

VIEW VIDEO To access this video online, visit the: POST Learning Portal USING THIS GUIDE This companion Learner's Guide is intended to assist in the delivery of the video material in an interactive and thought-provoking manner. It provides suggestions to help facilitate most sections of the video. The goal is for the learner to engage in consideration of the topic and how it relates to them and to their agency. CHAPTER CONTENTS	ABOUT THIS VIDEO <i>Hate Crimes</i> training program is designed to educate California's first responders on appropriate resources and responses to deal with bias related crimes specific to a person's protected characteristics. Protected characteristics include race, religion, sex, gender identity, sexual orientation, national origin, disability, and association with a person or group with one or more of these actual or perceived characteristics. This program should also assist law enforcement with recognizing potential bias indicators, properly documenting incidents, and ensuring victim safety and support. This program uses scenarios, discussion, and subject matter interviews to highlight key points throughout the lesson and meets the requirements of CPC 13519.6. GUIDE CONTENTS The learner should review all video and guide materials in this course. This guide may be used for additional resources and information. At the conclusion of the facilitated discussions, learners should focus on resources available for affected personnel and any specific agency policies related to the subject. Chapters Each chapter features a brief overview and Key Learning Points to assist with quick review of the material during presentation. The scenario tab appears at the start of each section and indicates a video scenario that is used for the section. The discussion follows the scenario and depicts a facilitated discussion of the scenario with peace officers from around the state. The interview tab contains interviews with subject matter experts who provide additional discussion on the material. Each chapter contains an on-screen visualization of key learning points and one or more knowledge check questions with key informational points. A Learner will receive CPT credit for viewing this video upon completion of the program. To receive credit, the learner watches the video, completes each chapter knowledge check, and completes the end of course assessment. Credit will be awarded via EDI upon successful completion.
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SYNOPSIS	CHAPTER 1: DEFINING BIAS MOTIVATED CRIMES (HATE CRIMES) AND THEIR IMPACT <i>Subject matter experts help define and identify the legal elements of hate crimes versus hate incidents, while measuring the impact of these crimes on the individual and the community.</i>
KEY LEARNING POINTS	• A hate crime involves a criminal act motivated by bias, while a hate incident is an action motivated by hate but may not be criminal in nature. • Statutory definition of hate crime- CPC 422.55. • Bias motivated crimes and actions may cause fear, feelings of vulnerability, and trauma in individual victims. • Bias and hate crimes have community-wide consequences including erosion of trust and feeling safe. • Law enforcement's role is to safeguard civil rights and promote community trust. • It is important to thoroughly document hate crimes and hate incidents.
SUGGESTED FACILITATION QUESTIONS AND COMMON RESPONSES	What is the broader impact of addressing hate crimes, extending beyond the individual victim? • Addressing hate crimes is crucial not only because of their impact on individual victims, causing fear, vulnerability, and trauma, but also due to their community-wide consequences, such as the erosion of safety and trust. • Law enforcement plays a vital role in safeguarding civil rights and promoting community trust by effectively addressing these crimes. What is the main purpose of hate crimes training for law enforcement officers? • Training programs on Hate Crimes aim to improve officer recognition and identification of hate crimes and bias motivated actions, as well as enhance legal understanding and accurate application of statutes. • Training fosters sensitive, victim-centered responses, ensures thorough and accurate documentation and reporting, and facilitates effective referrals and resource connections.

	CHAPTER 2: LEGAL FRAMEWORK AND UNDERSTANDING BIAS-MOTIVATED CRIMES SCENARIO <i>During a hike, two women were victimized when a man tried to rip the hijab from one of their heads and vandalized the other woman’s vehicle. Deputies respond to the scene and determine the assault was bias motivated due to the male’s offensive slurs regarding her perceived ethnicity and religion. The vandalism to the vehicle was also determined to be an associated hate crime since it was motivated by an obvious bias.</i> KEY LEARNING POINTS • Essential California Penal Codes related to Hate Crimes: * ○ PC 422.56 (Definition of terms in hate crime statutes) ○ PC 422.7 (Elevating misdemeanors to felonies) ○ PC 422.87 (Hate crimes policy adoption) ○ PC 422.92 (Victim brochure requirement) ○ PC 368 (Elder and dependent adult abuse) ○ PC 365.5–365.6 (Disability-related offenses) ○ Government Code 7923.615 (Confidentiality for hate crime victims) • Per CPC 422.55 a hate crime is defined as a criminal act motivated by the victim’s actual or perceived race, ethnicity, religion, national origin, disability, gender, sexual orientation, or association with any of these characteristics. • A violation of CPC 422.7 can be charged as a misdemeanor or a felony, depending on the circumstances (wobbler). • It is important to identify and clarify bias motivation. ○ Bias motivation is not defined in statutes explicitly; it's interpreted through a preformed negative attitude. ○ Importance of victim perception in identification • There are increases in bias motivated acts and hate crimes after international and domestic events. *See POST Hate Crimes Guideline for additional codes and sections
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SUGGESTED FACILITATION QUESTIONS AND COMMON RESPONSES	How is "bias motivation" interpreted in the context of hate crimes, and why is victim perception important for identification? • Bias motivation is not explicitly defined in statutes but is interpreted through a preformed negative attitude. Victim perception is important in the identification of hate crimes, even if the legal standard may not be met, because it helps in understanding how the victim experienced the act. • Sometimes a victim may not realize they have been a victim of a hate crime or hate incident. What are multi-extremist groups and how can they contribute to bias motivated crimes and/or hate incidents? • Individuals or groups who adhere to extreme beliefs/ideologies and may also engage in extreme acts, including criminal acts. • These acts may be motivated by political, religious, social or racial biases. • Extreme actors engage in a combination of criminal activities in pursuit of a goal. Examples include: ○ Acts of violence targeting specific groups. ○ Traditional criminal activity like drug trafficking or fraud to finance extremist activities. ○ Providing material support to extremist organizations or harboring extremist individuals. • Posses a significant threat to communities.
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SCENARIO KEY LEARNING POINTS SUGGESTED FACILITATION QUESTIONS AND COMMON RESPONSES	CHAPTER 3: FIELD RECOGNITION, RESPONSE, AND DOCUMENTATION Officers respond to River City Transit Station to investigate a battery. They contact two females, including one who had sustained a laceration to her head after being pushed down by an unknown male. During their initial interviews, officers learn the male had been aggressive toward both of the females and made offensive slurs to them regarding their perceived sexual orientation.
	- Indicators of bias may include verbal slurs, hate symbols, specific clothing, context, and statements made by the victim about what they experienced. - It is important to conduct effective interviews: - Avoiding assumptions. - Conduct trauma informed, culturally competent interviews. - Be empathetic. - Practice active listening. - Thorough documentation is paramount: - Capture indicators of bias (language used, jokes made, etc.) - Use the <i>Supplemental Hate Crime Reporting Form</i>, which may act as a template for questions and help determine if a hate crime occurred. - Use exact quotes and language of the suspect, each person it was directed toward, and how many times it was said. - Acknowledge and document a suspect’s behavior and interaction with different people in the incident. - Collect all available evidence including descriptions, clothing, social media posts, and historical data.
	What are key indicators of bias that officers should recognize in the field, and how should they conduct interviews to avoid secondary victimization? Key indicators of bias include verbal slurs, hate symbols, context, and victim statements.

SUGGESTED FACILITATION QUESTIONS AND COMMON RESPONSES	• To avoid secondary victimization, officers should conduct trauma-informed, culturally competent interviews with empathy and active listening, adjusting their tone, posture, and phrasing to avoid being perceived as aggressive, dismissive, or interrogative. What are the best practices for thorough documentation of hate crimes, and what tools are available for reporting? • Best practices for thorough documentation include accurately capturing indicators of bias and utilizing supplemental hate crime reporting forms or department reporting tools like bias checkboxes. • Officers should demonstrate a "when in doubt, document and refer" approach. • Digital evidence like cellphone video and online threats should also be pursued and preserved.
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SCENARIO	CHAPTER 4: VICTIM ENGAGEMENT AND TRAUMA-INFORMED PRACTICES <i>Officers respond to River City Park to assist paramedics with a medical aid. Upon further investigation, they determine the victim, a transgender female had been battered by a group of young men. Based on comments made by the suspects, officers realized the battery was bias motivated and met the legal requirement to be documented as a hate crime. Officers also recognized the need to conduct the follow-up investigation in a private place, to maintain her confidentiality.</i>
KEY LEARNING POINTS	- Recognize structural, cultural, and historical factors contributing to underreporting of hate crimes in specific communities. - Communicate to victims that reporting is confidential, voluntary, and does not require legal action to receive support. - Address common barriers to reporting including: - Historical trauma, Immigration fears, fear of retaliation, distrust of law enforcement. - Language barriers and the need for interpreters. - Invisible disabilities and fear of disbelief of an invisible disability. - Hone effective victim interaction techniques by: - Validate victim experiences and foster trust. - Develop cultural humility and demonstrate empathy. - Avoid secondary victimization by providing a safe space. - Advise right to confidentiality. - Provide resources. - Brochure on Hate Crimes. - Connection to community-based organizations in all incidents.
SUGGESTED FACILITATION QUESTIONS AND COMMON RESPONSES	What are common barriers to reporting crimes for marginalized communities, and how can officers overcome them through effective interaction techniques?

SUGGESTED FACILITATION QUESTIONS AND COMMON RESPONSES	• Common barriers include immigration fears, historical trauma, distrust of law enforcement, language barriers, and fear of disbelief for invisible disabilities. • Officers can overcome these by validating victim experiences, fostering trust, demonstrating cultural humility and empathy, and providing confidentiality where applicable. What comprehensive victim resources should officers be prepared to provide, and why is this important for community trust? • Officers should provide information on victims' rights, confidentiality, and connections to community-based organizations. • Providing these resources is important for building early victim trust, which contributes to long-term community safety and successful investigations. • Underreporting is tied to community fears and historical trauma. Confidential reporting can encourage participation.
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SCENARIO KEY LEARNING POINTS SUGGESTED FACILITATION QUESTIONS AND COMMON RESPONSES	CHAPTER 5: INTERSECTIONALITY, DISABILITY, AND COMPLEX BIAS MOTIVATIONS <i>Deputies respond to a community pool after receiving two separate calls about a disturbance. A female patron of the pool accuses a young African American male of assaulting her due to his repeated splashing. The aunt of the young male confirms he is developmentally disabled and non-verbal. Deputies recognize obvious bias and offensive comments during their investigation and document the event as a hate incident.</i> • Recognizing intersectionality within hate crimes: a victim may represent more than one protected class. ◦ Complex identity cases (race, gender, disability, immigration status) ◦ Challenges in accurately classifying intersecting biases • Differentiating disabilities: intellectual, mental health, medical, and how they impact activities of daily living (ADLs). • Incidents involving disability bias may also fall under CPC 368 which has additional reporting requirements Why is recognizing intersectionality crucial in hate crime classification, and what challenges does it present? • Recognizing intersectionality is crucial because victims often have complex or layered identities (e.g., race, gender, disability, immigration status). • The challenges include accurately classifying intersecting biases and avoiding the dismissal of victim perception as legally irrelevant. <i>For example, a black, gay man could be attacked, and while the overt bias might be racial, his sexual orientation might also be a factor.</i>
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SUGGESTED FACILITATION QUESTIONS AND COMMON RESPONSES	What specific considerations are important when addressing disability-related hate crimes, including common misclassifications and relevant penal codes? • Specific considerations include differentiating between various disabilities (intellectual, developmental, physical, mental health). • Avoiding misclassification (e.g., as mental illness or "suspicious" behavior) and inappropriate referrals (e.g., to mental health teams when a crime has occurred). • Ensuring appropriate documentation using relevant penal codes like PC 368, PC 365.5, and PC 365.6. • People experiencing homelessness may have disabilities and are victims of hate crimes rooted in disability bias.
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	CHAPTER 6: ASSESSING, RECOGNIZING, AND RESPONDING TO LESS OBVIOUS HATE CRIMES <i>A store manager calls River City Sheriff’s Office to report a male who is acting strangely and scaring her customers. Upon further investigation, deputies determine the store manager refused to allow the male to make a purchase and physically pushed him out of the store; despite knowing he had a developmental disability. Aware of possible dispatch priming, deputies assess the scene and recognize the male was disabled not under the influence.</i> • Impact of Initial Law Enforcement Response ○ Immediate officer interactions and their long-term impacts. ○ Dispatch priming. ○ Importance of recognizing cues of possible bias including specific language, clothing, premise history. ○ Consequences of mishandling incidents (loss of trust, legal liability). • Risks of misclassification and inappropriate referrals such as W&I 5150 • Consistent and Transparent Practices ○ Importance of clear departmental protocols. ○ Role of agency and personal leadership in maintaining accountability. • Strengthening Community Relationships ○ Law enforcement solidarity and visible support. ○ Continued community engagement and collaboration. ○ Engagement before critical incidents arise. What is the impact of law enforcement’s initial response to a suspected bias motivated crime? response on community trust and organizational integrity? • The immediate response and interactions of an officer responding to a bias motivated event can have significant long-term impacts.
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- Mishandling incidents can lead to a loss of public trust, legal liability, and contribute to underreporting due to historical trauma and community fears. A poor and uninformed response can erode organizational integrity.
- Conversely, effective and sensitive responses can strengthen community relationships.

How can consistent practices, transparent protocols, and community engagement strengthen relationships and promote accountability?

- Clear departmental protocols and maintaining accountability are important for consistent and transparent practices.
 - Strengthening community relationships involves law enforcement solidarity, strong leadership, and continued community engagement and collaboration.
 - Building trust with communities, like immigrant groups, before incidents occur is crucial for their willingness to report and cooperate at the time of an incident.
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CHAPTER 7: SITUATIONAL AWARENESS AND PROACTIVE PREVENTION	
SCENARIO	<i>A deputy responds to a private residence regarding a report of a school bullying incident. After interviewing the victim and collecting relevant evidence, the deputy realizes the bullying is a hate crime motivated by the suspect's bias toward the victim's perceived national origin.</i>
KEY LEARNING POINTS	• Bias and hate crimes can occur between persons within the same protected class. • Gun violence restraining orders and other protective orders are appropriate preventive steps in a hate crime investigation. • Identification of vulnerable organizations and groups coupled with early outreach may have preventive results. • Recognizing the scope of hate crimes and where they occur. For example, the vandalism of school property like racial slurs painted on a locker, is relevant to the investigation of bias motivated actions against a student who attends that school. • Recognize and respond to signs of escalation. • Connect victims to community-based support organizations.
SUGGESTED FACILITATION QUESTIONS AND COMMON RESPONSES	What periods are associated with increased risk for hate crimes, and what proactive patrol strategies can be implemented? • Periods of increased risk include religious holidays, cultural events, and times of domestic or international conflict. • Proactive strategies involve enhancing visibility around community centers, houses of worship, and implementing preventive measures in response to online threats and social media activity. How can dispatcher training be enhanced to improve initial bias recognition and response?

- Dispatcher training can be enhanced by focusing on their role in initial bias recognition and addressing biases at the dispatcher level, as their call classification significantly impacts law enforcement response.
 - For example, classifying a disabled person as "suspicious" can lead to a biased response by responding officers.
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KEY LEARNING POINTS	CHAPTER 8: CONTINUOUS LEARNING AND CONCLUSIONS • It is imperative for law enforcement to participate in a culture of continuous learning, acknowledging that hate crimes evolve with social, political, and technological trends. • Recognize the value of collecting and securing digital or physical evidence that may demonstrate bias motivation. • Thorough documentation is key for criminal acts as well as incidents. • Refer cases involving hate motivation to the appropriate hate crime coordinator or investigative unit, when available.
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