

RPS 1 Sub Committee (B) Facilitation Guide:

A worksheet to guide the facilitation of your sub committee.

This guide was created to help you facilitate your sub committee to meet your goals in order to map a plan for the Common Council for RPS 1. It helps to center your team on the set goals, clarify roles, and outline recommendations.

Implementation Area

B- Training Equipment Needs and Technology

Who?

Niles Wilson (Facilitator), Schelley Michell- Nunn (Facilitator), Price Nyland (Notetaker), Amir Tazi, Eric Rosario, Tom Condzella, Yasmin Rashid

Roles, Process, & Tools Overview

Roles

- Facilitator
 - Lead the meeting: make sure everyone is following the Rules of Engagement
 - Keep track of time
 - Keep track of action items and decision points throughout the meeting
 - Make sure milestones are being met
- Note Taker / Librarian
 - Take notes in this document
 - Pull out 1-3 main points from sub committee meeting to share with community & greater WG
 - If community input is needed for a problem & solution type out post &
 - Input 1-3 main points from sub committee meeting onto the community engagement tool submit to community engagement tool
 - Example: “Today we talked about the list of technology for unarmed workers. This is our list “....” do you have anything you believe we should add or subtract?

Step by step Process

1. Members register for sub committee meeting through Zoom link
2. Complete any reading, or activity (homework for meeting)
3. Attend meeting

- a. Notetaker will take notes throughout in this worksheet
 - b. Facilitator will welcome members and do a quick check in with the team
 - c. Facilitator will go through DOD (definition of done- what needs to be done before the end of the meeting)
 - d. Facilitator will walk through the agenda for the meeting
 - e. Facilitator will lead activities to move towards their subcommittee's goals
 - f. Notetaker will gather 1-3 main points from the meeting and get the groups approval at end of the meeting
 - g. The note taker will then read back the action items to the group and make sure everyone is aware before meeting is adjourned
4. Notetaker uploads 1-3 main points from meeting to the community engagement tool and any community input posts

Helpful Tools to Conduct Sub Committee Meetings

- Google Form
 - This promotes individual participation to inform the meeting discussion prior to the meeting date
 - Example: asking for top three naming conventions for the new public safety model
- Zoom Chat
 - An additional way for members to engage without having to come off mute. Great for visual learners
- Zoom Polling
- Zoom Breakout Rooms

Group Expectations & Rules of Engagement

A. Understand the groups needs

a. Group Expectations

- i. [Link to Living Document](#)
- ii. To be focused on our charge from the community
- iii. That everyone has equal voice and valuable contribution to make
- iv. To be present
- v. To be accountable
- vi. To be open
- vii. To be respectful
- viii. To foster safety, confidentiality, and trust

b. Shedding Practice: "I Hear You"

- i. Maintain eye contact

- ii. Repeat what you've understood
- iii. Pay attention to negative space - what was unsaid
- iv. Ask empowering questions - What? Who? How? When?
- v. Suspend judgement, be it moral or cognitive

c. Shedding Practice: Reframing

- i. Reframing steps you can use to approach conflict, challenge, and competition:
 - 1. Assume nothing
 - 2. Use empowering questions to rethink the issue
 - 3. Explore potential solutions

d. Shedding Practice: Tension & Release

- i. In a situation of disagreement, we can release tension and resolve conflict by:
 - 1. Holding an open, curious perspective or attitude
 - 2. Make the statement: "I'm curious; tell me what I am not seeing."
 - 3. Ask the individual to tell you how they're approaching the issue/problem

Sub Committees Goals

Overarching Goal of Sub Committees:

- 1. Give input to and create an implementation action plan that contributes to the creation of a new public safety model that centers the safety and health of the most vulnerable communities within the City of Ithaca.

Goals of this Sub Committee:

B. Training, Equipment Needs, & Technology

- 1. Compile a prioritized list of training, equipment, and technology needs for the new model of public safety.

Sub Committee To-Do's

Facilitators can choose to add specific to do's pertaining to their Sub Committee goals

- Shared understanding of subcommittee goal and deliverables
- Read RPS report
-

Who is here and who is missing?

List of members of this Sub Committee group:

(blank spaces to add TA's and community members)

Name	What each person brings to this committee
Amir Tazi	
Eric Rosario	
Yasmin Rashid	
Tom Condzella	

What perspectives, backgrounds and lived experiences are not at the table? *Think about identities (youth, faith, LGBTQIA+, indigenous, Black, Brown communities).*

<p>Brainstorm:</p> <ul style="list-style-type: none">• <p>Specific People List:</p> <ul style="list-style-type: none">•

Notes:

1/5/22 RPS Subcommittee B Meeting #9

Introductions and welcome back

Question: How much latitude do we really have as it relates to the police academy training?

Niles - that is a policy question for state legislature; our training is intended to be in addition to state academy training.

Final decisions do not lie with subcommittees but with council and the head of the new department

[Went through working list](#) for discussion

12/15/21 RPS Subcommittee B Meeting #8

Introductions

- Concerns over time and 'recommendations' as too strong of language
- Recommending further discussion/study of these list items
- More ideas that have been discussed, but can recommend further discussion
- Unsure why we have to call them recommendations, see value in outsider perspectives as insider experts do not know everything; hesitation about things that are not unanimously agreed upon
- Specificity is not usually offered in expert recommendations - often say very little and frustrate community members
- Talk through different models
- Exercise going through list to gauge consensus on backing for each - weed out anything that does not have consensus
- Discussing national models - CAHOOTS, STAR
- Agreement on CAHOOTS model's merit; discussion of requirements for systems requiring peer support (degrees/experience/etc.)
- Importance of peer support and equitable handling of that system
- Importance of CAHOOTS workers being deeply tied to the community, having ties to people, knowing the area, and having that established trust and investment
- ■■■ – just because someone was able to jump through the hoops of the process of getting a license, degree, certification... doesn't make them automatically awesome. They still need to be very intentionally interviewed to make sure they're the right person for the role.
- Ranking activity to collate list and gauge comfort levels as homework
- The group would like feedback on budget and from the budget unit
- One member mentions diverting resources from police, the group discusses the difference between diverting funds and defunding
- One member suggests our goal should be to invest in policing, states people need to consider the current state and current staffing levels
- Wrap up: there would be homework, discussion of technical experts being invited

12/8/21 RPS Subcommittee B Meeting #7

Introductions

Training list additions

- RMS system

- Fleet 3 Vehicle (?)
- Shot spotter - controversial economic return
- IA Pro -- Early warning detection ability - if an officer gets multiple complaints, can notify of patterns and problems
- Online reporting
- Plate readers, stationary and mobile
- Crime mapping
- Solar powered speed signs track data, provide downloadable reports
- New police station
- Body cameras currently in use → need more info transparency on this use
- Acknowledging further discussion and understanding of pros and cons for BWC → sometimes feels like a failure, surveillance, like PD can't be trusted to do their jobs, etc, we can't give this enough time or thought
- Comfortable with internal affairs and online reporting, but less so with surveillance type technology
- Calls for more resources to react to, base thoughts on
- Worries about names tied to recommendations, consensus
- Need for experts
- Samples of other programs being piloted -- for Price and Hans to work on
- **Need to use the word 'suggestion' not 'recommendation' per [REDACTED] request**

From Norma:

Recommended Technology/Equipment:

- Network of surveillance cameras, with clear audio. Not to be misused but to investigate serious crimes.
- Cameras and audio on officer and car or bike. Different angles of scene are important. Party of community liaisons who review footage and monitors interaction. Addresses red flags through additional training(preventative).
- Set new protocol to give all parties ability to video record the interaction and call for help if feeling threatened. Not rely solely on an individual's ability to record with own cell phone.
- Technology end equipment that allows for two-way channel of communication with team of community first responders. Essential for working well and calling in appropriate support.
- Digital tools to help with mental health screening, determine if mental health is a limit to communication or
- Technology or equipment tools to help determine language barriers or limited communication capacity. For people whose language is not English, or who have limited ability to communicate verbally.
- Robotics to help provide extra eyes in the case when an officer is uncertain of safety of the scene. Approach a car, building or home with supposed suspect and ascertain the situation is safe. Ie, school shooting, bomb threat, approaching a dangerous scene. Not to be used for inappropriate surveillance. Infrared or technology that detects hazardous chemicals or items.
- Equipment and technology that allows for one officer to anonymously report another in real-time if witnessing bad behavior.

Additional thoughts on Training:

- Training on use of any new technology and equipment, and protocols to ensure appropriate use.
- Training on Ithaca as an Immigrant sanctuary - protect undocumented from ICE, improve relationship with immigrants.
- Training on when to NOT assist a third party – protect citizens first, determine risk to BIPOC, and how to keep safe from military action (cases of protest or civil unrest, or coup)
- Encourage review and reform of state level training and police academy. Concerned that new trainings done locally cannot effectively counteract long term practices that have been normalized by the state through statewide training, especially if practices support historical way of policing BIPOC.
- Training on civil disputes, and how to not automatically serve interest of “landlords”, or property owners, and to understand needs of community shared space, especially for houseless population. Our society is too focused on serving and protecting those who own the properties, and not those who are underserved or marginalized.
- Training for incidents with moving vehicles should focus on removing the use of guns. Implementing policies that avoid shooting at moving vehicles, and removing risk to public by chasing a vehicle. Policy change comes first, then training.
- Self-defense, self-preservation, and self-resilience training for community first responders.
- Training on trauma informed practices and Healing community trauma, generational trauma

12/1/21 RPS Subcommittee B Meeting #6

Introductions

Training List additions

- LE awareness and fluency in Ithaca resources
- Officer familiarity with the DA's office - more productive communication? Better understanding of both sides needs?
- *Decision to move onto technology & equipment needs*
 - **Ithaca in need of an RMS system -- Records Management System**
 - Provides department with reports, statistics, insight into needs
 - Technological facilitation needed
 - **Report taking process needs streamlining and more detail - less paraphrasing, more accuracy**
 - Dictation software, backup to assure accuracy of report and allow officer to engage more fully rather than just taking down reports & complaints
 - **Body worn cameras -- is recording/capturing interactions what we need? → Somewhat skeptical; need more context from IPD on when/where they use their BWC footage/audio**
 - Policy on when they mute/pause BWCs / proper use of technology
 - [ICAROL resource](#)
 - [2-1-1 resource](#)
 - Services and resources often decentralized in Ithaca
 - So many groups getting together to tackle issues, pros and cons to that
 - Traffic stops - what technology can reduce this number of interactions, as they have proven both highly common & sometimes deadly for civilians in the U.S.? → **4 way stops, traffic light cameras, etc.**

- **Online reports for things to be submitted** → no need for armed, sworn officer for those types of interactions; telephone reporting; kiosks
- Re: non-lethal weapons... I think any sort of "weapon" is counter-productive for this particular sort of personnel. Maybe just a small can of mace or something for personal defense if necessary, but nothing outside of that.
- Communications equipment - should be available to both unarmed and armed
- **Need the current tech/equipment list from IPD**
- Uniform discussion for unarmed / armed
- [Podcast resource from Schelley](#)
- LPRs -- license plate readers
- Infrared lights
- TRACS -- trending report analysis capture software

11/17/21 RPS Subcommittee B Meeting #5

Introductions

Training List - DRAFT

- **BOTH / ALL RESPONDERS**

- Physical and vocal communication skills - vocal tone, body language; nonverbal communication specific to tone, pitch, volume, and body language.
- [Trauma informed care training](#)
- [Trauma informed policing](#)
- De-escalation
- Self awareness training -- ongoing
- Unconscious bias training
- [Parenting Journey facilitator training](#) - ongoing
- Property law understanding
- Fire safety training, identifying dangerous smells/substances
- Problem recognition training
- Re: traffic stops → what happens when someone doesn't follow training? Accountability training/process? Public knows how they can rate/address their interaction (policy piece)
- [Harm Reduction training](#) - can be used in many ways
- [Motivational interviewing](#)
- Conflict resolution training
- Collaboration, leadership training
 - Cultivating collaborative teams with community partners, new best practices for assessing situation and need, and how to bring in alternative supports, best roles for police officers.
 - Can hours of community service be a requirement to training (volunteer)?
- Power dynamic training -- understanding role of uniform in community, symbolism, use of dispatching police as a weapon → use without trauma
 - Neutralizing LE role when dispatched
 - Police being dispatched on account of *someone else's* bias
 - Dispatch being able to identify misuse of public safety, appropriately allocate necessary resources/response

- Dispatch priming -- needs to be fully aware of and able to appropriately dispatch most useful services
- History of Policing / education on role and historical reactions, functions, disproportionate effects
 - Intersectional lens to ensure objective understanding -- racism, classism, sexism, religion being used specifically to turn people against each other, to keep us in opposition and from being allies to each other
 - Intergenerational trauma
 - Must include Ithaca specific, too
- LE Perspective -- humanize community aspect of LE / community relations
- Dispatch to share details they receive / raise the threshold of detail received when called
- Police attending community meetings -- awareness of resources, nonprofits, outreach that exists
 - This is a LE desire, too -- break from routine, leads to positive community interactions, and better service to community
 - Role of uniform in these spaces - humanize the officer AND the uniform
- Humanizing the uniform? Perhaps training officers not to wear uniforms in early stages?

11/10/21 RPS Subcommittee B Meeting #4

Introductions

Overview of goal and timeline → meeting cadence

- Weekly Wednesday until 12/1, with the week of 11/24 off
- Dates:
 - 11/10 (today)
 - 11/17
 - 12/1 -- goal for compiled list
 - 12/8 -- held for further questions, work if goal is not met
 - 12/15 -- held for further questions, work if goal is not met

Q&A with IPD

- What time is dedicated to soft skills (socio-technical) like communications?
 - It's tough to give hour-by-hour for the trainings, but I echo Chief Joly last week - a block of training for skills like firearms are integrated into lesson plans. We interweave the topic areas into different blocks of training. Within one training, you're working on multiple skills. A lesson plan should include the varying topics included. Police training avoids silos - it is hard to label it '8 hours of de-escalation training'; it must be all-encompassing.
 - There's a lot of great questions like this one, documentation of what we do, and departmentally, the profession itself doesn't get developed with displaying in mind. We've never formatted our training for public release. We tend to list out topics that we do that are required by state law, but back to the nuts and bolts, the

internal training we do, reality based training, has a lot of soft skills built into it. It looks and sounds all tactical but in reality it is slowing things down - my point is we cover a lot of things in one block.

- How much personnel and preparation hours does it take to get through training?
 - It is topic dependent. Depends on how long the block is, and what is involved. The training here has evolved - we task an instructor throughout the department, to build their skills, too - and the training coordinator supports in their time off-shift to do research, develop an outline with a lesson plan, and make it more professional and polished. A new employee has 16 weeks of field training with other agencies and departments we work with. (Will follow up with resources.)
- When they start, are they uniformed?
 - Yes, uniformed the whole time. Hired, sworn in, become police officers, they just cannot enforce anything until fully trained.
- Distinction between training police officers, trainees, and actual officers?
 - Always partnered with trained officers for all 16 weeks, and a lot of factors play into experience, or getting up to speed quickly (e.g., LE background).
- What competencies and skills do you look for in someone coming in to be a police officer? What competencies should they achieve in their career? -- [REDACTED]
 - Competency level of a stressful situation or interacting with the public that they've been exposed to these skill sets under pressure, to think critically, slow it down, create space, call in resources, and deflate conflict.
 - Characteristics - we need officers to care about people and the public you're serving. Having a goal in mind for outcomes, with the people and public in mind, safe outcomes drive these goals - helping people.
- Is there a review process once in the field?
 - Yes. Evaluations are done by supervisors to ensure standards are being met. Probationary periods are 18 months long.
 - If something is found during that period, and at least half of the hires we extend the field training for, even afterwards, we will provide more training. We want them to be comfortable on their own, and we want to be comfortable with them on their own.
- Once they leave the academy, do they get any DE&I (diversity, equity, and inclusion) training?
 - I know there is some built into the academy when they get here, I don't believe it is built into the 16 week field training. Officers are assigned different field officers and parts of the city, which is kind of like informal DE&I.
- At one point would you say in field training would it take for someone - if I got into their car, if I say hey, I'm trying to get to xyz, how soon are these people able to get to every part of this city?
 - One big part of field training is navigation. In the down time, there is a lot of 'take me to ____.' they have to have a general idea of where things are - the more repetition, the better. It is part of the program.
- Do you have to live in Ithaca, or just the state to be an officer?

- There is no residency requirement for the city or the county. Maybe county, for admin. But not for patrol officers. We can create a preferred list for hiring from a city list. If hired, you must remain for three years. I like the idea of people living and raising their children where they want as long as they still do their jobs well, and they care about the community that they police.
- [REDACTED] - there has to be something done in the assessment of an individual seeking becoming an officer to see how likely this person is to truly care about the community they are assigned to. A person's capacity to care for a community they don't live in would be a valuable thing to assess.
- [REDACTED] - Even living here brings bias.
- [REDACTED] - I lean towards the potential added value in local officers. They might know the area, comfort might come easier. But you won't necessarily care more if you are from here; I've experienced racism in lots of spaces in Ithaca. It comes down to standards that we hold - competency gets construed with respect. If an officer does wrong, or right, both things are a reflection of the officer and their leaders - the chief, the mayor. I'm adamant about officers, and the people that supervise them. It's more than just living here. Other things condone good and bad.
 - Joly - the culture of the department is a huge factor, too, in interactions. Do officers show empathy? How do they interact with the community? We can train people, but if we bring in someone who doesn't meet the standards because they're local, that's a problem. As is bringing in someone from outside because we need support. We need to demonstrate community relationships and have internal culture of not just enforcement only. There are many layers to this.
 - [REDACTED] - from an HR perspective and my experience, you can train a person on technical skills; you cannot train a person on character, on those socio-technical skills.
- Do our current psychological evaluations include any capacity to care / empathy criteria?
 - Yes, it gives us reference and where to focus more effort or energy to determine if there is a problem. It is extensive - we use multiple pieces, including a polygraph, and an in person meeting with a psychiatrist. Additional EQ questions would be beneficial, in my opinion.
- Is there training to understand an individual's own breaking point?
- Gaps between assumptions and reality?
- Internal bias training - how much time, effectiveness?
- How does community competency factor into the officer curriculum?
- What, if any, from an IPD perspective, training is missing?
 - I wish we could have more time. If we studied the list, we could come up with some more. But with limited training time, we have to do what we can with the time. Some topics we'd like to cover for longer, but we can't always.
 - Officer wellness, and continuation of skills. Staffing is a huge barrier - the staffing reality is needed in order to do these trainings the way we like.
 - Niles - Unarmed responders could give you more training time and flexibility.

Niles - reminding us that we are recommending a training list for unarmed responses, too. We want this capacity, all that we have described so far, in those folks too. **What training that armed responders get, do we think that unarmed responders should also get? Knowing the city, listening skills, communication, empathy - should that be just to armed responders, unarmed, or to both?**

Joly - I think this is a great opportunity for these unarmed responders - there are often local people that we would love to be involved, but that don't meet criteria for being a police officer to be brought in, but we have other jobs for them to interact with the community and the PD. This would be a great way to build the response department and give local, especially young people, work in this sphere.

██████████ - Fiscally conservative approach to this exercise unwise - lead with what we want/need, and figure out how we get there.

Brainstorm visual activity for next meeting - sorting call types, responses, in armed/unarmed and then dictating training based on calls required for them.

11/3/21 RPS Subcommittee B Meeting #3

Introductions

Overview of goal and timeline

Niles:

- We are not replacing your PD, but reimagining how we look at all public safety to encompass more help for people who need it -- to enhance their work by making sure the community are helped and dealt with
- A lot of training being recommended, already is in place
- Some training we were not sure was in place - so we acquired the mandatory trainings for the state of NY and what is the training continuously provided by IPD?

Discussion

- ██████████
- The training seemed very basic. I wondered about "soft skills", coping and emotional and mental wellbeing skills? I am wondering about that.

Niles:

- Great questions - we can ask IPD when they arrive. Generally, in my LE experience, you don't generally get those things. But I think it is an excellent idea -- more of a department thing, less statewide.

- ██████████
- I am wondering about the quality of the training- yes everyone receives XYZ on paper, but what is the quality of the training? Who is doing the training? Are the officers really interested in what's going on, or are we getting it over with to check it off a list? Not everyone with a driver's license is a competent driver.
- ██████████

- Looking at it, I was wondering how the number of hours spent on different aspects of training match up with the reality of the officer experience? I was trying to add up hours spent on use of force, firearms, and then looking at things like conflict mediation, community interaction, and other skills you need for non-criminal calls, and it seemed like the former received more hours versus the latter. Maybe that's needed if 80% of your time requires it, but if communication skills are needed, that might be an area for improvement.

- I want to echo what others have said - there is not enough time allocated for communication skills. In my experience as a mediator, I needed training to get my own reactions out of the way in instances with other people, and the kind of training included in these curricula does not build that skill.

- I want to bring up what [REDACTED] said about the quality of training - there's the quality and also the effectiveness of the training -- measuring the effectiveness of these training sessions.

Niles

- Exactly - the amount of time per course is dictated by those who administer the training, and following those rules you must meet a certain number of hours and pass an exam in that particular area. The quality of the training is based on the instructor, which is a class and test in itself, for a subject matter. It is overseen by the state as far as guidelines go. Emotional intelligence, and what I call the human factor, the quality of the person is a different thing from a person who needs to be trained better to handle a situation. That speaks to what kind of people you're hiring, to go into the police academy in the first place. Implicit bias, procedural justice, things like that make the PD more legitimate in the eyes of the public. Those are key questions for Sgt. Amaro.

- My question is - even with communication training - which of all the trainings listed, which no longer apply, and which would they remove from the list - my concern is that these all require staff to pull off, and people can become automated with staffing issues. My question is how do we make this more efficient?

Niles

- This is basic training - so for six months, a civilian goes through this training and takes exams to show competency; this is where they start.

- So then my question is, is six months enough? And what are the implications for the current PD if we extend the training?

- Not every IPD officer goes through every training on the IPD form. Another question worth asking is, how much personnel and prep does it take to prepare and conduct training? How is that impacted by staffing?

Niles

- Say you have a 50 person PD and you want to train them on humanizing language. What happens is, when they come in to be trained, someone has to be out covering them. So who do you put out in their place? Generally, overtime folks. That is historically a

nationwide issue in LE - different schedules and shifts, and still providing public safety. Describe what kind of training you think is missing.

- I noticed that deescalation is one of training, and one of the misconceptions of that in my view, is how the public views it versus LE. Most people assume that deescalating is coming in and dialing something down, in hopes of calming a situation. But to the policy, it is written more along the lines of matching force with force - we don't stop until you stop. That is a concern to me. There is a difference in understanding.

- I think one of the trainings should be - what are the gaps between assumptions I make, and reality? We think we know what's happening, but we aren't paying attention to what is actually happening. Learning to know what assumptions we are making, learning to recognize and identify them.

- Cultural competency - what is the practice of elevating cultural competency within LE?

- I was thinking of neighborhood training - officers that seem to be experienced, they've done this longer, they're more comfortable dealing with different parts of the community. Relatively new folks, there is a lack of comfort in the community. I would like to go to any officer, and they can direct me within the community and the city to know

- I'm taking a more "soft-skills" approach, and not so much technical and tactical. Are they familiar with community resources, how to identify particular mental health disorders, etc..

- I am interested in what kind of training officers can receive to understand their own personal breaking point in a situation? It also seems to me that a lot of officers have a military tie, etc., where they receive a lot of certain and specific messaging.

- I think we're putting the cart before the horse - we have given LE the ultimate power, and none of this questions the trauma or internal things at play in officers to be unpacked. We're not gonna deescalate our way out of that.

- Ben mentioned needing officers to recognize their breaking point, and a policy we have at IPD is a duty to intervene. If an officer can't recognize that they need to step back, their colleagues have a duty to pull that officer out of a situation and take over.

- Training is necessary, but I do think a lot of the difficulties come from the top. A lot of the training might not have an effect now because they're not what is wanted. They get a military type message. Leadership has proven to be incredibly important.

- It is a good policy, but we are talking about working to prevent a need for that policy, before it gets to that point.

Niles

- There are three national models for police training - military is one, high stress high energy style. Then we have an academic, more college-like and professional atmosphere. Then you have a few who do both.

- Duty to intervene policy was in place for Derek Chauvin. We've seen it didn't work. Culture trumps policy.

- Officer wellness training; please don't make assumptions about local PD this early in the process; there is a lot at stake here.

Sgt. Amaro & Chief Joly introduction

- Question: staffing issues as they relate to training → scheduling is key, but requires booster training, and creativity. We rely on overtime - scheduling people for blocks of training in OT, and not pulling from minimums on the road.
- Question: effectiveness and continuous check-in, updates on training → my office is important for keeping curriculum current, and testing students under stress. Every officer carries a tourniquet. I can sit you in a classroom, AC, at a table, and we can go over how it works. But if i don't put you in a scenario with stress, you will not be prepared for the real thing. That is where testing comes into scenario based training. We have quizzes, etc., but reality based training is like a scrimmage.
- Question: soft skills, dealing with stress, trauma? Handling their own stress etc. → peer programs, officer wellness. We're not very good at this internally. We have consistent trauma training from the state to focus on officers dealing with coming through a traumatic experience.
- Number of hours in training vs. experience on the street? → one of the things you have to be careful of is training to reflect skill level on the street - some are low frequency, high impact events. You need to be really proficient with it, despite its less common frequency. It is slow to change these things, to schedule and prepare and build training, and then suddenly the winds shift and we find a new need. We're constantly trying to update and stay ahead, but it's difficult to make quick changes. We have a nice size, and we can move and change quicker here. We have enough experience to do the things needed, but small enough to change our policies and procedures quicker. Our training is also not made for public understanding, so these general lists do not encompass the depth of all of these trainings.

Key questions/concepts:

De-escalation vs. Force Continuum, Training to handle assumptions vs. realities, training in cultural competency, training for new officers on knowing the Ithaca community, Training on Anger management so officers know when they are losing their temper - so that the duty to intervene won't be necessary.

10/14/21 RPS Subcommittee B Meeting #2

Schelley:

- Niles cannot make it, which is why it's important for us to find a different cadence for this. Price will send out a poll with possible times.
- Last week: a lot of time brainstorming around training ideas. Came up with a good list of training that would be necessary. At some point we will go out into the community to get their ideas.
- We can do equipment and technology, but my concern there would be that we are missing several members today. Maybe we can think about what we need to do the work.
- Overarching goal: action plan for public safety model that centers those most vulnerable in Ithaca. This subcommittee's task is to create a prioritized list of training, equipment, and technology needed. Our end goal is for our most vulnerable communities to feel safe. Not a zero-sum game--nobody loses if we do this right.

When you think about what it is we need to do, what do you need to accomplish this task?

Training: what do you need to come up with a prioritized list?

- [REDACTED] We need to talk about it a lot. We want to make sure we have the foundational skills--we need to figure out what we think those skills are. I'd be interested in seeing the list. Needs to be some kind of general consensus.
- [REDACTED] Mentioned before, but a list of the types of training that are offered/required. Which ones are mandatory and which ones are optional? That will give us a frame of reference to reorganize that list.
- [REDACTED] more holistic conversations to talk about *live* situations to discuss people's psyche and the impact on people's emotions and spirit. Want workforce to understand the hurt their actions can cause.
 - [REDACTED] Does that have to do with empathy?
 - [REDACTED] I don't think it needs to go that far--most people have some compassion
- [REDACTED] Would like info on what training does and doesn't work. Have read about diversity training not having much of a positive impact.
 - [REDACTED] Agree, we need to find best practices. Where are things happening that are going well?

Equipment: what do you need to start prioritizing equipment?

- [REDACTED] Obviously we need a list of equipment that they already have
- [REDACTED] What equipment do unarmed officers have when they go into situations?
 - [REDACTED] non-lethal weapons, etc.
 - Would be good to have a list of all the possibilities
- [REDACTED] also bring in someone from the dept. that can talk to us about training & equipment--what it is and what it can do.
 - [REDACTED] Is it useful to try and do this research on our own?
 - [REDACTED] absolutely, we encourage that

Thinking holistically, what else do you need to accomplish our end goal? Just something to think about, jot it down or send an email.

Action Items:

- Price to send out a poll for meeting cadence
- [REDACTED] [REDACTED] to receive list of trainings from 9.30.21 meeting

9/30/21 RPS Subcommittee B Meeting #1

- Brainstorm on trainings they're interested in

- Amir - implicit bias training, worked with My Brother's Keeper on understanding and being aware of implicit biases to recognize them; reimagining how we view civilians, humanizing people, not assuming that police work means that civilians are criminals
 - Humanizing language and behavior → both armed and unarmed people should receive that training
- ██████ - wants officers to have some 'bedside manner' or communication that is more motivating, interviewing based
- Deescalation training -- thinks it sounds overbearing, wants to improve LE way of communication with civilians to let them know you still see them as a human being
- ██████ - body language, assertion of power is important
 - Niles noting that body language and language itself fits under tactical communication and humanizing behavior
- ██████ - customer language when IPD deals with civilian; here to help, solve issues
- ██████ - not sure what I would call it, but I will come up with it!
- ██████ - "Respectful Engagement"
- ██████ - mental wellness, crisis counseling, conflict resolution and mediation, resource connection and referrals - like our Commons workers - handling of domestic violence and family disputes
- ██████ - wondering about experiential training, learning as some folks don't have experience with other people, and it becomes easy to make things up; opportunities to have LE more engaged more regularly in developing community relationships
 - Teaching officers how to build relationships with the community
- ██████ - A good point my friend made in one of my classes was the differentiation between cops teaching cops versus cops being taught by certain specialist outside of policing
- ██████ - since it is a situation where we do have LE that is not a resident or local or a person who is familiar with the demographics of TC, they should have 1:1 time to understand what they will encounter in the community
 - Cultural and diversity training, demographic deep dives - whole shift of officers, members of the community discuss their lived experiences, interactions with police, what they were taught, current fears
- ██████ - field training, understanding the reality of the community to really understand who and what Ithaca is - in a way that isn't done by accident; history and stories in a very Ithaca way
- Niles - what kind of community, society, do you want to live in, and what kind of role do you want police to play?
- ██████ - communities are led under a false pretense that LE will hold a DEI event one time. I think it needs to be constant and regular to where it becomes embedded in IPD training and norms; constantly happening, not just annually, needs to be required to shift the culture
 - Not just what needs to be trained, but the cadence of the training; the most expensive and difficult aspect of policing -- annual training is a result

of scheduling & expenses. We can incorporate implementation of this training in our work.

- Niles - what about professional development training to maximize efficiency of tax dollars? Leadership training? What does a sergeant, lieutenant, chief get?
- [REDACTED] - we can present the list of all the training the city does, but what we don't do is evaluate the training effectiveness.
 - Measure and monitor the trainings themselves
- [REDACTED] - can we see the list of training being done, and the components of the training?
 - Schelley - yes, someone from the department will be meeting with us to go through it
- Niles - [REDACTED] how many hours of training do you all do?
- [REDACTED] - I am not aware off the top of my head, a new officer does 6 months of academy, then about 600+ hours of field training.
- Niles - is DV, con law part of that?
- [REDACTED] - yes, legal updates, DV refreshers, but one thing that comes to mind is time and personnel for training. All departmental training has been stopped for the rest of the year, so it's about finding time and staffing to train. [REDACTED] mentioned field work - an unarmed person with all the training and no experience won't be valuable. Effectiveness of training and experience with the training should be measured.
- [REDACTED] - one thing that has been proven to be effective is reality based training to give officers experience to use techniques in an environment similar to one on the street, and it's one of the best things we do. Encompassing implicit bias and cultural diversity into that would be huge.
- [REDACTED] - on the technology front, I think of cameras on problematic corners, tickets get mailed to them, as opposed to an officer interacting - maybe we don't want as many of those, by going off of what they do in other places using technology. We would also expect the department to be able to use technology effectively. I think it could play a big role in the alternative response brainstorm.
 - Training for current and new technology
- [REDACTED] - also under equipment, I know the chief has obtained more non-lethal weapons, as ways to stop people without shooting them with a gun like tasers, bolo rappers, non-lethal launchers
- [REDACTED] - we do have some non-lethal measures, but rolling that type of training out to the general patrol division, making it more available, would be excellent.
- [REDACTED] - I know a lot of agencies have a shot spotter system that triangulates locations of where gunfire happens. That could be helpful.
- Niles - I know there has been some controversy on shot spotters asking if it is worth the money. If there is gunfire, and no one calls the police, that is worth it. But if the police are called for every gunshot, it might not be.
- [REDACTED] - we need to always make sure respect for the community being served is a driving component of all of this. The communication is really lacking -- the PBA is coming into the West Hill community and holding an event, and everyone is disgusted by this strained relationship.