



ACO TO PO TRANSFER ACADEMY

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LOG OF CHANGES

DATE OF CHANGE	TOPIC/CLASS/PAGE	DESCRIPTION OF CHANGE
August 2021	Core Training Overview – pg. 5	Note about Title 22 added

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INTRODUCTION

This manual presents the training requirements that a journey level Adult Corrections Officer (ACO) must complete within one year of transfer to a Probation Officer position. This course of training is only available and applicable to officers who have successfully completed a full ACO core course. Those transferring officers must complete this transfer academy within the first year of employment to meet the state standard for training set by the Board of State and Community Corrections (BSCC), Standards and Training for Corrections (STC) program.

The content was developed by identifying the overlap and gaps in training between the ACO and the PO core courses. Training that was already covered in the ACO core course was removed from the transfer academy to eliminate the repeating of content when an officer transfers from a ACO to a PO position. What remains in the ACO to PO transfer academy is training that is unique to the PO position.

Purpose and Scope of This Manual

The primary purpose of this **ACO to PO Transfer Academy Manual** is to present the core training standards for POs transferring from ACO positions across local STC agencies. These standards include the required training classes, performance objectives, instructional hours, and testing requirements for training that is required to be completed within one year of hire (core training). The information in this manual is designed for core training providers to provide an overview of the content of the transfer academy. For more in-depth coverage of the core course certification and delivery requirements, training providers are encouraged to thoroughly read the STC Policy and Procedure Manual for *Presenting Local Corrections Core Courses*.

This PO core training manual is divided into several sections.

- A summary description of the PO job as it is widely performed across the State and provides information about how core training is linked to the requirements of the job.
- BSCC's role in standard development and authority to set training standards for local corrections agencies.
- An overview of the core training program and how it was developed
- The overarching principles that were used to guide the development of the core training standards.
- General information about the core training program.
- Information about adding optional agency specific training (Topic 13.0) to a core training course.
- Information about testing performance objectives
- An outline of the testing requirements for each class.
- An outline of the content of the core course including the topics, classes, how much instructional time required for each.
- General information and format, prerequisites and the prescribed objectives for the course. These objectives are the fundamental building blocks of the curriculum. They provide the goals toward which trainees will strive and the basis for developing methods to evaluate performance effectiveness.

Effective Date of This Manual

The training standards presented in this manual are effective July 1, 2020 and remain in effect until replaced. STC periodically reviews and updates the standards. Minor revisions will be noted in this manual with a revision date on the front cover and footnote. Major revisions will be accomplished by retiring and replacing this manual.

PROBATION OFFICER JOB DESCRIPTION

The PO job can differ from one county or city to another and from one assignment to another in the same jurisdiction. This core training course relates to the activities or tasks performed by most probation officers throughout the state, regardless of the location, size, budget, etc. of the employing agency. Generally speaking, the PO, under the direction of the chief probation officer, provides for the protection of the community and its citizens by providing probation investigations, recommendations and reports for the courts, enforcing orders of the courts, and securing supervision and treatment for probationers who are under the jurisdiction of the courts and/or county probation departments. The PO is a peace officer and exercises peace officer duties.

This job description comes from two sources. First, the overall mission of the PO job and its place in the California Criminal Justice System are established in state law. The second and primary source of information about the job comes from the statewide job analysis research conducted periodically by the STC Program of the BSCC.

BACKGROUND AND AUTHORITY

The BSCC was established on July 1, 2012, and was formerly known as the Corrections Standards Authority (CSA), and prior to 2005, as the Board of Corrections (BOC) which was created in 1944 to provide leadership and coordination for local corrections agencies. Among other duties, the BSCC sets minimum standards for the selection and training requirements for local corrections personnel employed by Sheriff's Offices, Probation Departments, and Police Departments, including the core training standards presented in this manual. These responsibilities are defined in California Penal Code Sections 6024 through 6037 and carried out by the STC Division of the BSCC.

About the Standards and Training for Corrections Program

The STC program was established in 1980 to establish a statewide standard to raise the level of competence of the state's local corrections and probation personnel. The program accomplishes this by developing selection and training standards, providing a statewide course certification and delivery system, conducting compliance reviews, and providing technical assistance, training and funding to local corrections agencies.

The STC program assists local corrections agencies in ensuring they select qualified personnel and train them to a statewide standard to support proficient job performance. STC establishes legally defensible job-related skills training standards and selection criteria that helps protect agencies from failure to training and fair employment challenges. Job relatedness is provided through a thorough job analysis and assessment process that demonstrates the relationship between the standard (course subject matter or employment screening tool) and the job being performed.

Local corrections agencies participate in the STC program voluntarily. Through their participation, agencies receive access to the statewide standards, the certification and course delivery system, and training and technical assistance provided through the STC program and agree to follow all program regulations, policies and procedures. Local corrections agencies also receive funding to help offset the costs of complying with the state standards.

Authority

The STC program is authorized in Penal Code Section 6035 and 6036. Supporting regulations are found in Title 15, Division 1, Subchapter 1, Articles 1 - 9, Sections 100-358 of the California Code of Regulations (CCR).

CORE TRAINING OVERVIEW

California Code of Regulations Sections 169-185 requires everyone hired into an entry-level corrections position to complete a core course of training, prescribed by STC, within one year of hire, assignment, or promotion. This includes:

- Adult Corrections Officer (ACO)– responsible for the supervision and custody of adults detained in an adult facility
- Juvenile Corrections Officer (JCO)– responsible for the supervision and custody of youth detained in a juvenile facility
- Probation Officer (PO)– responsible for the supervision of youths and adults on probation
- Supervisor – responsible for supervising staff within a facility or probation function
- Manager/Administer – above first line supervisor and responsible for managing a facility or probation function

What Is and Is Not Included in Core Training

Core training is the entry-level or basic training provided within the first year of employment to any employee hired into any of the entry-level corrections positions listed above. Core training is based on the tasks that each employee in the respective entry-level position must perform. Core tasks are identified through job analysis research conducted by STC. These analyses are periodically updated due to the evolving nature of the local corrections professions. Each core course has specific content and a minimum number of instructional hours. The core courses for ACO, JCO and PO also include prescribed classes, performance objectives, training notes and testing requirements to measure learning. Core training does not fulfill all the training requirements for an entry-level employee. Many employees are also required to complete training mandated by the Commission on Peace Officer Standards and Training (POST) such as PC 832 training and Public Safety First Aid/CPR training requirements as specified in Title 22. Additionally, counties may have local training requirements that are not met through core training. It is the responsibility of each hiring agency to identify and fulfill the training requirements for their employees.

When Is Core Training Required

Although core training can be completed within one year of hire, it is designed as a pre-assignment model and assumes that the students have no prior training or work experience in the classification. The training needs of experienced employees are not covered by the core course. BSCC strongly encourages agencies to deliver core training to students immediately upon hire and prior to performing the duties of the job.

Who Can Delivery Core Training

Most core courses are delivered by corrections agencies to corrections employees. However, a small number of core courses are delivered by community colleges or private training providers and can include students who are not hired to one of the positions listed above but are enhancing their skills to become employed at a local corrections agency. All core courses must be certified by STC. Information about the certification process can be found in the STC publication *Policy and Procedure Manual for Presenting Local Corrections Core Courses*.

Job Relatedness and Defensibility of Core Training

The major tasks and responsibilities of the PO job in the State of California are defined by a comprehensive and statewide job analysis completed by the BSCC in 2015. The primary data gathering instrument in the job analysis was a structured task questionnaire completed by nearly 5,000 probation officer job incumbents and supervisors. The questionnaire identified the tasks that are performed by probation officers, the frequency that each task is performed, and how important each task is to successful job performance. The ratings from these questionnaires were used to identify the core tasks upon which this curriculum is built and provides the legally defensible link between training and job requirements. The 2015 job analysis report can be found on the STC web page.

There are a great many tasks performed by local corrections professionals around the state. To be included on the list of core tasks, a task must meet the statistical criteria for frequency of performance, importance, and statewide application. After the core tasks were identified, incumbents and supervisors identified the knowledge, skills and abilities (KSA) required to perform each task. The tasks and KSAs are the basis for developing performance objectives that can be directly tied back to job requirements. The establishment of the relationship between the required training and job performance (job relatedness) provides legal defensibility of the core training requirements.

ASSUMPTIONS GUIDING DEVELOPMENT OF THE ACO TO PO TRANSFER ACADEMY

Training design involves a series of decisions, many of which are critical to producing an effective instructional program. For example, the designers must repeatedly make decisions regarding the inclusion or exclusion of specific content in the training course. While such decisions are often complex and difficult, they are much more easily made if some basic assumptions or parameters have been established for the project. The assumptions that guided the development of the ACO to PO transfer core course are presented below.

Assumption #1: Entry level training is not necessary to be repeated when experienced officers transfer to a closely related job.

The job analysis determined that there is a significant amount of overlap and similarity between the ACO and PO jobs. A subsequent training gap analysis identified a significant amount of overlap in the entry level training provided to these classifications. When an experienced employee transfers from one classification to another, it is not necessary to repeat entry level training. Therefore, the duplicative training was removed for employees transferring from the a ACO to a PO position.

Assumption #2: The content of the training course must be job related.

This assumption refers all decisions on training content, methods, and format back to the actual demands of the probation officer's job. To the extent that knowledge or skills are not either frequent and/or essential to job performance as identified by job analysis, they are not included in the training course.

Assumption #3: The training course should specify the training needed by entry-level probation officers who have no prior training or experience in that job.

This assumption identifies entry-level POs as the target audience for the core training course. The training needs of experienced POs are not covered by this course. Because core training can be provided up to one year after hire, some POs attending core may already have some work experience, but that experience can vary widely and is not considered in core training. The assumption of no prior training or experience ensures that the core training course covers the needs of all entry-level personnel.

Assumption #4: The training course should specify only the knowledge and skills that are essential for the newly hired probation officer to meet minimum performance standards for entry-level personnel and to obtain maximum benefit from subsequent on-the-job training and experience.

The core training course should not be expected to produce an experienced PO capable of handling every job assignment. The core training course provides the trainee with the minimum concepts and skills necessary to perform the job and to accelerate later on-the-job learning and training.

Assumption #5: Trainees will complete the entire core training course prior to their first actual work assignment.

Assumption #5 is derived from Assumptions #3 and #4. Since trainees are assumed to have no prior background in the probation officer job, the core training course should be completed before trainees begin performing the complex requirements of the job.

Assumption #6: The core training course should be administratively feasible and efficient.

This assumption helps ensure that the standards are reasonable and can be implemented within operational and administrative constraints (e.g., policies, time, budget, personnel, etc.).

GENERAL INFORMATION ON CORE COURSE CONTENT AND FORMAT

STC sets a core training program that applies statewide. To account for the variation in policies and procedures across the state, core training standards are set at the outline level. This includes determining which topics and classes are required, the performance objectives for each class, the training notes, the instructional hours, and the testing time and method.

The performance objectives are written as measurable statements that describe expected learning outcomes to be achieved and demonstrated by a trainee upon completion of the core training course. Training notes are concepts that must be covered in the class but are not required to be tested. The instructional time is the minimum amount of time for the topic.

Training providers are encouraged to exceed these minimums and may request approval for certification of these increased time allocations. Except for the Behavioral Health topic, STC does not provide lesson plans, tests, or any other instructional materials. It is the responsibility of the training provider to develop lesson plans for each class identified in the core manual that meets the minimum standard established by BSCC.

Instructor Qualifications

This course was designed under the general assumption that instructors have some type of instructor experience and/or subject matter expertise. No special instructor qualifications are required unless specifically noted at the beginning of a topic or class. A general instructor development course is recommended for all core instructors.

Order of classes

Topics and classes do not need to be taught in any specific order, with the following exceptions:

- California Criminal Justice System shall be the first topic taught as part of the core curriculum.
- Motivational Interviewing class shall be instructed before Report Writing/Record Keeping and Case Planning topics.
- Booking and Intake class shall be taught before the Releasing class.

Keeping Content Current

Realizing that laws and policies frequently change, instructors must continuously monitor their lesson plans and update content and references (case law, policies, etc.) to ensure that it is current and accurate. The *Policy and Procedure Manual for Presenting Local Corrections Core Courses* and other BSCC publications provide additional information on lesson plan development, test item writing, and procedures for presenting the curriculum.

AGENCY SPECIFIC TRAINING (OPTIONAL)

Agencies that wish to add instructional content to the course that is not included in the performance objectives will need to designate it as Topic 13.0 (Agency Specific Training) in the core certification.

This place holder topic may be used by the agency or provider for the presentation of subject matter that meets a specific need for the target trainees, such as agency-specific policies and procedures, special issues, and additional content beyond the core course prescribed performance objectives. The provider will need to develop measurable performance objectives for the agency-specific material to secure STC certification of the subject matter. Time devoted to Topic 13.0 material is in addition to the minimum 76 hours prescribed in the ACO to PO transfer core course.

Agency Specific Training material might include but is not limited to instruction in the following areas: court consent decrees, CPR/First Aid, or other internal policy and procedure training. Performance objectives must be written for each agency specific class.

Performance Objectives are like the objectives listed in the body of this manual. The provider or agency is required to provide objectives for any agency specific content that has been added to the course. Use the example below when writing objectives for Topic 13.0 material.

NOTE: THIS CORE MAY NOT FULFILL ALL THE TRAINING REQUIREMENTS FOR AN ENTRY LEVEL PROBATION OFFICER, SUCH AS STATUTORY AND LOCAL POLICIES (E.G., FIRST AID/CPR OR FIREARMS).

TESTING PERFORMANCE OBJECTIVES

STC sets the standard for the type of test to be administered for each performance objective. STC uses three types of tests:

1. MCT (Multiple Choice Test) – This can include multiple choice, fill in the blank and true/false items.
2. WST (Written Skills Test) – This is a writing activity that can include essay questions or completing a form. This shall be graded as a pass/fail.
3. BST (Behavioral Skills Test) – This form of testing requires each learner to demonstrate the skill and be graded on their performance using an evaluation tool developed by the training provider. This shall be graded as a pass/fail.

Each performance objective is required to be tested. The type of test is indicated in parenthesis at the end of the performance objective.

It is the responsibility of the training provider to develop the tests. For the most part, instructors should write the test items because they are best positioned to link the items most accurately to the lesson plans.

When developing MCT tests, the best practice is to allocate one minute of time for multiple choice type test questions. The testing time requirement in the core course is for MCT testing. It does not include time for WSTs and BSTs. The administration time for these two types of evaluation are built into the instructional time allotted for the classes that require them.

Refer to the BSCC Website Publication *Testing in Core Courses* for help in developing MCT, WST and BST items.

NOTE: Many classes have, in addition to performance objectives, training notes. This content is required to be covered by the instructor but will not be tested.

Minimum Test Items by Class

The table below indicates the minimum number of test items that are required per class. For a course to be certified, the core certification must indicate that all the required testing is provided.

Class #	Class Title	Required MCT Items	Required WST	Required BST
1.1	Criminal Justice System and Process	7	1	
1.2	Roles and Responsibilities	8		
1.3	Legal Foundations and Liability and Confidentiality and Records	1		
2.1	Priority Setting and Time Management	2	2	
2.2	Social Media	2		
3.1	Motivational Interviewing	2		
4.1	Field Contacts	4		
5.1	Field Searches	8		2
6.1	Booking and Intake	6	5	
6.2	Releasing Offenders	2		
7.1	Types of Supervision	11		
7.2	Initial Meeting	15	1	
7.3	Community Supervision	14	1	1
7.4	Violation of Probation	14	2	
8.1	Court Reports Common to Adult and Juvenile	4	2	
8.2	Interviewing for Adult and Juvenile Court Reports	4		2
8.3	Restitution, Fines and Other Payments	3	1	
8.4	Adult Reports	16	5	
8.5	Juvenile Reports	13	3	
9.1	Transport Procedures	1		
10.1	Case Planning	22	4	
11.1	Domestic Violence	11	2	
12.1	Roles and Responsibilities & Behavioral Health Case Planning	4	1	
TOTAL:		174	30	5

CORE TRAINING COURSE OUTLINE AND TOPIC SCHEDULE

1.0	California Criminal Justice System	4.5
1.1	Criminal Justice System and Process	2
1.2	Roles and Responsibilities	2
1.3	Legal Foundation and Liability and Confidentiality and Records	0.5
2.0	Professionalism and Ethics	2.5
2.1	Priority Setting and Time Management	2
2.2	Social Media	0.5
3.0	Communication	1
3.1	Motivational Interviewing	1
4.0	Officer Health and Safety	1
4.1	Field Contacts	1
5.0	Maintaining Security	4
5.1	Field Searches	4
6.0	Booking, Receiving and Releasing	5.5
6.1	Booking and Intake	5
6.2	Releasing Offenders	0.5
7.0	Supervision	13
7.1	Types of Supervision	2
7.2	Initial Meeting	4
7.3	Community Supervision	4
7.4	Violations of Probation	3
8.0	Report Writing and Record Keeping	26
8.1	Court Reports Common to Adult and Juvenile	4
8.2	Interviewing for Adult and Juvenile Court Reports	4
8.3	Restitution, Fines and Other Payments	2
8.4	Adult Reports	8
8.5	Juvenile Reports	8
9.0	Transportation	0.5
9.1	Transport Procedures	0.5
10.0	Case Planning	11
10.1	Case Planning	11

11.0	Assault and Abuse	3
11.1	Domestic Violence	3
12.0	Behavioral Health	2
12.1	Roles and Responsibilities & Behavioral Health Case Planning	2
	Instructional Hours:	74
	Testing Hours:	2
	Total Core Hours:	76

TOPIC #1.0: CALIFORNIA CRIMINAL JUSTICE SYSTEM

Topic Instructional Time: 4.5 hours

Note: The California Criminal Justice System topic (#1.0) shall be taught before any other topic.

CLASS #1.1: CRIMINAL JUSTICE SYSTEM AND PROCESS

Instructional Time: 2 hours

OBJECTIVES:

- 1.1.1 Identify the rights of offenders in the criminal justice system. (MCT)
- 1.1.2 Identify the process by which a plea is negotiated and entered. (MCT)
- 1.1.3 Identify major historical milestones in the development of the juvenile justice system in the United States and in the State of California. (MCT)
- 1.1.4 Match legal terms used in the adult criminal justice system to their definitions. (WST)
- 1.1.5 Identify major categories of minors in the juvenile justice system. (MCT)
- 1.1.6 Identify the major types of dispositions in juvenile cases. (MCT)
- 1.1.7 Identify major steps in the juvenile justice system from arrest to disposition. (MCT)
- 1.1.8 Identify major trends in the juvenile justice system in the United States and in the State of California. (MCT)

TRAINING NOTES:

- 1.1.A Identify the different types of supervision (e.g., AB109, 1170h, flash, etc.).

CLASS #1.2: ROLES AND RESPONSIBILITIES

Instructional Time: 2 hours

OBJECTIVES:

- 1.2.1 Identify the roles and responsibilities of the probation officer. (MCT)
- 1.2.2 Identify the major roles and responsibilities of the officer in relation to key stakeholders (e.g., community/victims, state of California, county probationers/offenders and their families, law enforcement service providers, etc.). (MCT)
- 1.2.3 Identify the probation department's responsibilities to offenders. (MCT)
- 1.2.4 Identify various probation officer roles, from rehabilitation to the enforcement of court orders including mental health, vocational counseling, substance abuse, educational counseling and case management. (MCT)
- 1.2.5 Identify the responsibilities of the probation officer in aiding in criminal investigations. (MCT)
- 1.2.6 Identify the role of probation in crime intervention programs. (MCT)
- 1.2.7 Identify probation's role in working with community stakeholders to reduce crime and recidivism. (MCT)
- 1.2.8 Identify probation's role regarding the Student Attendance Review Board. (MCT)

CLASS #1.3: LEGAL FOUNDATIONS AND LIABILITY AND CONFIDENTIALITY AND RECORDS

Instructional Time: 0.5 hour

LEGAL FOUNDATION

OBJECTIVES:

- 1.3.1 Identify the legal categories of minors in the juvenile justice system, according to relevant code sections. (MCT)

CONFIDENTIALITY AND RECORDS

TRAINING NOTES:

- 1.3.A Identify the purpose for sealing juvenile records.

TOPIC #2.0: PROFESSIONALISM AND ETHICS

Topic Instructional Time: 2.5 hours

CLASS #2.1: PRIORITY SETTING AND TIME MANAGEMENT

Instructional Time: 2 hours

OBJECTIVES:

- 2.2.1 Identify why it is important for probation departments and law enforcement agencies to cooperate. (MCT)
- 2.2.2 Given a sample pre-sentence investigation report and using all relevant resources provided by your agency, generate a schedule for completing the investigation that meets your agency's guidelines. (WST)
- 2.2.3 Identify key elements to consider when prioritizing tasks for case and time management. (MCT)
- 2.2.4 Given a sample set of supervision tasks, designate the priority in which those tasks should be handled and support your decision. (WST)

CLASS #2.2: SOCIAL MEDIA

Instructional Time: 0.5 hours

OBJECTIVES:

- 2.2.1 Identify the role social media plays in the supervision of offenders. (MCT)
- 2.2.2 List officer limitations related to using social media to gather intelligence. (MCT)

TOPIC #3.0: COMMUNICATION
Topic Instructional Time: 1 hour

Note: The *Motivational Interviewing* class (#3.1) shall be taught before the *Report Writing and Record Keeping* topic (#8.0) and the *Case Planning* topic (#10.0).

CLASS #3.1: MOTIVATIONAL INTERVIEWING
Instructional Time: 1 hour

OBJECTIVES:

- 3.1.1 Define motivational interviewing. (MCT)
- 3.1.2 Identify the reasons why motivational interviewing as an effective technique. (MCT)

TOPIC #4.0: OFFICER HEALTH AND SAFETY

Topic Instructional Time: 1 hour

CLASS #4.1: FIELD CONTACTS
Instructional Time: 1 hour

OBJECTIVES:

- 4.1.1 When planning a search, identify situations that may require collaboration with law enforcement agencies. (MCT)
- 4.1.2 Identify the key information to consider before making a field contact. (MCT)
- 4.1.3 Identify safety equipment that may be needed by officers in the field. (MCT)
- 4.1.4 Identify safety risks that may be encountered during a search of a residence. (MCT)

TRAINING NOTES:

- 4.1.A Identify situations that arise during a search that may require law enforcement agencies to respond.

TOPIC #5.0: MAINTAINING SECURITY

Topic Instructional Time: 4 hours

CLASS #5.1: FIELD SEARCHES

Instructional Time: 4 hours

OBJECTIVES:

- 5.1.1 Identify the different types of searches. (MCT)
- 5.1.2 Identify key information that needs to be gathered and reviewed when planning a search. (MCT)
- 5.1.3 Identify the importance of having a search plan and communicating it to supervisors and peers prior to initiating the plan. (MCT)
- 5.1.4 Identify the steps that should be taken before a planned search is conducted. (MCT)
- 5.1.5 Identify safety risks that may be encountered during a search of an automobile. (MCT)
- 5.1.6 Demonstrate a systematic and safe procedure for conducting a search of an automobile. (BST)
- 5.1.7 Identify the correct procedure for responding to the discovery of hazardous materials. (MCT)
- 5.1.8 Identify key concepts to consider when planning the approach to a residence, building or automobile to be searched. (MCT)
- 5.1.9 Demonstrate a systematic and safe procedure for conducting a search of a room. (BST)
- 5.1.10 Identify the reasons why it is important to document a search. (MCT)

TOPIC #6.0: BOOKING, RECEIVING AND RELEASING

Topic Instructional Time: 5.5 hours

Note: The *Booking and Intake* class (#6.1) shall be taught before the *Releasing* class (#6.2).

CLASS #6.1: BOOKING AND INTAKE

Instructional Time: 5 hours

OBJECTIVES:

- 6.1.1 Define the roles of law enforcement and probation when a minor is taken into custody. (MCT)
- 6.1.2 Define "status offense." (MCT)
- 6.1.3 Identify when a juvenile must be advised of their constitutional rights. (MCT)
- 6.1.4 Given a list of juvenile offenses, identify for each offense the information required to make a detention decision. (WST)
- 6.1.5 Given a detention risk assessment, make appropriate detention decisions that might involve overriding an assessment score. (WST)
- 6.1.6 Given a scenario, determine whether to detain or release a minor. (WST)
- 6.1.7 Given a sample case description, classify the case as a violation of WIC section 300, 601, or 602. (MCT)
- 6.1.8 Given a sample police report on a juvenile taken into custody under WIC section 602, generate a list of appropriate questions or points of information to cover with the juvenile and their parent. (WST)
- 6.1.9 Given a scenario, generate a report documenting and supporting the decision for filing a petition or handling informally. (WST)
- 6.1.10 Identify the statutory responsibility to notify the victim and the parent/guardian of the juvenile's custody status and next court hearing. (MCT)
- 6.1.11 Identify the notification requirements pertaining to developmentally disabled juveniles. (MCT)

TRAINING NOTES:

- 6.1.A Identify the procedure for handling a "status offense" case.
- 6.1.B Identify the options that are available as an alternative to custody.
- 6.1.C Discuss issues around booking a youth for prostitution charges.

CLASS #6.2: RELEASING OFFENDERS

Instructional Time: 0.5 hours

OBJECTIVES:

- 6.2.1 Identify key factors that influence the decision to release a juvenile. (MCT)
- 6.2.2 Identify the persons to whom a juvenile may be released. (MCT)

TOPIC #9.0: SUPERVISION
Topic Instructional Time: 13 hours

CLASS #9.1: TYPES OF SUPERVISION
Instructional Time: 2 hours

OBJECTIVES:

- 9.1.1 Identify the process and legal requirements for inter-county transfer of adults and juveniles. (MCT)
- 9.1.2 Identify factors to consider in granting permission for out of county residency. (MCT)
- 9.1.3 Identify the process and legal requirements for Interstate Compact supervision for adults and juveniles. (MCT)
- 9.1.4 Identify factors to consider in granting permission for out of state residency. (MCT)
- 9.1.5 Identify factors to consider when issuing a travel permit to a probationer. (MCT)
- 9.1.6 Identify individuals legally required to register with local law enforcement agencies. (MCT)
- 9.1.7 Identify individuals legally required to submit a DNA sample. (MCT)
- 9.1.8 Identify DNA collection protocols. (MCT)
- 9.1.9 Identify legal mandates for the supervision of a sex offender who is granted formal probation. (MCT)
- 9.1.10 Identify crimes that are considered a sex offense and specify registration requirements for sex offenders. (MCT)
- 9.1.11 Identify special considerations in assessing and managing sex offender cases. (MCT)

CLASS #9.2: INITIAL MEETING
Instructional Time: 4 hours

OBJECTIVES:

- 9.2.1 Identify the purpose and importance of the initial meeting with a new probationer. (MCT)
- 9.2.2 Identify the reasons for reviewing the probationer's case file in preparation for an initial meeting. (MCT)
- 9.2.3 Identify the legal obligations a court order places upon the probation officer. (MCT)
- 9.2.4 Identify the general conditions of probation and any special conditions that might be applicable to a case. (MCT)
- 9.2.5 Identify the situations requiring release of information forms. (MCT)
- 9.2.6 Identify the reasons for maintaining an updated photographic record of a probationer. (MCT)
- 9.2.7 Identify the various methods for contacting a probationer and the pros and cons of each. (MCT)
- 9.2.8 Identify the various locations available for the initial meeting with the probationer and the pros and cons of each. (MCT)
- 9.2.9 Identify which documents are acceptable to use for verification of employment, education, identification, etc. (MCT)
- 9.2.10 Identify what documents the probationer needs to bring to the initial meeting. (MCT)
- 9.2.11 Identify probationer contact information either in case file or by using other resources. (MCT)
- 9.2.12 Given a new probationer's file and court order, generate a list of interview questions for an initial interview. (WST)

- 9.2.13 Identify the information that should be collected from a probationer during the initial meeting in order to facilitate effective supervision. (MCT)
- 9.2.14 Identify what information from the interview requires documentation. (MCT)
- 9.2.15 Identify the legal obligation to provide a copy of the terms and conditions of probation to a probationer. (MCT)
- 9.2.16 Identify why it's important to explain the terms and conditions of probation with a probationer. (MCT)

CLASS #9.3: COMMUNITY SUPERVISION
Instructional Time: 4 hours

OBJECTIVES:

- 9.3.1 Identify the court process to a probationer. (MCT)
- 9.3.2 Identify the ramification of probation orders on the probationer's family and significant others. (MCT)
- 9.3.3 Identify the benefits of complying with conditions of probation. (MCT)
- 9.3.4 Identify consequences for non-compliance with conditions of probation. (MCT)
- 9.3.5 In a simulated interview, demonstrate interview techniques to motivate an offender to comply with conditions of probation. (BST)
- 9.3.6 Identify the resources in the community to assist a probationer and/or family member. (MCT)
- 9.3.7 Identify case characteristics to consider when referring a probationer for services in the community. (MCT)
- 9.3.8 Identify when a professional evaluation of a probationer is required (medical, psychological, alcohol, drug, etc.). (MCT)
- 9.3.9 Identify what should be considered when making a program referral for a probationer. (MCT)
- 9.3.10 Identify how to assist probationers with job referrals and employment services. (MCT)
- 9.3.11 Given a sample case file, completed assessment, and description of services available in the local community, refer the probationer to services in the community. (WST)
- 9.3.12 Identify how to prepare a case for referral to an outside agency. (MCT)
- 9.3.13 Identify the resources in the community to assist victims. (MCT)
- 9.3.14 Identify the process of referring victims to local community services. (MCT)
- 9.3.15 Identify the indicators that a staff member is being victimized. (MCT)
- 9.3.16 Identify the actions an officer should take when they feel they have been manipulated. (MCT)

CLASS #9.4: VIOLATION OF PROBATION
Instructional Time: 3 hours

OBJECTIVES:

- 9.4.1 Identify what constitutes a probation violation. (MCT)
- 9.4.2 Identify the legal authority and responsibilities to file a violation of probation petition. (MCT)
- 9.4.3 Identify how to assess probationer's progress with terms and conditions/case plan when determining when to file a probation violation. (MCT)
- 9.4.4 Identify the difference between a technical probation violation and a new law violation. (MCT)
- 9.4.5 Define graduated sanctions. (MCT)
- 9.4.6 Identify the reasons for using graduated sanctions. (MCT)
- 9.4.7 Identify the criteria to determine who can be arrested on a technical violation. (MCT)
- 9.4.8 List the alternative methods of responding to a violation of probation and compare the advantages and disadvantages of each. (MCT)
- 9.4.9 Given a scenario, determine if the behavior of the probationer constitutes a probation violation. (MCT)
- 9.4.10 Identify the investigation methods to collect information to prepare a violation of probation petition. (MCT)
- 9.4.11 Identify the information that should be included in and would support a violation of probation petition. (MCT)
- 9.4.12 Identify the steps involved in filing a violation of probation petition with the courts. (MCT)
- 9.4.13 Given a sample case plan and description of an incident, generate a violation of probation petition and an appropriate recommendation for an adult case. (WST)
- 9.4.14 Given a sample case plan and description of an incident, generate a violation of probation petition and an appropriate recommendation for a juvenile case. (WST)
- 9.4.15 Identify possible consequences of inappropriate response to a new law violation. (MCT)
- 9.4.16 Identify the reasons for periodic reevaluation and adjustments in a case plan. (MCT)

TOPIC #8.0: REPORT WRITING AND RECORD KEEPING

Topic Instructional Time: 26 hours

CLASS #8.1: COURT REPORTS COMMON TO ADULT AND JUVENILE

Instructional Time: 4 hours

OBJECTIVES:

- 8.1.1 Identify the statutory authority for a probation report and recommendations. (MCT)
- 8.1.2 Identify the elements of court reports, social studies, and dispositional reports, as mandated by the Penal Code, and Welfare and Institution Code. (MCT)
- 8.1.3 Identify sources of information regarding the offender. (MCT)
- 8.1.4 Identify key considerations in making a recommendation to the court for conditions of probation. (MCT)
- 8.1.5 Given a sample case file, identify the nexus between a recommended condition of probation and the offense. (WST)
- 8.1.6 Given a sample case file, generate an appropriate recommendation for conditions of probation by linking probation terms and conditions to criminogenic risk/need factors. (WST)

TRAINING NOTES:

- 8.1.A Identify the possible consequences of an officer's recommendation.

CLASS #8.2: INTERVIEWING FOR ADULT AND JUVENILE COURT REPORTS

Instructional Time: 4 hours

OBJECTIVES:

- 8.2.1 Identify key information that should be obtained from an investigative/dispositional interview with an adult or juvenile offender. (MCT)
- 8.2.2 Identify when it is necessary to obtain release of information waivers. (MCT)
- 8.2.3 In a simulated interview, demonstrate interviewing techniques to obtain the required information pertaining to an investigation. (BST)
- 8.2.4 Given a simulated interview, demonstrate the ability to interview and accurately capture the victim's impact statement. (BST)
- 8.2.5 Identify officer safety information that may be obtained during an interview. (MCT)
- 8.2.6 Identify how to appropriately disseminate officer safety information that may be obtained during an interview. (MCT)

TRAINING NOTES:

- 8.2.A Identify the type of information that could be obtained from interviewing individuals associated with the adult or juvenile offender.
- 8.2.B Identify the key information obtained from victims that can help determine loss and eligibility for services.

CLASS #8.3: RESTITUTION, FINES AND OTHER PAYMENTS

Instructional Time: 2 hours

OBJECTIVES:

- 8.3.1 Given relevant codes for reference, identify the types of victim claims that are recoverable in a restitution order. (MCT)
- 8.3.2 Identify the process for determining a victim's losses and formulating a restitution recommendation. (MCT)
- 8.3.3 Identify the circumstances under which an offender has a right to a restitution hearing. (MCT)
- 8.3.4 Given probation orders and a financial declaration, design a payment schedule that is reasonable and based on ability to pay. (WST)

TRAINING NOTES:

- 8.3.A Discuss offender financial responsibility for unpaid restitution, fines, fees, and assessments.
- 8.3.B Identify the key steps to determine an offender's ability to pay restitution and fines.
- 8.3.C Identify applicable time frames for restitution claims.
- 8.3.D Identify collection procedures available to victims (e.g. mediation services, collection services, civil process, etc.).
- 8.3.E Identify the possible consequences for an offender who fails to pay restitution fines and fees.

CLASS #8.4: ADULT REPORTS

Instructional Time: 8 hours

OBJECTIVES:

- 8.4.1 Identify the required elements of court, social studies, pre-sentence, and pre-plea reports, as mandated by the Penal Code. (MCT)
- 8.4.2 Define determinate sentencing. (MCT)
- 8.4.3 Identify how plea bargains, sentencing bargains, and Harvey waivers can impact sentencing recommendations. (MCT)
- 8.4.4 Identify the statutory timelines for preparing adult court reports. (MCT)
- 8.4.5 Identify factors that are critical for determining the eligibility for probation. (MCT)
- 8.4.6 Match key terms, associated with determinate sentencing, with their definitions. (WST)
- 8.4.7 Identify factors in aggravation. (MCT)
- 8.4.8 Identify factors in mitigation. (MCT)
- 8.4.9 Identify how dual use of facts applies to aggravating and mitigating factors regarding elements of the crime and enhancements. (MCT)
- 8.4.10 Identify sentencing enhancements. (MCT)
- 8.4.11 Identify the different methods for handling cases with multiple convictions. (MCT)
- 8.4.12 Given a sample criminal record for an adult offender, identify the aspects of a prior record that would limit or justify eligibility for different dispositional alternatives. (WST)
- 8.4.13 Given sample offense reports and sample case information, identify applicable mitigating and aggravating factors. (WST)
- 8.4.14 Given sample case information and a list of community providers, identify one or more appropriate programs for an adult offender. (WST)

- 8.4.15 Given a complete investigation file for an adult defendant, generate a written court report. (WST)
- 8.4.16 Identify the mandated requirements for sex offense charges. (MCT)
- 8.4.17 Identify the mandated requirements for domestic violence charges. (MCT)
- 8.4.18 Identify the criteria affecting bail recommendations. (MCT)
- 8.4.19 Identify the procedure for sealing adult records. (MCT)
- 8.4.20 Identify if the offender would earn custody credits. (MCT)
- 8.4.21 Identify the circumstances under which an offender would receive conduct credit. (MCT)

TRAINING NOTES:

- 8.4.A Identify the role of the officer's recommendation in the disposition of an adult case.
- 8.4.B Identify the range of alternative dispositions available locally for adult offenders.
- 8.4.C Identify the requirements for requesting a sentencing continuance.

CLASS #8.5: JUVENILE REPORTS
Instructional Time: 8 hours

OBJECTIVES:

- 8.5.1 Identify the required elements for writing juvenile court reports. (MCT)
- 8.5.2 Identify the legal basis for the use of informal probation. (MCT)
- 8.5.3 Identify minors eligible for informal probation. (MCT)
- 8.5.4 Identify Welfare and Institutions Code requirements for making a recommendation to remove a juvenile from the home. (MCT)
- 8.5.5 Identify reasons why a juvenile would be removed from their home. (MCT)
- 8.5.6 Identify the information to be obtained during an interview with a significant family member of a juvenile. (MCT)
- 8.5.7 Identify the range of alternative dispositions available locally for juveniles. (MCT)
- 8.5.8 Given sample case information for a juvenile, identify the aspects of a prior record that would affect eligibility for different dispositional alternatives. (MCT)
- 8.5.9 Identify the circumstances under which a dispositional continuance would be requested. (MCT)
- 8.5.10 Identify the contents included in a transfer report to adult court. (MCT)
- 8.5.11 Identify different types of credits used in computing time served. (MCT)
- 8.5.12 Given sample case information, identify if the juvenile would earn custody credits. (WST)
- 8.5.13 Identify the circumstances under which a juvenile would receive conduct credit. (MCT)
- 8.5.14 Given a sample case file for a juvenile and a list of community providers, identify an appropriate program for the juvenile. (WST)
- 8.5.15 Given a complete investigation file on a juvenile, generate a written court report. (WST)
- 8.5.16 Identify the procedure for sealing juvenile records. (MCT)

TRAINING NOTES:

- 8.5.A Identify the role of an officer's recommendation in the disposition of a juvenile case.
- 8.5.B Identify placement options available for out-of-home placement.
- 8.5.C Identify the difference between secured and non-secured placements.
- 8.5.D Identify how to evaluate and compare placement options.

TOPIC #9.0: TRANSPORTATION

Topic Instructional Time: 0.5 hours

CLASS #9.1: TRANSPORT PROCEDURES
Instructional Time: 0.5 hours

OBJECTIVES:

9.1.1 Identify the required steps when transporting a probationer to a facility. (MCT)

TRAINING NOTES:

9.1.A Identify the required steps for transportation of a non-probationer.

TOPIC #10.0: CASE PLANNING

Topic Instructional Time: 11 hours

CLASS #10.1: CASE PLANNING

Instructional Time: 11 hours

OBJECTIVES:

- 10.1.1 Identify the purpose for and importance of a case plan. (MCT)
- 10.1.2 Identify the components of a case plan. (MCT)
- 10.1.3 Identify how assessment tools are used in developing a case plan. (MCT)
- 10.1.4 Identify the difference between need and risk factors and their use in assessment tools. (MCT)
- 10.1.5 Given a sample case file on a new probationer, demonstrate the use of departmentally-approved risk and needs assessment tool. (WST)
- 10.1.6 Given the results of the risk/needs assessment tool, describe how the results are incorporated into a case plan. (MCT)
- 10.1.7 Identify why it is important that an assessment tool has been validated. (MCT)
- 10.1.8 Identify the purpose of a risk/needs assessment in determining appropriate programs. (MCT)
- 10.1.9 Identify criminogenic needs for a probationer which may not be court-mandated. (MCT)
- 10.1.10 Given a sample psychological evaluation, identify how the recommendations are incorporated into a case plan. (MCT)
- 10.1.11 Identify when to update/modify case plan and assessment. (MCT)
- 10.1.12 Identify the educational needs/requirements of the probationer for a case plan. (MCT)
- 10.1.13 Identify the specific objectives associated with contacting the probationer and family in the home. (MCT)
- 10.1.14 Explain classification systems for supervision levels. (MCT)
- 10.1.15 List the criteria used in determining the frequency and type of contacts. (MCT)
- 10.1.16 Given a sample case file, generate a written case plan. (WST)
- 10.1.17 Explain the importance of continued evaluation, monitoring and adjustment of the long-term case plan. (MCT)
- 10.1.18 Explain methods of determining compliance/non-compliance with case plan. (MCT)
- 10.1.19 Identify the factors to consider when modifying a case plan. (MCT)
- 10.1.20 Identify what options are available when reviewing or modifying a case plan. (MCT)
- 10.1.21 Determine who needs to be involved or interviewed when modifying a case plan. (MCT)
- 10.1.22 List the court reports and their components that may be associated with modifications of a case plan. (MCT)
- 10.1.23 Identify the factors to consider for revocation or termination of probation. (MCT)
- 10.1.24 Explain the investigation procedure and collection of information for a supplemental, progress or review report. (MCT)
- 10.1.25 Given a sample case file, prepare a supplemental, progress and review report. (WST)
- 10.1.26 Given a sample case file, evaluate the probationer's progress with the case plan and generate a modified case plan consistent with the probation order. (WST)

TOPIC #11.0: ASSAULT AND ABUSE

Topic Instructional Time: 3 hours

CLASS #11.1: DOMESTIC VIOLENCE

Instructional Time: 3 hours

OBJECTIVES:

- 11.2.1 Define the cycle of violence. (MCT)
- 11.2.2 Define domestic violence. (MCT)
- 11.2.3 Identify domestic violence risk assessment tools. (MCT)
- 11.2.4 Identify the legal obligations to report suspected domestic violence. (MCT)
- 11.2.5 Identify regulations specific to notification of victims of domestic violence. (MCT)
- 11.2.6 Identify indicators of child abuse. (MCT)
- 11.2.7 Identify the different types of child abuse. (MCT)
- 11.2.8 Identify factors that put a child at increased risk of being abused and/or neglected. (MCT)
- 11.2.9 Identify mandated child abuse reporting laws and procedures. (MCT)
- 11.2.10 Given a scenario, complete a suspected child abuse report (SCAR). (WST)
- 11.2.11 Identify signs and symptoms of suspected elder abuse. (MCT)
- 11.2.12 Identify legal obligations to report suspected elder abuse. (MCT)
- 11.2.13 Given a scenario, complete a suspected elder abuse report. (WST)

TOPIC #12.0: BEHAVIORAL HEALTH

Topic Instructional Time: 2 hours

CLASS #12.1: ROLES AND RESPONSIBILITIES & BEHAVIORAL HEALTH CASE PLANNING

Instructional Time: 2 hours

ROLES AND RESPONSIBILITIES

OBJECTIVES:

- 12.1.1 Identify mental health factors that may result in a child being removed from their home. (MCT)
- 12.1.2 Identify the mental health information and criteria that is appropriate to be included in a fitness report. (MCT)
- 12.1.3 Determine how mental health documentation relates to aggravating and mitigating factors when writing reports (such as court or incident reports) and recommendations. (MCT)

BEHAVIORAL HEALTH CASE PLANNING

OBJECTIVES:

- 12.1.4 Identify appropriate programs for mental health needs based on a risk/needs assessment. (MCT)
- 12.1.5 Demonstrate the ability to integrate information from a risk/needs assessment tool into a case plan to include treatment, intervention and probation condition compliance. (WST)
- 12.1.6 Produce a written court report that includes pertinent mental health information. (same WST as 18.8.2)

Note: All WSTs in this class can be covered by the same activity.

TRAINING NOTES:

- 12.1.A Be aware of tele-psych options for addressing mental health issues.

ATTACHMENTS

ATTACHMENT 1: LESSON PLAN POLICY (REVISED JULY 1, 2019)

STC-Request for Certification (RFC) courses (annual and core) must have a written lesson plan. A copy of the lesson plans must be made available to the STC Field Representative **upon request**.

Best practices indicate detailed lesson plans enhance the development and delivery of training. Lesson plans help ensure quality training delivery by providing detailed information about the delivery of instructional objectives, instructional methodology, testing, and classroom activities. Furthermore, lesson plans provide written documentation of training.

Components of a Lesson Plan

STC does not require a standardized format; however, the lesson plan must be in such detail that a substitute instructor with requisite knowledge of the subject could teach from the lesson plan without contacting the instructor for clarification.

Along with the approved RFC, all STC-RFC lesson plans must contain the following components:

Room Set-Up:

How the classroom needs to be set up (e.g., classroom style, small group, theater, etc.). Note: If part of a longer course, this does not need to be repeated for each class if room set-up will not change.

Instructor Material(s)/Equipment Needed:

All material and equipment needed, including handouts and reference material for the class or module.

Performance Objectives and Training Notes (if a core class):

These should be listed (include performance objective/training note number indicated in core manual if a core class and also reference in lesson plan where material is covered).

Time for Each Section or Exercise/Activity:

The beginning and end time or amount of time needed for each exercise/activity, section, or topic.

Trainer's Script:

Any notes to remind the trainer of anything pertinent in that section. This may include key concepts, targeted responses, activity instructions, etc. It is not necessary to capture everything the instructor will say, for example, stories drawn from the instructor's own experience to illustrate or underscore a key concept would not necessarily be included. This should be written to a level that a person that is familiar with the content and course could step in and complete the training.

Handout/Classroom Materials:

The distribution of handouts and classroom materials should be noted in the section of the lesson plans where the distribution occurs.

Testing Type and Description of BST/WST completion (if applicable):

The type of test(s) to be given in the class or topic; i.e., Multiple Choice Test (MCT), Behavior Skills Test (BST), and Written Skills Test (WST). Describe in writing each BST and WST to be completed in the class or module. This can be attached to the lesson plan as a handout and labeled appropriately as to when to administer it.

ATTACHMENT 2: TEST ADMINISTRATION POLICY (EFFECTIVE JULY 1, 2013)

Core providers must have written policies and procedures for exam administration. Successful completion of core, including the exams, is part of the selection process. Because the exams are used to measure successful completion of core, the purpose of exam policies and procedures is to ensure fair and equitable testing. No examinee should have an advantage or disadvantage of any kind. Following standardized policies and procedures helps ensure that each examinee is provided with a guarantee of fair testing and an equal opportunity to maximize exam performance. This policy must be available for review by STC staff upon request.

The components identified below must be addressed in core providers' policies and procedures for testing.

I. Exam Administration Staff

- a. Qualifications (e.g., position, classification)
- b. Training requirements (initial and periodic refresher training)
- c. Responsibilities

II. Exam Administration Procedures

- a. Exam room environmental characteristics (e.g., good lighting, comfortable temperature, adequate ventilation, freedom from noise and interruption)
- b. Exam room preparation (e.g., working clock, remove materials on walls that may provide information to examinees, arrange seating with a minimum space distance, post any required information)
- c. Staff requirements for number of examinees (e.g., exam supervisor and a proctor for 1 - 20 examinees, an additional proctor for each additional 20 examinees).
- d. Accommodations for documented disabilities in accordance with the Americans with Disabilities Act (ADA) allowed in the exam room
 - i. Accommodations that can be handled with a regular exam administration (e.g. use of magnifier)
 - ii. Accommodations that require a special exam administration (e.g. extended testing time, reader)
- e. Admitting examinees into the exam room
- f. Review and remind examinees of "code of ethics" (responsible for confidentiality and security of the exam)
- g. Administering the exam – follow proctoring scripts
- h. Distributing exam materials
- i. Timing and break policies
- j. Collection and return of secure exam materials

III. Test Security

- a. All exam (MCTs, test scenarios) materials must be stored in locked location always unless being administered
- b. Limited access to exam materials
- c. Test security agreement signed annually by all exam staff
- d. Test questions should never be brought into the classroom unless being administered

IV. Maintaining Security in the Exam Room/Proctor Responsibilities

- a. Accounting for test materials
- b. Conducting the test (remain vigilant and do not engage in activities that are not exam related)
- c. Monitor equipment use

V. Procedures for Reporting and Handling Test Irregularities and Compromises

- a. Test irregularities
 - i. Misconduct or inappropriate behavior of examinees
 - ii. Test question error or ambiguities
 - iii. Student complaints
 - iv. Other incidents or disturbances (e.g., uncontrollable events such as fire alarms, power outage)
- b. Compromises
 - i. Test is lost or stolen
 - ii. Unauthorized access to a test
 - iii. Examinee copies from another examinee
 - iv. Individual attempts to impersonate and take a test for an examinee
 - v. Examiners and examinees share information about an exam
 - vi. Examinee receives answers to questions before the test
- c. Investigating compromises
- d. Consequences of a security breach
 - i. Agency
 - ii. Examiners
 - iii. Examinees

VI. Accommodated Test Administration

- a. Requests for accommodations
- b. Required documentation for disabilities

VII. Document Retention Policies

- a. Test materials that should be retained in a secure location
- b. Retention schedule for test materials (abide by record retention policy of your agency)

VIII. Emergency Plan

- a. Identify staff responsible for managing an emergency
- b. List emergency supplies available in the exam room
- c. Identify alternative exam rooms and secure transportation of tests
- d. Detailed plans for how to handle specific emergencies (e.g., violence, natural disasters, illness, hazardous waste, bomb threat)

IX. Test Development

- a. Instructors develop own test questions
- b. Write at least two test questions for each performance objective; one for test and one for remedial test. Best practice would be one additional question in case there are problems with the other two
- c. Review evaluate (Are the items functioning?) and revise tests regularly
- d. Test development oversight by training coordinator

X. Remediation

The provider testing policy will identify how many times a trainee will be remediated in cases where he or she does not pass the Multiple-Choice Test (MCT), Written Skills Test (WST), Behavior Skills Test (BST). To successfully complete the course, each trainee must pass all tests.

The policy will minimally include:

- a. What is the provider's cut-off score for each test? This does not include WST or BST, which are pass/fail only.
- b. Procedure for the re-taking of a new test, with new test questions.
- c. The number of test failures that constitute a course failure.
- d. Briefing on testing procedures and successful course completion requirements to trainees prior to first test delivery.