The following documents are contained within

1-Fair and Impartial Policing
2-CIT Awareness
3-De-Escalation
4-Teaching the Adult Learner
5-Minneapolis in any Language (2 Handouts)
6-Service Animal Awareness
7-Franklin Covey-Diversity Centered Leadership
8-Respect in the Workplace
9-Hmong Cultural Awareness
10-Lisa Burch Case
11-Intoduction to De-Escalation
12-The Warrior Tradition
13-Deaf and Hard of Hearing
14-Autism

5-104 IMPARTIAL POLICING (06/27/01)

(A-D)

The MPD is committed to unbiased policing and to reinforcing procedures that ensure that police service and law enforcement is provided in a fair and equitable manner to all.

1. All investigative detentions, pedestrian and vehicle stops, arrests, searches and seizures of property by officers will be based on a standard of reasonable suspicion or probable cause in accordance with the Fourth Amendment of the U.S. Constitution and statutory authority. Officers must be able to articulate specific facts, circumstances and conclusions that support reasonable suspicion or probable cause for a pedestrian or vehicle stop, investigative detention, arrest, non-consensual search or property seizure. (12/24/01)

Except as provided below, officers shall not consider race, ethnicity, national origin, gender, sexual orientation or religion in establishing either reasonable suspicion or probable cause:

Officers may take into account the reported race, ethnicity, gender or national origin of a specific suspect or suspects on credible, reliable, recent, locally-based information that links specific suspected unlawful or suspicious activity to a particular individual or group of individuals of a particular race, ethnicity, gender or nationality. This information may be used in the same way officers use specific information regarding age, height, weight, etc. about specific suspects. (12/24/01)

2. No person shall be singled out or treated differently as a consequence of his/her race, ethnicity, national origin, gender, sexual orientation or religion.

5-104.01 PROFESSIONAL POLICING (12/24/01) (12/01/08)

Officers shall utilize the following practices when conducting pedestrian and vehicle stops:

- Be courteous, respectful, polite and professional.
- Introduce or identify themselves to the citizen and explain the reason for the contact as soon as practical, unless providing this information will compromise the safety of officers or other persons.
- Ensure that the length of detention is no longer than necessary to take appropriate action for the known or suspected offense.
- Attempt to answer any relevant questions that the citizen may have regarding the citizen/officer contact, including relevant referrals to other city or county agencies when appropriate.
- Provide name and badge number when requested, preferably in writing or on a business card.
- Explain and/or apologize if you determine that the reasonable suspicion was unfounded (e.g. after an investigatory stop).
- If asked, provide the procedures for filing a complaint about police services or conduct.

Aug 25, 26, 27

Train the trainer

Fair and Impartial Policing: A Science-Based Perspective

Training for Sr-Level Leaders in the Minneapolis PD

The presentation will address:

- Foundational Issues
  - Perceptions, definitions
- Science of Bias
  - Use the social psychological research on human bias to reframe the issue of biased policing
- Implications (Actions/Skills): Discuss the implications of the science for interventions to promote fair and impartial policing for
  1. Individuals
  2. Departments
  3. Senior-Level leaders

Foundational Issues

- Community and police perceptions
- Definition of biased policing

What do stakeholders in this jurisdiction and/or around the country think about "biased policing"?

- Who thinks it exists?
- What do they say it is?
- When do they say it happens?
- What groups are subject to it?
- How do they define it?
- Why do they think it happens?
- Other?

What do police (in your agency or around the country) think about biased policing?

- What do they think about the accusations?
- Do they think it exists?
  - For those who think it exists: How widespread? Who does it? Why?
- Are they frustrated? Demoralized by the charge?
- Other?

We'll argue today that biased policing is a reality

BUT community perceptions don't always reflect reality.
And police perceptions don't always reflect reality.

Sandra
Mary

"Biased Policing" Definition

Biased policing occurs when LE inappropriately considers race/ethnicity or other factors in deciding with whom and how to intervene when acting as an enforcer of the law

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Actions/Decisions

- What are some actions/decisions that might be inappropriately impacted by race/ethnicity on the part of patrol officers?
- e.g., Pulling over for a traffic violation
- Name some others (the list is LONG)

Actions/Decisions that might be "inappropriately" impacted by e.g., race/ethnicity by a line officer

- Whom to watch, investigate as "suspicious person"
- On whom to fill out an FIR/CIR/CSN
- Of whom to determine immigration status prior to a physical custodial arrest
- Whom to treat with dignity, respect
- What questions to ask
- Whether to search
  - From whom to request consent to search
- Whether to arrest (or resolve with less serious action)
- Against whom to use force, excessive force
- etc.

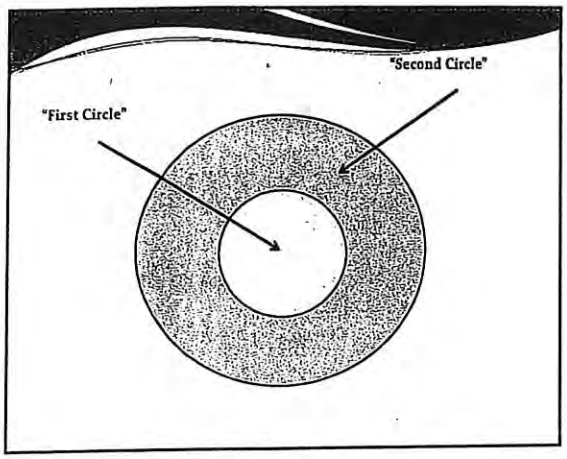
Decisions that might be "inappropriately" impacted by race/ethnicity by a supervisor/commander

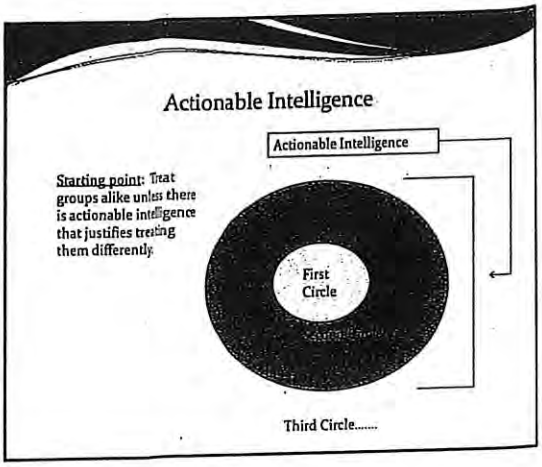
- How much police presence to provide (over-policing, or under-policing)
- How much input to solicit/use from community members
- What types of crimes to enforce vigorously; What crimes to ignore
- In which areas officers will use aggressive tactics
- How much officer misconduct to tolerate in a precinct/district
- etc.

Defining RACIALLY biased policing

In groups of 3 to 5.....
(This will preview later discussion of policy.)

Describe situations where you think it is appropriate for police to take race/ethnicity into consideration when making law enforcement decisions—such as decisions to stop and question, decisions to arrest, and so forth?





3rd Circle is biased policing

- Would allow for use of e.g., race/ethnicity, SES, religion, etc.
  - *Even in the absence* of a specific suspect description, or
    - credible, locally relevant evidence/intelligence that links a demographic group to particular crime, crimes, schemes.

The Science of Bias

Researchers report that biases in our society have changed

- "...personal and public policy discussions regarding prejudice and discrimination are too often based on an outdated notion of the nature of prejudice" (Hardin/Banaji, 2010)
- That "outdated notion" – focus on EXPLICIT biases.
  - Explicit bias: Based on personal animus, hostility towards groups. ....

The "outdated" notion of bias

- Implication for change if bias is explicit:
  - Change the hearts and minds of those who manifest bias
    - "Do not be prejudiced!"
  - Leave the good-hearted, well-intentioned people alone.

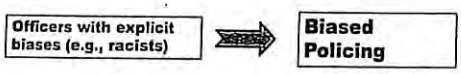
The "modern" science of bias

- We now know:
  - The manifestation of bias DOES NOT REQUIRE PERSONAL ANIMUS, HOSTILITY OR EVEN AWARENESS
  - Even well-intentioned individuals (with "hearts and minds" in the right place)
  - Can manifest bias....implicit bias.

The "traditional" way of thinking about police bias

- **Many police and stakeholders** have assumed bias in policing is produced by EXPLICIT BIAS (and ONLY explicit bias)
- This has **negatively impacted** both the discussion and the change efforts.

The destructive equation



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This characterization is unfortunate because:

- It produces distortions that:
  - *Harm relationships* between police and racial/ethnic minority communities (explain)
  - Lead police to *minimize the problem* and be very defensive about it. (Thwarts change.)
- It is inaccurate; it reflects the ways bias USED to manifest....

The science tells us: Even well Meaning Officers Can Produce RBP....

- Because their human biases impact on their perceptions and decisions/behavior....
- In the form of "implicit bias."

We need to reframe the issue

- We need to move away from the narrow view that biased policing is all about explicit biases (e.g., racism)
- To an expanded view, the implications of which are:
  - *Even the best officers, because they are human, might practice biased policing*
  - *Even the best agencies, because they hire humans, will have biased policing.*

To understand how this happens...

We turn to the science of implicit bias.

"Implicit System" of our brain

- Processes deluge of sensory input
  - Quick processing, quick assessment
- Categorizes things we hear, smell, taste, and see
  - Applies category attributes to it
  - e.g., door you have never seen
- Works below conscious awareness.....awareness ...

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It is our "thinking without thinking," which Malcolm Gladwell refers to as".....?

"Blink" response (cont)

- These "blink responses" or "mental shortcuts" include
  - Categorizing people, that is...
  - Linking people on sight to the stereotypes associated with their group

Stereotypes fill in when we are facing ambiguous stimuli

That impacts many of us every day.

Linking people to stereotypes ....

Implicit Biases

- We **categorize** people we don't know
  - Place them into groups
- We **"fill them in"** with the stereotypes associated with that group
- Impacts our **perceptions** and can impact on our **behavior**
- Can happen **outside conscious awareness.**

Research has documented implicit biases ("blink responses") linked to

- Ethnicity and race (e.g., Nosek, Banaji and Greenwald, 2002)
- Gender (e.g., Banaji and Hardin, 1996)
- Sexual orientation (e.g., Dasgupta and Rivera, 2008)
- Body shape (e.g., Bessenoff and Sherman, 2000)
- Age
  - Elderly (e.g., Perdue and Gurtman, 1990)
  - Adolescents (e.g., Gross and Hardin, 2007)
- etc. etc.

Relevant to Humans in all professions

- Current studies focusing on
  - Doctors, nurses, med students (e.g., Van Ryn & Saha, 2011)
    - Biases on the basis of race, class, weight
  - Lawyers, prosecutors and judges
    - Gender (e.g., Levinson & Young, 2010)
    - Race/ethnicity (e.g., Smith & Levinson, 2012)
  - School teachers (e.g., Van den Bergh et al, 2010)
  - Law Enforcement (e.g., Correll et al., 2007; Peruche & Plant, 2005)
  - *etc. etc.*

Turn now to research on an implicit bias with particular relevance to policing.

Black-Crime Implicit Bias
(or "Implicit Association")

Study: "Filling in" ambiguous stimuli with racial stereotypes

- **"Shove" Study:** Subjects observed a person shove another in an ambiguous manner
  - **How did people interpret the shove administered by an Blacks versus the shove administered by a Whites?**
- **Result:** The "shove" was perceived as more aggressive/violent when performed by a Black person.
  - Replicated to show this perception was true for both White and Black subjects.

Subway Study

- Subjects were shown a picture of a crime occurring on a subway.
  - Both Whites and people of color were in the scene.
- When asked to reflect back with their imperfect memories to identify "who was holding the deadly razor in a subway scene"....
- Subjects were more likely to (erroneously) identify a person of color.

Where do these stereotypes/associations come from?

How did they get lodged in our brains?

We'll come back to the issue of whether they are based in part on fact.

Key Points About our Black-Crime "Blink" Response

- **This blink response: Impacts on perceptions and even behavior**
- **It can operate below conscious awareness**
- **And the sit-up-and-take-notice news .....**

(this occurs) even in people who <u>consciously</u> reject racial/ethnic stereotypes.

Visual Perception Study: Methods

- Eberhardt, Goff, Purdie, & Davies (2004). *Journal of Personality and Social Psychology.*
- Subjects were "primed" with Black male faces, White male faces, or no faces
- Completed object recognition task

Levels of Degradation

Frame251

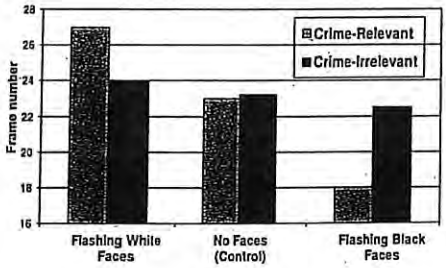
Crime Objects

Also: Objects that were not related to crime.

Visual Perception Study: Hypotheses

- **If there is a Black-crime implicit association**
- **Participants primed with Black male faces should be faster to identify crime-relevant objects than those primed with White male faces.**
  - **[The crime objects would be more "accessible."]**
- **There should be no effect of prime for crime-irrelevant objects.**

Object Identification



Visual Perception Study: Conclusions

- Exposure to Black male faces facilitated the identification of crime-relevant objects.
- Exposure to White male faces inhibited the identification of crime-relevant objects.

Is there some fact at the root of "stereotypes," including the Black-crime association?

- **Yes.**
- A = Lower income people are disproportionately represented among the people who commit street crimes
- B = People of color are disproportionately represented in lower income levels
- A+B=C People of color are disproportionately represented among people who commit street crimes

BUT

- **... that does not justify police applying the "stereotype" or generalization to all members of a group.**
  - **Most Blacks do NOT commit crime, most Muslins are not terrorists, etc.**
- **Officers should not police based on group generalizations/stereotypes**
  - **Because it can produce unsafe, ineffective, unjust policing. ....**

Policing based on stereotypes can be ineffective

Money Train

Policing based on stereotypes can be unsafe

Woman/Man with a gun role plays

Policing based on stereotypes can be unjust

Homeless exercise/study

Shooter Bias Study

Correll, Park, Judd, & Wittenbrink (2002). *Journal of Personality and Social Psychology, 83(6).*

Methods/Purpose

- Subjects sitting at a computer
- Pictures of people flashing up on their screens VERY QUICKLY
- Either white or Black people
- Carrying a weapon or not

- Subjects were to hit "threat/shoot" key if weapon, "no threat/don't shoot" key if no weapon.
- Again – Had to respond VERY QUICKLY.

Methods/Purpose (Cont.)

- Trying to discern if the race of the person impacted on the perception of threat.

- Measured this using
  - Speed of decision-making
  - Errors

Subjects saw...

Sum of Results

- **Reaction Times**:
  - Subjects are slower to see "Gun" with a white target.
  - ... slower to see 'No Gun" when it is a black target rather than a white target.
- **Errors -- These are the most likely errors**:
  - Incorrectly shoot the Black with NO GUN
  - Incorrectly NOT shoot the White WITH gun

Many studies on Black-Crime Association

...but also recently researchers found a "Turban Effect" ....

The Turban Effect Study

- Shoot, don't shoot methods:
  - Some wearing Muslim-style turbans or hijabs and others bare-headed.
- Subjects told to shoot at the targets carrying guns and spare those who were unarmed.

The Turban Effect Results

- People were much more likely to shoot Muslim-looking characters
  - even if they were carrying an 'innocent item" instead of a weapon.
- They also found a gender effect: Subjects were more likely to shoot men than women (even when harmless).

Summary of Science

This science, in sum

- Indicates that it is not merely a cadre of ill-intentioned police who might be producing biased policing
- Social scientists tell us that:
  - Our implicit system produces mental shortcuts ("Blink responses")
  - This includes linking people on sight to the stereotypes associated with their group
    - When a person is an "ambiguous stimuli" we tend to fill them in" with group stereotypes
    - This could include stereotypes related to race, gender, sexual orientation, religion, socio-economic status, etc. . ....

Science, in sum (Cont.)

- Implicit biases impact on perceptions and can impact on behavior
- It operates below conscious awareness
- And it occurs even in people who consciously reject the racial, gender, SES, etc. stereotypes.
- That means.....

- *Even the best police officers, because they are human, might practice biased policing*
- *Even the best agencies will have biased policing because they are hire humans to do the job.*

Remember the "old" thinking?

The destructive equation

Officers with explicit biases (e.g., racists) → Biased Policing

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As shared: This has led to great police defensiveness and inaction

- Mid-sized east coast agency.....
- Fridell: (without science) "These are ways your agency can respond to RBP and perceptions..."
- Command Staff Member: "We can't implement any of these recommendations, or we'll be admitting we are racist."

The destructive equation

Officers with explicit biases (e.g., racists) → Biased Policing

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Another EX: Negative impact of the equation

- Resident African American stakeholder in a 2-day (command-community) trainings
  - Heard about the science
- He said, "I came in here thinking all police were racist. Now I don't."

The destructive equation

Officers with explicit biases (e.g., racists) → Biased Policing

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The "modern" science-based perspective:

- Allows stakeholders to:
  - Be concerned about biased policing without assuming most police are bad
- Can reduce police defensiveness and minimization
- Can provide direction and motivation for "Action Plans."

Key implication of the science for Action Plans

- Every INDIVIDUAL must be cognizant of how biases can impact him/her and be proactive in implementing unbiased "controlled" responses.
- EVERY POLICE AGENCY, because they hire humans, must be proactive in producing fair and impartial decision-making.
- Every supervisor/manager must supervise/manage to promote fair and impartial policing.

That is, we turn to Action Plans for

- 1) YOU as a human?
- 2) Your agency?
- 3) YOU as an agency leader?

#1. Action Plan for Humans

INDIVIDUALS: Two remedies for our implicit bias....

- #1. Reducing our implicit biases
- #2. Managing our biases: Recognizing our biases and thwarting their impact on behavior.

#1) Reducing implicit bias

- (A) Contact theory
- (B) Unlinking stereotypes (breaking the association)

Contact Theory: Reducing Implicit Bias

Positive contact between members of groups improves inter-group attitudes and reduces both explicit and implicit biases.

Biases Against..

- Muslims are weaker in people who have had positive personal contacts with Muslims
- Native individuals (e.g., Aboriginal) ....
- Gays/Lesbians....
- Poor people...

Examples in your own experience or that you know about?

(Not just race/ethnicity examples.)

Police and the Contact Theory

Peruche and Plant
(2005, 2006)

e.g., Peruche/Plant, 2006, *Basic and Applied Social Psych* 28(2)

Methods

- POLICE subjects.
  - One agency, 50 officers
- Methods:
  - Computer simulation
  - Faces with objects
  - Quickly decide: "Threat" or "No Threat."

Components of Research (cont.)

- Measured the errors made and whether they varied as a function of the race of the person's picture.
- AND had officers complete surveys:
  - INCLUDING: Asked about quality of the officers' contact with Black people at work and in their personal lives.
    - Amount and nature of contacts (as positive or not).

Key findings

- Found Black-crime blink response in these subject police officers
- Found a weaker blink response in officers who reported greater positive personal contacts with Blacks
  - This reflects "contact theory"

Also looked at:

- Correlation between officer years of experience and level of implicit bias.
- What would you conjecture and why?
  - Do more experienced officers have more or less bias?
- Peruche and Plant found that MORE experienced officers had LESS bias.
- This result may vary by agency, other factors.

Recall video: Cops and the young man

Think about how the judgments about the cops might have been different if they had had a relationship with that community.

Contact Theory

- What current activities/programs of your agency reflect the contact theory?
- How might you use the contact theory in your own life—personal or professional?
- How might you instruct your direct reports to take advantage of the contact theory?

Unlinking Stereotypes

- Police firearms training seems to help us unlink the stereotypes we associate with groups
- Psych backdrop: Reversing the conditioning

Science tells us: Agencies must provide force judgment training that is

- Frequent
- and involves role playing whereby "subject" or "opponent" demographics and randomly paired with threat
- Why? .....

This type of training can serve to <u>extinguish</u> the blink response in split-second decisions.

Correll et al., 2007: Affirmed this empirically

- This study seemed to demonstrate the efficacy of high quality firearms training
- Shoot, non-shoot methodology
  - Looked at speed and accuracy
- Used both police and non-police subjects....

RESULTS:

- Speed: "Both samples exhibited robust racial bias in response speed."
  - Quicker to make decision when armed black or unarmed white (slower when unarmed black or armed white)
- Errors: Police were much less likely to produce errors.

Again...

Study results were linked by the researchers to the high quality **use-of-force** training received by officers.

Talking about skills for INDIVIDUALS

- #1 (Above): Reducing implicit bias
- #2: Managing our biases.....

Implementing "Controlled (unbiased) Behavior"

- ❑ If we recognize our biases
- ❑ We can implement "controlled behaviors" that override our (natural) implicit biases.

Sum of Individual-Level Skills (#1)

- Reduce our implicit biases
  - Contact theory
  - Unlinking stereotypes
- Recognizing our biases and implementing "controlled" (unbiased) behavior.

#2. Action Plan for Agencies

We must attend in our change efforts to both....

- Officers with explicit biases
- Well meaning humans with implicit biases who aspire to fair and impartial policing.

Areas of intervention are outlined in the "Comprehensive Program To Produce FIP"

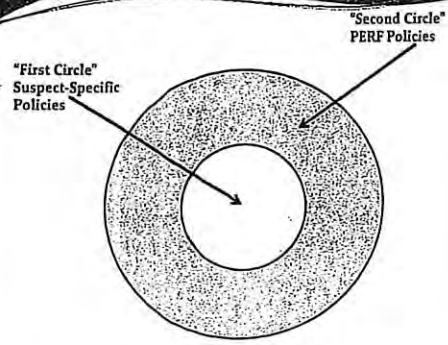
- **Policies prohibiting biased policing**
- **Recruitment, Hiring and Promotion**
- **Training**
- **Leadership/supervision and accountability**
- **Outreach to diverse communities**
- **Assessing institutional practices/priorities**
- **Measurement.**

Providing here a brief overview of contents of comprehensive program (and command-level training).

Anti-Biased Policing Policy

Returning to our definition:

Biased policing occurs when the police inappropriately consider demographics in deciding with whom and how to intervene.



Suspect-Specific Policies (First Circle)

- **Officers may not consider race or ethnicity of a person in the course of any law enforcement action...**
- **UNLESS the officer is seeking to detain, apprehend, or otherwise be on the lookout for...**
- **a SPECIFIC SUSPECT sought in connection with a SPECIFIC CRIME who has been identified or described in part by race or ethnicity**

BUT the S-S model would preclude use of race/ethnicity/nationality as follows:

- A number of residents at a particular public housing complex in the city have reported that adult, Black men are selling drugs to White men and women.
- Officers have these consistent, trustworthy descriptions that the POIs (persons of interest) involved in trafficking drugs are adult, Black males, but not sufficiently "full" and reliable individual suspect descriptions (e.g., a single person described with race, clothes, facial hair, height, etc.)
- Under a strict S-S (Suspect Specific) policy, the investigating officers could NOT consider a person's race (Black or White) around the housing complex as even ONE factor in the "totality" ... when investigating drug related crime.
- Reasonable minds will differ as to whether police should be allowed to use race under the above circumstances .....

Those who want to give police that option will like.....

Second Circle

PERF Report Policy

- Encompasses the Suspect-Specific provision
  - Is arguably an "extension" of it.
- Still based on
  - Descriptions of suspects

Officers shall not consider race/ethnicity [or other factors, listed here] in carrying out law enforcement activities except when credible, locally relevant information links a person or people of a specific race/ethnicity to a specific unlawful incident, or to specific unlawful incidents, criminal patterns, or schemes.

PERF Policy

- Does not have the "bright line" that the suspect specific policy does
- Requires **good training and supervision** to keep it from becoming a "slippery slope" into third circle (i.e., treating individuals as the group stereotype/generalization without actionable intelligence to support)

Recruitment/Hiring and Promotion

To promote Fair and Impartial Policing (FIP) we want to hire and promote

- People who represent the diversity of the community
- People who can police in an unbiased manner.

People who represent diverse community

- IN COMMAND-LEVEL TRAINING, THESE TOPICS ARE COVERED
- How to attract diverse individuals to the profession
- How to bring diverse individuals into the hiring pool
- How to ensure we don't (unnecessarily) lose diverse candidates during the screening process.
- How to ensure we don't (unnecessarily) lose diverse academy recruits during the academy.

People who can police in an unbiased fashion

- Not looking for the bias-free
- Science tell us that these people
  - Lack explicit biases
  - Are willing to reflect on their own (implicit) biases
  - Will have a history of (positive) interactions with diverse populations

Training and Education

There are "science-based" curriculums for

- Academy/recruit, in-service patrol
- First-line supervisors
- Mid-level leaders
- Command Staff
- Trainers

FIP Curriculums

- Developed with $ from US Department of Justice
- Curriculum Development Team (CDT):
  - Police (sergeants, chiefs, CPD trainer)
  - Academic experts on RBP and cops
  - Social psychologists who study implicit/unconscious bias (Eberhardt, Plant, Dovidio)

Recruit/patrol Training

- CDT identified the messages for training; we want the recruit, patrol officer:
  - To Understand:
    - That even good people have biases *and that might well include him/her*
    - That biases/stereotypes impact on what we *perceive/see* and can (unless prevented) impact on what we *do*
    - Policing based on biases/stereotypes is unjust, unsafe, ineffective.
  - To have tools that help him/her (1) recognize the blink response, (2) implement controlled (unbiased) responses.

Recruit/Patrol Scenarios

Handout

First Line Supervisor Training

- How bias manifests in even well-intentioned people
  - Science of bias
- How to identify officers who are manifesting bias (What are they looking for?)
  - What to do when you find it.
- How might bias manifest in your own work/decisions?
- How to talk about bias with individuals (officers, community members), community groups, media.

For both recruit/patrol and supervisor

- Show that this is a very real and current problem
- Will Hill, Rhode Island State patrol

Implications of the science for use-of-force training

Recall discussion above about how high-quality use-of-force training can help police UNLINK stereotypes.

Leadership/Supervision and Accountability

Relevant in this realm

- Message from the Chief
- Training supervisors/commanders so they promote fair, impartial professional policing
- Focus existing accountability mechanisms (e.g., personnel evaluations, complaint review) on promoting FIP

Leadership Message

- Agency leader needs to convey fair and impartial policing messages to:
  - The community
  - The agency personnel

Proposed 2-part message

- "The men and women of this department do not tolerate biased policing."
- "To promote fair and impartial policing, we..... are doing x, y, z."

Accountability Mechanisms

- Every agency has various accountability mechanisms to promote "good policing" broadly defined.
  - For instance: Professional standards, in-car or body camera system, personnel evaluations, early detection/intervention system, complaint review, etc.
- These should be used to promote fair and impartial policing, as well.

Complaint Review and Biased Policing

- It is very difficult to prove biased policing
  - Not like reviewing use of force
- Biased policing is MOTIVATION based
- Bottom Line: We need to recognize this constraint associated with biased policing complaints
  - Reinforces why we need a COMPREHENSIVE program

Assessment of Institutional Practices, Priorities

Institutional Practices and Priorities

- It is not just the street-level decisions that are at risk of bias.
- Bias can also manifest (or be inadvertently promoted) at higher levels
- Leaders/agencies must be willing to acknowledge possibility of bias at this level and address.

Engaging Diverse Communities

Outreach to Diverse Communities

- Key Objectives:
  - Develop trust/confidence
  - Reduce perceptions of RBP
  - Join forces to promote FIP

Measurement

Generally talking about vehicle or pedestrian stop data collection

- Police department voluntarily or per mandate
  - Collects information on "stops" made by their personnel
- Data: Race, gender, age, etc. of person and stop info
- Data are analyzed in an attempt to measure whether police are engaging in biased policing.

Where this "fits" into a comprehensive program

- For most elements, we say "**every agency** needs to do X and Y and Z...."
- For this element: Every agency should assess the costs/benefits of collecting (vehicle/pedestrian) stop data .....
  - And make an INFORMED decision regarding whether to include data collection as part of its response....

Why not an essential element?

- If an agency
  - Acknowledges the issue of biased policing
  - Is implementing comprehensive efforts to promote FIP
  - *It is legit to assess whether scarce resources should go into measurement*

SUMMARY: Per "Comprehensive Program" to Produce FIP

- *Every agency* should attempt to hire diverse personnel and people who can police in an unbiased fashion
- *Every agency* should have a meaningful policy that tells officers when they can and cannot use race and ethnicity (and other demographics) to make law enforcement decisions.
- *Every agency* needs to have effective academy and in-service training directed to the ways that racial and other biases might manifest in even the best departments...

- *Every agency* should have strong accountability mechanisms in place to promote professional behavior and those mechanisms ought to be directed, as well, to promoting fair and impartial policing.
- *Every agency* should have ongoing efforts to strengthen the relationships between the department and the diverse communities that it serves
- Every agency should assess the potential value of attempts to measure biased policing.

Why adopt a comprehensive program?

- Perceptions of biased policing exist in your communities.
  - Potential to impact negatively on police efforts to build trust.
- This is a longstanding issue that is not disappearing next year.
- "Do it unto yourself.....before it's done unto you" (e.g., in US the Department of Justice will decide how it is done)
- But mostly, because: Policing, like other professions, is not bias-free.
  - So it is the right thing to do.

#3. Action Plan for Sr. Leaders (YOU!).....

Skills for You

- How you as Senior-level leaders can identify bias in your subordinates
- How to intervene when bias is suspected
- How to assess your own potential for biased decisions
- How to speak to individuals, community forums and media about bias and biased policing

- Think about what should have been done.
- Think about the message the Lieutenant sent.
- Think about the culture of a department that would support/condone such a response.

Identifying Biased Policing in Your Subordinates

Identifying biased behavior

- Bias can manifest in well-intentioned, ill-intentioned subordinates
- YOUR job: To identify when biased policing is occurring

Starting with line level

- Picture an officer who "sees crime" in young Roma males:
  - What types of actions on the part of this officer might be impacted by this bias?
  - That is, what might this person do more (or do less) with young, Roma males?

Picture an officer who sees the well-to-do as law abiding:

How might this officer treat a wealthy person compared to a poor person?

What sources of information would be helpful in detecting biased behavior on the part of patrol officers?

- On-sight observations
- Written reports
- Radio transmissions
- MDT
- Citizen complaints...
- Traffic stop data and/or citation data
- Evaluations
- Information provided by other officers

Must acknowledge:
It is difficult to identify bias.

- Not visible behavior like force, it's what the person is thinking
- But this doesn't mean we "throw up our hands."

Think about sergeants with biases.....

- Picture a sergeant who thinks that women are not as capable as police officers as men are.
- How might this bias manifest in the sergeant's behavior?

- Picture a sergeant who believes that Muslims are terrorists?
- How might this bias manifest in his operational directions to his team?

What sources do YOU have that may help you identify bias in your subordinates?

How to Intervene to Thwart Biased Behavior

Officer Stacy

"Sees crime" in all young Pakastani males.

Uses traffic stops to pull Pakastani males over to visually check interiors of cars.

Much more aggressive with these folks.

No specific crime reports justifying her behavior.

Good cop otherwise; number of commendations for her kindness and beyond-the-call-of-duty activities.

What should the sergeant do about this officer?

Another ex:

- You are the unit commander of Professional Standards and one of your investigators treats low income and high income individuals very differently.
  - It appears she's inclined to believe what the high income individuals tell her, but thinks low income witnesses/complainants are likely to be liars.
  - She treats the higher income individuals with much more respect and deference than the low income individuals.
- What will you do?

Addressing Bias with your Supervisees

- Recognize ambiguous nature of the "evidence" of biased behavior
- Approach:
  - [Maybe after you have looked to several sources of information] Share your observations
  - Ask why this might be occurring
  - Use non-accusatory tone
  - Structure concerns in terms of officer safety and effectiveness
  - Discuss how/why behavior might be biased and unacceptable

Supervisors/Commanders are Human Too!

- Be aware that your decisions may be influenced by your own biases.
- What decisions/actions associated with managing personnel might be impacted by biases?
- What decisions/actions associated with operational decisions regarding might be impacted...?

Around the room: Name a type of managerial or operational decision that you make that COULD be impacted by biases

- And some directions that you give could:
  - Be interpreted through the biases of your subordinates
  - Produce biased policing
- Example: Using traffic stops to fight violent crime.

Talking with the Community About Bias

Individual community member .....

- Alleging biased behavior
- Can be tense
- Let's start with this: How do you want your patrol officers to respond to accusations of biased behavior made against them? ...

A Suggested Response to an Accusation of Biased Behavior

"I am sorry that you feel that way. I stopped you [or whatever the officer did to intervene] because you ran a stop sign [or other violation, etc.]"

Why this language?

- Officer's denial will not be effective
  - Won't change motorist's mind
- And besides: The motorist might be right!! (What have we learned today?)
- Our suggested language:
  - Acknowledge
  - Back to business.

Now the sergeant is called to the scene

- What do you want him/her to do/say?
- What do you want him/her NOT to do/say?

What To Do

- [Objectives: Reduce tension but not undermine the officer]
- Listen to the concerns of community members
- Inform community members of their right to file a complaint and the process for doing so

What NOT To Do

Adjudicate on the spot

The sgt does not know whether biased policing has occurred. Could debrief with officer

Speaking to community groups about bias ...

Talking Points for You

- Fairness and impartiality are the values of the agency
- Agency does not tolerate biased policing
- We understand, however, that humans have biases and so...
- The agency has instituted policies and procedures to promote fair and impartial policing, including [*list here – see "comprehensive response"*]

Sure-fire way to increase tension and anger

- Declare: "No biased policing occurs in this agency."

Summary of Key Points

- All people, even well-intentioned people have biases
  - They can be "implicit" (unconscious)
  - Susan Boyle: we prejudge, fill them in, don't know it.
- Policing based on biases can be unsafe, ineffective and unjust
  - Shoot, don't shoot; $ Train, Homeless, Man/woman with gun; DV

Summary

- The science helps to produce action plans for:
  - Individuals/Humans: Reducing and managing our biases
  - Agencies: The comprehensive program for producing fair and impartial policing
  - Mid-Level leaders.....

Your Responsibilities

- Identify possible manifestations of bias
- Prevent biased behavior and intervene when indicated
- We willing and able to discuss biased policing with subordinates and community
- Provide leadership to promote fair and impartial policing in your agency.

CIT AWARENESS

Officer Kristin Porras
CIT Coordinator

CIT Numbers

- 830 Sworn Officers
- 128 CIT Officers

  P1 (20) p2 (9) P3 (26) P4(18) P5 (21)

- 2013 Calls for Service

- 3698 CIT Calls (EDP, OD, SUICIDE)
- 1156 CIT Calls in P3
- 375,000 Calls for Service City-Wide

CIT Awareness Training

- Reactive Training
  - YMCA
  - James Dawkins
  - Liability

911 Protocol and Procedure

- SOP
  - For ALL police calls for service involving EDP's , MECC shall dispatch the necessary patrol squads and/or the nearest available precinct CIT squad
  - Related calls for service
    - EDP, EDPE, ASUIC, JUMPER, PERWEA, PERGUN
    - ANY DEFINED PSYCHOLOGICAL EVENT

911 Protocol and Procedure

- PROCEDURES
  - Attempt to obtain the following information
    - Name of illness
    - Name of any medications
    - Enter 'possible CIT' in the initial comments

911 Protocol and Procedure

- PROTOCOL
  - If ANY inference is made to an EDP, attempt to dispatch a CIT officer in addition to the recommended patrol response
  - If a CIT squad is not available for a call, advise the responding squad that no CIT unit is available
  - The first officer on scene, where no CIT officer is available, will evaluate the situation based on the information and circumstances as presented and/or known
  - If the officer reasonably concludes that a CIT officer is necessary, the on scene officer shall request MECC to clear a CIT squad
  - In accordance with the officer's request, dispatch the closest CIT squad that is available to clear

EDP Protocol and Procedure

- A mental health emergency where the caller specifically relates the problem as a psychological event
- The operator must be sure this is PRIMARILY a mental health issue to proceed

EDP Protocol and Procedure

- PROCEDURES
  - In addition to CIT call details
  - Whether the patient has threatened to hurt themselves or others
  - Whether the caller is requesting an ambulance and reason for request
  - Identify the illness and medications used if possible

EDP Protocol and Procedure

- PROTOCOL

- 2 Officer car
- Supervisor response
- CIT Officer

Fire and Ambulance

- When to request these resources
- MECC
  - Officer request
  - EDP call for service
- Officer and Supervisor discretion

Discretion

- Officer and Supervisor Discretion
- Discretion on calls for service regardless of CIT or not
- Manage calls for service

Clinical Services

- Reluctance from police officers to assist in transports
- Officers have maintained that transporting between facilities was at odds with what policy and supervisors have dictated
- Identifiable CIT Officers
- At each step it is up to the appropriate mental health professionals to do their assessment

CIT Officer versus Officer Response

- When an officer shall call for a CIT Officer
- Officer and Supervisor discretion
- Basic communication and de-escalation skill set

Questions

Communication and De-Escalation Skills

Original PowerPoint by:

Michael R. Peterson MA

Revised

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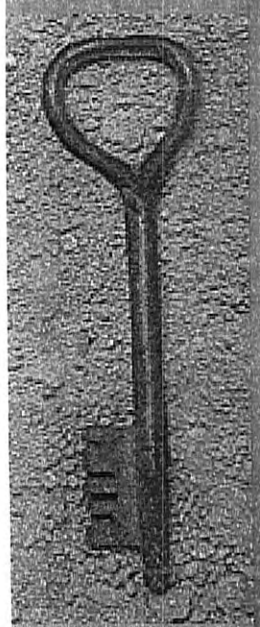

Crisis:

any situation in which a person's ability to cope is exceeded.

Crisis Intervention:

the **short-term**, time-limited intervention, designed to reestablish a person's equilibrium and to solve an immediate problem

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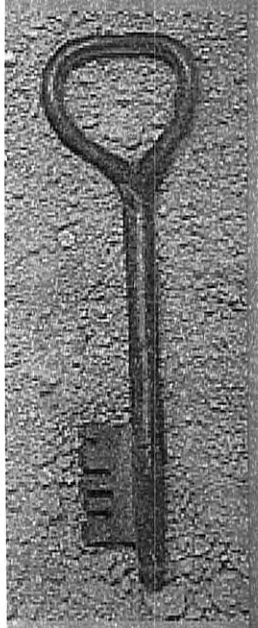

- Barricaded subjects
- Domestic violence
- Substance Abuse
- High Risk Suicide
- Mental Illness
- Violence in the Workplace

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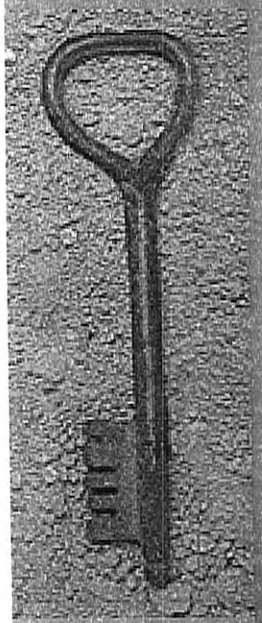

- Loss of Employment
- Illness, Injury or Death
- Relationship Stress
- Decompensation of Mental Health
- Loss of Health
- Loss of Status
- Interruption of Intervention

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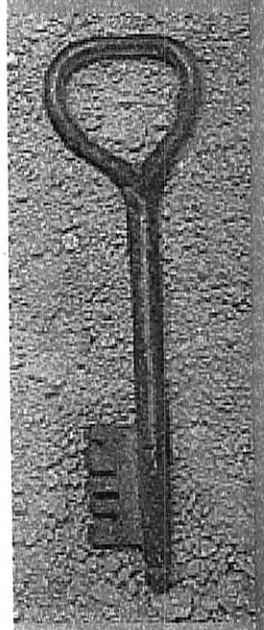

- **POWER**
  - Physics
  - Force
  - Restraint

→ Use of Force

- **INFLUENCE**
  - Relationship / Trust
  - Psychology / Internal Motivation
  - Empathy / Understanding

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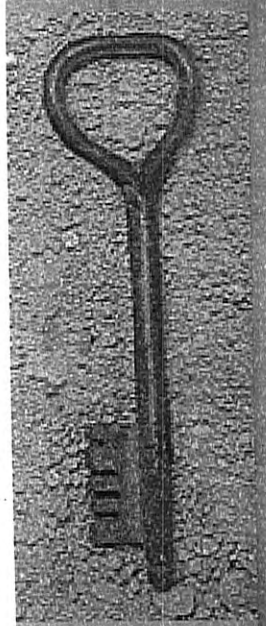

- **PERSONAL SURVIVAL**
  - Officer Safety
  - Psychological Wellness
- **PROBLEM RESOLUTION**
  - Non-Judgmental Mediation
- **HARM REDUCTION**
  - Officer and Consumer safety
- **DAMAMGE CONTROL**
  - Property / Collateral Concerns

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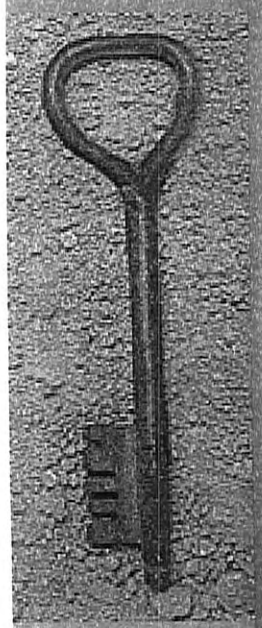

- Observer
- Reinforcer
- Problem Solver
- Mediator
- Scribe
- Negotiator
- Enforcer
- Rescuer
- Friend
- Expert

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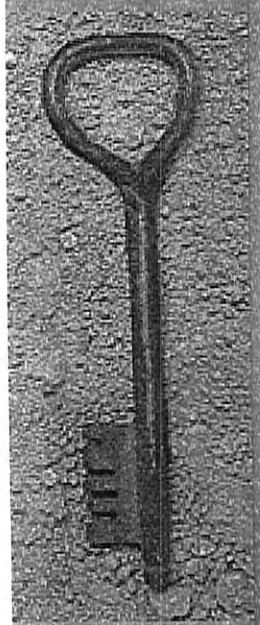

How are they talking?	What is their voice tone?	What is their behavior like?
♦ Respectful ♦ Negative ♦ Abusive ♦ Derogatory ♦ Threatening	♦ Normal ♦ Loud ♦ Angry ♦ Rageful ♦ Mimicking	♦ Compliant ♦ Passive Resistant ♦ Active Resistant ♦ Assaultive ♦ Deadly Assaultive

What if these factors conflict?

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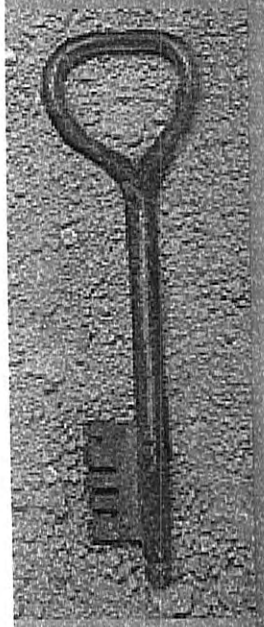

Opening statements should be designed to promote productive communication.

- Engaging in high risk situations
  - Tone should be directive and instructions specific to what needs to occur in order to stabilize the situation.
  - Identify self as a police officer.
  - Officer must be prepared to shift to crisis intervention to gain compliance

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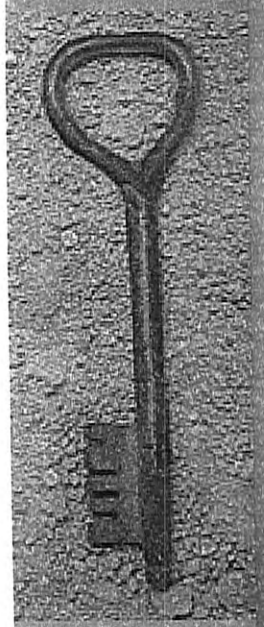

- If practical, monitor behavior prior to approach.
- Assume a calm, non-threatening manner.
- Consider personal space issues.
- Self introduction
- Statements should clearly identify position as police officer.

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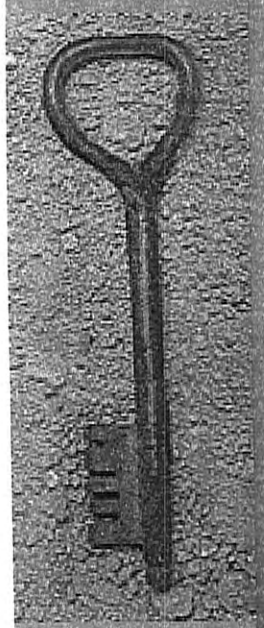

- I am ___*First Name*___ with the Minneapolis Police Department. I would like to help you with your situation.
- My name is ___*First Name*___ and I am with the Minneapolis Police Department. I would like to talk to you about what has happened today. I understand that there is a problem and I would like to help.

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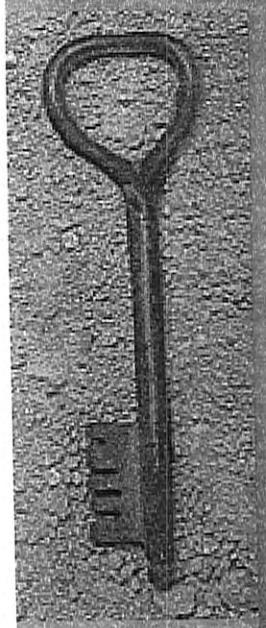

- Calming Techniques
  - Show empathy and understanding
    - Attempt to calm an agitated subject by showing an understanding of his/her feelings.
    - Be Genuine and Sincere
  - Use modeling
    - Attempt to calm by displaying own calmness.
    - Speak slowly and evenly.

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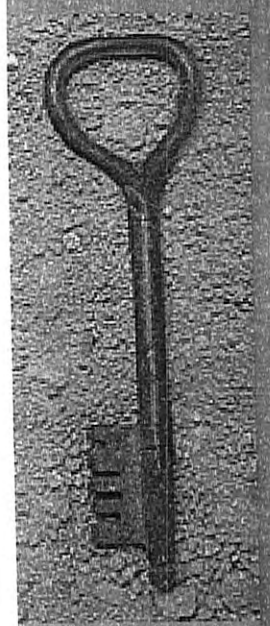

- Reassure
  - Calm the agitated subject by reassuring his/her fears.
  - Assure safety.
- Allow ventilation
  - Attempt to calm an agitated subject by encouraging communication.

    Ex."60 Second Rule"
  - Allow person to unload but don't get so caught up that you forget to work on solving the problem.

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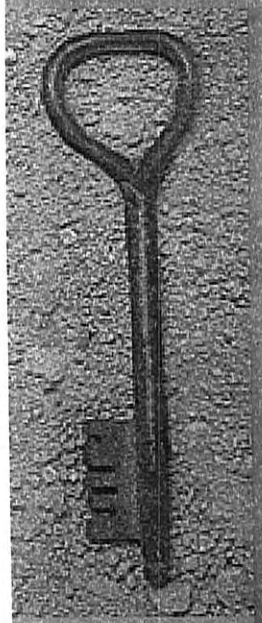

- Responding to statements made by the actor to encourage him to continue talking.
- **Examples:**
  - I see…
  - Tell me about it…
  - That would be one option
  - What other options do you have?
  - Uh huh, ok…(Hint, watch out for this last one during role plays!)

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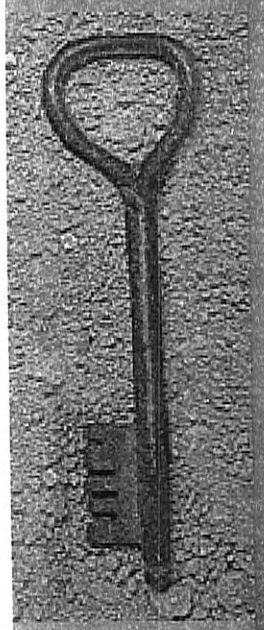

- Goal: to communicate to the person that they are respected and understood.
  - General Principles
    - Let person talk without interruption.
    - Avoid explaining away person's experience.
    - Listener does not talk about their own opinions.
    - Listener avoids quick advice.
    - Listener avoids unrelated experience.
    - Listen without judging.

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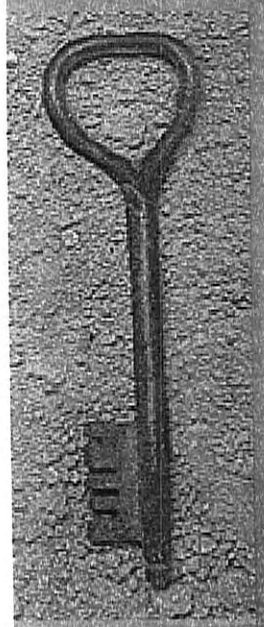

General Principles (cont'd)

- Reflect feeling
- Repeat main point
- Build off consensus
- Affirm the struggle
- Express understanding, not sympathy

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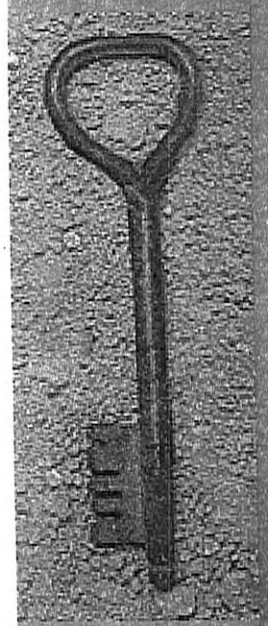

- Three traps for the Officer
  - Talking instead of listening
  - Not acknowledging emotional state (feelings) (Theirs-not yours)
  - Not maintaining control by guiding problem toward resolution

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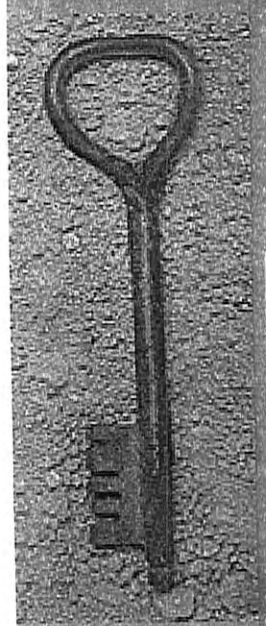

Your perception of the situation	Action to be Taken
Verbally and Non-Verbally Compliant and Cooperative	Use normal modes of communication
Verbally Negative while Non-verbally Compliant	Use psychologically based communication
Verbally Assaultive while Non-Verbally Compliant	Use hard style verbal tactics
Verbally Negative and Non-Verbally Non-Compliant	Use hard style verbal tactics and
Verbally Assaultive and Non-Verbally Non-Compliant	Officer Safety
Non-Verbally Assaultive	Officer Safety

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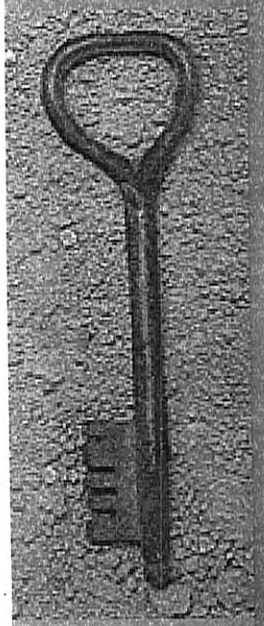

- Ask for Compliance
- Set Context- Laws, Safety, Department Policies ie: Follow force continuum, laws and policies covering use of force, deadly force.

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Subd. 2.Peace or health officer authority

- (a) A peace or health officer may take a person into custody and transport the person to a licensed physician or treatment facility if the officer has reason to believe, [illegible] in danger [illegible]. A peace or health officer or a person working under such officer's supervision, may take a person who is believed to be chemically dependent or is intoxicated in public into custody and transport the person to a treatment facility.
- (imminent danger is no longer the criteria, just danger)

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MPD POLICY

- 7-1004 TRANSPORT HOLDS
- As per Minn. Stat. §253B.05, subd. 2, a health officer or police officer may take into custody an individual believed to be mentally ill, chemically dependent or mentally retarded, if there is a reason to believe the person poses a threat to himself or others. The threat does not have to be imminent, and the health or police officer does not need to directly observe the behavior and may consider information from other reliable sources. The hold allows the person to be taken to a hospital and held until they are evaluated. After the evaluation, the hospital may release the person or place them under a 72 hour hold.
- When a police officer responds to a health officer's call to assist in transporting a person, the health officer should identify him/herself to the police officers as qualified under the statute to write a hold. If the hold order is written by a health officer (on or off-site) and presented to a police officer, the police officer shall assist in executing the hold. Officers also have the authority to sign a transport hold.
- Officers are advised to request an ambulance to transport a combative person to the hospital.

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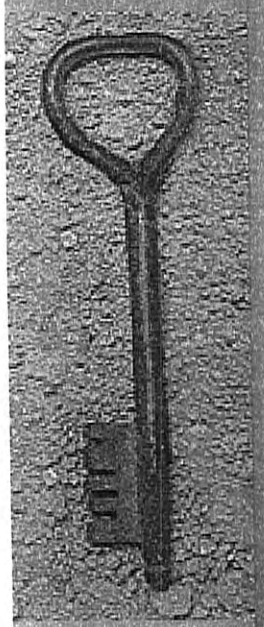

MPD POLICY

- **5-304 THREATENING THE USE OF FORCE AND DE-ESCALATION (10/16/02) (06/01/12)**
- As an alternative and/or the precursor to the actual use of force, sworn MPD employees may verbally announce their intent to use force. Sworn employees may display an authorized weapon as a threat of force. [illegible] . This policy shall not be construed to authorize unnecessarily harsh language. (08/17/07)
- Sworn employees are encouraged to consider de-escalation/non-force options in situations when time and safety permits. (06/01/12)

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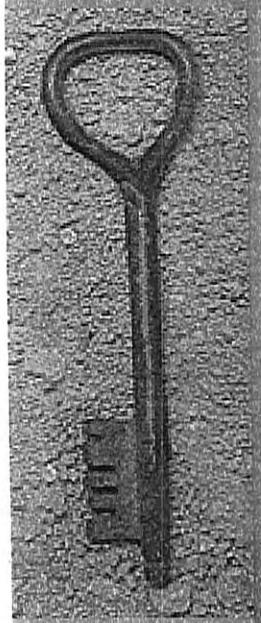

- Present Options- Compliance or Consequences. (i.e. We are going to crisis, or jail, and you cooperate or I will be forced to escort you against your will…)
- Repeat Actions Establishing Limits. (i.e. We need to leave I will give you 30 seconds to comply and cooperate)
- ACT with Officer and Public Safety Considerations

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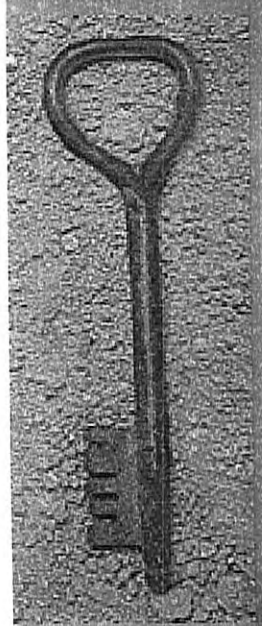

For the following conditions when either words fail or you are not given an opportunity to use them.

- **Condition 1**: Whenever your personal safety zone has been violated.
- **Condition 2**: Whenever others are in imminent danger or property under your control is threatened.
- **Condition 3**: Whenever the individual engages in active resistance (i.e. runs past you).
- **Condition 4**: Whenever you have exhausted all of your verbal options and have not achieved compliance.
- **Condition 5**: Whenever a matter of high priority develops and requires your attention.

REMEMBER: ACT with a Plan and ACT Quickly

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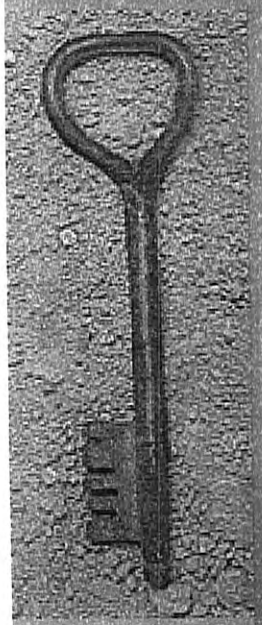

Behavior: This person exhibits a variety of emotions that may change. Typical emotions may vary from depression to anger to anxiety. The person exhibits behavioral signs of being upset.

Effects on Others: The officer's reaction to this type of individual will vary according to the emotion expressed.

- How to handle
  - Identify yourself and give the purpose of your contact
  - Listen
  - Acknowledge the person's frustration
  - Give them a lot of empathy
  - Let them run down
  - Provide them with support and alternatives
  - Give specific suggestions for them to regain internal control or calm down
  - Do not make statements such as "relax" or "calm down"

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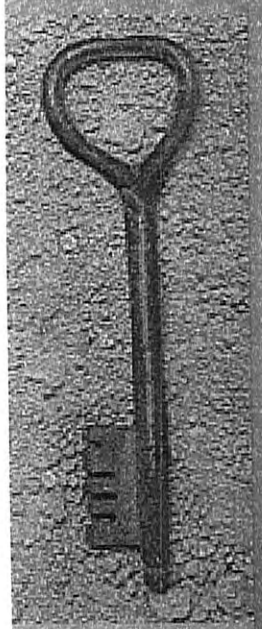

How to Handle

- Do not allow the other person to grandstand in front of others, (Bring them aside so the audience is removed)
- Listen to their complaints
- Get them to behavioralize
- If the individual does not respond, set a limit and provide them an alternative
- Maintain eye contact
- Do not allow individual to become verbally or physically abusive
- State opinions and directives forcefully
- Be ready to be friendly if the behavior changes
- Maintain calm but firm tone of voice
- Use diversions such as asking the person to sit down

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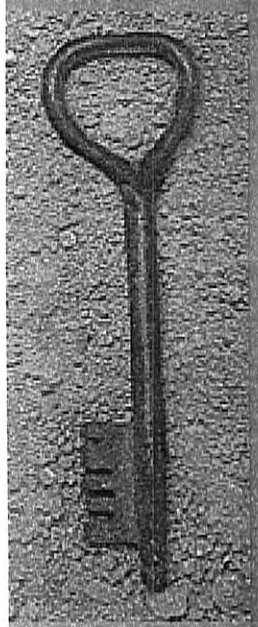

Behavior: The individual is in a substance –induced state precipitated by either alcohol or narcotics. They may have rapidly cycling emotions or maintain either and agitated or despondent state.

Effects on Others: The main reaction experienced when dealing with this type of person is one of frustration.

How to Handle

- Substance induced reactions are basically unpredictable and therefore can become dangerous
- The longer a person is allowed to carry on, the more potential for problems.
- Stay calm but set firm limits. This person should be escorted out as quickly as possible.
- The same behavioral strategy should be initiated if the acting out is not substance abuse induced, but resulting from a thought disorder.

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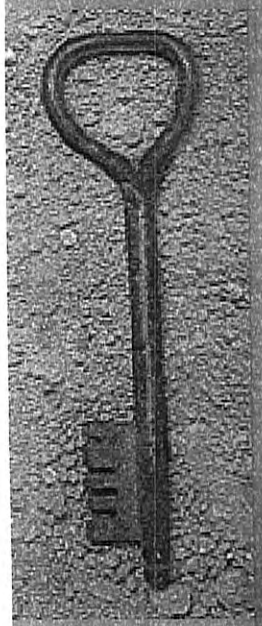

- Communication is difficult and much more complex than most people realize.
- Communication involves talking *and* listening.
- Many people learn to be effective talkers, and give no effort to becoming active listeners.
- Effective communication takes rehearsal and practice just as any other skill does.
- Unless a person is able to do both he/she will not be an effective communicator.
- Reflect on what both is said and *not* said.

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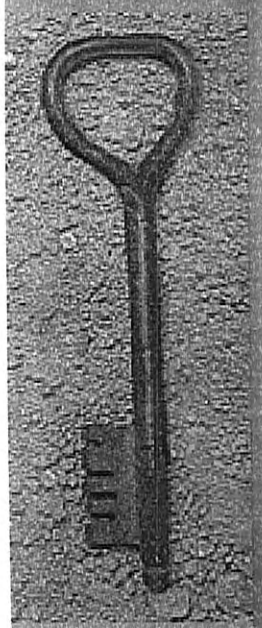

Customer Service

- Example of providing " what the customer wants"…

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Teaching the Adult Learner

- Based upon the phase the recruit is in, ask yourself:
  - What am I going to teach them?
  - What do they need to learn?
- Once you have answered the above questions, answer:
  - Who are you going to teach?
  - What is their background?
    - Prior experience, limited experience, no experience
  - Will some recruits need more training then others?

Teaching adults vs. Teaching kids

- Life experience
- Belief system already in place
- Set way of learning
- Better educated
- Younger vs. older
- Gender
- Culture

Adults learn best when…

- They understand WHY something is important to know or do.
  - Make sure your adult student understands why something is important to know.
- They have the freedom to learn their own way.
  - Recruits however do not have the freedom of time.
- The time is right for them to learn.
- The process is positive and encouraging.

Different Learning Styles

- Visual
  - Visual learners rely on pictures. "Show me" is their motto.
- Auditory
  - Auditory learners listen carefully. "Tell me" is their motto.
- Tactile or kinesthetic
  - Tactile or kinesthetic learners need to physically do something to understand it. "Let me do it" is their motto. The best way to teach them is to let them practice what they are learning.

- Where do you think cops fall?

Types of Learning

- Knowledge:
  - Specific facts, patterns, concepts
  - If learning involves knowledge retention and the development of intellectual skills, it is considered knowledge-based.
- Skills:
  - Practical abilities measured in speed, precision
  - If learning involves physical movement, coordination, and motor skills, it is considered skill-based.
- Attitudes:
  - Realizing feelings, values, motivation
  - If learning deals with things emotionally like motivation and values, it is considered attitudes-based.
- When we train recruits the situation we are in determines the learning types.

Determining Learning Styles

- How do you determine which learning style your recruit has?
  - You ASK

A-B-C-D Model of Training

- When trying to build behavioral objectives, this model is most effective:
  - A-Audience: State the learning audience within the objective.
  - B-Behavior: State the behavior you wish to see exhibited.
  - C-Condition: State the conditions where the behavior will occur.
  - D-Degree: To what degree will the learner be enabled?

Motivation to Learn

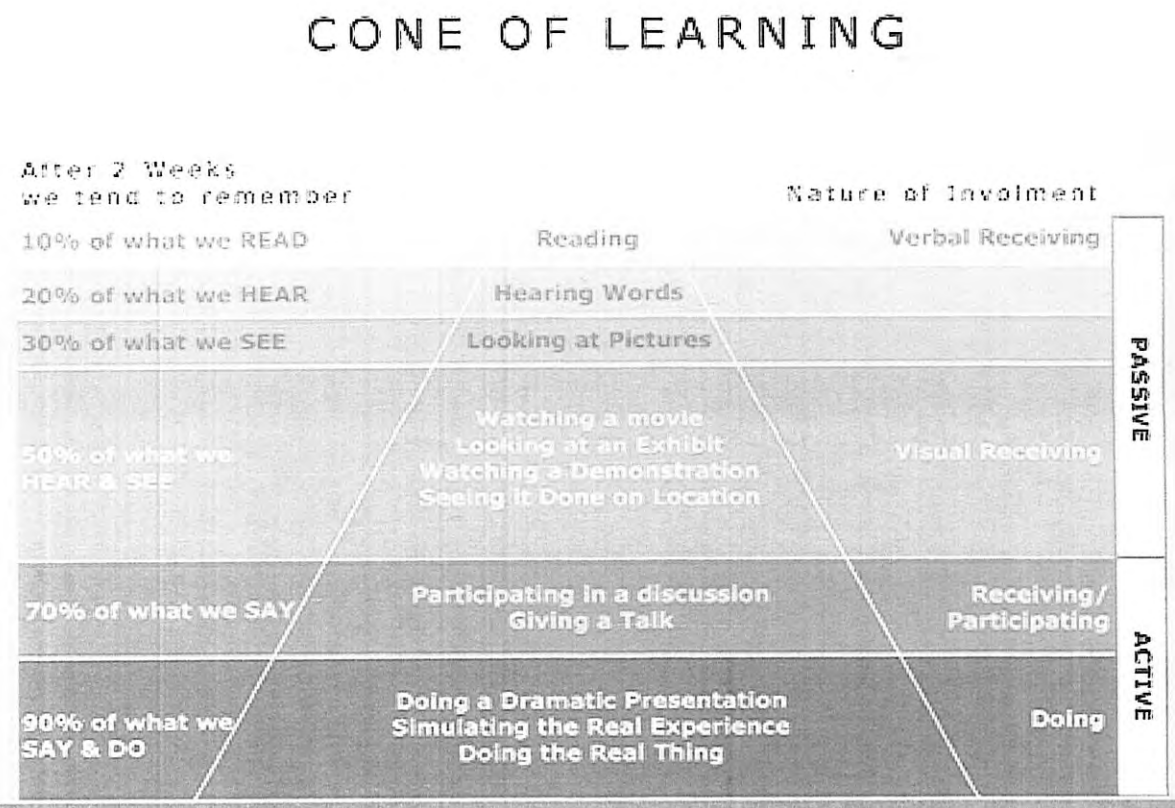
- Recruits are MOTIVATED to learn-their job depends on it.
  - To assist them:
    - Stress the importance of their experience
    - Ask them to take increased responsibility for THEIR learning
    - Assume authority and control for what and how they learn
    - Help them connect what they are trying to learn with "life"
- FTO's need to be MOTIVATED to teach.

Training Content (10 hours in a squad)

- Roll play
- Practice skillset (searching, stopping people/cars, entrance into a home, searching of a home, report writing)
- Projects/written tasks (memorize the phonetic alphabet)
- Classroom training

The Cone of Learning

- After two weeks, we tend to remember….



Process Learning

- Approaches that are:
  - Problem-based and collaborative vs. didactic
  - Emphasizes more equality between the teacher and the learner

Six Principles of Adult Learning

- Adults are internally motivated and self-directed
- Adults bring life experiences and knowledge to learning experiences
- Adults are goal oriented
- Adults are practical
- Adult learners like to be respected

Adult Learners are Internally Motivated and Self-Directed

*Adult learners resist learning when they feel others are imposing information.

- Develop rapport with the student to optimize approachability and encourage asking of questions and exploration of concepts.
- Lead the student toward inquiry before supplying them with too many facts.
- Provide regular constructive and specific feedback (both positive and negative).
  - Some FTOs are quick to provide negative feedback-Recruits need to hear the positives too.
- Acknowledge the preferred learning style of the student.
  - ASK

What to Expect

- Adults bring life experiences and knowledge to learning experiences.
  - Adults like to be given opportunity to use their existing foundation of knowledge and experience gained from life experience, and apply it to their new learning experiences.
    - Find out about your Recruit (interests/past experiences)
    - Assist them in drawing from their experiences when problem-solving
- Adults are goal oriented.
  - Ask questions that motivate inquiry

What to Expect

- Adults are relevancy oriented.
  - Ask the Recruit what they knew prior to the call and what they know after the call.
  - Ask what they expected to learn
    - They will understand more about a topic when it is directly relevant to the work context.
- Adults are practical.
  - Be explicit about how what the Recruit is learning is applicable to the job.
  - Promote active participation by allowing Recruits to engage versus observing.
    - Promotes development, confidence, and competence.

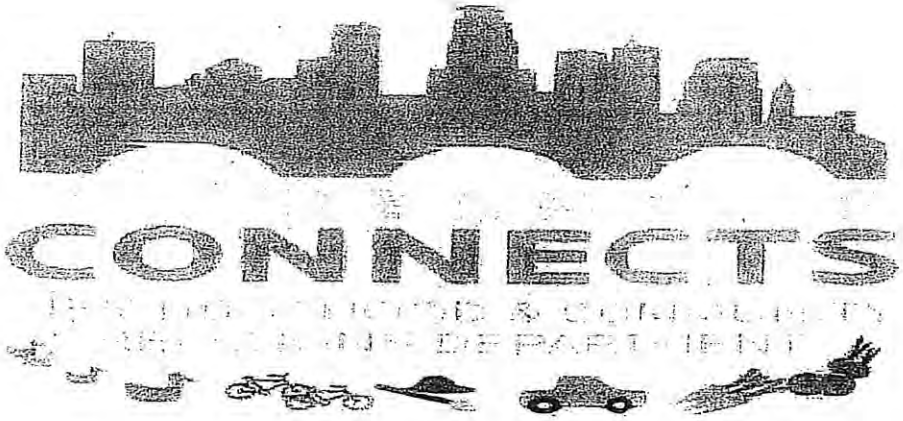
What to Expect

- Adult learners like to be respected
  - Partner versus Recruit
  - Encourage verbal engagement/questions
  - Acknowledge experience (if they have it)

Rocket Science

- It isn't…
- However, we all learn different.
- It benefits all of us if we recognize that and build off of it.

- QUESTIONS??



Minneapolis in Any Language

Policies and Procedures to Ensure Equal Access to City Services for People with Limited English Proficiency

September 2012

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1. Summary

What does this plan address?

This plan describes how the city of Minneapolis will improve access to city services for people who speak limited English.

One in five Minneapolis residents speaks a language other than English in their homes. This means that increasingly, city of Minneapolis employees are providing services to people who may not speak fluent English. This plan offers a systematic approach for adapting city services to meet the needs of these individuals.

What are the city's primary language groups?

The primary language groups identified in Minneapolis are below (in size order). These are the 6 languages that the city will be focusing on in the LEP plan. Section 3 provides information on how these primary languages were identified.

- Spanish
- Somali
- Hmong
- Laotian
- Oromo
- Vietnamese

How was the plan created?

In November 2003, the City Council passed a resolution approving the creation of a citywide Limited English Proficiency Plan, to give specific direction to staff about how to make city services accessible to those who speak limited English. An eight-month planning process beginning January 2004 involved representatives of all city charter departments. Members of the LEP Plan Work Team reviewed relevant legal mandates, consulted LEP plans created by other cities and counties, and met with several groups representing the interests of limited English speakers, before drafting this plan and accompanying worksheets for departments.

In 2010, the Neighborhood and Community Relations Department which is in charge of overseeing the LEP plan reviewed the document and made relevant updates to reflect the most accurate picture of the City's LEP populations.

What does LEP mean?

LEP stands for Limited English Proficiency. A person who has limited proficiency in English cannot speak, read, write or understand the English language at a level that permits him or her to interact effectively with English speakers.

Why does the city need a plan for making services accessible to LEP individuals?

The City of Minneapolis is strongly committed to making city services and information about those services available to everyone, regardless of language barriers. This commitment stems from overall city goals of responsive government, community engagement, and customer service. As residents, workers or visitors who contribute to city life, people with limited English proficiency are entitled to fair and equal access to service.

The city of Minneapolis and its departments are required by federal law to plan for and provide meaningful access to services for those with limited English proficiency, Title VI of the Civil Rights Act of 1964 and related federal regulations, state law and municipal ordinances apply to all city departments and contracted vendors.

What is "meaningful access"?

Meaningful access means that a person:

- Is given adequate information;
- Can understand the services and benefits available;
- Can receive the services for which he or she is eligible; and
- Can communicate the relevant circumstance of his or her situation.

What does the plan cover?

The plan describes city policies and procedures for:

- Providing notice to limited English speakers of their right to service;
- Identifying LEP individuals and needed LEP services in city departments;
- Providing free spoken language interpreting;
- Offering free written translations of vital city documents on request;
- Hiring of people with bi-lingual and/or cultural competency abilities to meet multilingual service needs and;
- Offering training on LEP service mandates to all city staff.

How does this plan apply to city departments?

This document provides policies and procedures that will apply to all City departments. All charter departments of the city will be required to produce their own, department-specific plans and to budget for LEP services, which started in

2005.

Who is responsible for the plan?

The Neighborhood and Community Relations Department and the City Coordinator's Office oversee the development of the citywide LEP plan. Ahmed Muhumud, the city's Access and Outreach Manager, will assist all city departments in updating and implementing plans at the department level.

Acknowledgements

This plan was produced by members of an interdepartmental team with Patricia Ohmans, MPH and Garth Osborn, MPH of Health Advocates, Community Health Consultants, www.healthadvocates.info.

For more information about the plan or about LEP services in Minneapolis, contact Access and Outreach Manager Ahmed Muhumud by phone at 612-673-2162 or email him at: ahmed.muhumud@ci.minneapolis.mn.us.

2. Introduction

This chapter includes:

- How to use this plan
- The LEP population in Minneapolis
- Legal mandates for LEP services

How to Use This Plan

This plan is intended for department managers and supervisors and for staff who interact directly or indirectly with LEP individuals in Minneapolis. LEP legal requirements may also apply to subcontractors and vendors who do business with the city. LEP community members and advocates can refer to this plan to learn about the city's commitment to equal access.

The plan does several things:

- Explains the legal mandate behind LEP planning
- Defines key concepts in LEP service
- Lays out general guidelines that are minimum expectations for all city services and departments
- Sets a timetable and assigns responsibility for implementation; and describes how the plan will be monitored and updated
- Lists key definitions

The LEP Population in Minneapolis

Minnesota and its largest city, Minneapolis, have become increasingly diverse over the past several decades. Immigrants have contributed greatly to the city's economic, cultural, and linguistic diversity. In 2002 alone, 13,522 legal immigrants arrived in the state from 160 countries. This constituted the largest number of new arrivals since 1992 and an increase of 2,000 from the previous year. For most of these new arrivals, English is not their primary language.

One key way to track the proliferation of languages spoken in the state is to ask school children what language they speak at home.

The following tables are the primary languages spoken at home by Minneapolis public school students as well as the amounts of students enrolled in the school system according to their race.

2011-2012 Minneapolis Public School, Fall Enrollment of Primary Home Language

Language Spoken at Home	Total
English	23,159
Hmong	1,497
Laotian	115
Somali	2,103
Spanish	5,541
Vietnamese	93
Oromo	Data not available
Other	434
Total	*32,942*

Source: *Minnesota Department of Education*

2011 Minneapolis Public School, Breakdown by Race

Race	Total
American Indian	1,649
Asian	2,778
Black	12,651
Hispanic	6,256
White	10,992
Total	*34,326*

Source: *Minnesota Department of Education*

Legal Mandates for LEP Services

There is a compelling legal argument for LEP services. The city of Minneapolis and its departments are required by federal and state law to plan for and provide meaningful access to services for city residents with limited English.

According to an opinion from the Minneapolis City Attorney's office, "Title VI of the Civil Rights Act of 1964 and the implementing federal regulations require city departments receiving federal financial assistance to provide meaningful access to their programs and activities for LEP persons. Failure to provide meaningful access could result in a loss of federal funding. Private individuals could bring a civil action alleging intentional discrimination in the denial of services based upon their protected class status...Nearly every city department receives some sort of federal financial assistance."

Title VI of the Civil Rights Act of 1964 and related federal regulations, state law and municipal ordinances apply to all city departments and contracted vendors.

3. What is LEP Service?

This chapter includes:

- Components of LEP service
- General policies for LEP service
- General procedures for LEP service

Components of LEP Service

There are many ways in which LEP individuals must be served by the city. It is not enough just to have translated materials, or bilingual staff, or multilingual signs.

This plan addresses how services will be provided in each of the areas below, through general policies and through specific procedures.

- Notice: providing notice to limited English speakers of their right to service;
- Identification: identifying LEP individuals and needed LEP services in city departments;
- Interpreting: offering free, timely spoken language interpretation for LEP individuals;
- Translation: providing free written language translations of vital city documents on request;
- Staffing: hiring to meet multilingual service needs; and
- Training: delivering training on LEP service mandates to all city staff.

General Policies for LEP Service

(Specific policies for LEP service areas are spelled out in sections 4, 5, and 6)

Individuals with limited English proficiency are entitled to the same kinds and levels of service from Minneapolis city employees as all other individuals.

Updating and monitoring the LEP plan
Minneapolis' LEP plan is updated annually. Updating the plan is the responsibility of the Access and Outreach division of the Neighborhood and Community Relations Department.

Calculating primary language groups
Minneapolis' primary language groups are identified using an established formula. This formula will be re-applied annually. Primary language groups may change, as new data appears. For implementing the plan, which began in 2004 and the 2009 data which was used to update the plan, the formula shows that the primary language groups in Minneapolis are (in size order):

1. Spanish
2. Hmong
3. Somali
4. Laotian
5. Oromo
6. Vietnamese

General Procedures for LEP Service

How to evaluate the LEP plan

Each year, the city of Minneapolis will conduct an evaluation of the LEP plan to determine its effectiveness. The Access and Outreach Manager will lead the evaluation with staff in each department.

The evaluation will include:

- Assessment of the number of Minneapolis residents with LEP;
- Assessment of the current level of services delivered to LEP individuals by each city charter department;
- Assessment of training levels of city staff regarding LEP services; and
- Feedback and comments from LEP communities, including LEP community organizations and advocacy groups, on the effectiveness of the city's LEP services.

4. Notice and Identification

This chapter includes:

- Policies for notice
- Procedures for notice
- Policies for identification
- Procedures for identification

Policies for Notice

The city must proactively notify LEP individuals of their right to service.

City departments and staff must ensure that people with limited English proficiency know they have the right to free, timely language services.

Notice should be provided in a variety of ways, including but not limited to:

- Posting signs in appropriated areas such as waiting rooms, reception areas and other points of entry
- Including standard translated content in outreach documents such as posters or brochures stating that services are available
- Working with LEP organizations and other stakeholders to inform Minneapolis residents of their right to LEP service
- Using a telephone voice mail menu in the most common languages encountered
- Including notices in local newspapers in languages other than English
- Airing notices on non-English language radio and television stations
- Giving presentations at community meetings, schools and other organizations

Notice includes (at minimum):

- Information about available LEP services;
- Instructions on accessing services, including directions to city offices; and
- Assurance of free and timely service

Notice should be provided based on a calculation of the information or service's relative importance to the LEP individual.
Decisions on which signs, documents or other means of providing notice should be made based on criteria such as:

- Importance or urgency of service;
- Volume of contact; or
- Traffic flow

Procedures for Notice

How to make a sign notifying individuals of their right to service
Departments should post signs in the primary languages informing LEP individuals of their right to free, timely interpreting and translation services.

How to determine relative need for signs
Catalog current signs that are posted in public areas. Decide which signs (directional, instructional, etc.) are most important for accessing services. **Translate the most important signs first. Translate every important sign into the primary languages.** The Access and Outreach Division can be consulted regarding signage wording; call 612-673-2162.

How to request a permanent sign for an office in City Hall

Permanent signs posted in City Hall must conform to historical and aesthetic standards. Contact the Minneapolis Building Commission, 612-596-9512, before posting notice signs. **How to request a permanent sign for another City building or office**
Contact and consult with Barb Johns of Property Services at 612-673-3051.

How to include a statement in non-English languages about free LEP service in print, audio, or video materials
Vital documents used for city services should include a version of the following message, translated into the primary languages: "Attention: If you have any questions regarding this material please call 311 (or insert your department telephone number)." For more information on the language block, see the *Language Block* online at CityTalk.

Policies for Identification

The city will collect sufficient data about LEP individuals to provide legally mandated services.
The city should establish, at minimum, how many Minneapolis residents primarily speak a language other than English, and which languages they speak. This number should be recalculated, at minimum, once per year.

Information collected about LEP individuals must never be used to discriminate against groups or individuals.
Immigration status is not relevant in determining whether a resident of Minneapolis is eligible for the LEP services outlined in this plan. City employees should not ask an LEP individual about their immigration status, even in casual conversation. All LEP individuals are eligible for city services.

The city must track services provided to LEP individuals.
Results of tracking can be used to measure increases in LEP services, to evaluate changes and to make appropriate budgeting decisions.

Procedures for Identification

How to identify LEP individuals
LEP individuals can be identified in a variety of ways:

- By analyzing existing data sets, such as census figures or information from public agencies; or
- By asking LEP individuals to indicate their preferred language, using "I Speak" cards or other mechanisms.

How to use census and other data to estimate LEP population sizes
General population statistics based on the 2010 US Census are accessible on the US Census Bureau website at www.census.gov. Statistics on primary languages spoken in Minneapolis schools are available through the Department of Education, at
http://education.state.mn.us/MDE/Data/Data_Downloads/Student/Enrollment/District/index.html

How to measure extent of LEP services

Ways to collect information about LEP individuals served include:

- Adapting current databases used by the city to track languages spoken by Minneapolis residents;
- Incorporating 'language spoken' fields on client intake forms and tracking responses
- Tracking telephone interpreting service usage;
- Counting website 'hits' directed to translated content;
- Conducting resident or customer satisfaction surveys;
- Tallying the number of translated materials requested/distributed; and
- Tracking the number of department requests for LEP services.

5. Interpreting and Translation

This chapter includes:

- Policies for interpreting
- Procedures for interpreting
- Policies for translation
- Procedures for translation

Policies for Interpreting

Interpreters must be offered for free, upon request.
The city of Minneapolis provides interpreter services, free of charge, to people who speak little or no English if needed to access city services.

If an Access and Outreach Specialist cannot be reached, or is unavailable, to provide interpreter services in person or by telephone, the department should use a language service provider that the City has a contract with.

Public meetings will have interpreters available, if needed.
Public meeting notices should include a line advising LEP individuals that interpreters will be provided upon request if there is at least 5 business days notice.

The city will use competent, trained and culturally sensitive interpreters.
Interpretation is more than simply being able to speak two languages. Interpreters are trained professionals who abide by a code of ethics and professional practice standards.

City interpreters or city employees who provide interpreting services must demonstrate competence.
A competent interpreter should demonstrate (at minimum):

- Evidence of training that includes skills and ethics of interpreting;
- Proficiency in English and the other language, as documented in an objective language proficiency test;
- Ability to convey information in both languages, accurately and completely, as demonstrated by a simulated interpreting encounter;
- Fundamental knowledge in both languages of any specialized terms or concepts related to the organization's program or activity; and
- Sensitivity to the LEP person's culture.

Competency standards apply to all interpreters used to deliver city services.
Interpreting services for the city will be performed by trained, professional interpreters, whether city staff, contractors, or telephone interpreters. City staff who works as interpreters must demonstrate competence as defined above. With contract interpreters and telephone interpreters, competency is assumed, but contracting agencies should demonstrate how competency is assessed.

Volunteers should not interpret unless shown to be competent, according to city standards.
Volunteers, friends, or family members whose competence has not been assessed should not be relied upon. The use of untrained volunteers exposes the city to liability, based on its legal obligation to provide competent interpreter services.

Children may not interpret.
For reasons of accuracy, confidentiality and family dynamics, minor children (under 18) may not interpret for family members or other LEP individuals. (This policy does not apply in serious emergency cases, when a minor child is the only available potential interpreter).

Volunteers may interpret for LEP voters.

According to election law, "a voter in need of assistance may obtain the assistance of any individual the voter chooses, except for the voter's employer, union agent, or a candidate for election..." For a full explanation of assistance to LEP voters, see *MN Statute 204C.15*—assistance to voters.

Individuals may use their own adult volunteer interpreters under some limited circumstances. Staff should never urge or require those who speak little or no English to provide their own interpreter. However, individuals may use their own interpreter if they waive their right to one provided by the city, and if the potential interpreter has demonstrated competence. In situations where the effectiveness of services is compromised or the LEP person's privacy may be violated, an interpreter should be used.

Individuals using volunteer interpreters should sign a waiver form.
Individuals waiving the right to an interpreter provided by the city may be asked to sign a waiver form in their own language. For a sample waiver form, see *Waiver of Interpreter Services* online at CityTalk. Click on "Work Tools" and then on "Language and Translation Services".

Interpreting must be timely.
Access to interpreting services in all city departments must be timely. No one can be denied access to services based on the lack of interpreter availability.

Procedures for Interpreting

How to provide interpreting
Interpreting can be provided in a variety of ways (in descending order of preference):

- By bilingual staff trained in interpreting;
- By Access and Outreach Specialists or other city staff interpreters;
- By telephonic interpretation with language service vendors
- By contract or free-lance professional interpreters;
- By bilingual department staff; and
- By competent volunteer interpreters.

How to access a city interpreter through the Access and Outreach Division

1. Identify which language the person speaks. This can be done by asking the person what languages she/he speaks, or (if the individual is onsite and not on the phone) ask him or her to point to their language on a Language Identification Card.
2. Let the person know that you will arrange for an interpreter.
3. Call the Access and Outreach Division, within the City's Neighborhood and Community Relations Department. Access and Outreach Division currently has Spanish, Somali, Oromo, Amharic, Hmong and American Sign Language staff who may be able to provide interpreter services and signing for your department.

- Spanish Line: 612-673-2700
- Hmong Line: 612-673-2800
- TTY Line: 612-673-2157
- Somali, Oromo and Amharic Line: 612-673-3500
- Access and Outreach Manager: 612-673-2162 or email Ahmed.Muhumud@ci.minneapolis.mn.us

The Access and Outreach Division cannot guarantee that an interpreter will be available when you call. If the matter is not urgent, please leave a message and your call will be returned. If the matter is urgent and you need an interpreter immediately or if interpreter services are required for a language other than Spanish, Somali, Oromo, Amharic, Hmong, or American Sign Language, you may use a language service provider that the City has a contract with. *Note: Departments are responsible for covering the cost of services provided by these language service provider vendors.*

How to access a telephone interpreter
Follow the steps above to identify the language needed to request for an interpreter. If staff is not available and you need an interpreter immediately, contact the city's contracted telephone interpreting vendor, Certified Languages International (CLI). CLI provides 24/7 telephone-based interpreter (spoken) services in many languages. The phone number is: 1-888-338-5508. If you would like more information about CLI, check their website at: www.certifiedlanguages.com.

An access code is required to use this service. Departments will be charged for the service. Please check with your supervisor for your department's access code. If you need assistance or have any questions regarding access codes, please contact Ahmed Muhumud at (612) 673-2162 or email ahmed.muhumud@ci.minneapolis.mn.us.

Policies for Translation

Translation of vital documents must be offered, for free.
The city of Minneapolis must provide a translation of vital documents, free of charge, to people who speak little or no English if needed to access city services. City departments may want to work with Access and Outreach for suggestions regarding which documents would be vital or helpful to have translated.

Vital documents must be in primary languages.
"Vital" documents must be available in the city's primary language or readily translated by an interpreter, upon request. Not all documents can be translated and available in every language. City departments must simply have the capacity to translate documents on request, in a timely fashion. (For further discussion and guidance on which documents should be translated, and when, refer to http://www.lep.gov).

The city will use competent, trained, and culturally sensitive translators.
Translation is more than simply being able to read and write in two languages. Translators are trained professional who abide by a code of ethics and professional practice standards.

Vital documents are translated by competent staff, contract translators or interpreters, including telephone interpreters.
Materials translated by an outside source must be evaluated for accuracy of translation.

City translators must demonstrate competence.
A competent translator should demonstrate (at minimum):

- Evidence of training that includes skills and ethics of translation;
- Proficiency in English and the other language, as documented in an objective language proficiency test;

- Ability to convey information in both languages, accurately and completely, as demonstrated by a simulated translation job; and
- Fundamental knowledge in both languages of any specialized terms or concepts;
- With approved contract translators, competency is assumed, but a demonstration of competency should be requested.

Volunteers should not translate materials unless shown to be competent, according to city standards.
Volunteers, friends, or family members whose competence has not been assessed should not be relied upon. The use of untrained volunteers exposed the city to liability, based on its legal obligation to provide competent translation services.

Children may not provide translations.
For reasons of accuracy, confidentiality and family dynamics, minor children (under 18) should not translate vital documents for family members or other LEP individuals. (This policy does not apply in *serious* emergency cases, when a minor child is the only available potential translator).

Individuals may use their own adult volunteer translators under some limited circumstances.
Staff should never urge or require those who speak little or no English to provide their own translator. However, individuals may use their own translator if they waive their right to one provided by the city. If the effectiveness of service is comprised or the LEP person's privacy may be violated, a city translator should be used.

Individuals using volunteer translators should sign a waiver form.
Individuals waiving the right to translation may be asked to sign a waiver form in their own language. After working through an interpreter and ensuring that the individual waiving services can read in his or her preferred language, use the *Waiver of Interpreter Services* online at CityTalk. Under Quick Links, this is to the left hand side of CityTalk webpage, click "Language and Translation Services".

Translation must be timely.
Access to translated materials in all city departments must be timely. No one can be denied access to services based on the lack of translated material or documents.

Procedures for Translation

How to provide translations
Translation can be provided in a variety of ways;

- By bilingual staff trained in translating;
- By Access and Outreach Specialists or other city staff translators;
- By contract or free-lance professional translators;
- By bilingual department staff; and
- By competent volunteer translators.

How to access translation services provided by a telephone interpreter

If staff is not available and you need an interpreter immediately to provide on-site translation of a document, contact the city's contracted telephone interpreting vendor. For online instructions on

How to *access telephone interpreting services*, go to CityTalk. Under Quick Links, this is to the left hand side of CityTalk webpage, click "Language and Translation Services".

The city of Minneapolis has contracts with several vendors to provide written translation of documents. Your department will be charged for using these services.

If you have frequent contact with individuals who speak limited or no English, please contact Ahmed Muhumud at 612-673-2162 or email him, ahmed.muhumud@ci.minneapolis.mn.us to discuss how to best handle your translation needs.

6. Staffing and Training

This chapter includes:

- Policies for staffing
- Procedures for staffing
- Training

Policies for Staffing

Staffing decisions should be based on the city's customer service needs, including LEP service needs.
When individuals are hired for positions in which they interact with LEP residents, language skills may be a relevant job qualification.

Hiring to meet LEP needs can be done in three ways by:

1. Creating new positions for and hiring full-time or part-time interpreters or translators within departments in standard hiring processes;
2. Reclassifying an existing position. If the need for interpretation and translation services is high and is expected to be long-term, departments may request Human Resources study a vacant position to determine if a reclassification is necessary. This request must be made before filling a vacant position;
3. Making bilingual or multilingual capability a "highly desirable" qualification in job announcements.

If bilingual or multilingual skills are included on the job announcement, LEP service capabilities should be assessed as part of the selection process. Assessment may include:

- Informal testing of language proficiency or interpreting/translation ability *(permissible when the skill is a 'highly desirable qualification)*
- Formal testing of language proficiency or interpreting/translation ability *(recommended, if the skill is a requirement of the job)*
- Certification, transcripts, diplomas or other evidence of language proficiency in English or other language *(shortly encouraged as evidence of skill level for either option)*
- Certification, transcripts, diplomas or other evidence of training in interpreting and/or translation *(strongly encouraged as evidence of skill level for either option)*

Compensation for an employee who provides interpretation and translation services will depend on whether the service is an essential function of the job.
If interpreting/translation are an essential job function of the position, the position should be classified appropriately, ensuring the compensation is consistent with legal guidelines.

If interpreting and translating skills are desirable qualifications, but not an essential function of the job, department management may, under many circumstances, require a qualified employee to perform this function within the category of "other duties as assigned". These duties should not exceed 40% of the employee's work time.

The pay scale for non-exempt employees is defined by labor contract and departmental policies relating to overtime. Compensating exempt employee falls within the administrative leave language found in labor agreements and the Exempt Employment under the Fair Labor Standards (FLSA) Policy. Both non-exempt and exempt employees may be required to provide these services if there is a business need. Any "additional" benefit (overtime or administrative leave) would be given in accordance with those provisions.

Procedures for Staffing

How to amend a job announcement to include bilingual skills
When bilingual skills are required for a position, work with your department's Human Resources Generalist (HRG) to request a job study of a vacant position. Once a determination is made on the job classification, it may be necessary to amend the job announcement. Work with your department's HRG team to make revisions.

When it is determined that these skills are a highly desirable qualification, work with your Department's HRG team to make revisions.

How to informally test for language proficiency *(permissible when language skill is a highly desirable qualification)*
Include a native speaker of the desired language in the interview process, as one of the interviewers. Conduct part of the department interview in the desired language. If the job includes significant writing duties, ask for a writing sample in both languages.

Note: there are important distinctions in the syntax and vocabulary of any language, depending where a speaker is from, their education level, and their social class. Choose the native speaker interviewer with this in mind.

How to formally assess language proficiency (recommended if interpreting and translation skills are a required qualification and are part of the position duties.)
All individuals hired to perform interpreting services should, at minimum, be able to demonstrate oral proficiency in each language (English and other language) through a test, such as the one developed by the American Council of Teachers of Foreign Languages (ACTFL). For more information on the ACTFL proficiency test, visit the Councils website, www.actfl.org. Note that there is no ACTFL proficiency test for the Somali language.

It is important to also assess a candidates' English proficiency as well as the other desired language. Currently, English proficiency can be demonstrated through the written exam (always in English and at a level similar to what would be used on the job); the oral exam process (communication skills typically measured); and the department interview process.

How to assess an applicant's ability to serve as an interpreter and/or translator
All individuals hired to deliver interpreting or translation services should, at minimum, demonstrate oral proficiency in each language (as spelled out above) and demonstrate familiarity with and comprehension of ethical standards for interpreters.

All individuals hired to perform interpreting and translation services full time should complete basic courses in interpreter training, such as those offered through the University of Minnesota and community colleges.

Training

Enterprise training will be coordinated through Human Resources Training and Development and the Access and Outreach Manager and/or Neighborhood and Community Relations Department as part of New Employee Orientation.
The Access and Outreach Manager will work in partnership with Training and Development to design and provide training and information on the LEP Plan and available city support options.

Departments are responsible for ensuring all employees understand the LEP Plan and its provisions.

The Neighborhood and Community Relations Department and Training and Development will partner to create training guidelines, information and tools which will be available to departments. The Neighborhood and Community Relations Department can partner with departments to create and deliver training and information on the LEP Plan.

7. Carrying Out the Plan

The chapter includes:

- Implementation timeline
- Monitoring and updating the plan
- Role of the Department LEP Liaison
- Role of the Access and Outreach Manager
- Resolving complaints about LEP services

Monitoring and Updating the Plan

Minneapolis' LEP is updated annually. Updating is the responsibility of the Access and Outreach Manager. The evaluation will include:

- Identification of the number of Minneapolis residents with LEP and possible recalculation of the city's primary language groups;
- Assessment of the current level of services delivered to LEP individuals by each city charter department;
- Reporting of training levels of city staff regarding LEP services;
- Reporting of progress made by individual departments; and
- Feedback and comments from LEP communities, including LEP community organizations and advocacy groups, on the effectiveness of the city's LEP services.

Role of the Department LEP Liaison

The role of the **department LEP liaison** will be an on-going position, filled by a department staff person who has a working knowledge of the department's key business lines and LEP clientele.

This position will be responsible for:

- Establishing and chairing the Department LEP Work Team.
- Coordinating the department assessment and planning exercises.
- Coordinating with the NCR Department's Access and Outreach Manager to ensure consistency with city policy during the development and on-going implementation of the Department's LEP Plan.
- Drafting the Department's LEP Implementation Plan with the support of the NCR Department's Access and Outreach Manager.
- Reporting to their Department Head.
- Seeking approval of the Department's LEP Plan from the NCR department's Access and Outreach Manager, and senior department leadership.
- Monitoring progress on the implementation of the Department's LEP Plan.
- Coordinating the annual evaluation and updating of the Department's LEP Plan together with the NCR Department's Access and Outreach Manager.

Role of the Access and Outreach Manager

The Access and Outreach Manager oversees the development and implementation of the citywide Limited English Proficiency plan and manages the day-to-day operations of the Access and Outreach Division, within the Neighborhood and Community Relations Department. The Access and Outreach Manager is charged with working collaboratively across city departments and with community organizations in order to improve the accessibility of city services to residents who speak little or no English.

Primary Responsibilities:

- Oversee operations of the Access and Outreach Division;
- Supervise Access and Outreach Specialists, support staff and interns;

- Ensure access point to city services for non-English and limited English speaking city residents is provided;
- Ensure that prompt, in-person and telephone interpretation and assistance is provided;
- Develop and maintain relationships with community based organizations and governmental units in order to facilitate communication about and coordination of services and needs;
- Inform city staff, management and elected officials about the issues facing limited and non-English speaking persons and their ability to integrate into the economic and social community of Minneapolis;
- Track volume of requests for services and evaluate the effectiveness of initiatives in meeting the goal of assisting limited and non-English speaking individuals;
- Develop and manage contracts and budgets;
- Lead citywide Limited English Proficiency (LEP) Planning process and work with the City Coordinator's Office to implement, adapt, monitor and update the LEP Plan;
- Work closely with the Limited English Proficiency task force to identify and implement short and long term solutions to LEP clientele of city services;
- Provide assistance to city departments regarding LEP challenges and facilitate relationships with LEP persons and organizations, e.g., in communicating snow emergencies and other city activities to Hmong, Spanish, and Somali speaking communities, coordinating translation of signage and public documents for the city, and acting as information clearing house and contact for departments about immigration activities in the city.

Resolving Complaints about LEP Services

Complaint pathways will address customer concerns regarding poor customer service or the timeliness or quality of interpreter services. The complaints may be made in a number of ways: face to face, by telephone or in writing via the U.S. mail or email. In addition, with the development and implementation of the 311 system there may be opportunities for multilingual voicemail systems to function as comment lines.

Departments will follow their established complaint procedures for LEP persons to make complaints about services received. Departments will document actions taken to resolve each complaint in a timely manner. To ensure continuous improvement in service to LEP persons, the city will seek input from non-English or limited English proficient communities, as well as community-based and advocacy organizations that work and interact with limited English proficient communities.

8. Glossary of Terms

Effective Communication

Effective communication occurs when provider staff has taken the necessary steps to make sure that a person with limited English proficiency is given adequate information to understand the services and benefits available and received the benefits for which he/she is eligible. Effective communication also means that a person with limited English proficiency is able to communicate the relevant circumstances of his/her situation to the provider.

Interpreting/Interpretation

Interpretation is the translation of a spoken message from one language to another, preserving the intent and meaning of the original message.

Limited English Proficiency

A person with limited English proficiency (LEP) cannot speak, read, write or understand the English language at a level that permits him or her to interact effectively with city staff.

Individuals who communicate with American Sign Language (ASL) are covered in this definition, although other Federal laws and regulations such as the Americans with Disabilities Act (ADA) apply and should be consulted separately.)

Meaningful Access

Federal standards require that organizations receiving federal funds provide meaningful access to the services for LEP individuals. A person has meaningful access when he or she:

- Is given adequate information;
- Can understand the services and benefits available;
- Can receive the services for which he or she is eligible; and
- Can communicate the relevant circumstances of his or her situation to the service provider.

Notice

Notice means proactively informing LEP residents of Minneapolis that they are entitled to LEP services.

Primary Languages

Languages spoken by at least 1,000 Minneapolis residents.

Resident

Someone who lives within the city boundaries. This plan applies to anyone who lives, works in or visits the City of Minneapolis. In this document, the term "resident" is not related to immigration status.

Timely

Avoids the effective denial or delay of important benefits or services.

Translation

The written transfer of a message from one language into another language.

General resources

A. How to calculate primary languages

Every year, the primary languages in Minneapolis are calculated using a formula that extrapolates data from the Minneapolis Public Schools and the most recent census. The formula is used to identify which languages are spoken by at least 1,000 Minneapolis residents as their primary language.

The formula, $X/Y * Z$ is used where Y = the number of Minneapolis public school students, X = the total population of Minneapolis and Z the number of Minneapolis school students who report speaking a specific language other than English at home.

Once the number of LEP residents is computed by language, the language groups can be listed in order of size and the 1,000 resident cutoffs can be applied.

This formula is used because it can be updated annually (the two main variables are recounted at the beginning of each school year) and it is more directly tied to language rather than the other population based data sources that are based on ethnicity or county of origin. It is not, however, an exact measure of the LEP community, because of the recognized undercounting of minority populations in the US Census.

B. Online general resources

United State Census Information
http://www.uscensus.gov

Department of Administration- Demography Center
http://www.demography.state.mn.gov

US Citizenship and Immigration Service
http://wwwuscis.gov

MN Advocates for Human Rights
http://www.mnadvocates.org

C. Online resources for LEP service

http://www.lep.gov

An electronic clearinghouse run by the federal government, providing and linking to information, tools, and technical assistance regarding Limited English Proficiency and language services for federal agencies, recipients of federal funds, users of federal programs and federally assisted programs and other stakeholders.

Limited English Proficiency (LEP) Department Liaisons 2012

Department	LEP Liaison	Tel Ext	Email
311	Dawn Misencik	5925	Dawn.Misencik@ci.minneapolis.mn.us
911	Nancy Martin	5913	Nancy.Martin@ci.minneapolis.mn.us
BIS	Elise Ebhardt	2026	Elise.Ebhardt@ci.minneapolis.mn.us
City Assessor	Denise Lingwall	2389	Denise.Lingwall@ci.minneapolis.mn.us
City Assessor	Valerie Thompson	2392	Valerie.Thompson@ci.minneapolis.mn.us
City Attorney	Colleen O'Brien	2966	Colleen.O'Brien@ci.minneapolis.mn.us
City Clerk/Mayor/Council	Jackie Hanson	2046	Jackie.Hanson@ci.minneapolis.mn.us
Civil Rights	Lee Zutz	2091	Lee.Zutz@ci.minneapolis.mn.us
Communications	Elizabeth Haugen	2009	Elizabeth.Haugen@ci.minneapolis.mn.us
CPED	Krista Bergert	5015	Krista.Bergert@ci.minneapolis.mn.us
Convention Center	Linda Denson	335-6372	Linda.Denson@ci.minneapolis.mn.us
Finance	Tony DiPietrantonio	2472	Tony.DiPietrantonio@ci.minneapolis.mn.us
Fire Department	Casidy Anderson	919-7790	Casidy.Anderson@ci.minneapolis.mn.us
Health and Family Support	Seble Bekele	3584	Seble.Bekele@ci.minneapolis.mn.us
Human Resource	Charles Bernardy	3103	Charles.Bernardy@ci.minneapolis.mn.us
Intergovernmental Relations	Matt Bower	2188	Matthew.Bower@ci.minneapolis.mn.us
Police Department	Mary Lou Fiala	3420	MaryLou.Fiala@ci.minneapolis.mn.us
Public Works	Millicent Flowers	3071	Millicent.Flowers@ci.minneapolis.mn.us
Regulatory Services	Mohamed Ismail	3904	Mohamed.Ismail@ci.minneapolis.mn.us

Minneapolis Police Department
"Minneapolis in Any Language"

Limited English Proficiency (LEP)

2013 In-Service Training

Agenda

- Limited English Proficiency (LEP) defined
- LEP Primary Languages and Figures
- City Policy for LEP
- City Procedures for LEP (Tools)

LEP Defined

A person who has limited proficiency in English cannot speak, read, write or understand the English language at a level that permits him or her to interact effectively with City staff.

LEP Defined

Interpreting/Interpretation

Interpretation is the ***translation of a spoken message*** *from one language to another, preserving the intent and meaning of the original message.*

Translation/Translating

Translation is the ***conversion of written communication*** *from one language to another.*

City LEP Figures (2007)

- Total Minneapolis Population: 340,912
- Speak only English: 275,156
- Speak other languages: 65,756

City LEP Figures

City's primary language groups

- Spanish
- Somali
- Hmong
- Laotian
- Oromo
- Vietnamese

City LEP Figures

2011/2012 Minneapolis Public Schools
Fall Enrollment of *Primary* Home Language

Language Spoken at Home	Total
English	23,159
Hmong	1,497
Laotian	115
Somali	2,103
Spanish	5,541
Vietnamese	93
Oromo	Data not available
Other	434
Total	***32,942***

City LEP Policy (why)?

The City of Minneapolis and its departments are required by federal law to plan for and provide **meaningful access** to services for those with limited English proficiency, Title VI of the Civil Rights Act of 1964 and related federal regulations, state law and municipal ordinances apply to all city departments and contracted vendors.

City LEP Policy

"Meaningful access" means that a person:

- Is given adequate information;
- Can understand the services and benefits available;
- Can receive the services for which he or she is eligible; and
- Can communicate the relevant circumstance of his or her situation

City LEP Policy

- City Policy for Limited English Proficiency (LEP)
  - Adopted September 2012
  - Accessible via MPDnet
  - http://citytalk/ncr/AccessOutreach/index.htm
- MPD Policy 7-1000 undergoing complete update. This is training on City requirements.

City LEP Policy

What does the City's LEP policy cover

- Providing notice to limited English speakers of their right to service;
- Identifying LEP individuals and needed LEP services in city departments;
- Providing free spoken language interpreting;

City LEP Policy

What does the City's LEP policy cover

- Offering free written translations of vital city documents on request;
- Hiring of people with bi-lingual and/or cultural competency abilities to meet multilingual service needs and;
- Offering training on LEP service mandates to all city staff.

City LEP Policy

"Notice"

- The City <u>must</u> proactively notify LEP individuals of their right to service
- City departments and staff <u>must</u> ensure that people with limited English proficiency know they have the right to free, timely language services

City LEP Policy

"Notice"

Notice (signage) must be provided based on the information or service's relative importance to the LEP individual.

City LEP Policy

"Notice"

Posting signs in appropriated areas such as waiting rooms, reception areas and other points of entry. Decisions on which signs, documents or other means of providing notice <u>must</u> be made based on criteria such as:

- Importance or urgency of service;
- Volume of contact; or
- Traffic flow

City LEP Policy

"Identification"

- City collects/tracks LEP data
  - To evaluate changes, make budget decisions
- LEP information obtained shall not be used to discriminate against groups or individuals
  - City employees shall not ask an LEP individual about their immigration status, even in casual conversation

City LEP Policy

"Resolving Complaints"

- Follow established MPD complaint procedures
- To report a form requiring translation or a need for additional LEP information within the MPD, contact Police Administrative Services or…

City LEP Policy

"Policies for Interpreting"

- Interpreters must be offered for free, upon request
- Public meetings will have interpreters available, if needed (5 day notice)
- The city will use competent, trained and culturally sensitive interpreters

City LEP Policy

"Policies for Interpreting"

- Competency standards apply to all interpreters used to deliver city services
- Volunteers should not interpret unless shown to be competent, according to city standards
- *Children may not interpret

City LEP Policy

"Policies for Interpreting"

- Individuals may use their own adult volunteer interpreters under some limited circumstances
  - If services may be compromised or LEP person's privacy may be violated, an interpreter should be used

City LEP Policy

"Policies for Translation"

- Vital Documents
  - Consent and complaint forms
  - Notices advising LEP persons free language assistance
  - Applications to participate in programming or activities

City LEP Procedure

"Procedures for Interpreting"

How to provide interpreting

- By bilingual staff trained in interpreting;
- By Access and Outreach Specialists or other city staff interpreters;
- By telephonic interpretation with language service vendors
- By contract or free-lance professional interpreters;
- By bilingual department staff; and
- By competent volunteer interpreters.

City LEP Procedure

"Tools for Interpreting"

- Language Line
  - **888-338-5508** (also in pocket reference manual, Interpreting Services)
- Contracted Vendor
  - Located on **City Talk**/Work Tools/Language and Translation Services
  - http://citytalk/ncr/AccessOutreach/WCMS1Q-004980
    - Also can be used for translating written documents
      - Vital forms, example: Consent Forms
      - Documents in evidence

City LEP Procedure

"Tools for Interpreting"

- Language identifier cards posted at rear area of squad cars and at each Precincts (coming soon)

City LEP Procedure

"Tools for Translation"

- How to access translation services
  - Contracted vender Minneapolis Multicultural Services (MMS) a division of Health Department
    - Spanish 673-2700
    - Somali 673-3500
    - Other languages 673-3737

City LEP Procedure

"Tools for Translation"

Translated forms and City website

- http://citytalk/mpd/
- http://www.ci.minneapolis.mn.us

Minneapolis Police Department

TO PROTECT WITH COURAGE

TO SERVE WITH COMPASSION

Questions

1

SERVICE ANIMAL AWARENESS

Introductions

2

Patrick Heffernan

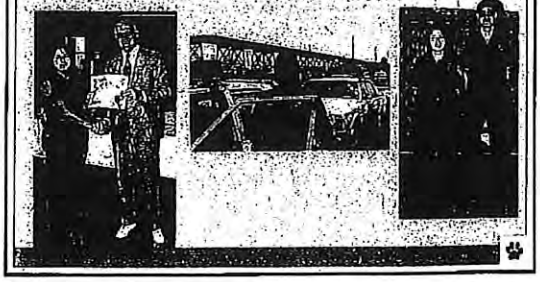
- Can Do Canines
  - Foster
  - Volunteer
  - Puppy Raiser
  - Ambassador
- Public Safety Communications
- Reserve Officer, St. Paul Police
- Firefighter/EMT, Maplewood Fire

Introductions

3

Terri Krake

- Deputy, Jefferson Parish Sheriff's Office



Introductions

4

Terri Krake

- Brinks Home Security
- Honeywell Special Operations
- Can Do Canines
  - Graduate
  - Ambassador
  - Volunteer
- Reason for Training

Terminal Performance Objectives

5

Given various scenarios, participants will be able to orally identify types of dogs used as service animals, places service animals have access, two legal questions to ask a handler/owner to determine if a dog is a service animal, medical conditions where a person may not respond appropriately and characteristics that may identify a dog as a service animal if the handle/owner is unable to communicate.

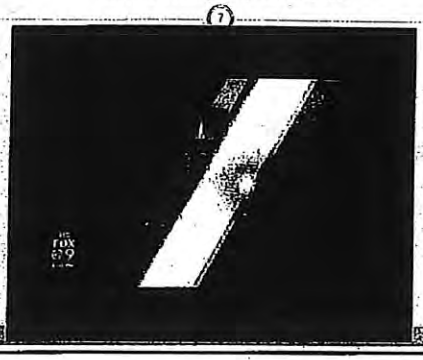
Interim Performance Objectives

6

- Identify the Americans with Disabilities Act (ADA) definition of service animals
- Identify breeds of dogs used as service animals
- Identify appropriate and legal inquiries related to service animals
- Identify where service animals are allowed and when a handler may be asked to remove the animal
- Identify "invisible" disabilities
- Identify potential medical problems of a person who is not responding appropriately
- Identify Minnesota Statutes and ADA Regulations Relevant to Service Animals
- Identify Housing, Air Travel and Workplace Regulations Relevant to Service Animals

Terri's Story - Fox News

7



Definition Of Service Animals

8

- Common names
- ADA definition
- Entities covered by ADA
- Limitation of type of animals allowed
- Does not affect broader definitions
  - o Assistance animal - fair housing act
  - o Service animal - air carrier access
- Examples of tasks

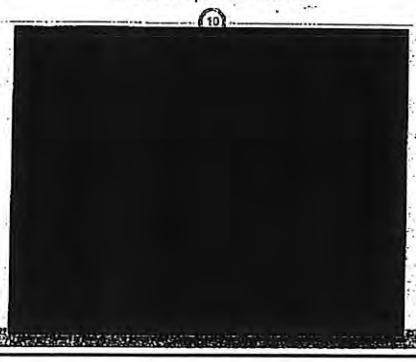
ADA Requirements

9

- Service animals must be harnessed, leashed or tethered unless:
  - o it interferes with the animal's work
  - o the individual's disability prevents them from using the device
- Alternate methods of control
  - o Hand signal
  - o Voice signal
- Removal of a service animal
- Disabled person's opportunity to obtain goods or services

Minneapolis Video

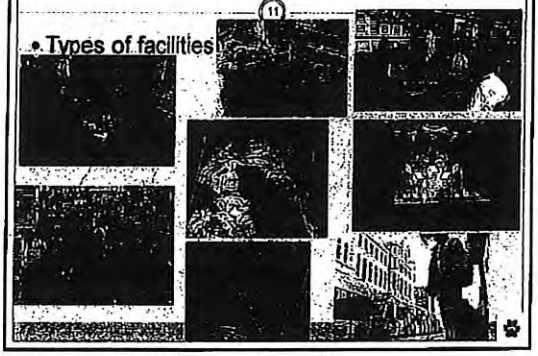
10



Access For People With Service Animals

11

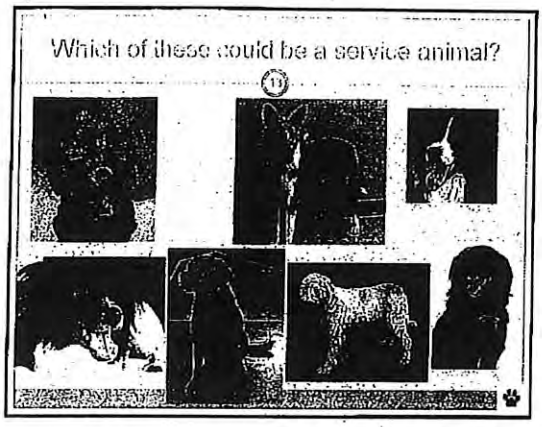
- Types of facilities

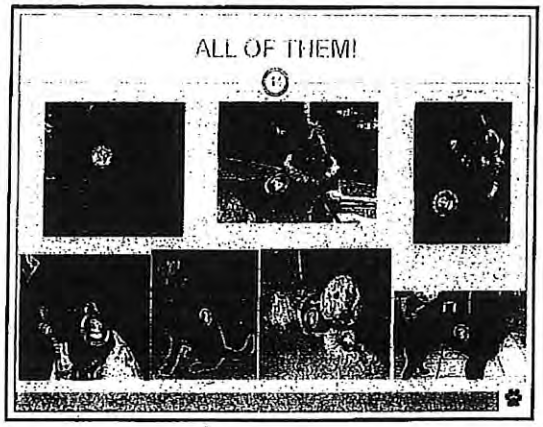


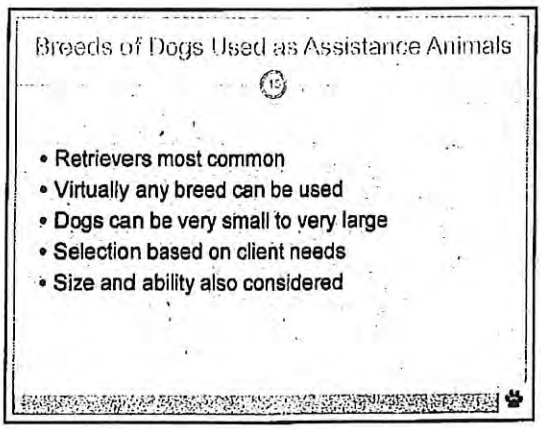
Access For People With Service Animals

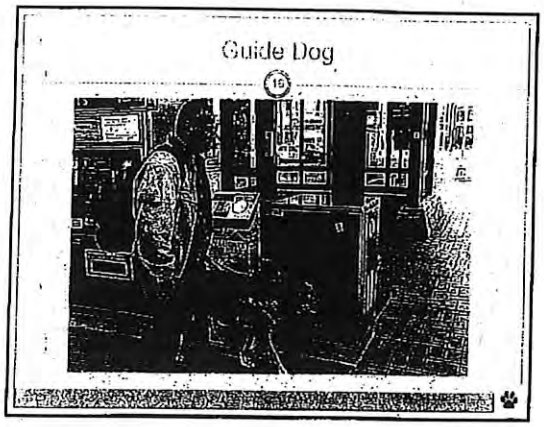
12

- Locations within facilities
- Objections from others
  - o Allergies, fear of dogs and religious objections are not valid reasons to deny access or refuse service
- Equal access and treatment


Which of these could be a service animal?
11

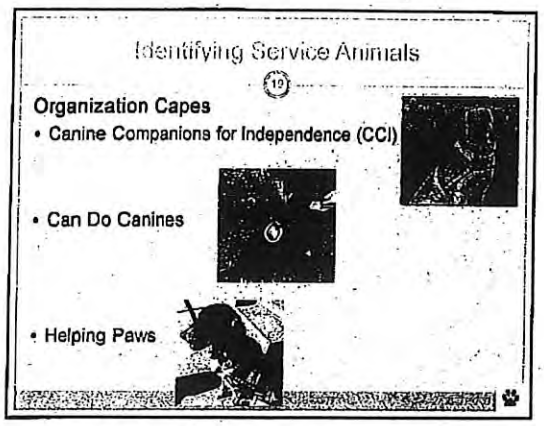

ALL OF THEM!
12

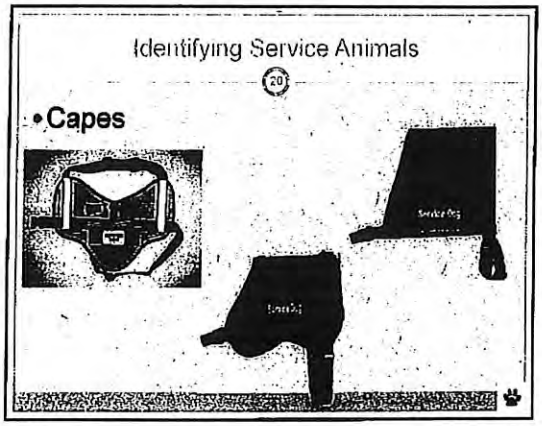

Breeds of Dogs Used as Assistance Animals
13
• Retrievers most common
• Virtually any breed can be used
• Dogs can be very small to very large
• Selection based on client needs
• Size and ability also considered


Guide Dog
16

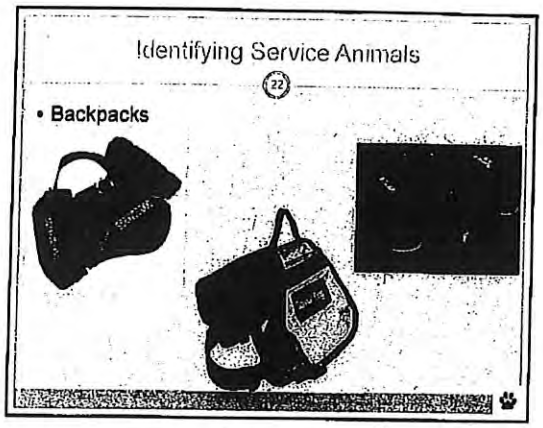
Other Service Dogs
17
Autism
Mobility
Hearing
Diabetes
Seizure

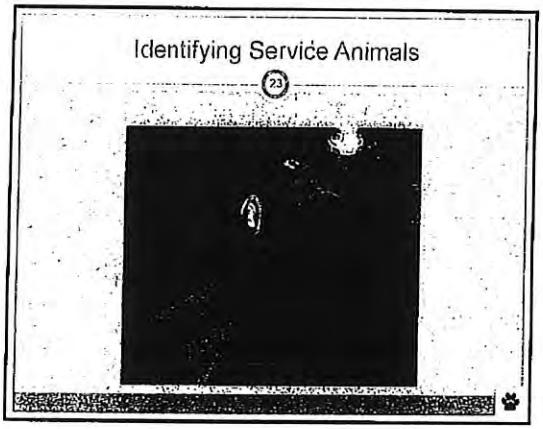
Can Do Canines Video
18

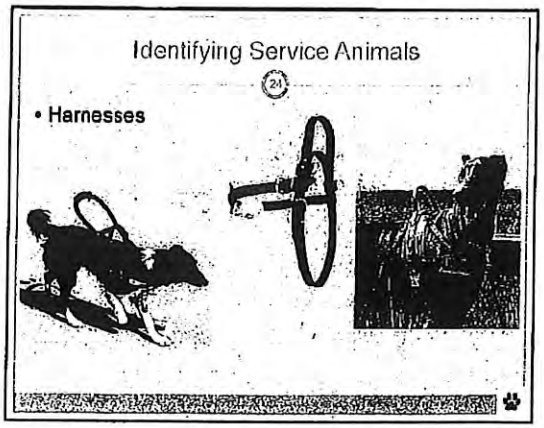

Identifying Service Animals
19
Organization Capes
• Canine Companions for Independence (CCI)
• Can Do Canines
• Helping Paws

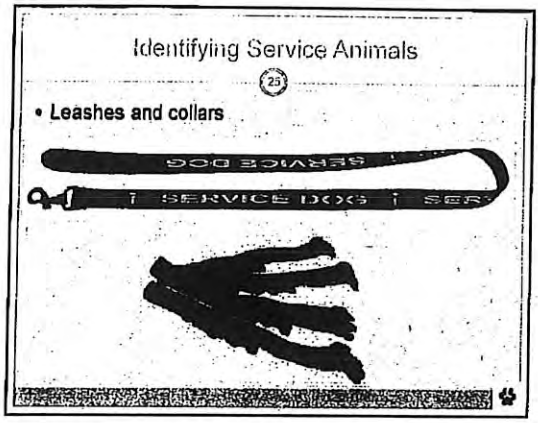

Identifying Service Animals
20
•Capes

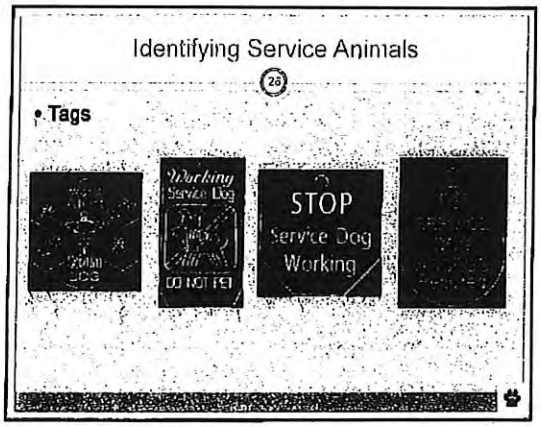
Identifying Service Animals
21

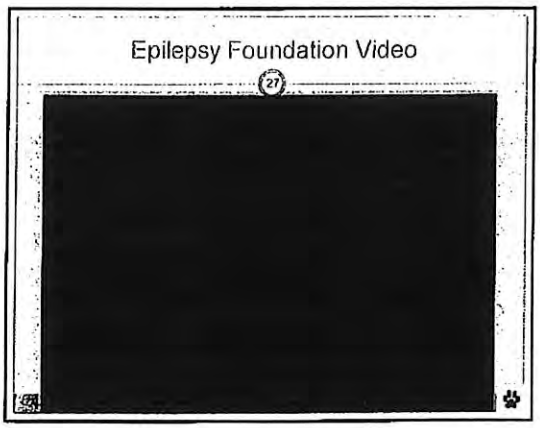

Identifying Service Animals
22
• Backpacks


Identifying Service Animals
23


Identifying Service Animals
24
• Harnesses


Identifying Service Animals
25
• Leashes and collars
SERVICE DOG
SERVICE DOGS


Identifying Service Animals
26
• Tags
Working
Service Dog
DO NOT PET
STOP
Service Dog
Working


Epilepsy Foundation Video
27

Appropriate Inquiries

- Type of service is obvious
  - No inquiries allowed
- Type of service is not obvious
  - Only two questions are allowed
  - Is the dog a service animal required because of a disability?
  - What work or task has the dog been trained to perform?
- Demonstration or documentation
- License not required

"Invisible" Disabilities

- Some disabilities easily seen
  - Wheel chair, cane, walker, guide dog
- Many disabilities cannot be seen
  - Deafness, hard of hearing, diabetes, autism, PTSD, seizure disorders
- Characteristics of medical problems
  - Low blood sugar from diabetes, coming out of a seizure, head injury, stroke, reaction to medication

Identifying Potential Medical Problems

- Medical alert items or other information on or with the service animal
  - Always approach any dog with caution
- Medical alert items on a person
  - Approach with caution, touching a person may evoke a defensive response
- Emergency contact information on cell phones
  - ICE – In Case of Emergency

Minnesota Statutes Relevant To Service Animals

31

- Health and Safety Standards - Section 146B.06
- Outdoor Food and Beverage Service Establishments - Section 157.175
- Public Accommodations * - Section 256C.02
- Housing Accommodations - Section 256C.025
- Blind or Deaf Pedestrians, Civil Liabilities - Section 256C.03

Minnesota Statutes Relevant To Service Animals

32

- Definitions - Section 343.20
- Overworking or Mistreating Animals; Penalty - Section 343.21
- Unfair Discriminatory Practices Related To Real Property - Section 363A.09
- Discrimination Against Blind, Deaf, Or Other Persons With Physical Or Sensory Disabilities - Section 363A.19
- Harm Caused By Dog - Section 609.226

Other Regulations Relevant To Service Animals

33

- Miniature Horses
  - Additional information - ADA handout
- Housing: Fair Housing Act (FHAct) and Section 504 of the Rehabilitation Act of 1974
- Air Travel: 14CFR, PART 382 – Nondiscrimination On The Basis Of Disabilities In Air Travel
- Workplace: Title I of the ADA

Summary

34

- **ADA Access**
  - Generally allowed anywhere the public is allowed
- **Allowable Inquiries Regarding Service Animals**
  - If disability is obvious – no inquiries
  - If disability is not obvious, only two questions
    - Is this a service animal required because of a disability?
    - What work or task has the dog been trained to perform?
- **Exclusions**
  - Covered entities cannot exclude or refuse to serve a person with a service animal unless the person is not able to control the animal or the animal is not housebroken

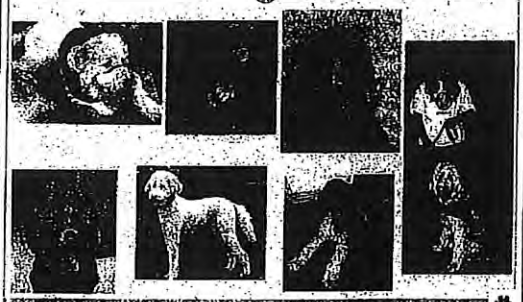
Key Message

35

Please do not separate us from our handler!

Questions

35



Bryce and Dallas

37

[redacted]

VCPI
Virginia Center for Policing Innovation

FranklinCovey's Diversity Centered Leadership for Law Enforcement

Minnesota Bureau of Criminal Apprehension
11/21/2013 to 11/22/2013

Thursday, November 21, 2013	Start	End
Introduction Christopher Perkins	**8:00 AM**	**9:00 AM**
What is Diversity? Christopher Perkins	**9:00 AM**	**10:30 AM**
Why is Diversity Important? Christopher Perkins	**10:30 AM**	**12:00 PM**
Lunch	**12:00 PM**	**1:00 PM**
Why is Diversity Important? Christopher Perkins	**1:00 PM**	**2:30 PM**
The Effect of Stereotypes Christopher Perkins	**2:30 PM**	**4:00 PM**

Friday, November 22, 2013	Start	End
Leadership Christopher Perkins	**8:00 AM**	**12:00 PM**
Lunch	**12:00 PM**	**1:00 PM**
The Importance of Belief Systems Christopher Perkins	**1:00 PM**	**3:00 PM**
Implementation Strategies Christopher Perkins	**3:00 PM**	**4:00 PM**

What is this policy about?

Is it about all of us getting along?

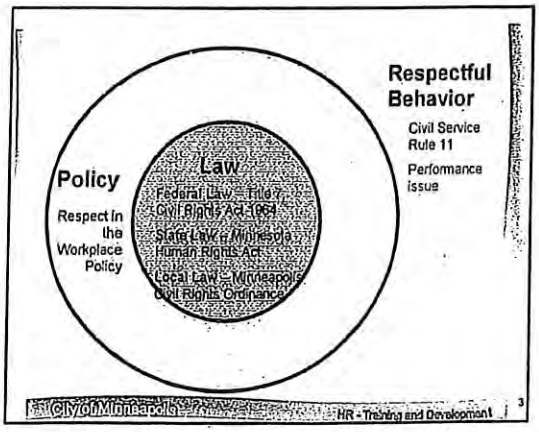
Is it about getting the job done?

Is it about creating a work unit that is enjoyable for people?

Is it about communication or accountability?

Not directly, what it is about is preventing you from being harassed or discriminated against due to your protected class so that we can get to a place where we get along, get the job done, have an enjoyable work environment, and have built the trust necessary for open communication and accountability.

City of Minneapolis HR - Training and Development 2



Protected classes

- Race
- Color
- Creed / Religion
- National Origin
- Ancestry
- Sex
- Age
- Marital Status
- Disability
- Status With Regard To Public Assistance
- Sexual Orientation

City of Minneapolis HR - Training and Development 4

Purpose of the Respect in the Workplace Policy

To "establish a work environment in which all employees are respected, regardless of their race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation or age"

City of Minneapolis HR - Training and Development 5

Your workplace should be

Free from harassment based on sex

- Physical assault of a sexual nature, sexual advances or propositions, sexual comments, displaying publications of a sexual nature, and sexual favoritism

City of Minneapolis HR - Training and Development 6

Your workplace should be

Free from harassment based on protected class

- Publications displayed in the workplace that are demeaning (pictures, posters, cartoons, calendars, jokes, magazines, e-mail, and on the Internet)
- Demeaning gestures, jokes, remarks, or comments
- Intimidating, hostile, or offensive working environment
- Unreasonable interference with your work
- Actions that adversely affect your job opportunities

City of Minneapolis HR - Training and Development 7

Quiz: Respect in the Workplace Policy Issue or Not?

You are aware that a coworker is being hassled about the fact that they are the only Republican in a work unit full of Democrats. This coworker is feeling that the comments and constant jokes about his political affiliation is adversely affecting his ability to do his job.

You are aware that a coworker is being hassled about their accent. She speaks English well, and is easily understood but she feels that people avoid having her on project teams and the lack of project experience is keeping her from promotional opportunities.

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Taking action

If you feel that you have been harassed, you have many options. You may:

- If comfortable, tell the offending party to stop
- Request that your supervisor assist
- Report the harassment to any level supervisor, to any Human Resources Generalist, to the Human Resources Department Head, Pam French, the Director of Employment, Development, and Diversity, Miriam Vaughn-Lee, or to the lead HR Respect in the Workplace Investigator, Steve Kennedy.
- Use the confidential reporting line 1-877-563-1075

City of Minneapolis HR - Training and Development 9

Supervisor Responsibility

- Supervisors and management are held to a higher standard of conduct and are subject to a higher level of discipline
- Being a supervisor is NOT dependent on job title

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The Investigation

- Some complaints can be handled without a formal investigation, but every complaint must be documented and reported.
- When there is an investigation, the complaint will be investigated by an Investigative Coordinator, assigned by the Human Resources Director, or by an outside investigator.

City of Minneapolis HR - Training and Development 11

Need to Know Report Group

Following an investigation, findings will be reported and discussed by a Need to Know Group including:

- The investigator(s)
- Head of HR and an HR Director
- City Attorney Representative
- Department Head of the Complainant's Department

An action plan will be agreed and set in motion.

City of Minneapolis HR - Training and Development 12

Retaliation is Prohibited

No employee can be retaliated against for filing a harassment complaint or being involved in a harassment investigation. Retaliation can include but is not limited to:

- Unreasonable interference with work
- Unwarranted job changes
- Unwarranted poor performance reviews
- Arbitrary discipline
- Target for position elimination

Case Studies

- What protected class(es) are involved?
- Has a violation of the policy occurred?
- What should the next steps be?
- What could have been done to prevent the situation?
- *If there were an investigation, who would be involved?*

Case Study 1

Miguel, who was raised in Mexico, recently complained to you that his supervisor has made offensive comments about Mexicans to others while he was present. Miguel told you that his supervisor said *"Have you heard about the drug wars in Tijuana? Those Mexicans are bloody savages"*. You know that the supervisor likes to ask questions to immigrants about the political situations where they used to live; but, have also heard him say that since he is an immigrant, too, he would not make offensive comments about other people's racial background and could not racially discriminate against someone else because technically he is a minority.

Case Study 2

Since Jerry started working in the department his co-worker, Sam, has subjected him to comments and gestures that are offensive and sexual in nature. Sam approaches him from behind and simulates sexual acts and regularly makes comments of a sexual nature about their female co-workers. Jerry told Sam he was uncomfortable with the comments and gestures, but Sam said that he was just having fun and that Jerry should just lighten up. Some of these comments have been made in front of their supervisor, a female, but no action was taken on her part to put an end to the comments or behaviour.

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Case Study 3

Elizabeth works with Nick, who in her opinion lacks personal hygiene and wears a lot of cologne in order to hide his body odor. Elizabeth gets headaches from the scent almost daily and has a hard time concentrating at work. Elizabeth thinks Nick is a good co-worker and person and does not want to offend him by telling him that his cologne is giving her headaches. Elizabeth goes to her supervisor to complain about the odor. Her supervisor tells her that there is nothing he can do and that she will just have to deal with it. Subsequently, during her performance review her supervisor gave her low marks for teamwork. Elizabeth thinks she received low marks because of her complaint.

City of Minneapolis HR - Training and Development 17

Case Study 4

Bill was getting married in a couple of months. Several of his co-workers at the City decided to throw Bill a bachelor party two weeks before his wedding. They also planned on getting Bill some "gag" gifts and decided to display some of them at work before the bachelor party as a joke. On one occasion, Bill's best friend Eric, purchased a blow up doll as a gag gift for Bill and hung it from the rafters. Eric hung a sign from the doll that said "Bill's new wife." Bill came in to work and was extremely offended by the doll hanging from the rafters.

City of Minneapolis HR - Training and Development 18

Case Study 5

You hear your co-workers gossip about another co-worker's sexual orientation. It started out as people having conversations and soon became rumors that seem to be based on people's assumptions about this person. You feel very uncomfortable hearing these rumors but you are afraid of saying something for fear of becoming the next target for rumors. You go to your supervisor to state your concerns but are turned away because the supervisor claims that they cannot get involved in such "witch hunts."

Case Study 6

Maryam, a Muslim co-worker, wears hijab. Maryam is a devout Muslim and generally enjoys when co-workers ask her about her faith because it gives her a good opportunity to answer and clarify a lot of misconceptions. However, Maryam became very upset when her co-worker, innocently, but without thinking about her statement, told her that she "lives in America now and that she does not have to be oppressed any longer and can take off her scarf." Maryam explained to her that wearing the hijab is "a woman's choice, that she is proud to wear a scarf, and that the purpose of the scarf is for women to be looked at for their character and intellect versus their physical appearance". Even after Maryam explained this she now feels uncomfortable in the workplace and is self conscious that she is being judged.

Lisa Burch Settlement Case

2010 Fall In-Service Training
MPD Training Unit
Mary Lou Fiala
Revised 11-09-10

FINAL PERFORMANCE OBJECTIVE

- Participants will be able identify the steps necessary when requesting an interpreter for an individual that is deaf or hard of hearing.

Tasks to be Performed

- 1. Identify case history of Lisa Burch.
- 2. Identify the three steps officers need to be aware of when requesting an interpreter.
- 3. Identify changes to the CAPRS system.
- 4. Identify changes made in MECC/911.

Background on the case

- At or around 12:30 a.m. Burch requested to speak to an officer who could speak American Sign Language or for an American Sign Language interpreter. Ms. Burch is not proficient in the English language. Burch's primary language is ASL. ASL has its own specific dialect and signs for sounds of words that is dissimilar to the English language. Accordingly, writing notes, and signing individual letters to form English words does not provide the same level of communication as speaking or writing a language to someone proficient in that language. The officers made every attempt to locate an ASL interpreter.

Background on the case

- Over an hour later, 911 operators sought an ASL interpreter. Unfortunately, an ASL interpreter was not available due to the time of the day and a convention for certified interpreters in Texas. 911 operators and dispatchers performed a metro-wide search for a court-certified interpreter, which included checking other agencies for court-certified interpreters. Here, the officers attempted to communicate with Burch in writing and by signing the alphabet. Officers located an ASL interpreter around 5:00 a.m.

Background of case

- Burch brought a Charge of Discrimination through the Minnesota Department of Human Rights. The investigation concluded there was probable cause that Respondent committed an unfair discriminatory practice in violation of Minn. Stat. §363A.12, Subd.

- 1. The MDHR concluded that the police officers failed to provide effective communication with Burch because they did not provide an ASL interpreter, which is Burch's primary language, in a timely manner. The MDHR noted that given the size of the City and the high volume of calls it receives, it is likely that ASL interpreters will be needed on short notice on a regular basis. Respondent had a list of volunteer ASL interpreters, but no ASL interpreters required to be on-call. Thus, due to the time and the convention, there were no volunteer ASL interpreters available. Thus, reliance on this volunteer list is not reliable. The MDHR stated that Respondent had no plan in effect to locate an interpreter.

Background of case

- Due to court documentation, the Minneapolis Police Department will furnish documentation for the next five years on requests for interpreters, types of call, how long did it take for an interpreter to arrive, and follow-up.

- 1. According to the court document the MPD must provide an ASL interpreter when requested by the deaf or hard of hearing witness or defendant. In the Burch matter, Burch was seeking police assistance and was not a defendant. The MPD must still provide interpreters to persons seeking help from police officers.

- 2. The ASL interpreter must arrive within 1 hour 80% of the time and within 2 hours 100% of the time.

- 3. If the officer believes that the person will not be able to communicate with the officer effectively without an interpreter, he/she must provide one.

Background of case

- Finally, if it is a routine call, like a traffic stop, and the deaf person needs a little help understanding what he/she must do in response, take the extra time, when possible, to answer questions or provide an interpreter if needed.

- MECC has initiated a process where dispatchers will notify their supervisors when an interpreter has been requested. The MPD Training will document the court information and forward the information to the City Attorney.

- The Training Unit will also forward information from the CAPRS system. This will be case numbers only. The City Attorney will also receive case investigation numbers from complaints filed within Internal Affairs. There is no case information given out just the date and number.

SUMMARIZATION:

- The Minneapolis Police Department will continue to monitor information in the CAPRS and MECC systems with regard to requests for Interpreters.
- The MPD is completing a contract with Communication Service with the Deaf (CSD) to contact Interpreters within the state.
- If MPD personnel have any suggestions on data collection or information for interpreters, please contact the Training Unit, Mary Lou Fiala

Once completed, the Training Unit will issue a Special Duty Order with contact numbers for each Interpreter Service that the City of Minneapolis may use.

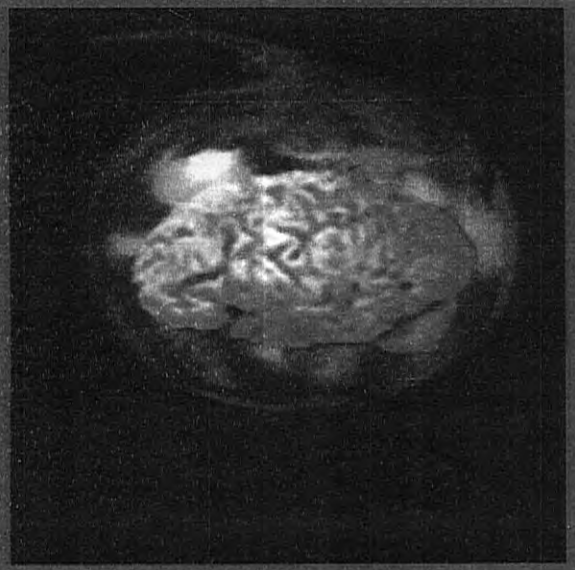
Thank you very much for your time!

Introduction to De-Escalation

Minneapolis Police In-Service

Winter 2009

Understanding Mental Illness



- Most mental illnesses are brain illnesses
- Treatments for many major mental illnesses is now very effective
- The most significant problem in treating mental illness is access to service

Minnesota CIT Officers Association
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Types Of Mental Illnesses Of Main Interest To Police

- Certain Medical Disorders – e. g. catatonia
- Mood Disorders – Bipolar and Unipolar
- Schizophrenia-spectrum
- Anxiety disorders
- Post-Traumatic Stress Disorder
- Dissociative disorders
- Alcohol and Drug Abuse
- Autism
- Personality disorders – especially "Cluster B"

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Inner And Outer Experience

- Fear
- Elation
- Depression
- Confusion
- Psychosis
- Hopelessness
- Demoralization
- Risk taking behaviors
- Hostility
- Evasive behavior
- Self-destructive behavior
- Dangerous behavior
- Attempts at self-treatment with alcohol, drugs, behaviors

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Goals in De-Escalation

- PERSONAL SURVIVAL
  - Officer Safety
  - Psychological Wellness
- PROBLEM RESOLUTION
  - Non-Judgmental Mediation
- HARM REDUCTION
  - Officer and Consumer safety
- DAMAMGE CONTROL
  - Property / Collateral Concerns

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Diffusion Strategies

- Officers should adopt a non-threatening body posture:
  - Use a calm, open posture
  - Reduce direct eye contact (as it may be taken as a confrontation)
  - Allow the consumer adequate personal space
  - Keep both hands visible
  - Avoid sudden movements that may startle or be perceived as aggressive
  - Treat call/consumers as you would other medical calls by getting them the necessary care

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Introduction of Officer as a Person to the Person in Crisis:

- I am ___*First Name*___, Metro Transit Police Dept. I would like to help.
- My name is ___*First Name*___ and I am with the Metro Transit Police Department. I would like to talk to you about what is happening today. I have been told there is a problem and I would like help in resolving that.

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De-escalation Hints for Schizophrenia

- Mild
  - Active Listening
  - Identify level of functioning
  - Reduce stimuli
  - Develop a strategy for care
- Moderate
  - Establish boundaries for behavior
  - Identify delusional or hallucinatory activity
- Severe
  - Directive communication
  - Assertive verbal directions
  - Break delusional or hallucinatory activity

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Questions?

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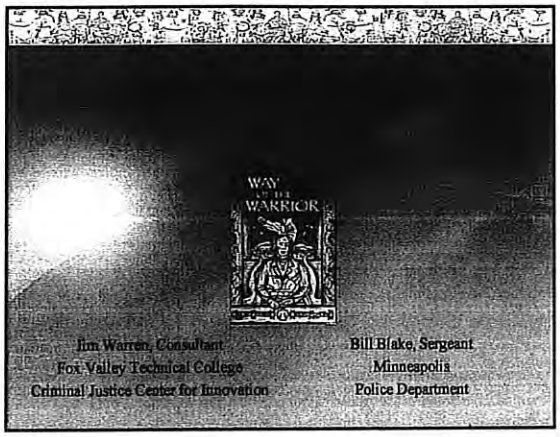
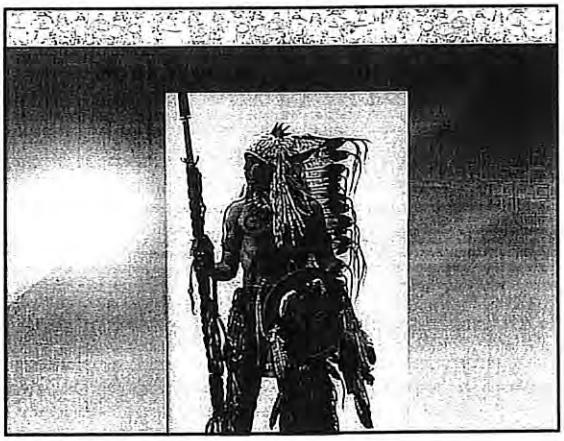
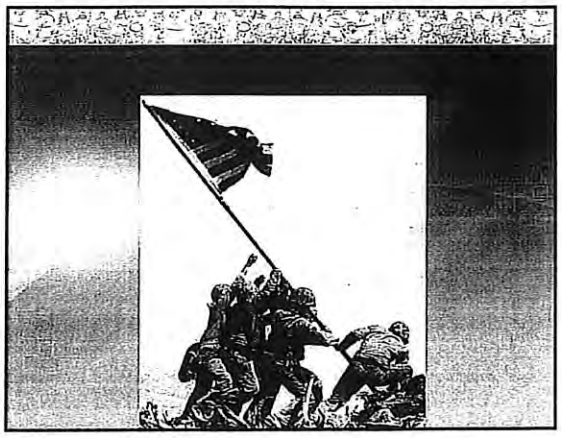
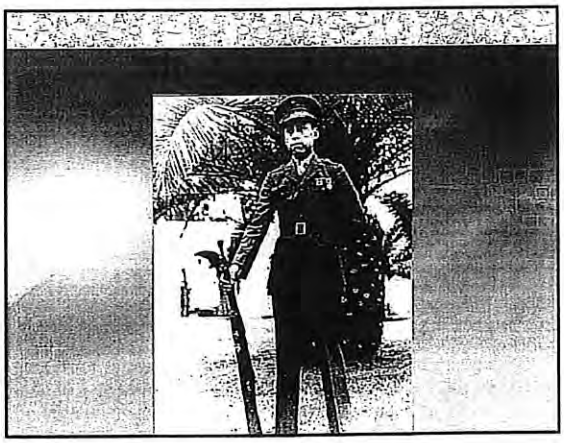
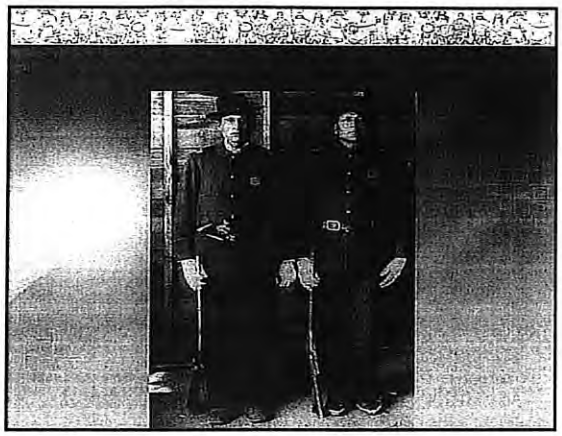

WAY
OF THE
WARRIOR
Jim Warren, Consultant
Fox Valley Technical College
Criminal Justice Center for Innovation
Bill Blake, Sergeant
Minneapolis
Police Department

IROQUOIS POST #1587
AMERICAN LEGION









State	Population	State	Population	State	Population
Alabama	22,430	Louisiana	23,477	Ohio	24,486
Alaska	98,043	Maine	7,098	Oklahoma	273,230
Arizona	255,879	Maryland	15,423	Oregon	45,211
Arkansas	17,808	Massachusetts	15,015	Pennsylvania	18,348
California	333,346	Michigan	58,479	Rhode Island	5,121
Colorado	44,241	Minnesota	54,967	South Carolina	18,718
Connecticut	9,619	Mississippi	11,652	South Dakota	62,283
Delaware	2,731	Missouri	25,076	Tennessee	15,152
Florida	53,541	Montana	56,068	Texas	118,362
Georgia	21,737	Nebraska	14,896	Utah	29,884
Hawaii	3,535	Nevada	26,420	Vermont	2,420
Idaho	17,645	New Hampshire	2,964	Virginia	21,172
Illinois	31,006	New Jersey	18,492	Washington	93,301
Indiana	15,815	New Mexico	173,483	West Virginia	3,606
Iowa	8,989	New York	82,461	Wisconsin	47,228
Kansas	24,936	North Carolina	99,551	Wyoming	11,133
Kentucky	8,616	North Dakota	31,329	TOTAL U.S.	2,474,243

Source: Census 2000, http://www.census.gov & American Indian Policy Center

	Total Population	American Indian	White	Black	Asian	Two or more races	Some other race	Percent Indian
CHIPPEWA								
Bois Forte	637	464	185	0	2	6	0	71%
Fond du Lac	3,728	1,353	2,315	3	4	143	8	36%
Grand Portage	557	322	199	0	0	34	2	58%
Leech Lake**	10,203	4,561	5,278	9	16	311	26	45%
Mille Lacs***	4,774	1,237	3,422	27	6	77	5	26%
MN Chippewa Tribe	78	64	14	0	0	0	0	82%
Red Lake	5,162	5,071	61	5	2	20	3	98%
White Earth	9,193	3,378	5,103	7	5	677	20	37%
CHIPPEWA TOTALS	34,333	16,450	16,479	42	35	1,270	64	48%
DAKOTA								
Lower Sioux	355	294	28	1	0	9	3	83%
Prairie Island	199	165	33	0	0	0	0	83%
Shakopee	338	214	87	1	3	32	1	63%
Upper Sioux	57	47	10	0	0	0	0	82%
DAKOTA TOTALS	939	731	158	2	3	41	4	78%
RESERVATION TOTALS	35,272	17,171	16,637	44	38	1,311	68	49%

* Population numbers include reservations and off reservation trust lands
** Leech Lake and population statistics 4 & the Tribal Revenue Profile Lake report
*** MILLE LACS population includes MILLE LACS Lake

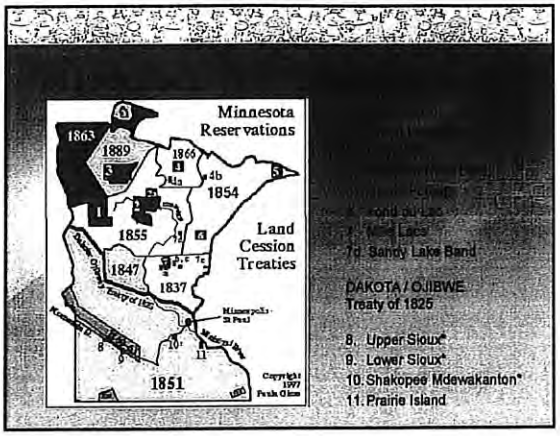
Source: Census 2000, http://www.census.gov & American Indian Policy Center

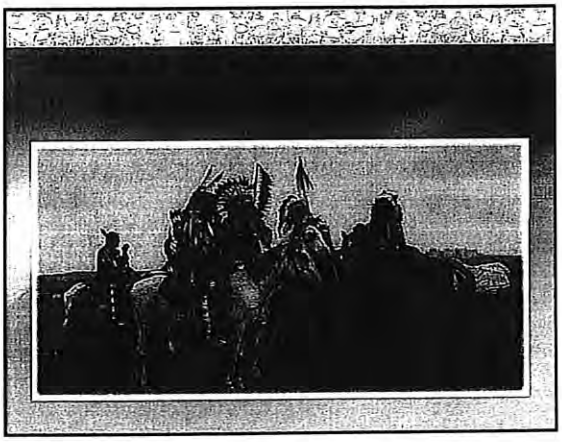
Neighborhood		Neighborhood		Neighborhood		Neighborhood	
Armatage	21	East Isles	12	Logan Park	82	Prospect Park E. River Road	79
Audubon Park	63	Ecco	7	Longfellow	208	Regina	11
Barnett	12	Elliot Park	132	Loring Park	43	Seward	233
Bohnett	59	Emerson	48	Lowry Hill	4	Shoreham	32
Bottineau	17	Fuller	14	Lowry Hill East	63	Steeple Creek	31
Bryant	33	Folwell	112	Lyndale	108	St. Anthony East	47
Bryn Mawr	4	Fulton	14	Lyndale	8	St. Anthony West	32
Camden Indian Area	1	Hale	11	Marcy Holmes	74	Standish	202
Camp	16	Harrison	19	Marshall Terrace	41	Steven Sq. Loring Heights	73
Cedar Lake Dam	1	Hawthorne	148	McKinley	124	Stevens Cleveland	1
Cedar Riverside West Bank	47	Hiawatha	135	Mid City Indian Area	8	Stinson	17
Central	139	Hollywood	144	Minnehaha	84	Tall Oak	18
Cleveland	48	Howe	208	Morris Park	47	Tenney	42
Columbia	42	Humboldt Indian Area	8	Near North	74	Wenonah Park	19
Corcoran	74	Jordan	137	Nicollet Island East Bank	5	Western Gateway	87
Cooper	18	Kenwood Park	22	North Loop	77	Wenonah	64
Cottage Grove	191	Kenny	7	Northeast Park	17	West Calhoun	2
Diamond Lake	24	Kingfield	8	Nowthrop	47	Whittier	324
Downtown East	1	King Field	172	Page	4	Wilkins Kay	113
Downtown West	12	Lind Bohanon	158	Phillips	2,102	Windom	12
East Harriet	12	Linden Hills	12	Powderhorn Park	477	Windom Park	118

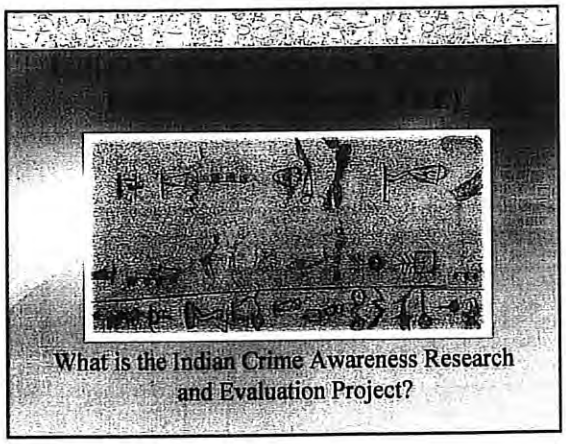
Source: Census 2000, http://www.census.gov & American Indian Policy Center

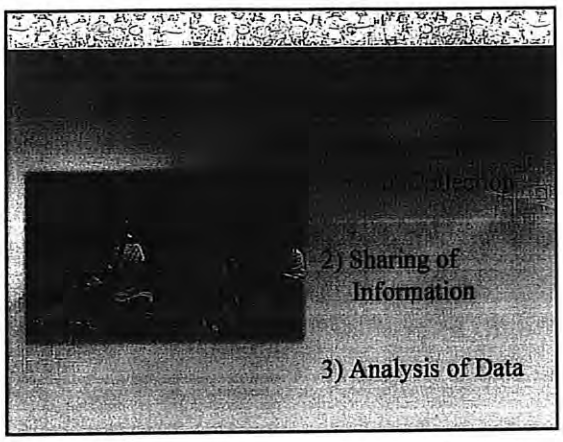
	Saint Paul	Minneapolis	Metropolitan Counties*	Reservation Totals	Minnesota
1990 Census Count	3,400	12,335	33,340	26,066	49,909
2000 American Indian Alone	3,259	8,378	20,417	17,107	54,967
2000 American Indian + One Race	2,218	3,347	12,493	1,215	22,743
2000 Categories Combined	5,477	11,725	32,910	18,322	77,710

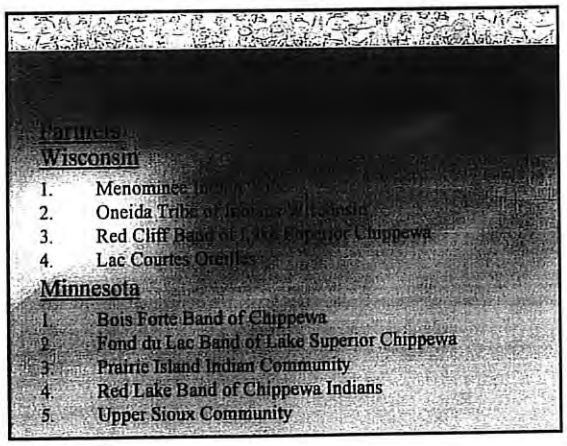
Source: Census 2000, http://www.census.gov & American Indian Policy Center

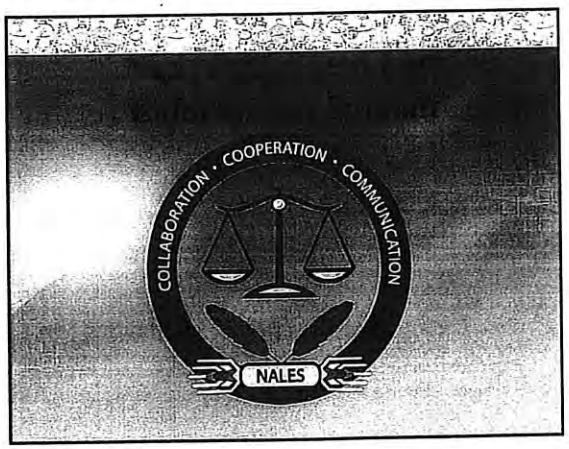

Minnesota Reservations
Land Cession Treaties
1863
1889
1866
1854
1855
1847
1837
1851
7d Sandy Lake Band
DAKOTA / OJIBWE
Treaty of 1825
8. Upper Sioux*
9. Lower Sioux*
10. Shakopee Mdewakanton*
11. Prairie Island




What is the Indian Crime Awareness Research and Evaluation Project?


2) Sharing of Information
3) Analysis of Data


Wisconsin
1. Menominee
2. Oneida Tribe of
3. Red Cliff Band of
4. Lac Courtes Oreilles
Minnesota
1. Bois Forte Band of Chippewa
2. Fond du Lac Band of Lake Superior Chippewa
3. Prairie Island Indian Community
4. Red Lake Band of Chippewa Indians
5. Upper Sioux Community


COLLABORATION • COOPERATION • COMMUNICATION
NALES

Autism

Basic Information for Law Enforcement Officers

108
Horse
Show

Introduction of Riley

- Riley is 19 years old.
- Riley was diagnosed with High Functioning Autism, in 2002.
- Riley was diagnosed with ADHD (Attention Deficit Hyperactivity Disorder) at the age of 5.
- Riley has undergone numerous tests every three years. We will complete three days of testing at the University of Minnesota.

Video presentation

- Livonia Michigan

Objectives

- Terminal Performance Objective
- The participants will orally identify three potential behaviors of an individual that a law enforcement officer(s) may observe during an initial contact with someone diagnosed with ADHD/Autism/Asberger's Syndrome.

Objectives continued:

- Interim Performance Objectives:
- Identify behaviors of individuals with Autism and other Pervasive Developmental Disorders.
- Identify potential risks of contact with individuals.
- Identify tools that will help law enforcement officers with their contacts.

Statistics

- CDC – approximately 1-88 American children are on the Autism Spectrum.
- 1-54 boys, 1-252 girls diagnosed with autism.
- Does not discriminate across cultures or ethnicities.
- Autism Society estimates that there is a 10-17% annual growth in diagnosis.

What is Autism?

- There is no known cause for autism, but it is generally accepted that it is caused by abnormalities in the brain structure or function.
- Brain scans show differences in the shape and structure of the brain in autistic versus non-autistic children.
- Autism tends to occur more frequently than expected among individuals who have certain medical conditions, including Fragile X syndrome, tuberous sclerosis, congenital rubella syndrome, untreated phenylketonuria, (PKU)

Autism Defined

- Autism is a complex developmental disability that typically appears during the first three years of life and is the result of neurological disorder that affects the normal functioning of the brain. This impacts the development areas of social interaction and communication skills.
- Autism is one of five disorders that fall under Pervasive Developmental disorders (PDD)

Autism defined continued

- Autism is the most common of the Pervasive Developmental disorders affecting an estimated 1 out of 100-166 persons.
- Three out of four persons diagnosed with Autism Spectrum Disorder are male.
- One out of two individuals are non-verbal, verbally limited or will not speak when put under stress.

Autism defined continued

- Two out of five have seizures.
- Many are hypotonic (limited breathing under stress)
- Impaired sensory input (light, sound, pain, cold, heat and TOUCH).
- Psychological issues
- Some individuals have been diagnosed with mental impairment (mental retardation)

How is Autism diagnosed?

- There is not one specific test for autism. An accurate diagnosis must be based on observation of the individual's communication, behavior, and developmental levels.
- Red flags:
- Does not babble or coo by 12 months.
- Does not say single words by 16 months.
- Does not say two-word phrases on his/her own by 12 months.
- Has loss of any language or social skill at any age.

Possible Behaviors

- Children - Climbing, throwing, breaking, jumping, peeling, cutting, pulling down, throwing utensils, plates and cups, sweeping items off surfaces, dumping drawers and bins, and climbing out of or breaking windows.
- Bizarre Behavior – severe tantrums, head banging, and hand flapping.
- Inappropriate social boundaries – such as approaching and/or touching strangers

Possible Behaviors

- Violating social norms – such as walking in the street, stealing, trespassing, stalking.
- Property damage – such as starting fires, throwing objects.

Behaviors to look for

- Stimming (Self stimulation) flapping, finger licking, twirling)
- Repetition (echolalia)
- Acclimation (new environments)
- Delayed response
- Dissociated Speech (meaningless answers, off the topic)
- Unusual tone of voice

Behaviors to look for

- Lack of eye contact
- Unusual or unbalanced walking or running
- More often victims
- Increased personal danger
- Wandering

What can you do as a Law Enforcement Officer?

- OFFICER SAFETY
- Move them away from the scene or move the scene away from them
- Don't interfere with their environment
- Allow them to acclimate to a new environment
- Don't interfere with stimming
- Model the behavior you want to see
- Affect their behavior by extinction

What can you do as a Law Enforcement Officer?

- Personal space is relative
- DON'T expect eye contact or other appropriate body language
- Don't force eye contact on them
- Don't equate the inability to speak with deafness or illiteracy
- Use a normal tone of voice and volume of voice

What can you do as a Law Enforcement Officer?

- Don't overload your verbage " only one first responder should do the talking and don't allow unnecessary talking around the subject". 2009 Children's Hospital and Health Systems
- Remember to give them extra time
- State the obvious (who are you, pause)
- Dispel their fear
- Don't read meaning into their words
- Look for a cause (Acting out)

What can you do as a Law Enforcement Officer?

- Striking out is communication
- "Quiet" hands and feet (stop hitting, stop kicking)
- Tell them the rules (routine, "respect the rules")
- Tell them what is next
- Say "good job" to children and adults
- Keep in mind they have an altered sense of pain (there are both extremes)

What can you do as a Law Enforcement Officer?

- Over sensitivity to smell
- Pain compliance will not work reliably (policy)
- Biting is a common defensive behavior – don't get bitten.

Intermediate Weapons

- Use of Force Continuum, policy and procedure
- Aerosols – altered sense of pain, hypotonic (low muscle tone)
- Taser
- Impact Weapon (remember altered pain compliance)
- Medical Precautions Seizures
- Support and constantly monitor breathing

Summarization

- Observe
- Slow Down
- Repeat, repeat, repeat
- ALWAYS REMEMBER OFFICER SAFETY!