

COMPLIANCE REPORT

March 30, 2018

*Assessing Implementation of the 2014 Settlement
Agreement between the United States and the
Suffolk County Police Department*



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INTRODUCTION

On January 13, 2014, the Suffolk County Police Department and the United States of America entered into this Agreement to memorialize their joint commitment to ensuring that police services be provided to the people of Suffolk County in a manner that complies with the Constitution and the laws of the United States. The Agreement was the culmination of a years-long investigation by the United States Justice Department which was spurred by the murder of Suffolk County resident, Marcelo Lucero. Following that investigation, the Justice Department found no wrongdoing by the Police Department, but identified five key areas in which improvement would strengthen the Department's bond with the Latino communities it serves.

During the first year of the Agreement the Police Department collaborated with the United States in modifying policies and procedures to align with industry best practices in the areas of Bias Free Policing, Reporting Misconduct, Language Assistance Services, Hate Crimes and Community Engagement. This was a considerable undertaking, since areas such as Language Assistance and Bias Free Policing touched on every aspect of departmental operations. Eight major policies were created or significantly changed, and over a dozen policies were amended to align with those changes.

Training and implementation of the new policies began in earnest during the second year of the Agreement. Following an on-site meeting with the United States and its experts in January of 2015, the Police Department made sweeping amendments to its curricula for Bias Free Policing and Language Assistance Services. These amendments ultimately produced a strong, comprehensive Language Assistance curriculum that has been delivered to more than 2200 members of the Department. Work on the Bias Free Policing course was halted, however, after the United States' experts identified significant deficiencies in the subject matter. After funding prevented the Office of Justice Programs from delivering a train-the-trainer on point, the Police Department re-worked its curriculum with the assistance of the United States and the New York City Police Department's Training Bureau, and is now poised to begin classes.

Policy review and amendment continued during the third year, but organizational focus was concentrated on the level of execution. On several occasions the United States and the Police Department discussed the magnitude of the institutional culture change necessary to fully implement the Agreement, and both agreed that the provision of interpretation services in the field required the most attention. Although the Language Access Plan had been in place for more than two years, many officers in the field continued to use under-developed language skills or bystanders when interacting with persons with limited English proficiency. Measures were enacted to monitor and correct this dissonance between policy and practice. For example, the tracking system used to ensure the delivery of language services was fully integrated into the Online Reporting System, making it impossible to close a service call without addressing language assistance. Dual audit protocols were also established, one in Internal Affairs and another in Community Relations, which reconciled 911 calls with the provision of language assistance services.

As the Police Department enters the fourth year of the Agreement it is eager to continue its close working relationship with the United States in bringing full implementation to fruition. To that end, the Police Department will focus its efforts on three key areas, Training, Traffic Stop Data Collection, and provision of Language Assistance Services in the field. The Police Department believes that significant advances in these three areas, coupled with continued success in the other areas of the Agreement, will bring about Substantial Compliance by year's end. A roadmap to that goal follows in this report, the seventh submitted pursuant to the Agreement.

BIAS FREE POLICING

1. Policies and Procedures

As detailed in the last Compliance Report, the Department has twice expanded its definition of “Biased Policing” by adding new protected categories to its policy, which is contained in Rules and Procedures [R&P] Chapter 1, §11. While conducting a recent review of its Title IX Plan, the Police Department discovered a discrepancy in the categories protected by that plan and those contained in R&P 1, §1. To remedy the discord, the Department has amended R&P 1, §1 to include “income” among the protected categories. (**Attachment 1**)

A review of the “age” categorization was also completed since the last Compliance Report and no confusion was detected at the level of execution. The records reviewed and officers polled revealed a clear understanding of the appropriate use of age in the enforcement decision-making process.

2. Traffic Stop Data

The third iteration of the Traffic Stop Data Collection Program [TSDCP v3] began beta tests in the Highway Patrol Bureau on January 17, 2018. The Information Technologies Section [IT] collected feedback and provided technical support, and the In-Service Training/Audio Visual Recording Sections created a short instructional video to introduce officers to the new platform (provided electronically to the United States). The new platform went live county-wide on Monday, March 5, 2018 without issue.

Rules and Procedures Chapter 13, Section 9 was updated to reflect the new TSDCP fields, and a short Technology Bulletin was also issued. Finally, the Department modified a form obtained from the United States into the “Vehicle Checkpoint Record” (PDCS-3270) to capture demographic statistics at checkpoints. (**Attachment 2**)

In its most recent Assessment, the United States makes two recommendations with regard to the TSDCP. First, “that the Department link the traffic-stop reports to use-of-force reports where a traffic stop led to a force incident so that supervisors and command staff will be able to conduct thorough analyses of traffic stop and use of force incidents, and to determine whether any force incidents unnecessarily resulted from an illegal stop”.

Presently, the TSDCP captures whether force was used on a traffic stop, as a yes/no field. Use-of-force incidents, whether related to traffic stops or otherwise are reported through Blue Team into the IAPro database. While no linkage between these two platforms is currently available, policy provides the continuity necessary to facilitate a thorough analysis. Officers using any level of force must describe their actions on a “Subject Resistance Report” (PDCS-1040). A supervisor must review this report and then complete an Online Use of Force Report in Blue Team,¹ which is transmitted immediately into the IAPro system, notifying the IAB command staff.

In the scenario where force is used during a traffic stop, the circumstances of the stop would be detailed in both the Subject Resistance Report and the Online Use of Force Report, providing the linkage recommended by the United States. The legality of the underlying stop would be scrutinized

¹ Rules and Procedures Chapter2, §11(VI)(D)&(E) respectively.

if an investigation was triggered, for instance by a complaint, an early warning intervention flag or a factually deficient force report. Linking the two systems, even if technologically possible, would not provide any additional means to detect illegal stops.

The United States' second recommendation is to develop, "specific protocols for the substantive review of traffic-stop data as part of supervisors' regular supervisory activities." Presently, several supervisory procedures are in place to ensure the integrity of the data collection effort and to respond to evidence of profiling.² Once the data has been analyzed and conclusions regarding biased policing have been drawn, the Department will revisit existing protocols to determine if more specificity will be required.

3. Training

The Department recently completed the development of its Bias-Free Policing curriculum with the assistance of the United States and the NYPD Training Bureau. (**Attachment 3**) A pilot presentation was delivered to members of the Suffolk Community College Center for Social Justice and Community Understanding in early February of 2018, and following minor modifications the course was rolled out on February 15, 2018 at Police Headquarters for senior members of the Department. By this writing the course ("PJ3") has been delivered to one of the recruit classes presently attending the Academy, and approximately 90 In-Service personnel. Additional classes are scheduled through the beginning of May. A Student Handbook, and Instructor's Guide are being developed by In-Service instructors, and the Department looks forward to input from the United States during their next visit.

The United States makes two recommendations regarding this training in their recent Assessment. First that the Department provide the Procedural Justice ("PJ") 1 & 2 modules to its members, and second, that the Department send its PJ3 instructors to a train-the-trainer course. While the Department agrees that the PJ1 & 2 modules could provide its members with valuable information, it also recognizes the significant burden such additional training would place on its resources. Presently, in order to comply with the terms of the Agreement as they are understood by the parties, the Department must provide all sworn members a day-long class on Hate Crimes and Language Access, and another day-long class on Bias Free Policing. As it has required two years to complete a full cycle of the Hate Crimes/Language class, it is reasonable to assume it will require the same for Bias Free Policing given similar class-size requirements. The addition of PJ1 & 2, which are not required by the Agreement, would push the initial delivery of PJ3, which is required, out to at least 2020. Simultaneous delivery would extend completion of the first cycle even further considering the scheduling difficulties inherent in ordering the courses for each member. In order to provide the best foundation for PJ3, the Department is exploring delivery of PJ1 & 2 through different means for In-Service personnel, such as DIIT films or print/online media. Once the current classes have completed the Academy, personnel will also be available to develop PJ1 & 2 modules for future recruit classes as well.

The Department postponed sending In-Service instructors for training in order to stand up the PJ3 course and provide transition for newly assigned personnel. The Academy is currently researching training opportunities scheduled for the spring and fall of 2018.

² Rules and Procedures Chapter 13, §9(VI)(C)

LANGUAGE ASSISTANCE

1. Language Access Policy

The Language Assistance Plan [LAP] has been updated and edited in its entirety for clarity. (**Attachment #4**) The Department has fielded a summary version of the LAP for ease of reference in the field. This summary takes the form of a memo-book insert, and includes a color-coded flow chart outlining the interpretation protocols. (**Attachment #5** (in full 8.5x11 black and white)) The Department has also fielded a 4x6 business card for the public which informs them of their right to language assistance services. (**Attachment #6**) Finally, the Department has conducted informational interviews on Univision and CNN en Español to advertise its language access services.³

In their recent Assessment the United States has offered three recommendations. The first is to prohibit the use of children except under exigent circumstances when no other options are available. That prohibition now appears in Rules and Procedures (R&P) Chapter 26, §5(VI)(C)(3)(e)(1)(d). The second recommendation suggests establishment of a hierarchy of language service providers. To the extent such hierarchy is practical it appears in R&P Chapter 26, §5(VI)(C)(4). Otherwise mandating a universal preference for one type of interpreter over another (e.g., DAI over Bilingual) creates confusion, chiefly in the concept of 'availability'. An officer handling an LEP call in the field may at any given time have all three providers 'available', but the DAI and Bilingual member may be a considerable distance away. Mandating their use over Language Line under all circumstances could create significant inefficiencies in manpower coverage and wait time on calls. Attempting to identify types of calls in which a particular hierarchy is required is similarly flawed in terms of efficiency and response. The Department believes the existing protocols provide officers enough discretion to choose the most appropriate and efficient type of provider under varying circumstances. Audits also indicate that when services are provided, LEP individuals report a high level of satisfaction.

The third recommendation involves taking statements from LEP individuals in the subject's best language and then translating that statement into English. The Department understands the rationale for this approach, but is presently unable to adopt such a change and believes that the current procedure adequately protects the rights of LEP individuals giving statements. Considering its experience with DAI certification, the Department does not believe it will be able to field a sufficient number of certified translators to support such a policy change in the near future.

2. Training

As December 1, 2017, 93% (2371) of all sworn personnel (2534) have received the day-long Language Assistance/Hate Crimes Training. As the United States recognized in its last Assessment,

³ Viewable at <https://www.univision.com/nueva-york/wxtv/noticias/seguridad/policia-del-condado-suffolk-estrena-novedoso-sistema-de-comunicacion-bilingue-para-fortalecer-sus-lazos-con-la-comunidad-video> ; and <http://cnnespanol.cnn.com/video/nueva-york-policia-comunicacion-hispanos-inmigrantes-yilber-verga-pkg/>

significant improvements have been made to the course since its inception in September of 2015. The Department believes that subsequent cycles will progress more quickly as personnel shortages are tempered by consistent hiring, and classes are not delayed due to large curriculum overhauls. Current updates and refinements are underway, and the In-Service Section began the second cycle of training in February.

The Department is also in the final stages of contracting a vendor to provide Spanish language instruction to those seeking DAI certification. (**Attachment #7**) This course is designed for those members who have certified as Bilingual, but would benefit from focused instruction on the skill of interpretation. The Department is confident that graduates of this course will increase the overall number of DAIs.

3. Implementation of the LAP in the Field.

The Department is actively pursuing all avenues to hasten full implementation of the LAP. As the parties have discussed, strict adherence to the interpretation protocols in the field has been lacking in the past, but the Department believes it will improve significantly in 2018 for several reasons.

A steady increase in the use of Language Line has been documented since 2014. Although officers voice some frustration regarding the efficiency of the service and the quality of the equipment provided to access it, they are still using it more every year. The Department expects a larger increase in usage in 2018 as training continues and equipment issues are resolved. A three year capital program is currently underway to replace the mobile data terminals in all patrol vehicles with detachable Dell tablets. These tablets are VoIP-ready and will be able to access Language Line through app-based platforms capable of supporting voice and video communications. Distribution of these tablets will render the existing Language Line cell phones obsolete and increase ease of access for officers in the field.

Continued refinements to the Language Assistance Tracking Database will also result in a more accurate accounting of the services being provided in the field. As the parties discussed during the last on-site visit, an inordinate number of "L" calls were closed without the provision of any language assistance. The most commonly reported reason for this was that the "Complainant spoke sufficient English." Although quality of service audits indicate that this conclusion was accurate in many cases (IAB Attachment), some have also indicated that it was not. The Department has, therefore, undertaken additional measures to reconcile the number of "L" calls with the number of language assistance entries. Among those measures is the addition of a disposition field to the Language Assistance Tracking report in ORS which identifies the call as a "non-violent aided case". Officers responding to such cases provide emergency medical care in circumstances supporting the use of temporary interpreters (chest pain, shortness of breath, etc.) and frequently arrive at the scene as the patient is being transported by rescue personnel. Allowing for a separate disposition of such calls will provide a much more accurate representation of the true need for language assistance in the field.

Additional training on the mechanics of reporting has also been scheduled for 2018 using the newly installed Video Interactive Police Education Resource (VIPER) platform. The Language Access Coordinator and her staff will conduct interactive video conferences during precinct roll-calls to highlight problem areas in reporting and take questions regarding the interpretation protocols. This training will supplement the day-long course given at the Academy, and hopefully will clear up any remaining confusion on the proper way to complete Language Tracking fields.

4. Qualification of DAIs and Bilingual Officers

The Department has certified 9 Authorized Interpreters and 90 Bilingual members as of this writing, and testing will continue through 2018. Of the three recruit classes that have begun since October of 2017 candidates have been hired off of the Spanish-speaking list. Although the United States has indicated that these personnel may be considered “certified”, the Department will continue to have them tested by Language Line due to the recognition which that certification has enjoyed in court. The Department also considers such follow-up testing as a quality control check on the Civil Service testing process.

5. Incentives for Bilingual Officers and DAIs

The Department has finalized the hiring of a research analyst who will be dedicated to the analytics required by this Agreement. One of the tasks that will be assigned to that analyst in 2018 is a data pull and analysis of all transfers/promotions of DAIs and certified Bilingual Members since 2015.

ALLEGATIONS OF MISCONDUCT

The Department continues to improve the way in which it receives complaints, conducts investigations and analyzes patterns and trends. Details regarding complaints received in 2017 are contained in the Internal Affairs Annual Report.

Regarding the United States’ comments in their recent Assessment, the Department is eager to discuss the particular facts of the case referenced for which there was no disposition. The Department is also awaiting content from Lexipol to determine how its IAB Manual can be integrated.

COMMUNITY ENGAGEMENT

The Community Relations Bureau 2017 Annual Report extensively details community events sponsored, supported and attended by the Department over the past calendar year.

Regarding the United States’ comments in their recent Assessment, development of the Community Relations Database program is complete and training materials are currently being prepared by CRB. These materials will be presented to CRB and COPE personnel during the month of April and thereafter incorporated into R&P Chapter 26, §1. CRB anticipates providing additional training over the summer months as more officers begin to use the system.

To date the Department has met with representatives from three local colleges to discuss the contract specifications for formulating, distributing and analyzing a community survey. At least two of those schools have expressed interest in submitting bids, and the Department hopes to commence distribution by the Fall of 2018.

INDEX OF ATTACHMENTS

1. Rules and Procedures Chapter 1, §11 "Bias Free Policing"
2. Rules and Procedures Chapter 13, §9 "Traffic Stop Data Collection Program"; Technology Bulletin #18-01; Vehicle Checkpoint Record (PDCS-3270)
3. Tactical Policing with Impartial Perceptions
4. Rules and Procedures Chapter 26, §5 "Language Access Plan"
5. Lima Call Chart (PDCS-7045); memobook insert
6. "Did You Know" business card
7. Solicitation letter for Certified Interpreter's Skills Prep

ATTACHMENT 1



ORDER NUMBER 17-42

TYPE DEPARTMENT GENERAL ORDER	AUTHORITY TIMOTHY D. SINI POLICE COMMISSIONER	SIGNATURE <i>T.D.S.</i>
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SUBJECT/TOPIC/TITLE BIAS-FREE POLICING
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DISTRIBUTION ALL MEMBERS OF THE DEPARTMENT	SECTION CREATED 11/02/15	DATE EFFECTIVE 08/17/17	DATE AMENDED 08/17/17
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Chapter 1, Section 11 of the Rules and Procedures is amended to expand the Department's definition of "Biased-based Policing" and incorporate three additional categories to the Departmental nondiscrimination policy.

RULES AND PROCEDURES

CHAPTER 1: TITLE: ORGANIZATION AND PHILOSOPHY OF THE DEPARTMENT

SECTION 11: TITLE: BIAS-FREE POLICING

(Only Subdivisions: III. A. and V. A. 1. have been changed.)

III. DEFINITIONS

A. Bias-based Policing - is synonymous with "discriminatory policing" and means selective enforcement or non-enforcement of the law, including the selecting or rejecting of particular policing tactics or strategies, based upon an individual's race, ethnicity, national origin, age, gender, religion, disability, English language proficiency, income, sexual orientation, or gender identity. Biased-based policing does not mean using any trustworthy information, relevant to the locality and timeframe, to identify a person of a particular race, ethnicity, national origin, age, gender, religion, disability, English language proficiency, income, sexual orientation, or gender identity in a reliable and recent suspect-specific description.

V. RULES AND REGULATIONS

A. Members are prohibited from engaging in bias-based policing.

1. Members shall not use race, ethnicity, national origin, age, gender, religion, disability, English language proficiency, income, sexual orientation, or gender identity when engaging in routine or spontaneous law enforcement activities, except when engaging in appropriate suspect-specific activity to identify a particular person or persons.

2. Members shall take no action, nor make any decision, based upon a motive influenced by bias, prejudice or discriminatory intent.

(The remainder of Chapter 1, Section 11 is unchanged.)

Commanding Officers are directed to inform all members of their respective commands of these amendments.

END

ATTACHMENT 2



POLICE DEPARTMENT COUNTY OF SUFFOLK
ACCREDITED LAW ENFORCEMENT AGENCY
DEPARTMENT DIRECTIVE
 PDCS-2008-1

ORDER NUMBER 18-14

TYPE DEPARTMENT GENERAL ORDER	AUTHORITY STUART K. CAMERON ACTING POLICE COMMISSIONER	SIGNATURE <i>Stuart Cameron</i>		
SUBJECT/TOPIC/TITLE TRAFFIC STOP DATA COLLECTION				
DISTRIBUTION ALL MEMBERS OF THE DEPARTMENT	SECTION CREATED 01/29/09	DATE EFFECTIVE 03/05/18	DATE AMENDED 03/02/18	

Chapter 13, Section 9 of the Rules and Procedures is amended to incorporate procedures regarding the collection of traffic stop data, including the use of new data fields. This Section is reissued in its entirety.

RULES AND PROCEDURES

CHAPTER 13: TITLE: RECORDS/REPORTING PROCEDURES

SECTION 9: TITLE: TRAFFIC STOP DATA COLLECTION

I. PURPOSE

To establish guidelines for the collection and analysis of officer initiated traffic stop data.

II. POLICY

In support of the Department's commitment to bias free policing, the Traffic Stop Data Collection Program will collect data on all officer-initiated traffic stops throughout the Police District. This collected data will be analyzed to ensure that all traffic enforcement operations are conducted in a bias-free manner.

III. DEFINITIONS

A. Online Reporting System - Platform utilized to receive, store, categorize and retrieve officer created reports.

B. Traffic Stop (T-Stop) - any time an officer initiates contact with a motorist resulting in the detention of that individual or their vehicle. A traffic stop does not include contacts initiated to provide assistance to a motorist, contacts arising from traffic crashes or any contacts associated with broadcast notifications or prior calls for service.

IV. REFERENCES

N/A

V. RULES AND REGULATIONS

N/A

VI. PROCEDURES - Data shall be collected on all traffic stops. Data shall be entered into the Mobile Data Computers (MDC's), or on the **Traffic Stop Data Collection Worksheet**, (PDCS-3226), if an MDC is not available.

A. Procedure with MDC

1. Initiation of the Traffic Stop - Before exiting the vehicle, or as soon as possible thereafter, officers shall push the "**T-STOP**" button in the Premier MDC program and enter the vehicle registration and location of the stop in the MDC.

2. Vehicle Information Fields - Upon completion of the stop, the officer will go to the "**My CAD Calls**" tab in the Portal, select the correct Traffic Stop call and then select the "**Begin T-Stop**" button. The officer will then complete the following fields on the "**Vehicle Information**" screen:

- a. Reason for stop
 - i. Speeding
 - ii. Cell phone
 - iii. Red light
 - iv. Stop sign
 - v. Reasonable suspicion of crime
 - vi. Other moving violation
 - vii. Seatbelt
 - viii. Other Vehicle and Traffic Law (VTL)
- b. Duration of stop
- c. Force used during stop
- d. Total tickets issued
- e. Equipment violations
- f. Vehicle Searched
 - i. No
 - ii. Yes without signed consent
 - iii. Yes with signed consent
 - iv. Yes without consent
- g. Reason for search
 - i. Probable cause drugs

- ii. Plain view
 - iii. Consent
 - iv. Probable cause other
- h. Outcome of search
- i. Nothing
 - ii. Drugs
 - iii. Weapon
 - iv. Other
- i. Canine called

3. Person Information Fields - Upon completion of the vehicle information, the officer will select the "**Add Person**" button and complete the fields below. Officers must re-select the "**Add Person**" button for each occupant of the vehicle.

- a. Driver or passenger
- b. Approximate age
- c. Gender
- d. Apparent Race/Ethnicity
 - i. Hispanic
 - ii. Black/African American
 - iii. Asian/Pacific Islander
 - iv. White, non-Hispanic
 - v. Other
- e. Search of person conducted
 - i. Yes
 - ii. No
- f. Reason for search
 - i. Protective frisk
 - ii. Probable cause
 - iii. Plain view
 - iv. Consent
 - v. Incident to arrest
- g. Outcome of search
 - i. Nothing
 - ii. Weapon

- iii. Contraband
- iv. Other
- h. Were they asked to exit vehicle
- i. Where were they placed
 - i. Back of unit
 - ii. Side of road
- j. Were they restrained
- k. Disposition
 - i. Ticket issued
 - ii. Verbal warning
 - iii. Arrest
 - iv. Other

4. Upon entering the required information the officer shall press the **"Complete Report"** button to close out the **T-Stop**.

B. Procedure Without MDC - Officers shall complete the **Traffic Stop Data Collection Worksheet**, (PDCS-3226), for each tour of duty in which traffic stops occur. The data collected on this form will be entered into the Traffic Stop Data Collection Program by the officer when a computer is available.

C. Supervisor's Responsibility

1. Patrol Sergeants are to:
 - a. Conduct random audits of data base entries for observed self-initiated traffic stops;
 - b. Check incomplete entries on a weekly basis.
2. Patrol Lieutenants are to monitor the incomplete traffic stop records and disseminate this information to first line supervision for completion of said records.
3. Commanding Officers shall review the annual report, as described in "D." below and refer any evidence of racial profiling or biased based policing to the Internal Affairs Bureau for investigation.
4. The Office of the Chief of Patrol will conduct monthly audits of T-Stop data. Incomplete or atypical traffic stops and/or enforcement activity will be referred to a Precinct or Bureau Commanding Officer for correction. Any evidence

of racial profiling or biased based policing will be referred directly to the Internal Affairs Bureau for investigation.

D. Responsibility of the Research and Development Section
("R&D")

1. Analysis

a. R&D shall collect the raw Traffic Stop Data from the Information Technologies Section on an annual basis.

b. R&D shall provide the contract vendor responsible for conducting the Traffic Stop Analysis all necessary data in the medium requested by the vendor.

2. Reporting

a. R&D shall receive and disseminate the vendor's analysis to the Police Commissioner. Should this report reveal no evidence of biased based policing, the Commissioner shall cause the report to be published in the appropriate public medium.

b. If the final report indicates evidence of biased based policing, the Police Commissioner shall refer the findings to the Internal Affairs Bureau for investigation. Upon conclusion of such investigation the Commissioner shall cause to have published the original report and an account of the subsequent investigation and any actions taken as a result. Reports published pursuant to this Section may be redacted in order to comply with applicable law and collective bargaining agreements.

VII. ACCREDITATION

A. NYSLEAP

VIII. INDEX

N/A

Commanding Officers are directed to inform all members of their respective commands of these amendments.

END



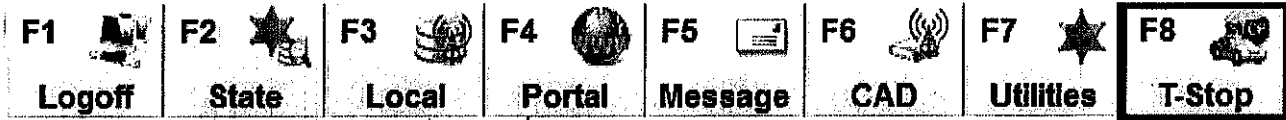
Technology Bulletin

NUMBER 18-01

SUBJECT/TOPIC/TITLE
Traffic Stop Data Collection Program

DATE ISSUED
03/02/18

In support of the Department's commitment to bias-free policing, the Traffic Stop Data Collection Program will collect data on all officer-initiated traffic stops throughout the Police District. This collected data will be analyzed to ensure that all traffic enforcement operations are conducted in a bias-free manner.



Before exiting the vehicle, or as soon as possible thereafter, officers shall push the **F8 "T-STOP"** button in the Premier MDC program and enter the vehicle registration and location of the stop.

Officer Initiated Calls

Traffic Stop

Self Initiated

Patrol Pickup

Traffic Stop

Plato

Number

NEW YORK

State

Passenger (regular)

Type Year

Location

Status Change

Send Clear Cancel

Upon completion of the stop, the officer will open the SCPD Portal program. You can access the T-Stop Data Collection program from the "My CAD Calls" tab and click "Begin T-Stop"

SCPD PORTAL v2.0 Report Bug Account

Exit Portal Log Out Refresh SCPD Home **NOTIFICATIONS**

My CAD Calls inbox: 0 Roll Call: 0 Wanted: 113 Missing Persons: 0 Vehicles: 0 Intelligence: 0 Crime Patterns Following: 0

CC Number:

CC Year	CC Number	Dispatch Date/Time	Location	Nature	SubType	
2017	0723612	12/14/2017 09:29:07	30 YAPHANK AV YAPHAN	TRAFFIC STOP	TRAFFIC STOP	<input type="button" value="Remove"/>

Call Details

CC Number: 2017-0723612 Date Dispatched: 12/14/2017

Incident Location: 30 YAPHANK AV YAPHAN

Complainant: Nature: TEST

Complainant Address:

Primary Officer: GAGNON, KEVIN

Time Received: 09:29:07 Time Dispatched: 09:29:11

Time Unit Arrived:

Remarks

12/14/2017 09:29:07 test event
 12/14/2017 09:29:07 do not close
 12/14/2017 09:29:07 do not dispatch
 12/14/2017 09:32:36 please allow this event to stay open. Being used by IT for program testing

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When the new T-Stop window opens, complete **ALL** required information regarding the T-Stop.

CAD - T-STOP

Reason for Stop

Duration of Stop

Force Used During Stop

Total Tickets Issued

Equipment Violations

Vehicle Searched

Reason for Search

Outcome of Search

Canine Called

Persons

Driver/Passenger	Approx. Age	Gender	Apparent Race/Ethnicity	Search Conducted

Then click the 'ADD PERSON' button, to add the driver and any passengers.

CAD - T-STOP

Reason for Stop
SPEEDING

Duration of Stop
15-30 MINS

Force Used During Stop
YES

Total Tickets Issued
1

Equipment Violations
1

Vehicle Searched
SEARCH CONDUCTED WITHOUT SIGNED CONSENT

Reason for Search
PLAIN VIEW

Outcome of Search
WEAPON

Canine Called
NO

Persons

Driver/Passenger	Approx. Age	Gender	Apparent Race/Ethnicity	Search Conducted
------------------	-------------	--------	-------------------------	------------------

Add Person

Save Save and Exit Complete Report Cancel

Complete **All** required information pertaining to the driver and then press "**SAVE and VALIDATE**".

My CAD - Person Information for T-Stop

Driver/Passenger
DRIVER

Approx. Age
| |

Gender
| |

Apparent Race/Ethnicity
| | | |

Disposition
| | | |

Asked to Exit Vehicle?
NO

Search Conducted
NO

Save and Validate Quick Save Cancel

If there are any passengers, click the 'ADD PERSON' button and complete **All** required information for each passenger and then press "**SAVE and VALIDATE**".



CAD - T-STOP

Reason for Stop
SPEEDING

Duration of Stop
15-30 MINS

Force Used During Stop
YES

Total Tickets Issued
1

Equipment Violations
1

Vehicle Searched
SEARCH CONDUCTED WITHOUT SIGNED CONSENT

Reason for Search
PLAIN VIEW

Outcome of Search
WEAPON

Continue Called
NO

Persons Add Person

Driver/Passenger	Approx. Age	Gender	Apparent Race/Ethnicity	Search Conducted	
DRIVER	26 to 35	FEMALE	WHITE NON-HISPANIC	YES	Delete

Save Save and Exit **Complete Report** Cancel

Upon entering **ALL** the required information the officer shall press the **"Complete Report"** button to close out the T-Stop.

END

ATTACHMENT 3

Tactical Policing with Impartial Perceptions

Objectives of the Course

- Recognize your own human biases.
- Upstanding Identify traps, & stereotyping.
- Understand how implicit biases can affect your perceptions and behavior.
- Understand how biased policing impacts community members and the department.
- Review procedural justice to enhance police legitimacy.
- Develop skills and tactics to reduce the influence of bias on police practice and allow you to be safe, effective and just police professionals.

During this training.

- Leave your preconceived notions about “bias” training at the door.
- Think and reflect about what it means to be an effective police officer.
- Recognize the life experiences and expertise that you bring to this room.
- Participate.

This training focuses on the tactics that can improve officers’ perceptions and reduce potential blind spots created by societal constructs/ideas.

Definitions

- **Legitimacy:** The public view the police as entitled to exercise authority in order to maintain social order, manage conflicts, and solve problems in the community.
- **Procedural Justice:** The procedures used by police officers where citizens are treated fairly and with proper respect as human beings.

Four Pillars of Procedural Justice

1. Voice (listen)
2. Neutrality (fair)
3. Respect (respectful treatment)
4. Transparency (explain the process)



Fair & Impartial Officers Are More Likely To...

- Increase public trust and legitimacy of law enforcement.
- Enhance our ability to achieve our personal and professional goals.
- Make our jobs and communities safer.

Why are we here again?

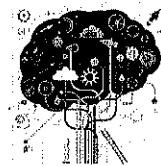
- The benefits of procedural justice and gaining individual and departmental legitimacy include:
 - Increased safety;
 - Lower stress levels;
 - Fewer complainants;
 - Greater cooperation from citizens;
 - Voluntary compliance gained; and
 - Reduced crime.

Implicit Association Test



MODULE 1: Introduction to the Science of Impartial Bias

How our brains are able to make sense
out of confusing or ambiguous
situations and lead us to the right
answer.



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the wrod as a wlohe.

So what?

Our brains take shortcuts to read the Cambridge passage:

- What other shortcuts does it take?
- What does this have to do with our jobs?
- Our brains usually get it right.
- These responses can be helpful
(Fire = Hot= Do Not Touch.)

So what?

Sometimes our brains don't get it right and we fall into a traps:

- Those traps put us at risk.
- How we respond in a trap put us at risk.
- **Domestic Victim = Female = Not Threatening**

Lets Find Out ! Fill in the blank...

I'm going to ask you 6 questions.
I want you to answer as quickly as possible.

Don't think, just respond.

Ready?

☆ Peter, Paul, and Mary sing _____



☆ A comedian tells a _____



☆ If you have no money, you are _____



☆ Wire in a wheel, is a _____



☆ What comes out of a lit cigarette? _____



☆ White part of an egg is the _____



Awareness of the factors that go into human decision making, and how we can make better choices when we are conscious of the biases and stereotypes that exist in the world.



This is **not** about your character.

- We all have biases that affect our perception.
- Many are subconscious.
- Some may be contrary to our self-image.
- This is the fact of the human brain.



Situations Matter

You're Late for Work WHY ?

Reality: your alarm went off and you hit snooze 5 times, you went through the Starbucks and the line was long, you forgot your gear bag and had to go back home to grab it

What you tell your supervisor:
car trouble, traffic, parking, kids.....

Why? Reality is- people lie when...

- They have motivation
- The consequences will be slight
- They believe they'll get away with it

Who does this? EVERYONE

Do situations matter?

- **Situations matter more than character.**
- They matter so much that they can make you behave in ways that are inconsistent with who you think you are (e.g. being late to work).
- **How can behavioral science help?**



Values

- What are your values?
- What if something happened that made you act inconsistently with your values?
- Would you want to change that?

Situations that create fast traps:

Situations that can lead to an over-reliance on implicit biases such as:

- Being mentally taxed
- Being in a bad mood
- Feeling threatened
- Being a novice
- Making quick decisions
- Multitasking

BREAK

Myth:

It's a waste of time to try to mitigate my implicit biases. They don't impact anyone anyway.

Busted:

Implicit biases have huge implications; thus it is important to identify your own biases and then actively engage in de-biasing techniques to address them.

MODULE 2: Fast Traps

Shortcuts in the Brain

Traps Define

- Traps are situations that trigger mental reactions which influence behaviors. (Identity Trap)
- These behaviors are unrelated to the nature of one's character or conscious intentions
- Identity traps are divided into:
fast traps and **slow traps**.

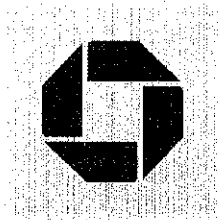
Fast Traps

Over-reliance on implicit biases



Subconscious Conclusions

- Think of branding: Can you name these brands?
- Were you born knowing this? If not, how did you learn?



Implicit Association

- A cognitive link between two concepts that is automatic.
- When one concept is primed (made salient), the other becomes more accessible, without conscious deliberation.
- For example, if I say “bread” to you, you probably automatically think of “butter.”

Implicit Association Test



**IAT
Class Results**


Implicit Bias

- Some implicit associations relate to social groups, such as race or gender.
- When these associations are relatively positive or negative toward different groups, they constitute bias.


Observation Game

Pilot
Nurse
Judge
CEO
Flight Attendant
Doctor
Librarian
Lawyer


Pilot
Nurse
CEO
Teacher
Flight Attendant
Doctor
Librarian
Lawyer



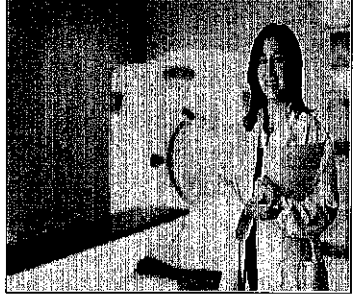
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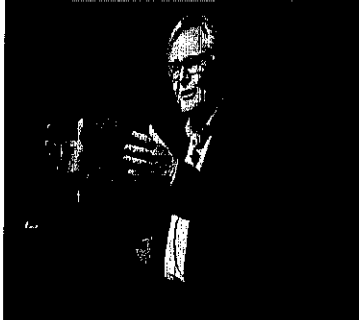
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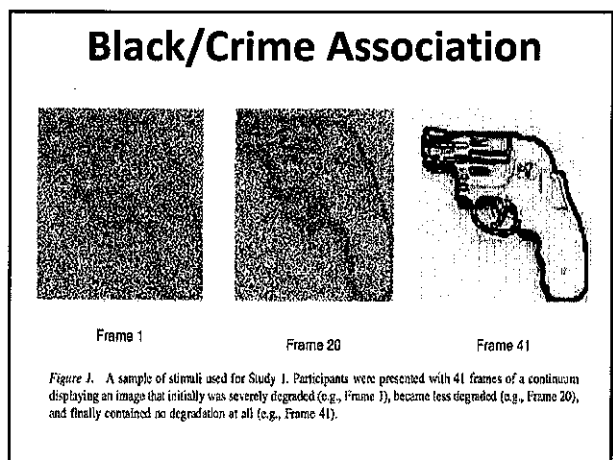
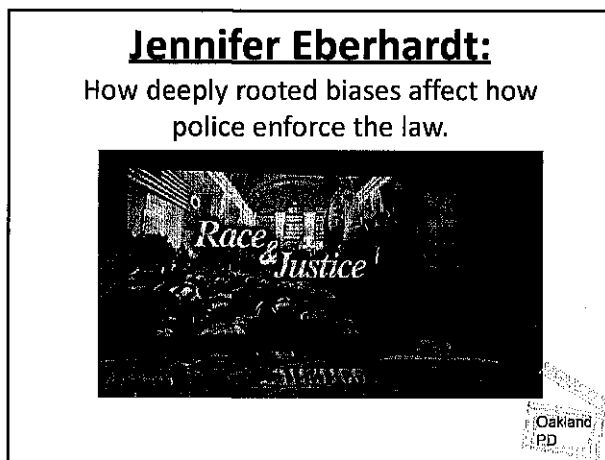
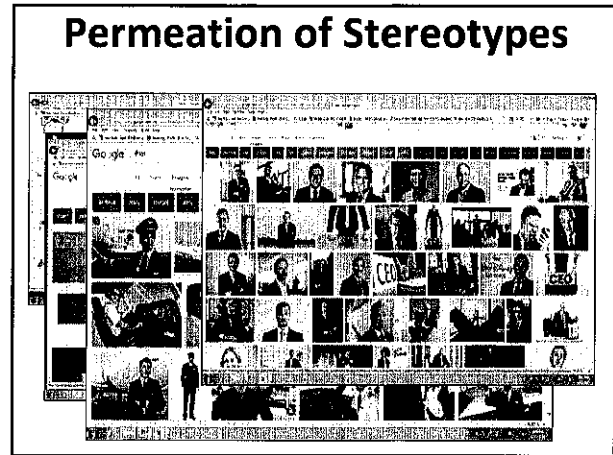
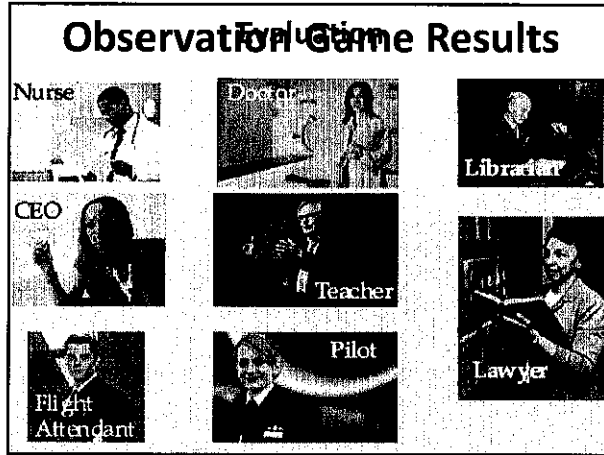


Pilot
Nurse
CEO
Teacher
Flight Attendant
Doctor
Librarian
Lawyer



Pilot
Nurse
CEO
Teacher
Flight Attendant
Doctor
Librarian
Lawyer





Results: Affirmed a Black-Crime Implicit Bias

- Exposure to Black male faces facilitated the identification of crime-relevant objects.
- Exposure to White male faces inhibited the identification of crime-relevant objects.

(c) 2013 FIP, LLC

"I'm a minority, so none of this applies to me."

Everyone develops implicit associations about others based on characteristics like race, skin tone, income, sex and other physical attributes.

Origin of Bias

- Biases are learned; we start learning them from the time we are born
 - All of the things we see and hear contribute to these biases
 - We probably aren't aware of most of what we are absorbing

BREAK

Myth:

Implicit Bias is nothing more than beliefs people choose not to tell others. They hide their real belief.

Busted:

Implicit biases are activated involuntarily and beyond our awareness or control. Implicit bias is concerned with unconscious cognition that influences understanding, actions, and decisions...

Historical Context for Fast Traps

"The Nixon campaign in 1968, and the Nixon White House after that, had two enemies: the antiwar left and black people... We knew we couldn't make it illegal to be either against the war or black, but by getting the public to associate the hippies with marijuana and blacks with heroin, and then criminalizing both heavily, we could disrupt those communities. We could arrest their leaders, raid their homes, break up their meetings, and vilify them night after night on the evening news. Did we know we were lying about the drugs? Of course we did." - John D. Ehrlichman, Nixon's domestic policy chief, in Dan Baum, "Legalize It," in Harper Magazine, (April 2016)

Definitions

- **Stereotypes:** ideas or associations/ overgeneralizations that connect group membership and traits about that group
- **Prejudice:** the belief that a stereotype or overgeneralization is true and/or you have a strong feeling about a particular group
- **Discrimination:** the behavior, acting in line with the stereotype or prejudice; differential treatment based on group membership that is objectionable

Stereotypes are just true.

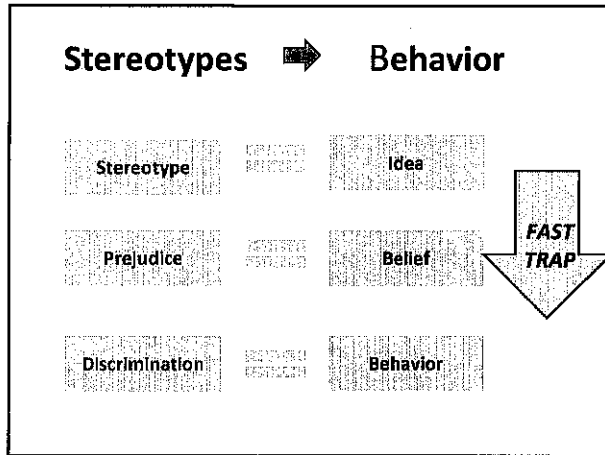
- Stereotypes – ideas or associations/overgeneralizations that connect group membership and traits about that group.
- There is usually historical context behind stereotypes
 - **Asian American students being smarter is just true.**
- Historical context e.g model minority and selective immigrations
- Exceptions



Stereotype

"Stereotyping is normal human cognition. Police are normal humans. So police stereotype. Policing is not a normal job - it's a particularly taxing position so they cannot make the same errors the rest of us can."

Jack Glaser



Can prejudice ever be a good thing?

A large black square is centered on the slide, with a small TED logo in the bottom right corner. This likely represents a video player or a placeholder for a video related to the question.

Ultimate Attribution Error

Tendency to place undue emphasis on internal characteristics to explain out group member's bad behavior rather than the situational factor

- Example: I'm patrol, member management does not greet me in the hall because they are evil pencil pushers

Ultimate Attribution Error

We are more likely to give situational causes for in-group members' negative behavior.

- Example: I'm patrol and fellow patrol officer does not greet me in the hall because they had a long hard day, preoccupied with personal stuff

Ultimate Attribution Error

The opposite is true for positive behavior.

- Example: I'm patrol, fellow patrol greets me because they are good and honorable and respectful humans

What is racism?

Racism is a **system** of distributing power that privileges one/some racial groupings over others.

Calling someone a racist is an indictment of their character and an acknowledgment of systemic discrimination

Situations: Where are they? SS

- Difficult to see the role of situations
- Situations are often invisible e.g. outside pressures, time constraints, etc.
- Example: The Alex Trebek Effect



Situations that create fast traps:

Situations that can lead to an over-reliance on implicit biases such as:

- Being mentally taxed
- Being in a bad mood
- Feeling threatened
- Being a novice
- Making quick decisions
- Multitasking

Small Group Exercise: Examples of Fast Traps 1

Come up with an example of your own of a fast trap that is:
healthy/positive either universal or police

- What situations make these traps?
- What implicit associations are at play?
- How could you avoid this?

BREAK

Myth:

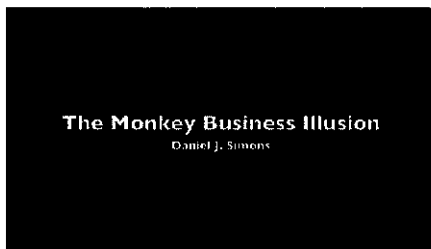
I am black; I can't have bias against black people.

Busted:

Researchers have discovered that many Americans, regardless of race, display a pro-White/anti-Black bias on the IAT. This occurs because implicit biases are robust and pervasive affecting all individuals

Fast Trap Game

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Fast Trap Game




Small Group Exercise: Examples of Fast Traps 2

Come up with an example of your own of a fast trap that is:


- What situations make these traps?
- What implicit associations are at play?
- How could you avoid this?




Fast Traps







I'm sick of all the Irish stereotypes. So screw it! I made this drink. I'm pushing something.






Watch these judges fall into a trap.

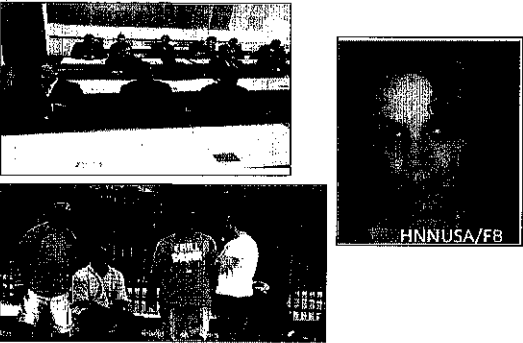



My first priority is to go home safe. This training jeopardizes that.

- Gut instincts or hunches are often a product of training
- This training is intended to enhance your gut - not undermine it.



Procedural Justice and Police Legitimacy
Understanding Neutrality, Race and Implicit Bias



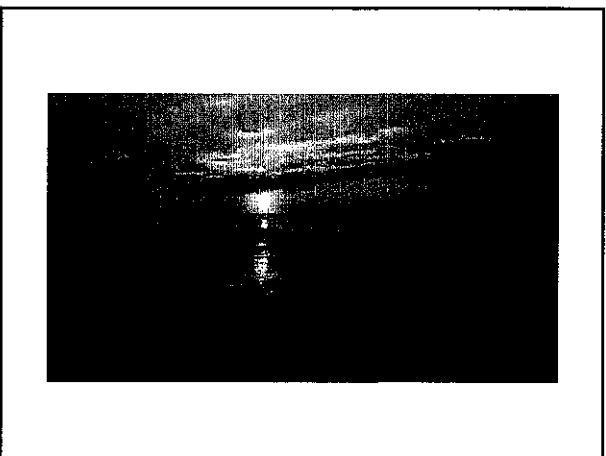
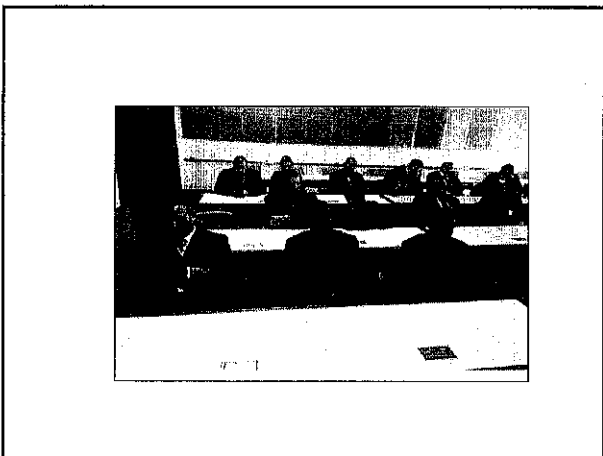
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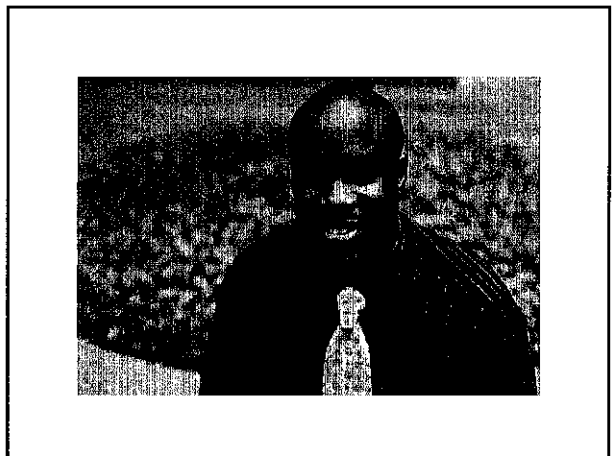
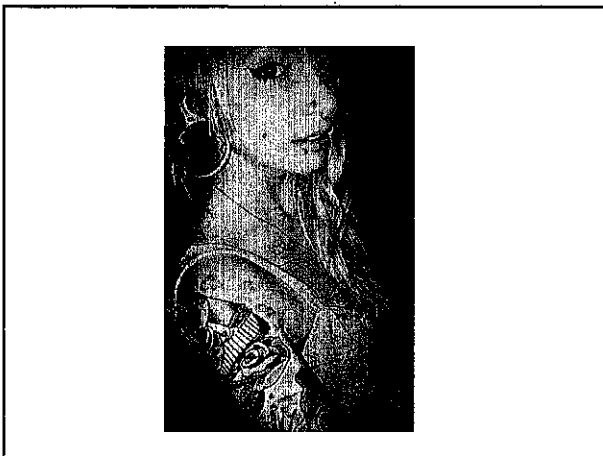
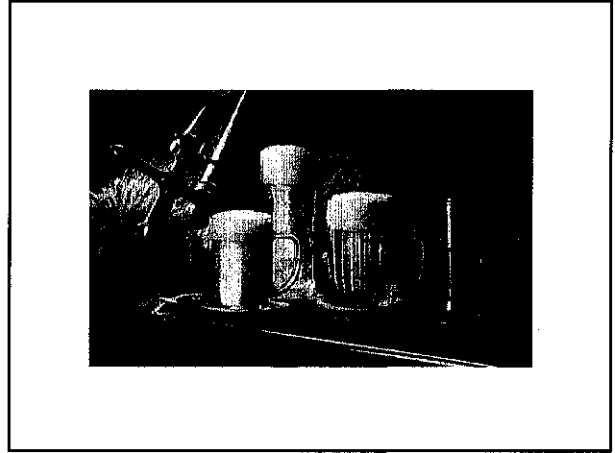
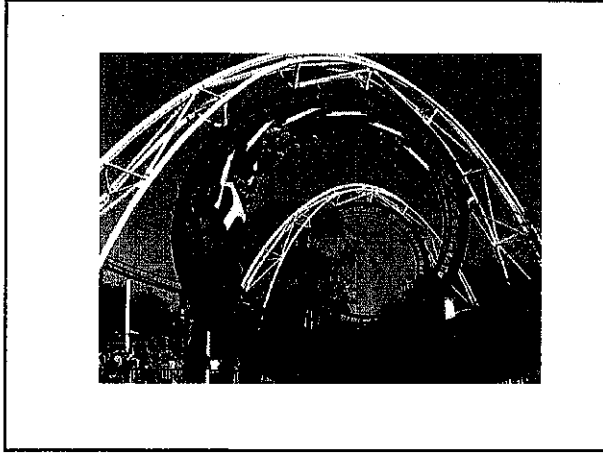
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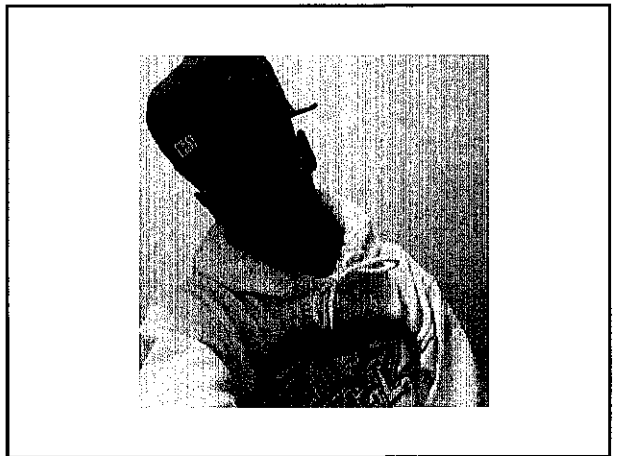
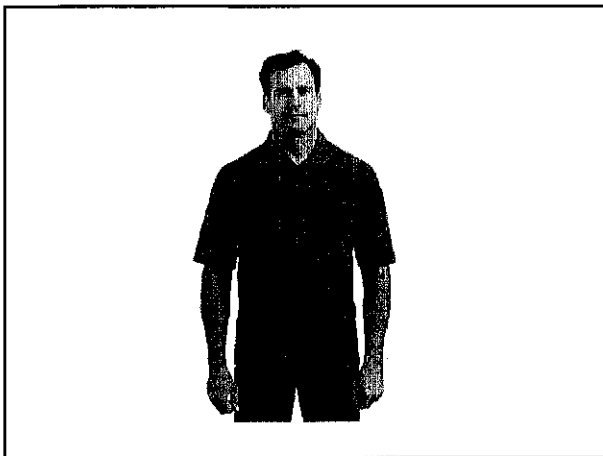
Small Group Exercise: Examples of Fast Traps 3

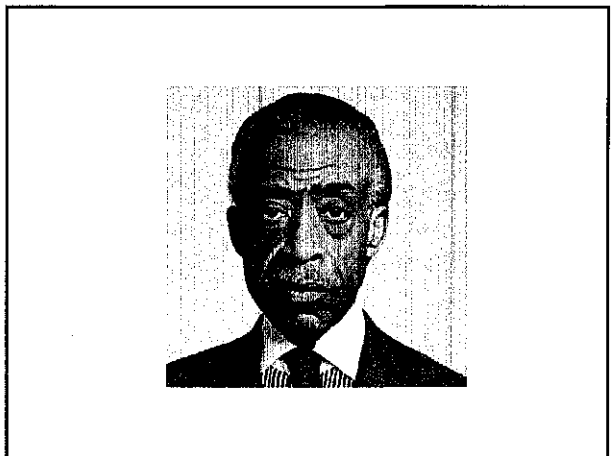
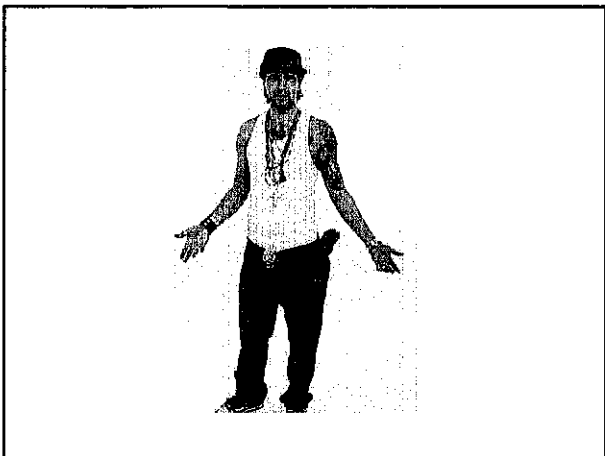
What is your “blink” response?

- What situations make these traps?
- What implicit associations are at play?
- How could you avoid this?











Procedural Justice and Police Legitimacy
Understanding Neutrality, Race and Implicit Bias

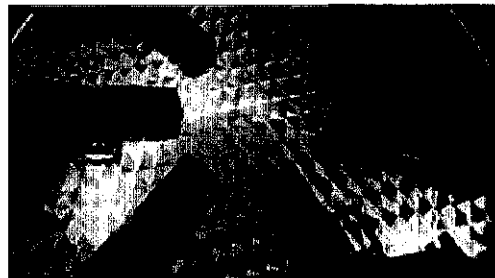
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Small Group Exercise: Examples of Fast Traps 3

Come up with 3 examples of fast traps:
negative/serious- policing

- what situations make these traps?
- what implicit associations are at play?
- how could you avoid this?

Avoiding a fast trap



MIB

What do you see?



Josh Correll Study

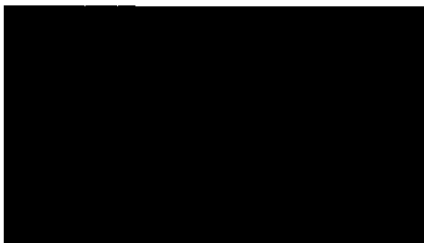


Correll's latest experiments involved urban police officers. Overall, they've proved quicker and more accurate than ordinary citizens. "They make very few mistakes," Correll says, "which is reassuring." But they aren't free of bias.

Officers showed the same susceptibility to stereotypes as civilians. "When they see a target that contradicts the stereotype," a black person without a gun or an armed white person, "they hesitate," he says. "They wait a couple of extra milliseconds, but they don't make the wrong decision."

Police training teaches control and discipline, making officers' mistakes rarer. But reducing errors is "as good as it gets," he says, "unless we can change all the cultural stereotypes in the country."

Through the Worm Hole



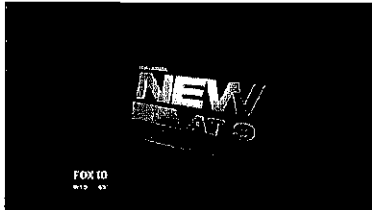
Why We Train

Automaticity allows our brain to work on more important things then dwell on routine/mundane things.

This is why we train.

We want you to react automatically in a certain way given certain conditions for we want "Certain behaviors to become automatic"

**Cops get it right more than
your average person.**



Man on the Porch Exercise

- With your group you have 7 mins to complete the following exercise:
 - 2 mins
 - 2 mins
 - 3 mins

Malcolm Gladwell

Fast trap speech
Man on the Porch Reality



We must be particularly careful to ensure that a “high crime” area factor is not used with respect to entire neighborhoods or communities in which members of minority groups regularly go about their daily business, but is limited to a specific, circumscribed locations where particular crimes occur with unusual regularity”

What we are asking...

Engage in self-reflection when appropriate.

- What are the factors that lead me to think of someone as a suspect, offender?
- Are there any stereotypes that could influence that decision?
- How might those stereotypes interfere with your ability to do your job or endanger officer and public safety?

BREAK

Myth:

I'm careful so I don't make these types of mistakes.

Busted:

The problem is that we don't get feedback on the errors, because we don't do these kinds of "tests" on ourselves!! So we don't KNOW when we're doing it.

MODULE 3: Slow Traps *When identities matter*



Slow Traps


Slow traps can happen when:

- Our identity is relevant or important in a particular situation, and
- Our abilities to manage other people's perceptions of ourselves are low, and
- Failure to validate our identity could lead to changes in behavior which might have negative consequences.

Slow Traps

We're more likely to fall into a slow trap when we are:

- Being mentally taxed
- In a bad mood
- Feeling threatened
- Being a novice
- Making quick decisions
- Multitasking




Slow Traps

- Slow traps can be adaptive, too.
- If someone is mouthing off to you, what happens to your ability to control a small group?
- If you demonstrate that there will be consequences for disrespect, you are often safer in your immediate environment.

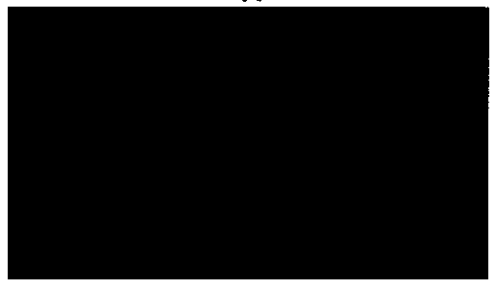
Procedural Justice and Police Legitimacy
Understanding Neutrality, Race and Implicit Bias 10
3

Slow Traps: White men can't dance.

Awareness of stereotype about your group may influence your behavior.



Stereotype Threat

10
4

Stereotype Threat

Stereotype threat is the sense of threat that can arise when one knows that he or she can possibly be judged or treated negatively on the basis of a negative stereotype about one's group.

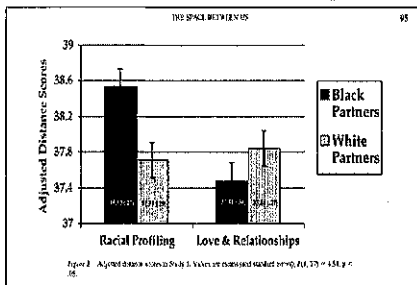
Requires:

- An individual to feel strongly identified w/ a group
- The individual believes s/he is being evaluated
- Self-concept is connected to that evaluation

Stereotype Threats Require

- An individual to feel strongly identified w/ a group
- The individual believes s/he is being evaluated
- Self-concept is connected to that evaluation

Racial Distancing



Small Group Exercise: Examples of Slow Traps



- Which identities are important to you?
- In which situations might those be threatened?
- How could that impact your behavior?

Authority Threat



Contempt of Cop

- What Types of Authority do cops have?



- Legitimate - Formal
- Expert – Proficiency
- Referent - Influence
- Coercive - Power



Sandra Bland



Dave Chappelle



BREAK

Myth:
I am not biased! I have diverse friends and I believe in equal treatment.

Busted:
Actually we all have implicit bias.
Research shows that all individuals are susceptible to harnessing implicit associations about others based on characteristics like race, skin tone, income, sex and even attributes like weight.

They can affect our behavior toward others, even if we want to treat all people equally

**MODULE 4:
Defusing Traps**

What we are not asking:

- Stop using your instincts
- Stop using your experience
- Stop using your knowledge
- Put yourself at risk to spare someone's feelings

What we are asking:

Engage in self reflection when appropriate *and* prepare for the trap.

- What are the factors that lead me to think of someone as a suspect?
- Are there any stereotypes that could inform that decision?

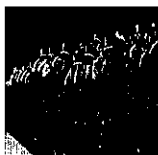
"If implicit biases are unconscious then there's nothing I can do about them."

Awareness has been shown to actually reduce the impact of implicit bias on behavior.

Slow down: reduce the situational factors.

What are our professional goals in policing?

- Maintain social order.
- Prevent crime, stop crime. In a fair & impartial way.
- Ensure constitutional rights are protected.
- Secure safety, effectiveness, and support.
- Serve and protect the public.
- Generate and hold public trust.









What are our personal goals in policing?

- Go home safe
- Limit or get no complaints
- Don't get sued
- Have fun every day at work
- Get promoted...or not
- Don't get fired
- Retire



How do traps interfere with these goals?

- Go home safe:**
 - Traps lead to  Errors in Identifying Danger
- Limit or no complaints:**
 - Traps lead to  Increased Complaints
- Don't get sued:**
 - Traps lead to  Increased Risk for Law Suits
- Have fun every day at work:**
 - Traps lead to  Negative interactions & self-concept
- Get promoted:**
 - Traps can  Get in the way of good police work
- Don't get fired:**
 - Traps lead to  Community anger & reduce officer satisfaction

Reducing the Influence of Identity Traps

- Change the situation
- Slow down
- Get help from outside the situation
- Actively seek out counter stereotypes

Interventions

- Awareness
- Stereotype Replacement
 - Be mindful of stereotypes
 - Actively locate counter-stereotypes
- See the individual
- Increase opportunities for interactions with other races, cultures, ethnicities, etc.
 - What groups of people are you the least exposed to?
 - How can you find ways to meaningfully interact with those groups that is mutually beneficial?

Interventions

- Slow things down (when practical)
- Practice procedural justice
 - Listen
 - Neutrality, be fair
 - Be respectful
 - Be transparent, develop trust
- Look for chances to de-escalate
- Fight cynicism
 - Don't take it personal
- Intervene
- Accountability – hold each other accountable

Neutrality: What does it look like?

- Decision-making that is neutral
 - The officer exhibits neutral feelings toward the person
- Unbiased decision-making
 - Decision is not based on personal biases e.g. race, gender, community, sexual orientation
- Consistency
 - Decision is applied equally to all
- Transparency
 - Explains the process

Role Play Exercise



FIP Scenarios

Group Exercise

- FIP Scenarios

Group Exercise

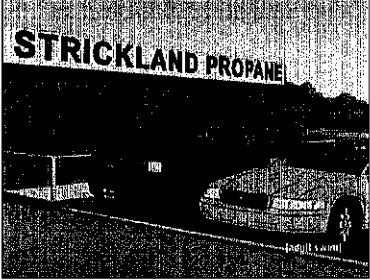
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6

- Provide one non-policing scenarios where there are fast and slow traps
 - Have class identify traps, state how they would defuse them for someone else
- Provide one different non-policing scenarios where there are fast and slow traps
 - Have class identify traps, state how they would defuse them for themselves this time
- Last, provide one policing-specific scenarios with fast and slow traps
 - Have class identify traps and how they would defuse them for a partner and how they would disarm them for themselves.

When Can You Defuse?

- Where are there opportunities to defuse traps in law enforcement?
- Where does it fit in your day?

Fast Traps and Slow Traps Together



Reducing the Influence of Identity Traps



Daily Show



ATTACHMENT 4



POLICE DEPARTMENT COUNTY OF SUFFOLK
ACCREDITED LAW ENFORCEMENT AGENCY
DEPARTMENT DIRECTIVE
 PDCS-2008-1

ORDER NUMBER 18-17

TYPE DEPARTMENT GENERAL ORDER	AUTHORITY STUART K. CAMERON ACTING POLICE COMMISSIONER	SIGNATURE <i>Stuart Cameron</i>	
SUBJECT/TOPIC/TITLE LANGUAGE ACCESS PLAN			
DISTRIBUTION ALL MEMBERS OF THE DEPARTMENT	SECTION CREATED 12/04/15	DATE EFFECTIVE 03/02/18	DATE AMENDED 03/02/18

Chapter 26, Section 5 of the Rules and Procedures has been renamed and modified extensively. It is reissued in its entirety.

RULES AND PROCEDURES

CHAPTER 26: TITLE: COMMUNITY RELATIONS

SECTION 5: TITLE: LANGUAGE ACCESS PLAN

I. PURPOSE

To ensure persons with Limited English Proficiency (LEP) have full access to all Department services.

II. POLICY

A. The diverse population served by the Department includes many individuals with LEP. This Language Access Plan (LAP) will detail the measures taken to provide all residents of Suffolk County with equal access to police service. The Department will update this Plan annually to address the changing language needs of the population.

B. Department Personnel shall provide all members of the public with equal access to police service in accordance with the Bias Free Policing policy contained in Rules and Procedures Chapter 1, Section 11. Department personnel shall also inform members of the public that language assistance services are available to them free of charge.

C. No member of this Department shall inquire about or disclose, any individual's immigration status, unless such inquiry or disclosure is expressly required by law. Use of language assistance services shall not be deemed a basis for inquiring into any person's immigration status.

D. This plan will be available at all Department facilities open to the public, and shall be posted on the Department's

D. This plan will be available at all Department facilities open to the public, and shall be posted on the Department's website. It will also be distributed throughout Suffolk County as broadly and inclusively as possible.

III. DEFINITIONS

A. Bilingual - the ability to use two languages to a level of proficiency sufficient to participate effectively in a conversation on practical, social and professional topics, and the possession of a broad vocabulary, moderate accent and the comprehension level required for a normal rate of speech.

B. Bilingual Officer/Member - a member of the Department who has been tested and certified to provide language assistance through monolingual conversation in a language other than English.

C. Department Authorized Interpreter (DAI) - a member of the Department who has been tested and certified to provide interpretation services in the performance of official duties.

D. Department Authorized Interpreter List (DAI List) - a list of members of the Department who are authorized to provide interpretation services in the performance of official duties. The Language Access Coordinator shall create and maintain this list and provide access to the Communications Section supervisor on duty.

E. Interpretation - the act of listening to a communication in one language (source language) and orally converting it to another language (target language) by an individual possessing the distinct skills and knowledge of both languages to do so.

F. Language Assistance Tracking Data - information collected to document an interpretation or monolingual conversation conducted pursuant to this Chapter.

1. Whenever language assistance is provided, the reporting (requesting) officer shall complete all Language Assistance fields within the Online Reporting System (ORS).

2. Whenever ORS is unavailable or not required, a Language Assistance Tracking Form (PDCS-7042) shall be completed by the reporting (requesting) officer. The completed form will be submitted to the reporting officer's supervisor, and the endorsed form will then be forwarded to the officer's administration office for entry into the online database.

G. Language Access Coordinator (LAC) - the Commanding Officer of the Community Relations Bureau (CRB) is designated as the Police Department Language Access Coordinator.

H. Language Access Plan - a roadmap that explains how the Department will provide police services to persons with LEP.

I. Language Assistance Services - assistance provided by a member of the Department in the form of interpretation, translation, or monolingual conversation in a language other than English.

J. Language Line Solutions - the contracted telephonic interpretation service that provides 24 hour access to interpreters in over 200 languages.

K. Limited English Proficiency - individuals whose primary language is not English and who have a limited ability to read, write, speak or understand English. LEP designations are context specific: an individual may possess sufficient English language skills to function in one setting, but these skills may be insufficient in other situations. For example, an individual may possess sufficient English language skills to explain a motor vehicle accident, but may find these skills insufficient to describe the circumstances of a domestic dispute.

L. Primary Language - the language in which an individual most effectively communicates. Department personnel should avoid assumptions about an individual's primary language, and make every effort to ascertain an individual's primary language to ensure effective communication.

M. Source Language - the language of the original document or the principal speaker.

N. Target Language - the language into which someone translates or interprets.

O. Temporary Interpreter - any member of the Department, or the general public, who is bilingual and capable of interpreting from the applicable source language into the required target language.

P. Translation - the replacement of written text from the source language into an equivalent written text in the target language by an individual possessing the distinct skills and knowledge of both languages to do so.

IV. REFERENCES

A. DOJ Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting LEP Individuals, 67 Fed.Reg 41455 (2002)

B. American Translators Association Code of Ethics and Professional Practice

C. WWW.LEP.GOV

V. RULES AND REGULATIONS

N/A

VI. PROCEDURES

A. Determining LEP Populations and Language Needs - In order to provide the best language assistance possible, the Department must identify the languages most likely to be encountered by its personnel.

1. Identifying relevant need for language assistance

a. The United States Census Bureau's American Community Survey has identified the following six most common non-English languages which are spoken by individuals within Suffolk County: Spanish, Mandarin Chinese, Polish, Italian, Portuguese and Haitian Creole.

b. The demand for telephonic interpretation services experienced by the Department during 2017 reflected the following needs; 92% for Spanish, 2.7% for Mandarin Chinese, 1.3% for Haitian Creole, 0.6% for Polish, 0.5% for Turkish, and 0.4% for Russian.

2. The Language Access Coordinator is responsible for creating, maintaining, updating and distributing this LAP.

a. Duties and responsibilities of the LAC regarding the LAP are contained in Chapter 26, Section 1, Community Relations Function.

b. The LAC shall redistribute the LAP anytime a significant change is made thereto.

3. Monitoring, Assessing and Updating Language Assistance Efforts

a. The LAC is responsible for coordinating and implementing all aspects of language assistance services.

b. The LAC shall be responsible for collecting LEP information through:

- (1) Departmental records;
- (2) Billing statements and receipts submitted by Language Line Solutions;
- (3) DAI's and other in-person service providers.

c. The LAC shall assess demographic data, review Language Line data, and consult with community-based organizations such as local school districts and hospitals on an annual basis in order to determine:

- (1) Additional languages into which vital documents should be translated.
- (2) Additional documents or other information that should be translated.
- (3) If the Department is providing effective, accurate and meaningful access to police services.

d. The LAC shall review a random selection of ten percent of the Language Assistance Tracking Data completed each quarter to ensure:

- (1) The required information is being recorded accurately and completely.
- (2) The proper interpretation protocols are being followed.
- (3) Temporary interpreters are not used improperly.
- (5) Interpretation assets are deployed properly.
- (6) All deficiencies are referred back to the Commanding Officer of the reporting member.

e. The LAC shall provide the Police Commissioner an assessment of LEP services on an annual basis.

4. The Department's Internal Affairs Bureau (IAB) will investigate all language access complaints, and will also review all complaints received in a language other than English.

a. IAB will periodically request a list of 9-1-1 calls which require the use of Language Line.

b. Investigators will randomly select a predetermined number of 9-1-1 calls to audit.

5. If any member of the Department believes a DAI or Bilingual Officer/Member is engaging in behavior which denies access to an LEP individual, such member will immediately report such information to their supervisor in an Internal Correspondence (PDCS-2042). Such correspondence shall be forwarded through the immediate supervisor's chain of command to IAB.

6. The LAC will represent the Department in its partnership with Latino community leaders as well as leaders from other communities with significant LEP populations to ensure effective implementation of the LAP. The Community Relations Bureau will address community concerns about the Plan as well as offer ideas and strategies for ensuring language access. The CRB will conduct reviews to evaluate the plan's effectiveness, accuracy and quality.

a. CRB will conduct a quarterly survey of Latino and other advocacy groups to gauge the effectiveness of the LAP.

b. CRB will analyze the results of each survey and implement measures to improve the plan.

c. CRB will publish an annual report detailing the survey, its results and actions taken in response.

B. Notifying the Public about Language Services

1. Signage and Vital Documents

a. Signage shall be conspicuously posted at the public entry points of all Department facilities, and on the home page of the Department's website stating in English, Spanish and other relevant languages that:

(1) Interpreters are available free of charge.

(2) Written forms and documents are available in languages other than English.

b. The Department has identified the following Vital Documents:

- (1) How to Obtain a Police Report, (PDCS-8100)
- (2) Family Offense Assistance and Court Procedures, (PDCS-7109)
- (3) What to do When Stopped by the Police, (PDCS-7148)
- (4) Missing Person Guidelines
- (5) Special Needs/Silver Alert Program, (PDCS-8060)
- (6) Crime Victim Information Report, (PDCS-8105)
- (7) Compliment/Complaint Information Report, (PDCS-1300-1)
- (8) Mental Health Assistance Notification, (PDCS-7146)

c. Physical signage, website notices and vital documents shall be printed in English, Spanish, and other relevant languages as identified by the LAC.

(1) Language Identification Charts shall be posted at all public police facilities and maintained in all sector cars.

(2) Documents submitted in a non-English language shall be translated as provided herein.

(3) In the case of illiteracy or languages in which written materials have not been translated, such forms and documents will be read to LEP individuals in their primary language through an available DAI or the Language Line.

2. Community Relations Bureau Responsibilities

a. The LAC shall procure the required signage in the required languages and arrange for delivery to each Department facility upon request of its Commanding Officer.

b. The LAC, or designee, shall physically inspect each Department facility to ensure the required signage and literature is posted and/or available.

3. Commanding Officer Responsibilities

a. Commanding Officers shall ensure that the above referenced signage and literature are posted and visible to the general public.

b. Commanding Officers shall ensure that subordinate personnel enter all appropriate Language Assistance Tracking Data when utilizing any language assistance services, to include Bilingual Members who engage in monolingual conversation in a language other than English.

C. Provision of Language Assistance Services - Members will provide free language assistance to all individuals in need of such assistance.

1. Language Line Solutions - All members have access to the Language Line service 24 hours a day, seven days a week.

a. Dual handset Language Line telephones are available to the public at: the Front desk of every Precinct and Headquarters; Crime Section and Detective Squad in every Precinct; Airport Operations Section; public window of Central Records Section; Domestic Violence Section; Hate Crimes Section; Homicide Section; Internal Affairs Bureau; Marine Bureau desk; Marine Bureau - Fire Island (two phones); Pistol Licensing Bureau; Police Academy Bureau (West); Special Victims Section; Special Patrol Bureau.

b. Cell phones programmed to automatically dial the Language Line are deployed in the following patrol units:

(1) First Precinct - 102, 106, 108, 114, 117

(2) Second Precinct - 202, 202A, 203, 205, 206, 209, 217, 221

(3) Third Precinct - 302, 303, 310, 312, 316, 318, 321, 322, 323

(4) Fourth Precinct - 404, 406, 410, 417

(5) Fifth Precinct - 502, 509, 510, 512, 513, 515

(6) Sixth Precinct - 610, 613, 618, 619

(7) Seventh Precinct - 702, 708, 714

2. Procedure for Providing Interpretation Services to 9-1-1 Callers

a. When a 9-1-1 operator determines that a caller is LEP, the operator shall ascertain the caller's primary language.

(1) If the operator determines that the caller's primary language is Spanish, the operator shall patch the call directly to a Spanish speaking operator. If no Spanish speaking operator is available, the operator shall utilize Language Line.

(2) If the operator determines that the caller's primary language is other than Spanish, the operator will immediately call Language Line.

(3) The operator will note in the CAD "remarks" section that the caller has LEP, will specify the caller's language, and will assign an "L" designation to the call.

(4) The operator is not required to fill out a Language Assistance Tracking Form (PDCS-7042).

b. Dispatchers will make every effort to dispatch a DAI or a bilingual officer, as available, to calls involving LEP individuals.

3. Procedure for Providing Interpretation Services in the Field

a. All members of the Department who must communicate with an individual whose primary language is not English shall determine if the individual is LEP.

b. If the individual is LEP the responding officer shall then determine the individual's primary language, using Language Identification Cards (PDCS-7044) if necessary.

c. If the responding officer is designated as a Bilingual Officer or DAI in the LEP individual's primary language, the responding officer may engage the individual in monolingual conversation.

(1) If the responding officer determines at any point that they do not possess sufficient language skills to provide service, that officer shall request language assistance from the Communications Section as described below in paragraph "d."

(2) A responding officer who is a DAI or Bilingual Officer shall enter all Language Assistance Tracking Data in ORS.

d. If the responding officer is **not** designated as a Bilingual Officer/Member or a DAI in the LEP's primary language, the responding officer shall:

(1) Determine if exigent circumstances are present using any means at their disposal.

(2) If exigent circumstances are not present, request language assistance from the Communications Section.

(a) The Communications Section shall determine if a DAI or Bilingual Officer/Member is available.

(b) If no DAI or Bilingual Officer/Member is available, the Communications Section will advise the responding officer to utilize Language Line.

(c) If a DAI is assigned to assist, that DAI may provide interpretation services to the responding officer.

(d) If a Bilingual Officer/Member is assigned to assist, that officer/member may communicate with the LEP individual in order to assist the responding officer handling the call.

(3) Enter all Language Assistance Tracking Data in ORS.

e. Exigent circumstances - personnel who must communicate with LEP individuals in dangerous or rapidly developing situations may temporarily use any available interpreter.

(1) Temporary interpreters may include bilingual bystanders, including friends and family members of the LEP individual. When using a temporary interpreter, responding officers shall:

(a) Consider the chosen interpreter's apparent proficiency in both the source and target languages, and shall also consider any apparent bias, personal interest, or confidentiality issues.

(b) Develop and ask all questions. Under no circumstances will a temporary interpreter be permitted to independently question an LEP individual.

(c) Evaluate the conduct of the temporary interpreter for signs of poor interpretation such as:

(1.) When the interpreter's statements are considerably longer or shorter than those of the LEP individual;

(2.) When the interpreter engages in multiple side conversations with either the LEP individual or the responding officer;

(3.) When the LEP individual appears to get frustrated, or opts to speak broken English despite the efforts of the interpreter.

(d) Only use children as temporary interpreters as a last resort.

(e) Discontinue the use of any temporary interpreter that is performing poorly.

(2) Duration of the exigency - When the circumstances giving rise to the exigency have passed, responding officers shall determine whether a continued need for interpretation services exists.

(a) If police service can be rendered based upon the information already received from the LEP individual, no need for further interpretation services exists.

(b) If police service cannot be rendered based upon the information relayed by the temporary interpreter, the responding officer shall request language assistance from the Communications Section.

(c) For the purposes of this Section, police service cannot be rendered if at any time the responding officer determines that the quality of interpretation is suspect.

(3) Documentation of use of temporary interpreters - Whenever information is obtained through the use of a temporary interpreter, responding officers shall enter all Language Assistance Tracking Data into ORS.

4. Interrogation, Interviews, and Complaints

a. Criminal suspects with LEP

(1) Any written statement taken from a LEP suspect must be taken with the assistance of a DAI or by a Bilingual Officer/Member. If neither is available in the LEP's primary language, the sworn member taking the statement will utilize Language Line.

(a) Miranda warning forms will be given and read to the LEP suspect in his or her primary language. If no form exists in that language, or the LEP suspect is illiterate, Miranda warnings will be read to the suspect using a DAI, Bilingual Officer/Member, or the Language Line.

(b) When preparing an interrogation or interview for an associated agency, members of the Department may utilize an interpreter designated by that agency.

(2) Members of the Department who utilize a DAI or Bilingual Officer/Member when taking a suspect's statement or confession shall, in

addition to completing a Language Assistance Tracking Form (PDCS-7042), record within that statement:

(a) The date, time and location of the statement

(b) The DAI or Bilingual Officer/Member name, rank and command

(c) The source and target languages

(3) Members of the Department who utilize Language Line when taking a suspect's statement or confession shall, in addition to completing a Language Assistance Tracking Form (PDCS-7042), record within that statement:

(a) The date, time and location of the statement

(b) The name, contact information and Identification Number of the interpreter

(c) The source and target languages

b. Victims and witnesses with LEP

(1) Any statement that will provide an evidentiary basis for an arrest or prosecution shall be taken utilizing a DAI or Bilingual Officer/Member.

(2) If neither is available in the LEP's primary language, the Language Line shall be utilized.

(3) The name and contact information for the interpreter utilized, along with the date, time, location, source and target languages, and Language Line Interpreter Identification Number if applicable, will be recorded within the victim or witness statement, and entered into ORS.

c. Complaints against Department personnel

(1) Any LEP individual that wishes to file a complaint against any Department personnel for any reason shall be provided assistance in their

primary language by a DAI, Bilingual Officer/Member or if none is available, by utilizing the Language Line.

(2) The member of the Department taking the complaint shall complete a Language Assistance Tracking Form (PDCS-7042).

(3) The disposition of all complaints shall be provided to the LEP complainant in his or her primary language.

5. Translation Services

a. The Community Relations Bureau shall oversee all translation functions within the Department.

(1) The CRB shall maintain a list of Department members authorized to perform translations as described herein.

(2) The CRB shall coordinate all translation services provided by contract vendors.

b. Members receiving correspondence in a language other than English shall contact the CRB for translation assistance.

(1) The CRB shall utilize Department Authorized Translators before sending correspondence out to contract vendors.

(2) The Commanding Officer of the Internal Affairs Bureau, or designee, may coordinate directly with Department Authorized Translators, or outside contract vendors to preserve the confidentiality of correspondence when necessary.

(3) All translations shall occur within seven days of receipt of the original correspondence. All completed translations will be forwarded to the requesting command immediately upon receipt.

6. Compliment/Complaint Information Reports (PDCS-1300-1) which are in languages other than English will indicate on the form that:

a. Interpretation services are available at no cost at all Police facilities or over the phone; and

b. The Internal Affairs Bureau maintains a dedicated telephone number for Spanish speaking complainants.

D. Training - The Department will conduct annual training on LEP policies and procedures for all members which will include classroom instruction, Decentralized Individualized In-Service Training (DIIT), and Department Training Bulletins.

1. Responsibilities

a. The Language Access Coordinator will create and update a comprehensive training curriculum in accordance with the LAP and, in partnership with local community groups and the Police Academy, shall provide interpretation training opportunities to members on the DAI list.

b. The Police Academy Bureau will maintain the curriculum and conduct training.

2. The Department will provide 20 hours of Spanish Culture and Language training in its Recruit Training Program which will include LEP policies and procedures.

3. In-service members, both sworn and civilian, will receive annual training in the following:

a. How to identify the language assistance needs of an LEP individual during an in-person or telephone interaction.

b. How to access Department Authorized Interpreters, Bilingual Officers/Members, Language Line Solutions, and the use of interpreters during exigent circumstances.

c. How to work with interpreters and assess interpreter quality.

d. How to account for cultural diversity and language barriers in policing.

e. Basic phrases, terms and commands in Spanish.

4. Sworn personnel will be issued a Spanish language guide Memo Book Insert (PDCS-7041) to assist them in police related situations involving LEP individuals.

5. Annually, all members are also required to complete a short DIIT film on the use of Language Line.

E. Qualifications

1. All members of the Department shall complete a Foreign Language Fluency Questionnaire (PDCS-7043) detailing their proficiency in any languages other than English.

a. The Supervisor of the Personnel Section shall maintain an inventory of all language skills identified by members of the Department.

b. The LAC shall compile and maintain a list of DAIs and Bilingual Officer/Members, and provide this list to the Communications Section where it will be made accessible to the supervisor on duty.

2. Skill Certifications

a. Members of the Department seeking inclusion on the DAI/ Bilingual Officer/Member list will make a request for inclusion to the LAC.

b. The LAC will schedule skills testing via the designated contract vendor. Tests will be scheduled on an as needed basis and will evaluate the member's

(1) Fluency in English and the tested language

(2) Knowledge of basic police terminology

(3) Accuracy of interpreting

(4) Attentive listening

(5) Information retention

(6) Ability to follow instructions

(7) Role of the interpreter and ethical considerations

c. Members obtaining certification from the contract vendor will be placed on the appropriate list.

d. Members who are unable to obtain certification from the contract vendor will be eligible to re-test at the LAC's discretion.

e. The LAC shall schedule re-certification tests for each member on the DAI and Bilingual Officer/Member list.

(1) Members who do not pass re-certification shall be removed from the DAI/Bilingual Officer/Member list.

(2) Any member unable to pass re-certification shall be permitted to schedule a re-test at the discretion of the LAC.

f. DAIs seeking additional certification as translators will request certification from the LAC.

(1) The LAC will schedule translator certification tests with the designated contract vendor on an as-needed basis.

(2) DAIs passing the designated translation skills test shall be designated as "Translators" on the DAI list.

(3) The LAC shall schedule re-certification tests of each member designated as a "Translator". Members who do not pass re-assessment shall have the "Translator" designation removed.

VII. ACCREDITATION

A. NYSLEAP

VII. INDEX

Language Access Coordinator - 26/5

Language Access Plan - 26/5

Language Assistance Tracking Form (PDCS-7042) - 26/5

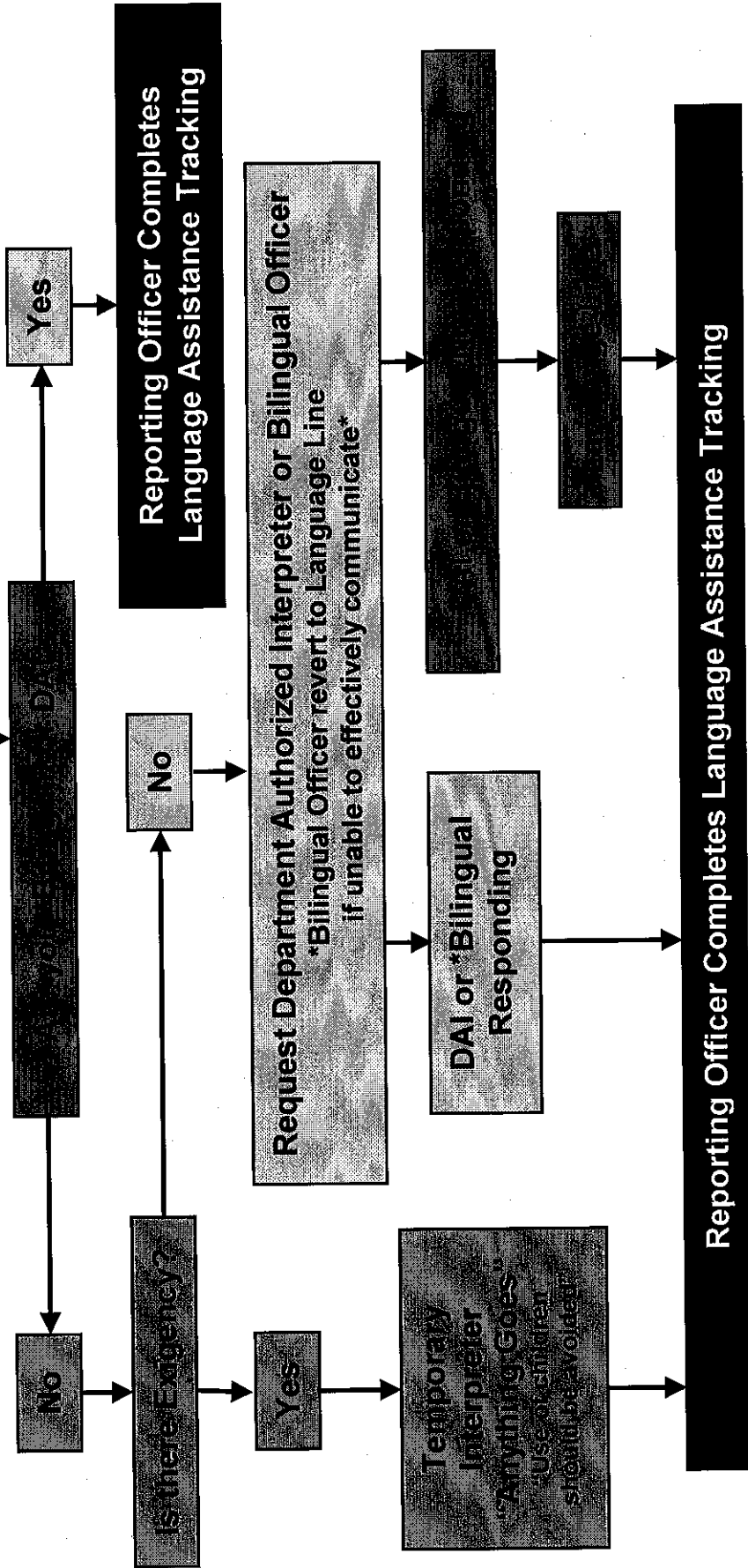
Limited English Proficiency - 26/5

Commanding Officers are directed to inform all members of their respective commands of these amendments.

END

ATTACHMENT 5

LIMA CALL



LIMA CALL/LANGUAGE ACCESS PLAN

*****AS PER RULES AND PROCEDURES CHAPTER 26, SECTION 5: LANGUAGE ACCESS PLAN, SCPD PERSONNEL MUST PROVIDE LANGUAGE ASSISTANCE TO PERSONS WITH LIMITED ENGLISH PROFICIENCY WHEN REQUESTED.*****

Limited English Proficiency - Person whose primary language is not English and who have a limited ability to read, write, speak or understand English. LEP designations are context specific: an individual may possess sufficient English language skills to function in one setting, but these skills may NOT be sufficient in another. (**EXAMPLE:** an individual may possess sufficient English language skills to relay their ailment at an aided call, but may find these skills insufficient to describe the circumstances of a domestic incident.)

***** Department personnel shall provide ALL members of the public equal access to police services and shall not discriminate based upon English proficiency, national origin, or immigration status.**

***** Department personnel shall provide FREE language assistance services to LEP individuals.**

***** Department personnel shall NOT utilize an individual's request for language assistance as a basis to inquire into an individual's immigration status.**

****Interpretation**** - The act of listening to a communication in one language (source Language) and orally converting it to another language (target language) by an individual possessing the distinct skills and knowledge of both languages to do so. (*R&P's Chapter 26/5 LAP, only DAI may interpret language unless exigent circumstances exist*)

Department Authorized Interpreter - A Bilingual member of the Department who has been tested and certified, to provide interpretation services in the performance of official duties.

Limitations:

The Department Authorized Interpreter **MUST** convert the content requested from source language to target language without interjecting any additional language or opinions. The DAI must relay verbatim the question/response given by requesting officer and person interviewed.

Bilingual Member - A member of the department, whether sworn or unsworn, who has been tested and certified to provide language assistance through **MONOLINGUAL CONVERSATION** in a language other than English. The conversation will be conducted in its entirety in the target language of the Limited English Proficient individual.

Investigators/Reporting Officers who utilize Bilingual Members to provide language assistance for interview/interrogation and statement taking purposes must inform the Bilingual member of all information sought. The Bilingual member may then have a 1/1 conversation with the Limited English Proficient (LEP) complainant/victim/witness/or suspect regarding subject matter. The Bilingual member may then relay the resulting information in its totality to the investigating/reporting officer.

Limitations:

Certified Bilingual Members may **NOT** act as an interpreter by relaying individual questions/statements converted from one language to another.

Certified Bilingual Members **MUST** request the assistance of a DAI or Language Line Solutions if they find that their language abilities are not sufficient for the assistance sought.

Supervisors should be aware of the language abilities/certification levels of their subordinates to ensure that meaningful language assistance is being given and to ensure the integrity of the investigation/statement.

*** Department members who do not take the Bilingual proficiency certification test will **NO LONGER** be permitted to utilize their language abilities unless exigent circumstances exist.

Temporary Interpreter - Any member of the Department, or the general public, who is bilingual and capable of interpreting from the applicable source language into the required target language, when **EXIGENT CIRCUMSTANCES** exist.

*** When Exigent Circumstance subsides, Investigating/Reporting Officer must request language assistance through DAI, Bilingual Member or Language Line Solutions. (Example- Reporting Officer at an Aided Case may utilize a Temporary Interpreter to ascertain pertinent information due to urgent medical circumstances. However if it is determined that the aided victim is a victim of a crime/and or violence and urgency has subsided, reporting officer must request DAI/Bilingual or utilize Language Line for further required language assistance.)

Limitations:

*** The use of children as temporary interpreters **should be avoided.**

*** Temporary Interpreters **should not** be used for routine calls that allow time for the response of a DAI or Bilingual member, or the contact of Language Line Solutions.

*** Officers should consider personal bias being interjected into situations when utilizing a temporary interpreter which could affect the

integrity of the content relayed between the investigating/reporting officer and the LEP being interviewed.

- *** Investigating/Reporting Officers should look for verbal and non-verbal cues indicating that the information being relayed by the Temporary Interpreter may not be correct, by the length of phrases given by person interviewed compared to the person interpreting or negative facial cues.

Supervisors must review Language Assistance Tracking forms submitted by subordinates to ensure that Department policy is followed and is documented accurately.

Language Line Solutions - The Department's contracted telephonic language interpretation service that provides 24 hour access to interpreters with the ability to interpret and translate over 200 languages.

Language Assistance Tracking Form - The Department form used to capture any circumstance of interpretation or monolingual conversation provided by a Department member in a language other than English.

1. Whenever a member of the Service provides any type of language assistance the Reporting/Requesting officer shall complete ALL pertinent language Assistance fields within the Online Reporting System (ORS).
2. When ORS is not required, a paper version of the Language Assistance Tracking Form (PDCS 7042) shall be completed by the reporting/requesting officer. Completed forms will be submitted for Supervisor endorsement, then forwarded to the appropriate Administrative office for entry into the Language Assistance Tracking Database.

****** ALL modes of interpretation assistance must be documented in Language Assistance Tracking.** If multiple interpreters are utilized at a specific call, ALL MUST be documented in language assistance tracking database. (EXAMPLE- If due to exigent circumstance the reporting officer utilizes a temporary interpreter to ascertain important information at a call then utilizes the assistance of a Bilingual Officer upon his/her arrival, both the Temporary Interpreter's name/contact info as well as the Bilingual Officer's name should be documented on the Language Assistance Tracking form.****

****If Reporting Officer is a Certified DAI or Bilingual Officer in the target language used at his/her own call/investigation, he **MUST complete** Language Assistance Tracking documenting the language assistance provided.****

Supervisors-

1. Must ensure that language assistance is provided by Department personnel when requested by individual who has Limited English Proficiency.
2. Must ensure the accurate completion of the Language Assistance Tracking Form by subordinates
3. Should be aware of the language abilities possessed by his/her subordinates.
4. Should ensure that Bilingual members are not being utilized as interpreters, rather providing monolingual conversational assistance for Reporting/Requesting Officer.
5. Should ensure that Reporting/Requesting Officers are **NOT** utilizing Temporary

Interpreters in routine/ non-exigent circumstances.

6. Be aware that calls designated as **L-Calls** dispatched for service have already received language assistance via Spanish speaking Emergency Call Operator or Language Line Solutions.
7. Ensure that DAI/Bilingual member or Language Line Solutions is utilized at L-Calls where dispatch specifically documents that Spanish speaking officer/interpreter was requested.
8. Should look for patterns regarding subordinates who do not possess secondary language assistance skills who consistently report "NO LANGUAGE ASSISTANCE PROVIDED" on the Language Assistance Tracking Form when responding to dispatched L-Calls.

PDCS-7045

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ATTACHMENT 6



POLICE DEPARTMENT, COUNTY OF SUFFOLK, NY
ACCREDITED LAW ENFORCEMENT AGENCY

DID YOU KNOW

If you do not speak English, you have the right to speak to the police in your best language.

If you need help, and do not speak English, the Police Officer will get an interpreter in person or on the telephone.

SCPD has access to interpretation service for more than 200 languages.

SCPD will not use your request for an interpreter as a reason to ask you or anyone about immigration status.

For compliments, complaints, or concerns about Police conduct or language assistance you may contact:

SCPD Internal Affairs Bureau	(631) 852-6265
Spanish Line	(631) 775-2077
Toll Free Hotline	(888) 382-1798

Contact: Community Relations Bureau for any questions regarding Language Assistance at **(631) 852-6634** or **suffolkpd.org**

¿SABIA QUE...?

Si no habla inglés, usted tiene derecho a hablar con la policía en el idioma que mejor maneje.

Si necesita ayuda y no habla inglés, el oficial de policía conseguirá un intérprete en persona o por teléfono.

El Departamento de Policía del Condado de Suffolk (Suffolk County Police Department, SCPD) tiene acceso a servicios de interpretación para más de 200 idiomas.

El Departamento de Policía del Condado de Suffolk no utilizará su solicitud de intérprete como motivo para preguntarles a usted ni a nadie sobre la condición migratoria.

Para presentar felicitaciones, quejas o preocupaciones sobre la conducta de la policía o la asistencia de idiomas, puede comunicarse con:

La Oficina de Asuntos Internos del Departamento de Policía del Condado de Suffolk (SCPD Internal Affairs Bureau) (631) 852-6265
Línea en español (631) 775-2077
Línea directa gratuita (888) 382-1798

Si tiene preguntas sobre la asistencia de idiomas (Language Assistance), comuníquese con la Oficina de Relaciones con la Comunidad (Community Relations Bureau) al (631) 852-6634 o en suffolkpd.org.

ATTACHMENT 7

**Certified Interpreters Skills Preparation
Descriptions:**

Course Description:

This course will qualify the student for the Language Line Interpreter Skills Test. This test consists of situations in both written and oral form that will serve as the base for a comprehensive knowledge of the expressions and vocabulary necessary to translate and interpret from English into Spanish as well as reverse translation. Since the students already have a previous knowledge of the language no grammar will be specifically taught, but it will instead be dealt with in context, as the students will reinforce it within the various texts and listening activities. The test taker must interpret the sentences word for word into the other language that is why special emphasis will be given to the attention to detail; such as specific verb tenses and the incorporation of every bit of information into the translating process, as insignificant as it may seem to the student. This course will focus on the vocabulary and interpretation skills needed to pass the exam. We will use real life scenarios in order to practice and improve interpretation skills. Using real newspaper articles, excerpts from television and internet news and audio recordings of mock conversations the student will be prepared to successfully complete the test.

Program Layout:

- The program is a total of 15 hours broken down into five sessions for three hours each.
- Each program will enroll a maximum of 15 participants to comprise a cohort.
- The cohort will complete the entire 15 hours together as a unit.
- Upon successful completion of the 15 hours, participant will earn a School of Professional Development [REDACTED] Badge.
- SCPD and the School of Professional Development will be responsible for approving participants of each cohort.

Requirements for Program:

The School of Professional Development will be responsible for issuing [REDACTED] Badges of Completion for those individuals who have successfully completed all 15 hours of the program. Successful completion will be determined by completion of and attendance to the five sessions; as part of an individual's cohort.

Attachment 2

COST

Cohort Cost

Each Cohort total cost = \$3750

Fewer participants than listed above as maximum participants per cohort does not change the cost per cohort.

Schedule:

Each workshop will be three hours in length. Workshops will be held on site at a Suffolk County Police Department, Brentwood Academy or alternate location to be determined by the School of Professional Development and SCPD. Classes will be scheduled on days/times agreed upon by both parties. Cohort will be scheduled throughout the length of the contract as needed by both parties.

Payment Schedule:

The School of Professional Development will invoice SCPD at the start of each Cohort for the total cost of \$3750. The invoice shall be paid in full to the IFR account listed below within 30 days of invoicing.

Send to:

