

Course: COMMUNITY POLICING (DLGP) – LANGUAGE ACCESS – 49600

Secondary Course Title: Communicating with Limited English Proficient Communities

Presenter: SAN FRANCISCO POLICE DEPARTMENT (2420)

Course Objective: The objective of this course is to offer guidance to law enforcement personnel on how to bridge communication gaps with underserved and vulnerable communities by utilizing our resources with today's policies, procedures, partnerships, and technology in order to mitigate risk. Through the use of proper language access, personnel will overcome cultural and language barriers, bringing together law enforcement and limited English-speaking communities.

Regulation 1052(e) Statement

The webinar format for this course will be held in a live, interactive format using an online platform. Students will be required to pre-register for the course. To maintain proper student engagement, class size will be limited to 25 students. Prior to the course, registered students will be provided with a link, meeting ID and password to join session. Students will be required to have access to their own computer with video and audio capabilities for their participation in the course. The video feature must be activated at all times. Students may mute their audio when not required to verbally participate.

During the presentation, an additional instructor and moderator will be online with the primary instructor throughout the course to assist in verifying student attendance, and student participation in the chat. When logging in, students will be held in a waiting room until admitted by the instructor(s) or staff. Student learning will be verified through use of facilitated discussion with the instructor. This course will incorporate the use of small groups in breakout sessions, learning activities, and group discussion.

Student Learning Outcome (SLO) – The students will be able to analyze situations and apply an understanding of the necessity to facilitate effective communication with Limited English Proficiency (LEP) populations. The course will address legal mandates, DOJ requirements, and how they apply to both routine and exigent circumstances.

Registration - Roster will be completed based on confirmed student login and participation. Students will be reminded to keep their video enabled throughout the course and that the chat box will be monitored for student questions and responses. Breakout rooms will be utilized for group work.

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- I. Introduction (1 hour)
 - A. Student Expectations
 - 1. Class Expectations
 - 2. Distance Learning Expectations (Video must be on, etc.)
 - B. Pretest and Course Overview
 - C. Demographics Activity: Breakout Group
 - D. Course Development History
 - 1. Languages spoken by residents and visitors
 - 2. “Core languages” identified by Human Resources and Gaps
 - 3. Languages spoken by agency members
 - 4. Numbers of Interpretations/Translations (and trends)
- II. Legal Mandates (30 minutes)
 - A. Legal: Laws and Department of Justice Guidance Governing Language Access
 - 1. DOJ Funding and Expectations – (DOJ, 2012, Language Access Plan).
 - 2. Title VI and Presidential Executive Order 13166 – (Department of Justice Language Access Plan, 2012)
 - 3. Liability
 - B. Mitigating Organizational Risk: Expectations and compliance – reasonable steps should be taken to accommodate and provide Language Assistance services to LEP individuals:
 - 1. Documents (e.g., evidence in another language)
 - 2. Translating official forms to target languages
 - 3. Reasonable access to interpreters and translators

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4. Case: impact and outcome
- III. Introduction to Language Interpretation (2 hours)
 - A. Correct use of key terms
 1. Defining limited-English proficiency
 2. Interpretation vs. Translation
 3. Verbatim vs. Meaning for Meaning (Colloquialisms)
 4. Use of Hedges – Cultural aversions
 - B. Written communication.
 1. Sight Translation; source to target language
 2. NYPD, Mejia Case, 2014 (Mejia v. City of New York, 2020)
 - C. Role of interpreters/translators
 1. Sworn: Rank vs. Role
 2. Non-sworn employees; not law enforcement officers
 3. Community based, Professional Interpreters- not directly employed by agency
 - D. Working with Interpreters
 1. Physical positioning
 2. Vicarious trauma (of the interpreter)
 3. Modes of interpretation (consecutive vs. simultaneous)
 4. Report Writing elements
 5. Evidence authentication - Limits of mechanized interpretation
 - IV. Town Hall / Community Meetings / Public Notices (1 hour)
 - A. Town Hall Meetings

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1. Broadcasting considerations
2. Print medium
- B. Case studies
 1. Officer Involved Shooting (OIS) case study
 2. Case study (not an OIS) and outcome
- V. Community Outreach (1 hour)
 - A. The importance of outreach
 - B. Effectiveness
 1. Demographics of the community
 2. Languages spoken by the public
 3. Percentage of each ethnically diverse group in the community
 - C. Social Media
 1. Press releases/Media Advisories
 2. Social media applications
- VI. Crime scene responses (1 hour)
 - A. Overcoming language barriers
 1. Tactics, scene reconnaissance
 2. Scene Safety
 - B. Language Access Toolkits
 1. iPads/Tablets
 2. Language apps
 3. Recorders
 4. Body worn camera (BWC)

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5. Digital Cameras
- C. Other scene considerations
 1. Command Posts - language/cultural liaison
 2. Importance of separation of victim and suspect
 3. Additional agency resources
 4. Connection with Trauma Services, Community Chaplains, and Other Follow-Up (Language and Culturally Competent) Support
- VII. Organization and Human Resources (1 hour)
 - A. Benefits
 1. Certification
 2. Accountability
 3. Compensation
 4. Courtroom Testimony
 - B. Bilingual testing
 1. Verbal
 2. Written
 3. Conversational
 4. Formal
 - C. Language Access Vendors
 1. Advantages; American Translator's Association Code of Ethics
 2. Challenges
 3. Sign Language Considerations
 - D. Interpreter Qualification

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1. National standard
 2. Local considerations
- E. Working with Police Unions/Human Resources (Compensation)
1. Assignments
 2. Pay
 3. Promotional consideration
- VIII. Course Conclusion (30 Minutes)
- A. Post-Test
- B. Review of Appendix/Supplemental Materials
1. SFPD Policy – SFPD Department General Order 5.20 Language Access Services for Limited English Proficient (LEP) Persons (San Francisco Police Department, 2007)
 2. San Francisco Ordinances & Reporting/Oversight Reporting
 3. San Francisco Department of Emergency Management (DEM) (Dispatch) Policy (Department of Emergency Management, 2019); (Good Orchard Bakery Incident)
 4. San Francisco Police Officer Association Memorandum of Understanding (SFPOA MOU) Related to Member Compensation
- B. Course Conclusion
- C. Course Evaluations