms of more applicable towards law enforcement training academies verses the Higher Learner Commission standards which are geared more towards the entire university or college. The other main difference is in terms of reaccreditation process, the Higher Learner Commission is focused more on the health of the organization, and financial history and the rate of faculty turnover, where CALEA standards are steered more to making sure the standards are met. In general, they have the same things, but CALEA is more focused on the police academies.

Mr. Shaw stated the CALEA initial enrollment cost is \$6550.00 for training academy agencies, which enrolls them in the process for 2 years. After accreditation, there is an annual fee of \$3070.00.

Ms. Davis stated another accreditation item is the commanders survey (**Addendum 8**), which asked multiple questions as to what CALEA does and asked for input from the commanders.

Those responses are in the handout. In the handout, the red text is the OPOTC/A staff commentary added to give some clarity.

Chairperson Stanforth asked if there were any comments or discussions for documents presented.



**Question:** Commander Babel-Smith asked that since OPOTA has achieved CALEA's Gold Standard for their training program, which is what we present at Owens and other organizations that are represented in meeting; are we not already CALEA certified by extension. We are discussing that it's a good idea for Owens Community College to get CALEA certified, isn't that a redundancy? You're certifying a program that is already certified by the people who certified it in the first place.

**Answer:** Ms. Davis responded there are two sides to OPOTA. There is the commission side of the house, which is where all the basic curriculum and content comes from, the commission is not accredited. The academy side of the house does the advanced training programs to already certified officers that are accredited and all the processes on that side of the house. Even if the commission was accredited as the training academy, the multiple standards (159) that we would meet, there are not 159 standards in administrative rule that the commission would require the academies to meet. It is different, a misunderstanding of how OPOTA/C are laid out. The basic curriculum and the requirements set by the commission are on a totally different side of our operating house than the academy. The academy that is accredited only relates to our advanced training courses.



**Question:** Commander Snay asked, could some of this roll down into the commander's manual?

Could that be a way of doing this?

**Question:** Ms. Davis asked if he was describing a self-established accreditation that the commission would set?

**Comment:** Commander Snay clarified, or bring some best practices into the commander's manual; maybe some sort of short evaluation included.

**Answer:** Ms. Davis responded it could be, what we look at is, how we then ensure that those standards are being met; which is what we already struggle with. It seems like the compliance officers have a great relationship with those in the field, the commanders probably see them more than we do and know how busy they are with not only peace officer basic programs, but with the five other programs as well.

Ms. Davis stated most of this is coming from recommendation 7, which is increased oversight of peace officer basic. As part of that, recommendation 11 talks about the evaluation of instructors. The commission spoke about evaluations and renewals of commanders, which currently we don't have a process for. Ms. Robinson-Bond and Mr. Burke have been using a working group to look at a commander's performance plan. Ms. Davis asked the OPOTC if they wanted that sent to them to review prior to reaching out to the commanders for their thoughts or do they want it vetted with the field first? At this point it has been an in-house thing.

Colonel Pride responded the commanders are your experts, before we look at it let the commanders. We aren't in the training academy environment every day like the commanders are. Keeping the commanders involved is good thing at any level.

Ms. Davis continued, in regards to recommendation 11, we discussed how we can implement instructor and content evaluations through the students; we have spoken with both open and

closed academies and would like to utilize both of those platforms to pilot it. This was an update to let everyone know we are proceeding with looking into it.

For recommendation 12, we were looking at the order of topics. Ms. Davis asked Mr. Burke to present to the OPOTC.

Mr. Burke stated we were tasked with setting the order of topics for peace officer basic training. We sent a survey to all the commanders with all the recommendations and in addition to that request, we asked if the commanders utilized the current order of topics, please send to us to use as part of our evaluation; which we did receive some.

We started to look at the order of topics and this is something we understand gives the commander concerns regarding weather issues and students who miss days. We started looking at the content and came to the realization it doesn't have to be an set order for all topics. We are not going to use the audit sheet and say you have to go in that order. It's a prerequisite, there are certain topics due to the information taught in them are foundational for other topics throughout the academy. So, when we looked at this, it basically touches on 16 different topics in the entire peace officer basic training that could be affected by this prerequisite.

To give you an idea, Topic 1-1 introduction to basic training must be taught first; it's the intro to the academy, explaining the SPO's. Topic 1-2 intro to policing, Topic 1-3 fundamentals of the criminal justice system, Topic 1-14 community diversity and procedural justice and Topic 1-5 ethics all four must be taught within the first 40 hours of the academy, but can be taught in any order. Because they are foundational, they are setting the foundation for the cadets. We understand there will be students who will not be in a prerequisite class, and miss due to illness, and/or emergency, example: if they missed the first aid CPR class; because they missed that class we aren't saying they have to stop taking the academy. We understand these things will come up; we ask the prerequisite class be made up within two weeks from the day the student missed the class.

This is optional for January 2016; to let commanders feel through the scheduling process, let us know of any difficulties they are having. We are looking to July 2016 for it to become mandatory.

For a complete list of topic order please see pages 22-23 of Basic Training Program Changes for January 2016 (**Addendum 1**).



**Question:** Commander Meader asked if there was anything related to P.T., where if someone was injured and then have to complete something within two weeks.

**Answer:** Mr. Burke referred to Alice Robinson-Bond. Ms. Robinson-Bond responded if someone is missing a class because they are physically unable due to injury, they will be required to make up the course within two weeks of being released from the injury.



**Question:** Commander Meader questioned it obtainable, depending on how much was missed.

**Answer:** Ms. Robinson-Bold stated those issues we want to work on during the 6 month prior to being mandatory. Mr. Burke also, responded that P.T. is not one of the pre-requisites.



**Question:** Commander Meader clarified there is nothing the prerequisite impact on the physical?

**Answer:** Mr. Burke responded just the subject control techniques, but just that they are taught before impact weapons and after search and seizure and then first aid.



**Question:** Ms. Kieley asked are you talking about the whole block of subject control techniques being done at one time.

**Answer:** Mr. Burke responded the entire block of subject control needs to be completed prior to doing impact weapons.

Chairperson Stanforth reminded the commissioners the information covered on order of topics was on page 22-23 of **Addendum 1**.

### **MOTION:**

**Mr. Schumaker made the motion asking the full commission to approve the Order of Topics. Sheriff Heldman seconded the motion. After a brief discussion a vote was taken and passed unanimously. Yes-6 / No-0**

### **DISCUSSION:**



**Question:** Commander Tavano asked if we were talking about subject control, you have to complete 60 hours of subject control in order to train in impact weapons? In the last two classes we did judgment based, and scenario based use of force training on decision, something that will be used in impact weapons. How can we have the subject control training for a retractable weapon and expect the students in Redman suits and not be trained in impact weapons yet.

**Answer:** Mr. Burke responded in understands what the commander is saying, and input like this is want they need so they can look at it.



**Question:** Commander Wade asked if the instructor can't make the class for a snow day, etc., should they anticipate making sure on planning for enough time or would it be a consideration for the makeup schedule discussed prior.

**Answer:** Ms. Robinson-Bold believed the concept was that if you missed because of a snow day you would still have two weeks to reschedule it.

**Comment:** Commander Wade clarified that if it's an instructor related issue they still have the two weeks to reschedule it.

**Answer:** Ms. Robinson-Bond responded, yes.

**Chairperson Stanforth hearing no further questions or comments, asked for a vote on the motion recorded above, the vote was unanimous with yes 6 / no 0. The vote is recorded with the motion above.**

Ms. Davis continued with the old business with Recommendation 16 of the advisory group which referred to adding community police relations topics to include implicit bias, procedural justice, and police legitimacy to the peace officer basic program. This was part of the curriculum approval this morning, with a preapproval to add a topic effective July 2016, that includes these topic matters.

The second part is a program called Blue Courage which is supported on the national level. Once Ohio implements this program, I believe we would be the first in the nation to implement it state wide, both through the basic and advanced training programs. Ms. Davis introduced Mr. Howard Powers for a presentation on Blue Courage.



Mr. Howard Powers gave a brief bio sharing his work history; Mr. Powers, employed with the Michigan State Police for 32 years, then with the Michigan Supreme Court at the Hall of Justice as a security guard for almost 6 years. Then he received the opportunity to work for Blue

## Courage. (Addendum 9 and 10)

The Law Enforcement Memorial Fund Foundation out of Washington D.C. supports the program, saying what Blue Courage is doing is saving lives. IADLEST is now running the grant for Blue Courage.

When they first started Blue Courage, it was put together by law enforcement for law enforcement, to take care of law enforcement.

### The Golden Circle of Blue Courage:

- Why: Blue Courage enhances our law enforcement officers' capacity to serve with courage and honor.
- How: By shaping a Guardian's heart and mind
- What: Enhance capacity of our people through education, practices, tools, and processes.

If you want to change, if you are going to stay in an impoverished environment, you have to create an enriched environment. An enriched environment is like a person of war who comes home to the loving arms of their family, gets 3 meals a day, and gets a good night's rest. Unless we create that environment for our people, this profession will devastate us. It can be done, people are doing it.

### What erodes capacity?

- Culture
- Tired
- Dispirited
- Questionable Leadership
- Cynicism
- Unhealthy
- Chronic stress
- Education gaps

### Courage is a Product of:

- Self-Awareness and Self-Regulation
- Commitment and purpose
- Self-Confidence
- Conviction – values and beliefs
- Daring and boldness
- Learning to be strong in hard moments.

### Dimensions of a whole person:

- Physical
- Emotional
- Mental
- Spiritual

How do you build wisdom in your people? How do you make the right decision? How do you make the decisions in those moments that are the right thing to do? How do these things affect us not only at the emotional level, but how does it affect us at the physiological level?



## Blue Courage Modules

- Foundations
- Police Culture
- Nobility of Policing
- Respect
- Resilience/Hope
- Positive Psychology
- Practical Wisdom/Deliberate Practice
- Health & Wellness
- Legacy/Immortal Cop

How does this affect our cultures; the foundations and courage? What does courage mean, courage is having what it takes to speak-up and say what needs to be said in that moment. Do I have what it takes to be able to do what it takes in that moment? Courage comes from the heart, not from the hat, leadership comes from the inside, and it's who we are.



**Question:** Mr. Schumaker asked if he could explain the state immersion process we are going through now?

**Answer:** Mr. Powers responded the state immersion has just started. A grant was provided to International Association of Directors of Law Enforcement Standards and Training (IADLEST) saying they would manage the grant, but didn't want it scattered, they want it to be used more strategically. We are looking at states that have an interest of immersing this concept into their training and agencies. The idea behind the immersion is how do we bring it into a state, how do we get it into the academies and also into service as best we can.

The idea is for us to come in and train a group of trainers and then train master trainers who would train the trainers. Eventually, the goal is to step away and turn it over to the states.



**Question:** Colonel Pride asked to touch on the partners.

**Answer:** Ms. Davis responded we have several federal partners, as far as in Ohio in addition to the training academy, there's Columbus, Cleveland and Cincinnati Police Departments, and we've also been speaking with the Buckeye State Sheriffs Association and Ohio Association of Chiefs of Police to be strategic partners.

## MOTION:

**Mr. Schumaker moved for the commission to approve Ohio's involvement as an immersion State and to take Blue Courage forward in both the basic training programs and the advanced training programs. Sgt. Mineard seconded the motion. After a brief discussion the motion was voted on and passed unanimously. Yes-6 / No-0**

## DISCUSSION:

Chairperson Stanforth asked about the cost? Ms. Davis stated there are different programs. Specifically for basic training there would be an instructor's course. Our plan would be to charge no more than the materials cost for the program. One of the ideas for implementing it in basic training is that this is going to be a culture; we are looking for the commanders to bring pieces and parts of this program into every single day of these academies. These cultures need to be brought into each agency and academy by their leadership. There are different classes available; it's a leadership development workshop for the advanced training side and in-service. Mr. Powers explained that diffusion of innovation if you get the people who will buy into this,

which will influence your best people. You want your trainers, LETO's, First Line Supervisors, because they will make it or break this program.

Mr. Schumaker asked if there was a grant process? Ms. Davis stated yes for the initial immersion we get the master trainer and instructors created. Ms. Davis doesn't believe the grant money will be available as an ongoing source. Mr. Powers stated this is to get you up and going to make yourselves proficient; again, to train your trainers and master trainers. The goal is to eventually make ourselves nonexistent. Ms. Davis stated that Mr. Powers have been very open that we can tailor the program and are open to working with us for the materials needed; we have the latitude to do what we need to do to make the program work for us.

**Chairperson Stanforth hearing no further questions or comments, asked for a vote on the motion recorded above, the vote was unanimous with yes 6 / no 0. The vote is recorded with the motion above.**

Ms. Davis moved to Recommendation #23 Use of Force. Ms. Davis has been working with Director Born and Director Moore in terms to what the Governors' collaborative group is doing as they are addressing these same items. At their last meeting, a deadline of September 1<sup>st</sup> was set for creating standards for use of force, deadly force, and hiring. Those are available on their website. In general they are not in conflict with any current Supreme Court rulings, they are very general. They haven't gotten into the actual policies. Ms. Davis suggested we hold off on taking any actions on those recommendations until that group moves forward.

Ms. Davis feels this will run parallel to the pre-certification recommendations; a lot of them will probably be the same thing for actual agency hiring standards they will be looking at. We will continue to work with them in terms of that as we explore those pre-certification recommendations.

Ms. Davis stated she had no further discussion. With no other questions or discussion this concluded the Old Business.

## **IX. New Business**

**Sheriff Vernon Stanforth  
Chairperson**

Mr. Hykes stated the administrative code, for several different programs, has limitations on what special subject instructors can teach. The proposed changes to 109:2-3-05 certification of instructors will allow special topic subject control instructors in the private security program, making it uniform across the board (**Addendum 11**).

Hearing no questions, Mr. Hykes moved to the last proposal 109:2-7-05 certification of law enforcement canine units. This change will bring the canine evaluation in line with every other program. The proposed rule change is to establish a 21-day window to request a K-9 school (**Addendum 12**).

### **MOTION:**

**Sheriff Heldman made the motion to approve the 109:2-3-05 and 109:2-7-05 rule proposals. Colonel Pride seconded the motion. No discuss was forthcoming, a vote was taken and passed unanimously. Yes-6 / No-0**

With no further discussion that concluded the New Business.



**X. Guest Forum**

**Sheriff Vernon Stanforth  
Chairperson**

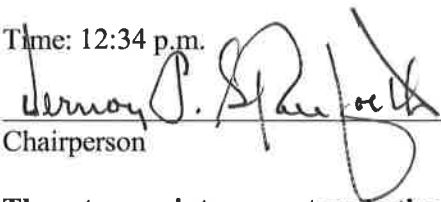
Hearing no comments, that concluded the guest forum.

**XI. Motion To Adjourn**

Chairperson Stanforth asked if there was anything further to address. With nothing forthcoming, he asked for a motion to adjourn.

**Sheriff Heldman moved to adjourn the meeting. Colonel Pride seconded the motion. The vote passed unanimously. Meeting adjourned.**

Time: 12:34 p.m.

  
\_\_\_\_\_  
Chairperson

**These transcripts are not verbatim. Audio recordings are available upon request.**



## Ohio Peace Officer Training Commission

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### Basic Training Program Changes

January 1, 2016



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**Commission Meeting Curriculum Changes for January 1, 2016  
September 10, 2015**

- Includes 3 basic programs and 74 lesson plans

**Peace Officer Basic Training**

- 24 lesson plans reviewed, revised, or added
- Total curriculum hours increased from 605 to 653

**Curriculum Code BAS033**

**8-2 Companion Animal Encounters**

- All schools starting on or after October 1, 2015 will be required to teach this topic
- Schools that started before this date that want to include this topic may add it to the calendar
- Course will cover all areas outlined in HB64
- Instructor qualifications – 5 years full-time LE experience

**Curriculum Code BAS034**

**1-1 Introduction to Basic Training**

- Legal update - HB 64 Operating Budget (peace officer training)
- Hour cap removed (Advisory Group recommendation)

**1-4 Community Diversity & Procedural Justice**

- New topic for implementation July 1, 2016
- 3-10 Community Diversity merged into this lesson plan
- Instructor qualification change – Instructors who are currently certified as a Community Diversity Instructor, will need to complete a one day update. New instructors will need to complete the Community Diversity & Procedural Justice Instructor course
- Change(s) to SPOs
- Updated content

**2-1 Introduction to the Ohio Revised Code**

- Change(s) to SPOs
- Updated content
- Changed topic name from General Provisions
- 2-2N Conspiracy, Attempt, & Complicity merged into 2-1 Introduction to the Ohio Revised Code
- Hour increase from 3 (combined) to 5

**2-2B Kidnapping & Extortion**

- Change(s) to SPOs
- Updated content
- Hour increase from 1 to 3



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### **2-2E Crimes Against Property**

- Change(s) to SPOs
- Updated content
- 2-2F Robbery, Burglary, Trespass, & Related Offenses and 2-2G Theft, Fraud, & Related Offenses merged into 2-2E Crimes Against Property
- Hour increase from 7 (combined) to 10

### **2-2F Robbery, Burglary, Trespass, & Related Offenses**

- Merged into 2-2E Crimes Against Property
- Topic deleted

### **2-2G Theft, Fraud, & Related Offenses**

- Merged into 2-2E Crimes Against Property
- Topic deleted

### **2-2I Liquor Control**

- Legal update for HB 47 refreshment areas and open container exemption

### **2-2M Offenses Against Justice & Public Administration**

- Change(s) to SPOs
- Updated content
- Hour increase from 3 to 6

### **2-2N Conspiracy, Attempt, & Complicity**

- Merged into 2-1 Introduction to the Ohio Revised Code
- Topic deleted

### **2-2O Weapons**

- Change(s) to SPOs
- Updated content
- Hour increase from 1 to 3

### **3-3 Domestic Violence**

- Change(s) to SPOs
- Updated content

### **3-4 Crisis Intervention**

- Change(s) to SPOs
- Updated content
- Hour increase from 16 to 20
- Added community panel (Advisory Group recommendation)

### **Unit 4 Firearms**

- Decrease from 30 hours classroom maximum to 16 hours classroom maximum



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#### **4-1 Handgun**

- Change(s) to SPOs
- Updated content
- Minimum number of required rounds increased from 500 to 750

#### **4-2 Shotgun**

- Change(s) to SPOs
- Updated content
- Minimum number of required rounds increased from 50 pelleted rounds to 75 pelleted rounds

#### **7-2 Critical Injury First Aid**

- New topic
- 8 hours
- Skill topic SF144bas Critical Injury First Aid Proficiency Testing Record required
- 1:10 instructor to students ratio
- Instructor qualifications
  - Certified peace officer and Self-Aid Buddy-Aid (SABA) or Critical Injury First Aid Advanced Training (CIFA) course and CIFA Instructor Course **or**
  - Certified Tactical Medical Provider (e.g., EMT-T, Tactical Paramedic). The Tactical provision of the certification must be completed through one of the nationally certifying organizations (e.g., NAEMT, EMT-Tactical, Warrior School) **or**
  - Certified peace officer or EMT-B and previous experience as a tactical medical provider (e.g., military medic, combat life saver, assigned to Tactical Emergency Medical Support (TEMS) position on local team) and CIFA Instructor Course. Proof of experience as a tactical medical provider can be shown by providing documentation from team training records with a law enforcement agency

#### **10-1 Intro to Traffic**

- Modification to Handout #1

#### **10-2 Motor Vehicle Offenses**

- Change(s) to SPOs
- Updated content

#### **10-4 Traffic Crash Investigation**

- Change(s) to SPOs
- Updated content
- Hour increase from 21 to 32
- Required number of completed crash investigations has increased from 1 to 3

#### **10-5 Uniform Traffic Ticket**

- Modification to Handout #1

#### **11-4 Police Photography**

- Modification to PowerPoint



### **11-7 Drug Awareness**

- Legal update for SB 7 prohibiting pure caffeine

### **12-1 Physical Fitness & Conditioning**

- Updated content to match new Additional Resources video

### **Jailer Basic Training – JBT031**

- Total curriculum hours increase from 48 to 118
- The entire Jailer Basic Training curriculum has been reviewed and revised. Topics are aligned to mirror Corrections Basic Training in their location on the audit sheet to ensure consistency in course content and instructor certification.

### **1-1 Training Overview & Orientation**

- New topic
- Instructor qualification – Approved CBT or JBT commander only

### **1-2 Ethics & Professionalism**

- New topic
- Instructor qualifications – 3 years corrections officer experience and 8 hours of Advanced training course in Ethics and Professionalism and Two National Institute of Corrections (NIC) online classes: "Your role: Responding to Sexual Abuse" and "Investigating Sexual Abuse in a Confinement Setting" or certified in CBT 1-2 and CBT 2-7

### **1-3 Report Writing**

- New topic
- Instructor qualifications – 3 years corrections officer experience and OPOTA "Modern Report Writing" course or college level writing courses (i.e., technical or advanced)

### **2-2 Inmate Rights & Civil Liability**

- New topic
- Instructor qualifications – licensed attorney in the state of Ohio with current Bar card; or OPOTA instructor training course, "Peace Officer Basic Training Legal Instructor" or Corrections Basic Training 16-hour Legal Instructor

### **2-3 Overview of 12 Day Jail Standards**

- New topic
- Instructor qualifications – 3 years corrections officer experience

### **3-1 Basic Security Duties**

- New topic
- Instructor qualifications – 3 years corrections officer experience





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### **3-2 Inmate Discipline**

- New topic
- Instructor qualifications – 3 years corrections officer experience

### **3-3 Admission & Release**

- New topic
- Instructor qualifications – 3 years corrections officer experience

### **3-4 Cell & Living Area Searches**

- New topic
- Instructor qualifications – 3 years corrections officer experience

### **3-5 Body Searches**

- New topic
- Instructor qualifications – 3 years corrections officer experience
- Skill topic SF137jbt Body Searches Proficiency Testing Record required

### **3-7 Fire Safety**

- New topic
- Instructor qualifications – Firefighter, fire training or jail administrator/ranked officer

### **3-8 Handling Emergency Situations**

- New topic
- Instructor qualifications – 3 years corrections officer experience

### **3-9 Transportation of Inmates**

- New topic
- Instructor qualifications – 3 years corrections officer experience
- Skill topic SF143jbt Transportation of Inmates Proficiency Testing Record required

### **4-1 IPC in the Correctional Setting**

- New topic
- Instructor – qualifications – Three National Institute of Corrections (NIC) online classes: "Interpersonal Communication Skills with Correctional Offenders" – Course 1, Course 2, and Course 3

### **4-2 Inmate Supervision**

- New topic
- Instructor qualifications – 3 years corrections officer experience



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#### **4-3 Crisis Intervention & Suicide Prevention**

- New topic
- Instructor qualifications – Advanced training (e.g., OPOTA "Corrections Crisis Intervention Instructor" course, CIT course offered by NAMI); or approved OPOTC BAS 3-4 instructor

#### **4-4 Stress & the Correctional Officer**

- New topic
- Instructor qualifications – 3 years corrections officer experience and 8 hours of advanced training in subject matter (e.g., FOP's Critical Incident Stress Management, Grossman's Bulletproof Mind, Gilmartin's Emotional Survival for Law Enforcement, Desert Waters correctional outreach: From Corrections Fatigue to Fulfillment or Critical Incident Responder Training)

#### **4-5 Community Diversity**

- New topic
- Instructor qualifications – OPOTA "Community Diversity Instructor" course

#### **5-1 Medical Overview**

- New topic
- Instructor qualifications – Currently certified or licensed as an RN, LPN, Paramedic, Physician, Physician's Assistant, Nurse Practitioner, MD, or DO within Ohio; no chiropractor

#### **6-1 Subject Control Techniques**

- New topic
- Instructor qualifications – OPOTC approved Subject Control Instructor course eff. 4/2012. If taken prior to 4/2012, 16 hour update required
- Skill topic SF127jbt Subject Control Techniques Proficiency Testing Record required

#### **7-1 First Aid/CPR/AED**

- New topic
- Instructor qualifications – Current instructor certification from American Heart Association, American Red Cross or American Safety and Health Institute in First Aid, CPR and AED
- Skill topic SF123jbt First Aid/CPR/AED Proficiency Testing Record required



**Corrections Basic Training**

- 4 lesson plans reviewed or revised
- Total curriculum hours remain 143

**2-2 Inmate Rights & Civil Liability**

- Legal update – Kingsley v. Hendrickson Supreme Court decision on judging use of force

**4-3 Crisis Intervention & Suicide Prevention**

- Change(s) to SPOs
- Updated content

**5-1 Medical Overview**

- Updated content

**6-1 Subject Control**

- Legal update – Kingsley v. Hendrickson Supreme Court decision on judging use of force



## Ohio Peace Officer Training Commission Peace Officer Basic Training Audit Sheet

Curriculum Code: BAS-033

All Topics & Hours are Mandatory

### 1. Administration

1. Introduction to Basic Training (7/1/14)	1	_____
2. Introduction to Policing (7/1/14)	6	_____
3. Fundamentals of the Criminal Justice System (7/1/14)	3	_____
4. INTENTIONALLY LEFT BLANK (7/1/14)	0	_____
5. Ethics & Professionalism (7/1/15)	5	_____
6. INTENTIONALLY LEFT BLANK (7/1/14)	0	_____
7. Fundamentals of Report Writing (7/1/14)	8	_____
	<b>23</b>	_____

### 2. Legal

1. General Provisions (7/1/15)	2	_____
2. Ohio Revised Code		
A. Homicide, Assault & Menacing (1/1/15)	3	_____
B. Kidnapping & Extortion (1/1/15)	1	_____
C. Sexual Assault (1/1/15)	2	_____
D. Prostitution & Obscenity (7/1/15)	2	_____
E. Arson & Related Offenses (7/1/14)	2	_____
F. Robbery, Burglary, Trespass & Related Offenses (7/1/13)	2	_____
G. Theft, Fraud & Related Offenses (1/1/13)	3	_____
H. INTENTIONALLY LEFT BLANK (1/1/14)	0	_____
I. Liquor Control (1/1/14)	1	_____
J. INTENTIONALLY LEFT BLANK (7/1/15)	0	_____
K. Offenses Against Public Peace (7/1/14)	2	_____
L. Selected Offenses Against the Family (7/1/15)	1	_____
M. Offenses Against Justice & Public Administration (7/1/13)	3	_____
N. Conspiracy, Attempt & Complicity (7/1/15)	1	_____
O. Weapons (7/1/15)	1	_____
3. Arrest, Search, & Seizure (1/1/14)	24	_____
4. INTENTIONALLY LEFT BLANK (1/1/14)	0	_____
5. INTENTIONALLY LEFT BLANK (1/1/14)	0	_____
6. Civil Liability & Use of Force (7/1/15)	6	_____
7. Testifying in Court (7/1/14)	5	_____
	<b>61</b>	_____

### 3. Human Relations

1. Public Relations (7/1/13)	2	_____
2. INTENTIONALLY LEFT BLANK (1/1/13)	0	_____
3. Domestic Violence (7/1/15)	12	_____
4. Crisis Intervention (1/1/15)	16	_____
5. Child Abuse & Neglect (7/1/13)	6	_____
6. The Missing & Human Trafficking (7/1/15)	12	_____
7. Juvenile Justice System (7/1/15)	3	_____
8. Responding to Victims' Needs & Rights (7/1/15)	3	_____
9. INTENTIONALLY LEFT BLANK (7/1/14)	0	_____
10. Community Diversity (7/1/13)	12	_____
	<b>66</b>	_____

### 4. Firearms

1. Handgun (1/1/14) *	N/A	_____
2. Shotgun (1/1/15) *	N/A	_____
	<b>60</b>	_____

### 5. Driving

1. Driving (1/1/15) *	<b>24</b>	_____
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### 6. Subject Control Techniques

1. Subject Control Techniques (7/1/15) *	70	_____
2. Impact Weapons (7/1/14) *	8	_____
	<b>78</b>	_____

### 7. First Aid/CPR/AED

1. First Aid/CPR/AED (7/1/15) *	<b>10</b>	_____
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### 8. Patrol

1. Patrol Techniques (7/1/13) *	12	_____
2. Companion Animal Encounters (10/1/15)	2	_____
3. INTENTIONALLY LEFT BLANK (7/1/13)	0	_____
4. Building Searches (7/1/13) *	12	_____
5. Stops & Approaches (7/1/12) *	20	_____
6. Vehicle Theft & Identification (7/1/13)	2	_____
7. Gang Awareness (7/1/13)	4	_____
8. LEADS (7/1/14)	2	_____
9. Prisoner Booking & Handling (1/1/14)	4	_____
10. Ohio Law Enforcement Gateway (OHLEG) (7/1/15)	1	_____
	<b>59</b>	_____

### 9. Civil Disorders

1. Civil Disorders (1/1/14)	<b>8</b>	_____
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### 10. Traffic

1. Introduction to Traffic (7/1/14)	1	_____
2. Motor Vehicle Offenses (7/1/15)	8	_____
3. INTENTIONALLY LEFT BLANK (7/1/13)	0	_____
4. Traffic Crash Investigation (1/1/13)	21	_____
5. Uniform Traffic Ticket (7/1/14)	2	_____
6. NHTSA Speed Measuring Device (1/1/14) *	40	_____
7. Traffic Direction & Control (7/1/15)	2	_____
8. NHTSA SFST (7/1/14) *	40	_____
	<b>114</b>	_____

### 11. Investigation

1. Crime Scene (1/1/14)	24	_____
2. Electronic Evidence (7/1/14)	2	_____
3. INTENTIONALLY LEFT BLANK (1/1/14)	0	_____
4. Police Photography (1/1/14)	3	_____
5. Tracing Stolen Property (1/1/14)	1	_____
6. INTENTIONALLY LEFT BLANK (7/1/13)	0	_____
7. Drug Awareness (7/1/15)	8	_____
8. INTENTIONALLY LEFT BLANK (7/1/12)	0	_____
9. INTENTIONALLY LEFT BLANK (7/1/14)	0	_____
10. INTENTIONALLY LEFT BLANK (1/1/14)	0	_____
11. Lineups (1/1/14)	2	_____
12. Gambling (1/1/14)	1	_____
13. INTENTIONALLY LEFT BLANK (1/1/14)	0	_____
14. Surveillance (1/1/14)	2	_____
15. Interview & Interrogation (1/1/14)	6	_____
	<b>49</b>	_____

### 12. Physical Conditioning

1. Physical Fitness & Conditioning (7/1/14) *	40	_____
2. Critical Incident Stress Awareness (7/1/14)	4	_____
	<b>44</b>	_____

### 13. Homeland Security

1. HazMat & WMD Awareness for the First Responder (7/1/15) *	8	_____
2. Bombs & Explosives (7/1/14)	2	_____
3. Terrorism Awareness (7/1/15)	4	_____
4. Incident Command System (ICS) (7/1/15) *	4	_____
5. National Incident Management System (NIMS) (7/1/15) *	4	_____
	<b>22</b>	_____

**TOTAL HOURS 618**



**Ohio Peace Officer Training Commission  
Peace Officer Basic Training Audit Sheet**

Curriculum Code: BAS-034  
All Topics & Hours are Mandatory

**1. Administration**

1. Introduction to Basic Training (1/1/16)	1	_____
2. Introduction to Policing (7/1/14)	6	_____
3. Fundamentals of the Criminal Justice System (7/1/14)	3	_____
4. INTENTIONALLY LEFT BLANK (7/1/14)	0	_____
5. Ethics & Professionalism (7/1/15)	5	_____
6. INTENTIONALLY LEFT BLANK (7/1/14)	0	_____
7. Fundamentals of Report Writing (7/1/14)	8	_____
	<b>23</b>	_____

**2. Legal**

1. Introduction to the Ohio Revised Code (1/1/16)	5	_____
2. Ohio Revised Code		_____
A. Homicide, Assault & Menacing (1/1/15)	3	_____
B. Kidnapping & Extortion (1/1/16)	3	_____
C. Sexual Assault (1/1/15)	2	_____
D. Prostitution & Obscenity (7/1/15)	2	_____
E. Crimes Against Property (1/1/16)	10	_____
F. INTENTIONALLY LEFT BLANK (1/1/16)	0	_____
G. INTENTIONALLY LEFT BLANK (1/1/16)	0	_____
H. INTENTIONALLY LEFT BLANK (1/1/14)	0	_____
I. Liquor Control (1/1/16)	1	_____
J. INTENTIONALLY LEFT BLANK (7/1/15)	0	_____
K. Offenses Against Public Peace (7/1/14)	2	_____
L. Selected Offenses Against the Family (7/1/15)	1	_____
M. Offenses Against Justice & Public Administration (1/1/16)	6	_____
N. INTENTIONALLY LEFT BLANK (1/1/16)	0	_____
O. Weapons (1/1/16)	3	_____
3. Arrest, Search, & Seizure (1/1/14)	24	_____
4. INTENTIONALLY LEFT BLANK (1/1/14)	0	_____
5. INTENTIONALLY LEFT BLANK (1/1/14)	0	_____
6. Civil Liability & Use of Force (7/1/15)	6	_____
7. Testifying in Court (7/1/14)	5	_____
	<b>73</b>	_____

**3. Human Relations**

1. Public Relations (7/1/13)	2	_____
2. INTENTIONALLY LEFT BLANK (1/1/13)	0	_____
3. Domestic Violence (1/1/16)	12	_____
4. Crisis Intervention (1/1/16)	20	_____
5. Child Abuse & Neglect (7/1/13)	6	_____
6. The Missing & Human Trafficking (7/1/15)	12	_____
7. Juvenile Justice System (7/1/15)	3	_____
8. Responding to Victims' Needs & Rights (7/1/15)	3	_____
9. INTENTIONALLY LEFT BLANK (7/1/14)	0	_____
10. Community Diversity (7/1/13)	12	_____
	<b>70</b>	_____

**4. Firearms**

1. Handgun (1/1/16) *	N/A	_____
2. Shotgun (1/1/16) *	N/A	_____
	<b>60</b>	_____

**5. Driving**

1. Driving (1/1/15) *	<b>24</b>	_____
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**6. Subject Control Techniques**

1. Subject Control Techniques (7/1/15) *	70	_____
2. Impact Weapons (7/1/14) *	8	_____
	<b>78</b>	_____

**7. First Aid/CPR/AED**

1. First Aid/CPR/AED (7/1/15) *	10	_____
2. Critical Injury First Aid (1/1/16) *	8	_____
	<b>18</b>	_____

**8. Patrol**

1. Patrol Techniques (7/1/13) *	12	_____
2. Companion Animal Encounters (10/1/15)	2	_____
3. INTENTIONALLY LEFT BLANK (7/1/13)	0	_____
4. Building Searches (7/1/13) *	12	_____
5. Stops & Approaches (7/1/12) *	20	_____
6. Vehicle Theft & Identification (7/1/13)	2	_____
7. Gang Awareness (7/1/13)	4	_____
8. LEADS (7/1/14)	2	_____
9. Prisoner Booking & Handling (1/1/14)	4	_____
10. Ohio Law Enforcement Gateway (OHLEG) (7/1/15)	1	_____
	<b>59</b>	_____

**9. Civil Disorders**

1. Civil Disorders (1/1/14)	<b>8</b>	_____
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**10. Traffic**

1. Introduction to Traffic (1/1/16)	1	_____
2. Motor Vehicle Offenses (1/1/16)	8	_____
3. INTENTIONALLY LEFT BLANK (7/1/13)	0	_____
4. Traffic Crash Investigation (1/1/16)	32	_____
5. Uniform Traffic Ticket (1/1/16)	2	_____
6. NHTSA Speed Measuring Device (1/1/14) *	40	_____
7. Traffic Direction & Control (7/1/15)	2	_____
8. NHTSA SFST (7/1/14) *	40	_____
	<b>125</b>	_____

**11. Investigation**

1. Crime Scene (1/1/14)	24	_____
2. Electronic Evidence (7/1/14)	2	_____
3. INTENTIONALLY LEFT BLANK (1/1/14)	0	_____
4. Police Photography (1/1/16)	3	_____
5. Tracing Stolen Property (1/1/14)	1	_____
6. INTENTIONALLY LEFT BLANK (7/1/13)	0	_____
7. Drug Awareness (1/1/16)	8	_____
8. INTENTIONALLY LEFT BLANK (7/1/12)	0	_____
9. INTENTIONALLY LEFT BLANK (7/1/14)	0	_____
10. INTENTIONALLY LEFT BLANK (1/1/14)	0	_____
11. Lineups (1/1/14)	2	_____
12. Gambling (1/1/14)	1	_____
13. INTENTIONALLY LEFT BLANK (1/1/14)	0	_____
14. Surveillance (1/1/14)	2	_____
15. Interview & Interrogation (1/1/14)	6	_____
	<b>49</b>	_____

**12. Physical Conditioning**

1. Physical Fitness & Conditioning (1/1/16) *	40	_____
2. Critical Incident Stress Awareness (7/1/14)	4	_____
	<b>44</b>	_____

**13. Homeland Security**

1. HazMat & WMD Awareness for the First Responder (7/1/15) *	8	_____
2. Bombs & Explosives (7/1/14)	2	_____
3. Terrorism Awareness (7/1/15)	4	_____
4. Incident Command System (ICS) (7/1/15) *	4	_____
5. National Incident Management System (NIMS) (7/1/15) *	4	_____
	<b>22</b>	_____

**TOTAL HOURS 859**



**Ohio Peace Officer Training Commission  
 Jailer Basic Training Audit Sheet  
 Curriculum Code: JBT-031  
 All Topics & Hours are Mandatory**

**1. Administration**

1. Training Overview & Orientation (1/1/16)	1	—
2. Ethics & Professionalism (1/1/16)	2	—
3. Report Writing (1/1/16)	2	—
<b>5</b>		

**2. Legal**

1. INTENTIONALLY LEFT BLANK (1/1/16)	0	—
2. Inmate Rights & Civil Liability (1/1/16)	4	—
3. Overview of 12 Day Jail Standards (1/1/16)	1	—
4. INTENTIONALLY LEFT BLANK (1/1/16)	0	—
<b>5</b>		

**3. Jail Security**

1. Basic Security Duties (1/1/16)	1	—
2. Inmate Discipline (1/1/16)	1	—
3. Admission & Release (1/1/16)	2	—
4. Cell & Living Area Searches (1/1/16)	2	—
5. Body Searches (1/1/16) *	4	—
6. INTENTIONALLY LEFT BLANK (1/1/16)	0	—
7. Fire Safety (1/1/16)	2	—
8. Handling Emergency Situations (1/1/16)	1	—
9. Transportation of Inmates (1/1/16) *	1	—
<b>14</b>		

**4. Human Relations**

1. IPC in the Correctional Setting (1/1/16)	16	—
2. Inmate Supervision (1/1/16)	2	—
3. Crisis Intervention & Suicide Prevention (1/1/16)	16	—
4. Stress & the Correctional Officer (1/1/16)	2	—
5. Community Diversity (1/1/16)	4	—
<b>40</b>		

**5. Medical Overview**

1. Medical Overview (1/1/16)	<b>4</b>	—
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**6. Subject Control Techniques**

1. Subject Control Techniques (1/1/16) *	<b>40</b>	—
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**7. First Aid/CPR/AED**

1. First Aid/CPR/AED (1/1/16) *	<b>10</b>	—
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**Total Hours 118**





**Ohio Peace Officer Training Commission  
 Corrections Basic Training Audit Sheet  
 Curriculum Code: CBT-032  
 All Topics & Hours are Mandatory**

**1. Administration**

1. Training Overview & Orientation (1/1/15)	1	_____
2. Ethics & Professionalism (1/1/15)	2	_____
3. Report Writing (1/1/15)	8	_____
	<u>11</u>	

**2. Legal**

1. Overview of the Criminal Justice System (1/1/15)	2	_____
2. Inmate Rights & Civil Liability (1/1/16)	6	_____
3. INTENTIONALLY LEFT BLANK (1/1/13)	0	_____
4. Overview of Full Service Jail Standards (1/1/15)	1	_____
5. INTENTIONALLY LEFT BLANK (1/1/13)	0	_____
6. INTENTIONALLY LEFT BLANK (1/1/13)	0	_____
7. Overview of PREA (1/1/15)	2	_____
	<u>11</u>	

**3. Jail Security**

1. Basic Security Duties (1/1/15)	2	_____
2. Inmate Discipline (1/1/15)	2	_____
3. Admission, Classification, & Release (1/1/15)	4	_____
4. Cell & Living Area Searches (1/1/15)	4	_____
5. Body Searches (1/1/15) *	4	_____
6. INTENTIONALLY LEFT BLANK (1/1/15)	0	_____
7. Fire Safety (1/1/15)	2	_____
8. Handling Emergency Situations (1/1/15)	4	_____
9. Transportation of Inmates (1/1/15) *	2	_____
	<u>24</u>	

**5. Medical Overview**

1. Medical Overview (1/1/16)	4	_____
2. INTENTIONALLY LEFT BLANK (1/1/15)	0	_____
3. INTENTIONALLY LEFT BLANK (1/1/15)	0	_____
	<u>4</u>	

**6. Subject Control Techniques**

1. Subject Control Techniques (1/1/16) *	40	_____
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**7. First Aid/CPR/AED**

1. First Aid/CPR/AED (1/1/15) *	10	_____
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**Total Hours** **143**

**4. Human Relations**

1. IPC in the Correctional Setting (1/1/15)	16	_____
2. Inmate Supervision (1/1/15)	3	_____
3. Crisis Intervention & Suicide Prevention (1/1/16)	16	_____
4. Stress & the Correctional Officer (1/1/15)	4	_____
5. Community Diversity (1/1/15)	4	_____
	<u>43</u>	





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## Commander and Peace Officer Basic Training Legal Instructor Information

The review process has produced a change in the instructional concept of our legal topics. This change does not rise to the level necessary to require an instructor update, but is significant in that Commanders and Instructors should review the new material before teaching the course and be aware of the increase in hours that allows for working through the new exercises.

A long range plan has been formulated to group the smaller lesson plans into a few, larger lesson plans which include exercises and videos that enhance the students' ability to use and understand the Ohio Revised Code.

Because the lesson plans are on a 3 year review cycle and are in a staggered order, it may take some time to group the current 14 lesson plans for BAS 2-2 Ohio Revised Code (A-O) together into the intended 6. The January 1, 2016 release will produce the first two of the larger courses, BAS 2-2E Crimes Against Property, as well as BAS 2-1 Introduction to the Ohio Revised Code.

BAS 2-2B, 2-2M, and 2-2O are also scheduled for this release; exercises and videos have been added to them in preparation for future merger and assimilation. As scheduled releases come up, the work will continue to achieve the final result as laid out below:

- |                     |   |                       |
|---------------------|---|-----------------------|
| <b>Course One</b>   | BAS 2-1 General Provisions and BAS 2-2N Conspiracy; Attempt & Complicity <u>are now</u> combined to create the <u>new 2-1 named Introduction to the Ohio Revised Code.</u>  | <b>5 hours</b>        |
| <b>Course Two</b>   | BAS 2-2E Arson & Related Offenses, BAS 2-2F Robbery, Burglary, Trespass, & Related Offenses, and BAS 2-2G Theft, Fraud & Related Offenses <u>are now</u> combined to create the <u>new BAS 2-2E Crimes Against Property.</u>          | <b>10 hours</b>       |
| <b>Course Three</b> | BAS 2-2A Homicide, Assault, & Menacing, BAS 2-2B Kidnapping & Extortion, BAS 2-2C Sexual Assault, and BAS 2-2L Selected Offenses Against the Family <u>will be</u> combined to create the <u>new BAS 2-2A Crimes Against Persons.</u> | <b>Future release</b> |
| <b>Course Four</b>  | BAS 2-2D Prostitution & Obscenity, BAS 2-2K Offenses Against Public Peace, and BAS 2-2M Offenses Against Justice & Public Administration <u>will be</u> combined to create the <u>new BAS 2-2B Crimes Against the Public.</u>         | <b>Future release</b> |
| <b>Course Five</b>  | BAS 2-2I Liquor Control will stand alone and remain BAS 2-2I for now but will eventually be renumbered to BAS 2-2C.   | <b>Future release</b> |
| <b>Course Six</b>   | BAS 2-2O Weapons will stand alone and remain <u>BAS 2-2O</u> for now but will eventually be renumbered to BAS 2-2D.   | <b>3 hours</b>        |



## Commander and Peace Officer Basic Training Crisis Intervention Instructor Information

As many of you are aware, last year, and in the wake of several highly publicized police shootings, Attorney General DeWine convened an advisory group to examine policing in Ohio. The advisory group made recommendations for improving policing, with several of the recommendations being specific to training on mental health issues. Those recommendations, including the addition of a live community panel experience, were taken into consideration when updating the BAS 3-4 Crisis Intervention lesson plan.

**Two significant updates were made to the BAS 3-4 Crisis Intervention lesson plan that go into effect January 1, 2016:**

- An increase in course hours from 16 hours to 20 hours
- The addition of a community panel experience

Because the panel experience is new to this lesson plan, we want to take this opportunity to proactively answer some questions you may have about the panel and also share our recommendations for helping to ensure it is a positive experience for everyone involved.

### Panel Presentations Overview:

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<b>Requirements:</b>
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The panel must have on it, at a **minimum**, one mental health consumer who has had an encounter with law enforcement and one family member of a mental health consumer who has had an encounter with law enforcement. The **maximum** size of the panel should not exceed four panel members.

Because of the different stages of recovery and the fragileness of some consumers and their family members, Commanders, or their designee, **must** seek panel member referrals through any of the following approved agencies: a local mental health services board, the National Alliance on Mental Health (NAMI) state agency or a local-affiliated agency, or a Mental Health America (MHA) local affiliated agency. Commanders, or their designee, are **not** to solicit panel members outside of these avenues.

Panelists should be provided, in advance of the class, the talking points provided in the Facilitator Guide found in the lesson plan.



**Recommendations:**

*We recommend that you ...*

- Start to **reach out to approved agencies as soon as possible** and begin forming the relationships in which referrals can be made
- **Strive to get the maximum number of panelists** each time a panel is presented so that, in the event a panelist is unable to participate at the last moment, there is a higher likelihood that you will still meet the minimum number of panelists required

**Questions and Answers:**

**Question:**

*Do the consumers and family members of consumers have to be related?*

**Answer:**

No – so long as you have one mental health consumer who has had an encounter with law enforcement and one family member of a mental health consumer who has had an encounter with law enforcement – whether the two are related or not – is sufficient.

**Question:**

*Having received panelist referrals from one of the approved agencies, is it necessary that we go through the referral process the next time we run an academy? Can we use the same panelists from the original referral?*

**Answer:**

You must go through the referral process **every time** you run an academy. It may be that the agencies are able to make the same panelist referrals to you; however, there is also the possibility that panelists may have had a change of circumstances, including a relapse in their recovery, making their participation not possible or advisable. We want this to be a valuable learning experience for students, but it cannot be done to the detriment of the panelists, which is why the referral process is critical.

**Question:**

*What if a student is absent the day of the panel presentation?*

**Answer:**

It will be acceptable for a student, who missed the presentation, to watch a video of that presentation with a certified instructor present. Note that videotaping is something you should talk about in advance with your panelists. In addition, you may want to consult with your legal counsel about the advisability of a release for those purposes.



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***Final Remarks:***

Many recruits, unless they have a family member or friend with mental illness, will have little previous direct interaction with a person with mental illness. Moreover, once they are officers in the field, their interactions with persons with mental illness will, the majority of times, involve persons with mental illness in crisis.

The panel experience will provide recruits the opportunity to begin to develop a foundational awareness and understanding of mental illness. As advisory group members, subject matter experts, and officers who have gone through CIT training can attest, the impact a live experience with a mental health consumer and a family member of a consumer health consumer can have on generating awareness and sensitivity to the issues special populations face can be remarkable.

Equally important, the panel experience provides recruits with the opportunity to see what controlled mental illness can look like. This can be a fundamental for maintaining a perspective that values others, which may otherwise be challenged when persons they are interacting with are in crisis.

We trust that you will share with your recruits the valuable learning opportunity that the panel presentation provides.

We also trust that you will emphasize to your students the importance of maintaining confidentiality, which is expected from all persons involved with the panel experience. Panelists, while voluntarily sharing their stories, are sharing them for the purposes of training, and the limits for which they are sharing their stories should be respected. This is particularly true given that panelists may live in the communities or neighboring communities of students and academy personnel.



## Community Diversity Instructor Update Course

If you are an instructor currently certified to teach Community Diversity in basic training, you will need to take an update course to continue teaching the new topic Community Diversity & Procedural Justice.

Recent revisions have incorporated Community Diversity into an entirely new block of instruction.

The one-day update class will highlight the new community diversity changes, and also introduce two new subjects, procedural justice and implicit bias. Current Community Diversity instructors who do not successfully complete this update by July 2016 will not be certified to teach the new Community Diversity & Procedural Justice in the basic training program.

The Ohio Peace Officer Training Academy will be offering 15 of the one-day update classes between October 2015 and July 2016. The 2015 courses are listed below, and the online course catalog will list the 2016 classes. Classes will run from 8:00 a.m. until 5:00 p.m. The 2015 classes listed below will be held at the OPOTA-London main campus building.

- October 28, 2015      OPOTA London      Course # 02-350-15-01
- November 10, 2015      OPOTA London      Course # 02-350-15-02
- December 9, 2015      OPOTA London      Course # 02-350-15-03
- December 16, 2015      OPOTA London      Course # 02-350-15-04

As 2016 courses are scheduled, they will be offered in both London and Richfield.



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## Commander Manual Updates

### Peace Officer Basic Training Commander Manual

- SF101unv, Statement of Understanding form, adds question 20 (a) and (b) regarding whether the student has a high school diploma or a GED.
- Scheduling of state exam amended, such that it may not be scheduled sooner than 14 days (previously 10 days) after the final audit. The exception for residential academies has been removed. The Commander must mail, fax, email, or personally deliver:
  - The final audit documentation to the Certification Officer and
  - The EX705 and EX710 to the Testing Coordinator, on the day of the final audit.
- Range policy removed as an appendix and instead requiring that all ranges meet Ohio Administrative Code 1501:31-29-03 Shooting Ranges and have an AED and trauma kit, (including bandages, a CPR mask, emergency tourniquets, quit clot, and other material suitable to provide emergency treatment for gunshot wounds) on-site
- Time requirement for make-up hours established. All make-ups must be completed within 14 days of the date that the student who missed the hours returns to class, unless excused by way of a medical extension or military extension.
- New paragraph regarding order of topics added:
  - For academies beginning on January 1, 2016 through June 30, 2016, Commanders may begin implementing this order in their current academies to get accustomed to this process and to work through any scheduling issues before this process becomes mandatory. For all Peace Officer Basic Training academies that start on or after July 1, 2016 will teach Peace Officer Basic Training Courses in the order of topics listed.
  - For exceptional circumstances such as personal illness or weather related cancellations, the Commander may request an exception from the order of topics from the Compliance Officer subject to the 14 day make-up requirement.
- SF146bas, Panel Certification form is being created to document that the requirements have been met, and must be presented to the Compliance Officer at the closing audit.

### Private Security Basic Training Commander Manuals

- Scheduling of state exam amended, such that it may not be scheduled sooner than 14 days (previously 10 days) after the final audit. The Commander must mail, fax, email, or personally deliver:





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- The final audit documentation to the Certification Officer and
- The EX705 and EX710 to the Testing Coordinator, on the day of the final audit.
- Range policy removed as an appendix and instead requiring that all ranges meet Ohio Administrative Code 1501:31-29-03 Shooting Ranges and have an AED and trauma kit, (including bandages, a CPR mask, emergency tourniquets, quit clot, and other material suitable to provide emergency treatment for gunshot wounds) on-site
- Time requirement for make-up hours established. All make-ups must be completed within 14 days of the date that the student who missed the hours returns to class, unless excused by way of a medical extension or military extension.

#### **Jailer Basic Training Commander Manual**

- Commander manual for twelve-day and twelve hour jails updated to reflect updated OAC rules and current ratios
- Scheduling of state exam amended, such that it may not be scheduled sooner than 14 days (previously 10 days) after the final audit. The exception for residential academies has been removed. The Commander must mail, fax, email, or personally deliver:
  - The final audit documentation to the Certification Officer and
  - The EX705 and EX710 to the Testing Coordinator, on the day of the final audit.
- Time requirement for make-up hours established. All make-ups must be completed within 14 days of the date that the student who missed the hours returns to class, unless excused by way of a medical extension or military extension.

#### **Corrections Basic Training Commander Manual**

- Scheduling of state exam amended, such that it may not be scheduled sooner than 14 days (previously 10 days) after the final audit. The exception for residential academies has been removed. The Commander must mail, fax, email, or personally deliver:
  - The final audit documentation to the Certification Officer and
  - The EX705 and EX710 to the Testing Coordinator, on the day of the final audit.
- Time requirement for make-up hours established. All make-ups must be completed within 14 days of the date that the student who missed the hours returns to class, unless excused by way of a medical extension or military extension.



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## Lesson Plan Content Must be Taught in its Entirety

The Attorney General's Advisory Group on Law Enforcement Training also made recommendations in regards to the layout and administration of Peace Officer Basic Training. The Advisory Group recommended lesson plan content be taught in its entirety without exceptions. Due to this recommendation, the Ohio Peace Officer Training Commission passed a motion to present these rules to the Joint Committee on Agency Rule Review (JCARR) in May 2015, a public hearing was held on July 10, 2015, and was approved by JCARR on August 3, 2015. Ohio Administrative Code 109:2-1-16 specifically deals with Peace Officer Basic Training and the instruction of approved lesson plans.

109:2-1-16

(B) The units, topics, hours, and lesson plan content for the basic course shall be taught in their entirety.

(D) It is understood that the course content and curriculum recommended by the Ohio peace officer training commission and approved by the attorney general are established as mandatory minimums to be eligible to obtain certification. Schools, school commanders, and instructors are encouraged to exceed the minimums as they deem appropriate.

Reasonable latitude shall be granted to instructors to deliver the material in a manner deemed most effective and to permit the use of instructional methods and material deemed to be the most appropriate and useful, provided the content of the lesson plan approved by commission is covered in its entirety. Students will still be responsible for the student performance objectives on the state certification exam but in order to facilitate the learning process of these concepts, the supporting information and student centered learning activities in the lesson plan must be presented.



## Order of Topics

The Attorney General's Advisory Group on Law Enforcement Training also made recommendations that the Ohio Peace Officer Training Commission determine the proper order of topics taught in Peace Officer Basic Training, and that all academies be required to follow that order. Following this recommendation, the Peace Officer Basic Training school commanders were surveyed and asked their current process for scheduling topics. It was determined that the majority of topics do not need to be taught in a specific order. However, there were topics identified that contain information foundational for other topics. These topics are listed below. This order of topics will be mandatory for all Peace Officer Basic Training academies beginning July 1, 2016. Commanders are encouraged to implement this order in their current academies to work through any scheduling issues before the requirement is mandatory.

Unit 1	
1-1 Introduction to Basic Training	Must be taught first
1-2 Introduction to Policing 1-3 Fundamentals of the Criminal Justice System 1-4 Community Diversity & Procedural Justice 1-5 Ethics	All four must be taught in the first 40 hours of the academy, but may be taught in any order
1-7 Report Writing	Must be taught before 2-7 Testifying in Court
Unit 2	
2-1 Introduction to the Ohio Revised Code	Must be taught first out of any topic in Unit 2
2-3 Arrest, Search, & Seizure	Must be taught before 2-6 Civil Liability & Use of Force
2-7 Testifying in Court	Must be taught after 1-7 Report Writing
2-6 Civil Liability & Use of Force	Must be taught <b>after:</b> 2-3 Arrest, Search, & Seizure and <b>before:</b> 6-1 Subject Control Techniques 6-2 Impact Weapons 8-1 Patrol Techniques 8-5 Stops & Approaches



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<b>Unit 6</b>	
6-1 Subject Control Techniques	<p>Must be taught <b>after</b>:</p> <p>2-3 Arrest, Search, &amp; Seizure</p> <p>2-6 Civil Liability &amp; Use of Force</p> <p>and <b>before</b>:</p> <p>6-2 Impact Weapons</p>
<b>Unit 7</b>	
7-1 First Aid, CPR, & AED	Must be taught before 7-2 Critical Injury First Aid
<b>Unit 10</b>	
10-1 Introduction to Traffic	Must be taught first out of any topic in Unit 10
10-2 Motor Vehicle Offenses	Must be taught before 10-5 Uniform Traffic Ticket
10-7 Traffic Direction & Control	Must be taught before 10-4 Traffic Crash Investigation
<b>Unit 11</b>	
11-4 Police Photography	<p>Must be taught before:</p> <p>10-4 Traffic Crash Investigation</p> <p>11-1 Crime Scene</p>

**109:2-18-02 Officer training requirements.**

(A) Every appointing authority shall require each of its appointed peace officers and troopers to complete up to twenty-four hours of continuing professional training each calendar year.

(B) The commission shall set the required minimum number of hours based upon the availability of funding for reimbursement. If no funding is available for reimbursement, continuing professional training shall not be required for the year(s) in which sufficient funding was not available.

(C) Newly certified peace officers shall be exempt from continuing professional training requirements for the calendar year in which the peace officer completed peace officer basic training. Newly commissioned troopers shall be exempt from continuing professional training requirements for the calendar year in which the trooper completed the highway patrol cadet training program. ~~Effective the date of this amendment, regardless of when a peace officer receives a new appointment, they are required to complete continuing professional training for that calendar year. Otherwise, a peace officer who receives a new appointment before July first, shall complete the required number of hours of continuing professional training during the balance of that calendar year. A peace officer who receives a new appointment on or after July first, is not required to complete continuing professional training for that calendar year.~~

~~(D) Sheriffs completing training pursuant to 109.80(B) and 311.01(E) may receive credit towards the peace officer continuing professional training requirement as long as the training satisfies the requirements of this chapter.~~

~~(E) Officers completing statutorily mandated training may receive credit towards the peace officer continuing professional training requirement for the calendar year the training is taken as long as the training satisfies the requirements of this chapter.~~

~~(DE)~~ The executive director may extend the time for completion of the continuing professional training requirements upon written request from the appointing authority. Such request shall contain an explanation of the emergency circumstances which created the need for the extension. The application shall set forth the name of the peace officer or trooper for whom the extension is requested, the emergency circumstances, including documentation, for which the extension is requested, and the date on which the request was submitted to the commission. Factors which may be considered in granting or denying such requests include, but are not limited to, serious illness of the individual or an immediate family member, prolonged military service, or an unexpected ~~unreasonable~~ shortage of manpower within the appointing agency. Based upon the emergency circumstances in any given case, the executive director may extend the required completion date. Extensions shall be for ninety days, absent a finding by the executive director that special circumstances exist for a longer extension.

~~(EG)~~ The executive director shall either grant or deny the request for extension within thirty days after the date on which the request was ~~submitted~~received by to the commission. The executive director shall send written notice of the decision to the appointing authority.

(FH) In the event a peace officer or trooper is appointed by more than one agency as of July first of the calendar year for which training is being reported, the agency responsible for documenting the training and eligibility for reimbursement shall be determined by order of priority as follows: (1) ~~paid~~ full-time, (2) ~~paid~~-part-time, and (3) ~~unpaid~~other. In the event a peace officer or trooper holds appointments of equal priority, the agency by which the peace officer or trooper was first appointed shall be the agency responsible for documenting the training and eligibility.

(I) Continuing professional training does not include annual in-service firearms re-qualification pursuant to section 109.801 of the Revised Code.



**109:2-1-12 Certification before service and re-entry requirements.**

(A)(1) No person shall, after January 1, 1966, receive an original appointment on a permanent basis as a peace officer unless such person has previously been awarded a certificate by the executive director attesting to satisfactory completion of the basic course prescribed in rule 109:2-1-16 of the Administrative Code.

(2) No person shall, after January 1, 1989, be permitted to perform the functions of a peace officer or to carry a weapon in connection with peace officer duties unless such person has successfully completed the basic course and has been awarded a certificate of completion by the executive director.

(3) All peace officers employed by a county, township, or municipal corporation of the state of Ohio on January 1, 1966, and who have either completed at least sixteen years of full-time active service as such peace officer or have completed equivalent service as determined by the executive director, may receive an original appointment on a permanent basis and serve as a peace officer of a county, township, or municipal corporation, or as a state university law enforcement officer without receiving a basic training certificate signed by the executive director.

(B) Credit for prior equivalent training or education:

(1) An individual who has successfully completed prior training or education and who is appointed as a peace officer in Ohio may request credit for that portion of the basic training course which is equivalent to training previously completed. Training or education which shall be accepted includes, but is not limited to, training or education certified by another state, another government agency, military service, the state highway patrol or a college, university or other educational institution.

(2) The applicant shall provide to the executive director documented evidence of the training. The executive director shall review the record of the prior training or education and make a determination of the training the person shall be required to complete in a commission-approved basic training school.

(3) Applicants that have five or more years of full-time experience in a position in another state that is substantially similar to that of an Ohio peace officer within the previous four years shall only be required to complete all statutorily mandated peace officer basic training topics as well as topics that contain material specific to Ohio.

(4) Credit for equivalent training may also be given under this rule for experience when the applicant can, through a means that the executive director has approved in advance, demonstrate to the executive director a level of proficiency that is equivalent to the proficiency required to complete one or more portions of the basic training course.

(5) All applicants, regardless of the amount of credit received, shall be required to sit for and successfully complete the statewide certification exam set forth in rule 109:2-1-11 of the Administrative Code and, prior to carrying a firearm during the course of their official duties, shall successfully complete a firearms requalification course pursuant to section 109.801 of the Revised Code.

(6) If the applicant disputes any of the training assigned by the executive director, he or she may request a hearing before the commission as provided in sections 119.06 and 119.07 of the Revised Code. The commission shall conduct the hearing as required by sections 119.01 to 119.13 of the Revised Code.

(7) Evidence of successful completion of a commission approved basic training course shall not be accepted for prior equivalent credit.

(C) All persons who have previously been appointed as a peace officer and have been awarded a certificate of completion of basic training by the executive director, or those peace officers described in paragraph (A)(3) of this rule who terminate their appointment from an agency, will have their training eligibility reviewed by the executive director upon reappointment.

Upon appointing a person to a peace officer position as described in division (A) of section 109.71 of the Revised Code, the appointing agency shall submit a request for the executive director to evaluate the officer's training and eligibility to perform the functions of a peace officer. Such request will be made on a form provided by the executive director and shall be submitted immediately upon appointing the officer.

(D) Breaks in service/requirements for update training evaluations:

(1) All persons who have previously been appointed as a peace officer and have been awarded a certificate of completion of basic training by the executive director, or those peace officers described in paragraph (A)(3) of this rule who have had no appointment as either a peace officer or a trooper for one year or less, shall remain eligible for re-appointment as a peace officer and shall not be required to complete additional, specialized training to remain eligible for re-appointment as a peace officer.

(2) All persons who have previously been appointed as a peace officer and have been awarded a certificate of completion of basic training by the executive director, or those peace officers described in paragraph (A)(3) of this rule who have not been appointed as either a peace officer or a trooper for more than one year but less than four years, shall, within one year of the re-appointment date as a peace officer, successfully complete a refresher course prescribed by the executive director ~~and any training as required by paragraph (D)(1) of this rule~~. This course and appropriate examination must be approved by the executive director and shall be sufficient in content and subject material to refresh that officer's knowledge of the role, function, and practices of a peace officer in light of that officer's past training and experience. Officers have one year from the date of re-appointment to complete the refresher course, and may perform the functions of a peace officer during that period. Officers required to complete the refresher course are permitted to perform the functions of a peace officer for one year from the date of the re-appointment which gave rise to the requirement. In the event specialized training has been mandated during the period between the date of the original appointment and the re-appointment date, said individual shall be required to successfully complete that mandated specialized training within one year of re-appointment as a peace officer or else demonstrate to the executive director a level of proficiency in that area of specialized training that is equivalent to the proficiency of one who has completed such training.

(3) All persons who have previously been appointed as a peace officer and have been awarded a certificate of completion of basic training by the executive director or those peace officers described in paragraph (A)(3) of this rule who have not been appointed as either a peace officer or a trooper for more than four years shall, upon re-appointment as a peace officer, complete the basic training course prior to performing the functions of a peace officer.

(4) Notwithstanding the training requirements set forth in paragraphs (D)(1) and (D) (2) of this rule, a member of the national guard or a military reservist who has previously been appointed as a peace officer and has been awarded a certificate of successful completion of basic training by the executive director or

those peace officers described in paragraph (A)(3) of this rule who are members of the national guard or military reserves and have not been appointed as a peace officer for one year or more due to active duty in the uniformed services, when such absence from the appointment is as a direct result of the person's mobilization to active duty service, shall, upon return from active duty, be immediately eligible for appointment as a peace officer and shall not be required to meet the training requirements set forth in paragraphs (D)(1) and (D)(2) of this rule.

(E) Any person who has been appointed as a peace officer and has been awarded a certificate of completion of basic training by the executive director and has been elected or appointed to the office of sheriff shall be considered a peace officer during the term of office for the purpose of maintaining a current and valid basic training certificate. Any training requirements required of peace officers, including continuing professional training pursuant to Revised Code section 109.803, shall also be required of sheriffs who wish to maintain a current and valid peace officer certificate during their term in office.

(F) Every person who has been re-appointed as a peace officer and who must complete training pursuant to paragraph (D)(1) or (D)(2) of this rule shall cease performing the functions of a peace officer and shall cease carrying a weapon unless the person has, within one year from the date of re-appointment, received documentation from the executive director that certifies that person's compliance with the above training requirements.

(G) The executive director may extend the time for completion of the training requirements based upon written application from the appointing authority of the individual. Such application will contain an explanation of the circumstances which create the need for the extension. Factors which may be considered in granting or denying the extension include, but are not limited to, serious illness of the individual or an immediate family member, the absence of a reasonably accessible training course, or an unreasonable unexpected shortage of manpower within the employing agency. Based on the circumstances in a given case, the executive director may modify the completion date for any training assigned. An extension shall generally be for ninety days, but in no event may the executive director grant an extension beyond one hundred eighty days.

(1) Should the executive director deny the request for an extension, he shall notify and advise the appointing authority that the appointing authority may request a hearing before the commission as provided in sections 119.06 and 119.07 of the Revised Code. The commission shall conduct the hearing as required by sections 119.01 to 119.13 of the Revised Code.

(2) The provisions of paragraph (G) of this rule shall remain in effect until such time as the commission makes the determination to grant or deny the request.

(H) This rule shall not be construed to preclude a township, county, or municipal corporation from establishing time limits for satisfactory completion of the basic course and re-entry requirements of less than the maximum limits prescribed by the commission. If a township, county, or municipal corporation has adopted time limits less than the maximum limits prescribed above, such time limits shall be controlling.

**109:2-18-03 Training and instructor qualification.**

(A) The requirements set forth herein are intended as minimum qualifications for continuing professional training. Appointing authorities are encouraged to exceed these minimum standards whenever possible. Continuing professional training shall be conducted in a program approved by the executive director and shall address matters directly related to the duties and responsibilities of a peace officer or trooper. The training shall serve a recognized law enforcement purpose and shall have significant intellectual or practical content, the primary objective of which shall be to improve a participant's professional competence as peace officer or trooper. In addition, such training shall meet or exceed the following minimum requirements:

(1) Continuing professional training programs shall be conducted with a written, formal lesson plan or accompanied by a syllabus showing the content to be covered and associated hours.

(2) Training shall be conducted in a setting that is safe, physically suited to the educational activity, and conducive to effective learning. Physical skills training shall be conducted with appropriate training and safety equipment. Firearms training shall be conducted only on ~~commission-approved~~ ranges in compliance with section 1501:31-29-03 of the Administrative Code or ranges approved by the appointing authority for annual in-service firearms re-qualification.

(3) Other than training conducted via e-OPOTA or other online training programs pre-approved by the executive director, the training shall be conducted in blocks of no less than one hour, where fifty minutes of actual instruction or other approved training activity constitutes one credit hour.

(4) The training shall be conducted only by instructors who meet at least one of the following criteria:

(a) The individual has five years of full-time law enforcement experience and meets at least one of the following criteria:

(i) The individual is a commission-certified peace officer basic training instructor; or

(ii) The individual has, at a minimum, a four-year college degree; or

(iii) The individual has completed an instructional skills course approved by the executive director; or

(b) The individual is a certified or licensed professional and is providing instruction in a subject area directly related to the field for which the individual is certified or licensed.

(c) The individual ~~and the is conducting a~~ training program ~~the individual is conducting~~ which has been pre-approved by the executive director.

(5) Each year, the executive director may authorize additional instructor qualifications to be eligible to conduct the continuing professional training program. Any additional requirements shall be announced at the same time the training and reimbursement requirements are announced for the upcoming calendar year.

~~(B) Each year, the executive director will make available lesson plans representing no less than the required minimum number of hours of continuing professional training through OHLEG. These lesson plans will be formatted such that they may be customized locally. Additionally, the Ohio peace officer~~

~~training commission will provide at least that many hours of online continuing professional training via eOPOTA.~~

(~~GB~~) Appointing authorities may request a training program be pre-approved for continuing professional training credit. Appointing authorities seeking such pre-approval shall submit sufficient documentation to the executive director showing that the proposed training meets the requirements of paragraph (A) of this rule.

(~~DC~~) Individuals who were commission-certified instructors but have had such certification revoked or suspended, shall not teach continuing professional training.

~~(E) Continuing professional training does not include annual in-service firearms re-qualification pursuant to section 109.801 of the Revised Code, nor does it include any form of training elsewhere mandated for peace officers by the general assembly or the attorney general.~~

**109:2-1-02 Definitions.**

When used in Chapter 109:2-1 of the Administrative Code

- (A) ~~The term "e~~Commission" means the Ohio peace officer training commission;
- (B) ~~The term "e~~Commander" means the director or other head of a peace officer training school;
- (C) ~~The term "e~~Executive director" means the executive director of the Ohio peace officer training commission;
- (D) ~~The term "b~~Basic course" means the training prescribed in rule 109:2-1-16 of the Administrative Code which has been approved by the executive director, in writing, as meeting or exceeding the minimum standards prescribed in rule 109:2-1-16 of the Administrative Code;
- (E) ~~The term "P~~peace officer" means:
- (1) Any person appointed as a peace officer pursuant to division (A) of section 109.71 of the Revised Code.
  - (2) Any other person designated as such for purposes of peace officer training and certification by the Ohio general assembly.
- (F) ~~The term "s~~School" means any basic training program for peace officers as certified by the executive director of the Ohio peace officer training commission;
- (G) ~~The term "chair" means the chair of the Ohio peace officer training commission; "Statutorily mandated training" means training required by the legislature pursuant to Revised Code sections 109.73, 109.741, 109.742, 109.744, 109.745, and 109.747.~~
- (H) ~~The term "T~~training recruit" means a fulltime employee of a law enforcement agency whose primary duty is to attend and successfully complete the basic course and who, upon completion of the basic course, is appointed as a peace officer by that agency;
- (I) ~~The term "o~~Open enrollment student" means a person who is not employed by a law enforcement agency and has not received an appointment as a peace officer, but has successfully completed all basic school admission requirements of the Ohio peace officer training commission.
- (J) ~~The term "P~~peace officer disqualifying offense" means any offense which would preclude an individual from performing the functions of a peace officer, including any offense under section 2923.13 of the Revised Code.
- (K) ~~The term "t~~Trooper" means an individual appointed as a state highway patrol trooper under section 5503.01 of the Revised Code.
- (L) ~~The term "V~~veteran" means anyone who is serving or has served under honorable conditions in any component of the armed forces, including the national guard and reserve.

**Comment [JRH1]:** Not used at all, so don't think we need it.



**109:2-1-13 Statutorily Mandated Training**

A. The Commission shall include training and set a minimum number of hours in basic training to cover the topics described in Revised Code sections 109.741, 109.742, 109.744, 109.745, and 109.747.

B. All certified peace officers that did not receive the training described in paragraph (A) of this rule in the basic course shall have two years from the effective date of this rule to complete the training.

C. Officers that fail to comply with the requirements of this rule within the specified time frame shall cease performing the functions of a peace officer until such time as evidence of compliance is filed with the executive director

Promulgated under :119.03

Statutory Authority: 109.73, 109.74, 109.741, 109.742, 109.744, 109.747

Rule Amplifies: R.C. 109.73, R.C. 109.75

<p><b>Organization</b></p>	<p>Commission on Accreditation for Law Enforcement Agencies (CALEA)</p>	<p>Higher Learning Commission (HLC)</p>
<p><b>Who They Work For</b></p>	<p>Founding Associations:                      International Association of Chiefs of Police (IACP), National Organization of Black Law Enforcement Executives (NOBLE), National Sheriffs Association (NSA), Police Executive Research Forum (PERF).                      A Commission Board composed of 21 members governs CALEA. Eleven must be law enforcement practitioners. Generally, they reflect a representation from local, state/provincial and international law enforcement and public safe ty organizations, along with business, academia, the judiciary, and state/provincial and local government. The Commissioners are appointed by the four founding law enforcement organizations, and serve without compensation.</p>	<p>The Commission is governed by a Board of Trustees elected by the membership and administered by a president selected by and accountable to that Board.                      The U.S. Department of Education does not accredit educational institutions and/or programs. The U.S. Secretary of Education is required by statute to publish a list of nationally recognized accrediting agencies that the Secretary determines to be reliable authorities as to the quality of education or training provided by the institutions of higher education and the higher education programs they accredit.</p>
<p><b>About</b></p>	<p>The Commission on Accreditation for Law Enforcement Agencies, Inc., (CALEA) was created in 1979 as a credentialing authority through the joint efforts of law enforcement's major executive associations. The purpose of CALEA's Accreditation Programs is to improve the delivery of public safety services, primarily by: maintaining a body of standards, developed by public safety practitioners, covering a wide range of up-to-date public safety initiatives; establishing and administering an accreditation process; and recognizing professional excellence.</p>	<p>The Higher Learning Commission is a regional accreditation agency that accredits degree granting institutions of higher education that are based in the 19-state North Central region of the United States. Institutions that the Commission accredits are evaluated against the Commission's Criteria for Accreditation, a set of standards that institutions must meet to receive and/or maintain accredited status.</p>
<p><b>Authority</b></p>	<p>Failure to comply with CALEA standards results in failure to receive accreditation</p>	<p>Most institutions attain eligibility for federal funds by holding accredited or preaccredited status with one of the accrediting agencies, in addition to fulfilling other eligibility requirements.</p>

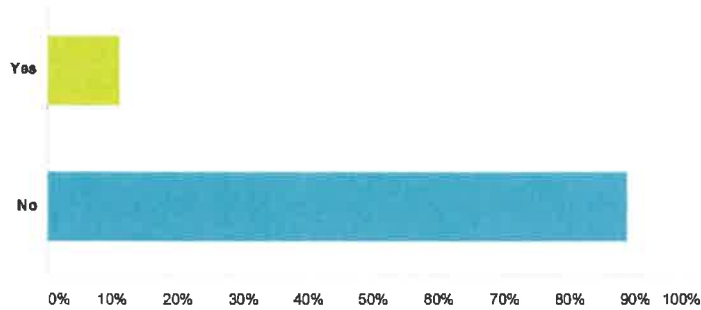
<p><b>Accreditation Eligibility</b></p>	<p>Eligibility to participate in the Public Safety Training Academy Accreditation Program is limited to governmental organizations, accredited colleges and universities, and other organizations that are authorized by an appropriate authority to provide comprehensive basic public safety training programs, advanced or in-service training, or have been determined appropriate by the Commission.</p>	<p>An institution must meet all Eligibility Requirements before it is granted Candidate status. It must present initial evidence that it meets these requirements before a pre-application interview is scheduled with the Commission.</p>
<p><b>Requirements/Process</b></p>	<p>There are five general phases or steps in the accreditation process:</p> <ol style="list-style-type: none"> <li>1. <i>Enrollment:</i> When the agency is ready to enroll in the Public Safety Training Academy Accreditation Program, it completes the online Enrollment Package, downloads the Enrollment Form, Accreditation Agreement, and Publications Subscription and Access Agreement, and submits them to CALEA.</li> <li>2. <i>Self-Assessment:</i> The academy begins the phase called self-assessment once it has completed enrollment in the program. Academies in the Public Safety Training Academy Accreditation Program have 24 months from the date a CALEA representative signs the Accreditation Agreement to complete self-assessment and schedule an on-site assessment. The agency proceeds with self-assessment by complying with applicable standards, developing proofs of compliance, and preparing for the on-site assessment.</li> <li>3. <i>On-Site Assessment:</i> Once the academy has notified CALEA of its completion of the self-assessment phase and its desire to schedule an on-site assessment, the CALEA Assessment Manager schedules assessment dates. Trained assessors with professionally relevant experience conduct the assessment and report their findings to the Commission for review and decision.</li> <li>4. <i>Commission Review and Decision:</i> The Commission's Agency Review Committees conduct hearings, which are open for public attendance, regarding the academy's compliance to applicable standards. Designated academy representatives are invited to participate in this review.</li> <li>5. <i>Maintaining Compliance and Recreditation:</i> To retain its accreditation status, the agency is required to annually submit to CALEA the appropriate accreditation continuation fees and an Agency Status Report. The status report, due by its anniversary date each year, includes a summary of the agency's accreditation maintenance experience for the preceding year and a declaration of continued compliance with applicable standards.</li> </ol>	<p>The accreditation process is based on a system of peer review. Approximately 1,300 educators from institutions of higher education serve as peer reviewers conducting accreditation evaluations for other institutions. Peer reviewers also serve on committees that make up the elements of the accreditation process. An institution seeking to become accredited by the Higher Learning Commission must undergo a period of Candidacy status after proving that it meets the Commission's Eligibility Requirements. The candidacy period is at maximum four years. An institution in Candidacy status is not accredited; rather, it has met the Commission's Eligibility Requirements and shows evidence that it is making progress toward meeting all the Criteria for Accreditation. Higher Learning Commission accreditation assures quality by verifying that an institution (1) meets threshold standards and (2) is engaged in continuous improvement. In addition, all institutions are required to complete an annual filing of the Institutional Update, undergo annual monitoring of financial and non-financial indicators, and adhere to Commission policies and practices on institutional change. An agency's application for initial recognition or renewal of recognition consists of a narrative statement, organized on a criterion-by-criterion basis, showing how the agency complies with the Criteria for Recognition.</p>
<p><b>Recertification Cycle Length</b></p>	<p>Annually</p>	<p>Annually</p>
<p><b>Time Necessary to Complete Process</b></p>	<p>Roughly 2 years (dependent upon scheduling) initially, with an annual review</p>	<p>4 years maximum initially, with an annual review</p>

	<p>The program standards cover nine topic areas:</p> <ol style="list-style-type: none"> <li>1. credentialing</li> <li>2. organization</li> <li>3. direction and authority</li> <li>4. human resources</li> <li>5. recruitment, selection, employment, and promotion</li> <li>6. instructional systems</li> <li>7. training administration</li> <li>8. instructors</li> <li>9. students.</li> </ol> <p>Academies that seek accreditation are required to comply with those standards that are applicable to them. Academies must comply with all applicable mandatory (M) standards and at least 80% of applicable other-than-mandatory (O) standards. If an academy cannot comply with a mandatory standard because of legislation, labor agreements, court orders, or case law, waivers can be sought from the Commission.</p>	<p>The Criteria for Accreditation are the standards of quality by which the Commission determines whether an institution merits accreditation or reaffirmation of accreditation. They are as follows:</p> <p>Mission, Integrity - Ethical and Responsible Conduct, Teaching and Learning - Quality, Resources, and Support, Teach and Learning - Evaluation and Improvement, and Resources, Planning and Institutional Effectiveness.</p> <p>The institution meets the Criterion if the Criterion:</p> <ul style="list-style-type: none"> <li>o is met without concerns, that is the institution meets or exceeds the expectations embodied in the Criterion</li> <li>o is met with concerns, that is the institution demonstrates the characteristics expected by the Criterion, but performance in relation to some Core Components of the Criterion must be improved.</li> </ul> <p>The institution does not meet the Criterion if the institution fails to meet the Criterion in its entirety or is so deficient in one or more Core Components of the Criterion that the Criterion is judged not to be met. The institution meets the Criterion only if all Core Components are met. The institution must be judged to meet all five Criteria for Accreditation to merit accreditation.</p>
<p><b>Standards</b></p>	<p>An initial accreditation is due when an agency signs its Training Academy Accreditation Agreement. There are two payment options available:</p> <ol style="list-style-type: none"> <li>(1) lump sum/single payment</li> <li>(2) two installments</li> </ol> <p>Once an agency receives its initial accreditation award, it pays an Annual Continuation Fee, which includes the estimated cost of its next on-site assessment.</p> <p style="text-align: center;">The Initial Public Safety Training Academy Accreditation Agreement between the academy and CALEA is for 24 months. If the academy has not completed self-assessment or scheduled its initial on-site by the end of the 24th month, the academy may request an annual extension of the Agreement at a cost of 55% the initial accreditation fee in effect.</p>	<p>None Mentioned</p>
<p><b>Cost</b></p>	<p><a href="http://www.calea.org/content/calea-client-database">http://www.calea.org/content/calea-client-database</a></p>	<p><a href="http://incahlc.org/component/directory/">http://incahlc.org/component/directory/</a></p>
<p><b>Accreditation Database</b></p>		

<p><b>Instructor Standards</b></p>	<p><b>8.1.1 (M) Instructor Criteria:</b> The academy establishes criteria for instructors, to include:  <b>a.</b> education level; <b>b.</b> the length of practical field service; <b>c.</b> prior instructor experience; <b>d.</b> technical competencies, if any; and <b>e.</b> acceptable substitutions of experience for education and/or education for experience.  <b>8.1.2 (M) Procedures for Evaluating/Verifying Instructor Qualifications:</b> The academy has a written directive, which establishes procedures to: <b>a.</b> evaluate instructor qualifications; <b>b.</b> verify training and educational credentials; and <b>c.</b> evaluate instructor experiences.  <b>8.1.3 (M) Instructor Training :</b> Academy instructors receive training, which includes: <b>a.</b> lesson plan development; <b>b.</b> performance objective development; <b>c.</b> instructional techniques; <b>d.</b> instructional equipment; <b>e.</b> learning resources; and <b>f.</b> testing and evaluation techniques.  <b>8.1.4 (O) Instructional Guidelines :</b> The academy establishes guidelines for: <b>a.</b> instructor to student ratios; <b>b.</b> academy instructor preparation time; and <b>c.</b> rotation of academy instructors.  <b>8.1.5 (M) Monitoring and Evaluation of Instructors:</b> The academy conducts documented biennial monitoring of current academy instructors and ensures that new academy instructors are evaluated in writing by an experienced instructor, evaluator, or supervisor prior to an unaccompanied teaching assignment. Guidelines for monitoring and evaluating should include: <b>a.</b> instructor preparedness; <b>b.</b> instructor knowledge of course material; <b>c.</b> instructor presentation; and <b>d.</b> students' response to the instructor.  <b>8.1.6 (M) Instructor Performance Evaluation Guidelines:</b> The academy provides written guidelines and direction to academy instructors being evaluated and supervisors conducting evaluations of academy instructor performance.  <b>8.1.7 (O) Instructor Certification/Status Training:</b> A written directive requires all academy instructors to complete training that is necessary to maintain: <b>a.</b> instructor certification; <b>b.</b> subject matter certification related to their training assignment; and <b>c.</b> status as a law enforcement officer or other public safety official, if applicable.  <b>8.1.8 (M) Instructor Responsibilities:</b> A written directive specifies instructor responsibilities related to workplace safety, including: <b>a.</b> first aid and emergency care; <b>b.</b> actions to be taken in the event of an audible or visual emergency alarm; <b>c.</b> actions to be taken in the event of a serious weather emergency; <b>d.</b> actions to be taken in the event of a violent act or threat against academy employees, students, or the facility; and <b>e.</b> actions to be taken in response to hazing or other dangerous behavior.</p>	<p><b>3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.</b>  1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.  2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.  3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.  4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.  5. Instructors are accessible for student inquiry.  6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.  <b>5.D. The institution works systematically to improve its performance.</b>  1. The institution develops and documents evidence of performance in its operations.  2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.</p>
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**Q1 Is your training academy a certified CALEA Public Safety Training Academy?**

Answered: 72 Skipped: 1



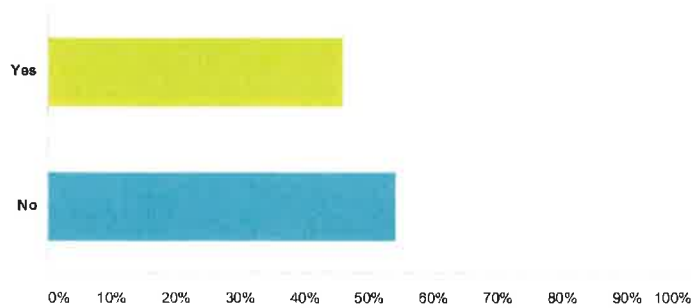
Answer Choices	Responses	
Yes	11.11%	8
No	88.89%	64
<b>Total</b>		<b>72</b>

*According to CALEA, OPOTA is currently the only CALEA nationally accredited training academy in the state. Cuyahoga Community College (Tri-C) Basic Peace Officer Training Academy is currently in the self-assessment phase of the CALEA process.*



**Q2 As the commission looks to ensure a standard level of quality in every academy, do you feel accreditation such as CALEA Public Safety Training Academy Accreditation could assist in this initiative?**

Answered: 72 Skipped: 1



Answer Choices	Responses	
Yes	45.83%	33
No	54.17%	39
<b>Total</b>		<b>72</b>

Why or Why Not

This would identify those serious about academies

I'm aware of and believe in the benefits and distinction that accompanies CALEA accreditation. I have areas of concern regarding how the service would be funded and the recurring annual expense

The OPOT Commission already dictates a curriculum to follow. I feel the standard set by OPOTC is a good and obtainable. It would concern me if a standard was implemented without financial and academic support in place to properly carry out the task through fruition

To have a basic standard of training

My agency uses many of the facilities at the Ohio Peace Officer Training Academy to conduct our academy. OPOTA is a CALEA accredited facility. That fact is a primary reason we asked to conduct our academy training at that location

A standard level of quality at every academy would ensure a certain level of training for all academies. Academies operated by education institution ie; career centers, colleges and universities are accredited through national recognized accreditation, Commission of the Counsel of Occupational Education

I don't feel CALEA would be the best fit

CALEA is very expensive both in its initiation and ongoing evaluations. Those costs have to be passed directly to the cadets, most of who can barely afford to get through their programs now. Higher costs would be especially prohibitive to the disenfranchised. Many academies are part of accredited institutions of higher learning that already have and follow the standards set forth by CALEA. KSU's police department was the first department in the US to be accredited by CALEA. It holds the gold standard. The Chief is on our board of advisers

CALEA would establish national best practices and ensure procedures that are established are being followed. I have been through the CALEA process before when I was employed at OPOTA and I know that the process can be time-consuming and sometimes burdensome. The question I have is whether the end result is worth the effort involved? If the Commission believes so, then the accreditation process could help standardize a level of quality in every academy, at least in theory if not in practice. How much difference that makes in the quality of training in reality I am not sure.

We already have a regional compliance officer that oversees every aspect of academy training. Secondly, the curriculum is issued by the OPOTC so there is already a "standardized" approach to the instruction delivered to the cadets. As was outlined in the opening for this survey under "Public Safety Training Academy Accreditation", the standards (CALEA) prescribe "what" academies should be doing (already being done by the OPOTC), but not "how" they should do it (Left to the Academy and Chief Executive Officer). The only unknowns in the equation are the quality of the instructors & commanders, and I'm not convinced that going to the expense and management through accreditation is the answer.

I believe OPOTC can ensure a standard level of quality in every academy

If it is used correctly to assist with improvement and not close down academies as the governors committee recommends

I think as long as the academy has an Accreditation we have ACCSC

*Accrediting Commission of Career Schools and Colleges (ACCSC)*

*ACCSC's Standards of Accreditation outline the expectations for accredited member institutions in such areas as:*

*Management and Administrative Operations, Requirements for Residential and Distance Education Programs, Educational Administration and Faculty Qualifications, Student Recruiting and Advertising, Admissions Policies and Practices, Student Services, and Student Achievement.*

*Additional information can be found at [accsc.org](http://accsc.org)*

Opota is the certifying agency in Ohio why do we need an outside agency to do what u do?

The commission already provides "certification & standards" for academies along with compliance elements.

This is the responsibility of the Ohio Peace Officer Training Commission and Ohio Peace Officer Training Academy. This would be a duplication in operational compliance.

Academies would be required to follow CALEA standards, thus the credibility and uniformity of academy procedures would greatly increase

The Commission has set rules and requirements for the Basic Training Program. If those rules are followed by all academies, there should be no problems.

Assist with best practices across the board. Can become a burden if the requirements are so specific agencies can not be allowed any customization for their own needs.

OPOTC is already CALEA certified, therefore, all schools presenting the OPOTC program already fall under this certification. It would be a duplication of that which is already in place.

*The Ohio Peace Officer Training Academy is CALEA certified not the commission. The accreditation is specifically for our advanced training academy not the basic training curriculum. This certification does not filter down to other academies.*

OPOTC already has CALEA certification. This school is presenting the OPOTC curriculum, which makes us an extension of OPOTC, which is already certified by CALEA. This would be a duplication; certifying that which is already certified.

*Same as above*

Academies are already supposed to operate under the direction of OPOTC which is accredited by CALEA. It seems to me an individual academy's accreditation process would only mirror (duplicate) what OPOTC is already doing or, worse, have the potential to conflict with OPOTC rules and guidelines. Our academy (Butler Tech) was awarded accreditation by the Council on Occupational Education (COE) in 2014. Part of the evidence we submitted was based on our compliance with the direction and oversight provided by OPOTC regarding our instructional programs, student management, and reporting requirements. For what exigent reason do we need a second accreditation? Furthermore, this business of accreditation is not an inexpensive undertaking, either in hard cash or in the allocation of personnel dedicated to the project. In some cases, re-accreditation is even more costly. And, believe it, there are chiefs and sheriffs who wouldn't waste time or money with this process, and some who wish they never had embarked on the venture to begin with.

### *Council on Occupational Education (COE)*

*As articulated by its membership, the mission of the Council is “assuring quality and integrity in career and technical education.” The goals that represent the significant values and purposes to which the Council is dedicated are the following:*

- *To offer public assurance that accredited educational institutions provide quality instruction in career and technical education that facilitates learning by students and meeting the needs of the labor market.*
- *To provide guidance to institutions for the continual improvement of their educational offerings and related activities.*
- *To promote high ethical and educational standards for career and technical education.*
- *To enhance public understanding of career and technical education providers and of the value of the education and the credentials offered by these providers.*
- *To ensure that the accreditation process validates the achievement of learning and program objectives.*
- *These goals embrace a commitment to integrity and credibility that are intended to result in accreditation by the Council being viewed as a nationally-honored seal of excellence for occupational education institutions. Through its accreditation process, the Council seeks to stimulate the following:*
  - *validation of job skills;*
  - *certification of skills for local, state, regional, and national application; portability of skill credentials; placement of graduates in jobs related to preparation received; facilitation of partnerships and consortia through which the United States can continue to compete successfully in the global economy; and linkages among employers, policymakers, business and industry, labor, and other parties with vital interests in technical education.*

*More information can be found at [council.org](http://council.org)*

Vantage Police Academy is accredited through ACCSC and is the flagship program for accreditation through ACCSC. Further accreditation would be duplication of a program already in place and could create conflict between two different philosophies of accreditation.

*See ACCSC above*

I chose yes on number one because OPOTA is already CALEA certified. OPOTA was the first law enforcement training facility in the United States to receive the Gold Standard accreditation. What this means to me and for ALL academies across the state of Ohio is that when the field agents are doing their

job on closing and opening academies, they are basically certifying academies under CALEA rules/guidelines. I am operating under the guidelines set forth by OPOTA. I do not work for myself. I work under the auspice of OPOTA yet further... under the auspice of the Ohio Attorney General's Office. There is no such need for CALEA Accreditation per academy. We are working under AND for the same organization that already has such accreditation. The field agents ensure that the same standards are followed in each academy they open and close that the OPOTA academy (CALEA certified) has to follow. My academy already holds HLC Accreditation.

### *Higher Learning Commission (HLC)*

*Institutions of higher education in the United States seek accreditation through two types of accreditation agencies, institutional and specialized. Institutional accreditation agencies are classified as regional and national.*

*National accreditation associations focus on certain types of colleges such as trade and technical institutions, or religious colleges such as seminaries and bible colleges.*

*Regional accreditation agencies are recognized by the U.S. Department of Education to accredit degree granting colleges and universities. There are six regions of the U.S. in which regional agencies operate. The regional accreditation agencies have similar standards for accrediting colleges and universities.*

*Regional accreditation validates the quality of an institution as a whole and evaluates multiple aspects of an institution ranging from its academic offerings, governance and administration, mission, finances, and resources*

*More information can be found at [hlcommission.org](http://hlcommission.org)*

I teach at a college academy. The college is already accredited by the higher learning commission. I feel that more accreditation would be more of a paper chase and not really accomplish better training

No, because OPOTA already has standards.

Because you would set standards that must be met.

It would create an atmosphere where all academies are on the same level, with the same standards, but that could also be achieved at the State level with a little effort.

As a retired police administrator who was involved with the CALEA accreditation process, this would only help when we train cadets.

That is what the Peace Officer Training Commission is for. CALEA is just another cost to do what is already established.

Regaining public confidence and reassuring our agencies we are doing all we can to produce the best possible officer candidate.

If OPOTA is an accredited agency, it would make sense that all academies under the direction of OPOTA would operate under the best practices as set out by OPOTA.

I was involved in CALEA as a commander with the highway patrol, most of my time was spent doing follow up paperwork to satisfy the demands of CALEA. Policy and procedure changes ( that CALEA required) were also taking up a large part of my supervisors time preparing for the Calea inspection that took place periodically. I feel we effectively cover needed changes without having another group to oversee our program.

I am former (retired) accreditation manager. I have seen it dramatically help agencies improve in many areas.

Forced standards with implementation flexibility is the way to go, and keep feet to the fire.

We are accredited through COE along with our entire career center. The areas addressed specifically for public safety are covered through COE for our program. I think if an academy is already accredited this would be redundant.

*See information on Council on Occupational Education (COE) above*

In doing research I found that CALEA is not an accepted accrediting agency with the US Department of Education.

Don't know enough about CALEA training standards.

I think, especially for smaller academies, that this ensures some accountability to best practices.

As long as OPOTA provides academies support in reaching accreditation and not using it as a means to eliminate academies. My understanding is that accreditation is an arduous and expensive process.

Standardized accreditation removes the ability for individual academies to match services to their constituents, consumers and stakeholders.

The cost factor might eliminate good academies.

Standards are already set by the Ohio Peace Officer Training Commission. Just an additional cost added to the program. Not needed.

CALEA is a national platform, not specific to Ohio.

The CALEA process is costly, requires significant manpower, is labor intensive and the end result is everything is reduced to writing policy wise but it doesn't lessen your liability, CALEA will not go to court on your behalf etc. You get a sticker to put on your car. The same process could be completed by an agency without CALEA for a substantially reduced cost.

We used to be CALEA accredited, but removed ourselves from this process.



CALEA is a private agency, and I see no need to invest time and money for this agency to give me any kind of 'accreditation'. That should be the job of OPOTA

Not possible for some smaller academies.

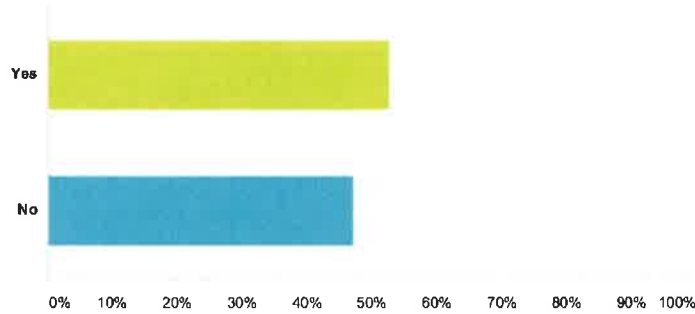
Helps maintain proven quality control standards

It's simply a set of standards, but does not hit what is truly important, such as equipment & quality of training. The cost does not justify the return. OPOTA does a great job of policing the academies.

A set standard would be the only way to ensure an equal and consistent training for all.

### Q3 Would you support an academy accreditation requirement from the commission?

Answered: 72 Skipped: 1



Answer Choices	Responses	Count
Yes	52.78%	38
No	47.22%	34
Total		72

#### Why or Why Not

I like the concept. Time and cost is a concern with CALEA. OPOTA adopting similar standards is more realistic.

I'm aware of and believe in the benefits and distinction that accompanies CALEA accreditation. I have areas of concern regarding how the service would be funded and the recurring annual expense

Yes if the OPOTC develops the CALEA standards using academy commanders on committees so that the goals are obtainable and are provided the resources to reach the goals.

As long as the goals are achievable with reasonable timelines for currently high performing academies.

Yes as long as the measuring standards are applicable to all academies, small as well as large. Open enrollment and closed enrollment.

I have no problem with accreditation if the commission feels it would strengthen the academy program. The accreditation that OPOTA has at the London training academy may be a better fit.

Expense. However, if OPOTC/AG's Office set up a self-evaluation process, that mirrored something similar to an ongoing accreditation evaluation it may help to raise the standards of those academies that are marginal.

I would support it if it was the only option to continue with providing the service of a police academy.

If it is the only way that academies would be approved

If it is reasonable and obtainable criteria and not used to give reasons to shut an academy down, however I don't think that we should use just CALEA

Redundant & additional financial burden on local academies

This would be an additional layer of bureaucracy that is not needed. Academies are certified by OPOTA and operations are monitored by Field Agents. Undoubtedly this would also result in higher operation costs.

YOUR SIGHTS ARE ALREADY INSPECTED AND CLEARED BY YOUR OWN PERSONAL.

Yes, but with financial assistance. I would want our academy recognized a bona-fide professional institution

Have the Basic Program accredited, then be certain that all commanders follow the guidelines established.

I would need more information. Anytime we turn over regulation to an outside agency who I do not believe delivers training better than we do I do not want to go backwards. The Commission has so many small agency influences that larger agencies with a vast array of experience ends up being dictated to by smaller agencies with less experienced trainers.

Why duplicate a certification? The OPOTC program is certified. Unless this is another effort to eliminate open academies or create a state police force.

This sounds strangely like another attempt to eliminate open enrollment academies.

Please see my comments in #2, above. If CALEA accreditation becomes a requirement, I can only hope my superiors agree to comply, as I also will. However, this question is not entirely resonable as I read it. If accreditation becomes a requirement, then it stands to reason I MUST either "support" the requirement or forget about operating a commission-regulated program. This is somewhat like negotiating at bayonet-point. Could it possibly be that this not-so-subtle gambit is intended to facilitate an intended reduction in the number of academies without inculpating the AG/OPOTC? (Merely asking.) Thank you. Bob Otto

Strictly following OPOTA guidelines and successfully conducting and completing academies is in itself a form of accreditation. Further accreditation would constitute an unnecessary and simply "feel good" layer of bureaucratic non-sense.

I currently have HLC accreditation because our academy is housed in a Community College Program. I am the program director and therefore, I am in charge of the accreditation for our department which houses our police academies. I do not need further accreditation as our current accreditation is already at a "gold standard". Again, I must also state what I have stated under number 2. There is already

accreditation in place. Why in the world would we re-invent the wheel or repeat work that has already been done. In a lesson plan that we teach police cadets (written by OPOTA), it clearly states officers are to be effective and efficient and in order to do so, they are not to "re-do" their work. This suggestion of CALEA certification per academy is "re-doing" work that has already been done. If OPOTA is CALEA certified and the field agents that oversee the OPOTA academy are trained and operate under the same standards as the other field agents, then all academies are in a sense operating under the same guidelines as set forth by CALEA.

I teach at a college academy. The college is already accredited by the higher learning commission. I feel that more accreditation would be more of a paper chase and not really accomplish better training

Already accredited with Higher Learning Commission of North Central Association

Would be uniform for all

I would be more supportive of regulated OPOTA standards, especially with regard to entrance standards and curriculum delivery.

I would, but not sure that the college would support this due to monies.

Again it is just a political word. You already set the standard. You would just be providing a bunch of retired Chiefs and Administrators a chance to continue with something they should retire from.

Our program has explored the possibility of becoming CALEA accredited. I have attended CALEA training for academy programs. My advisory board endorsed CALEA accreditation if we wish to proceed. (We have many CALEA agencies in SW Ohio) The reason we have not moved forward is there is considerable yearly costs associated with CALEA and the only CALEA accredited program in Ohio is OPOTA. Payback is limited with only one program in Ohio accredited and no one else is. We will become CALEA accredited should OPOTA deems it either a mandatory or "highly recommended."

If the accreditation requirement referred to above is in addition to the CALEA accreditation that OPOTA already has I would not support the extra expense that each location or institution would have to pass on to the students.

Again, though I am a School commander, I see accreditation as helping me make arguments I can't make alone. Many times commanders want to do what's best but have to pick and choose battles. I am of course referring to resources, equipment, better instructor standards etc.

Only if it was not a specific accreditation organization requirement. CALEA is only one accreditation organization and there are many including COE that our reputable groups covering public safety

From a Accrediating Agency that is recognized by the US department of Education.

I would have to see what this entails and if it is achievable by smaller academies. With support I feel this would be a good thing but as this process has progressed there seems to be a desire to eliminate smaller

academies. I would support this if OPOTA had the mindset to assist, help and develop academies not just make things so difficult that they go under.

The Commission already has the ability to set and enforce standards. Requiring CALEA accreditation would add an additional set of standards that may conflict with those of the OPOTC or the sponsoring agency for the Academy. It is also hugely expensive and manpower intensive, which will increase the cost of running academies at a time when budgets are low, and the money might be put to direct services to trainees.

Not sure. Would need to see the policy. How much time to be accredited, who might assist with the cost for the initial accreditation and the renewals, ect.

The cost of accreditation

As stated above, already have standards in place by OPOTC

The question needs to be asked "how will this improve law enforcement training." CALEA can not guarantee that training will be improved.

Yes, If the commission adopted one that was workable and reasonable

Our agency does not support maintaining the CALEA accreditation and process.

Financing will be tough but when organizations are allowed to carry out a function on the commission's behalf it should be able to look to established means to help them assure quality.

My agency has been accredited for eight years, the cost & man hours does not justify the returns.

The cost to accomplish this is very expensive

As long as there was a sufficient amount of time to obtain that certification.



**Blue Courage  
The Heart and Mind of the Guardian**

**Ohio Immersion**



**Ohio Peace Officers Training Commission  
Executive Overview  
September 10, 2015**







## Why Blue Courage?

### Introduction

#### Golden Circle of Blue Courage

**Why:**

Blue Courage enhances our law enforcement officers' capacity to serve with courage and honor.

**How:**

By shaping a Guardian's heart and mind.

**What:**

Enhance capacity of our people through education, practices, tools, and processes.

#### Guiding Questions:

- What do we want our cops to be?
- How are we educating our cops?
- Where are the gaps?
- How do we close them?

#### What Erodes Capacity?

- 💡 Culture
- 💡 Tired
- 💡 Dispirited
- 💡 Questionable Leadership
- 💡 Cynicism
- 💡 Unhealthy
- 💡 Chronic stress
- 💡 Education gaps

**"Blue Courage is How Mother Nature Intended Cops to Be"**  
Jim Bueermann  
President – Police Foundation



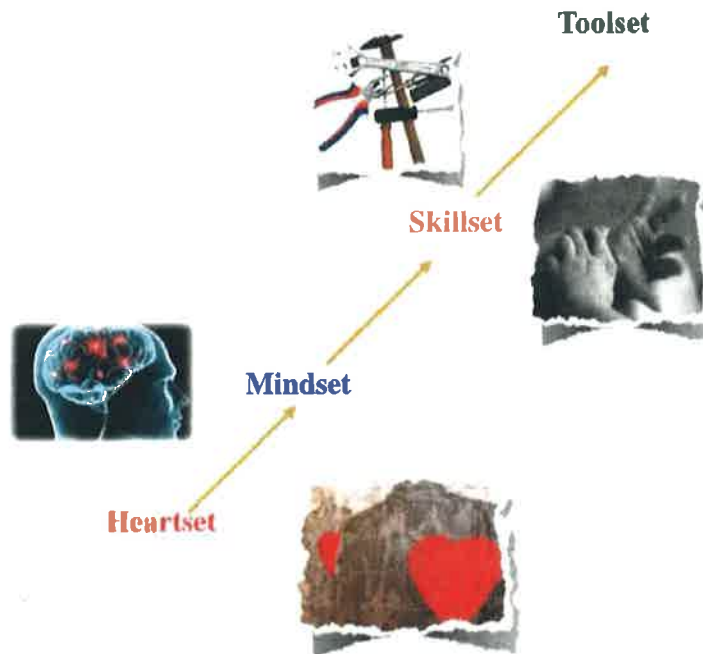
❑ Courage is a Product of:

- 🔑 Self-Awareness and Self-Regulation
- 🔑 Commitment and purpose
- 🔑 Self-Confidence
- 🔑 Conviction - values and beliefs
- 🔑 Daring and boldness
- 🔑 Learning to be strong in hard moments

***Courage is a condition of the heart!***

***From Inspiration to Mastery***

***Your  
only  
Path!!!***





## **Dimensions of a Whole Person**



### Blue Courage Modules

- 📍 Foundations
- 📍 Police Culture
- 📍 Nobility of Policing
- 📍 Respect
- 📍 Resilience/ Hope
- 📍 Positive Psychology
- 📍 Practical Wisdom/Deliberate Practice
- 📍 Health & Wellness
- 📍 Legacy/Immortal Cop



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# Blue Courage

## *The Heart and Mind of the Guardian*

### What is Blue Courage?

Blue Courage is a way of being,  
A philosophy that inspires one to  
Embody the noblest of character  
And unquestioned devotion.

It is to flourish in all aspects of life,  
To act with practical wisdom,  
To exude vitality, and  
To hearten human connections.

### Topics to Be Covered:

- Foundations
- Police Culture
- Nobility of Policing
- Respect
- Resilience / Hope
- Positive Psychology
- Practical Wisdom / Deliberate Practice
- Health & Wellness
- The Immortal Cop

### Why Blue Courage?

Blue Courage is a transformational two-day leadership development workshop designed for all levels of the organization. This revolutionary educational process is a holistic approach to developing our people. It will touch hearts, awaken minds and ignite spirits through dynamic presentations and learning processes. If your interest is self-improvement, increased engagement, stress-management, developing resilience, igniting culture change, combating cynicism, while improving overall health and well-being, then Blue Courage is waiting for you to answer the call!

#### For more information, contact:

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Daniel Schmer | daniel@bluecourage.com | 1-816-665-3199





*Protecting and Serving Those Who Protect and Serve*



*Philosophy*

**The Heart and Mind of the Guardian**



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A Flourishing Philosophy 4

Article in "Police Chief" Magazine 6

## Blue Courage

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# *Blue Courage Defined*



*Blue Courage is a way of being,  
A philosophy that inspires one to  
Embody the noblest of character  
And unquestioned devotion.*

*It is to flourish in all aspects of life,  
To act with practical wisdom,  
To exude vitality, and  
To hearten human connections.*



# What is Blue Courage?



Blue Courage is a transformational process focused on the human development of a police officer. It draws on relevant, proven literature and research on human effectiveness, positive psychology, leadership development and neuroscience. The goal is personal and cultural transformation through institutionalizing the heartset, mindset, skillset and toolset of our police officers.

- More than a class – it is a process that is internally led by each agency and not dependent on outside instructors or consultants.
- It is a blend of many disciplines drawn upon to address the “Whole Person” development, engaging the heart, mind, body and spirit.
- The process is designed to address many of the personal challenges police officers face such as: cynicism, relationships, identity, integrity, health, and stress issues.
- Takes officer survival far beyond tactical and critical incident survival and ensures the “readiness” of officers to both prevent and survive the incidents and the aftermath.
- Develops a mental toughness, allowing for the essential “resilience” officers and leaders must have.
- Develops leaders from initial academy orientation and continues throughout an officer’s career.
- Instills a sense of, and commitment to, the purpose and nobility of the policing profession to ensure an absolute service and guardian heartset.
- Develops a culture of learning, critical thinking, open mindedness, respect and intellectual curiosity.
- Develops a moral compass and the requisite courage to do the hard and right thing in any circumstance that ensures justice, fairness and ensuring legitimacy and procedural justice.
- Ensures that officers understand, embrace and embody the trusting interdependence that is essential for effective partnerships with the community and the justice system.
- Operationalizes America’s historic social contract and policing’s Peelian principles.

# What is Blue Courage?



The ability to learn and think, discern, question, be curious, decide wisely, problem solve, intelligently debate, and compassionately serve – all while being morally and physically courageous are the essentials of effective policing. Policing requires the organization and its members to be grounded in the high core values of integrity, courage (moral), and character. To serve effectively, police officers must be happy, healthy, resilient, wise, purpose-driven and principle-centered. These attributes are not unique to policing but are simply the building blocks of a highly evolved, effective human being. Yet, rarely in police training are these attributes developed. They are left to each individual to discover – some do eventually, and many do not.

**Blue Courage:** The Heart and Mind of the Guardian is an education process designed to ensure the development of a highly evolved police officer who is prepared at any moment to reflect the best of what policing demands. It is designed to forge a culture of leadership, character and service in the spirit of what democratic policing promises its citizenry. It is a process aimed at developing the right: Heartset, Mindset, Skillset and Toolset, enabling officers to meet the demands of modern policing.

Today's police officers are highly trained and highly skilled operationally. Historically, as much as 90% of police academy basic training is focused on skill development. The same is true of most in-service training for the remainder of an officer's career. While skill training is essential, it is incomplete. Reflecting on the mindsets and behaviors that cause police agencies and officers trouble, erode community trust, place officers at greater risk or tarnish the image of policing – rarely are these due to a lack of skills. Most often it is a failure of something else – what Aristotle would call “Practical Wisdom.”

Practical wisdom is how we understand the right way to do the right thing, in a particular circumstance, with a particular person, at a particular time. Arguably, this is foundational to police work and is necessary to master the “craft” of policing.

This educational process is designed not as a class, but a process of continuing education through the development of a reinforcing culture and style of leadership that embodies the high character and ability that the Nobility of Policing demands. It is a process that will influence the influencers – the teachers, FTO's, trainers, and leaders who shape and mold what police officers will eventually become. And, Blue Courage will be an effective mechanism for transforming the existing police culture.

Blue Courage will be a transcendent process for individuals and organizations – its focus will be on developing the heart, mind, body and spirit of police officers that will endure for a lifetime and not just a career.



# A Flourishing Philosophy

Comments from Participants



This has been the greatest experience in my life. Period. There is no greater way to achieve personal & professional success than this class. Every law enforcement officer, in every level, in every location, in every organization MUST take the Blue Courage/Inclusive Leadership class. Success on implementing the "Pillars" in the President's Task Force depends on officers and agencies coming to terms with these beliefs, principles, & concepts.

This course paved the road for reflection.

It allowed us to reflect upon us as to why one became a police officer as well as the meaning of policing now. One was not a police officer prior to becoming one and you will not be a police officer when you retire. The shield does not make the officer, the officer makes the shield!

The course should be a must for all agencies; it is a great reminder of why we do what we do. It is refreshing to think there are others who are still sacrificing for the reason of being a servant.

I was so pleased with the information provided regarding heartset and mindset as I believe they are the areas members of law enforcement truly need to work on and improve on. I think in so doing we can meet community expectations of law enforcement.

I think to be an effective officer in the community, it is important to constantly reconnect with your role, mission and purpose as an officer. I believe many officers should be reminded of the nobility in the profession and re evaluate throughout their career whether or not they still have the desire, motivation and ability to be great officer. This course was insightful and resonated the above thoughts about the policing profession.

Not the same old stuff that I have had in other classes. New, different, innovative methods and ideas. I absolutely loved and appreciated the fitness portion of the class.

I love the passion and commitment of the Blue Courage team. It's obvious they care and believe. I would suggest this to all law enforcement and wish this could be taught at all academy supervisory schools.



# A Flourishing Philosophy

Comments from Participants



Based on the course evaluations, my interviews with the officers, and my personal observations of the instruction, The Blue Courage course really does speak to the hearts and minds of the officers. I have never before heard my officers make comments like "this course changed my life."

Blue Courage inspires a renewed perspective on the nobility of police work and properly frames why we are doing this job. I absolutely love the foundation of Blue Courage that properly states that we are the Guardians of Democracy. This focus on our constitutional role and oath would make our Founding Father's proud of this renewed direction that Blue Courage inspires and promotes in policing.

This information is so critical to our profession but goes largely unsaid. What you do is like dusting debris off a shield and putting it squarely back on a cop's chest. You remind us that we had an ideal and have a purpose. You restore that ideal and you help feed it and you give those who get to hear your message a renewed sense of purpose.

I will never forget this training session. This training truly inspired me to have a strong finish in my time in policing. It also motivates me to look forward to my future. The instructors were excellent and passionate about the subject matter.

This course provided a positive thought process to view our work, our offices, and our lives with the goal of improving morale, community relations, and the health and lives of officers. It's a great course and highly motivating.

This has been one of the most thought provoking classes/presentations I have received in 31 years of law enforcement. The philosophy of caring, communication, body/mind, a life devoted to servant leadership and incorporation of heart, mind to develop skills to use as our toolset is outstanding.

# Article in “The Police Chief” Magazine



## Educating the 21st Century Cop Developing Blue Courage and Practical Wisdom

By Michael J. Nita, Commander (Retired), Aurora, Illinois, Police Department; Barry Schwartz, Professor, Social Theory and Social Action, Swarthmore College, Swarthmore, Pennsylvania; and Kenneth Sharpe, Professor, Political Science, Swarthmore College, Swarthmore, Pennsylvania

Sergeant Chip Huth’s special weapons and tactics (SWAT) team had just successfully arrested an armed felon in a Kansas City, Missouri, drug house. The suspect was brought to the porch of the house as Sergeant Huth’s team searched the premises and a middle-aged woman approached, screaming profanities. A crowd began to gather. “She began screaming a stream of profanities at me,” said Huth, “questioning my right to be on her property and to have her son in handcuffs.”<sup>1</sup> The more she became irrational, the closer her neighbors began move to the police. She was, Huth sensed, rapidly gaining the support of the crowd.

Huth could have taken enforcement action and arrested the suspect’s mother for various violations. He instead chose to walk out, meet

her, to listen to her—really listen, “with the intent to understand the true nature of her message.” When she finished her tongue-lashing, he responded:

Let me see if I understand you. You work two jobs to make ends meet . . . you have to ride the bus to and from your jobs, which puts you at the mercy of the bus schedule . . . [and] you have to stand outside and wait for long periods of time, regardless of the weather. You worked hard today. You came home with the thought you would get off your feet and relax, but instead you find the police at your house and your son under arrest for selling drugs, and it upsets you very much.<sup>2</sup>

*“Yes,” she said, lowering her voice “Yes, that does upset me.”<sup>3</sup> The conversation took a civil turn. Huth asked her some clarifying questions and explained the police’s actions. He could see the anger drain from her face. The crowd began to calm and thin. He then explained to her why the team was searching her home, showed her the warrant, and got her a jacket from inside so she could stay warm.*

*A fellow officer later questioned whether Huth’s response showed weakness and might have exposed him and his team to safety concerns. Wouldn’t arresting the mother for disorderly conduct have sent a clear message to the neighborhood that no one can disrespect the police?*

EDUCATING THE 21ST CENTURY COP  
Developing  
**Blue Courage**  
and  
**Practical Wisdom**

Michael J. Nita, Commander (Retired), Aurora, Illinois, Police Department; Barry Schwartz, Professor, Social Theory and Social Action, Swarthmore College, Swarthmore, Pennsylvania; and Kenneth Sharpe, Professor, Political Science, Swarthmore College, Swarthmore, Pennsylvania

1. The author is grateful to the following individuals for their assistance in the preparation of this article: Sergeant Chip Huth, Aurora, Illinois, Police Department; Barry Schwartz, Professor, Social Theory and Social Action, Swarthmore College; and Kenneth Sharpe, Professor, Political Science, Swarthmore College. The author is also grateful to the following individuals for their assistance in the preparation of this article: Sergeant Chip Huth, Aurora, Illinois, Police Department; Barry Schwartz, Professor, Social Theory and Social Action, Swarthmore College; and Kenneth Sharpe, Professor, Political Science, Swarthmore College. The author is also grateful to the following individuals for their assistance in the preparation of this article: Sergeant Chip Huth, Aurora, Illinois, Police Department; Barry Schwartz, Professor, Social Theory and Social Action, Swarthmore College; and Kenneth Sharpe, Professor, Political Science, Swarthmore College.



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It is the authors' opinion that Sergeant Huth used wise discretion in not taking enforcement action, but many might argue that his actions and his demeanor were not the normal response in that circumstance. Why did he do what he did? Because Huth believes that showing respect for all people is a way to build the kind of trust and partnership with the community that is essential for effective policing.

But there is more. In this particular case, Huth's good judgment enabled him to see that enforcing a law could have compromised his team and his mission. This good judgment—or practical wisdom—demanded certain moral skills such as the ability to truly listen, to empathize, to quickly perceive the particulars of that situation, and to imagine the consequences of alternative scenarios. This woman would not have gone peacefully, Huth noted, and compelling her compliance would have riled the crowd and necessitated several more arrests—and none of them would have gone quietly. His SWAT team would have been taken off the street for a couple of hours, filling out misdemeanor charges, which would have been tied up in municipal court for months. Word of the melee would have spread quickly, cultivating or reinforcing a neighborhood attitude of distrust toward the police. “The original purpose of . . . being in the neighborhood—to make it safer and drug free—[would have been] lost in the shuffle.” The community complaints would have led to

fruitless and counterproductive internal affairs investigations. Since no one on the SWAT team would have done anything technically wrong, the team would have been cleared, creating more community outrage and distrust toward the police. And “the gun-packing, drug-peddling felon” would have become “an instant folk hero in the neighborhood because he ‘stood against the rough-shod police.’”<sup>4</sup>

If the sergeant had chosen a different method to deal with citizens who interject themselves into tense circumstances and question police authority to do their jobs, this situation could have had a much different ending. For this SWAT sergeant to have acted the way he did required both courage—what we call blue courage—and practical wisdom. To police effectively, police officers require both. Discretion is built into the very essence of police work, and exercising it well always demands good character that is built upon a foundation of the virtues of courage and practical wisdom.

The question is how do we develop and educate our officers to ensure their actions embody the spirit, the essence, and the purpose of democratic policing?

## **Blue Courage and Practical Wisdom**

The law is the cornerstone of any democracy. It is an expression of principles that aim to preserve the sanctity of a nation. A badge is a symbol of public trust and an officer's

authority to enforce laws, yet it is the person behind the badge who must exercise the judgment as to how the law is used and justice pursued. Exercising sound judgment is essential to effective policing.

The scope of discretion—and its good use and misuse—have long been highly contested in police work. The professionalization of the police in 20th century United States was a response to the broad scope and misuse of police autonomy. Restricting the police to simply law enforcement activities, strict rules, and procedures backed by monitoring, internal investigative units, and disciplinary procedures were among the methods employed to limit widely misused police discretion.<sup>5</sup> The gains in cleaning up the police through this kind of management by rules and supervision had a downside, too. Later reformers—police chiefs such as Darrel Stephens and Lee Brown and academics and criminologists such as law professor Herman Goldstein—sought to reintroduce more discretion and autonomy to encourage innovation.

Problem-oriented policing, for example, sought to free officers from the constraints of bureaucracy and encourage them to take initiatives to find creative solutions to crime problems, moving beyond being reactive forces that responded efficiently to 9-1-1 calls.<sup>6</sup> Community-oriented policing partnered

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the police and communities to promote innovative problem solving with a particular focus on prevention through education and through changing the environment of crime-prone areas. Discretion, wisely used, was seen as the solution, not the problem.

One does not have to take sides in the debate between community and traditional policing models to recognize that wise policing, under any model, can never be fully actualized by a set of rules or procedures. It always demands discretion.

For the police officer who needs to break up a fight in front of a bar, there are likely no identifiable good guys or bad guys. All the parties are likely to be aggrieved and at fault, and no one is going to tell a straight story.

What action the officer chooses will depend on the officer's perception of the situation and ability to imagine the consequences of each move. Whether the crowd is building and hostile, the availability of backup, how serious is the dispute and how intoxicated are the disputants, what techniques has the officer found effective in the past and will they work in this context—the answers to all these questions may change quickly as the situation develops.<sup>7</sup>

The kind of discretion exercised by the SWAT sergeant and the officer at the bar are not options for police officers; they are integral to officers doing their everyday jobs well. An officer determined to avoid using discretion will fail or become ineffective.<sup>8</sup> Several reasons for

this follow.

- Decisions involving use of force or to remove an individual's freedom are the most important of all decisions with drastic consequences.
- Many police functions demand activities other than enforcing the law, and these important police roles are much more ambiguous. Giving first aid at accident scenes, helping to find a lost child, dispersing rowdy teens from public places—all of these demand a wide range of discretion.
- Police must constantly balance good principles that pull them in different directions—like Sergeant Huth's obligation to enforce the law and his obligation to preserve the peace, minimize harm, and sustain community trust.
- Figuring out what a good principle means in a particular case is often difficult. Does pursuing equitable law enforcement always mean an officer should treat everyone absolutely the same—the speeding violation by the partying teenagers and the speeding violation by the expectant father rushing his wife to the hospital, for example?

There is often a wide range of discretion in engaging citizens, incorporating what an officer says or does (that is, suggest, advise, warn, dictate, or arrest) and how—the tone or style—the officer does it (that is, politely, respectfully, firmly, belligerently, or threateningly). These

are choices an officer makes numerous times in the course of a shift. These decisions are made on the street and often in tense, emotional, and sometimes dangerous situations. They must be made in real time not in the sterile offices of police headquarters or the executive suite.

What then, do police officers need to exercise discretion well? Is it as simple as teaching critical-thinking and decision-making skills or is something else essential in the educational and human development of the 21st-century police officer?

Good administrative guidance from the chief and top officers is critical; it can help define the types of situations subject to discretion and the range of permissible actions. Chiefs can provide guidance for handling a variety of discretionary situations—how to handle domestic violence or a bar dispute or noisy college students keeping up the neighbors. But that's only a start.

To exercise discretion well, an officer needs to know and embrace the purpose or, as Aristotle referred to it, the telos of the profession—not simply law enforcement, but service, justice, and fundamental fairness. Further, exercising discretion well demands habits or virtues of good character such as patience; humility; a sense of fairness and justice; the desire to help others, to listen, and to be empathetic;

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and an aspiration to build community trust through collaboration. A police officer cannot exercise these traits without two other critical virtues: (1) courage, to take the risk involved in actually embodying these traits in action; and (2) the practical wisdom, to know when and how to do it.

Few police officers will face the kind of danger that the heroes of 9/11 encountered. But everyone who answers the call of policing understands the ever-present uncertainty and risk. Courage is not simply bravery under fire—it takes courage to challenge a supervisor or a fellow officer making poor decisions that place others in danger or the mission at risk; to speak calmly and firmly in a highly charged, emotional domestic disturbance; to be self-reflective and self-regulating; to admit a mistake; to empathize with others; and to serve the proper aim of policing.

Furthermore, as Aristotle emphasized, courage is not simply fearlessness and willingness to risk one’s life, one’s reputation, one’s job, one’s status, or the good opinions of others. Such an impulse could lead to recklessness or being foolhardy. Courage demands knowing how to find the mean or the balance point between recklessness and cowardice. This is why courage demands the wisdom to know when and how to be fearless and take risks.

Blue courage is defined by the authors as a way of being, a philosophy that inspires

one to embody the noblest of character and unquestioned devotion. It is to flourish in all aspects of life, to act with Practical Wisdom, to exude vitality and to hearten human connections.

Practical wisdom is the right way to do the right thing that serves the right purpose, given the particular circumstance, the particular person or persons, and the particular time.

According to the authors, practical wisdom requires a “wise cop” who

- knows how to improvise to create the right outcome in each circumstance;

- is acutely aware of any social context and how his or her behavior affects others;
- exercises good judgment in making decisions that best serve those involved, given the circumstance of the moment, and given what justice and professional norms demand;
- is humble enough to be empathetic, able to see a situation through the perspective of another, and considerate of how another feels;
- is emotionally in control and uses emotion to inform reason; and
- is an experienced person and works hard to master the craft of policing through relentless learning and practicing of the craft.

Combining blue courage with practical wisdom reflects who the police officer is, not

just what he or she does.

## The Learning Process

Guidance from police executives and supervisors can be helpful in defining discretionary areas and the array of legitimate and effective intervention methods—that is, the best practices culled from the experience of other officers. But this is not enough.

Leadership and educational opportunities are fundamental in teaching police officers to learn the virtues essential to good character and the moral skills needed to intervene, especially if these courses can help imitate actual experiences by using real-world situations and by working through case studies and figuring out what officers would have done differently and why. It requires a focus on the why as much as the how.

How law enforcement professionals lead their organizations is equally if not more essential than how they educate their officers. Who the leaders are and how they lead shapes the culture and either reinforces or minimizes what officers have been taught. Creating a culture of blue courage and practical wisdom requires extensive influencing of the influencers as well as of young officers. Ultimately, it is the experience itself that will teach character and practical wisdom—especially if it is the right experience.

As Mahatma Gandhi famously said,



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“An ounce of practice is worth more than tons of preaching.” New recruits learn by watching what is modeled by experienced officers and supervisors who demonstrate courage and exercise good judgment. Experienced officers or trainers who know how to mentor and coach new recruits on the job can speed that learning if they can articulate how and why they made the discretionary choices they are modeling and also help new recruits learn from their own mistakes. Such coaching and mentoring demands practically wise coaches and trainers and a disciplinary system that encourages officers to learn from their errors. One should be able to learn from mistakes and experiences, not cover them up or retreat to protecting oneself from future punishment.

Relying too heavily on management by rules and supervision encourages officers “to devote themselves to avoidance of mistakes, and the surest way to avoid mistakes is to keep out of the way.” Such management provides “scant opportunity for learning and development because—as a way of thinking—it focuses on adherence to prescribed practices rather than on examination of problems or formulation of new strategies. . . . ‘Keep your nose clean and you’ll do OK’ is the advice new recruits receive from more experienced colleagues. They quickly learn that situations requiring the exercise of judgment (generally situations in which the role of police is most ambiguous) and which therefore demand difficult decisions

are, for their career prospects, the most dangerous.”<sup>9</sup>

There have been interesting innovations in this area in recent years. The education-based discipline program created by Sheriff Leroy Baca and the Los Angeles County, California, Sheriff’s Department focuses on behavioral change through education rather than punishment. Mediation programs have been successfully used by the Denver, Colorado, and the Pasadena, California, police departments. Citizen complaints and discipline can be handled by a professional mediator who sits in a neutral place with the officer and citizen to discuss the circumstance of the complaint and reach an understanding. In Kansas City, Missouri, officers can choose to be peer reviewed instead of facing formal disciplinary hearings. The peer review panel suggests behavioral changes that could minimize further complaints. In one case, the panel conducted a role-playing session showing that the officer intimidated people by violating their personal space. The officer followed the panel’s suggestions to move back a few feet and had no further difficulties with citizen interactions. At the Charlotte-Mecklenburg, North Carolina, Police Department, the disciplinary procedures there explicitly take into consideration the experience and the intention of the officer subject to discipline. Their guidelines state that “if an employee attempts to devise an innovative,

nontraditional solution for a persistent crime or service problem and unintentionally runs afoul of minor procedures, the desire to encourage creativity in our efforts at producing public safety will carry significant weight in dealing with any discipline that might result.”<sup>10</sup> It is critical that police chiefs be developing a cadre of internal leadership development experts whose full-time responsibility is the continuous education of department personnel. Their focus must be on a holistic approach to growth and development such as is currently being done in the Los Angeles County, California, Sheriff’s Department Deputy Leadership Institute or at the Kansas City, Missouri, Leadership Academy.

## Conclusion

A full discussion of how police officers can learn character traits such as courage and practical wisdom is beyond the scope of this article. Clearly learning the habits of courage, empathy, good listening, fairness, patience, and the practical wisdom skills to know when and how to act upon them is essential for police officers called upon to exercise good discretion every day. We know that such courage and wisdom can best be learned through education and experience. We know that most of this experience will be trial and error. We know that most police departments seek to

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minimize the very errors upon which learning depends.

Designing institutions that encourage practical wisdom and courage is not easy. This means that chiefs, police administrators, senior officers, and trainers—the influencers—will need a great deal of practical wisdom and considerable courage to learn how to structure the right kinds of educational, leadership, and supervisory experiences.

In short, educating the 21st-century police officer demands an upgrade that focuses equally on essential policing skills and the foundational character and human development of the man or woman behind the badge. In times of shrinking resources and reductions in many of our agencies, it is more important than ever to enhance an officer’s capability, engagement, and ability to apply good judgment. Doing so is a force multiplier that cannot be ignored.

Notes:

1Jack L. Colwell and Charles “Chip” Huth, *Unleashing the Power of Unconditional Respect: Transforming Law Enforcement and Police Training* (Boca Raton, Fla.: CRC Press, 2010), 26–28.

2Ibid.

3Ibid.

4Ibid.

5See, for example, Malcolm K. Sparrow et al., *Beyond 911: A New Era for*

Policing

(New York: Basic Books, 1992).

6Ibid., chapter 1.

7Frederick Elliston and Michael

Feldberg,

*Moral Issues in Police Work* (New York:

Rowman and Allanheld, 1985).

8Ibid., see Howard Cohen, “Authority:

*The Limits of Discretion,*” in *Moral Issues in*

*Police Work*, 27–41.

9Sparrow et al., 140.

10For details on these and other

innovations, please see Darrel W. Stephens,

“Police

Discipline: A Case for Change,” *New*

*Perspectives in Policing* (June 2011), [http://](http://www.hks.harvard.edu/var/ezp_site/storage/fckeditor/file/pdfs/centers-programs/)

[www.hks.harvard.edu/var/ezp\\_site/storage/fckeditor/file/pdfs/centers-programs/programs/criminal-justice/NPP-PoliceDisciplineACaseforChange-06-11.pdf](http://www.hks.harvard.edu/var/ezp_site/storage/fckeditor/file/pdfs/centers-programs/programs/criminal-justice/NPP-PoliceDisciplineACaseforChange-06-11.pdf) (accessed

September 5, 2012).

September 5, 2012).

**109:2-3-05 Certification of instructors.**

(A) All instructors are required to be certified by the executive director to teach in the private security training program by the executive director. All persons requesting approval as an instructor shall submit a notarized application on a form prescribed by the executive director indicating each topic or unit of topics for which the person is seeking approval. Supporting documentation of qualifications shall accompany the application at the time of submission.

(B) Minimum qualifications for certification as a unit instructor shall be as follows:

(1) High school graduate or possession of a "General Education Development" certificate; and

(2) Five years of full time experience in the private security or a related field or the equivalent, as determined by the executive director. Law enforcement experience does not automatically qualify as security-related experience. The determination of applicability will be based upon the functions performed as a law enforcement officer; and

(3) Completion of a course of instruction approved by the executive director designed to prepare the individual to teach. Such courses shall include instruction in the theories of learning, teaching techniques, behavioral objectives, use of audio-visual aids, and an exercise in practice teaching. Credit for this requirement may be granted by the executive director for equivalent training or experience; and

(4) Completion of an instructor-level training program approved by the executive director which will allow a person to learn specific knowledge and skills in a unit for which certification is requested; and

(5) Persons seeking approval as a firearms instructor shall meet the requirements of this section and also provide documentation of three years full time experience as an armed security officer with the weapon for which certification is sought; and

(6) No conviction for a felony, crime of moral turpitude, offense of violence, or sexually oriented or child-victim oriented offense. Evidence of a current criminal record check through the bureau of criminal identification and investigation must be submitted with the application.

(C) Topic instructors will be certified only to teach topics within a unit or units of the curriculum, not to exceed five topics. Topic instructors shall not be eligible for approval for the ~~unarmed self-defense and firearms~~ units. Minimum qualifications for certification as a topic instructor shall be as follows:

(1) High school diploma or "General Education Development" certificate; and

(2)

(a) Persons licensed, degreed, or professionally certified in particular disciplines such as medical doctors, attorneys, nurses, counselors, protection professionals and teachers of specialized subjects related to the private security training course may qualify. Persons licensed, degreed or certified in a particular discipline may be eligible to teach all topics within their area of expertise; or

(b) Persons formally recognized for their professional competency in the security, health, fire safety, or other related areas must have a minimum of two years of experience; and

(3) No conviction for a felony, crime of moral turpitude, offense of violence, or sexually oriented or child-victim oriented offense. Evidence of a current criminal record check through the bureau of criminal identification and investigation must be submitted with the application.

(D) Renewal of certification

(1) Unit instructors shall renew their certification every three years. At least sixty days and no more than ninety days prior to expiration of the certificate, the instructor shall file, on a form prescribed by the executive director, the following:

(a) Written evidence from the commander(s) that the instructor has taught in at least two commission-approved courses during the most recent certification period; and

(b) Must attend, during the most recent certification period, at least fifteen clock hours of professional development or continuing education relative to at least one of the areas for which the individual is certified, ~~during the most recent certification period~~.

Documentation of attendance or completion from the training agency or institution must be submitted.

(2) Topic instructors shall renew their certification every three years. At least sixty days and no more than ninety days prior to expiration of the certificate, the instructor shall file, on a form prescribed by the executive director, the following:

(a) Written evidence from the commander(s) that the instructor has taught in at least two commission-approved private security courses during the most recent certification period; and

(b) Proof that certification or license submitted as basis for original certification or most recent renewal is still valid, or has been renewed and is in good standing with the issuing body, or present documentation that they are still actively involved in the participation or practice of the topic area or areas for which certification was granted.

(E) The executive director may deny, suspend, revoke, or refuse to renew certification of an individual for the following reasons:

(1) Failure to meet the minimum qualifications for instructor certification listed in paragraphs (B) and (C) of this rule;

(2) Failure to meet renewal criteria;

(3) Failure to meet renewal deadline;

(4) Submission of falsified records or renewal documentation; or

(5) Unacceptable performance evaluations;



(6) Conviction for a felony, crime of moral turpitude, offense of violence, or sexually oriented or child-victim oriented offense; or

(7) Any other good cause shown.

(F) Should the executive director refuse to issue or renew a certificate, or choose to suspend or revoke an individual's certification, the executive director will comply with rule 109:2-3-13 of the Administrative Code.

109:2-7-05 Certification of law enforcement canine units.

(A) All testing for certification of law enforcement canine units shall be approved by the executive director according to minimum standards established by the commission.

(B) Each canine unit shall be certified annually by the executive director unless exempted because of unforeseen circumstances such as illness, emergency employment situation, or other valid reasons. The agency employing the canine unit shall submit a written request for exemption from the executive director. If granted by the executive director, the exemption shall be in writing and shall indicate the date by which the canine unit must complete the examination for certification.

(C) Those agencies which employ canine units covered by the requirements in division (A)(10) of section 109.73 of the Revised Code shall be responsible for arranging, in a manner prescribed by the executive director, an examination for certification of such units.

(1) The law enforcement agency shall request approval of the proposed examination on a form provided by the executive director twenty-one days prior to the examination. Provided the proposed examination meets the minimum standards as established by the commission, the executive director shall approve the scheduled examination.

(2) The evaluator will be responsible for verifying the eligibility of each canine unit to be tested, and for surveying the proposed testing sites. The agency or agencies sponsoring the examination will also be responsible for providing all assisting personnel, materials, equipment, and facilities necessary for conducting the examination.

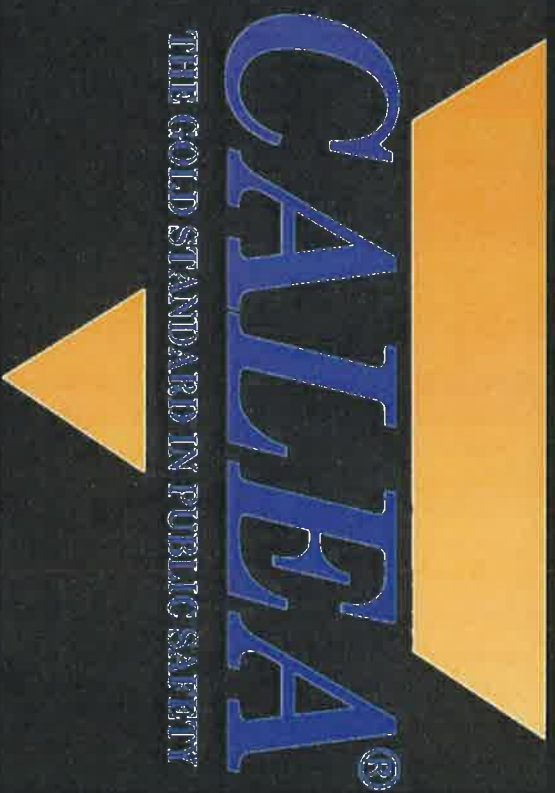
(D) Each canine unit shall be certified each time a handler is assigned a different canine or a canine is assigned a different handler before the unit assumes law enforcement duties.

(E) Certification shall be based on successful completion of an approved certification examination as described in paragraph (B) of rule 109:2-7-03 of the Administrative Code for patrol-related Canines or paragraph (C) of rule 109:2-7-03 of the Administrative Code for special purpose canines. The evaluator will make final decisions with regard to weather conditions, adequacy of the testing site, eligibility of the unit to be tested, and controllability of the canine. No canine which has failed to meet the minimum eligibility standards set forth in this chapter, or which the evaluator determines to be uncontrollable or that does not obtain an acceptable rating in obedience, when applicable, shall be permitted to continue the certification examination.

(1) Within thirty days after the completion date of the examination, the evaluator shall submit, to the executive director, testing records for all units which have been examined. Such records shall include information required on a form provided by the executive director.

(2) The evaluator shall also submit, on a form prescribed by the executive director, a notarized statement of recommendation for certification of the units which have successfully met all certification standards and requirements.

(F) The executive director shall issue a certificate to each canine unit successfully completing certification requirements.



# PROGRAM OVERVIEW

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**COMMISSION MEETING**  
**SEPTEMBER 10, 2015**

# CALEA's Origins

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- Law Enforcement Assistance Administration (1971)
- Police: National Advisory Commission on Criminal Justice Standards and Goals (1973)
- CALEA was created as a non-profit organization in 1979 through a DOJ Grant:





**CORPORATE OFFICE  
GAINESVILLE, VIRGINIA**





# The Commission

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- Composed of 21 commissioners appointed by the founding associations.





# The Commission

- Composed of 21 commissioners appointed by the founding associations.
- Each founding organization provides one appointment and reach consensus on the others.
- Commissioners come from a broad range of public safety professionals.
- Commissioners are appointed for a maximum of three 3 year terms and serve without compensation.



Commissioner Douglas Knight  
Chief of Police, Vandalia, OH



# Goals

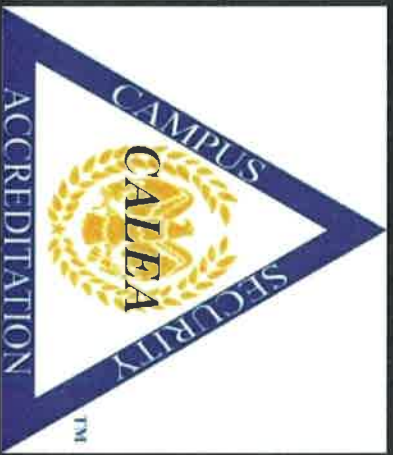
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- Strengthen crime prevention and control capabilities
- Formalize essential management procedures
- Establish fair and nondiscriminatory personnel practices
- Improve service delivery
- Solidify interagency cooperation and coordination
- Increase community and staff confidence in the agency





# Accreditation Programs



Basic

189 Standards

212 Standards

159 Standards

294 Standards

Advanced

484 Standards



# Training Academy

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- Credentialing
- Organization
- Direction and authority
- Human resources
- Recruitment, selection, employment, and promotion
- Instructional systems
- Training administration
- Instructors
- Students



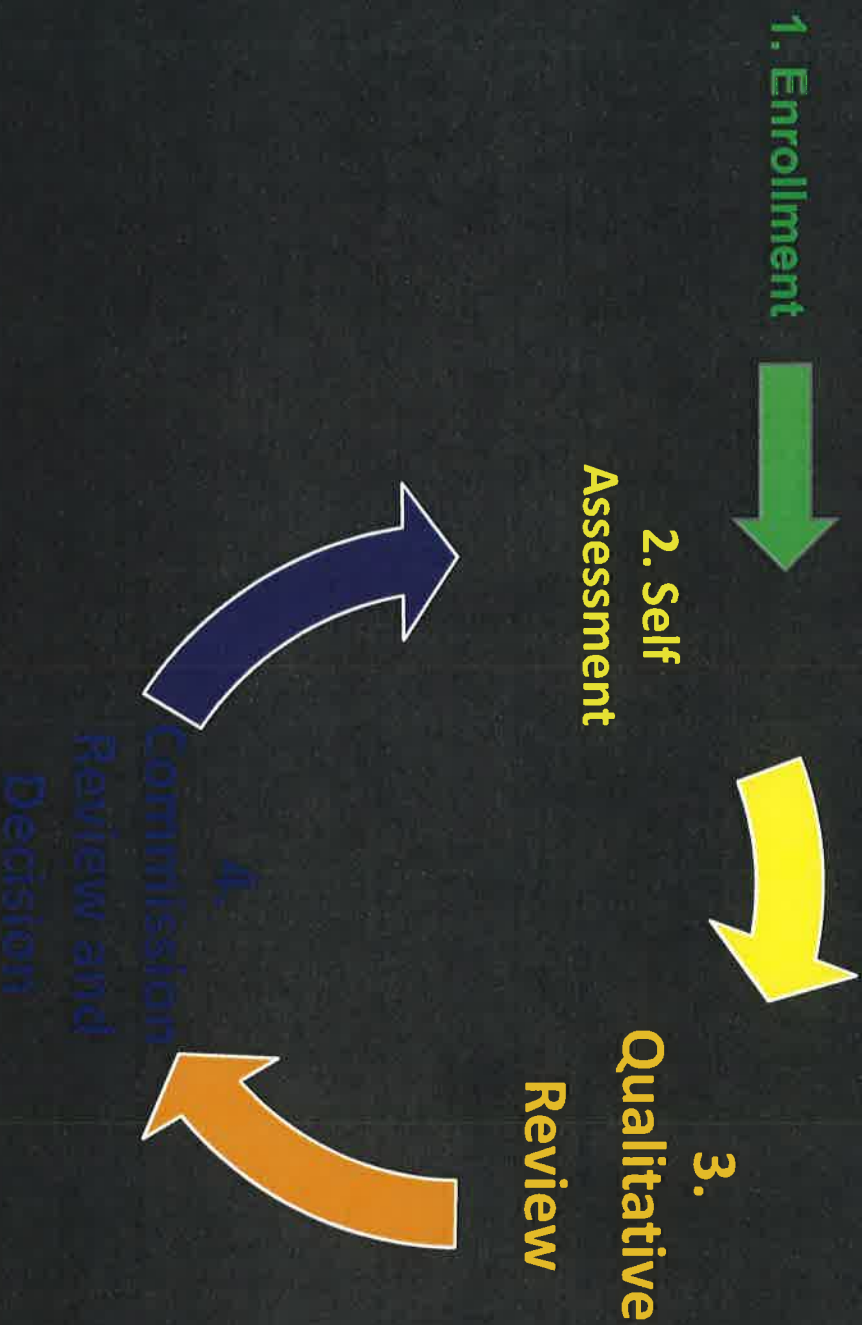


# Benefits

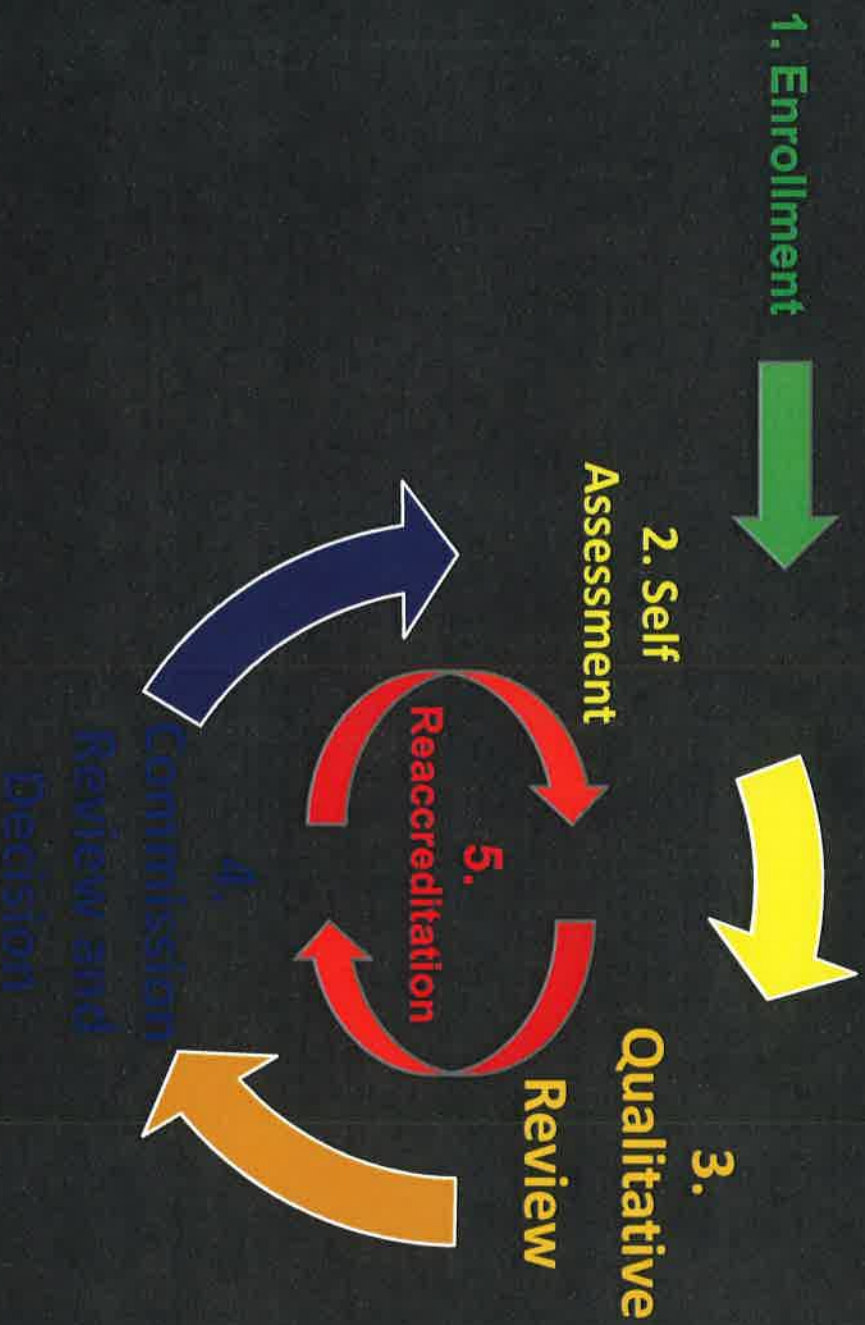
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- Develop a comprehensive, well thought out, uniform set of written directives.
- Provide reports and analyses necessary a CEO to make fact-based and informed management decisions.
- Require establishment of a readiness or preparedness program to address natural or human-caused critical incidents.
- Develop or improve upon an agency's relationship with the community.
- Strengthen the agency's accountability, both internally and with the community it serves.
- Limit an agency's liability and risk exposure.
- Facilitate an agency's pursuit of professional excellence.

# CALEA PROCESS



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# Self-Assessment

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- Review current written directives and compare to CALEA standards.
- Create or modify written directives as necessary to come into compliance.
  - Applicability based on two factors:
    - Agency Size
    - Agency Function
  - Mandatory Standards
  - Other-than-Mandatory Standards
    - Must comply with a minimum of 80%
- “What” NOT “How”
- Collect verification of compliance
  - Agency directives comply with CALEA standards
  - Staff members adhere to the agency’s written directives

Side by Side Comparison  
of Bullet Casings

# Qualitative / Outcomes Review

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- Remote review of agency files by CALEA staff
- On-site Assessment by independent assessors
  - Conduct Public Information Sessions
    - Public Hearing (law enforcement program only)
    - Telephone Call-in Session (all programs)
  - Conduct interviews
    - Agency Staff
    - Community Members
  - Observe agency practices
- Comprehensive report for Commission review







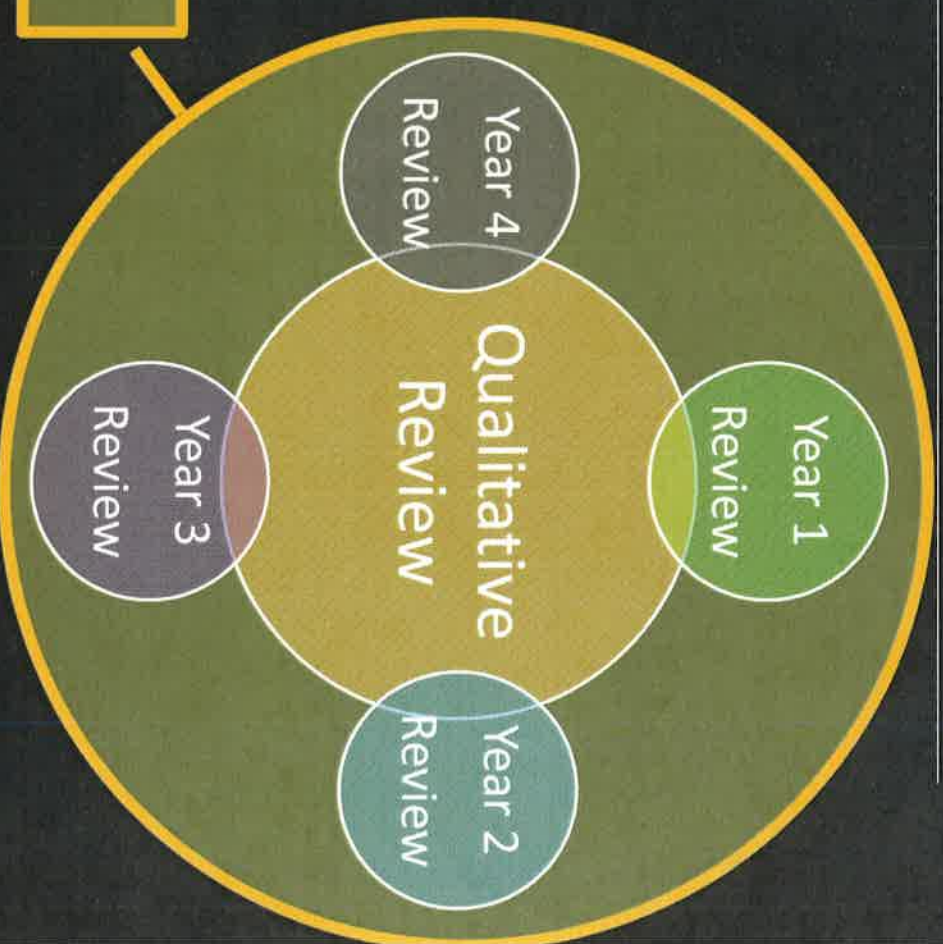
# Commission Review

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- Commissioners review submitted reports
  - Commissioners are assigned to one of five “review committees”
  - Agencies assigned to a committee by region.
  - Commissioners do not review agencies within their own region
- Conduct public hearing during CALEA Conference
  - Agency representatives invited to attend
- Review committee makes recommendation to Commission
- Full Commission votes on award recommendations
- Awards presented to successful agencies

# Reaccreditation

- Four year accreditation cycle
- Additional reviews are conducted if:
  - DOJ Consent Decree / MOU
  - High profile incidents
  - Serious complaints
- Annual Compliance Reviews
- On-site Assessment in fourth year
- Review by Commission



**Qualitative Review and  
Outcomes Report**



# Standards Development

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## Standards Review and Interpretation Committee (SRIC)

- Research emerging public safety issues
- Consult with Subject Matter Experts
- Seek input from clients and public safety community
- Apply best practices from professional practitioners
- Strive to maintain a contemporary / state of the art standards for public safety agencies.



# Standards

## 1.1.1

Print

### (M) Credentialing Program Documentation

If the academy participates in a credentialing program(s), it has current documentation from the credentialing authority verifying it is in good standing.

#### Commentary

Credentialing authorities are critical to establishing and maintaining training standards for public safety positioned to have a positive influence in improving law enforcement and public safety training. (M)

### 7. Increased Oversight

The Advisory Group recommends the Ohio Peace Officer Training Commission (OPOTC) hire additional field staff in order to properly evaluate basic training academies and their instructors.

### 8. Performance Standards

The Advisory Group recommends that the OPOTC establish minimum performance standards for basic peace officer academies to ensure quality instruction.

# Standards

## 8.1.5

Print

### (M) Monitoring and Evaluation of Instructors

The academy conducts documented biennial monitoring of current academy instructors and ensures that new academy instructors are evaluated in writing by an experienced instructor, evaluator, or supervisor prior to an unaccompanied teaching assignment. Guidelines for monitoring and evaluating should include:

- a. *instructor preparedness;*
- b. *instructor knowledge of course material;*
- c. *instructor presentation; and*
- d. *students' response to the instructor.*

## 11. Instructor Evaluation

The Advisory Group recommends there be standardized, ongoing evaluations for commission-approved instructors.

# Standards

## 6.4.1

Print

### (M) Training Course Lesson Plans

The academy requires lesson plans for all training courses, to include:

- a. the instructional goal of the lesson;
- b. learning objectives;
- c. the content of the training and specification of the appropriate instructional techniques;
- d. identification of any tests used in the training process; and
- e. a process for approval, review, and revision of lesson plans.

### 13. Lesson Plan Content

The Advisory Group recommends the lesson plan content be taught in its entirety without exceptions.



# Standards



## 6.4.3

Print

### (M) Practical Exercises/Scenario Based Training

A written directive describes practical exercises or scenario based training including:

- a. *learning objectives;*
- b. *performance measures;*
- c. *grading guidelines;*
- d. *risk assessment of safety issues; and*
- e. *use of outside personnel as actors.*

### 18. Add Scenario and Stress-Induced Training Hours

The Advisory Group recommends additional scenario-based training hours be incorporated in basic training academies. Peace officer decision-making skills under stress can best be taught through scenario-based and stress-induced training. It is understood that this type of training is very time consuming due to the required repetition and instruction needed to ensure the student fully understands and can apply the concepts being taught.



# Current Topics

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- ❖ House Committee Hearing on Community Policing
- ❖ Video available on C-SPAN



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  - ❖ Gather input from the field
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- ❖ **Body Worn Cameras**
  - ❖ Part of grant project to create a National model policy for body-worn cameras



# CALTEA in the U.S.

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- Approximately 5% of law enforcement agencies are accredited
- Approximately 25% of law enforcement officers are members of an accredited agency
- 28 Accredited Training Academies
- 12 Training Academies in Self-Assessment





# CALEA in Ohio

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Ohio currently has the largest number of CALEA clients (74):

- Accredited - 56
  - Law Enforcement - 50
  - Communications - 5
  - Training Academy - 1
- Self-Assessment - 16
  - Law Enforcement - 14
  - Communications - 1
  - Training Academy – 1
    - Cuyahoga Community College Public Safety Training Academy
- Police agencies ranging from 6 to 2519 full-time officers.





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- CALEA standards address key issues identified in the 21<sup>st</sup> Century Policing findings.
- CALEA’s Training Academy Accreditation program directly addresses many of the recommendations by the Ohio Attorney General’s Advisory Group on Law Enforcement Training.
- CALEA supports incentives to assist agencies seeking voluntary accreditation and their pursuit of excellence

# Questions

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