



Board of Peace Officer Standards and Training

1600 University Avenue, Suite 200, Saint Paul, MN 55104

Main: (651) 643-3060 | www.mn.gov/post/

BOARD MEETING AGENDA

Thursday April 25, 2024

10:00 a.m.

*This meeting will be held at the Spruce Tree Centre, 1st Floor Conference Room 20,
1600 University Ave, St. Paul, MN 55104*

1. Call to Order
2. Approval of the Agenda **ACTION**
3. Approval of the Minutes from the January 25, 2024 Board Meeting (attachment) **ACTION**
4. Learning Objectives Revision Approval (attachment) **ACTION**
5. Overview of PPOE Working Group Survey Results (attachment)
6. Rules Hearing Update/Summary of Dual Notice Comments for 4850 **POSSIBLE ACTION**
 - Hearing as confirmed/scheduled for May 22 at 9:30am via WebEx as we received 25+ hearing requests.
7. Revisions to Reporting Requirements Under Minn. Stat. 626.8457, Subd. 3 Approval (attachment) **ACTION**
8. Variance Request – Alphonso Butler (attachment) **ACTION**
9. Variance Request - Todd Janecke (attachment) **ACTION**
10. Executive Director Report
11. Licensure Matters (closed to the public) Attachment(s) sent separately
12. Licensure Hearing – Huruse
13. Deliberations - Huruse (closed to the public)
14. Adjournment



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BOARD MEETING MINUTES

January 25, 2024

Members Present

Luke Hennen, Chair
Andrew Evans
Bobbi Holtberg
Jason Bennett
Jennifer Foster
Jim Yang
Nigel Perrote
Pilar Stier
Scott Kent
Shawn Williams
Tanya Gladney
Troy Wolbersen

Staff Present

Alicia Popowski
Angie Rohow
Bob Barli
Erik Misselt
Michelle Haggberg
Mike Monsrud
Mike Cumiskey
Rob Skoro
Sarah Zastrow
Schyler Beaty
Shari Bartness

Members Absent

Justin Terrell
Shelly Schaefer
Stephanie Revering

Counsel Present

David Cullen, A.G. Office
Christopher Kaisershot, A.G. Office

Others Present

Mark Schneider, LELS
Victoria Long

1. Call to Order: Chair Hennen called the meeting to order on January 25, 2024 at 9:00 a.m.
2. Approval of the Agenda: Chair Hennen asked for a motion to approve the agenda.
 - MOTION: Ms. Stier made a motion to approve the agenda. Ms. Holtberg seconded the motion. The motion was approved via unanimous voice vote.
3. Approval of the Board Meeting Minutes on November 30, 2023: Chair Hennen asked for a motion to approve the minutes.
 - MOTION: Mr. Bennett made a motion to approve the minutes. Dr. Williams seconded the motion. Mr. Yang abstained. The motion was approved via voice vote.
4. Approval of Revisions to Mandated Pursuit Policy: Mr. Monsrud referred the Board to the proposed updated Pursuit Policy handout. The current policy was last updated in June of 2011.

Discussion ensued.

- MOTION: Mr. Kent made a motion to approve the updated Police Pursuit Model Policy. Mr. Bennett seconded the motion. The motion was approved via unanimous voice vote.

5. **Approval of Notice to Adopt Rule:** Ms. Popowski referred the Board to the attachment titled “Certificate of the Board of Peace Officer Standards and Training; Authorizing Resolution; Notice of Intent to Adopt Without a Hearing” document. She spoke about the Board being able to adopt the rules without a hearing if there are not at least 25 comments received within 30-day comment period.
- **MOTION:** Mr. Bennett made a motion to adopt the rule as written. Ms. Foster seconded the motion. The motion passed via unanimous voice vote.
6. **Rules Committee Report:** Ms. Popowski announced the newly selected members for the Advisory Rules Committee:
1. Dawanna Witt (Law Enforcement Representative)
 2. Gae Davis (PPOE Representative)
 3. Pat Nelson (PPOE Representative & Previous Law Enforcement/ Previous Committee Member)
 4. Richard (Rick) Hodsdon (Attorney)
 5. Michelle Gross (Public Member/ Previous Committee Member)
 6. Vincent Scheckel (PPOE Representative)
 7. Neil Bauer (Law Enforcement Representative)
 8. Tracy Stille (Public Member/Previous Committee Member)
 9. Tom Draper (PPOE Representative)
 10. Adam Meierding (Law Enforcement Representative)
 11. Elliot Butay (Public/Previous Committee Member)
 12. James Densley (PPOE Representative)

The work of the group will focus on PPOE and reciprocity.

7. **Rules Update:** Ms. Popowski said the Board had received 5 comments so far for the Chapter 6700 PPOE project. The comment period will end on February 2, 2024.
8. **Variance Request – Victoria Long:** Ms. Long attended the meeting virtually. Ms. Long was seeking a variance from the Board to recognize, now defunct, Minnesota School of Business as meeting the rule requirements for an accredited school.
- **MOTION:** Dr. Williams made a motion to deny the petitioner’s request for a variance of Minnesota Rule 6700.0720 because the statutory criteria for a discretionary variance has not been met. Specifically, variance from the rule would not be consistent with public interest. Ms. Foster seconded the motion. Motion passed via unanimous voice vote.
9. **Variance Request – Michael Miller:** Ms. Popowski summarized Mr. Miller’s variance request as he was unable to attend. His law enforcement experience is one year short of the 3-year service requirement with a degree. As of today, he is 7 months short.
- **MOTION:** Mr. Wolbersen made a motion to deny the petitioner’s request for a variance because the statute criteria has not been met. Mr. Bennett seconded the motion. Motion passed via unanimous voice vote.

10. **Executive Director Report:** Director Misselt provided a summary of the legislative session on the following topics:

- Training for officers regarding child custody and placement.
- Model policy and training requirements for school officers.
- Recognizing railway officers as police officers.
- Requested a minor word change for 214.10 investigations by POST to update from “shall order an investigation” to “may order an investigation.”

Director Misselt referred the Board to the email he had sent that clarifies the difference between when the MN POST Board Standards Coordinators are doing a preliminary investigation that requests the police report and an initial investigation that requests private data.

11. **Licensure Matters (Closed to the Public):**

12. **Licensure Hearing:** Counsel for both parties presented arguments and closing statements during the open portion of the meeting.

13. **Deliberations (Closed to the Public):**

14. **Adjournment:** Meeting adjourned at 11:38 a.m.

2023/2024 Learning Objective Review

The POST Learning Objectives must undergo periodic updates to stay current with statutes, administrative rules, best practices, and societal changes.

This packet contains changes to Categories 2, 3, 4, and an addendum to Category 2 part 2.

Category 1 was Board approved several months ago. The changes and adjustments were mainly focused on consolidation, removal of unnecessary objectives, grammar and punctuation, and improving clarity.

Please read through the changes so final approval can be made at the Board meeting on April 25th. Make note of any issues or questions about changes for the Board meeting.

Revision Legend

- “CURRENT” refers to the current (12/2021) Learning Objective language.
- “PROPOSED” refers to the recommended language provided by the workgroup, with yellow Highlights or strikethroughs.
- Blue highlights indicate changes recommended by the Training Committee and resolved by the workgroup with adjustment date.
- ~~Strikethrough~~ is a deletion.

2023 Learning Objectives Revision

Category 2 – Part One

CURRENT:

- 2.1.1. Discuss the historic need for rules to control human conduct, enforce societal directives and empower authoritative enforcement of those rules.
- 2.1.2. Incorporate an understanding of the history of criminal justice and the contemporary system of criminal justice in the U.S. into a perspective about current peace officer duties, responsibilities, and actions.
- 2.1.3. Describe the history behind the ratification of the U.S. Constitution.
- 2.1.4. Explain the need for a balance between public safety and personal rights in a free society.
- 2.1.5. Identify and discuss the significance of historic and contemporary events, customs, and social mores that have influenced the current system of justice in the U.S.

PROPOSED:

2.1.1. Develop an understanding of the historical need for rules and regulations to govern human conduct and enforce societal directives. Analyze the evolution of the criminal justice system in the United States and its current structure and role in maintaining public safety. Evaluate the impact of historical and contemporary events, customs, and social norms on the current system of justice in the U.S.

~~2.1.2. Incorporate an understanding of the history of criminal justice and the contemporary system of criminal justice in the U.S. into a perspective about current peace officer duties, responsibilities, and actions.~~

2.1.2. Describe the history behind the ratification of the U.S. Constitution.

2.1.2. Explain the need for a balance between public safety and personal rights in a free society.

~~2.1.5. Identify and discuss the significance of historic and contemporary events, customs, and social mores that have influenced the current system of justice in the U.S.~~

NOTE:

Recommend combining: 2.1.1, 2.1.2, and 2.1.5, re-number 2.1.3. and 2.1.4.

CURRENT:

2.1.6. Describe the history and impact of including women and diverse community representation in law enforcement.

PROPOSED:

~~2.1.6. Describe the history and impact of including women and diverse community representation in law enforcement.~~

2.1.6 Explain how the inclusion of women and culturally diverse community representation has impacted law enforcement's history and current state.

NOTE:

Rewording

CURRENT:

2.1.9. Explain the broad functions of the correctional system including imprisonment, parole and probation.

2.1.10. Identify the meaning of criminal justice system terms, e.g.: custody, arraignment, circumstantial evidence, double jeopardy, entrapment, exigent circumstances, conviction, bodily harm, substantial bodily harm, great bodily harm, assault, probation, qualified domestic violence related offense (Minn. Stat. 609.02), forfeiture, "good faith" exception, exclusionary rule, indictment, inevitable discovery, probable cause, Miranda warning, reasonable suspicion, warrant, probation, and parole.

PROPOSED:

2.1.9. ~~Explain the broad functions of the correctional system including imprisonment, parole and probation.~~

~~2.1.10. Identify the meaning of criminal justice system terms, e.g.: custody, arraignment, circumstantial evidence, double jeopardy, entrapment, exigent circumstances, conviction, bodily harm, substantial bodily harm, great bodily harm, assault, probation, qualified domestic violence related offense (Minn. Stat. 609.02), forfeiture, "good faith" exception, exclusionary rule, indictment, inevitable discovery, probable cause, Miranda warning, reasonable suspicion, warrant, probation, and parole.~~

Identify the meaning of criminal justice system terms, e.g., custody, arraignment, circumstantial evidence, double jeopardy, entrapment, exigent circumstances, conviction, bodily harm, substantial bodily harm, great bodily harm, assault, probation, qualified domestic violence-related offense (Minn. Stat. 609.02), forfeiture, "good faith" exception, exclusionary rule, indictment, inevitable discovery, probable cause, Miranda warning, reasonable suspicion, warrant, imprisonment, probation, and parole and supervised release.

NOTE:

Combine 2.1.9. and 2.1.10 and reword.

CURRENT:

- 2.2.5. Summarize the forms of individual protection related to search and seizure granted by the US Constitution.
- 2.2.6. Explain the meaning of the good faith doctrine, the fruit of the poisonous tree doctrine and the inevitable discovery doctrine as they pertain to Fourth Amendment rights.
- 2.2.7. State the requirements of the Fourth Amendment on the law of arrest.

PROPOSED:

- ~~2.2.5. Summarize the forms of individual protection related to search and seizure granted by the US Constitution.~~
- ~~2.2.6. Explain the meaning of the good faith doctrine, the fruit of the poisonous tree doctrine and the inevitable discovery doctrine as they pertain to Fourth Amendment rights.~~
- ~~2.2.7. State the requirements of the Fourth Amendment on the law of arrest.~~

Explain the Fourth Amendment's protections against unreasonable searches and seizures and forms of individual protection related to search and seizure granted by the US Constitution.

Explain the Fourth Amendment's requirements on the law of arrest, including probable cause and the prohibition against unreasonable searches and seizures.

Explain the significance of the good faith doctrine, the fruit of the poisonous tree doctrine, and the inevitable discovery doctrine in clarifying Fourth Amendment rights and their application in specific situations

NOTE:

Recommend combining and rewriting for content clarity.

CURRENT:

2.2.8. Explain how constitutional rights in the Fifth, Sixth, and Fourteenth Amendments affect police interrogations.

2.2.9. Summarize the rights of individuals being interrogated under the Fifth and Sixth Amendments and the importance of adhering to procedures that protect those rights including:

- the prohibition against forced or coerced self-incrimination
- the Sixth Amendment right to counsel and correlating Minnesota Statute (Minn. Stat. 481.10).

PROPOSED:

~~2.2.8. Explain how constitutional rights in the Fifth, Sixth, and Fourteenth Amendments affect police interrogations.~~

~~2.2.9. Summarize the rights of individuals being interrogated under the Fifth and Sixth Amendments and the importance of adhering to procedures that protect those rights including:~~

- ~~- the prohibition against forced or coerced self-incrimination~~
- ~~- the Sixth Amendment right to counsel and correlating Minnesota Statute (Minn. Stat. 481.10).~~

2.2.8: Understand how constitutional rights from the 5th (double jeopardy and self-incrimination), 6th (right to counsel and a speedy trial by jury), and 14th (citizenship rights, equal protection, apportionment) Amendments affect police interrogations, and summarize individual's rights during interrogation under the Fifth and Sixth Amendments, including avoiding forced or coerced self-incrimination, and the Sixth Amendment right to counsel, relevant to Minnesota Statute (Minn. Stat. 481.10). [Updated 1/23/2024 →](#)

NOTE:

Recommend combining and rewriting for clarity:

2.2.10, 2.2.11, 2.2.12

CURRENT:

2.2.17. Describe crime classifications misdemeanor through felony.

PROPOSED:

~~2.2.17. Describe crime classifications misdemeanor through felony.~~

NOTE:

This appears redundant to 2.5.2 yet missing Petty Misdemeanor.

(2.5.2. Explain the classifications of crimes including felony, misdemeanor, gross misdemeanor and the meaning of the term petty misdemeanor.)

CURRENT:

2.3.5. Explain the scope and limitation of a lawful warrantless search of a premise and warrantless search of a vehicle.

2.3.6. Explain the scope and limitation of a lawful warrant-less search during a search based on exigent circumstances.

2.3.7. Explain the scope of a lawful warrant-less search during a plain view search.

PROPOSED:

~~2.3.5. Explain the scope and limitation of a lawful warrantless search of a premise and warrantless search of a vehicle.~~

~~2.3.6. Explain the scope and limitation of a lawful warrant-less search during a search based on exigent circumstances.~~

~~2.3.7. Explain the scope of a lawful warrant-less search during a plain view search.~~

Explain the scope and limitations of lawful warrantless searches, including searches of premises and vehicles, searches based on exigent circumstances, and plain view searches.

NOTE:

Recommend combining and rewriting:

2.3.5, 2.3.6, 2.3.7

CURRENT:

2.4.2. State the requirements of the Fourth Amendment on the law of arrest.

PROPOSED:

~~2.4.2. State the requirements of the Fourth Amendment on the law of arrest.~~

NOTE:

Duplicate, stated verbatim in 2.2.7.

CURRENT:

2.4.5. Explain the legal requirements of, the exceptions to, and the need for an arrest warrant and how one is obtained.

2.4.6. Describe when and how a citizen can make an arrest.

2.4.7. Explain the requirements for private citizens to assist law enforcement officials in preventing escape or effecting arrest.

PROPOSED:

~~2.4.5. Explain the legal requirements of, the exceptions to, and the need for an arrest warrant and how one is obtained.~~

~~2.4.6. Describe when and how a citizen can make an arrest.~~

~~2.4.7. Explain the requirements for private citizens to assist law enforcement officials in preventing escape or effecting arrest.~~

Describe the legal requirements and exceptions for obtaining an arrest warrant and explain how a citizen can make an arrest, as well as the requirements for private citizens to assist law enforcement officials in preventing escape or effecting an arrest.

NOTE:

Suggest combining: 2.4.5, 2.4.6, 2.4.7 for clarity.

CURRENT:

- 2.5.3. Explain what is meant by elements of a crime and describe the connection between criminal conduct and criminal intent (mens rea).
- 2.5.4. Explain why it is important for officers to be able to identify and document elements of crimes when responding to and investigating crime scenes.
- 2.5.5. Given a variety of scenarios, identify indications a particular crime has been committed and identify the elements of that crime.

PROPOSED:

- ~~2.5.3. Explain what is meant by elements of a crime and describe the connection between criminal conduct and criminal intent (mens rea).—~~
- ~~2.5.4. Explain why it is important for officers to be able to identify and document elements of crimes when responding to and investigating crime scenes.—~~
- ~~2.5.5. Given a variety of scenarios, identify indications a particular crime has been committed and identify the elements of that crime.—~~

Identify and explain the elements of a crime, including criminal conduct and criminal intent (mens rea), and the importance of documenting these elements at crime scenes. Given various scenarios, demonstrate the ability to identify indications that a crime has been committed and the corresponding elements of that crime.

NOTE:

Recommend combining and rewriting for clarity:
2.5.3, 2.5.4, 2.5.5

CURRENT:

- 2.6.3. Describe legal interviewing and interrogation techniques peace officers may use and the difference between a voluntary and a coerced statement.
- 2.6.4. Explain the difference between custodial and noncustodial interview or interrogation.

PROPOSED:

- ~~2.6.3. Describe legal interviewing and interrogation techniques peace officers may use and the difference between a voluntary and a coerced statement.—~~
- ~~2.6.4. Explain the difference between custodial and noncustodial interview or interrogation.—~~

Describe peace officers' legal interviewing and interrogation techniques, distinguish between custodial and noncustodial interviews or interrogations, and explain the difference between voluntary and coerced statements.

NOTE:

Recommend combining and re-writing:
2.6.3, 2.6.4

CURRENT:

- 2.6.6. Explain when admissions and confessions are legally admissible in court.
- 2.6.7. Explain the purpose of an interrogation and how results of interrogation can be used in trials.
- 2.6.8. Explain the conditions under which confessions may or may not be used in court.

PROPOSED:

- ~~2.6.6. Explain when admissions and confessions are legally admissible in court.~~
- ~~2.6.7. Explain the purpose of an interrogation and how results of interrogation can be used in trials.~~
- ~~2.6.8. Explain the conditions under which confessions may or may not be used in court.~~

Explain the admissibility of confessions and admissions in court, the purpose and use of interrogations in trials, and the legal conditions for determining the admissibility of confessions.

NOTE:

Recommend combining
2.6.6, 2.6.7, 2.6.8

2023 Learning Objectives Revision

Category 2 – Part Two

CURRENT:

2.7.2. Define status offense, give examples of status offenses that can only be committed by a juvenile and discuss the limits of peace officer authority in relationship to status offenses.

PROPOSED:

~~2.7.2. Define status offense, give examples of status offenses that can only be committed by a juvenile and discuss the limits of peace officer authority in relationship to status offenses.~~

Define and give examples of juvenile status offenses, and discuss the limits of peace officer authority regarding status offenses.

NOTE:

Suggest rewriting for clarity

CURRENT:

2.7.5. Identify and discuss actions that are required when processing juveniles including:

- when photos may be taken, when they are required and when they must be forwarded to the Minnesota Bureau of Criminal Apprehension.
- when juveniles can and cannot be used in a photo line-up,
- the services provided by the intake officer/counselor,
- the laws that apply to legally interviewing a juvenile,
- parental notification requirements,
- the setting and procedures for holding conferences with juveniles and their parents,
- the criteria needed for obtaining secure and non-secure custody orders,
- factors to consider when making emergency placement of children, and
- legal detentions of juveniles.

PROPOSED:

2.7.5. Identify and discuss actions that are required when processing juveniles including:

- ~~- when photos may be taken, when they are required and when they must be forwarded to the Minnesota Bureau of Criminal Apprehension.~~
- ~~- when juveniles can and cannot be used in a photo line-up,~~
- ~~- the services provided by the intake officer/counselor,~~
- ~~- the laws that apply to legally interviewing a juvenile,~~
- ~~- parental notification requirements,~~
- ~~- the setting and procedures for holding conferences with juveniles and their parents,~~
- ~~- the criteria needed for obtaining secure and non-secure custody orders,~~
- ~~- factors to consider when making emergency placement of children, and~~
- ~~- legal detentions of juveniles.~~

Explain the necessary actions when processing juveniles, including when and how to take photos, forwarding to MN BCA, laws for legally interviewing a juvenile, parental notification requirements, criteria for custody orders, procedures for conferences with juveniles and their parents, and factors for emergency placements and legal detentions.

NOTE:

Rewriting for clarity.

CURRENT:

2.7.6. Discuss the problem of sexual exploitation of youth including: - the cycle of recruitment, the meaning of sex trafficking and its impact on sex trafficking victims,
- the makeup of users of sexually exploited youth,
- how sexually exploited youth are marketed,
- resources for victims of sex trafficking and barriers to getting help, and - the consequences of the sexual exploitation of youth and the significance of intervention on victims and society.

PROPOSED:

~~2.7.6. Discuss the problem of sexual exploitation of youth including: - the cycle of recruitment, the meaning of sex trafficking and its impact on sex trafficking victims, - the makeup of users of sexually exploited youth, - how sexually exploited youth are marketed, - resources for victims of sex trafficking and barriers to getting help, and - the consequences of the sexual exploitation of youth and the significance of intervention on victims and society.~~

Discuss sexual exploitation of youth and consequences, including recruitment cycles, sex trafficking, user demographics, marketing exploitation; victim resources, barriers, and the impact of intervention on victims and society. Updated on 2/20/24, ready for Board approval.

NOTE:

Rewrite for clarity.

CURRENT:

2.8.1. Explain Minnesota statutes and relevant case law related to the application force by peace officers. Note: This must include the 2020 updates to Minn. State. 609.06, 609.066, 626.8475.

2.8.2. Explain Minnesota's statute on authorized use of deadly force by peace officers including: the definition of deadly force, the circumstances under which deadly force may be justified and when deadly force is prohibited.

2.8.3. Explain the following terms: objectively reasonable, totality of circumstances, situational factors, pre-assaultive indicators, and, escalation and de-escalation as related to peace officer use of force.

2.8.4. Discuss application of the term reasonable as it related to use of force.

2.8.5. Review and demonstrate understanding of the State of Minnesota's Use of Force and Deadly Force Model Policy, its definitions and its procedures. Note: This includes review of the policy statements regarding "sanctity of life", "treating everyone with dignity and without prejudice", "special care" considerations.

2.8.6. Given scenarios, identify when force is or is not authorized and give and defend reasonable choices for the application of various types of force depending on the circumstances of the scenario.

2.8.7. Give Supreme Court case examples authorizing the use of deadly force.

2.8.8. Analyze a variety of situations where force may or may not be authorized and demonstrate an understanding of the concept of reasonable use of force.

2.8.9. Explain the Minnesota Statute that requires officers be trained in the use of those weapons and equipment the officer is issued or authorized to carry (Minn. Stat. 626.8452).

2.8.10. Explain when force may be used to make an arrest.

2.8.11. Discuss liabilities associated with the application of force by peace officers.

PROPOSED:

2.8.1. Explain Minnesota statutes and relevant case law related to the application force by peace officers.—
Note: This must include the 2020 updates to Minn. State. 609.06,—
609.066, 626.8475.—

~~2.8.2. Explain Minnesota's statute on authorized use of deadly force by peace officers including: the definition of deadly force, the circumstances under which deadly force may be justified and when deadly force is prohibited.—~~

2.8.3. Explain the following terms: objectively reasonable, totality of circumstances, situational factors, pre-assaultive indicators, and, escalation and de-escalation as related to peace officer use of force.

2.8.4. Discuss application of the term reasonable as it related to use of force.

~~2.8.5. Review and demonstrate understanding of the State of Minnesota's Use of Force and Deadly Force Model Policy, its definitions and its procedures. Note: This includes review of the policy statements regarding "sanctity of life", "treating everyone with dignity and without prejudice", "special care" considerations.~~

2.8.6. Given scenarios, identify when force is or is not authorized and give and defend reasonable choices for the application of various types of force depending on the circumstances of the scenario.

2.8.7. Give Supreme Court case examples authorizing the use of deadly force.

2.8.8. Analyze a variety of situations where force may or may not be authorized and demonstrate an understanding of the concept of reasonable use of force.

2.8.9. Explain the Minnesota Statute that requires officers be trained in the use of those weapons and equipment the officer is issued or authorized to carry (Minn. Stat. 626.8452).

2.8.10. Explain when force may be used to make an arrest.

~~2.8.11. Discuss liabilities associated with the application of force by peace officers.—~~

Explain Minnesota's statutes, case law, and policy related to the use of force and deadly force by peace officers, including the 2020 updates to Minn. State 609.06, 609.066, and 626.8475, and the State of Minnesota's Use of Force and Deadly Force Model Policy.

Define deadly force, identify justified or prohibited circumstances, and associated liabilities, review the policy statements regarding the sanctity of life, treat everyone with dignity and without prejudice, and special care considerations.

NOTE:

Recommend combining and rewriting
2.8.1, 2.8.2, 2.8.5, & 2.8.11

CURRENT:

2.10.1. Describe the basic organization, purpose and principles of the Minnesota Criminal Code and its implications for law enforcement including (list is not comprehensive):

- understanding key traffic related terms (Minn. Stat. 169.011) as well as the terms reckless or careless driving,
- describing violations of driving rules, parking and stopping violations, and vehicle equipment violations,
- how and when traffic laws apply to authorized emergency vehicles, and
- laws regarding driving while impaired.

2.10.2 Discuss non-enforcement deterrents to traffic violations, i.e., police presence/visibility, speed bumps.

2.10.3. Explain vehicle registration and insurance requirements in Minnesota

2.10.4. Distinguish between different classes and type of licenses, endorsements and permits and explain the circumstances under which an individual is exempt from licensing requirements.

PROPOSED:

~~2.10.1. Describe the basic organization, purpose and principles of the Minnesota Criminal Code and its implications for law enforcement including (list is not comprehensive):~~

- ~~- understanding key traffic related terms (Minn. Stat. 169.011) as well as the terms reckless or careless driving,~~
- ~~- describing violations of driving rules, parking and stopping violations, and vehicle equipment violations,~~
- ~~- how and when traffic laws apply to authorized emergency vehicles, and~~
- ~~- laws regarding driving while impaired.~~

~~2.10.2 Discuss non-enforcement deterrents to traffic violations, i.e., police presence/visibility, speed bumps.~~

~~2.10.3. Explain vehicle registration and insurance requirements in Minnesota~~

~~2.10.4. Distinguish between different classes and type of licenses, endorsements and permits and explain the circumstances under which an individual is exempt from licensing requirements.~~

Explain the Minnesota Criminal Code and its implications for law enforcement, including traffic laws (Minn. Stat. 169.011) (i.e., violations, DWI, vehicle registration, insurance, and licensing). Discuss non-enforcement deterrents to traffic violations (i.e., police presence/visibility and speed bumps) and distinguish between different classes and types of licenses, endorsements, and permits.

NOTE:

Perhaps rewording for clarity as foundational content to prepare for Skills

CURRENT:

- 2.11.1. Describe current and emerging drug trends in prescription drug abuse and abuse of controlled substances and narcotics.
- 2.11.2. Describe the relationship between drug abuse and crime.
- 2.11.3. Explain the impact of evolving drug laws on law enforcement including the legalization of medicinal marijuana and the legalization of recreational marijuana in some states.

PROPOSED:

~~2.11.1. Describe current and emerging drug trends in prescription drug abuse and abuse of controlled substances and narcotics.~~

~~2.11.2. Describe the relationship between drug abuse and crime.~~

~~2.11.3. Explain the impact of evolving drug laws on law enforcement including the legalization of medicinal marijuana and the legalization of recreational marijuana in some states.~~

Explain the relationship between drug abuse and crime, describe current and emerging drug trends in prescription drug abuse and abuse of controlled substances and narcotics, and discuss the impact of evolving drug laws on law enforcement, including the legalization of medicinal and recreational marijuana in some states including Minnesota. (MN Stat. Sec. 152.22.)

NOTE:

MN Recreational/adult use MJ has been signed into law; PPOEs/POST may need to keep an eye on this for future LO changes.

CURRENT:

- 2.14.1. Define the terms crime and crimes of violence as found in Minnesota Statute.
- 2.14.2. Discuss the extent, causes and impact of crimes of violence including physical and sexual abuse, physical violence, harassment and stalking, and neglect. (Minn. Stat. 626.8451., Subd. 1a.)
- 2.14.3. Discuss how anger, intimidation, isolation, restriction of freedom, economic abuse, emotional abuse, threats and psychological abuse, physical abuse and sexual abuse are methods of exerting power and control.
- 2.14.4. Describe stalking and how it has changed with technological advances.

PROPOSED:

~~2.14.3. Discuss how anger, intimidation, isolation, restriction of freedom, economic abuse, emotional abuse, threats and psychological abuse, physical abuse and sexual abuse are methods of exerting power and control.~~

Describe how anger, intimidation, isolation, restriction of freedom, economic abuse, emotional abuse, threats and psychological abuse, physical and sexual abuse, cultural factors (i.e., norms and values), societal factors (i.e., trauma history, institutional discrimination), relationship power imbalance (i.e., gender, race, class) are used to exert power, control and how these contribute to violence.

2.14.4. Describe stalking, how it is different from similar co-occurring crimes, and how it has changed with technological advances.

2.14.5. Discuss key points in stalking investigations and report writing, specifically, assessment of fear and distress; screening for stalking behaviors; and interviewing victims in order to properly document incidents.
Updated 2/29/24

NOTE:

Recommend expanding, including current-trending terms. Add 2.14.5 to address stalking reporting in greater detail.

CURRENT:

- 2.24.1. Identify and discuss crimes commonly described as cybercrime or internet crime.

PROPOSED:

~~2.24.1. Identify and discuss crimes commonly described as cybercrime or internet crime.~~

Describe common types of cybercrime or internet crime, e.g., hacking, identity theft, phishing, malware distribution, online fraud, and emerging trends. Explain how these crimes are committed and their impact on individuals and organizations. Define the terms white collar crime and identity theft and describe the importance of evidence protection in investigation of these crimes.
Updated 2/29/24

NOTE:

There is no clear link between 2.24.1 and Cat. 3 3.14.59. PPOEs should discuss if bridging this is accurate.

There may have been interest in connecting cybercrime to sexual assaults?

*The wording from 3.14 was moved and connected to 2.24.1 to combine the two. 3/1/24

CURRENT:

2.25.1. Describe intelligence-led policing and how it differs from response and investigation-led policing and from community policing.

2.25.2. Explain how data driven, intelligence-led policing can influence the duties of peace officers even at the entry level.

PROPOSED:

~~2.25.1. Describe intelligence-led policing and how it differs from response and investigation-led policing and from community policing.~~

~~2.25.2. Explain how data driven, intelligence-led policing can influence the duties of peace officers even at the entry level.~~

Explain the differences between intelligence-led policing, response and investigation-led policing, and community policing. Describe the concept of data-driven, intelligence-led policing and how it can influence the duties of peace officers. including those at the entry level. Update 2/29/24

NOTE:

Does "...including those at the entry-level" need to be included? What is the benefit of this statement?

CURRENT:

- 2.26.1. Define terms terrorism (domestic and foreign), critical infrastructure, homeland security and militia movement.
- 2.26.2. Discuss the challenges in balancing national security concerns and civil rights including the impact of the USA Patriot Act.
- 2.26.3. Identify risks that may be associated with violent, anti-government extremist groups.
- 2.26.4. Discuss types of terrorism, weapons of terrorism, counterterrorism, basic interdiction strategies, terrorism target awareness and the role of law enforcement related to terrorism.

PROPOSED

- ~~2.26.1. Define terms terrorism (domestic and foreign), critical infrastructure, homeland security and militia movement.—~~
- ~~2.26.2. Discuss the challenges in balancing national security concerns and civil rights including the impact of the USA Patriot Act.—~~
- ~~2.26.3. Identify risks that may be associated with violent, anti government extremist groups.—~~
- ~~2.26.4. Discuss types of terrorism, weapons of terrorism, counterterrorism, basic interdiction strategies, terrorism target awareness and the role of law enforcement related to terrorism.—~~

Define the terms terrorism (domestic and foreign), critical infrastructure, homeland security, hate and extremist groups, and the militia movement. Describe the challenges in balancing national security concerns and civil rights, including the impact of the USA Patriot Act and modified laws, such as the USA Freedom Act, on law enforcement operations and the communities they serve. Ok per new Rules 2/29/24, Patriot Act expired in 2020 but parts still linger in US code

NOTE:

Based on our PPOE POST mtg 3/30 @ Patriot vs. Freedom Act...After some research, the USA Patriot Act (2001) is still enforced, but some provisions have been amended or expired and are new/different laws, modified in USA Freedom Act (2015).

CURRENT:

2.27.1. Explain what a criminal gang is as it is defined in Minnesota Statute 609.229 and the penalties for crimes committed for the benefit of a gang.

2.27.2. Discuss the appeal of gang membership, how gangs recruit members, and prevention and intervention methods.

PROPOSED:

~~2.27.1. Explain what a criminal gang is as it is defined in Minnesota Statute 609.229 and the penalties for crimes committed for the benefit of a gang.—~~

~~2.27.2. Discuss the appeal of gang membership, how gangs recruit members, and prevention and intervention methods.—~~

Explain the criminal gang definition and crime to benefit gang penalties according to Minnesota Statute 609.229, describe gang membership appeal, analyze gang recruitment tactics, and evaluate strategies for preventing and intervening in gang-related activities.

NOTE:

Combine.

CURRENT:

2.27.3. Explain the terms organized crime and racketeering and discuss how organized crime affects Minnesota law enforcement.

2.27.4. Recognize the term RICO Act as meaning the Racketeer Influenced and Corrupt Organizations Act and be able to describe the overall intent of the Act.

PROPOSED:

~~2.27.3. Explain the terms organized crime and racketeering and discuss how organized crime affects Minnesota law enforcement.—~~

~~2.27.4. Recognize the term RICO Act as meaning the Racketeer Influenced and Corrupt Organizations Act and be able to describe the overall intent of the Act.—~~

NOTE: Based on our PPOE POST Mtg 3/30, is this a consideration for removal? Not necessary for the entry level officer.

CURRENT:

2.27.5. Define the term vice crime and describe the attributes of various vice crimes including illegal gambling, prostitution, solicitation and pornography.

PROPOSED:

~~2.27.5. Define the term vice crime and describe the attributes of various vice crimes including illegal gambling, prostitution, solicitation and pornography.~~

Define the concept of vice crime and identify the characteristics of various vice crimes (e.g., drug trafficking and possession, illegal gambling, human trafficking, prostitution, solicitation, pornography, organized retail theft, and cybercrime.) Updated 2/29/24

NOTE:

2023 Learning Objectives Revision

Category 3 and 4

CURRENT:

- 3.1.1. Demonstrate effective and legible field-note taking including collecting crime scene intelligence from witnesses, victims and suspects.
- 3.1.2. Given crime scene scenarios, solicit information and gather and organize facts needed for a police report.
- 3.1.3. Given a variety of law enforcement scenarios prepare reports that: - are written from the first person viewpoint,
 - differentiate between facts, inferences and opinions,
 - demonstrate correct use of grammar, spelling, punctuation, capitalization, sentence and paragraph structure,
 - are clear, complete, concise and accurate, and
 - include all relevant details.
- 3.1.4 Prepare documentation for arrest warrants and for search warrants based on probable cause.

PROPOSED:

- ~~3.1.1. Demonstrate effective and legible field-note taking including collecting crime scene intelligence from witnesses, victims and suspects.~~
- ~~3.1.2. Given crime scene scenarios, solicit information and gather and organize facts needed for a police report.~~
- ~~3.1.3. Given a variety of law enforcement scenarios prepare reports that: - are written from the first person viewpoint,~~
 - ~~- differentiate between facts, inferences and opinions,~~
 - ~~- demonstrate correct use of grammar, spelling, punctuation,~~
 - ~~- capitalization, sentence and paragraph structure,~~
 - ~~- are clear, complete, concise and accurate, and~~
 - ~~- include all relevant details.~~

3.1.1 Demonstrate proficiency in field-note taking by effectively and legibly gathering and organizing facts and collecting crime scene intelligence from witnesses, victims, and suspects for use in police reports.

Prepare professional reports in the first person viewpoint; differentiate between facts, inferences, and opinions; use correct grammar, spelling, punctuation, capitalization, sentence, and paragraph structure, including all relevant details.

3.1.4 Prepare documentation for arrest warrants and for search warrants based on probable cause.

3.1.2 Prepare documentation for arrest warrants and for search warrants based on probable cause

NOTE:

Suggest combining 3.1.1 / 3.1.2 / 3.1.3 into two clear objectives. (circle back to 1.1.6)

(1.1.6. Compose documents that demonstrate competent writing skills, including: -

- writing from the first person viewpoint,
 - differentiating between facts, inferences and opinions,
 - correctly structuring sentences and paragraphs, and
 - using correct grammar, spelling, punctuation and capitalization.)
-

CURRENT:

3.2.2. Discuss interview considerations and techniques for interviewing children, vulnerable adults and traumatized victims.

3.2.3. Discuss how and why interviewing techniques must vary depending on the interviewee and the circumstances, i.e., when interviewing children or traumatized victims.

PROPOSED:

~~3.2.2. Discuss interview considerations and techniques for interviewing children, vulnerable adults and traumatized victims.~~

~~3.2.3. Discuss how and why interviewing techniques must vary depending on the interviewee and the circumstances, i.e., when interviewing children or traumatized victims.~~

Evaluate and apply relevant interview considerations and techniques when engaging with vulnerable groups, including children, vulnerable adults, and traumatized victims, by identifying the interviewee's needs and circumstances and the appropriate methods based on situational factors.

Discuss and apply relevant interview considerations and techniques when engaging with vulnerable groups, including children, vulnerable adults, and traumatized victims. Identify the victim needs and considerations as well as the interviewers goals and whether specialists should be utilized. Updated 2/24/24

NOTE:

Suggest combining 3.2.2 / 3.2.3 into an action-oriented objective.

CURRENT:

3.3.1. Describe the relationship between good report writing and testimony.

3.3.2. Demonstrate proper courtroom dress and decorum.

3.3.3. Practice preparing for and presenting true and factual testimony in legal proceedings in accordance with courtroom procedure.

3.3.4. Practice managing cross examination and attempts to discredit.

PROPOSED:

~~3.3.1. Describe the relationship between good report writing and testimony.~~

~~3.3.2. Demonstrate proper courtroom dress and decorum.~~

~~3.3.3. Practice preparing for and presenting true and factual testimony in legal proceedings in accordance with courtroom procedure.~~

~~3.3.4. Practice managing cross-examination and attempts to discredit.~~

(3.3.1.) Describe the relationship between good report writing and effectively communicating their observations, actions, and conclusions in a clear and concise manner during testimony.

(3.3.2.) Demonstrate an understanding of courtroom rules and procedures, and identify the strategies necessary to maintain professionalism and credibility during testimony, including appropriate dress and decorum.

(3.3.3.) Develop skills in preparing and presenting accurate and truthful testimony in legal proceedings complying with courtroom procedures, and recognizing the potential ramifications of providing erroneous or insufficient information.

(3.3.4.) Identify common challenges and pitfalls in testifying, effectively communicate observations, actions, and conclusions during cross-examination, and avoid attempts to undermine credibility.

NOTE:

Rewording for clarity

CURRENT:

3.5.1. Describe appropriate protective gear that may be needed when collecting and processing evidence.

PROPOSED:

~~3.5.1. Describe appropriate protective gear that may be needed when collecting and processing evidence.~~

Describe the protective equipment necessary to protect against potential hazards when collecting and processing evidence (e.g., exposure to chemicals, biological materials, sharp objects, or other dangerous substances.) Updated 2/29/24

NOTE: Suggest rewrite for clarity, and relates to hazard material, and medical objectives elsewhere.

CURRENT:

3.5.2. Identify various types of evidence, i.e., blood and biological, weapons, explosives and arson related evidence, hair and fiber, impressions, fingerprints, documents, clothing.

3.5.3. Describe risks associated with contamination of evidence

PROPOSED:

~~3.5.2. Identify various types of evidence, i.e., blood and biological, weapons, explosives and arson related evidence, hair and fiber, impressions, fingerprints, documents, clothing.~~

~~3.5.3. Describe risks associated with contamination of evidence~~

Identify various types of evidence (e.g., blood and biological samples, weapons, explosives, arson-related materials, hair and fiber samples, impressions, fingerprints, documents, and clothing), and describe the potential risks associated with contamination of evidence. Updated 2/29/24

NOTE:

Combine

CURRENT:

3.5.4. Demonstrate proper preservation, collection, processing, storage, and chain of custody procedures for a variety of types of evidence, i.e., fingerprints, DNA, shoe/tire impressions, blood spatter.

PROPOSED:

~~3.5.4. Demonstrate proper preservation, collection, processing, storage, and chain of custody procedures for a variety of types of evidence, i.e., fingerprints, DNA, shoe/tire impressions, blood spatter.~~

Demonstrate proper preservation, collection, processing, storage, and chain of custody procedures for various types of evidence (e.g., fingerprints, DNA, shoe/tire impressions, and blood spatter) to ensure integrity, admissibility, and reliability as evidence in a legal investigation. Updated 2/29/24

NOTE:

Suggest rewriting for clarity.

CURRENT:

3.5.5. Demonstrate proper evidence documenting techniques, i.e., note taking, field sketching and/or photographing/videoing.

PROPOSED:

~~3.5.5. Demonstrate proper evidence documenting techniques, i.e., note taking, field sketching and/or photographing/videoing.~~

Demonstrate proper evidence documenting techniques (e.g., note-taking, field sketching and/or photographing/videoing, and chain of custody) to ensure the preservation and reliability of evidence. Updated 2/29/24

NOTE:

Missing chain of custody. Suggest rewording.

CURRENT:

3.7.1. Describe and demonstrate how to make contacts, detentions and arrests including:

- reading Miranda rights and verifying understanding,
- selecting, applying and removing types of restraints, i.e. handcuffs, flex-cuffs, leg restraints,
- conducting a search incident to arrest, and
- describing procedures for conducting a strip search.

PROPOSED:

3.7.1. Describe and demonstrate how to make contacts, detentions and arrests including:

- reading Miranda rights and verifying understanding,
- selecting, applying and removing types of restraints, i.e. handcuffs, flex-cuffs, leg restraints,
- conducting a search incident to arrest, and
- describing procedures for conducting a strip search.

NOTE:

This would not be done on the street and only in the jail if that. Should be removed.

CURRENT:

3.9.2. Pass a physical fitness test with an overall accumulative passing score.

PROPOSED:

NOTE:

We need to have a standard for all programs and our unity will be our strength to hold learners accountable.

8/23 - Dr. Williams is leading a workgroup to examine the issue.

Updated 2/29/24, this question will have to be addressed in the future. There is no short-term solution at the moment.

CURRENT:

3.9.3. Perform peace officer duties requiring physical fitness.

PROPOSED:

3.9.3. Perform peace officer duties requiring physical fitness. Perform peace officer duties requiring physical fitness, including foot pursuits, using defensive tactics to apprehend suspects, making arrests, performing search and rescue missions, controlling crowds, and emergency response. Updated 2/29/24
See above

NOTE:

Suggest rewording for clarity of expectations.

CURRENT:

- 3.11.1. Explain the risks to peace officers related to exposure to blood and airborne pathogens, and the proper use of preventive equipment and procedures to reduce risks.
- 3.11.2. Explain the Occupational Safety and Health Administration (OSHA) required methods of control and the protective equipment available to reduce the risk of exposure of blood and airborne pathogens.
- 3.11.3. Explain and/or demonstrate post-exposure procedures and treatment practices.
- 3.11.4. Explain post-exposure reporting requirements.

PROPOSED:

- ~~3.11.1. Explain the risks to peace officers related to exposure to blood and airborne pathogens, and the proper use of preventive equipment and procedures to reduce risks.~~
- ~~3.11.2. Explain the Occupational Safety and Health Administration (OSHA) required methods of control and the protective equipment available to reduce the risk of exposure of blood and airborne pathogens.~~
- ~~3.11.3. Explain and/or demonstrate post-exposure procedures and treatment practices.~~
- ~~3.11.4. Explain post-exposure reporting requirements.~~

NOTE:

Remove and combine with EMR

CURRENT:

B. Animals (Responses Involving)

- 3.14.3. Discuss peace officer response to various incidents involving animals, i.e., **pet and pet owner issues, wildlife concerns, abused or neglected animals**, loose or sick farm animals, euthanasia by officers and animal resources.

PROPOSED:

~~B. Animals (Responses Involving)~~

- ~~3.14.3. Discuss peace officer response to various incidents involving animals, i.e., **pet and pet owner issues, wildlife concerns, abused or neglected animals**, loose or sick farm animals, euthanasia by officers and animal resources.~~

NOTE:

Remove and allow agencies tasked with animal issues to train at the department level.

CURRENT:

D. Civil Disturbance Response

3.14.9. Explain characteristics of a civil disturbance/disobedience and how it varies from criminal activity.

3.14.10. Explain tactics and formations for managing a civil disturbance

PROPOSED:~~D. Civil Disturbance Response~~~~3.14.9. Explain characteristics of a civil disturbance/disobedience and how it varies from criminal activity.~~~~3.14.10. Explain tactics and formations for managing a civil disturbance~~**NOTE:**

Civil disturbance training should be left up to the department as it doesn't affect all agencies. If there is a need, the individual department will provide the training according to their policy and unique needs.

CURRENT:

3.14.13. Discuss the role of peace officers in a variety of disaster and large scale emergencies including:

- the importance of initial on-scene assessment for immediate action and resources needed and for on-going threats and safety concerns, i.e., gas leaks, downed power lines, looters, fires, etc.,
- the importance of interagency communications and cooperative interaction between law enforcement agencies, utility companies, and other resources, and
- large scale traffic and crowd management.

3.14.14. Given a scenario, explain or demonstrate an initial scene assessment.

PROPOSED:~~3.14.13. Discuss the role of peace officers in a variety of disaster and large scale emergencies including:~~

- ~~- the importance of initial on-scene assessment for immediate action and resources needed and for on-going threats and safety concerns, i.e., gas leaks, downed power lines, looters, fires, etc.,~~
- ~~- the importance of interagency communications and cooperative interaction between law enforcement agencies, utility companies, and other resources, and~~
- ~~- large scale traffic and crowd management.~~

~~3.14.14. Given a scenario, explain or demonstrate an initial scene assessment.~~

Describe the peace officers' role in responding to large-scale emergencies and disasters involving safety concerns and ongoing threats, such as gas leaks, downed power lines, looters, fires, domestic and foreign terrorism, critical infrastructure, homeland security, and the militia movement. Demonstrate conducting on-scene assessments, explain maintaining interagency communication, and collaborate with utility companies, traffic and crowd management personnel, and other law enforcement agencies. Discuss the challenges of balancing national security concerns and civil rights during emergencies.

NOTE:

Suggest combining 3.14.13 / 3.14.14, and rewording to bridge with Cat. 2 Sec. 25 LO

CURRENT:

3.14.26. Manage a situation involving illicit drugs including:

- recognizing drug paraphernalia and tools for weighing and measuring controlled substances, and
- demonstrating procedures for handling dangerous, sometimes lethal and unpredictable drugs such as methamphetamine.

PROPOSED:

~~3.14.26. Manage a situation involving illicit drugs including:~~

- ~~- recognizing drug paraphernalia and tools for weighing and measuring controlled substances, and~~
- ~~- demonstrating procedures for handling dangerous, sometimes lethal and unpredictable drugs such as methamphetamine.~~

Describe different types of unpredictable and hazardous illicit drugs and prescription medication abuse and demonstrate appropriate ways to manage and handle these dangerous substances. Updated 2/29/24

NOTE:

Suggest rewording for clarity and action.

CURRENT:

3.14.27. Describe investigative procedures used in drug interdiction including: - the importance of intelligence gathering,
- methods used for field testing and who should do it, and
- the use of surveillance and counter surveillance.

PROPOSED:

~~3.14.27. Describe investigative procedures used in drug interdiction including: - the importance of intelligence gathering,
- methods used for field testing and who should do it, and
- the use of surveillance and counter surveillance.~~

Describe investigative procedures used in drug interdiction, including intelligence gathering, surveillance/counter surveillance, and undercover operations, vehicle searches and field test protocols, interagency cooperation, de-confliction, and asset forfeiture. Updated 2/29/24

NOTE:

Suggest rewriting for clarity.

CURRENT:

3.14.36. Explain the terms flashover and backdraft and the risks associated with flames, heat, smoke, toxic gasses and explosions at fire scenes.

PROPOSED:

~~3.14.36. Explain the terms flashover and backdraft and the risks associated with flames, heat, smoke, toxic gasses and explosions at fire scenes.~~

3.14.36 Understand the risk of serious injury and death associated with fire scenes, and the need to avoid entry. Updated 2/29/24

NOTE:

This should be removed, officers should not be inside a burning building.

I think discussing the dangers of fires should be the focus, including carcinogens (which is the focus of the fire service today).

CURRENT:

P. White Collar Crime/Financial Fraud Crime and Identity Theft

See also Category 2, Section 23

3.14.60. Define the terms white collar crime and identity theft and describe the importance of evidence protection in investigation of these crimes.

PROPOSED:

~~P. White Collar Crime/Financial Fraud Crime and Identity Theft~~

~~See also Category 2, Section 23~~

~~3.14.60. Define the terms white collar crime and identity theft and describe the importance of evidence protection in investigation of these crimes.~~

Moved to Category 2, 3-1/24

NOTE:

- This is a very ambiguous statement and offers so little direction or role in investigating a financial crime. Perhaps we consider adding detail or eliminate it. Additionally, it is referenced with Category 2 Section 23 and I feel it fits best with Category 2, Section 24- cybercrime. Reference numbering appears to be off.
 - Should be removed.
 - It should not be included in the category three objectives.
-

CURRENT:

4.2.5. Participate in practical handgun shooting exercises.

PROPOSED:

~~4.2.5. Participate in practical handgun shooting exercises.~~

NOTE:

Not sure it is related to qualification, but it seems redundant to other objectives - should be either clarified or removed.

CURRENT:

4.2.11. Demonstrate basic long gun shooting skills.

PROPOSED:

~~4.2.11. Demonstrate basic long gun shooting skills.~~

Demonstrate proficiency in operation of basic long gun shooting skills, including proper handling and operation of the firearm, accuracy in shooting, and adherence to safety protocols. Updated 3-1.24

NOTE:

Suggest rewording for clarity and action-oriented safety protocol accountability.

CURRENT:

4.3.1. Evaluate situations that may require the use of force, determine when force is authorized and necessary, and discuss options for the reasonable use of reasonable force.

PROPOSED:

~~4.3.1. Evaluate situations that may require the use of force, determine when force is authorized and necessary, and discuss options for the reasonable use of reasonable force.~~

Evaluate situations requiring the use of force, demonstrate when force is necessary and authorized, discuss reasonable force options, identify factors that determine the reasonableness of force, and apply this knowledge to evaluate the use of force scenarios in compliance with relevant policies and legal standards.

NOTE:

Suggest rewording and bridging with Cat. 2, Sec. 8 (2.8.4)

CURRENT:

4.3.2. Assess, articulate and report reasons for use of force including pre assaultive indicators and situational factors.

PROPOSED:

~~4.3.2. Assess, articulate and report reasons for use of force including pre assaultive indicators and situational factors.~~

Assess and (verbally or in writing) articulate the reasons for using force, including pre-assaultive indicators and situational factors, and accurately document the incident according to policies and legal requirements.

NOTE:

Suggests rewording for clarity and bridging several previous LOs

CURRENT:

4.3.3. Participate in and evaluate others real time practical situations that require the use of force.

PROPOSED:

~~4.3.3. Participate in and evaluate others real time practical situations that require the use of force.~~

Describe situational implications, such as trauma, substance use, and mental health, which may require law enforcement officers to evaluate safety and apply appropriate use of force according to legal and policy standards.

NOTE:

This is ambiguous; what does this mean specifically?

Perhaps reword this LO?

CURRENT:

4.3.4. In real-time scenario exercises, make decisions about reasonable use of force.

PROPOSED:

~~4.3.4. In real-time scenario exercises, make decisions about reasonable use of force.~~

NOTE:

Suggest omitting 4.3.4; it is covered/combined in 4.3.1 suggestions.

CURRENT:

4.4.1. Possess a valid driver's license.

PROPOSED:

~~4.4.1. Possess a valid driver's license.~~

NOTE:

This is a minimum selection standard and not something that's taught.

CURRENT:

4.4.6. Discuss the physical, psychological and emotional affects officers often encounter immediately following a pursuit.

PROPOSED:

~~4.4.6. Discuss the physical, psychological and emotional affects officers often encounter immediately following a pursuit.~~

Discuss the physical, psychological, and emotional effects that officers may experience immediately after a pursuit and identify available resources for addressing these effects.

Discuss the physical, psychological, and emotional effects that officers may experience immediately after a pursuit and identify available resources for potential long-term effects. Updated 3-1-24

NOTE:

Suggest enhancing this LO, including an action statement to bridge previous category learning. Suggest considering adding 'spiritual' as an effect also; supported by peer-2-peer trauma exposure examples.

CURRENT:

4.5.1. Demonstrate the ability to properly operate law enforcement radios and communications equipment in live training scenarios.

4.5.2. Discuss and/or demonstrate operation of equipment commonly provided in patrol vehicles, i.e., camera, dash cam, mobile computer, emergency lights, sirens, etc.

PROPOSED:

~~4.5.1. Demonstrate the ability to properly operate law enforcement radios and communications equipment in live training scenarios.~~

~~4.5.2. Discuss and/or demonstrate operation of equipment commonly provided in patrol vehicles, i.e., camera, dash cam, mobile computer, emergency lights, sirens, etc.~~

Demonstrate the proficient operation of law enforcement radios and communications equipment in live training scenarios and the operation of commonly provided equipment in patrol vehicles, such as cameras, dash cams, mobile computers, emergency lights, and sirens. available technology. Updated 3-1-24

NOTE:

Combine.

CURRENT:

4.5.3. Demonstrate use of information technology tools to access, manage, integrate and create information for law enforcement and public safety purposes including interpreting crime data and trends.

4.5.4. Identify federal, state and local criminal justice databases and other data sources and websites frequently used by peace officers.

PROPOSED:

~~4.5.3. Demonstrate use of information technology tools to access, manage, integrate and create information for law enforcement and public safety purposes including interpreting crime data and trends.~~

~~4.5.4. Identify federal, state and local criminal justice databases and other data sources and websites frequently used by peace officers.~~

~~Demonstrate proficiency in utilizing information technology tools for law enforcement and public safety, including accessing, managing, integrating, and analyzing crime data and trends. Identify and utilize federal, state, and local criminal justice databases and other commonly used data sources and websites in law enforcement.~~

4.5.3. Demonstrate use of information technology tools to access, manage, integrate and create information for law enforcement and public safety purposes including interpreting crime data and trends.

4.5.4. Identify federal, state and local criminal justice databases and other data sources and websites frequently used by peace officers. Updated 3-1-24

NOTE:

Combine.

RECOMMENDATIONS ADDENDUM TO CATEGORY 2 PART 2

CURRENT:

2.15.9. Discuss resources law enforcement may partner with to assess and investigate incidents of maltreatment or to provide services to child or vulnerable adult victims.

RECOMMENDED:

~~2.15.9. Discuss resources law enforcement may partner with to assess and investigate incidents of maltreatment or to provide services to child or vulnerable adult victims.~~

Describe community resources and supportive services for individuals and families, including children and vulnerable adults, involved in abusive situations and identify how law enforcement may partner with these resources to assess and investigate incidents of maltreatment and/or to provide services to victims.

NOTE: Recommend rewording

CURRENT:

2.16.1. Explain what legally constitutes domestic abuse and assault.

RECOMMENDED:

~~2.16.1. Explain what legally constitutes domestic abuse and assault.~~

NOTE: Recommend removal; this is already stated in 2.16.6

CURRENT:

2.16.6. Identify significant aspects of Minn. Stat. related to domestic abuse (Minn. Stat. 629.341 and 518.B01, 609.749, 609.2242) including what legally constitutes domestic assault, elements of various levels of domestic assault, and enhancement for prior domestic violence related offense convictions.

RECOMMENDED:

2.16.6. Identify significant aspects of Minn. Stat. related to domestic abuse (Minn. Stat. 629.341 and 518.B01, 609.749, 609.2242) including what legally constitutes domestic assault **and abuse**, elements of various levels of domestic assault, and enhancement for prior domestic violence related offense convictions.

NOTE:

Add the word "abuse" - so it reads:

Identify significant aspects of Minn. Stat. related to domestic abuse (Minn. Stat. 629.341 and 518.B01, 609.749, 609.2242) including what legally constitutes domestic assault and abuse, elements of various levels of domestic assault, and enhancement for prior domestic violence related offense convictions.

CURRENT:

2.16.7. Discuss family violence prevention techniques and common resources and referral agencies for victims of family violence.

2.16.8. Explain investigative procedures in domestic violence situations related to: - interpreting the law when making arrest decisions in domestic violence cases, including when arrest is mandatory and identifying the primary aggressor,

- the role of protective orders,
- when to complete the short form for the order for protection,
- communication techniques that may be effective in volatile situations, and
- why victims may be reluctant to press charges or testify.

2.16.9. Explain the peace officer's role in providing victim's rights information to victims of domestic assault.

2.16.10. Explain the requirements for making an arrest and reporting in domestic assault situations.

2.16.11. Discuss when warrantless arrests may be made and when enhancements for previous assaults may be considered.

RECOMMENDED:

2.16.7. Discuss family violence prevention techniques and common resources and referral agencies for victims of family violence.

2.16.8. ~~Explain investigative procedures in domestic violence situations related to: — interpreting the law when making arrest decisions in domestic violence cases, including when arrest is mandatory and identifying the primary aggressor,~~

- ~~—the role of protective orders,~~
- ~~—when to complete the short form for the order for protection,~~
- ~~—communication techniques that may be effective in volatile situations, and~~
- ~~—why victims may be reluctant to press charges or testify.~~

2.16.8. Explain investigative procedures in domestic violence situations related to:

- explain the requirements for making an arrest and interpreting the law when making arrest decisions in domestic violence cases along with reporting in these situations, including when arrest is mandatory and identifying the primary aggressor, and also discuss when warrantless arrests may be made and when enhancements for previous assault may be considered,
- the role of protective orders, - when to complete the short form for the order for protection,
- communication techniques that may be effective in volatile situations, and
- why victims may be reluctant to press charges or testify.

2.16.9. Explain the peace officer's role in providing victim's rights information to victims of domestic assault.

2.16.10. ~~Explain the requirements for making an arrest and reporting in domestic assault situations.~~

2.16.11. ~~Discuss when warrantless arrests may be made and when enhancements for previous assaults may be considered.~~

NOTE:

Reword to include 2.16.10 and 2.16.11; suggested wording:

2.16.8. Explain investigative procedures in domestic violence situations related to:

- explain the requirements for making an arrest and interpreting the law when making arrest decisions in domestic violence cases along with reporting in these situations, including when arrest is mandatory and identifying the primary aggressor, and also discuss when warrantless arrests may be made and when enhancements for previous assault may be considered,
- the role of protective orders, - when to complete the short form for the order for protection,
- communication techniques that may be effective in volatile situations, and
- why victims may be reluctant to press charges or testify.

Combine with 2.16.8 and remove 2.16.10

CURRENT:

2.22.7. Demonstrate basic knowledge of abnormal psychology.

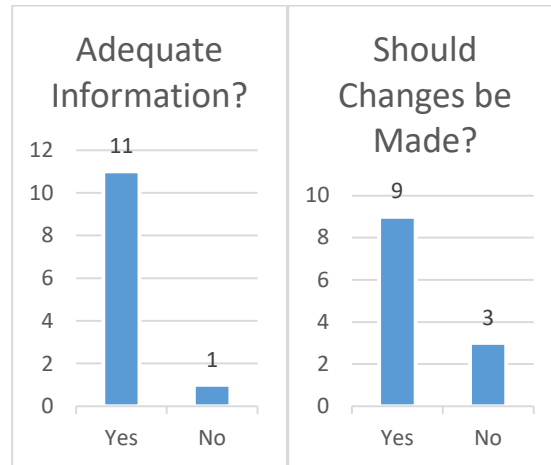
RECOMMENDED:

NOTE:

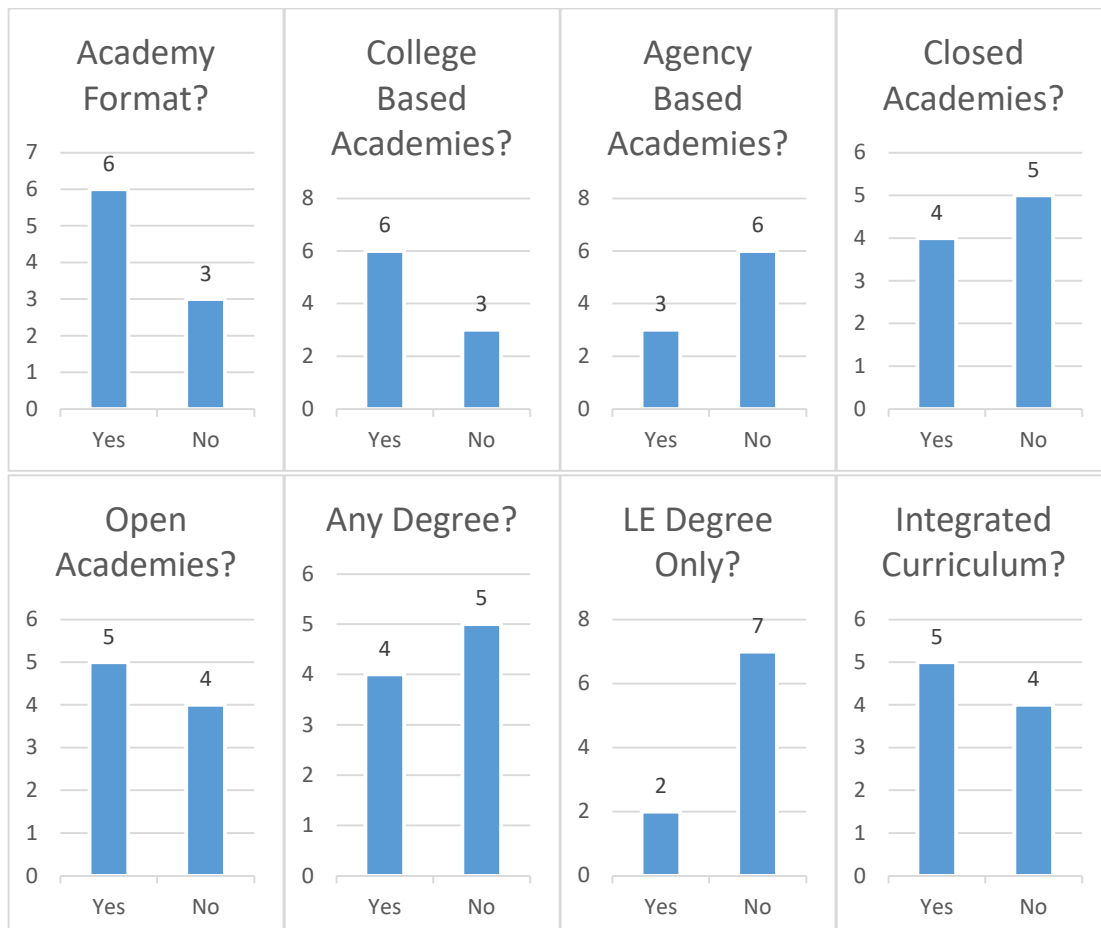
Would this be better suited in the previous section, Section 21 Crisis Intervention and Mental Illnesses? If added to the previous section, consider discussing with a psychology expert if adding psychopathology would be beneficial to this objective. If so, it could read: Demonstrate basic knowledge of abnormal psychology and psychopathology

Pre-Service Survey Results February, 2024

(12 Respondents)



(9 Respondents)



**POST Misconduct Reporting System
Required Reports**

*Minn. Stats 626.8457 and 626.845
Minn. Rules 6700.1615, 6700.2000-2600*

Effective July 1, 2024, the new reporting requirements for the Misconduct Reporting System (MRS) are as follows:

A CLEO must report **violations** of the standards of conduct for licensed peace officers as listed in Minn. Rules 6700.1600 and all **violations** of required agency policies as listed in Minn. Rules 6700.1615.

If you determine that a **violation** occurred, it should be reported, ***regardless of whether or not discipline was imposed.***

Determining whether a violation occurred should be done through your agency's established procedures for investigating allegations of misconduct, and consistent with the POST Model Policy for handling allegations of misconduct.

Minn. Stat. 626.8457 Subd. 4 requires "real-time" reporting to the MRS. To accomplish this requirement, you should report the incident to POST **as soon as you determine that a violation occurred.** If/when any discipline is imposed and the matter is closed, you should update the report within 30 days.

Please see the tables on pages 2 and 3 for a list of the standards of conduct and the required agency policies.

Standards of Conduct Violations – Criminal (Whether or not criminal charges are filed)

Any Felony or Gross Misdemeanor

Certain Misdemeanors:

Driving While Under the Influence (Alcohol, Controlled Subs., Intoxicating Subs.)
Carrying a Pistol While Under the Influence (Alcohol, Controlled Subs., Intoxicating Subs.)
5 th Degree Assault 609.224 <i>*only GM 5th Degree Assault for conduct after 6/1/2023</i>
Domestic Assault - 609.2242
Theft - 609.52
Crime Motivated by Bias
Controlled Substance Offenses
Violate Restraining Order, OFP or DANCO - 609.748; 629.75; 518B.01
Harassment or Stalking - 609.749
Interference With an Emergency Call - 609.78
Nonconsensual Dissemination of Private Sexual Images - 617.261
Indecent Exposure - 617.23
Mistreatment of a Vulnerable Adult - 609.2231; 609.231; 609.2325; 609.2335; 609.234; 609.72 Subd3
Misconduct of Public Officer or Employee - 609.43
Obstructing Legal Process
Fleeing By Means Other Than a Vehicle
Mistreating Animals - 343.21
Presenting False Claims (Payments) - 609.465
Medical Assistance Fraud - 609.466
Prostitution Related Offense - 609.324
Unauthorized Practice - 626.863

Standards of Conduct Violations – Non Criminal

Unreasonable or Excessive Force; Unauthorized Deadly Force
Misuse of Authority
Sexual Harassment
Discriminatory Conduct
Failure to Intercede and Report
Join, Support, Advocate for, Membership or Participation in Hate or Extremist Group or Criminal Gang
Intentionally Mishandle Evidence or Property
Unauthorized Access to or Misuse Government Data
Undisclosed or Improper Inducements to Witnesses or Suspects
Fail to Report Crimes of Bias

Failure to Self-Report Arrest or Charge, or Standards of Conduct Violation
Cheat or Attempt to Subvert Licensing or Examination Process
Subject to Adverse License Action in Another Jurisdiction
Fail to Report Prior Adverse License Action
Required to Register as Predatory Offender
Fail to Comply with Any Other Requirement in Rule or Statute for Officers
Intentional False Statement to Board
Failure to Cooperate with Board Investigation
Other Conduct Prohibited by or Listed as Grounds for Discipline in Rule or Statute

Required Agency Policies:

Professional Conduct of Officers (Conduct Unbecoming Model Policy) - MN STAT 626.8457
Use of Force Model Policy - MN STAT 626.8452, subd. 1, 1a
Vehicle Pursuit and Emergency Vehicle Operations Model Policy - MN RULES 6700.2700-6700.2704 MN STAT 626.8458, Subd. 2
Avoiding Racial Profiling Model Policy - MN STAT 626.8471, Subd. 4
Domestic Abuse Model Policy - MN STAT 629.342
Public Assembly/First Amendment Activity Model Policy - MN RULES 6700.1615
Investigation of Sexual Assault Model Policy - MN STAT 626.8442
Response to Reports of Missing & Endangered Persons Model Policy - MN STAT 299C.51-299C.5655, 390.25 & 626.8454
Portable Recording Systems Adoption - MN STAT 626.8473
Administrative Forfeiture Model Policy - MN STAT 609.531
Handling Allegations of Misconduct Model Policy - MN RULES 6700.2200
Use of Unmanned Aerial Vehicles - MN STAT 626.19
Predatory Offender Registration and Community Notification Model Policy - Minnesota Session Laws 1996, Chapter 408, Art. 5, Sec. 7
Confidential Informants Model Policy MN STAT 626.8476, Subd. 2
Eyewitness Identification Procedures Model Policy - MN STAT 626.8433
Automated License Plate Reader Policy - MN STAT 626.8472
Lighting Exemption of Law Enforcement Vehicles Model Policy - MN STAT 169.541
Criminal Conduct on School Buses Model Policy - MN STAT 169.4581
Supervision of Part-time Licensed Peace Officers Model Policy - MN RULES 6700.1110