



Arizona Peace Officer Standards and Training Board

LESSON PLAN COVER SHEET

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| COURSE TITLE: Affirmative Action and its implications for Field Training Officers | | HOURS: 2 | |
| DATE FIRST PREPARED: 04/07/00 | PREPARED BY: Sgt. Cheryl Skornik, Mesa PD | | |
| DATE REVISED/REVIEWED: 11-01-02 | BY: Sgt. Cheryl Skornik, Mesa PD | | |
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| LIST ANY PREREQUISITES: Selection as a Field Training Officer | | | |
| LEAD INSTRUCTOR: Sgt. Cheryl Skornik, Mesa PD | BACK-UP INSTRUCTOR: | | |
| APPROVAL NUMBER: | | | |
| COURSE DESCRIPTION: This is a two-hour overview of Equal Opportunity Laws, Americans with Disabilities Act and Affirmative Action Plans. The course will include reviewing the requirements of Federal Grants, CALEA and MPD policy. The class will strongly emphasis how these laws and requirements affect the daily operations of a Field Training Officer. The course will also cover the MPD Affirmative Action Plan. | | | |
| INSTRUCTOR REFERENCES: <ul style="list-style-type: none"> • Affirmative Action Report to the United States President 3-7-95 • City of Mesa Affirmative Action Plan • Mesa Police Department Affirmative Action Plan | TRAINING AIDES, EQUIPMENT, MATERIALS: Power Point Presentation Field Training Officer Workbook | | |
| | PRE-TEST: No | POST-TEST Yes | |
| METHOD OF INSTRUCTION: Lecture, discussion and PowerPoint presentation. | | | |
| SUCCESS CRITERIA: Follow Federal Employment law while working as a Field Training Officer. | | | |
| PERFORMANCE OBJECTIVES: At the end of this course, the student will be able to: <ol style="list-style-type: none"> 1. Discuss the general history of the Civil Rights Movement of the 1900's. 2. Know the applicable Federal Laws pertaining to Affirmative Action. 3. Understand how and why we have Affirmative Action Plans. 4. Give a brief discussion of the American with Disabilities Act. 5. Clearly outline how these issues affect the daily duties of a Field Training Officer. | | | |
| AGENCY APPROVAL | Name (Type or Print) | Signature | Date |
| AZPOST APPROVAL | Name (Type or Print) LYNDON A. "LYNN" LARSON Basic Training Administrator | Signature | Date August 2, 2000 |

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| <p>I. Cover the Objectives.</p> <p>A. Discuss the Civil Right’s Movement in the 1900’s.</p> <p>B. Cover Title VII and some employment law.</p> <p>C. Discuss why we have an Affirmative Action Plan.</p> <p>D. Discuss the American with Disabilities Act.</p> <p>E. Discuss how to answer questions when training and what kind of documentation is acceptable in Daily Observation and Weekly Reports.</p> | <p>Power Point Presentation Objectives Slide.</p> <p>Let students know there will be a quiz at the end of the class.</p> |
| <p>II. Civil Right’s in the 1900’s.</p> <p>A. Ethnic minorities and women have confronted legal and social exclusion through much of the 20th century.</p> <ol style="list-style-type: none"> 1. Asian Americans were forbidden from owning any land. 2. African American and Hispanics were segregated into low wage jobs. 3. Women were barred by law in many states from entering occupations, such as mining, fire fighting, bartending, law and medicine. <p>B. Enhanced employment opportunities for women and African Americans came during WWII when there were significant labor shortages. However, racial separation continued after the war. In thousands of towns and cities, police departments were, in effect, all white and all male.</p> <p>C. Many women often lost their jobs if they married or became pregnant and when they did work, they often had to endure sexual harassment on the job.</p> <p>D. Federal civil rights statutes began in the 1950’s and 1960’s.</p> | <p>P.O. 1.</p> <p>Asian Americans slide.</p> <p>Weren’t allowed to own land slide.</p> <p>Hispanics slide.</p> <p>African Americans slide.</p> <p>Women slide.</p> <p>World War II slide</p> <p>Welcome home slide</p> <p>Congratulations You’re fired slide.</p> <p>P.O. 2.</p> <p>Civil Rights Movement slide.</p> |
| <p>III. Federal Employment Law.</p> <p>A. Title VII of the Civil Rights Act 1964.</p> <ol style="list-style-type: none"> 1. Made discrimination in employment or employment practices unlawful. 2. Set up the Equal Opportunity Commission. <p>B. Civil Rights Act of 1991.</p> <ol style="list-style-type: none"> 1. Allows for plaintiffs of discrimination to have the right to jury | <p>MLK slide.</p> <p>Caesar Chavez slide.</p> <p>We The People slide.</p> <p>Betty Friedan slide.</p> <p>Title VII Civil Rights slide.</p> <p>EEOC Slide.</p> <p>U.S. Supreme Court slide.</p> <p>AIM Slide.</p> |

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| <p>that function.</p> <ol style="list-style-type: none"> 3. The function may be highly specialized. 4. A significant % of the employee’s time is to be spent performing that function. 5. The consequences of the employee not performing that function are serious. <p>E. Reasonable Accommodations.</p> <ol style="list-style-type: none"> 1. Making facilities accessible. 2. Job restructuring. 3. Part time or modified work schedules. 4. Reassignment to a vacant position. 5. Special Equipment. <p>F. Undue Hardship for the employer.</p> <ol style="list-style-type: none"> 1. Requires significant difficulty or expense. 2. Size and resources, nature and structure of the employer are taken into account. <p>G. Conclusion: How this works in the daily activities of a Field Training Officer.</p> <ol style="list-style-type: none"> 1. We cannot inquire to what extent or if an employee is disabled. If they bring it up advise them that a doctor or psychologist will evaluate and make the determination only after a conditional offer of employment is made. 2. Medical and psychological records are kept Training File at any time. 3. Do not under any circumstances involve yourself in any conversations about the physical or psychological ability of any employee to the employee or to another employee. 4. Do not write any concerns on DORs such as: <p style="margin-left: 40px;"><i>“I detected no egotism, or other psychological handicaps that would hamper his adaptation to the Field Training Program.”</i></p> <p style="margin-left: 40px;"><i>Although we ask questions about alcohol usage, understand that rehabilitated alcoholics and rehabilitated drug addicts are covered under ADA.</i></p> 5. Only a medical doctor or a psychologist can make the decision that a person is not able to do the job when the issue concerns medical or psychological problems. <p>V. Why Affirmative Action?</p> <p>A. Federal laws did not end discrimination.</p> | <p>Reasonable accommodations slide.</p> <p>Undue Hardship slide.</p> <p>Bottom Line slide.</p> <p>P.O. 6.</p> <p>Why Affirmative Action slide.</p> |
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| <p>race, religion, sex, marital status, age or national origin.</p> <p>B. Actual AA plan was written in 1975.</p> <ol style="list-style-type: none"> 1. Determine the extent to which minorities are underutilized and identify and eliminate the specific causes. 2. Identify adverse impact employment practices, which do not clearly relate to job performance. 3. Develop special recruitment efforts to attract qualified protected class applicants. 4. Establish organizational structures, which monitor systems to ensure compliance with the law. | |
| <p>VIII. Mesa Police Department’s Affirmative Action Plan.</p> <p>A. Why do we have one?</p> <ol style="list-style-type: none"> 1. CALEA standards require one. 2. MPD policy requires it. 3. Federal grants that we utilize regularly require one. 4. Helps to prevent being placed under a federal mandate, which cause moral problems and strains race relations for a very long time. <p>B. Reviewed and updated every two years.</p> <p>C. Contains a statement of objective.</p> <p>D. Has a plan of action.</p> <p>E. Procedures to periodically evaluate the progress towards the objectives.</p> | <p>CALEA slide.</p> |
| <p>IX. Applicable CALEA standards.</p> <ol style="list-style-type: none"> A. Utilizes using minority personnel who are fluent in the community’s non-English languages and are aware of the cultural environment. B. Depicting women and minorities in law enforcement employment roles in recruitment literature C. Conducting recruitment activities outside the agency’s jurisdiction, when necessary to attract viable law enforcement candidates in underrepresented groups. D. Conducting periodically a “career” or information night for a particular target group. E. Requires a recruitment plan. F. Requires that a goal to match the demographic composition of the | <p>P.O. 5.</p> |

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| <p>community it serves. We use the census for Maricopa County to evaluate our progress.</p> <p>G. Requires that you have training like this.</p> <p>H. We seek cooperative assistance with community service organizations and key leaders.</p> <p>I. All parts of the test are evaluated fairly and meet validation criteria.</p> <p>END</p> | <p>Thanks slide</p> |
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