President
Ms. Rachel Ancheta
City of Dixon

Vice President
Ms. Jen Leal
City of Auburn

Treasurer
Ms. Jen Lee
City of Rio Vista

Secretary
Ms. Tricia Cobey
City of Galt

NORTHERN CALIFORNIA CITIES SELF INSURANCE FUND
POLICE RISK MANAGEMENT COMMITTEE MEETING
AGENDA

DATE/TIME: Thursday, November 12, 2026
Meeting at 10:00 a.m. – 11:00 a.m.
Informational Session at 11:00 a.m.-11:30a.m.

LOCATION: Zoom Teleconference
Call-in Number: (669) 444-9171
Meeting ID: 980 8456 1000 Passcode: 366865

A - Action
I - Information

1 - Attached
2 - Hand Out
3 - Separate Cover
4 - Verbal

ZOOM LINK:
https://alliantinsurance.zoom.us/j/98084561000?pwd=Vp2nYA91XxHjAsiA2W0BIhVY8CveEy.1&from=addon

1. City of Anderson- 1887 Howard St, Anderson, CA 96007
2. City of Auburn- 1225 Lincoln Way, Auburn, CA 95603
3. City of Colusa – 425 Webster St, Colusa, CA 95932
4. City of Corning- 794 Third St, Corning, CA 96021
5. City of Dixon – 600 E A St, Dixon, CA 95620
6. City of Elk Grove- 8401 Laguna Palms Way, Elk Grove, CA 95758
7. City of Folsom- 50 Natoma St, Folsom, CA 95630
8. City of Galt- 380 Civic Dr, Galt, CA 95632
9. City of Gridley- 685 Kentucky St, Gridley, CA 95948
10. City of Ione- 1 E Main St, Ione, CA 95640
11. City of Jackson- 33 Broadway #D, Jackson, CA 95642
12. Cit of Lincoln- 600 6th St, Lincoln, CA 95648
13. City of Marysville- 526 C Street, Marysville, CA 95901
14. City of Oroville- 1725 Montgomery St, Oroville, CA 95965
15. City of Nevada City- 317 W Broad St, Nevada City, CA 95959
16. City of Red Bluff- 727 Oak St, Red Bluff, CA 96080
17. City of Rio Vista - 1 Main St, Rio Vista, CA 94571
18. City of Rocklin – 3970 Rocklin Rd, Rocklin, CA 95677
19. City of Marysville- 526 C St. Marysville, CA 95901
20. City of Yuba City – 1201 Civic Center Boulevard, Yuba City, CA 95993
21. Town of Paradise- 5555 Skyway Rd Paradise, CA 95969

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MISSION STATEMENT

The Northern California Cities Self Insurance Fund, or NCCSIF, is an association of municipalities joined to protect member resources by stabilizing risk costs in a reliable, economical and beneficial manner while providing members with broad coverage and quality services in risk management and claims management.

A. CALL TO ORDER

B. ROLL CALL

C. PUBLIC COMMENTS
This time is reserved for members of the public to address the Police Risk Management Committee on NCCSIF matters that are of interest to them.

pg. 4	**D. CONSENT CALENDAR** *All matters listed under the consent calendar are considered routine with no separate discussion necessary. Any member of the public or the Police Risk Management Committee may request any item to be considered separately.*		**A**	**1**
pg. 5	1. Police Risk Management Committee Meeting Minutes – August 6, 2026			
	E. RISK MANAGEMENT			
pg. 8	1. **Legislative Update** *The Committee members will receive an update on bills introduced in 2026 California Legislature that are of interest to police agencies.*		**I**	**1**
pg. 39	2. **Technology Discussion** *New technologies continue to affect police operations in many areas. It is important for law enforcement agencies to be aware of the latest available technologies which may improve their operations.*		**I**	**1**
pg. 67	3. **Wellness Discussion** *The Committee will review and provide feedback on wellness initiatives and suggestions for future training or services.*		**I**	**1**
pg. 68	4. **Police Risk Management Grant Funds** *The Committee will receive an update on the Police Risk Management Grant funds.*		**I**	**1**
pg. 73	5. **Round Table Discussion** *There will be a round table discussion by the NCCSIF Police Risk Management Committee for any topics or ideas that members would like to address including future training sessions.*		**I**	**4**

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F INFORMATION ITEMS **I 1**

pg. 83 1. NorCal Cities FY 26/27 Meeting Calendar
pg. 84 2. Virtual Training: Applied Risk Management: Tips Tricks and Lessons Learned – January 12th,2027
pg. 85 3. Virtual Training AB 1825 and AB 1234 – January 21st, 2027
pg.86 4. Virtual Training: Insurance Requirements in Contracts (IRIC) -February 18th, 2027

G. ADJOURNMENT

UPCOMING MEETING
Police Risk Management Committee Meeting - Thursday, February 11, 2027

pg. 87 **TRAINING SESSION at 11:00a.m – 11:30a.m.**
This virtual informational session will be provided by LWP Claims Solutions

Per Government Code 54954.2, persons requesting disability related modifications or accommodations, including auxiliary aids or services in order to participate in the meeting, are requested to contact Jenna Wirkner at Alliant Insurance Services at (916) 643-2741.

The Agenda packet will be posted on the NCCSIF website at www.nccsif.org. Documents and materials relating to an open session agenda item that are provided to the NCCSIF Police Risk Management Committee less than 72 hours prior to a regular meeting will be available for public inspection and copying at 2180 Harvard Street, Suite 380, Sacramento, CA 95815.

Access to some buildings and offices may require routine provisions of identification to building security. However, NCCSIF does not require any member of the public to register his or her name, or to provide other information, as a condition to attendance at any public meeting and will not inquire of building security concerning information so provided. See Government Code section 54953.3.

Northern California Cities Self Insurance Fund
Police Risk Management Committee Meeting
November 12, 2026

Agenda Item D.

CONSENT CALENDAR

ACTION ITEM

ISSUE: The Police Risk Management Committee (PRMC) reviews items on the Consent Calendar, and if any item requires clarification or discussion a member should ask that it be removed for separate action. The PRMC should then consider action to approve the Consent Calendar excluding those items removed. Any items removed from the Consent Calendar will be placed on the agenda later in the meeting in an order determined by the Chair.

RECOMMENDATION: Adoption of the Consent Calendar after review by the PRMC.

FISCAL IMPACT: None.

BACKGROUND: The following items are placed on the Consent Calendar for approval. The PRMC may approve the Consent Calendar items as presented, or any individual may request that an item be removed for discussion and separate action may be taken during the meeting.

ATTACHMENT(S): Police Risk Management Committee Meeting Minutes - August 6, 2026

NORTHERN CALIFORNIA CITIES SELF INSURANCE FUND
POLICE RISK MANAGEMENT COMMITTEE MINUTES
ROCKLIN EVENT CENTER – GARDEN ROOM
AUGUST 6, 2026

MEMBERS PRESENT

Chief Brian Morrison, City of Auburn
Captain Tom Cordova, City of Dixon
Lt. Lou Wright, City of Folsom
Chief Todd Farr, City of Gridley
Chief Jason Wines, City of Oroville
Captain Luke Sincery, City of Rocklin
Chief Eduardo Curiel
Sergeant Dustin Poore, City of Elk Grove
Chief Brian Kalinowski, City of Galt
Chief Zach Eaton, City of Lincoln
Chief Eric Reinbold, Town of Paradise
Chief James Runyen, City of Yuba City

OTHER MEMBERS PRESENT

Chief Robert Thomposon, City of Dixon
Sergeant Jason Jacobo, City of Elk Grove
Sergeant Kenny Viec, City of Elk Grove
Lt. Brent Slade, City of Yuba City

GUESTS & CONSULTANTS

Jenna Wirkner, Alliant Insurance Services
Evan Washburn, Alliant Insurance Services
Samantha Hall, City of Oroville
Robert Patton, Sedgwick
Summer Simpson, Sedgwick

A. CALL TO ORDER

Chief Reinbold called the meeting to order at 10:02 a.m.

Motion: Kalinowksi Second: Chief Farr

B. ROLL CALL

The above members listed were present.

C. PUBLIC COMMENTS

There were no public comments.

D. CONSENT CALENDAR

1. Police Risk Management Committee Meeting Minutes- February 5, 2026
2. Police Risk Management Committee Meeting Minutes- May 14, 2026

A motion was made to approve the Consent Calendar as presented.

MOTION: Brian Kalinowski **SECOND:** Todd Farr **MOTION CARRIED UNANIMOUSLY**

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E. RISK MANAGEMENT

E.1. General Liability Police Claims Analysis

Mr. Summer Simpson discussed the general liability police claims analysis from 2021-2026.

Information only, no action taken.

E.2. Police Risk Management Grant Funds

Ms. Evan Washburn discussed the Police Risk Management Grant Funds for FY 26/27.

Information only, no action taken.

E.3. Legislative Update

Mr. Rob Patton discussed the Legislative Update as it pertains to Law Enforcement.

AB 1537 Peace officers: secondary employment

AB 1586 Opioid overdose reversal medication: school resource officers

AB 1896 Public employment: disqualifications

AB 2318 Law Enforcement: facilitating medical care

AB 2337 Peace officers: theft

SB 691 Body-worn cameras: policies

SB 937 Law enforcement: flashbang grenades and explosive breaching charges

SB 938 Peace officers: qualifications

SB 1004 Law enforcement: masks

Information only, no action taken.

E.4. Wellness Discussion

Mr. Robert Patton discussed wellness resources and the Struggle Well program, integrated by the Fresno Police Department.

Ms. Evan Washburn discussed the Navigating Presumptive Psychiatric Injuries training we hosted on July 22nd. Please reach out to the program administrators if you would like the recording.

Information only, no action taken.

E.5. Technology Discussion

Mr. Patton discussed the Extreme Ownership Academy. Members can participate for $400 per person.

Information only, no action taken.

E.6. Round Table Discussion

Ms. Wirkner reminded members about Law Enforcement Training Day on November 5th and to send training topic ideas for future meetings.

F. INFORMATION ITEMS

1. NorCal Cities FY 25/26 Organizational Chart
2. NorCal Cities FY 25/26 Meeting Calendar
3. Sedgwick Who's Who in Liability Contacts
4. LWP Workers' Compensation Contacts

G. ADJOURNMENT

The meeting was adjourned at 11:00a.m.

Next Meeting Date: November 12, 2026

Respectfully Submitted,

_____
Tricia Cobey, Secretary

Date: _____

Northern California Cities Self Insurance Fund
Police Risk Management Committee Meeting
November 12, 2026

Agenda Item E.1.

LEGISLATIVE UPDATE

INFORMATION ITEM

ISSUE: There were many bills introduced in the California Legislature 2026-2027 Legislative Session that if signed into law will affect police agencies.

The legislation listed in this document are the legislative bills that POST is monitoring over the 2026 legislative session. These bills could have an impact on POST or be of significant interest to the law enforcement community. It is not a complete list. *Please review for potential discussion. (Updated 9/30/2026).*

RECOMMENDATION: Below are ten bills that are up for discussion due to the impact they will have on law enforcement in 2026-2027:

AB 1537 Peace officers: secondary employment

AB 1586 Opioid overdose reversal medication: school resource officers

AB 1627 Public employment: Disqualifications

AB 1896 Public employment: disqualifications

AB 2318 Law Enforcement: facilitating medical care

AB 1627 Public employment: Disqualifications

SB 691 Body-worn cameras: policies

SB 937 Law enforcement: flashbang grenades and explosive breaching charges

SB 938 Peace officers: qualifications

SB 1004 Law enforcement: masks

FISCAL IMPACT: None

BACKGROUND: The Program Administrators continue to monitor the impact of these new bills as they make their way through the legislative process.

ATTACHMENT(S): Status of Current Legislation -Legislative Update – 9/30/2026

Status of Current Legislation

Legislative Update

The following is a list of bills POST monitored during the 2026 Legislative Session. These bills could have an impact on POST operations or be of significant interest to law enforcement partners. It is not a complete list. *(Updated 9/30/2026)*

Bill # and Author	Title and Summary	Status of Bill
AB 31 Assembly Member Ramos	**Peace officers: Tribal Police** Existing federal law authorizes tribal governments to employ tribal police for the enforcement of tribal law on tribal lands. Existing federal law requires the State of California to exercise criminal jurisdiction on Indian lands. Existing state law deems a tribal police officer who has been deputized or appointed by a county sheriff as a reserve or auxiliary deputy to be a peace	**Last Amend:** 8/13/2026 **Location:** 9/25/2026-A. CHAPTERED

Bill # and Author	Title and Summary	Status of Bill
	officer in the State of California. Existing law, from July 1, 2026, until July 1, 2029, establishes the Tribal Police Pilot Program under the Department of Justice and the Commission on Peace Officer Standards and Training that grants peace officer authority to certain tribal police officers on Indian lands and elsewhere in the state under specified circumstances. Existing law authorizes the department to select 3 federally recognized tribes to participate in this pilot program, sets certain minimum qualifications and certification and training requirements for a tribal officer to act pursuant to this authority, and places certain requirements on the employing tribe, including a limited waiver of sovereign immunity and the adoption of a tribal law or resolution that authorizes the exercise of that authority and	

Author	Title and Summary	Status of Bill
	provides for public access to certain records. This bill would rename the pilot program to the Tribal Police Program and would extend the program indefinitely.	

Bill # and		
AB 1537	**Peace officers: Secondary Employment**	**Last Amend:** 8/21/2026 **Location:** 9/9/2026-A. ENROLLED
Assembly Member Bryan	Existing law provides that every executive or ministerial officer, employee, or appointee of the State of California, or any county or city therein, or any political subdivision thereof, who knowingly asks, receives, or agrees to receive any emolument, gratuity, or reward, or any promise thereof excepting such as may be authorized by law for doing an official act, is guilty of a misdemeanor. Existing law exempts from that offense certain employment by a peace officer while off duty, as specified. Existing law also provides that a peace officer shall not be prohibited from engaging in other employment while	

off duty, as specified. This bill would, notwithstanding those provisions, prohibit certain peace officers from engaging in any form of secondary employment, including contract based or as an individual contractor, that involves engaging in arresting, detaining, transporting, or deporting individuals pursuant to federal or out-of-state immigration laws. The bill would provide that failure to comply with this provision may constitute, for certain purposes, an act of serious misconduct and that it is grounds for decertification as a peace officer. The bill would require certain

Bill # and Author	Title and Summary	Status of Bill
	peace officers to report to their employing law enforcement agency any conditional offer of secondary employment relating to immigration enforcement.	

Author	Title and Summary	Status of Bill
AB 1544 Assembly Member Krell	**Court proceedings: Media Access** The California Constitution vests the judicial power of the state in the Supreme Court, courts of appeal, and superior courts. Existing law requires the sittings of every court to be public, except as authorized. This bill would bar a judicial officer, peace officer, or other law enforcement officer from prohibiting a member of the press or public from accessing court proceedings that are open to the public. The bill would authorize a violation of that provision to be subject to civil penalties, as specified.	**Last Amend:** 4/9/2026 **Location:** 9/27/2026-A. CHAPTERED
AB 1586 Assembly Member Ramos	**Opioid overdose reversal medication: school resource officers** Existing law authorizes a school district, county office of education, and charter school to provide emergency naloxone hydrochloride or another opioid antagonist to school nurses and trained personnel who have volunteered, and	**Last Amend:** 8/13/2026 **Location:** 9/18/2026-A. CHAPTERED

Bill # and	Author	Title and Summary	Status of Bill
		authorizes school nurses and trained personnel to use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. This bill, to be known as the School Safety and Opioid Overdose Prevention Act, and commencing with the 2027–28 school year, would require a school resource officer, as defined, to (1) upon assignment to a schoolsite, and at least every 2 years thereafter, complete an opioid overdose recognition and response training, as specified, and (2) report, on or before July 1, 2028, and annually thereafter until July 1, 2030, to the State Department of Public Health, among other things, the number of times the school resource officer administered an opioid antagonist, and the types of opioid antagonist received and administered, while serving at a schoolsite.	
AB 1615	Assembly Member Nguyen	**Firearms: Unsafe Handguns** Existing law makes it a crime, punishable by not more than one year in county jail, to manufacture or cause to be manufactured, import into the state	**Last Amend:** 8/19/2026 **Location:** 9/14/2026-A. CHAPTERED

Bill # and Author	Title and Summary	Status of Bill
	for sale, keep for sale, offer or expose for sale, give, or lend an unsafe handgun with certain exemptions. Existing law specifies that the sale of an unsafe handgun to certain specified entities, including county probation departments, and members of those entities, is only authorized if the handgun is to be used as a service weapon by a peace officer who has successfully completed the basic	

Bill # and Author	Title and Summary	Status of Bill
Author	Title and Summary	Status of Bill
	course prescribed by the Commission on Peace Officer Standards and Training (POST) and who qualifies with the handgun, as specified, at least every 6 months. Existing law also provides that this training requirement may be satisfied by completion of the firearm portion of a training course prescribed by POST, if that training was completed before January 1, 2021. This bill would instead authorize a peace officer employed by a county probation department and using an unsafe handgun as a service weapon to satisfy the above-described training requirement by completion of the firearm portion of a training course prescribed by POST and who qualifies with the handgun, as specified, at least every 3 months.	
AB 1627	**Public employment:**	

Bill # and Author	Title and Summary	Status of Bill
	Disqualifications	**Introduced**: 8/26/2026
Assembly Member Avila Farias	Existing law contains numerous provisions governing the qualifications, standards, and training of peace officers. Existing law specifies circumstances that disqualify a person from holding office or being employed as a peace officer, inclu ing, among other things, any person previously employed in law enforcement in any state or United States territory or by the federal government whose name is listed in any of specified indexes whose certification as a law enforcement officer in that jurisdiction was revoked for misconduct or who, while employed as a law enforcement officer, engaged in serious misconduct that would have resulted in their certification being revoked by the commission if employed as a peace officer in this state. This bill would specify that, for purposes of the disqualification circumstances described above, the terms "employed in law enforcement" and "law enforcement officer" include a law enforcement officer employed in any state or United States territory or by the federal government who engages in immigration enforcement, as provided.	**Status:** 9/29/2026-A. CHAPTERED

Bill # and Author	Title and Summary	Status of Bill
AB 1753 Assembly Member Stefani	**Protective orders: Firearms and Ammunition** Existing law establishes procedures by which a person may petition the court for certain protective or restraining orders, including civil harassment restraining orders, domestic violence restraining orders, elder or dependent adult abuse restraining orders, gun violence restraining orders, postsecondary school restraining orders, and workplace violence restraining orders, to enjoin a restrained person from taking specified actions. Before a hearing on the issuance or denial of a domestic violence restraining order or gun violence restraining order, existing law requires the court to ensure that a search has been conducted to determine, among other things, if the subject of the proposed order owns or possesses a firearm as reflected in the Department of Justice Automated Firearms System. If after the search, the court finds that the subject of the proposed order owns or possesses a firearm, existing law requires the court to make a written record as to whether the subject has relinquished the firearm and	**Last Amend:** 8/21/2026 **Status:** 9/26/2026-A. CHAPTERED

Bill # and Author	Title and Summary	Status of Bill
	provided proof of the required storage, sale, or relinquishment of the firearm. Upon a court's issuance of such a protective order, existing law requires the restrained person to relinquish any firearm and ammunition in that person's immediate possession or control, according to specified procedures. Existing law prescribes procedures by which the restrained person must certify compliance with the court, and for the court to determine, by a preponderance of the evidence, whether the person has a firearm in violation of the order. This bill would make clarifying and conforming changes to the procedures relating to the protective or restraining orders described above by explicitly requiring the restrained person to relinquish, in addition to any firearm, any ammunition in that person's immediate possession or control.	
AB 1821 Assembly Member Pacheco	**California Public Records Act: Agency Response Time** The California Public Records Act requires	**Last Amend:** 6/25/2026 **Status:** 8/31/2026-A. ENROLLED

Bill # and Author	Title and Summary	Status of Bill
	each state or local agency, upon a request for a copy of records that reasonably describes an identifiable record or records, to make the records promptly available to any person upon payment of fees covering direct costs of duplication, or a statutory fee if applicable, except with respect to public records exempt from disclosure by express provisions of law. Existing law requires each agency, within 10 days of a request for a copy of records, to determine whether the request seeks copies of disclosable public records in possession of the agency and to promptly notify the person of the determination and the reasons therefor. Existing law authorizes that time limit to be extended by no more than 14 days under unusual circumstances, as defined. This bill would instead require each agency to determine whether the request seeks copies of disclosable public records **Author Title and Summary Status of Bill**	
	in possession of the agency and to promptly notify the person as described above within 10 business days of a request for a copy of records.	

Bill # and		
AB 1896 Assembly Member Gonzalez	**Public employment: Disqualifications** Existing law contains numerous provisions governing the qualifications, standards, and training of peace officers. Existing law specifies circumstances that disqualify a person from holding office or being employed as a peace officer, including, among other things, having been convicted of a felony. This bill, the GTFO Act, would disqualify a person from being a peace officer because they were previously employed by an entity that engages in immigration enforcement, as defined, during the period beginning January 20, 2025, and ending	**Introduced**: 8/27/2026 **Status: Status:** 9/14/2026-A. ENROLLED

Bill # and Author	Title and Summary	Status of Bill
	January 20, 2029, except as specified.	
AB 2318 Assembly Member Elhawary	**Law enforcement: facilitating medical care** Would make it unlawful for a law enforcement officer to deny, delay, obstruct, or fail to facilitate access to medical evaluation or treatment for an individual under law enforcement control, but who is not in the custody of, or detained by, the Department of Corrections and Rehabilitation, if it is safe and reasonable to provide access to treatment and a medical professional has been requested or is present and is willing to render care to the individual. If access to medical evaluation or treatment is denied or delayed when a medical professional is present and is willing to assist, the bill would require law enforcement to document the basis of the denial within 72 hours of the incident, as	**Last Amend:** 8/13/2026 **Location:** 9/29/2026-A. CHAPTERED

Bill # and		
	specified. The **Author**	**Title and Summary** **Status of Bill**
	bill would authorize administrative discipline, including suspension or termination, against a law enforcement officer who violates those provisions. By creating a new crime and by increasing the duties on local law enforcement relating to reporting, the bill would impose a state-mandated local program.	
AB 2337	**Peace officers: Theft**	**Last Amend:** 8/25/2026
Assembly Member Lackey	Existing law authorizes Peace Officer Standards and Training (POST) to suspend or revoke the certification of a peace officer if the peace officer has engaged in any serious misconduct, as specified. Existing law requires POST to adopt by regulation a definition of “serious misconduct” that serves as the criteria to be considered for ineligibility for, or revocation of, certification, as provided. This bill would additionally authorize POST to suspend or revoke the	**Location:** 9/20/2026-A. VETOED

Author	Title and Summary	Status of Bill

Bill # and	
	certification of a peace officer who commits specified theft under color of authority.

AB 2411	**California Olympic and Paralympic Public Safety Command: agreements with state and local agencies**	**Last Amend:** 8/21/2026 **Status:** 9/20/2026-A. CHAPTERED
Assembly Member	McKinnor	
	Existing law requires the Office of Emergency Services to establish the California Olympic and Paralympic Public Safety Command to facilitate the planning, resourcing, management, and delivery of safety and security at the 2028 Olympic and Paralympic Games in the City of Los Angeles. Existing law repeals provisions relating to the 2028 Olympic and Paralympic Games on January 1, 2029. Existing law requires the Commission on Peace Officer Standards and Training to adopt rules establishing minimum standards relating to physical, mental, and	

Bill # and Author	Title and Summary	Status of Bill
	moral fitness that govern	
	the recruitment of certain peace officers. Existing law requires the commission to establish a certification program for certain peace officers, as provided. This bill would require the Office of Emergency Services to negotiate and enter into agreements to facilitate training, mutual cooperation, and sharing of information and resources related to the temporary deployment, as defined, of law enforcement personnel and other resources necessary to safeguard life, property, and critical infrastructure with other state and local agencies within and outside of the State of California for the purposes of ensuring public safety for the 2028 Olympic and Paralympic Games. The bill would prohibit out-of-state law enforcement personnel, as defined, from being deployed pursuant to these provisions unless specified conditions are	
	met, including issuance of a temporary authorization by the	

Bill # and	Author	Title and Summary	Status of Bill
		commission, for the duration of the temporary deployment, as provided, and the Office of Emergency Services and the designated California law enforcement agency supervising out-of-state law enforcement personnel entering into a written memorandum of understanding governing conditions the office deems necessary to ensure compliance with these provisions. The bill would require out-of-state law enforcement personnel deployed pursuant to these provisions to, among other things, be limited to general 2028 Olympic and Paralympic Games law enforcement duties, as defined. The bill would authorize the Director of the Office of Emergency Services, or their designee, to administer oaths, conduct swearing ins, and deputize law enforcement personnel deployed pursuant to these provisions for the limited purposes of performing general 2028 Olympic and Paralympic Games law enforcement duties, as provided. The bill would require the commission, in coordination with the Office of Emergency Services and appropriate agencies, to submit a	

Bill # and Author	Title and Summary	Status of Bill
	report to the Assembly and Senate Public Safety Committees on the deployment out-of-state personnel, as provided. This bill contains other related provisions.	
AB 2720 Assembly Member Schiavo	**Human trafficking victim support coordinator** Existing law generally provides for the regulation of law enforcement agencies. Existing law establishes the Commission on Peace Officer Standards and Training (POST) and charges it with, among other duties, developing and disseminating guidelines and training for all peace officers in this state. Existing law requires POST to develop and implement a course of instruction for the training of law enforcement officers on the handling of human trafficking complaints, as specified. This bill would require each law enforcement agency with more than 25 peace officers to designate at least one human trafficking victim support coordinator by January 1, 2028. The bill would require the coordinator to take the above-described course of	**Last Amend:** 6/17/2026 **Status:** 8/14/2026-S. DEAD

Bill # and Author	Title and Summary	Status of Bill
	instruction no later than 6 months after designation and, upon completion of the course, serve as a liaison between trusted community-based organizations and victims. The bill would require each law enforcement agency to, by July 1, 2028, display specified information on their internet website, including specified contact information of any human trafficking victim support coordinators.	
AB 2760 Assembly Member SharpCollins	**Law enforcement: Wearable Electroshock Devices** Would, until January 1, 2030, prohibit a law enforcement agency, including a federal law enforcement agency, from using a wearable electroshock device within the State of California. The bill would also prohibit a law enforcement agency from using state funds to purchase a wearable electroshock device. The bill would require a law enforcement agency to update their use of force policies to prohibit the use of a wearable electroshock device. By increasing the duties on local law enforcement, the bill would impose a statemandated local program.	**Last Amend:** 8/28/2026 **Location:** 9/29/2026-A. CHAPTERED

Bill # and Author	Title and Summary	Status of Bill
	The bill would require the Division of Law Enforcement within the Department of Justice to conduct a study on the safety and community impacts of wearable electroshock devices and provide recommendations for appropriate standards and safeguards for their use, and would require the department to report to the Legislature on the findings and recommendations of the study on or before January 1, 2029.	
SB 691 Senator Wahab	**Body-worn cameras: Policies** Existing law requires law enforcement agencies, departments, or entities to consider specified best practices regarding the downloading and storage of body-worn camera data, such as specifically stating the length of time that recorded data is to be stored, when establishing policies and procedures for the implementation and operation of a bodyworn camera system, as specified. This bill would require, on or before July 1, 2027, each law	**Last Amend:** 5/26/2026 **Location:** 9/20/2026-S. CHAPTERED
Author	**Title and Summary**	**Status of Bill**

Bill # and	
	enforcement agency that has a body-worn camera policy to update that policy to include a procedure for emergency service personnel to request the redaction of evidentiary and nonevidentiary recordings of a patient undergoing medical or psychological evaluation, procedure, or treatment by emergency service personnel, and to maintain an unredacted copy of the recording consistent with the policies and procedures of the agency.

SB 937 **Law enforcement: Flashbang Grenades and Explosive Breaching Charges**

Last Amend: 8/20/2026

Status: 9/29/2026-S. CHAPTERED

Senator Gonzalez

Existing law prohibits the use of kinetic energy projectiles or chemical agents by any law enforcement agency to disperse any assembly, protest, or demonstration, except in compliance with specified standards. Existing law requires kinetic energy projectiles

Bill # and Title and Summary	Author	Status of Bill
and chemical agents only to be deployed by a peace officer that has received proper training for crowd control, as specified, or to bring an objectively dangerous and unlawful situation safely and effectively under control and only in accordance with certain requirements, including that de-escalation techniques have been attempted and have failed, kinetic energy projectiles are not aimed at the head, neck, or any other vital organs, and, if the chemical agent to be deployed is tear gas, only a commanding officer at the scene of the assembly, protest, or demonstration may authorize the use of tear gas. This bill would expand the above prohibition and exception to include flash-bang grenades, as defined. The bill would define law enforcement agency as any department or agency of the state or any local government, special district, or other political subdivision thereof, that employs any peace officer, as defined, or any federal law enforcement agency.		

Bill # and Author	Title and Summary	Status of Bill
SB 938 Senator Menjivar	**Peace officers: Qualifications** Existing law contains numerous provisions governing the qualifications, standards, and training of peace officers. Existing law specifies circumstances that disqualify a person from holding office or being employed as a peace officer, including, among other things, having been convicted of a felony. This bill would disqualify a person from being a peace officer if they were previously employed as a sworn law enforcement officer by a federal agency engaged in immigration enforcement and personally assisted with immigration enforcement, as defined, after January 20, 2025, except as specified. The bill would authorize a person to apply for eligibility as a peace officer only after a minimum cooling-off period of 10 years from the date of separation from prior the federal immigration enforcement agency. To the extent this bill would impose additional duties on local law enforcement agencies, this bill would impose a state-mandated local program.	**Last Amend:** 8/6/2026 **Location:** 9/4/2026-S. ENROLLED

Bill # and	Author	Title and Summary	Status of Bill
SB 1004	Senator Wiener	**Law enforcement: Masks** Existing law makes it a crime for a law enforcement officer to wear a facial covering in the performance of their duties, except as specified. Existing law defines law enforcement officer for these purposes as anyone designated by California law as a peace officer who is employed by a city, county, or other local agency, and any officer or agent of a federal law enforcement agency, agency or law enforcement agency of another state, or any person acting on behalf of a federal law enforcement agency. This bill would add peace officers employed by a state agency to the definition of law enforcement officers, thereby making those law enforcement officers subject to those criminal penalties. The bill would specify that facial	**Last Amend:** 8/13/2026 **Status:** 9/29/2026-S. CHAPTERED

Bill # and Author	Title and Summary	Status of Bill
	coverings does not include certain items, including, among other things, sunglasses. The bill would, for all of the items excluded from the definition of facial coverings, limit that exclusion if the items are combined or otherwise used in a manner intended to conceal or obscure an officer's identity.	

Bill # and		
SB 1105	**Law enforcement**	**Last Amend:** 8/20/2026
Senator Perez	Existing law defines those persons who are peace officers in the state, grants certain authority to those individuals and their employing entities, and places certain requirements on those individuals and their employing entities. Under existing law, federal criminal investigators and law enforcement officers are not California peace officers but are granted specified limited arrest authority in limited circumstances including when violations of state and local laws occur in their presence, when there is an immediate danger to persons or property, when detaining a person for evaluation or treatment who, due to a mental illness, is a danger to themselves or others, and when requested by a California law enforcement agency to be involved in a joint task force or criminal	**Status:** 9/3/2026-S. ENROLLED

Author	Title and Summary	Status of Bill

Bill # and Author	Title and Summary	Status of Bill
	investigation. Existing law additionally grants peace officer status to federal employees who comply with certain training requirements, while they are engaged in enforcing state or local law on and adjacent to property owned or possessed by the United States Government, with the written consent of local law enforcement officials, as specified. This bill would remove certain arrest authority or peace officer status for federal criminal investigators, law enforcement officers, and federal employees, including for the purposes of executing a warrant for the arrest of a person. The bill would authorize deputized tribal law enforcement officers of the federal Bureau of Indian Affairs to exercise the powers of arrest, as specified, if, among other things, they are engaged in the enforcement of federal criminal law and they are exercising arrest	

Bill # and Author	Title and Summary	Status of Bill
	powers that are incidental to the performance of those federal duties. The bill would also authorize certain federal employees of, among other agencies, the National Park Service and the Bureau of Land Management, if they are enforcing specified provisions of state law on property owned by the United States government, to exercise peace officer status with the written consent of the sheriff or the chief of police from the respective jurisdiction.	
SB 1246 Senator Cortese	**Autonomous vehicles** This bill would require remote assistants, remote drivers, or local incident technicians, as defined, who monitor, direct, provide input to, advise, supervise, or control commercial autonomous vehicles on a public road in this state, or that provides onsite response to incidents on behalf of an autonomous vehicle operator, be located within	**Last Amend:** 8/21/2026 **Location:** 9/9/2026-S. ENROLLED

Author	Title and Summary	Status of Bill
	the United States and hold a valid California driver's license of the appropriate class with any endorsements required for a human driver to lawfully	

Bill # and Author	Title and Summary	Status of Bill
	operate the same vehicle in this state. For autonomous passenger service vehicles, the bill would require the ratio of remote assistants or remote drivers to autonomous passenger service vehicles be 1 to 5 or higher at all times. The bill would require an autonomous vehicle operator to ensure, through its staffing and assignments, that remote drivers or remote assistants are able to immediately respond to all calls and incidents. The bill would require an autonomous vehicle operator to ensure, through its staffing and assignments, that local incident technicians are immediately dispatched upon notification, electronically or otherwise, of an accident involving damage to persons or property, or upon receiving a request from a first responder or 911 dispatch center. The bill would also require that local incident technicians be present at the scene of an incident within 20 minutes of receiving a notification or request no less than 90% of the time. This bill contains other related provisions and other existing laws.	

Bill #

and

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Northern California Cities Self Insurance Fund
Police Risk Management Committee Meeting
November 12, 2026

Agenda Item E.2.

TECHNOLOGY DISCUSSION

INFORMATION ITEM

ISSUE: Members are asked to discuss their experiences with technologies their departments are using such as body cameras, license plate cameras, robots, drones, or other emerging technologies including software and apps.

RECOMMENDATION: Information only

FISCAL IMPACT: None

BACKGROUND: Policing Compass EthiCards moves beyond traditional, check-the-box ethics training by creating short, consistent ethics conversations that build real cultural change. When ethical reflection becomes routine, officers begin to notice ethical considerations naturally in their daily work.

By integrating EthiCards into roll calls, supervisory touchpoints, and leadership discussions, departments strengthen ethical judgment and professionalism through repetition, relevance, and real-world context. The result is a healthier, ethical culture built from the inside out, one conversation at a time.

ATTACHMENT(S): White Paper — Beyond Compliance: A New Research-Based Approach to Ethics Training in Law Enforcement

Beyond Compliance: A New Research-Based Approach to Ethics Training in Law Enforcement

Bradley J. Strawser, David Whetham, Lorenzo Nericcio, Margaux Auzanneau, Lisa Strutz

Abstract

Ethics training is widely used across professional organizations, but the evidence concerning what it accomplishes is mixed. Meta-analytic reviews find measurable effects on outcomes such as ethical knowledge, reasoning, and awareness, although results vary substantially across programs and measures. Most of this research has also been conducted in instructional settings with students or researchers; evidence concerning sustained workplace conduct—and policing in particular—remains limited. In this article, we review research on ethics instruction alongside findings from learning, memory, and perceptual psychology. We identify several promising design signals: active engagement with realistic professional problems, repeated and distributed practice, feedback about overlooked considerations, and capable facilitation. We further argue that structured discussion may provide a useful vehicle for such practice by requiring participants to articulate their judgments and encounter interpretations they might not generate independently. Drawing on research on perceptual and category learning, we propose ethical attunement—the improved recognition of ethically relevant features across varied situations—as a plausible and testable mechanism connecting repeated scenario practice to professional judgment. We then present EthiCards, a program developed in military contexts and adapted for law enforcement, as one practical translation of these ideas. EthiCards uses brief, recurring, peer-led discussions of professionally realistic scenarios designed for integration into ordinary organizational routines. We do not treat the program as a demonstrated solution to misconduct. Rather, we present it as an empirically informed and feasible intervention whose effects on awareness, transfer, judgment, and ultimately conduct can now be directly evaluated.

Keywords: ethics training, law enforcement ethics, compliance training, spaced repetition, conversational learning, organizational ethics, police training

Introduction

The ways that organizations can effectively cultivate ethical behavior and culture among their members should be of great interest to scholars, managers, and policymakers. This concern intensifies in professions where ethical failures carry severe consequences for individuals, organizations, and communities. Law enforcement represents one such high-stakes context, where officer misconduct can result in loss of life, erosion of public trust, civil rights violations, and substantial financial liability, among many other harms.[1] In response to these risks, many law enforcement agencies have increasingly adopted formal ethics training programs, often as part of broader compliance and professional development initiatives.

[1] John Kleinig, *The Ethics of Policing* (Cambridge: Cambridge University Press, 1996); Carl B. Klockars et al., *The Measurement of Police Integrity* (Washington, DC: U.S. Department of Justice, 2000).

However, a growing body of research suggests that some existing traditional approaches to ethics training show mixed levels of effectiveness in improving ethical decision-making or reducing misconduct.[2] This finding poses a troubling issue: organizations invest substantial resources in ethics training, yet these investments risk failing to produce significant changes terms of behavioral outcomes. As one Slate Magazine columnist critiqued of workplace ethics training, in the worst cases, some programs amount to little more than "box-checking" exercises that satisfy regulatory requirements without meaningfully influencing organizational culture or individual behavior.[3]

It is important to note, however, that not all ethics training is equally ineffective. Recent meta-analytic reviews have identified specific characteristics associated with more successful interventions, including active learning approaches like problem-based learning, discussion, and debate and spaced repetition.[4] These findings align with broader research in cognitive science on effective learning and memory retention, particularly the well-established benefits of spaced repetition over massed practice.[5]

This paper examines the theoretical and empirical foundations for effective ethics training and presents a unique application of these findings through a case study of a novel approach specifically designed for law enforcement: EthiCards. This program attempts to translate these research-based principles of successful ethics training into a practical intervention. The Ethicards are characterized by brief (3-5 minute), weekly, peer-led discussions of realistic scenarios. Originally developed for military contexts and subsequently adapted and expanded for law enforcement, EthiCards represents an attempt to operationalize the methodologies that the available research says actually work.[6]

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[2] Logan L. Watts et al., "Are Ethics Training Programs Improving? A Meta-Analytic Review of Past and Present Ethics Instruction in the Sciences," *Ethics & Behavior* 27, no. 5 (2017): 351–84, https://doi.org/10.1080/10508422.2016.1182025.

[3] L. V. Anderson, "Those Ethics Trainings Your Job Requires Are Even Dumber Than You Think," *Slate*, May 2016.

[4] Kelsey E. Medeiros et al., "What Is Working, What Is Not, and What We Need to Know: A Meta-Analytic Review of Business Ethics Instruction," *Journal of Academic Ethics* 15 (2017): 245–75; Watts et al., "Are Ethics Training Programs Improving?"

[5] Sean H. K. Kang, "Spaced Repetition Promotes Efficient and Effective Learning," *Policy Insights from the Behavioral and Brain Sciences* 3, no. 1 (2016): 12–19; Hermann Ebbinghaus, *Memory: A Contribution to Experimental Psychology*, trans. Henry A. Ruger and Clara E. Bussenius (New York: Teachers College, Columbia University, 1913; originally published 1885); The benefits of distributed practice have a longer history in psychological research.

[6] Full disclosure: The authors of this paper have been directly involved with originally developing and now distributing, piloting, and testing the EthiCards program. The program was first developed for military contexts by Professor David Whetham at King's College London's Centre for

The paper proceeds in four main sections. First, we review the literature on ethics training effectiveness, noting the limitations of existing approaches, and identifying the characteristics of more successful intervention methodologies. Second, we examine the theoretical foundations for conversational and spaced-repetition approaches to ethics training, drawing on cognitive science research and organizational behavior theory. Third, we present EthiCards as a case study demonstrating the practical application of these principles in the law enforcement contexts. Finally, we discuss implications for research and practice, including the potential for scaling evidence-based approaches across professional domains.

Literature Review: The Effectiveness of Ethics Training

Background

In the review section of this article, we are interested in this question: how effective are mandatory ethics trainings at reducing actual instances of ethics violations—or even in increasing knowledge of ethical guidelines and ethically sensitive areas? Before exploring what the literature says, some disambiguation is important.

First, there are many kinds of ethics trainings that exist. Ethics trainings might range from mandatory computer-based slideshows to hands-on, in-person demonstrations held by outside professionals. They might be required quarterly, annually, or only once every few years, and they may be delivered to all employees indiscriminately or targeted to specific roles or ranks. They might also include a very wide range of substantive content: from trainings focused on workplace harassment, bullying, and sexual misconduct, to field-specific forms of ethical instruction addressing issues such as the handling of sensitive client or patient information, conflicts of interest, use of force, data privacy, or safety in hazardous work environments. In many cases, these trainings are implemented primarily to satisfy regulatory or legal requirements, rather than as part of a broader educational or cultural initiative. Treating all such interventions as instances of a single phenomenon—"ethics training"—risks obscuring meaningful variation in both design and purpose.

This leads to the second point: there are many field contexts in which an ethics training might be used, and these contexts matter for both implementation and outcomes. The ethics training taken by a hospital administrative worker will likely look quite different from that used among military service personnel, law enforcement officers, or commercial truck drivers, not only in content but in delivery, enforcement mechanisms, and perceived legitimacy. Organizational structure, power

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Military Ethics and subsequently adapted for law enforcement, as will be discussed below. While we have an interest in the program's success, this paper presents it as a case study specifically because it operationalizes the research-based principles identified in the literature review. We have endeavored to present the empirical evidence objectively and acknowledge where direct controlled studies in law enforcement contexts remain limited (see the Discussion section). We aim to maintain academic objectivity by grounding our analysis in peer-reviewed research and explicitly acknowledging methodological limitations and the need for additional controlled studies.

hierarchies, and exposure to morally salient situations vary dramatically across professions, and these differences shape how ethics training is received and whether it is taken seriously. Ethics training, and the legal or institutional requirements that structure its implementation, also varies immensely from country to country. University professors in Taiwan, for example, operate under different compliance regimes and cultural expectations than their counterparts in France, the United States, or the United Kingdom—and both will differ depending on whether the training is intended for laboratory chemists or field psychologists. As a result, findings from one institutional or national context cannot be straightforwardly generalized to others without careful attention to these background conditions.

Third, not all ethics trainings focus on the same content, and not all of that content is, strictly speaking, ethics content. As mentioned many mandatory trainings might deal with legal realities that are crucial to the trainee's job, such as mandated reporter training, or training for those who deal with sensitive documents. Questions of policy adherence, while often ethically sensitive, sometimes are not, or might not be highly impactful or troubling ethical questions (for example, rules around employee parking permits). Others are borderline cases: bullying and harassment, for example, might run the range from legally enforceable issues to ethical issues and even simpler matters of company culture. The specific domain of ethical question at hand might also vary depending on the context of application. Police officers, nurses, and college instructors might all have mandatory ethics trainings, but these will all look very different from one another.

And lastly, the ways that effectiveness might be measured can vary greatly too, and there are many confounding variables. For example, as we will review below, ethics trainings implemented in contexts where there already exists an interest in ethical culture will fare differently than those that are imposed against the interests and wishes of employees. When researchers seek to measure the effectiveness of trainings, then, they might implement several different measures: worker or supervisor opinion; stated beliefs about effectiveness from managers or employees; actual ethics violation incidence rate; safety incident rates; and more. There are also several different outcomes measures deployed across the literature: ethical awareness, knowledge, capacity for moral reasoning, perception of self or others, and more. The literature we review below includes several case studies and in-situ observational studies as well as meta-analyses of similar experiments. Our primary goal is to discern the (abstract) features of ethics trainings across domains of application and styles of implementation that actually work. Our secondary goal is to propose the EthiCards system as a possible modality for implementing the features of ethics trainings that do work well.

Compliance Training Complications

Organizations across sectors have dramatically increased their investment in ethics and compliance training over the past several decades.[7] In law enforcement specifically, ethics training

[7] LRN Corporation, "The ROI of Ethics and Compliance Training," *LRN Blog*, February 28, 2022, https://lrn.com/blog/latest-news/the-roi-of-ethics-and-compliance-training; Mordor Intelligence, "Corporate Compliance Training Market Size, Share & 2030 Growth Trends Report," August 2025, https://www.mordorintelligence.com/industry-reports/corporate-compliance-training-market;

has become a standard component of both academy preparation and in-service professional development, and is generally well-regarded by police chiefs.[8] Qualitative research, however, raises some concerns about the unintended effects of poorly designed ethics training. While ethics programs are widely adopted, evidence suggests that their effectiveness depends heavily on many different factors. These include things like program scope, component selection, method of delivery, frequency of application, and sequencing.

As we review in the section that follows, scholarship on what interventions work well in ethics training is complicated and often difficult to make broad claims about. This is because of a few factors: ethics trainings occur in a wide and dissimilar variety of occupations; they are administered in many different modalities (lecture, discussion, online, etc.); reception among those being trained varies significantly (some are more interested and enthusiastic about the trainings than others); and measurement strategies are extremely varied (attitude reports, misconduct rates, learning-outcomes assessments). Thus, on the whole, it's not clear how well the general business practice of implementing mandatory ethics trainings in general works—though some meta-analyses yeild promising direction.[9] Still, there are concerns that ethics trainings can be only minimally effective.[10]

The limited effectiveness of traditional ethics training manifests in several ways. First, many employees report that such training is unmemorable or even irrelevant to their actual work.[11] A recent Gallup survey found that only one in ten employees strongly agree that they learned something from ethics training that changed how they perform their work, and only 11% report that their coworkers actually apply what they learned in training to their daily activities.[12] Second,

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Market Research Future, "Corporate Compliance Training Market Size, Industry | 2035," September 20, 2024, https://www.marketresearchfuture.com/reports/corporate-compliance-training-market-28038.

[8] Heather Wyatt-Nichol and George Franks, "Ethics Training in Law Enforcement," *Public Integrity* 12, no. 1 (2009): 39–50; International Association of Chiefs of Police, "Ethics Training in Law Enforcement," *Police Chief* 65, no. 1 (1998): 14–24.

[9] Watts et al., "Are Ethics Training Programs Improving?"; Amir Hedayati-Mehdiabadi and Oleksandr Tkachenko, "Outcomes of Ethics Training Programs in the Workplace: Review of Empirical Research," *Human Resource Development Review* (2026), https://doi.org/10.1177/15344843261455194.

[10] Ethan P. Waples et al., "A Meta-Analytic Investigation of Business Ethics Instruction," *Journal of Business Ethics* 87, no. 1 (2009): 133–51.

[11] Kim Peterson, Erin McCleery, and Mark Helfand, *Evidence Brief: The Effectiveness of Mandatory Computer-Based Trainings on Government Ethics, Workplace Harassment, or Privacy and Information Security-Related Topics* (Washington, DC: Department of Veterans Affairs, 2014).

[12] Gallup, "Four Hard Truths about Ethics and Compliance Training," 2021, https://www.gallup.com/workplace/357113/hard-truths-ethics-compliance-training.aspx.

traditional training rarely produces the intended psychological outcomes, such as increased moral awareness, improved ethical reasoning, or improved ethical decision making.[13] Third, and most critically, programs fail to reduce the ultimate outcomes of concern, unethical conduct, organizational scandals, and regulatory violations, beyond what is already reduced by having ethical company culture.[14]

Professional ethics training effect-size literature, however, is not the only relevant source one might consider to arrive at more precise answers to these questions, however. Cognitive science, psychology, and specifically educational psychology offer promising direction for those interested in designing effective ethics trainings. There is, for example (and reviewed further below), evidence that certain features of perception and cognition like the category learning effect might provide reasonable design direction.[15] That is, learning to recognize instances of some object in the world appears to be an effective way to increase general awareness of those objects: a principle that applies to hobbies like birdwatching, and which might apply equally to ethics sensitivity.

Ethical behavior individually and culture broadly are complicated, and different methods of trying to cultivate ethical culture vary significantly in their effectiveness.[16] So, in what follows, we review the state of research on ethics training effects, then turn to explore design implications suggested by findings from cognitive science and psychology.

What Works: Evidence from Meta-Analytic Reviews

Effective Ethics Trainings

The relevant ethics training effects literature is narrow in context—it mostly studies business and science professionals—but broad in scope—there are many kinds of ethics trainings assessed in the meta-analyses. These reviews examine responsible conduct of research (RCR), business ethics education, and moral-sensitivity training. Most interventions are courses, workshops, or instructional modules, and outcomes range across short-term measures of knowledge, judgment, sensitivity, attitudes, or intended behavior. Important to note, for our purposes, is that none of the studies we reviewed directly evaluates police training, an intervention embedded in recurring

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[13] Alison L. Antes et al., "Evaluating the Effects That Existing Instruction on Responsible Conduct of Research Has on Ethical Decision Making," *Academic Medicine* 85, no. 3 (2010): 519–26.

[14] John Blenkinsopp and Heungsik Park, "The Impact of Ethics Programmes and Ethical Culture on Misconduct in Public Service Organizations," *International Journal of Public Sector Management* 26, no. 7 (2013): 520–33.

[15] Robert L. Goldstone, "Influences of Categorization on Perceptual Discrimination," *Journal of Experimental Psychology: General* 123, no. 2 (1994): 178–200.

[16] Guillem C. Cabana and Muel Kaptein, "Understanding the Effectiveness of Ethics Programs in Preventing Unethical Behavior by Unravelling the Dimensions of Team Ethical Culture," *Journal of Business Ethics* 206, no. 1 (2026): 133–56, https://doi.org/10.1007/s10551-025-06115-5.

operational practice, or effects on misconduct rates, each of which is a gap requiring further investigation.

Considering the general workplace practice of *mandatory ethics training*, Watts et al. offer the most comprehensive assessment. Their team reviewed 66 studies, 106 courses, 150 effect estimates, and 10,069 participants. Ethics instruction produced an overall weighted effect of (d=0.48), 95% CI ([0.40,0.57]), although effects varied substantially across programs.[17] Studies published from 2007 through 2015 produced a larger estimate than earlier studies (d=0.56) versus (d=0.36), but the confidence intervals overlapped. Across eight retention estimates, the change from post-test to follow-up was effectively zero (d=-0.02). This is encouraging, but too sparse to establish that benefits are durable.

The pooled estimate indicates that ethics instruction can produce measurable gains, but the substantial variation among programs leaves the more practical question unresolved: which features distinguish stronger interventions from weaker ones? Because the approach considered here relies heavily on conversation, discussion is the most immediately relevant feature to examine. Yet "discussion" is itself an internally diverse category. The important question for present purposes is therefore not whether discussion works in general, but what kind of discussion supports learning. Watts et al. found no statistically significant differences among particular delivery activities: lecture and discussion each averaged (d=0.43), while small-group discussion averaged (d=0.40). These categories were nonexclusive, since the same course could use several methods.[18] Mulhearn et al. likewise found that "General Discussion Training" produced one of the weaker estimates (d=0.31). (But note that that label did not refer to discussion alone. It described programs combining discussion with a modest moral-philosophy emphasis and little distinctive substantive or process focus.) By contrast, Professional Decision Processes Training (d=0.50) combined discussion with cases, active participation, stakeholder attention, and strategies for working through ambiguous decisions.[19] The relevant contrast to note is therefore between relatively unfocused discussion and discussion organized around concrete decision processes. The latter had a more substantial effect size.

Evidence about learning with others is mixed but does not indicate that collaboration is inherently counterproductive. Watts et al. reported larger point estimates for individual-based than group-based programs, but the confidence intervals overlapped and so should not be taken as indicative of a clear difference.[20] In the business-ethics review, mixed individual-and-group activity produced a larger estimate than individual-only activity for decision-making and behavioral outcomes (d=0.82) versus (d=0.45), although the mixed estimate rested on only four effects and

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[17] Watts et al., "Are Ethics Training Programs Improving?"

[18] Watts et al., "Are Ethics Training Programs Improving?"

[19] Tyler J. Mulhearn et al., "Review of Instructional Approaches in Ethics Education," *Science and Engineering Ethics* 23, no. 3 (2017): 883–912, https://doi.org/10.1007/s11948-016-9803-0.

[20] Watts et al., "Are Ethics Training Programs Improving?"

the intervals again overlapped.[21] The evidence supports neither purely individual nor purely collective instruction, ultimately. It perhaps suggests that group discussion may be most useful when participants must first or simultaneously exercise their own judgment.

The strongest evidence concerns how learners engage with ethical situations. Katsarov, Andorno, Krom, and van den Hoven analyzed 75 effect sizes from 30 RCR studies and distinguished theoretical instruction, impersonal deliberation about concrete problems, and practical instruction asking learners to consider how they themselves would respond, including relevant emotional and motivational pressures. Practical orientation significantly outperformed deliberative orientation for knowledge and judgment and in the model pooling all outcomes.[22] No particular teaching method accounted for the same variance. One reasonably plausible way to interpret these findings is that what appears to matter is whether discussion places learners inside a recognizable decision, requiring them to confront the pressures, motives, and consequences that would shape their own response. Katsarov et al. also found that mixed individual-and-group instruction produced the largest estimate for pooled attitudes, behavior, and sensitivity: (g=0.68), compared with (g=0.36) for individual-only and (g=0.40) for group-only instruction. Because too few studies were available for meta-regression, the authors characterize this finding as tentative. It nevertheless supplies an interesting signal, arguably relevant to training design: ethical attunement may benefit from combining personal reflection with exposure to how others perceive and interpret the same situation. Though it should be noted that, given the lately reviewed evidence, this is only speculative.

A separate moral-sensitivity review bears on the narrower goal of helping learners notice ethical features. Katsarov, Schmocker, Tanner, and Christen identified personal feedback about missed ethical issues as the strongest instructional correlate. This finding fits an important distinction: feedback can identify what a learner overlooked without dictating the correct resolution of the dilemma. But the evidence is preliminary, and feedback appeared in only six studies. The paper remains a preprint awaiting a revised meta-analysis.[23] Feedback on missed issues is at least then a promising and plausible mechanism calling for further analysis.

Practice and facilitation provide two further signals. In Watts et al., frequent practice significantly outperformed infrequent practice ((d=0.76) versus (d=0.32)), while programs incorporating repeated exposure averaged (d=0.58). Programs using more than two trainers also produced a much larger estimate than those using one ((d=1.07) versus (d=0.36)), although the former estimate rested on only seven effects. Trainer expertise showed a similar but statistically

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[21] Medeiros et al., “What Is Working.”.

[22] Johannes Katsarov et al., “Effective Strategies for Research Integrity Training—a Meta-analysis,” *Educational Psychology Review* 34, no. 2 (2022): 935–55, https://doi.org/10.1007/s10648-021-09630-9.

[23] Johannes Katsarov et al., “Moral Sensitivity Training—A Systematic Review” (preprint, August 25, 2023), https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4551778.

uncertain pattern. These findings suggest that recurring engagement and capable facilitation may matter more than accumulating instructional hours. Total course length had no consistent relationship with effectiveness.[24]

Given the broad range of scholarship and ongoing nature of the research, it becomes necessary to try to isolate a few signals helpful for indicating a design direction. To do so, we incorporate findings from the lately reviewed literature, and incorporate findings from another important area of relevant research: educational psychology and perception.

Three plausible mechanisms: conversation, spaced repetition, and ethical awareness

1. *Conversation*

Understanding the role of conversation in ethical development requires noting subtle differences across the meta-analyses' findings. First, we should observe that the evidence does not establish that peer conversation is inherently more effective than individual study or passive instruction: Watts et al. found similar effects for lecture, discussion, and small-group discussion, while nonsignificant comparisons sometimes favored individual over group formats;[25] Mulhearn et al. likewise found relatively modest effects for "General Discussion Training" (*d=0.31*). Importantly, however, that category described loosely focused discussion combined with limited moral-philosophy content—not realistic, structured deliberation as such. Better-supported approaches incorporated discussion within a clearer instructional framework: Professional Decision Processes Training (*d=0.50*) combined cases and discussion with attention to stakeholders, consequences, ethical awareness, and decision strategies, while Field-Specific Compliance Training (*d=0.46*) joined discussion to profession-specific standards and problems.[26]

The stronger signal concerns what topics participants discuss. Katsarov et al. found that practical courses—those asking learners to imagine how they themselves would respond to concrete situations, including their emotional and motivational pressures—substantially outperformed impersonal deliberation. Evidence about the social format is less decisive. Courses combining individual and group activity produced favorable results for several nonknowledge outcomes, but the relevant samples were too small to establish that this combination was superior. The defensible conclusion is therefore that discussion may be valuable when it is structured around realistic situations, requires participants to articulate their own responses, and directs attention to considerations they might otherwise miss.[27]

Research on workplace voice and organizational culture supplies a plausible rationale for conducting such discussion with colleagues. Open dialogue can make concerns easier to raise, expose participants to interpretations other than their own, and communicate what an

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[24] Watts et al., "Are Ethics Training Programs Improving?"

[25] Watts et al., "Are Ethics Training Programs Improving?"

[26] Mulhearn et al., "Review of Instructional Approaches.".

[27] Katsarov et al., "Effective Strategies.".

organization treats as worthy of attention. These are credible mechanisms, but the literature does not yet show that ethical conversation reliably changes subsequent conduct, nor does it isolate social accountability, moral imagination, or organizational or group norm formation as proven causal pathways.[28]

That latter distinction is especially important in policing. Studies indicate that officers rely on peers and supervisors when interpreting ambiguous situations and that formal and informal leaders help shape the occupational norms through which conduct is judged. This makes the work group a potentially consequential setting for ethics training, but not a guarantee of beneficial effects: discussion can reinforce existing blind spots as readily as challenge them. The literature therefore suggests a narrower design principle—create repeated opportunities for realistic, focused, and competently facilitated ethical discussion, while building in ways to surface perspectives and ethical features that participants might otherwise overlook.[29]

2. Spaced repetition

2. Spaced repetition

Spaced repetition, as used here, means distributing multiple encounters with related material over time rather than concentrating the same amount of exposure into one session. It need not involve repeating identical content. In this context, it could mean returning regularly to varied ethical scenarios that exercise related forms of recognition and judgment. This is also commonly described as distributed practice, in contrast to massed practice.

The idea has roots in Ebbinghaus's 19th century experiments, which found that the effort saved when relearning material declined rapidly at first and then more gradually over time. His "forgetting curve" measured savings in relearning—not the percentage of information forgotten—

[28] Amy C. Edmondson and Tijs Besieux, "Reflections: Voice and Silence in Workplace Conversations," *Journal of Change Management* 21, no. 3 (2021): 269–86, https://doi.org/10.1080/14697017.2021.1928910; Edgar H. Schein, "On Dialogue, Culture, and Organizational Learning," *Organizational Dynamics* 22, no. 2 (1993): 40–51.

[29] Edmondson and Besieux, "Voice and Silence."; Petra Nilsson Lindström and Åsa Bringsén, "Co-worker Dialogue: A Tool for Health, Personal Development, and an Empowering Development Culture in the Workplace," *Society, Health & Vulnerability* 9, no. 1 (2018): 1516095, https://doi.org/10.1080/20021518.2018.1516095; Brian D. Fitch, "Rethinking Ethics in Law Enforcement," *FBI Law Enforcement Bulletin* 80, no. 10 (2011): 18–24; An De Schrijver and Jeroen Maesschalck, "The Development of Moral Reasoning Skills in Police Recruits," *Policing: An International Journal of Police Strategies & Management* 38, no. 1 (2015): 102–16, https://doi.org/10.1108/PIJPSM-09-2014-0091.

and was based on one participant memorizing nonsense syllables. It should therefore not be treated as a universal schedule, although later work reproduced its general shape.[30]

Modern evidence is considerably broader. Cepeda et al. synthesized 839 assessments from 317 experiments and found that spaced presentations generally produced better final recall than massed presentations.[31] The most advantageous spacing interval varied with the desired retention period; there is no single optimal interval for all purposes. Later reviews likewise conclude that distributed study and practice generally improve long-term learning across different materials and learners.[32] Requiring learners to retrieve or apply material, rather than merely encounter it again, may provide an additional benefit. The implication for ethics training is limited but relevant. Memory research favors distributing planned learning opportunities rather than clustering them, but it does not establish an optimal schedule for ethical discussion or demonstrate effects on conduct. Ethics-training research provides a related signal: Watts et al. reported larger pooled effects for programs offering more frequent practice than for those offering less ($d = 0.76$ versus $d = 0.32$), while programs involving repeated exposure averaged $d = 0.58$. These were observational moderator findings, however, not randomized comparisons, and the measured outcomes concerned classroom learning and judgment rather than misconduct.[33]

Together, the two literatures support distributed, recurring practice as a reasonable design hypothesis. Whether recurring ethical discussions improve officers' awareness, judgment, or behavior—and at what frequency—remains to be tested.

3. Perceptual Learning and Ethical Attunement

So far, this review has primarily been concerned with the literature studying ethical training efficacy when implemented in various workplaces. However, this is not the only line of evidence one might follow when considering what makes ethics training effective. A second, more general body of research offers a plausible basis for thinking that ethics training might change not only what participants remember, but also—and importantly—what they *notice*. Research on perceptual and category learning suggests that experience can alter how people extract information from their environment. With practice, observers become more sensitive to features and relationships relevant to a learned category. These are differences that were always present

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[30] Ebbinghaus, *Memory*; Jaap M. J. Murre and Joeri Dros, "Replication and Analysis of Ebbinghaus' Forgetting Curve," *PLOS ONE* 10, no. 7 (2015): e0120644, https://doi.org/10.1371/journal.pone.0120644.

[31] Nicholas J. Cepeda et al., "Distributed Practice in Verbal Recall Tasks: A Review and Quantitative Synthesis," *Psychological Bulletin* 132, no. 3 (2006): 354–80.

[32] John Dunlosky et al., "Improving Students' Learning with Effective Learning Techniques," *Psychological Science in the Public Interest* 14, no. 1 (2013): 4–58; Kang, "Spaced Repetition.".

[33] Watts et al., "Are Ethics Training Programs Improving?"

but previously escaped attention.[34] This phenomenon exists across a varied range, from commonplace intuitive domains like noticing medical issues or birdwatching to moral issue identification.[35] Expertise, on this account, consists partly in learning where to direct attention and how to recognize meaningful patterns across superficially different cases.[36]

This is more precise than the familiar "frequency illusion," in which a newly noticed phenomenon merely seems to occur more often. The relevant possibility is that ethical training improves discrimination: learners may become better able to identify the features that distinguish an ethically consequential situation from an otherwise routine one. Category learning can increase sensitivity to diagnostic differences, while associative learning can direct attention toward cues that have previously proved informative.[37] Research on social cognition similarly suggests that chronically accessible interpretive constructs receive preferential processing when relevant information is encountered.[38]

The concept of *moral attentiveness* provides an ethics-specific analogue. Reynolds defines moral attentiveness as the extent to which individuals chronically perceive and reflect on the moral dimensions of their experiences.[39] It is associated with greater recognition of moral issues and with several subsequent components of ethical decision-making. There is also limited evidence connecting ethics education with both perceptual and reflective moral attentiveness, although that evidence is observational and based largely on business students.[40] In a more targeted

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[34] James J. Gibson and Eleanor J. Gibson, "Perceptual Learning: Differentiation or Enrichment?" *Psychological Review* 62, no. 1 (1955): 32–41; Goldstone, "Influences of Categorization."; Robert L. Goldstone, "Perceptual Learning," *Annual Review of Psychology* 49 (1998): 585–612.

[35] Scott J. Reynolds, "Moral Attentiveness: Who Pays Attention to the Moral Aspects of Life?" *Journal of Applied Psychology* 93, no. 5 (2008): 1027–41, https://doi.org/10.1037/0021-9010.93.5.1027.

[36] Philip J. Kellman and Patrick Garrigan, "Perceptual Learning and Human Expertise," *Physics of Life Reviews* 6, no. 2 (2009): 53–84; Robert L. Goldstone, David H. Landy, and Ji Y. Son, "The Education of Perception," *Topics in Cognitive Science* 2, no. 2 (2010): 265–84, https://doi.org/10.1111/j.1756-8765.2009.01055.x.

[37] Goldstone, "Influences of Categorization."; Mike E. Le Pelley et al., "Attention and Associative Learning in Humans: An Integrative Review," *Psychological Bulletin* 142, no. 10 (2016): 1111–40, https://doi.org/10.1037/bul0000064.

[38] John A. Bargh and Felicia Pratto, "Individual Construct Accessibility and Perceptual Selection," *Journal of Experimental Social Psychology* 22, no. 4 (1986): 293–311, https://doi.org/10.1016/0022-1031(86)90016-8.

[39] Reynolds, "Moral Attentiveness.".

[40] Kurt Wurthmann, "A Social Cognitive Perspective on the Relationships between Ethics Education, Moral Attentiveness, and PRESOR," *Journal of Business Ethics* 114, no. 1 (2013): 131–53, https://doi.org/10.1007/s10551-012-1330-6.

experiment, morally oriented contemplation and conversation promoted truthful choices in a task involving an opportunity to lie, suggesting that the framing supplied by conversation can affect whether participants construe a situation in moral or self-interested terms.[41] Neither finding specifically established that repeated discussion produces durable attentional change, but both make that hypothesis credible enough to test and identify the relevant learning-psychology mechanism through which it might be possible.

For training design, the implication is cautiously promising. Repeated engagement with varied, realistic scenarios may give participants practice identifying ethically relevant features—such as competing obligations, unequal vulnerability, discretionary power, or pressures toward silence—across cases that do not look identical on the surface. Discussion with others may broaden the range of features considered by exposing participants to interpretations they did not initially generate. This feature of the research on psychological awareness connects to the previous promising suggestions emerging from ethics training literature on discussion and conversation we previously outlined. On this account, conversation is valuable because it may supply additional examples, distinctions, and corrective information from which more discriminating ethical categories can be learned.

Perceptual learning is selective, however, and can narrow attention as well as sharpen it. Experts may become highly proficient at finding expected targets while continuing to miss conspicuous but unexpected information.[42] The best ways to account for this possibility should also be studied further. Plausibly, training should vary the surface features and ethical dimensions of its scenarios, include ambiguous cases and plausible non-cases, and avoid teaching a fixed checklist of familiar warning signs. But, as stated, further empirical research on negating and unintended narrowing is required here.

The research therefore, taken together, should be understood to recommend a *candidate mechanism* well suited to further study (rather than a demonstrated effect): repeated practice identifying ethical features may make those features more cognitively accessible and more likely to attract attention in later situations. Whether realistic discussion can produce that transfer in professional policing remains an empirical question—and one that the intervention should be designed to measure directly.

To be clear: the literature reviewed above does not identify a settled formula for effective ethics training, nor one validated specifically for police work. But, as we argue, it supplies several uneven but potentially useful signals. Some arise directly from studies of ethics instruction; others are

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[41] Brian C. Gunia et al., "Contemplation and Conversation: Subtle Influences on Moral Decision Making," *Academy of Management Journal* 55, no. 1 (2012): 13–33, https://doi.org/10.5465/amj.2009.0873.

[42] Trafton Drew, Melissa L.-H. Võ, and Jeremy M. Wolfe, "The Invisible Gorilla Strikes Again: Sustained Inattentional Blindness in Expert Observers," *Psychological Science* 24, no. 9 (2013): 1848–53, https://doi.org/10.1177/0956797613479386.

extrapolated from research on memory and perceptual learning; still others concern the practical implementation of EthiCards.

Brevity, peer delivery, a weekly rhythm, and integration into departmental routines may make sustained participation more feasible. They should not, however, be presented as findings established by the training literature. Their principal justification is practical: they may reduce the burden of participation and make repeated engagement possible within an operational organization. Whether they also improve learning—or instead encourage haste, conformity, or box-checking—requires evaluation. Taken together, these considerations motivate a candidate design built around brief, professionally realistic, and varied scenarios. Participants would first form their own judgments, then compare interpretations with colleagues, and finally encounter prompts or feedback capable of surfacing ethically relevant considerations the group overlooked. Repetition across time would distribute practice and expose participants to multiple manifestations of similar underlying problems. Structured conversation would serve as a vehicle for that practice, rather than being treated as an independently proven source of effectiveness.

Taken together, we take the literature reviewed above to offer six candidate design signals. These should not be read as a settled formula—much less one already validated for police work—but as the most plausible principles around which to build and evaluate an intervention:

- Engage participants actively with practical problems. Training appears more promising when learners consider how they themselves would respond to a concrete situation, including its social, emotional, and motivational pressures, rather than analyzing ethical principles only in the abstract.
- Use professionally relevant content. Scenarios should reflect the characteristic relationships, responsibilities, pressures, and ambiguities of the profession in question. Field-specific programs tend to produce larger measured effects, although some of that advantage may reflect close alignment between instruction and assessment.
- Combine individual reflection with structured discussion. The literature does not establish that group discussion is generally superior to individual learning. A defensible design asks participants first to form their own judgments and then to compare them with others, potentially exposing considerations they did not generate independently.
- Provide repeated, distributed opportunities to practice. Ethics-training research associates more frequent practice with stronger outcomes, while cognitive research supports distributing learning across time when retention is the goal. Neither literature identifies an optimal schedule for ethics discussion or establishes that repetition changes conduct.
- Vary scenarios to support discrimination and transfer. Repeated exercises should present similar ethical structures across different operational settings and surface details. Ambiguous cases and plausible non-cases can help participants learn to distinguish ethically consequential features without treating every difficult situation as an ethical crisis.
- Build in feedback and capable facilitation. Participants may benefit from learning which relevant features or perspectives they overlooked. Discussion alone will not reliably provide this correction; prompts, structured debriefing, or prepared facilitators may be needed to surface important omissions without prescribing a single correct answer.

These signals in mind, we move now to our case study: the EthiCards product implemented in police and military contexts.

Case Study: EthiCards in Law Enforcement

Program Overview and Development

EthiCards represents an example of a practical application of the research principles outlined above being put into practice. The program is modeled from a standard deck of cards and provides 52 scenario-based prompts designed to generate brief peer-to-peer discussions about ethical challenges relevant to law enforcement.[43] Each "card" presents a realistic situation that officers might encounter, framed to prompt reflection and discussion rather than necessarily provide definitive answers. The program's development followed a systematic process grounded in professional ethics research.[44] The EthiCards methodology was originally developed at the Centre for Military Ethics at King's College London, which has been designing practical tools for military personnel facing ethical challenges in complex operational settings since its founding in 2015.[45] The military version of the EthiCards program is now in use in more than 40 countries, has been translated into 15 languages, and supports military professionals across a wide range of contexts, from peacekeeping operations to combat deployments.[46] The cards are used within military units to spark informal discussion and debate, helping to normalize conversations about the ethical challenges that arise in military environments.

The results of this methodological approach for military units has been uniformly positive. Colombia is one of the countries where the program has been implemented, and in detailed validation covering the students at the War College in 2020 and 2021, "881/945 respondents from

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[43] Methodological Note: As developers of EthiCards, we present this case study with full awareness of potential bias. To mitigate this, as noted above, we have: (1) grounded our design claims in peer-reviewed meta-analytic evidence rather than anecdotal success, (2) explicitly identified where direct empirical validation remains incomplete, and (3) supported ongoing independent research studies to generate objective effectiveness data.

[44] Marina Miron, Andres Eduardo Fernandez-Osorio, and David Whetham, "Delivering Military Ethics Education to the Colombian Armed Forces: Centre for Military Ethics' Collaboration with Colombian Military Educational Facilities," *Journal of Military Ethics* 23, no. 2 (2024): 74–90, https://doi.org/10.1080/15027570.2024.2403248.

[45] King's College London Centre for Military Ethics, "Centre for Military Ethics," accessed October 2025, https://militaryethics.uk/en/; As the Centre writes, "At the heart of the thinking behind Centre for Military Ethics is the determination to provide an open access, free, quality, research led online resource that can be used by anyone, anywhere, to foster ethical awareness and help promote effective ethical decision making in military environments." See also David Whetham, "An Introduction and Review: The King's College London Centre for Military Ethics," *Journal of Military Ethics* 17, no. 1 (2018): 72–78, https://doi.org/10.1080/15027570.2018.1505440.

[46] King's College London Centre for Military Ethics, "Playing Cards," accessed October 2025, https://militaryethics.uk/en/playing-cards.

the Army (93.2%) stated that they had found the cards useful."[47] The tools have also received very positive academic reviews from military educators around the world.[48] The Centre for Defence Leadership and Ethics, supporting the Australian Defence Force, have explicitly referenced the cards created by the Centre for Military Ethics, adapting and developing them as an official element of their social mastery program rolled out across the entire military organization.

Adapting the approach for law enforcement involved extensive research into the specific ethical challenges faced by police officers.[49] The development team conducted dozens of focus groups with hundreds police of officers and law enforcement staff worldwide, identifying recurring ethical dilemmas across domains including use of force, discretion in enforcement, conflicts of interest, relationships with community members, supervision and peer accountability, organizational loyalty, and professional integrity.[50] The scenarios developed into the law enforcement version of EthiCards reflect this research, presenting situations that officers recognized as authentic and relevant to their daily work. Importantly, the scenarios do not present clear-cut violations or obvious solutions. Instead, they feature the kind of ambiguous situations where professional judgment, discernment, and ethical reasoning prove most crucial—and where peer discussion can illuminate different perspectives and considerations.

Program Structure and Implementation

The EthiCards system is structured around the principle of weekly engagement. With the 52 cards traditionally found in a deck of cards corresponding to the 52 weeks in a year, the program creates a natural rhythm of regular ethical reflection. This structure operationalizes the spaced repetition principle identified in cognitive science research reviewed above.

Implementation is designed to be minimally disruptive to normal operations. Cards can be used in various formats:

- **Roll call briefings**: Supervisors present a card at the beginning of a shift, facilitating an intentionally brief 3-5 minute discussion on what to do in the given scenario. This is the primary intended use, and the most common use approach, of the cards in law enforcement settings.[51]

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[47] Miron, Fernandez-Osorio, and Whetham, "Delivering Military Ethics Education.".

[48] R. Kimball, "Playing at Ethics: Reviewing Military Ethics Education Playing Cards," *The Strategy Bridge*, May 4, 2022, https://thestrategybridge.org/the-bridge/2022/5/4/playing-at-ethics-reviewing-military-ethics-education-playing-cards.

[49] Compass Ethics, *EthiCards Brochure* (2025), https://compassethics.com/wp-content/uploads/2025/09/Compass-EthiCards-Brochure.pdf.

[50] Centre for Military Ethics, "Centre for Military Ethics.".

[51] Ross Swope argues that roll call meetings are often the best opportunity missed by law enforcement agencies to regularly review "their department's directives on ethical conduct and discuss one of the core virtues or examples of ethical police work" (105). See Ross Swope, *Ethics-*

- **Team meetings**: Units discuss a card during regular staff meetings.
- **Training days**: Multiple cards provide content for longer ethics training sessions.[52]
- **One-on-one mentoring**: Supervisors use cards to prompt ethical conversations with individual officers.

As noted, the primary intended use of the program is to easily foster short, weekly group discussions among peers on ethical challenges relevant to the law enforcement profession. The program is delivered to all law enforcement personnel in a given organization through iOS/Android smartphone applications, allowing flexibility in delivery. The aim of the program is for every officer and staff member in a given agency to have the application on their phone, so that all can quickly participate in the weekly "micro" discussions. The digital platform is able to track which scenarios have been discussed, helping supervisors maintain the weekly rhythm with a new card each week. In addition to the scenario and discussion prompt, each card also provides resources that deepen exploration, drawing on real-world examples and, where relevant, linking to relevant policy documents, related news articles, opinion pieces, and other materials that help illuminate the ethical challenges in greater depth. This offers participants an opportunity to ground their discussions in concrete, real-world examples, as well to allow individual officers to explore the ethical themes that arise during the group discussion on their own, often later during that very shift.[53]

Crucially, the program does not require officers to reach consensus or produce "correct" answers. The goal is the weekly conversation itself — the act of regularly engaging with ethical content, hearing divergent peer perspectives, and developing facility in ethical reasoning. This approach aligns with all of the research findings and principles outlined above showing that consistent, iterated exposure to moral discourse shapes organizational norms and individual behavior.[54]

Evidentiary Status and Implementation Considerations

Evidentiary Status

Controlled evaluations of EthiCards in law-enforcement organizations are presently underway. The program has been implemented in dozens of police departments and sheriff's offices across the United States and the United Kingdom, with data being collected in many deployments. Until those results have been analyzed and reported, however, the scale of implementation and existence of ongoing evaluations should not be treated as evidence of effectiveness. The research

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Based Policing: Solving the Use of Excessive Force (Gambrills, MD: Eden Wood Publishing, 2023), 105.

[52] However, as noted in the research above, the program encourages departments to aim for short, brief interventions, critically spaced week over week, rather than fewer, longer sessions.

[53] Compass Ethics, *EthiCards Brochure*.

[54] Linda K. Treviño et al., "Managing Ethics and Legal Compliance: What Works and What Hurts," *California Management Review* 41, no. 2 (1999): 131–51.

reviewed above supplies a rationale for the program's design and identifies mechanisms worth testing.

Ethics-Training Research. EthiCards incorporates several features associated with stronger outcomes in reviews of ethics instruction: professionally relevant scenarios, active engagement with practical decisions, repeated practice, and opportunities to compare perspectives. The correspondence is imperfect. Studies do not show that discussion is generally the most effective format, and the effects of individual and group activity vary by field and outcome. Nor have the strongest findings been obtained from brief, peer-led exercises conducted during ordinary workplace routines. The existing evidence therefore supports the selection of these features as reasonable design hypotheses, not the conclusion that EthiCards precisely reproduces a proven model.

Cognitive and Perceptual Learning. General cognitive research gives separate reasons to investigate repeated scenario practice. Spacing reliably improves long-term retention, although it does not identify a uniquely optimal weekly schedule for ethics training. Research on perceptual and category learning further suggests that repeated experience can make people more sensitive to diagnostically relevant features and recurring patterns. EthiCards may give officers practice recognizing features such as vulnerability, unequal power, discretionary authority, competing obligations, or pressure from peers and supervisors across varied situations. This provides a plausible mechanism through which repeated engagement might improve ethical awareness. It remains to be shown that the mechanism transfers from discussion to operational settings, or that greater awareness produces better conduct.

Conversation and Organizational Context. Structured peer discussion may support active processing and expose officers to considerations they would not generate alone. Morally framed conversation has influenced ethical construal and choice in laboratory research, and broader organizational research indicates that leadership, work climate, and social context affect ethical behavior. These findings do not demonstrate that regular peer discussions will themselves establish departmental norms, psychological safety, or accountability. Indeed, existing norms may determine whether officers participate candidly, remain silent, or converge on the locally dominant view. Conversation is therefore best understood as a vehicle whose effects depend on its structure and organizational setting.

Behavioral and Organizational Outcomes. Existing ethics-training research offers limited evidence about misconduct in operational workplaces. The available workplace and police studies generally evaluate heterogeneous or bundled interventions, making it difficult to isolate the effects of brief scenario discussion, repetition, or peer delivery. The Park and Blenkinsopp study does not provide experimental evidence that shifting from annual training to frequent discussion reduces misconduct, and it should not be presented as demonstrating the EthiCards model.[55] The current literature likewise does not establish that conversational ethics programs reduce civil litigation, employment claims, Internal Affairs investigations, or organizational liability.

[55] Blenkinsopp and Park, "Impact of Ethics Programmes.".

Research on ethical leadership does associate ethical leadership and supportive climates with job satisfaction, organizational commitment, engagement, and lower turnover intentions. These relationships help explain why organizational context may matter, but they do not show that EthiCards creates ethical leadership or improves retention. Misconduct, complaints, use-of-force outcomes, litigation, absenteeism, commitment, and retention are better treated as possible downstream outcomes for evaluation than as currently demonstrated benefits.

Implementation Considerations

Several implementation conditions follow from the proposed mechanism, but they too require evaluation.

Leadership Support. Visible support from command staff may signal that ethical reflection is legitimate and worth the time required. Leadership behavior could also undermine the program if officers perceive discussion as performative, disciplinary, or disconnected from organizational practice. The relevant question is not simply whether leaders endorse EthiCards, but whether officers regard participation as credible and safe.

Facilitation and Feedback. Trainer expertise is associated with stronger effects in the ethics-instruction literature, and preliminary research on moral sensitivity suggests that feedback about missed considerations may be valuable. A peer-led format should therefore not be assumed to require no preparation. Facilitators need not supply authoritative answers, but they may need guidance on eliciting independent responses, preventing premature consensus, managing disagreement, and surfacing important considerations that the group overlooks. The amount and form of preparation required remain empirical questions.

Integration and Participation. Incorporating EthiCards into roll call, shift briefings, or existing meetings may lower the practical costs of participation and improve completion. That is principally an implementation advantage. Whether integration into routine settings also improves learning—or instead produces distraction, haste, or box-checking—must be tested rather than assumed.

Frequency, Variation, and Fidelity. Regular delivery may support retention and provide the varied examples needed for perceptual learning. Yet neither the ethics-training nor cognitive literature establishes that weekly delivery is optimal, that missed sessions negate the intervention, or that occasional longer sessions are necessarily ineffective. Evaluation should compare feasible schedules and document actual exposure rather than infer effectiveness from the intended schedule alone. Scenario variation may be at least as important as frequency: repeated cases should present similar ethical structures across different operational settings and should include ambiguous situations and plausible non-cases, so that participants learn to discriminate rather than simply to identify every scenario as ethically problematic.

Organizational Culture. Psychological safety and openness about uncertainty are plausible moderators of the program's effects. Departments in which officers can acknowledge ambiguity may use discussion differently from departments in which uncertainty threatens professional identity or dissent carries interpersonal costs. EthiCards should not be assumed to create the conditions necessary for its own success. Measures of participation, candor, perceived safety, leadership credibility, and conformity pressure should therefore accompany measures of learning.

EthiCards is best presented as an empirically informed but unproven translation of several research signals into a feasible law-enforcement format. Its immediate tests should examine engagement, unprompted recognition of ethically relevant features, false-positive identification, and transfer to previously unseen scenarios. Longer-term evaluation can then ask whether changes in awareness affect operational judgment, complaints, misconduct, employee outcomes, or other behavior. These effects should be demonstrated rather than inferred from adjacent literatures.

Discussion

The literature does not identify a single best model of ethics training, but it points in a reasonably coherent direction. What we find is that the design and context of an intervention matter considerably. Across the reviews, programs tend to perform better when they engage participants actively with realistic, professionally relevant problems and provide opportunities for practice, feedback, and capable facilitation. Research on memory and perceptual learning offers two additional possibilities: distributing practice over time may improve retention, and working through varied examples may help people become more attentive to relevant features. Together, these findings provide a reasonable basis for testing recurring, scenario-based ethical discussion in policing.

The central hypothesis behind EthiCards is relatively straightforward. Repeated engagement with varied professional scenarios may help officers become more likely to notice ethically relevant features—unequal power, vulnerability, competing obligations, discretionary authority, or pressures toward silence—that might otherwise arise without gaining much attention from a busy and often overworked officer. Ethical awareness is not the same thing as ethical conduct, of course, but it is an important precondition: a consideration that never enters into an officer's understanding of a situation cannot inform the decision that follows. Peer discussion may contribute by requiring officers to articulate their own judgments and exposing them to interpretations they might not have generated independently. An initial individual response, followed by discussion and structured prompts, may also help preserve independent judgment before group influence enters the picture.

It is important, though, to distinguish the different kinds of support behind this model. Realistic scenarios and active participation draw most directly from the ethics-training literature. Distributed practice is supported by research on learning and memory, while the claim about ethical attunement extends findings from perceptual and category learning into a new domain. Other features of EthiCards—including its brevity, peer delivery, weekly rhythm, and integration into roll call or other departmental routines—are primarily implementation choices. These choices may make recurring engagement more feasible (which is not a trivial advantage), but their educational effectiveness cannot simply be inferred from their convenience. Further use and testing of the cards' effectiveness will need to be done before we can establish such a claim concretely.

The model nevertheless generates clear direction for evaluation. First, do participants identify more ethically relevant features without prompting? Second, do any improvements persist over

time and transfer to scenarios different from those used during training? Ambiguous examples and genuine non-cases will be important here, since the aim is better discrimination rather than a tendency to describe every difficult encounter as an ethical problem. Studies should also measure actual participation, the quality of discussion, facilitator behavior, and relevant organizational conditions, including hierarchy and psychological safety. Otherwise, apparent improvement may amount only to learning the vocabulary expected by the program.

This leads to the more difficult question of whether changes in awareness affect judgment and behavior. Most of the underlying research concerns students and researchers in instructional settings, rather than police officers working in operational environments. Complaints, misconduct findings, uses of force, Internal Affairs investigations, litigation, and retention are all consequential outcomes, but they are also influenced by many factors beyond training and may require larger samples and longer periods of observation. Improved performance on scenario-based assessments should not be presented as evidence that misconduct has declined. It would show something narrower but still important: that the proposed learning mechanism is operating and that stronger behavioral studies are warranted. Because we are evaluating a program in whose development we have been involved, transparent methods, independent outcome assessment, and eventual independent replication will also be essential.

What, then, can we presently conclude? We cannot yet say that EthiCards reduces misconduct, liability, or other organizational harms; we do not know that weekly delivery is the optimal schedule; and we should not assume that the model will transfer unchanged to other professions. We can say that the program brings together several credible findings in a practical and testable form. Agencies therefore have good reason to pilot brief, repeated, professionally grounded ethical discussions—provided that they evaluate more than attendance, completion, or participant satisfaction. Ethics training has too often been judged by hours delivered and rules recited. A better standard asks what officers notice, what they retain, whether they apply it in unfamiliar situations, and, ultimately, whether it affects what they do. EthiCards gives us a practical way to begin testing against that standard, and the available evidence gives us good reason to do so.

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Northern California Cities Self Insurance Fund
Police Risk Management Committee Meeting
November 12, 2026

Agenda Item E.3.

WELLNESS DISCUSSION

INFORMATION ONLY

ISSUE: Seeking mental and behavioral health treatment for first responders can feel overwhelming and law enforcement personnel may question if their experiences and stressors are severe enough to seek help.

RECOMMENDATION: Review and discuss the Briefing Room Wellness training initiative.

FISCAL IMPACT: None

BACKGROUND: The Briefing Room is a specialized roll-call microlearning platform used by over 400 law enforcement agencies nationwide to deliver rapid, professional training. As part of its daily curriculum, the platform features a dedicated Wellness training initiative designed to support officer mental and physical health. Rather than sending officers away for expensive, multi-day seminars, the initiative integrates mental health, officer safety, and resilience directly into standard daily briefings.

ATTACHMENT(S): None

Northern California Cities Self Insurance Fund
Police Risk Management Committee Meeting
November 12, 2026

Agenda Item E.4.

POLICE RISK MANAGEMENT GRANT FUNDS

INFORMATION ITEM

ISSUE: Over the last ten years the Board has approved a total of over $700,000 in grant funds for Police Risk Management. The Grant Funds Historic Usage Report is included to ensure members are aware of the available grants for their agencies.

RECOMMENDATION: Review grant funding and uses – information only.

FISCAL IMPACT: None expected from this item.

BACKGROUND: The Board approved a FY 14/15 budget of $50,000 for the purchase of body cameras for NCCSIF's police agencies. The funds were initially used to purchase a total of 58 cameras directly from VieVu at a quantity discount. The FY 15/16 and FY 16/17 budgets of $50,000 were allocated to the members to fund their body camera programs. Starting in FY 17/18 members with a body camera program in place were first able to use the funds for other safety and risk management uses such as data storage, protective equipment, load-bearing vests, and wellness services. The Board voted to increase the budget to $100,000 for FY 24/25.

The City of Anderson recently purchased body worn cameras for their officers – so now all 22 NCCSIF Cities have body worn cameras in place.

ATTACHMENT(S):

1. Risk Management Grant Funds Historic Usage Report
2. Police Risk Management Grant Request Form

	A	B	L	M	N	O	V	W	X	Y	Z
1		NCCSIF POLICE RISK MANAGEMENT GRANT FUNDS HISTORIC USAGE REPORT									
2											
3		**Member**	**FY 23/24 $50,000 Grant** Fund Allocation	**FY 24/25 $100,000 Grant** Fund Allocation	**FY 25/26 $100,000 Grant** Fund Allocation	**FY 26/27 $100,000 Grant Fund Allocation**	**Member Specific Police Fund Contributions FY 21/22 to FY 26/27**	**TOTAL GRANTS**	**YTD Reimbursements Made**	**REMAINING FUNDS 11/5/26**	**Reimbursement Notes/Plan Usage**
4	1	Anderson	$1,515	$3,030	$3,030	$3,030	**$4,952**	$27,677	$24,500	$3,177	10-22-25 Bodyworn Cameras
5	2	Auburn	$3,030	$6,060	$6,060	$6,060	**$0**	$45,450	$28,149	$17,301	4/25/17 $6,280.56 (12 VieVu LE4 mini body worn cameras) 9/8/17 $3,029.18 (4 VieVu LE4mini & 1 multi-dock LE4) 2/5/19 $2,810.26 portion of invoice (16 VieVu LE5 body worn cameras) 3/24/21 $5,998.49 Body Cameras 9/29/22 VIEVU Bodyworn Camears 9/19/24 Lexopol Training Bulletin 8/8/25 Rollbot
6	3	Colusa	$1,515	$3,030	$3,030	$3,030	**$8,360**	$31,085	$3,030	$28,055	7/27/17 $3,030 (concealable vests with load bearing carriers)
7	4	Corning	$1,515	$3,030	$3,030	$3,030	**$8,480**	$31,205	$12,073	$19,133	9/6/16 $3,291.26 (4 VieVu LE4 body cameras) 2/15/19 $2,301.12 firewall 1/14/25 Front door upgrades
8	5	Dixon	$3,030	$6,060	$6,060	$6,060	**$5,000**	$50,450	$23,846	$26,604	4/20/17 $6,060 (30 Wolfcom Vision 1080p body camera with rotatable camera head and 32GB memory) 6/1/18 $2,934.38 (3 Wolfcom Vision 1080p body camera + training cost for force options simulator) 3/6/20 $2,631.63 (5 Wolfcom Body Camera + 1 docking port) 8/26/20 IA PRO Program 2/7/23 DeleteMe App - Removes officers personal information from the internet
9	6	Elk Grove*	$3,030	$6,060	$6,060	$6,060	**$0**	$45,450	$27,210	$18,240	1/11/18 $9,090 (WatchGuard Vista HD body cameras) 3/20/19 $3,030 (portion of Cordico Wellness Program) 11/4/19 $3,030 (portion of 2019 BWC purchase/Vista HD) 5/6/22 $6,060 (portion of Cordico Wellness Program) 10/17/23 $6,000 My Steady Mind
10	7	Folsom	$3,788	$7,575	$7,575	$7,575	**$400,000**	$456,813	$38,924	$417,888	10/5/16 $7,576 (8 VieVu LE4 body camera and 1 multi-dock network station) 12/16/20 $15,150 Iapro software 10/27/26 $16, 199.34 KP Training and Vanish ME
11	8	Galt	$3,030	$6,060	$6,060	$6,060	**$285,000**	$330,450	$230,589	$99,861	*1/25/18 Plan to use fund /BWC program under consideration* *2/28/22 AXON Body Worn Cameras* *2/13/24 Gym Equipment and Tactial Vests* *12/17/24 Starchase and Glock Guns*
12	9	Gridley	$1,515	$3,030	$3,030	$3,030	**$80,000**	$102,725	$4,543	$98,182	9/6/16 $3,291.26 (4 VieVu LE4 body camerass) 3/28/18 $1,252 (one VieVu LE5 camera and seven Public Safety Vests) 8/7/20 $2,700.41 (load bearing vests and flashlights)
13	10	Ione	$1,515	$3,030	$3,030	$3,030	**$15,331**	$38,056	$10,605	$27,451	11/2/16 $1,655.23 (2 VieVu LE4 body camera) 9/8/17 $1,736.24 balance (2 VieVu LE4 body cameras and 2 LE4 Cradle) 5/21/18 $1,234.14 (2 VieVu LE5 body camera and license for Veripatrol Software) 5/28/21 Lava Dog Fire and Police Supply (Riot helmets, batons, gas masks and filters) 3/7/22 LENSLOCK Cameras

	A	B	L	M	N	O	V	W	X	Y	Z
3		**Member**	**FY 23/24 $50,000 Grant** Fund Allocation	**FY 24/25 $100,000 Grant** Fund Allocation	**FY 25/26 $100,000 Grant** Fund Allocation	**FY 26/27 $100,000 Grant Fund Allocation**	**Member Specific Police Fund Contributions FY 21/22 to FY 26/27**	**TOTAL GRANTS**	**YTD Reimbursements Made**	**REMAINING FUNDS 11/5/26**	**Reimbursement Notes/Plan Usage**
14	11	Jackson	$1,515	$3,030	$3,030	$3,030	**$0**	$22,725	$18,563	$4,162	*4/20/20 Jackson PD in process of acquiring new body cams.* 1/7/2021 $9,090 Vista HD Wearable Camera User Guide 4/17/26 Lenslock Body Worn Cameras
15	12	Lincoln	$3,030	$6,060	$6,060	$6,060	**$0**	$45,450	$27,271	$18,180	10/5/16 $6,060 (8 VieVu LE4 body cameras) 2/25/21 $11,632 (14 Watchguard body worn cameras) 4/19/24 $9.090 Body Worn Cameras
16	13	Marysville	$2,273	$4,545	$4,545	$4,545	**$0**	$34,088	$20,453	$13,635	8/18/17 $4,919.87 (6 VieVu LE4 body cameras) 7/25/23 $15,533 (Body Cameras)
17	14	Nevada City	$1,515	$3,030	$3,030	$3,030	**$0**	$22,725	$7,575	$15,150	2/6/18 $4,545 (Body Camera Storage and Equipment cost for 2015-2017) 7/15/19 $1,515 (Axon Body Camera Storage) 4/17/20 $1,515.00 (Body Camera Storage Fees) 3/31/21 $1,515.00 (Body Camera Storage Fees)
18	15	Oroville	$3,030	$6,060	$6,060	$6,060	**$0**	$45,450	$31,968	$13,482	9/23/16 $3,010 (Video Storage Buffalo Terastation) 10/5/16 $3,050 (5 VieVu LE4 body cameras) 11/20/17 $1,174.00 (1 Tactical Armor-Ballistic Vest) 9/4/18 $4,886 (20 Vievu LE5s body cameras) 1/26/26 $10, 396.66 Gym Equipment 9/14/26 Stairclimber $9,451.54
19	16	Paradise	$2,273	$4,545	$4,545	$4,545	**$0**	$34,088	$18,180	$15,908	11/15/16 $762.14 (5 flashlights) + $1,477.28 (1 VieVu LE4 multi-dock station) 3/14/17 $2,305.58 (Ballistic Vests) 5/3/19 $1,895.50 (five load bearing vests) 8/7/20 $2,700.41 (load bearing vests and flashlights) 7/27/22 $9.039 Body Worn Cameras
20	17	Placerville*	$1,515	$3,030	$3,030	$3,030	**$0**	$22,725	$13,928	$8,797	12/28/17 $3,970.32 (4 Tactical Armor-Ballistic Vests) 10/3/19 $3,674.75 (Fitness Equipment) 11/18/20 $1,077.49 (Treadmill) 9/29/21 $1,382.87 (Kettlebell, Resistance bands, under desk bike pedal, weight bench, battle rope) 4/30/26 BWC Video Release and Redaction
21	18	Red Bluff	$2,273	$4,545	$4,545	$4,545	**$0**	$34,088	$20,452	$13,635	2/17/17 $1,473.74 (Apex Body cam storage remediation) 10/18/17 $3,071.26 (5 VieVu LE4 body cameras) *1/25/18 Plan to use to purchase more BWC & future funds to replace old cameras.* *3/27/20 Red Bluff PD BWC is fully funded; plan to use funds for fitness equipent.* 5/26/20 $6,814.17 (Fitness Slam Balls, ball rack, cable machine, dumbbell rack, kettlebell racks, kettlebells and bumper rack) 10/29/21 $2,692.86 (3 Body Cameras, 12 Clip Lock Metal Clips) 11/14/23 Lenslock Cameras
22	19	Rio Vista	$1,515	$3,030	$3,030	$3,030	**$0**	$22,725	$19,695	$3,030	11/16/17 $4,241.15 (9 VieVu LE5 body cameras) 6/4/26 $7,574.85 Computers for RIMS
23	20	Rocklin	$3,030	$6,060	$6,060	$6,060	**$64,291**	$109,741	$55,242	$54,499	10/5/16 $6,516.24 (4 VieVu LE4 body cameras, 1 LE4 multi-dock, 1 LE3 multi-dock) 1/3/19 $5,603.76 (58 Lenslock bwc cameras and 25 in car dash cameras) 11/9/20 $6.060 (Lenslock software) 4/22/25 40 mm single launcher
24	21	Willows	$1,515	$3,030	$3,030	$3,030	**$0**	$22,725	$22,725	($0)	7/2/19 $2,130 for 19/20 Lexipol-Fire Policy Service annual fee 7/1/20 $2,157 for 20/21 Lexipol- Fire Policy Service annual fee 6/15/21 $2,178 21/22 Lexipol- Fire Policy Service annual fee 6/15/21 $2,010 Lexipol Fire Policy Service 6/21/24 Lexipol Fire Services 6/30/25 Lexipol Fire Services 6/23/26 Lexipol Fire Services Lexipol LE Policy Subscription
25	22	Yuba City	$3,030	$6,060	$6,060	$6,060	**$0**	$45,450	$26,689	$18,761	5/5/17 $6,060 (Data911 body-worn cameras) 7/12/21 $3,699.05 (Treadmill) 11/1/23 Gym Flooring 4/23/25 Treadmill 9/16/25 Wellness Program
26		**TOTAL**	**$49,995**	**$99,990**	**$99,990**	**$99,990**	**$871,414**	$1,621,339	**$686,210**	$935,129	

	A	B	L	M	N	O	V	W	X	Y	Z
3		**Member**	**FY 23/24 $50,000 Grant** Fund Allocation	**FY 24/25 $100,000 Grant** Fund Allocation	**FY 25/26 $100,000 Grant** Fund Allocation	**FY 26/27 $100,000 Grant Fund Allocation**	**Member Specific Police Fund Contributions FY 21/22 to FY 26/27**	**TOTAL GRANTS**	**YTD Reimbursements Made**	**REMAINING FUNDS 11/5/26**	**Reimbursement Notes/Plan Usage**
28											
29		*Opted for Cash Allocation to purchase other than VieVu Camera									
30		Fund Allocation is based on cost of camera at $757.50 each									

POLICE RISK MANAGEMENT GRANT REQUEST FORM

Member Entity Name: _____

Submitted by: _____ **Submission Date:** _____

Available Funds: _____ **Requested Funds:** _____

Please use the following lines to describe the proposed use for your funds, and be sure to attach any applicable backup data such as purchase order, receipts, etc.

_____

_____

_____

_____

_____

_____

(If additional room is needed, please attach separate sheet.)

Check Payable to: _____

Mail Check to: _____

_____

Signature: _____ **Date:** _____

Please e-mail the completed form to: Jenna Wirkner at Jenna.Wirkner@alliant.com

* *

STAFF USE ONLY

Program Administrator Approval: _____

Total Amount Subject to Reimbursement: $_____

Northern California Cities Self Insurance Fund
Police Risk Management Committee Meeting
November 12, 2026

Agenda Item E.5.

ROUND TABLE DISCUSSION

INFORMATION ITEM

ISSUE: There will be a round table discussion by the members of the NCCSIF Police Risk Management Committee for any topics or ideas that members would like to address including future training session topics.

Future Training Topics:

- Bruce Kilday and Derick Konz of Angelo, Kilday and Kilduff will provide a *Legal Update* at the next Police Risk Management Committee meeting scheduled for Thursday, 2/11/27

Law Enforcement Training Day:

- Feedback
- Topics for 2027

Benchmark Analytics – no charge if implemented, paid for by excess coverage provider.

PRISM Law Enforcement Training Resources

PRMC Survey Results

RECOMMENDATION: None.

FISCAL IMPACT: None.

BACKGROUND: Alliant and Sedgwick organize the NCCSIF Police Risk Management Committee meetings. These meetings are held on a quarterly basis and a Round Table Discussion Item is included in the agenda.

ATTACHMENTS:
1.PRISM Law Enforcement Training Resources
2. Survey Results


RISK CONTROL SERVICES FOR LAW ENFORCEMENT
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ConcernPlus First Responder Program ◊ - In the moment, culturally competent support for First Responder personnel, and their families.
Partner: Concern

Crisis Incident Management (CIM) Services □ - Pre- and post-crisis incident services include webinars, situation assessment, media consulting, communications and message management. PRISM members in the following programs have access to a CIM Policy that will provide up to $50k in services for an accepted claim: EWC, GL1, GL2, Property and Medical Malpractice.
Partner: Mainstream Unlimited

DMV Employer Pull Notice (EPN) ● - A fully web-based EPN system which allows members to monitor driving records, expiring licenses, and other relevant documents.
Partner: Plexus Global

Early Intervention System (EIS) ◊ - The only evidence-based EIS solution for police force management and early intervention, improving wellness, reducing officer injuries, and liability claims.
Partner: Benchmark Analytics

Employee Performance Evaluation Software ◊ - This software offering was created to simplify the day-to-day administrative duties of first responders, to include features such as: testing and tracking skill competencies; recording videos of skill demonstrations; and assessing performance.
Partner: Vector Solutions

Equipment & Apparatus Inspection Software ◊ - This mobile application for first responder agencies allows for easy inspections on the go. Vector Check It simplifies routine maintenance inspections of equipment, vehicles and apparatus. Access customizable checklists based on your own needs. Send push notifications to alert users of past-due checks, and more!
Partner: Vector Solutions

First Responder Wellness Services ◊ - Access to a wide array of services to support First Responder agencies in creating and managing peer support programs, including program implementation, policy review, team member selection and training, retreats, and crisis response and debriefing.
Partner: The Counseling Team International

Corrections Checkpoint Service ◊ - Allows users to electronically log check-in points with timestamps, providing documented proof of completed routes. It can also be used for safety inspections and patrols in correctional and non-correctional environments, such as door checks, fire safety inspections, and perimeter patrols.
Partner: Guard1 by TimeKeeping Systems

Workforce Management Software ◊ - Designed for our fire, law enforcement, and EMS members, this software lets administrators coordinate schedules and oversee employee hours.
Partner: Vector Solutions

SYMBOL/DEFINITION		
● Included	◊ Negotiated Rate	□ Hybrid Pricing

REV 09/26

Staff Services

The following is a partial list of the custom services PRISM offers:

Direct Consultation - Our experienced team of consultants is familiar with the regulatory requirements and can assist with cost efficient solutions for agencies' risks, including specialist referrals. Risk Control staff can assist with policy/procedure assistance, loss data review/analysis, and offers thoughtful review and perspective on any risk management matter.

Training Resources

POST Certified Courses

PRISM offers both in-person and online seminars for our members that cover a variety of risk management topics, including the following POST certified courses:

In person

- Stress Management - Police Under Pressure - 22322
- Strategic Communication/ De-escalation - 29560

Online

- Use of Force/De-escalation - 20007
- Self-Paced Stress Management - 53000

The above POST courses have complimentary enrollment and are open to law enforcement affiliated personnel. Must provide POST ID upon registration. For more details and registration information, visit the PRISM Law Enforcement Resources page:

www.prismrisk.gov/resources/law-enforcement-resources/

STC Courses

- Stress Management for Corrections Personnel - 04389236

Guidance & Resource Library

Employment Practices Liability (EPL) Manuals* - Developed specifically for PRISM members by the Eyres Law Group, these manuals focus on California public agency employment matters by providing legal and policy guidelines, as well as customizable forms and checklists.

Essential Job Duties* - Created in order to assist PRISM members with return-to-work programs, this classification specific document will help doctors and claims administrators determine relevant work capacities and if injured employees are able to return to work.

Job Safety Analyses* - Management and supervisors can use the findings of a job safety analysis to identify and prevent hazards in their workplaces. In the Toolbox, members will find completed job safety analyses for over 40 public agency classifications in Excel format.

Risk Simplified - A series of informative documents developed by PRISM's Risk Control Department designed to assist our members' effort to reduce losses and understand regulatory requirements. Provides guidance on a broad array of topics including legislative updates, Cal/OSHA compliance, and more!

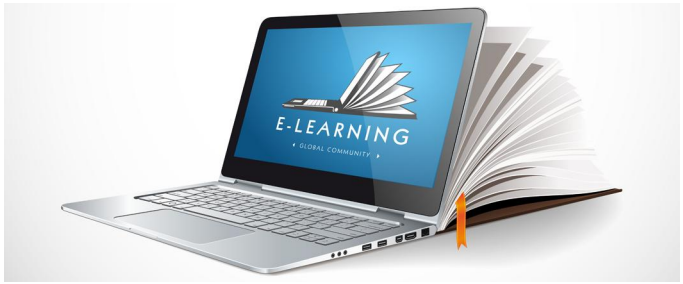
Safety Talks: A Tailgate/Toolbox Resource* - Nearly 300 topics to lead and plan your next safety meeting. Download the entire resource and share with those in your agency responsible for leading safety meetings.



*A password is required to access this resource.

Please forward inquiries to PRISM Risk Control at riskcontrol@prismrisk.gov or 916.850.7300.

e-Learning



PRISM TV

Member-exclusive
24/7 access to over
200+ on-demand webcasts.

Employment Practices Liability (EPL) & Liability
This Channel offers training sessions that cover acts arising from the employment process, which include: reasonable accommodation, discrimination, sexual harassment prevention, and retaliation.

Health and Safety
This channel offers informational webcasts designed to provide best practices, regulation guidance, news, and tools involving workplace health, safety, and illness prevention topics.

Risk Management
Webcasts on this channel cover common public agency risk management issues including a series on crisis incident management, cyber security, and insurance requirements in contracts.

Workers' Compensation (WC)
The WC channel includes programs designed to provide assistance for those managing WC claims, including new case law and supervisor responsibilities.

Learning Management System (LMS)

PRISM has partnered with Vector Solutions (formerly TargetSolutions) to deliver an online training and safety/risk management LMS.

Law Enforcement Catalog Features
The catalog has over 200+ courses available for corrections, dispatch, patrol and investigations. Also available:

- Case studies and custom footage from body cameras
- Courses in the following relevant topics including: implicit bias, stress management, investigation, officer survival, and driver training for police

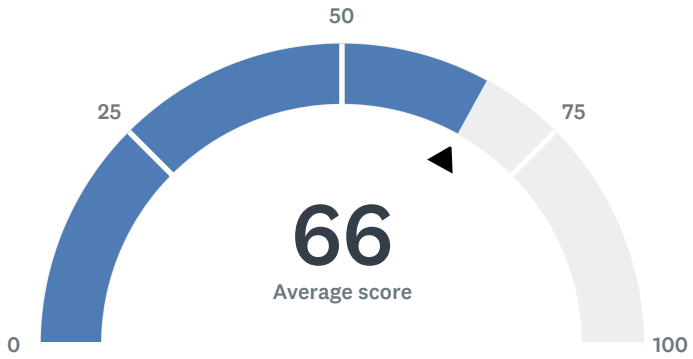
Interactive Online Driving Program
This cutting-edge program consists of a competency-based assessment and 12 skill-building courses, offered to PRISM members at no additional cost. It will assess a driver's ability to identify road hazards from the safety of a controlled learning environment where they are tested on key driving competencies and scenarios including simulated crashes, driving in snow or rain, night time driving, and much more.

After completing the assessment, the learner is assigned an individualized year-long training plan consisting of 12 highly engaging 3-D micro courses. Learners will automatically be assigned one course per month, with the courses most pertinent to the individual learner being assigned earliest in the Program.



Q1 7 responses

On a scale of 1-5, how useful do you find the current meetings?

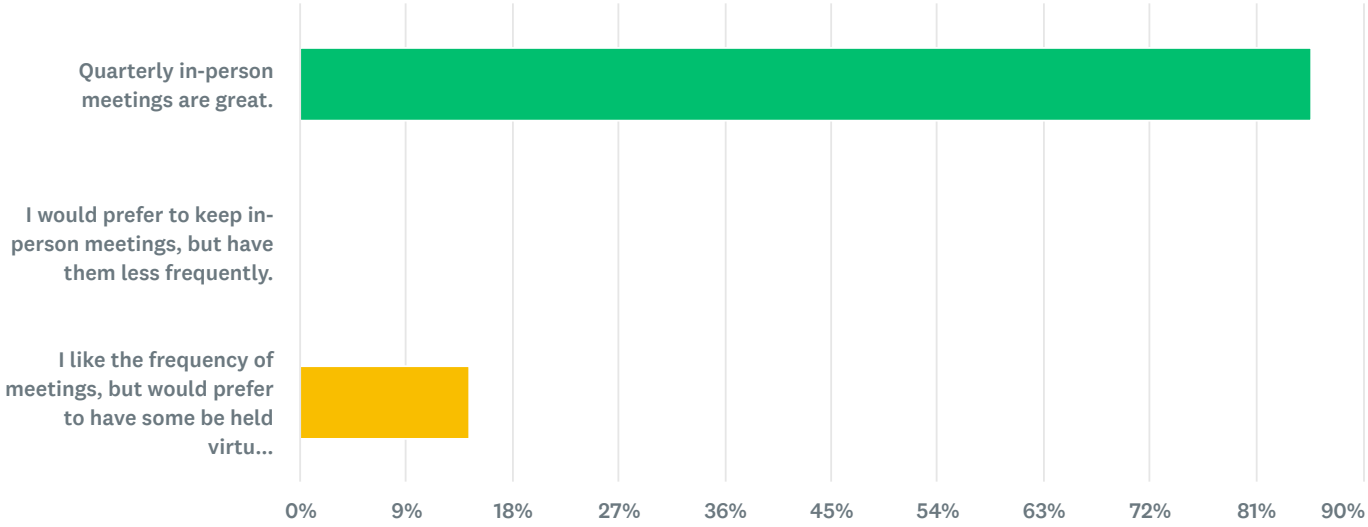


Basic statistics				
Minimum	**Maximum**	**Median**	**Mean**	**Standard Deviation**
3.00	100.00	90.00	66.00	39.75

#		DATE
1	90	8/25/2026 4:59 PM
2	85	8/25/2026 11:58 AM
3	90	8/20/2026 1:56 PM
4	4	8/20/2026 1:38 PM
5	90	8/20/2026 12:00 PM
6	3	8/20/2026 11:47 AM
7	100	8/20/2026 11:31 AM

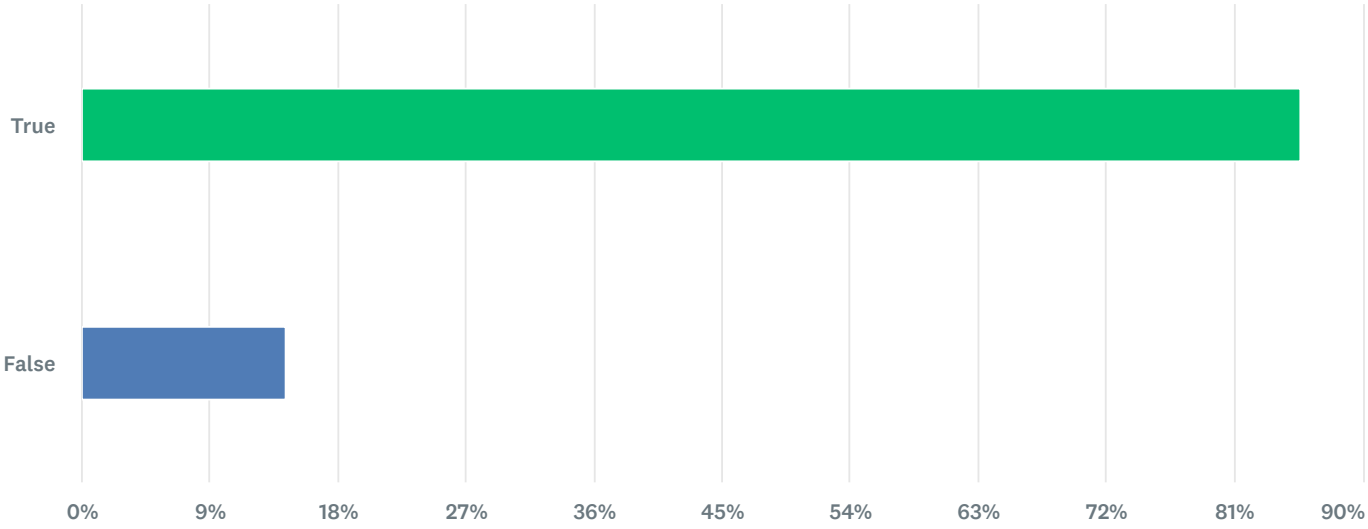
Q2 7 responses

Thinking about quarterly in-person meetings, choose the response that you most agree with.



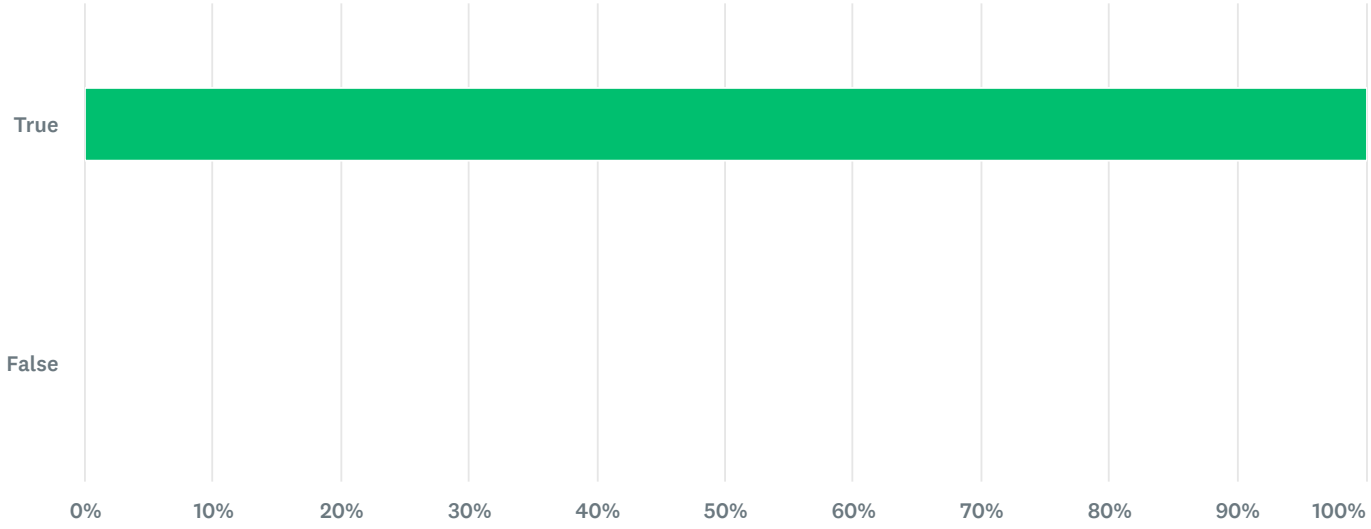
Q3 7 responses

I see the value in having Sedgwick's police consultant, Rob Patton attend sessions and provide updates.



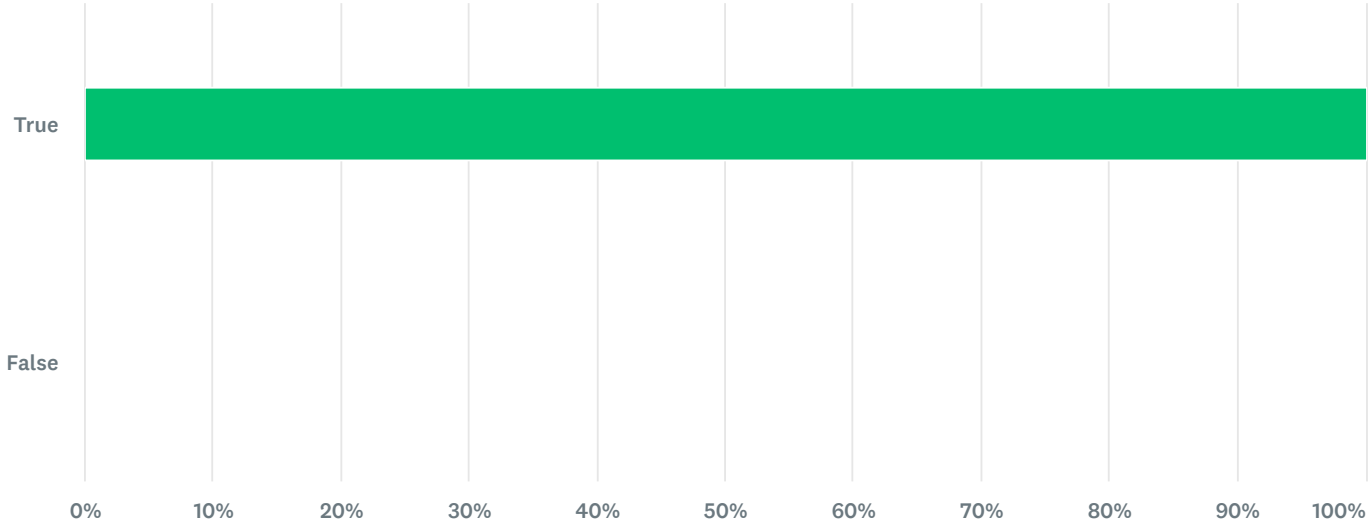
Q4 7 responses

It is helpful having legal updates provided annually.



Q5 7 responses

It is helpful having the claims TPA's provide Liability and Work Comp Claims 101.



Q6 What other topics would you like to see added to the quarterly agendas?

Answered: 4 Skipped: 3

#	RESPONSES	DATE
1	New product, technology, regional challenges	8/25/2026 4:59 PM
2	N/A - most topics needed are covered as they are brought up. the group is very attentive to requests.	8/25/2026 11:58 AM

3	The agendas seem to be thoughtful and appropriate.	8/20/2026 12:00 PM
4	I actually think you are all doing a great job. One of the few meetings I attend that I always learn something at. Really good meeting.	8/20/2026 11:31 AM

Q7 Any other comments.

Answered: 2 Skipped: 5

#	RESPONSES	DATE
1	Thank you!	8/25/2026 4:59 PM
2	Although I do like the in-person, sometimes things come up that prevent our attendance. Instead of missing the entire meeting, it would be nice to be able to remote attend, or at least live view and call in or email questions.	8/25/2026 11:58 AM

Northern California Cities Self Insurance Fund
Police Risk Management Committee Meeting
November 12, 2026

Agenda Item F.

INFORMATION ITEMS

INFORMATION ITEM

ISSUE: The following items are being presented as information for NorCal Cities members.

RECOMMENDATION: None. This item is offered as information only.

FISCAL IMPACT: None expected form this item.

BACKGROUND: None.

ATTACHMENT(S):

1. NorCal Cities FY 26/27 Meeting Calendar
2. Virtual Training: Applied Risk Management: Tips Tricks and Lessons Learned – January 12th,2027
3. Virtual Training AB 1825 and AB 1234 – January 21st, 2027
4. Virtual Training: Insurance Requirements in Contracts (IRIC) -February 18th, 2027

PROGRAM YEAR 26/27 MEETING CALENDAR

Thursday, August 6, 2026,..... **Police Risk Management Committee** at 10:00 a.m.

Thursday, September 10, 2026, ** ..... Claims Committee at 9:00 a.m.
Executive Committee at 10:30 a.m.

Thursday, October 15, 2026, ***..... **Risk Management Committee** at 10:00 a.m.
Board of Directors at 12 noon

Thursday, November 12, 2026, **..... **Police Risk Management Committee** at 10:00 a.m.

Thursday, December 10, 2026, * ..... **Board of Directors** at 10:00 a.m.

Thursday, February 11, 2027,..... **Police Risk Management Committee** at 10:00 a.m.

Thursday, March 18, 2027, ** ..... Claims Committee at 9:00 a.m.
Executive Committee at 10:30 a.m.

Thursday, April 15, 2027, * ..... **Risk Management Committee** at 10:00 a.m.
Board of Directors at 12 noon

Thursday, May 13, 2027, ... **Police Risk Management Committee** at 10:00 a.m.

Thursday, May 27, 2027, ** ..... Claims Committee at 9:00 a.m.
Executive Committee at 10:30 a.m.

Thursday, June 17, 2027, * ..... **Board of Directors** at 10:00 a.m.

Meeting Location: Rocklin Event Center - Garden Room
Rocklin Event Center – Ballroom *
2650 Sunset Blvd., Rocklin, CA 95677
Zoom**

Note: Additional Claims Committee Meetings may be scheduled as needed for Claims Authority approval which will be held via teleconference.





SAVE THE DATE | REGIONAL TRAINING – JANUARY 12th

Applied Risk Management: Tips, Tricks, and Lessons Learned

Presented by Marcus Beverly, Program Manager, NCCSIF & SCORE

Topics Include:

This training session will provide an overview of the risk management process and how it applies to your organization. You'll learn how to demonstrate the value of risk management to gain buy-in and receive simple and practical recommendations for implementing risk management practices.

Other topics include:

- Cost of Risk and Allocation
- Enterprise Risk Management,
- Identifying and prioritizing risks
- Risk control techniques, and
- Risk Management Communication.

Participants will leave with tools for applying risk management in their professional and personal lives.

Date: Tuesday , January 12th, 2027,

Time: 10:00a.m. – 11:30a.m.

Location: Webinar Via Zoom

Register:
https://alliantinsurance.zoom.us/meeting/register/3GbrunUZRauceaHvFRLNuQ

Presenter: Marcus Beverly

Marcus Beverly, First Vice President at Alliant Insurance Services, has 35 years of expertise in insurance, claims, and risk management, including three decades of experience working with California public agencies. He currently manages several risk-sharing pools in California and collaborates with a wide variety of public agencies to assess and place their insurance coverage, risk management programs, and claims management services.

OPEN TO ALL JPA MEMBERS

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Please reach out to Jenna.Wirkner@alliant.com if you have any questions.





SAVE THE DATE | REGIONAL TRAINING WEBINAR - January 21st, 2027

AB 1825 (Sexual Harassment) & AB 1234 (Ethics)

Presented by Gerry Preciado, 34th Street Consulting

Topics Include:

AB 1825 requires California employers to provide at least 2 hours of effective training to all supervisory employees on the prevention of sexual harassment, discrimination, retaliation, and prevention of abusive conduct. **This training is required every 2 years.**

AB 1234 requires "covered officials" to take 2 hours of **training in ethics principles every 2 years.**

Date and Time:

Thursday, January 21, 2027

- AB 1825: 10:00a.m. – 12:00p.m.
- AB 1234: 1:00p.m. – 2:00p.m.

Location: Webinar Via Zoom

Register:

AB 1825: https://alliantinsurance.zoom.us/meeting/register/7tuwdF3NTc6FAu5DeJl7Lg

AB 1234: https://alliantinsurance.zoom.us/meeting/register/PJNtYkgPSP2Si9aGc5FEeA

Questions: Jenna.Wirkner@alliant.com or (916)643-2741

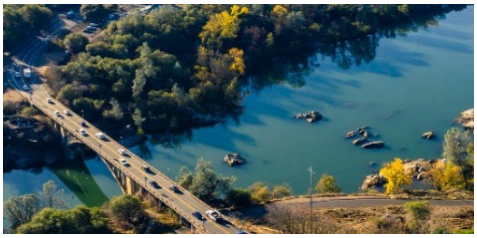
Presenter: Gerry Preciado

Gerry Preciado, from 34th Street Consulting will lead the upcoming training sessions. With over 25 years of expertise in employment practices, Gerry utilizes a dynamic and engaging approach, free of legal jargon, to effectively connect with participants. Numerous NCCSIF and SCORE members have attended his training in the past, consistently providing exceptional feedback.

OPEN TO ALL JPA MEMBERS

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SAVE THE DATE | FEBRUARY 18th –REGIONAL TRAINING

Insurance Requirements in Contracts (IRIC)

Topic Includes: This workshop will address the following **contractual risk transfer** topics:

What is it:

- Understand the process of transferring risk from your agency to others, including identifying the risk, specifying the right indemnity and insurance protection, and ensuring compliance.

What to ask for:

- Receive good examples of "Hold Harmless" agreements, learn what they mean, and understand their limitations. Recommended insurance requirements for most types of contracts will be provided and discussed.

Did you get what you requested:

- Learn how to review the documents you receive to tell if they provide the coverage you requested, including Certificates of Insurance and the endorsements that are appropriate and binding.

Who Should Attend: Anyone who wants to understand risk transfer and insurance requirements in contracts to protect their agency from loss.

Date and Time:
Thursday, February 18th, 2027, 10:00a.m.-11:30a.m.

Location: Zoom Webinar

Presenter:

Marcus Beverly, First Vice President, Alliant Insurance Services, Inc.

Marcus has 35 years of experience in claims, insurance, and risk management, including three decades of experience working with California public agencies. He currently manages several risk-sharing pools in California and collaborates with a wide variety of public agencies to assess and place their insurance coverage, risk management programs, and claims management services.

OPEN TO ALL JPA MEMBERS

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REGISTER

https://alliantinsurance.zoom.us/meeting/register/JRdDa9LfSG2sWJw0qJt1Nw

Questions: Jenna Wirkner

Jenna.Wirkner@alliant.com or 916-643-2741

Northern California Cities Self Insurance Fund
Police Risk Management Committee Meeting
November 12, 2026

INFORMATIONAL SESSION

INFORMATION ITEM

TOPIC: LWP will present on the Life of a Workers' Compensation Claim, including employee and employer responsibilities as well as presumptions specific to safety workers.

ATTACHMENT: Life of a Workers' Compensation Claim Presentation

Life of a Workers' Compensation Claim



What Happens When An Employee Is Injured

- Employee responsibility
  - Reports injury to supervisor, manager or HR
  - Notice of representation

- Employer responsibility
  - Refer the employee to the medical facility
    - Call 911 if emergency care needed, otherwise refer to occupational clinic
  - Complete the injury paperwork, gather information
    - DWC-1 claim form must be provided within 24 hours of knowledge
  - Report the claim to LWP Claims Solutions

Compensability Decision

After review of all available information the Claims Administrator must decide on coverage and if there is documentation that injury or illness occurred in the course and scope of their employment.

Initial Decisions and Time Frames

- Acceptance : Within 14 days of knowledge, after investigation
- Delay : Within 14 days of knowledge *
- Denial : Depends-
  75 days for presumptive claims
  90 day for all others

*Potential Med-Legal evaluation may be necessary

Presumption Claims – Safety Workers

Presumed Acceptable Claims

- Heart Trouble
- Cancer
- Pneumonia
- Low Back / Duty Belt
- Hernia
- Meningitis
- Bloodborne Diseases / MRSA
- Post-traumatic Stress Syndrome (PTSD)
- COVID-19 * *expired 12/31/2023*

Workers' Compensation Benefits

- Medical Benefits:
  - Coverage for treatment, hospital stays, and prescriptions
- Lost time Benefits:
  - Temporary Disability (TD)
  - 4850 (Safety personnel)
  - Temporary partial/Wage loss
- Permanent Disability (PD) Benefits
- Supplemental Job Displacement Benefits (SJDB)
- Death Benefits

Claim Resolution

- Final Medical Report
  - Discharged from care, claim closes
  - Outline of PD or future medical, claim settles

- Types of Settlements:
  - Stipulated Award
  - Compromise and Release

Questions?