

<p align="center">BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION</p> <p align="center">LESSON PLAN</p>	
<p>COURSE TITLE: Youth Interactions</p> <p>LESSON TITLE: Youth Stops & Searches</p>	
<p>New or Revised Course [X] New [] Revised</p> <p>Prepared By: Khai Overton and Rena Kates Date:</p> <p>Academic Director Approval: Date:</p>	
<p>PARAMETERS</p>	<p>Lesson hours: [] Entry-level</p> <p>Class size: [X] Continuing Education</p> <p>Space needs: [] Other</p>
<p>STUDENT/COURSE PREREQUISITES/QUALIFICATIONS (if any)</p> <p>N/A</p>	
<p>LESSON HISTORY (previous versions, titles if applicable)</p> <p>N/A</p>	
<p>PERFORMANCE OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Given a case study and through facilitated discussion, students will discuss initiating interactions with Baltimore City youth in order to decrease the anxiety present within an interaction between BPD officers and youth. 2. Through facilitated discussion, students will explain and incorporate the cultural history of Baltimore and characteristics of youth development to effectively employ BPD’s policies and strategies around 	<p>ASSESSMENT TECHNIQUE</p> <ol style="list-style-type: none"> 1. Facilitated Discussion 2. Facilitated Discussion

<p>Youth Stops & Searches in an equitable manner.</p> <p>3. Given youth-based scenarios, students will enact and demonstrate an understanding of BPD's policies and Youth Stops & Searches by considering the responses and reactions of Baltimore City youth in 2021.</p>	<p>3. Scenarios</p>
<p style="text-align: center;">COURSE DESCRIPTION</p> <p>The <i>Youth Stops & Searches</i> module engages students in discussions about ways to initiate interactions with Baltimore City youth that are developmentally appropriate to decrease the tension present within an interaction between BPD officers and youth and comply with new policy directives. There are opportunities for students to explain and apply the cultural history of Baltimore and progression of youth behavior to effectively enact BPD's policies and strategies around Youth Stops & Searches in an equitable manner. In addition, students will be given youth-based scenarios to demonstrate their understanding of BPD's policies and Youth Stops & Searches by considering the responses and reactions of Baltimore City youth in 2021.</p>	
<p style="text-align: center;">MPCTC OBJECTIVES (if applicable)</p> <p><i>(Include all terminal objectives. Include supporting objectives if they help elaborate what needs to be covered in the lesson. Ensure that all terminal objectives mentioned here are also added to the "Facilitator Notes" column where they are addressed in the lesson.)</i></p> <p>N/A</p>	
<p style="text-align: center;">INSTRUCTOR MATERIALS</p> <p><i>Youth Stops & Searches</i> lesson plan <i>Youth Stops & Searches</i> PowerPoint</p>	
<p style="text-align: center;">TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</p> <p>PowerPoint Computer Projector / Board Poster board</p>	
<p style="text-align: center;">STUDENT HANDOUTS</p> <p>N/A</p>	

METHODS/TECHNIQUES
Facilitated discussion, mind-mapping, case study, scenarios
REFERENCES
<i>Policy 1202: Youth Interactions</i> <i>Law Enforcement and Youth Talk About Mutual Respect</i> https://www.strongnation.org/articles/41-law-enforcement-and-youth-talk-about-mutual-respect-video
GENERAL COMMENTS

Lesson Plan Checklist (Part 1)



Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.			X
5. References are appropriate and up-to-date.			X
6. Instructions to facilitators are in the right-hand column.	X		
7. Content is in the left-hand column.	X		
8. Timing of instructional content and activities is specified.	X		
9. Instructional content and PowerPoint slides are consistent & properly aligned.	X		
10. Student engagement/adult learning techniques are included.	X		
a. Instructional content is not primarily lecture-based.	X		
b. Questions are posed regularly to engage students and ensure material is understood.	X		
c. Case studies, role-playing scenarios, and small group discussions are included where appropriate.	X		
11. Videos are incorporated.	X		
a. Video introductions set forth the basis for showing the video and key points are highlighted in advance for students.	X		
b. Videos underscore relevant training concepts.	X		
c. Videos do not contain crude or offensive language or actions that are gratuitous or unnecessary.	X		
d. Videos portray individuals of diverse demographics in a positive light.	X		
12. Meaningful review/closure is included.	X		
a. Important points are summarized at the end of lesson plan.	X		
b. Assessments are provided to test knowledge of concepts.	X		

Lesson Plan Checklist (Part 2)

Integration	Yes	No	N/A
13. Does the lesson incorporate BPD technology?			X
14. Does the lesson plan integrate BPD policies?	X		
15. Does the lesson reinforce BPD mission, vision, and values?	X		
16. Does the lesson reinforce the Critical Decision-Making Model?	X		
17. Does the lesson reinforce peer intervention (EPIC)?			X
18. Does the lesson incorporate community policing principles?	X		
19. Does the lesson incorporate problem solving practices?	X		
20. Does the lesson incorporate procedural justice principles?	X		
21. Does the lesson incorporate fair & impartial policing principles?	X		
22. Does the lesson reinforce de-escalation?			X
23. Does the lesson reinforce using most effective, least intrusive options?	X		
24. Does the lesson have external partners involved in the development of training?	X		
25. Does the lesson have external partners in the delivery of training?			X
Subject Matter Expert:	Date:		
Curriculum Specialist: Dawn Peake	Date: 8-30-21		
Reviewing Supervisor:	Date:		
Reviewing Commander:	Date:		

COURSE TITLE: Youth Interactions Training

LESSON TITLE: Youth Stops & Searches

PRESENTATION GUIDE	FACILITATOR NOTES
<p>I. ANTICIPATORY SET</p> <p>In this module, <i>Youth Stops & Searches</i>, we will be going over how to interact with youth in field interviews, investigative stops, searches, and arrests situations governed by <i>Policy 1202: Youth Interactions</i>.</p>	<p>Time: 5-10 Minutes Slide 1</p> 
<p>Highlights</p> <p>We're going to take a minute to go around the room to discuss highlights of the Youth Interactions training so far.</p> <p>ASK: So far, what has been a highlight of this training for you? Be sure to share your name, role, and time with BPD.</p>	<p>Slide 2</p>  <p><i>The instructor should give students about 20-30 seconds to think before going around the room to share highlights.</i></p> <p><i>If there is a large group (20+), the instructor should have table groups share with one another and then invite a student from each table to share out some of the highlights.</i></p>

II. INSTRUCTIONAL INPUT (CONTENT)

PERFORMANCE OBJECTIVES

In this module, we will...

- Discuss how to eliminate unconstitutional stops and searches of young people in the city.
- Explain BPD policies regarding Youth Stops & Searches, and how to apply them fairly.
- Understand the cultural history of youth and police interactions in Baltimore, by listening to Baltimore City youth describe their experiences with police.

Time: 45 minutes

Slide 3

Objectives	
Discuss	Discuss how to eliminate unconstitutional stops and searches of young people in the city.
Explain & Apply	Explain BPD policies regarding Youth Stops & Searches, and how to apply them fairly.
Recognize	Understand the cultural history of youth and police interactions in Baltimore, by listening to Baltimore City youth describe their experiences with police.

Existing Legal protections for Youth

ASK: What are examples of ways that the law restricts Youth decision making?

ASK: But the Constitution applies to youths and adults! How is this legal?

Instructor:

- The Constitution does apply to Youths and adults equally.
- The Supreme Court has found that youth are sometimes entitled to special protections under the Constitution.
- Because of their age, BPD policy grants Youths additional protections that protect them from making decisions that could affect the rest of their lives.
- Yesterday, we discussed how Youths are at a totally different developmental stage than



What are examples of ways that the law restricts Youth decision making?




Desired response:

Youth can't drink, smoke, vote, enter contracts, get married, join the military. Youths have to go to school until age 16.

The law recognizes that Youths are too young to understand the consequences of their actions, and may make decisions that could affect the rest of their lives.

adults. This is something you should keep in mind during every type of interaction with a Youth.																																				
<p>ASK: What are the different levels of police interactions?</p> <p>EXPLAIN:</p> <ul style="list-style-type: none">• Voluntary Contact – There is no criminal investigative purpose.• Field Interview – It is voluntary and related to the criminal investigation with legitimate law enforcement purpose.• Investigative Stop – A temporary seizure base on RAS (<i>reasonable articulable suspicion</i>)• Arrest – This is the act of taking into custody, with probable cause, to charge with a crime.	<div><p>Range of Police Interactions</p></div>																																			
<p>Let’s talk about what level of suspicion each type of interaction requires.</p> <p>Notice there’s nothing on this chart about searches of any kind. Remember, just because you can stop someone does not mean you can search them (or perform a weapons pat down). We are going to discuss the requirements for searches in more detail later in the lesson.</p> <p>Ask:</p> <p>What level of suspicion does a voluntary contact require?</p> <p>Answer: None!</p> <p>ASK: What are some examples of a voluntary contact that you might have with a Youth?</p>	<div><p>Justification</p><table><tr><th>TYPE OF CONTACT</th><th>Legitimate Law Enforcement Purpose</th><th>Reasonable, Articulable Suspicion</th><th>Probable Cause</th><th>Additional Notes</th></tr><tr><td>Voluntary Contact</td><td></td><td></td><td></td><td>Person is free to leave</td></tr><tr><td>Field Interview</td><td>X</td><td></td><td></td><td>Person is free to leave</td></tr><tr><td>Investigative Stop</td><td></td><td>X</td><td></td><td>Temporary detention</td></tr><tr><td>Vehicle Stop – Traffic Violation</td><td></td><td></td><td>X</td><td>Temporary detention</td></tr><tr><td>Vehicle Stop – Criminal Investigation</td><td></td><td>X</td><td></td><td>Temporary detention</td></tr><tr><td>Arrest</td><td></td><td></td><td>X</td><td>Taking into custody</td></tr></table></div> <div><div><p>Voluntary Contact</p></div><ul style="list-style-type: none">• Consensual encounter• NOT related to an investigation• No reporting or BWC required</div> <p>Desired Response:</p> <ul style="list-style-type: none">• General conversation, how are things going?, etc.	TYPE OF CONTACT	Legitimate Law Enforcement Purpose	Reasonable, Articulable Suspicion	Probable Cause	Additional Notes	Voluntary Contact				Person is free to leave	Field Interview	X			Person is free to leave	Investigative Stop		X		Temporary detention	Vehicle Stop – Traffic Violation			X	Temporary detention	Vehicle Stop – Criminal Investigation		X		Temporary detention	Arrest			X	Taking into custody
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<p>Interview?</p> <p>ASK: What about something like a door-to-door canvas?</p> <p>ASK: Does the youth have to stop, stay, or answer your questions?</p> <p>ASK: Why do we need to have a reason in order to conduct a field interview?</p> <p>Policy 1202 contains new requirements that govern field interviews with Youth.</p> <p>Conducting Field Interviews</p> <ul style="list-style-type: none"> - Ensure the Youth's safety- interview Youth away from the scene and others involved. <p>ASK: Why is this important?</p> <p>Answer: Interviewing the witness in front of others at the scene could put them in danger.</p> <ul style="list-style-type: none"> - All off-site interviews with a Youth must be audio and video recorded. <p>Say: Show that the encounter is voluntary with your words and actions</p>	<p>crime</p> <ul style="list-style-type: none"> • Asking someone if they are a witness to a crime <p>Yes, this is a field interview because it's a consensual interaction related to a criminal investigation</p> <p>Look for or prompt "No, it is consensual and voluntary. There is no RAS or PC."</p> <p>We shouldn't be questioning people in general, or youths in particular, about crimes unless there's a reason to think that a crime exists.</p> <div data-bbox="967 1142 1464 1421">  <div data-bbox="1127 1142 1464 1421"> <p>Policy 1202: Field Interviews</p> <p>To ensure the Youth's safety, interview the youth away from the scene and others involved.</p> <p>All off-site interviews must be audio and video recorded.</p> </div> </div>
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- Use clear, direct, age- appropriate language. Creates a non- hostile environment where the youth shall always feel they are free to leave.
- Avoid asking the youth incriminating or leading questions. If the Youth does incriminate, refer to Policy 1207.

There are some situations where you need parental consent to conduct a field interview with a Youth.

Instructor:

Youth might not understand the implications of what they tell an interviewing officer, and that it could affect their safety and their family's safety. For example, the family might have to be relocated for their protection in certain cases.

But of course, there are some situations where it isn't safe or practical to wait for a guardian.

Here is when you do not need parental consent:

1. Immediate need to render aid
2. Unclear situations
3. Youth-initiated calls for service
4. Parent/guardian as perpetrator of offense

1. Immediate need to render aid

In order to immediately apprehend the perpetrator of a crime, or to locate a deadly weapon.

2. Unclear situations

Ask questions related to the need to render aid, protect safety, assess the situation.

Example:

You respond to a shooting and there's a Youth lying on the ground with a gunshot wound. There are other Youths in the area of the shooting.

What type of questions would you need to ask right away?

**Policy 1202:
Field Interviews**

Use clear, direct, age-appropriate language.

- Doing so creates a non-hostile environment where the youth shall always feel they are free to leave.

Avoid asking the youth incriminating or leading questions.

- As the responding officer in the situation, you hold a lot of power within the dynamic and interaction.
- A youth could potentially react anxiously or distrustfully in this situation.



When you do NOT need parental consent for a Youth field interview:

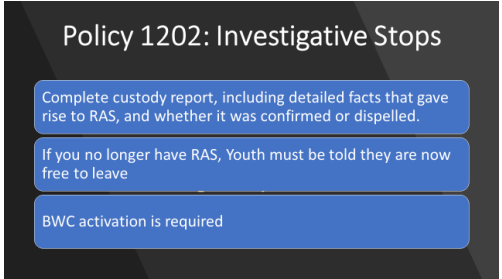
Immediate need to render aid

Assessing safety needs in unclear situation

Youth initiated Call for Service

Parent/guardian as perpetrator of offense

<p>3. Youth-initiated call for service Member may ask questions related to the call for service but must still remind the youth that they can have a parent, guardian, or supportive adult present.</p> <p>Example: A teen is on the bus and her phone is stolen. She sees a police officer and flags him down to make a complaint about her phone. The officer does not need a parent's permission to talk to her.</p> <p>4. Parent/guardian as perpetrator of an offense If you have a reason to believe that the parent or guardian is the perpetrator of an offense against the youth. The youth may have a different parent, guardian, or supportive adult present during the interview if they wish.</p> <p>Remember: Policies 708 and 1201 guide member responses to situations where a youth believed to be the victim of abuse or sexual assault. In those circumstances, members shall follow the requirements – which are separate and apart – from those of Policy 1202.</p> <p>SAY: If the situation is not urgent, then you do need the consent of a parent or guardian to conduct a field interview. Reminder: this is a voluntary encounter. The Youth should feel free to leave at any time.</p> <p>ASK: What is the ultimate goal of a field interview?</p> <p>ASK: What are some benefits of building rapport with the family at the early stage of an investigation?</p> <p>Can ask if anyone in the room has experience with youth witnesses. How is the family involved in the process? Positive or negative experiences?</p>	<p>Expected response: What happened? Where did the shooter go? Where's the gun? Where were you hurt?</p> <div data-bbox="971 1066 1463 1346"> <p>When parental consent IS required for a field interview:</p> <ul style="list-style-type: none"> To ask non-urgent questions of a potential witness or victim regarding a criminal investigation. Reminder: field interviews are <u>voluntary</u>! </div> <p>Desired response: To investigate a crime, and potentially have the witness testify in court.</p> <p>Ultimately, the Youth will need the parent's support to transport them to court, and cooperate with the</p>
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<p>ASK: Does having RAS for an investigative stop automatically give you the ability to perform a weapons pat down?</p> <p>Policy 1202:</p> <ul style="list-style-type: none"> - Remember to complete the juvenile custody report when a youth is lawfully stopped, including the detailed facts that gave RAS for the stop, and whether that RAS was confirmed or dispelled. - If there is no RAS, the detention must end, and the Youth must be informed that they're free to leave. 	<p>that the youth is a potential witness.</p> <p>Desired Response: No, you need specific RAS that the suspect is ARMED and DANGEROUS.</p> <p>We will talk about the other search warrant exceptions later in this lesson as well.</p>  <p>The graphic titled 'Policy 1202: Investigative Stops' contains three blue boxes with white text. The first box says 'Complete custody report, including detailed facts that gave rise to RAS, and whether it was confirmed or dispelled.' The second box says 'If you no longer have RAS, Youth must be told they are now free to leave'. The third box says 'BWC activation is required'.</p>
<p>Learning Activity: Stop/Don't Stop</p> <p>Participants will be given laminated sentences which they need to categorize on poster board under two headings:</p> <p>Stop or Don't Stop (See Appendix A)</p> <p>Example:</p> <ol style="list-style-type: none"> 1. You see Jerome is sitting at a bus stop at 1600 hours. You know that he is on probation in the juvenile court system. 	<p>Desired response: Don't stop- there is no RAS</p>
<p>ASK: What is the legal standard for making an arrest?</p>	

Desired Response:

- Probable Cause

As a reminder, probable cause is facts and circumstances that would lead a reasonable member to believe that a particular person has committed or is committing a crime.

ASK: When are arrests NOT allowed?**Maryland law? BPD policy?**

In some cases the law specifies that a citation should be used rather than an arrest – minor misdemeanors and civil offenses.

In Community Policing, we discussed Lesser Offenses and how Maryland Law requires that you **MUST TRY** to issue a citation for certain crimes before arresting.

ASK: What are some alternatives to arrest for youth that you've learned about during this training?**ASK: Just because you CAN make a lawful arrest of a juvenile, does that mean you always SHOULD? What else might you consider?****Arrest**

Taking an individual into custody (generally for purposes of criminal prosecution)

Answer:

- Maryland law:
- Misdemeanor not committed in your presence (not on list of specified misdemeanor + no factor)
- Must try to issue a citation
- BPD policy: arrest for trespass or loitering without supervisor approval

Expected answer:

- Informal warning
- Diversion referral

Expected answer:

- Least intrusive, most effective means to resolve the situation
- What is best for public safety?
- Minimizing the potential trauma to the Youth (tie in to previous lesson on effect of police interactions with youth)
- Avoid escalating a situation into a more serious encounter

Instructor:

In every interaction, from field interview to arrest, we have to remember Fair and Impartial Policing.

Ask: What is fair and impartial policing?**Answer:**

The basic idea is simple: police should act fairly and without improper prejudice.

The “fairly” part can be broken into 4 pillars:

- Voice
- Dignity & Respect
- Fairness
- Trustworthiness

Learning Activity: Case Study

As you watch the following video, consider how the officer is or is not following the tenants of fair and impartial policing.

Insert video**Example: Louisville Traffic Stop**

(may want to also look for similar Baltimore video if possible?)

[Black Teen Cooperates With Cops During A 'Routine' Traffic Stop, Gets Handcuffed & Detained Anyway - YouTube](#)

Have participants discuss at their table, and then teach back to the larger group:

ASK: What are some ways that the officer did or did not demonstrate each of these principles?

... Voice
... Dignity & Respect
... Fairness
... Trustworthiness

Reinforcing Fair Policing**When practical:**

- Introduce yourself
- Explain the reason for the encounter
- Respond to questions
- Provide an explanation at the conclusion
- Be professional and courteous

- Voice – Did they listen to what the youth has to say?
- Dignity & Respect – Did they treat the youth respectfully?
- Fairness – Did they seem like they were being neutral?
- Trustworthiness – Did they seem like they were well intentioned?

<p>Did it seem like there was bias in the stop and subsequent interactions? [Note that according to the mother, the teen called her before he was stopped because he was worried he was being followed by police. He ultimately got stopped for turning into the wrong lane.]</p> <p>What were some of the youth's actions that the officer described as suspicious?</p> <p>Calling his mom during the interaction</p> <p>Clenching fists</p> <p>Heart racing</p> <p>Watching the other officer search the car</p> <p>Pacing back and forth</p> <p>How did you interpret the youth's actions and interactions? [Officers may point to what they have learned about adolescent development. May also point out that the youth seemed like he was trying to remain calm. Initially smiled. Made sure it was ok to move his hands. Seemed like he was trying to de-escalate and defuse the situation, while also trying to assert his rights]</p> <p>Was the weapons pat down legal here? RAS of a crime + RAS that suspect was armed and dangerous?</p> <p>Was the detention in handcuffs warranted?</p> <p>What did you think of the ultimate result here?</p> <p>What about the interaction with his mother, how was the officer treating her?</p>	<p>No. No reason to take him out of the car and conduct a weapons pat down.</p> <p>No. You need public safety threat or risk of flight to detain someone in handcuffs. That was not present here.</p> <p>Ticket was dismissed, none of the officers showed up to court. No drugs or guns were found.</p> <p>She wanted police to respond to violent crime. Was compliant and restrained even though officer was heightened.</p>
<p>Youth Searches</p>	

(Transition with prior scenario)

You heard talk about consent searches and weapons pat downs in that last scenario. In this final section, we will discuss the legal and policy requirements for Youth searches.

Weapons Pat-Down

Ask:

Who can tell me what is required for a weapons pat down?

Answer:

- RAS that the Youth is/has/is-about-to commit a crime AND
- RAS that the suspect is armed AND
- RAS that the suspect is dangerous

Procedurally, members performing a lawful search of a youth may follow the same policy requirements as those of adults with two key exceptions:

- **Consent Searches**
- **Field Strip Searches**

Consent Searches:

In these instances, youth have additional protections under the law and BPD policy.

You are **required** to use clear, age appropriate language to explain youth's right to refuse, limit, or revoke consent when seeking consent to search a youth or their belongings.

Doing this ensures you're engaging with youth in a developmentally appropriate and equitable manner.

Smile: you're on camera! What will a judge consider when deciding whether or not a Youth's consent is actually voluntary?

- Did they understand your instructions?

Review: Weapons Pat down

Need RAS of a crime

- Can be a handgun violation

AND RAS that suspect is

- Armed AND Dangerous



Policy 1202:
Consent Searches

You must use clear, direct, and age-appropriate language in order to fully explain the youth's right to refuse, limit, or revoke consent.



Doing this ensures you're engaging with youth in a developmentally appropriate and fair manner.

Can mention:

It's reasonable to assume that an adult can give knowing consent to search, and even in those circumstances, we

<p>Can mention:</p> <p>Remember when we talked about how Youths cannot enter contracts, smoke, drink, etc.?</p> <p>Policies are designed to protect Youths from consenting just because they feel they might have to do so.</p>	<p>issue a Consent to Search Form just to make sure that they know what they are consenting to.</p>
<p>Youth Searches, Cont'd.</p> <p>In order to protect a youth's rights and perform a consent search within policy, the department asks that you:</p> <ul style="list-style-type: none"> • First, run it past your supervisor. Sometimes explaining the situation to an uninvolved party can put the need to search into perspective. • Fully explain to the youth what's happening and their right to refuse, limit, or revoke consent to search. We do this for adults as well. • Advise the youth that they can have their parent, guardian, or a supportive adult consult with them before granting/revoking consent. • Read the Permission to Search Form line-by-line, and confirm with them that they understand the form. <p>Frequently check the youth's capacity for voluntariness:</p> <ul style="list-style-type: none"> • Are they old enough? Consent searches for youth under 15 are prohibited. • Are they under the influence of drugs and/or alcohol? • Is their primary language English? <p>In drafting the policy, the department examined the available data on consent searches for youth. This happens infrequently, so if these requirements seem intrusive, just remember:</p> <ul style="list-style-type: none"> • If the search is found to be involuntary, the evidence will not be admitted. This policy protects the integrity of the case as well. 	<div data-bbox="971 436 1164 716"> <p>Policy 1202: Consent Searches</p> </div> <div data-bbox="1182 485 1450 680"> <p>Requirements:</p> <ul style="list-style-type: none"> • Get Supervisor approval • Explain youth their right to refuse, limit, or revoke consent (same as for adults) • Advise youth they can have an adult with them before deciding • Go over the Permission to Search form and make sure they understand </div> <div data-bbox="971 1075 1164 1354"> <p>Policy 1202: Consent Searches</p> </div> <div data-bbox="1182 1125 1450 1320"> <p>Is youth's consent voluntary? Consider:</p> <ul style="list-style-type: none"> • a youth's age (<i>consent search shall not be sought for youth under the age of 15</i>) • whether the youth is under the influence of drugs or alcohol, <u>and</u> • if English isn't the youth's primary language spoken. </div>

Field Strip Searches

Let's review strip searches.

Per policy:

- Exposing the person's private
- Or undergarments

Not a strip search:

- Medical aid
- Exposing/manipulating waistband of undergarments

This type of search on youth is **prohibited**. There are exceptions, which we will get into next.

Strip Searches

Exposing the person's:

- Private area
- Or undergarments

NOT a strip search:

- Medical aid
- Exposing/manipulating waistband of undergarments



Strip Searches, Cont'd.

ASK: When can a Strip Search be performed on a youth?

The only exception is when the member has probable cause to believe that the youth is concealing a deadly weapon, is a threat to themselves or another, and the youth cannot be transported safely to a private location.

If those criteria are met, the Department requires the following protections for a field strip-search of a youth:

- Get express approval from a permanent rank supervisor (unless taking that time would pose an imminent safety risk)
- Perform the search away from members of the public.
- The search must be conducted by a member of the same gender identity as the youth, with the fewest number of members possible to secure the weapon, protect the youth, and ensure officer safety.
- Rearrange/remove as little clothing as possible in order to safely retrieve the weapon.
- The Field Strip Search shall not be performed if it would fully expose the Youth's groin/genital area, buttocks, or a female Youth's breasts.
- Record, but ask the youth if it's ok to record in

Click to reveal desired responses on slide.

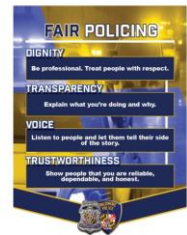
When can a Strip Search be performed on a Youth?

Must be legally justified.

ONLY if you have Probable Cause that the Youth is concealing a dangerous weapon.

Youth is a threat to themselves or others.

Or cannot be transported safely to a private location.



Instructor Notes:

Scope – The degree of intrusion

What are we concerned about here?

- The degree to which a person's privacy is being intruded upon

Manner – How the search is conducted


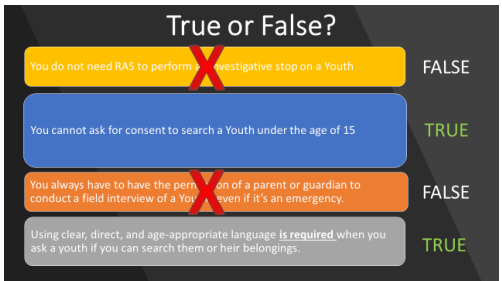
What are we concerned about here?

- Safety, sanitation, privacy, human decency


Place – Where the search is conducted

What are we concerned about here?

- Privacy and safety
- Preference: secure, private area of police station

<p>order to protect all parties involved. If the youth declines video recording, ensure there's audio recording.</p> <p>Remember... When conducting youth searches, it's imperative that you are using clear, direct, and age-appropriate language in order to fully explain the youth's right to refuse, limit, or revoke consent is required when seeking consent to search a youth or their belongings.</p> <p>Doing this ensures you're engaging with youth in a developmentally appropriate and equitable manner.</p>	<p>Justification – What is the reason for the search What are we concerned about here?</p> <ul style="list-style-type: none"> • We shouldn't expose people's sensitive areas without a significant reason • Strip searches can be traumatic for children and youth, given power and age dynamics, and the youth's emotional and physical development. They can be particularly traumatic for children who have been victims of sexual abuse.
<p>III. REVIEW/EVALUATION/CLOSURE</p> <p>True/False Recap Let's recap what we just discussed. The next slide will have 4 true/false statements. For the false statements, you will be asked to make it true.</p>	<p>Time : 5-10 minutes Slide 19</p> 
<p>True or False? Let's take a look at the first statement. <i>(Click to reveal each.)</i></p>	<p>Slide 20</p>  <p><i>The instructor should click to reveal statements one-by-one, reveal correct answer, and then discuss.</i></p> <p><i>Challenge students to make the false</i></p>

<p><i>You do not need RAS to perform an investigative stop on a Youth</i></p> <p>ASK: Is this true or false?</p> <p>ASK: How can we make this a true statement?</p> <ul style="list-style-type: none"> To detain a Youth, you DO need RAS that the youth has, was, or is currently committing a crime or Status offense. <p><i>You cannot ask for consent to search a Youth under the age of 15</i></p> <p>ASK: Is this true or false?</p> <p><i>You always have to have the permission of a parent or guardian to conduct a field interview of a Youth, even if it's an emergency.</i></p> <p>ASK: Is this true or false? How can we make this a true statement? If it's an emergency, you can conduct a field interview of a youth without the permission of a parent/guardian.</p> <p>ASK: Is this true or false? <i>Using clear, direct, and age-appropriate language <u>is required</u> when you ask a youth if you can search them or heir belongings.</i></p>	<p><i>statements true by rewording.</i></p> <p>False Statements:</p> <ul style="list-style-type: none"> To detain a Youth, you do not need RAS that the youth has, was, or is currently committing a crime or Status offense. You always have to have the permission of a parent or guardian to conduct a field interview of a Youth. even if it's an emergency. <p>Desired Response:</p> <ul style="list-style-type: none"> False <p>Desired Response:</p> <ul style="list-style-type: none"> True <p>Desired Response:</p> <ul style="list-style-type: none"> False
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ASK: Is this true or false?	
ASK: What questions do you have for me? <i>The instructor should answer as many questions as time allows.</i>	 A close-up, slightly angled view of a clock face. The clock has a white face with black tick marks and hands. Overlaid on the clock face is the text 'TIME FOR ANSWERS' in a bold, sans-serif font. 'TIME FOR' is in black, and 'ANSWERS' is in red. Below this, the word 'Questions?' is written in a blue, sans-serif font. The clock hands are visible, with the hour hand pointing towards the bottom left and the minute hand pointing towards the bottom right.

Appendix A: Stop/Don't Stop Learning Activity

1. You see Johnny standing on a street corner in a block known for frequent shootings.
2. You see Johnny at the bus stop and you remember he is on probation in juvenile court for a handgun violation.
3. You approach Johnny, who is standing on a street corner. You ask him what his name is, and he says, "I don't talk to cops. If you don't have a warrant, we have nothing to discuss."
4. You respond to a call for a commercial burglar alarm at 0200. As you pull into the store parking lot, you see Johnny running around the side of the building. He has a hoodie pulled over his face and head, and he has what appears to be a metal object in his hand.
5. As you drive through a neighborhood known for high drug and gun violence, Johnny is standing on the sidewalk. He stares at you and your vehicle the entire time you are driving down the block.
6. A detective in a covert location sees Johnny dealing pills in an alley. He calls out, "Unit nearest Mosher St and N. Monroe, stop the male crossing N. Monroe wearing a purple Ravens hoodie, blue jeans and black boots". You are the nearest unit and see a person matching that description crossing N. Monroe.
7. You see Johnny standing on a street corner in an open air drug market. You approach him and he starts slowly walking away from you.
8. You get a call for a shoplifting at CVS. When you arrive, the Loss Prevention Officer points out Johnny to you and says, "I just saw him stuff a candy bar down his pants."

Answer Key: Stop/Don't Stop Learning Activity

1. You see Johnny standing on a street corner in a block known for frequent shootings.

Don't Stop. No RAS.

2. When you drive up next to Johnny, he turns away suddenly and starts running. He is holding the right side of his waistband while he runs.

Stop- you have RAS Johnny is involved in a crime (Handgun violation) and RAS that he is armed (characteristics of an armed person) and dangerous (running from police in public place with a concealed firearm)

3. You see Johnny at the bus stop and you remember he is on probation in juvenile court for a handgun violation.

Don't Stop. No RAS.

4. You approach Johnny, who is standing on a street corner. You ask him what his name is, and he says, "I don't talk to cops. If you don't have a warrant, we have nothing to discuss."

Don't Stop. No RAS.

5. You respond to a call for a commercial burglar alarm at 0200. As you pull into the store parking lot, you see Johnny running around the side of the building. He has a hoodie pulled over his face and head, and he has what appears to be a metal object in his hand.

Stop- RAS Johnny is involved in a crime (burglar alarm + running + attempt to conceal identity + potential weapon)

6. As you drive through a neighborhood known for high drug and gun violence, Johnny is standing on the sidewalk. He stares at you and your vehicle the entire time you are driving down the block.

Don't Stop. No RAS.

7. You are checking businesses on Charlie shift. You pull behind a business which is closed for the day. There is a car parked behind the building with 3 people in it. When your headlights hit the car, all 3 people duck down inside the car.

Stop- RAS of involvement in criminal activity (Business is closed, car parked, 3 people duck when headlights hit in attempt to conceal identity or evidence/contraband)

8. A detective in a covert location sees Johnny dealing pills in an alley. He calls out, "Unit nearest Mosher St and N. Monroe, stop the male crossing N. Monroe wearing a purple Ravens hoodie, blue jeans and black boots". You are the nearest unit and see a person matching that description crossing N. Monroe.

Stop- You have probable cause that Johnny committed a crime based on the detective's observations.

9. You see Johnny standing on a street corner in an open air drug market. You approach him and he starts slowly walking away from you.

Don't Stop. No RAS.

10. You get a call for a shoplifting at CVS. When you arrive, the Loss Prevention Officer points out Johnny to you and says, "I just saw him stuff a candy bar down his pants."

Stop- You have probable cause that Johnny committed a crime based on the Loss Prevention Officer's observations.