



**Juvenile Justice Oversight Commission
Racial and Ethnic Disparities Committee Meeting
July 23rd, 2020, 2:00pm**

Meeting Minutes

Call to Order: Chair, Commissioner Graham, called meeting to order at 2:05pm. Leslie Bittleston took roll and confirmed there was quorum.

Roll Call:

(Voting Members)

Present: Rebekah Graham (Chair), Jennifer Fraser, Katherine Maher, Brigid Duffy

Absent: Alejandro Gonzalez, Dr. Lisa Morris-Hibbler

(Non-Voting Members)

Present: Zaide Diaz-Sanchez, Trinnette Burton, Captain Ken Young, Captain Henry Blackeye

Absent: Toshia Shaw, Esther Brown

Public Present: Lexa Green

DCFS Staff Present: Leslie Bittleston, Kayla Dunn, Kathryn Roose, Jennifer Simeo, Kayla Landes

Rebekah Graham: All right, perfect. Then we have quorum. Is there any public comment or discussion at the start of our meeting? We will have another time at the end of the meeting if someone thinks of something later. All right. Hearing none, I'll move on to the approval of the minutes. Review and approve meeting minutes from June 24th. Is there a motion to approve those minutes?

Brigid Duffy: I will move to approve, especially since you didn't have my daughter's interruption transcribed.

Rebekah Graham: Isn't it so funny that it's, like, verbatim what we said? But thank you, Ms. Duffy, for that motion. Is there a second?

Jennifer Fraser: I second.

Rebekah Graham: Thank you. Thank you, Ms. Fraser. All in favor? (Ayes around). All right. Any opposed? Okay. Hearing none, that motion passes. The minutes are approved. Item Number 5 for discussion is circling back to that training needs for law enforcement and so soon to be again Captain Blackeye, Captain Young, thank you very much for participating in this meeting and can we look forward to your conversation around it? As you kind of heard in the JJSC commission meeting, because you were able to attend that one, as we looked at the data, the initial disparity on entry on the -within the Juvenile Justice System and all the different contact points, the initial disparity was primarily at referral to Juvenile Justice and so that seems to indicate for better or worse that it's coming in on the front end, you know, and that's at this point more a law enforcement area than other aspects, then the DA necessarily or probation, you know, or even the courts per se. They take what they get, and so when we looked at the data, we identified that as clearly the first target for racial and ethnic disparity and you heard Frank Cervantes bring up AB 478 which mandates

racial profiling training as of May, it passed in May 2019, so I imagine, and you can speak to it, that it was implemented for the 2020 year and so I think what this committee is trying to ascertain is what is the training that exists already and what are the training needs that this committee could make a recommendation around?

Captain Henry Blackeye: Okay.

Rebekah Graham: Go ahead, Mr. Blackeye.

Captain Henry Blackeye: Great. So I guess I'll start with the first training that we had regarding School Justice Partnership. That involved implicit bias training, I believe, a year before that and it was provided through the district and, correct me if I'm wrong, Captain Young, that was done two years ago and then we had the School Justice Partnership Training, and that was brought to every single officer prior to the start in 2019-2020 school year and with that we developed, the department methods for our officers utilized by those alternative measures and document those in the Infinite Campus System that the school district utilizes to track disciplinary history and things like that for student behavior and so we carried on throughout that year and obviously the pandemic hit and that you know, and Juvenile Justice gathered the totals from Infinite Campus and from our bookings and our arrests and things like that and then totaled those 28% decrease that we've shown. Just everybody knows, we also looked at our data as well, and we had 11 per in 2015-2016 school year when we actually began to really look at alternative measures we had based on our incidence, it was 11.7% of our officer contacts results in a citation and as of this year, it that number went down to 3.5%, so it looks like a 75% decrease in our officers providing alternative measures. However we haven't captured that. We can't look in our data and see where those alternative measures are being captured because the traditional policing method is to document criminal activity in a crime report and so they're not doing that. Where are they going? And so we understand and we realize and, I guess, discovered from Brigid's presentation that we need to do a better job in instructing our officers, utilize Infinite Campus to document those alternative measures and those you know, all of those things those officers do on a daily basis instead of writing a citation or making a physical arrest and we believe as an agency that 70% drop since 2015-2016 is going to show up, maybe not that high initially, but that 28% is going to definitely increase. During a regular calendar year, obviously with students not being on campus, it's not going to be present, but when we do have a good year of activity and students in our schools and addressing incidents with alternative measures, we're going to see that high number. As far as AB 468, I believe that pro basically required law enforcement to have racial profiling, mental health wellbeing of officers, implies implicit bias training, de-escalation, human trafficking and firearms, things like that. Like I said, we've been involved with instructing each and every officer with the implicit bias training two years ago. We recently added with that assembly bill, we contracted with Police One, which is an online training sources. It's not in-person, and I know there's differences or thoughts on, in-person and online training and I have the same thoughts. I'd rather have my officers be trained in person regarding some of these things, but here's the list of some of the things that we have provided since this year to all of our officers regarding that, so they do receive anti-bias training. They receive implicit bias training, racial profiling. They are provided that blind spot training, if you've heard of that. They receive mental illness training, like emotional and psychological disorders and reacting, responding to those, interacting with the mentally ill and understanding and responding to excited delirium calls and that's what our officers have received this year. That'll be a yearly training or addition to what we normally do as an agency. We're also this year getting involved more with the Crisis Intervention Team training with our officers, so we'll be enhancing that. We have a total of 15 officers who went through the three-day course, I believe, and a total of 50 officers that did a three-hour course in those methods of the CIT training, so we'll be increasing that this year. We're actually devoting staff members to actually be a CIT coordinator and also an SJP coordinator

to monitor and track the activity our officers are providing or doing in regards to the School Justice partnership.

Rebekah Graham: So is there a clear number of hours or a specific course around racial profiling and implicit bias?

Captain Henry Blackeye: Yes. I can get those hours if you'd like to see I guess, the training -- what we're assigning each officer, so I can get that. I can show you what hours, how long it takes online for the officers to actually attend those and pass some tests at the end.

Rebekah Graham: That would be actually really helpful to have the list of courses that is mandated for this year or your intention for each year. And when I was in law enforcement, we had to spend 40 hours at least in annual training, but then when you go to firearms certification and requalification, your number of training hours for the year far exceeds those 40 hours. Absolutely. And then, you know, as I recall, we had a training plan, you know, annual that listed our mandated courses that we were required to take and then in my department, as officers, we were allowed to select, you know, essentially electives. Like, here's your mandated courses for the year. Here's other optional courses you can take to either get to the 40 or under it, which no one ever is, or if you're interested in these extra courses. Do you have something similar to that?

Captain Henry Blackeye: We do, and Captain Young had talked about some of the other stuff we're adding I think 24/7, but yeah, we can give you our training catalog, I guess you'd say, and what we actually assign our officers. You can see exactly the hours we're getting for the basic officer. Obviously, we have there's other opportunities for training. If the officer see something, like, say for instance, the Las Vegas Metro or Henderson or North Las Vegas is putting on, those officers can attend those types of trainings as well and the -- just we utilize the district, too, for training regarding our students and responding to incidents involving kids.

Rebekah Graham: I think that'd be very helpful to this committee. Ms. Duffy, Ms. Fraser, Ms. Maher, is there anything that else that you guys would like to add or ask, you know, of Chief Blackeye, soon to be Captain Blackeye and Captain Young?

Brigid Duffy: I would say, yeah, I participated in the 24/7 training. I had all of my Deputy DA's participate in the 24/7 training that was put on by Juvenile Justice Services and it was the most impactful training I'd ever participated in as far as getting me to see things through a whole different lens and so I just -- I highly recommend that. It impacted every one of my prosecutors to understand different forms of communication different just how a day impacts them when they go home, you know, simple questions about going home and asking your family, give me, you know, three words that describe me when I come home from work and myself and my children's father, he's a police officer, so, and I'm being a prosecutor, it was interesting to see how my own teenage kids described us in two different households, but how we come home and some of that's just the immersion in a difficult job all day long, which then, you know, starts changing your perception, so I highly -- if we had some way of bringing that training across every law enforcement agency, I think it would make a big impact. I also want to point out that when I was training Metro around use of the Harbor, which is a diversionary program, I had a lot of police officers really laugh. They laughed at me, honestly. They just laughed and said, you know, you just think this is going to be this easy, this whole diversion program and all that, and then ultimately were telling me they don't get credit for diversion and by credit, I mean, you know, their success of an area command is based upon what they would call A-Adams, which are arrest, so when they look at statistics of an area command to see how are doing within with crime, they're looking to see how many arrests they have made. They did not, at that point, judge what we

call -- what they, I learned, are called L-Lincolns or diversion and I don't know what the school police do, but so individually I went to every area of command for Metro, every shift, including graveyard shift, and the old timers there were like, sweetheart, like, this is a joke because we only get kudos and we only get recognition when our Adams are on the rise, not when you Lincoln it, so that made me contact Undersheriff McMahill and say, you know, this has to come from you. Like, I'm standing up there and saying that your command staff want this. They want you to divert to the Harbor. They want, they want, they want, and they're all laughing at me in the face because they know how they are judged and I think that's a culture thing we need to address.

Rebekah Graham: Yeah. Yeah. That's a really good point both in the quality of that particular training and how it addressed, I think, not just -- maybe it sounds like, not having attended it, it addressed a few of those categories in the -- in the 8478, including the wellbeing of the officer, which then --

Brigid Duffy: It was both. It was three full days.

Rebekah Graham: Yeah.

Brigid Duffy: And on the last day, you went out into the community into a school that had somehow been specialized or to opportunity in village to learn how to deal with people with different abilities so, but what it did was it had body cam footage. There was a lot of body cam footage of officer-involved shootings, of officer interactions with minority communities and they were uncomfortable to watch because you could see, like, why is the police officer, like, amping the situation up? Like, you could see it. You could see the officer take a situation where, of course, this mother is upset. Of course, she's freaking out, like, but she was not expressing herself in a way that the officer was accepting and he just gave up listening to her and I equate it in, you know, my family with the Italian part, I'm even doing it now. I talked to -- with my hands, which could -- some people could be deemed threatening because I can't stop talking with my hands, but those types of things were identified and it was -- breaking down those body cam footages was very interesting, across the country, not locally, body cam.

Rebekah Graham: And so when we look at the data and the topic we're trying to address, and we look at AB 478 and its requirements, and we look at some cool trainings, but maybe three days maybe intensive, maybe aren't replaced replicable every single year, you know. How do we, and this is a question for everybody in attendance, how do you build something that continues? You know, how do you make sure that -- do you recommend an initial training like this 24/7 training with annual then update? How do you meet the -- how do you maintain this? Because everybody's attended a great, good training, you know, in their past, but then it -- both people who had the training drift and forget about it and you get new officers who never had that cool training. I think --

Captain Ken Young: It has to have- This is Ken. It has to have, you know, content that changes, so I've been teaching cultural awareness since 1994. Then we moved into implicit bias and then cultural competency and what happens is the information gets stale and it becomes white noise so there has to be something that challenges the officer every year or every time that they come in and sit in a classroom. It has to be something that challenges the officer or whoever is getting the training. Second part of that for us is on the civilian side, we are pushing for cultural competency with our teachers or what I call our first contact because in most cases, 90 high, 90% of the cases, our officers are responding to a call, normally not initiating a call, on campus, so we're responding to a call for service. So we're coupling and we're partnering with our civilian side, which is our teachers and administrators at each site. So the biggest thing, to answer your question, would be to to ensure that we have new and fresh content every time that we teach that class, so they don't come back and I have to sit through these four hours, or I sit for these eight

hours with no challenge. So that's the biggest issue for us in law enforcement and then going back to what you talked about, changing the culture. We were there with Ms. Duffy as she came to our department as well, initially with the Harbor, her talking about the Harbor and our officers did the same thing. They're, like, you know, she's crazy. She would only be here for another 15 minutes and we can get back to our lives. Same thing with the Juvenile Justice Partnership. Anytime you're changing the culture after an officer has gone through this, talking about the initial training of 22 weeks hook, book, get back out on patrol. Hurry up, get in, you know, solve the problem, eliminate the problem and get back out to being in service. So now you're asking officers, you know, to consistently put on the social worker hat and the counselor hat, and that becomes an issue, especially for those that have been around as long as I've been around. I've been around for 150 years. So the officers that are in my classes, you know, we're like no, we're -- they're not going to do that. The younger officers now have lost the ability to communicate. They can't verbally problem-solve. So now we're also looking at how do we give people with de-escalation skills? So it's not just one particular issue.

Rebekah Graham: Yeah. Your department is you have some unique and special, but challenges, but also abilities, you know, as a department that's focused in on juveniles, like you probably have a lot more training around dealing with youth specifically than our last guest who was with Metro and it's a larger department. I don't think they in their list had any programs to deal with juveniles.

Captain Henry Blackeye: Right. And I was on a call, I've been on many calls since the pandemic and, regarding, school police or resource officers and things like that and there's a big difference. Obviously there's the SROs, which is they're trained on a model of an all-hazards approach to everything and very little training whatsoever regarding handling juveniles or responding to incidents in schools or anything like that, so they're just putting an officer on campus and typically those officers that get those assignments aren't necessarily, you know, the best and the brightest, unfortunately, you know, and as a school district police department, you know, that's what we're about. We work in the schools and you know, the struggle for our officers are trying to identify with that culture of being a real cop and then now working in a school setting where you're dealing with students and now resolving incidents without making that arrest, without, you know, taking somebody to jail and solving something without being that cop and then trying to remove that from our officers and get them to think basically the reality of the situation. That's why we're trying to decide on or figure out how to approach the -- our SJP training coming up regarding the reality of juvenile arrests and juvenile citations and Bridget put it perfectly in the presentation she provided on July 9th, I believe of that reality about what those arrests actually are doing and it's, you know, that whole definition of insanity. We've been doing these same things for all these years, and we're getting the exact same results and nothing's changing, so this is the first time we have some alternative, real alternative, and districts bought into it and they sign the MOU and it's our first opportunity to actually, you know, get these alternative measures out there and have the department provide those services and I think that's the beauty of having a school-based police department because that we can and we have to do those things and an outside agency, a Sheriff's agency, a police department, they don't have to. Their goals and their mission is different where ours is student success ultimately, just like the district's mission, so it's our first year, 28% decrease. I thought that was going to be a bit higher and in looking back and thinking about how our officers interacted, how Captain Young interacted as a school-based officer, how I did, and knowing that the majority of our activity is not captured anywhere and figuring out the best way to actually capture that and then show those interventions that are provided in those measures other than arresting, inciting is vitally important for us to actually show that the work that's actually being done and just not the hard numbers of an arrest or a nonarrest, you know, where there's evidence, you know, attached to marijuana or something like that or some stolen property and then we get it on the back end through booking the evidence, so, yeah, there's I think we're on the right track with our training. We would like the more in-person training, but unfortunately, during the COVID-19, it's hard to get everybody in the same

room. The 24/7 is our goal, you know, for the start of this school year as well as a school justice partnership refresher, and continuing to provide those mental health courses that helped with our response to that because that's a big portion and a lot of these discussions that we've been having are about the mental health response of the police officer and how we're serving as more, you know, the counselor or social work, you know. A good portion of our calls as school police officers are higher than in other agencies regarding those types of issues, so we're looking into things to provide a better response and if, Captain Young, you want to talk about that, we can do that. I don't know if that's going to be helpful for this meeting, but, you know, the training is the key and in-person training would be the best in my opinion to get the message through.

Captain Ken Young: And just real quickly, we have started conversation with our district social workers, so we're looking for a model response with social workers partnering with school police officers on those types of calls that are clinical but that are not really criminal and may end up -- they ended up turning criminal because we're involved, so we're working up a response protocol. We have 284 social workers within the districts, so we're working up a response protocol that gets them in the loop immediately on these types of cases where a kid maybe missed his medication. He has some other ACEs that are going on that are really not criminal but it's causing him to act out and the first contact being the teacher, not really being equipped to deal with that particular student, so those are some of the training models that we're looking at. I know that's a lot of stuff, you know, that we have to try and capsule and get into some training models.

Rebekah Graham: Yeah. No, it's complicated to meet all these requirements. Are there any questions or further comments from the other attendees on this meeting? So what I'm hearing is then that the AB 478 that requires the racial and ethnic disparities or the racial profiling, the implicit bias training, you know, is at this point being met in your department and you're doing some specific training around juveniles and those response protocols. You do bring up a really good point that officers respond to the calls, you know, and so if youth or, you know, youth of color are being called on more frequently, how do you triage that? And that's definitely, I think, part of the national discussion on law enforcement and racial profiling is also who's responding. If all you have is a hammer, everything's a nail, you know, and so having a protocol for social workers to respond, it seems like an ideal model, you know, and having more tools in your toolbox for the different emergencies. How do we, as a committee, translate things like that into a recommendation to other departments, I guess, is my question for my other committee members is what are you guys' thoughts on our three identified training areas that we've nailed down last time where racial and ethnic disparities, you know, which is met in that AB 478. We then also talked about trauma-informed policing and juvenile-specific training because while departments like the Clark County school police have incorporated some of that by kind of their mission of how -- of working with youth, other departments don't necessarily have that same mandate, but then not having that training impacts the people whose cause they come out to and would we want to, as a committee for our report recommend something around either to start with, just including dispatchers in some of those annual trainings so that when they're getting calls, they know how to triage it, to respond to the caller. If they're getting a call that a person of color is walking a dog, how can that dispatcher respond differently or in a way that helps triage that if they had the right training?

Captain Henry Blackeye: Great idea to include dispatchers in that.

Rebekah Graham: Because it sounds like you're identifying that that's a part of the problem is that people are calling 9-1-1 on people of color and police are getting dispatched and then the situation potentially escalates because the police are involved. You're very quiet today, all of you. Yeah. Go ahead, Ms. Duffy.

Brigid Duffy: So I guess, so what I'm thinking is that we need to figure out if we can get an idea of what is out there. We talked about this a little bit at our last meeting about it kind of doing just an overview across country maybe or finding police departments and seeing if there's any model training, the dispatcher training. I think that'd be great to see if anybody in the country includes dispatchers on this type of training you know, juvenile specific training for law enforcement. That isn't really about what the difference is between a juvenile and adult arrest or Miranda, but it's actually about what the difference is between a juvenile and an adult. They're not just tiny --

Rebekah Graham: Right. They're brain functioning, their higher functioning.

Brigid Duffy: Right. So yes. Which is why it's scarier when they have guns because their brains are not fully developed. So I don't know if anybody was able to pull anything up. Toshia, I see her on the call, if she had any recommendations or things that she's found. I can definitely -- it's why I have Lexa on the call. See if she can do some, whatever they do nowadays, like Google research or out there, reach out to police departments, see what they have in some of our bigger metropolitan departments, but maybe if Toshia, if you were able to find any or anybody else from our last meeting.

Captain Henry Blackeye: Definitely one of the recommendations would be Philadelphia. Philadelphia was one of the first to grab onto the school justice partnership model where officers that were making an arrest of elementary or middle school based kids, they had to go so high up the chain to justify the arrest, officers started figuring out on alternatives, i.e., counseling, i.e., social services and other methods of dealing with those kids, not incarceration. So their numbers plummeted when they first started using that style of policing and juveniles. Same thing in New York, from my understanding, from Mr. Martin, that their numbers are at the bottom based on juvenile arrests per capita, so.

Toshia Shaw: Oh, sorry. I didn't know if you guys can hear me. I'm actually driving. So I have an appointment with someone in Tennessee and this being one of the worst places as far as juvenile arrests and so I will have more information by Monday. I'm looking forward to the conversation with Shelby County and what they're doing and their diversionary efforts.

Rebekah Graham: Yeah. And then Nevada, for example, has the Nevada Association of Public Safety Officers. Yes. There's some state associations. There's a State Association for Probation. There's State Association for Law Enforcement. Those, you know, and that may move us -- we may already potentially be talking about Item Number 6 on our agenda, which was that survey of law enforcement, what their practices or trainings include already to address these issues and potentially how they would feel around recommendations or what would be barriers or hurdles to implementing recommendations. Are we comfortable moving into Item Number 6 and discussing that, how we would get her information? All right. Then we're going to move in -- we're going to go straight Item Number 6, survey discussion. So what we need to do together -- sounds like with the place we're at, having had this excellent conversation with Clark County school police, a good conversation with Metro is we want to make recommendations that actually work. We want to actually impact this issue and not in a way that costs a billion dollars, not in a way that is a great training one time and then is the same every year and nobody listens to it again, you know. And move the needle a little bit, you know, so I think we're at a place like Toshia gathering information from Tennessee is great. Places like Philadelphia and New York that implement hurdles or barriers to arrest that has to be more necessary because it's harder. I know as a probation officer, when we had to get supervisor approval to do any arrest, yeah, ours dropped, too. We're like, Oh, well, it's not really worth that much trouble, you know, so we're at a place where I think we need to reach out to, you know, our law enforcement partners, places like NAPSO, The National Association, because sometimes I think we're struggling to get some of the individual departments to react and respond to this, so if we're to put together

a draft survey and send it out to this committee for further feedback, what I'm I feel like I'm hearing is, is we want to know how they feel about the training topics, if they're already meeting those requirements and if so, how many hours, what courses, how often they're doing the courses. We want to, you know, see what training dispatchers are receiving and if there are any barriers to including dispatchers in annual training requirements around these issues, what else? What other categories be so that we could draft a meaningful survey that we could send out to you guys so we're not spending, you know, we want to start making movements. We don't want to have every meeting not get too far. Ms. Maher, is there anything that you would put in as a category or like a broad, you know, what do you want to see this survey include?

Katherine Maher: I do wonder outside of Clark County, what other entities dispatch would be contacting?

Rebekah Graham: What resources are available in the rurals?

Katherine Maher: Yeah. Because I know that Clark County has higher writeups been mentioned a lot, but I'm not sure there's a comparable resource—

Leslie Bittleston: There isn't.

Rebekah Graham: Lyon County has, like, a mental health emergency response team that will go out with police in my little rural county, so that would be a good category though for our survey is what alternatives to police engagement in your county are?

Katherine Maher: I think that's really important part of the discussion.

Rebekah Graham: Yes. If all you have is a hammer, everything's a nail. Do you have any other things in your toolbox?

Brigid Duffy: Just so you know, last legislative session in our bill to obtain more funding or continued funding for our Harbor here, we had originally drafted that every county would be required to have a Juvenile Assessment Center and it was removed. Not everybody wanted one. They want to do their own thing.

Rebekah Graham: All right. That's good feedback. Ms. Fraser, is there anything that you would add as a category to that survey if we're to draft one and present one back to this committee for approval?

Jennifer Fraser: I guess I was thinking when we were talking about training on the interplay between, and we touched on it a little bit. I don't know how it would be drafted as far as part of the survey, but like the interplay between, the different agencies, procedures and implementing the training. Like is there follow up on that? Because I know in DJJS, in Clark County is going through a lot of reform and we had a speaker about implementation science and how your trainings get implemented because simply attending, as we've talked about today, attending the trainings, I think the statistic, the speaker we had said, in six months, you lose 90% of what you learned at the training. So I don't know if there's something that we could draft about how we're following up on the trainings or making sure they're being implemented through SOPs and agencies, practicing the training and that kind of thing. I think I'd like to see or at least push for that.

Rebekah Graham: Because that is distinctly missing from AB 478 is any measure for reporting or following up. So while AB 478 requires those trainings, it has no mechanism for making sure they actually happen. It's not listed in the bill. Okay. Ms. Duffy.

Brigid Duffy: I want to go back to, and I'd like to see on the survey back to my L-Lincolns and A-Adams, how police departments are actually looking at success for the community. Is it through arrest or is it through diversion? So I don't know if my LE partners here would want to pipe up about it. I know that everybody that talked to me about it was definitely pull aside, pat on the head rainbows and unicorns, but nobody's going to give up their arrest because that's how.

Rebekah Graham: Humans respond to incentives, right? It's as simple as that sometimes. Humans respond to incentives and if your boss thinks you're doing a good job if you get lots of arrests, that's your incentive.

Brigid Duffy: That's how we show the community we're doing well. That's what people want to see. How many people are we arresting and locking up? That's community safety.

Captain Henry Blackeye: For us, for the school police our history is working for a school district and not wanting, well, the district not wanting to publicize the amount of activity actually going on in their district, so our department has never been one to celebrate that type of activity. Our stats are while we're high in this area, we're high in that area and we're just increasing, so we have to focus on something. So I think it's just the reverse, you know, the amount of arrests we've made indicates that we're not present and we're not doing something right or we need to be out there a little bit more to prevent some of that stuff and that's kind of where we're a little bit different than some of our partners is, you know, you know, in ensuring that the school district is safe is not, you know, publicizing or making tons of arrests and citations. That's not the goal. The goal is actually to ensure it's safe to make sure that folks trust us that we're doing the job and that the staff can do it effectively without, you know, limited interact disruptions and things like that from outside entities or outside folks wanting to come in and do harm and, you know, just, you know, eliminating the disruptions in the classroom and during lunches and things like that, so I think that's different and I believe if you talked to Washoe County School District Police, they'd say the exact same thing. It's we celebrate saving lives. We, you know, we definitely do that. The times where officers are present for the Heimlich or, you know, the CPR and things like that, they absolutely overshadow any type of big drug arrest or anything like that. It's just those types of things in school setting are more important to our success, to show our success, than a little checkmark for an arrest in this category or that category because that's just kind of indicating that we're not doing a good enough job to ensure the school district's safe, so.

Captain Ken Young: And historically, I'll go back to the nineties. Everybody was big on programming, so we had adopt a cop. We had cops and kids. You had DARE. You had all of these wonderful programs where we spent time with kids, minimizing the possibilities of them creating crimes. We got away from that for so many different reasons and then it became, well, if you're not making arrests, then what are you doing? Why are you guys here? You know. You're not making arrests. We have all these issues in our schools. We have all these problems and crimes that are going on. Why aren't you make arrests? So for us internally, it's going back to rewarding the officers that are coming up with preventative measures though our motto as a department has always been prevention before apprehension. We got away from that. We're getting back to that now, so last year we did some programming where we, along with social workers and psychologists, went into classrooms or went into school settings and sat down with some of our high-risk youth to kind of redirect their energy. We saw some great, great success with that, but how do we capture that? You know. Who wants to hear about that?

Rebekah Graham: Well, and so that's a good point. So like when we talk about the L-Lincolns versus the arrests versus Lincolns, the interventions, the focus on that and what's special about sometimes the focus of school districts police part of our survey showed that it should include, you know, what alternative

programs are you running? What program are you doing to intervene? Diversion programs, alternatives, what are your referral options? What are essentially are your alternatives to arrest? You know, if you engage with the youth, what are your communities or your department's alternatives to arrest? That's an excellent question topic and even I think to speak to Ms. Duffy's point, what, you know, how is success measured in your department? How much of evaluation is based on arrest? We can find a way to capture that in our survey. And Ms. Bittleston, if I'm allowed to ask, I believe with open meeting laws, they would be allowed to email me directly or you directly but not mass email to comply with open meeting rules.

Leslie Bittleston: That's correct. The best thing for the members to do would be to directly email DCFS staff, whether that be me or Kayla Dunn, to gather the materials because when we start emailing each other sometimes that's a little questionable, so it's better for the emails to come to the staff.

Rebekah Graham: Yes. So, survey questions, you have specific questions that go beyond these categories, if you have specific entities you want to see receive the survey, you know, then you would contact Ms. Bittleston or Ms. Dunn so that we're not violating open meeting laws and that would allow us to have an -- as complete a package as we can present at our next meeting, so it actually goes out and gets done because I want to make sure that we're making good use of everybody's participation because you guys have been really committed and we've had several meetings around this topic and we just actually want to do stuff. You know what I mean? We want to do stuff, get our answers, get our information --

Brigid Duffy: I want to support -- So I -- so on the flip side of, you know, bashing the old timers in Metro who patted me on the head, I want to talk about the -- the newer crop of police officers that were so grateful to have a tool. Were so grateful to know that they could end a call quickly by just diverting a child to the Harbor rather than the whole process of going to booking and what I had learned, and this might be something really easy and simplistic that this committee can take on, police officers carry resource cards in their car, and school district police, I'm not sure if you all did in the past, but there are these little cards that police officers had and they would refer people to call these numbers if they needed XYZ help. So they'd be on a call and maybe there was some sort of family crisis going on and so they would say, Oh, here's a card. You can call these numbers. What the police were telling me is that half of those numbers went to nowhere because the cards were so outdated. People weren't getting the help that they needed and they were back the next week on the same call to the same home, to the same kid, to the same problems. The Harbor came in Clark County as that one-stop shop resource so that the police could stop going to the same repeated calls at the homes. You know, I mean, and this is really, I mean, of course we have other issues of home invasions and we have issues of carjacking and we have really big issues, but to just think of the simplistic of a police officer wants to help, but doesn't know how to tell a family to get help or the police officer is offering help and the call goes nowhere and they're back on the same call. So if we actually were to ask each law enforcement agency, if they have these resource cards to refer families to as they make contact, and we find out that these numbers go nowhere or they're defunct or they're not updated and start updating them for the communities because we are a statewide JJOC, so there's people from all over the state on it that can say, you know, well, we have this resource or that resource or the crisis that you had talked about in Lyon County, you know, so every officer knows where to go, it just kind of gives them that ability to engage, to stop whatever the conflict is, give a resource and move on. The longer they stay in the field with the issue, the more they're just, like, you know what? It's just easy, just come with me. We're just going to go.

Rebekah Graham: Well, and the more times he gets called to the same house. At some point, you know, if you're there a fifth time, it doesn't have to be worse. It just has to be more.

Brigid Duffy: And I will tell you and being very, very candid, it's those calls five times to the same house that start creating some of the biases. It's that repeatedly going to the same house and the same call. Whether that's a bias against women who are domestic violence victims that continue to stay, something as simple as that, why do I even bother? She's just staying anyway or like it's that repeated immersion in the same issue in the same home that I believe I've seen officers in my life start bringing home those biases, so it's as simple as giving them the tools that they need that aren't a hammer.

Rebekah Graham: Yes. Uh huh.

Brigid Duffy: To start up with. We got big issues, but that's, I think, something we could tackle.

Rebekah Graham: Yeah. And making sure that those things like those research cards even go to levels like dispatch, you know, because if a dispatcher had a list of community resources and said, ma'am, like, are you sure you don't want to call the Embracing Project and you can take your daughter to down to see Toshia and her team, and they could do some counseling. Do you really need a police officer right now?

Brigid Duffy: We're supposed to have Nevada 2-1-1 or whatever that is but I don't even know how updated that is, so we should double check that as well.

Rebekah Graham: Yeah. But Nevada 2-1-1, resource cards, dispatchers being able to triage and offer alternatives instead of sending a police car, might, you know, could make a big dent. That's really good feedback.

Brigid Duffy: That's our motto, prevent police contact in the first place and we're one step better.

Rebekah Graham: No, for real, because I think that's--

Brigid Duffy: I'm calling the police.

Rebekah Graham: I think that's part of the national conversation is stop calling them on people of color. Stop.

Brigid Duffy: They were trained to do one thing.

Rebekah Graham: Yes. That's accurate. That just made my eyebrow twitch. Now that's part of the permanent record, too. So moving into Item -- so that was a great discussion around the survey and again, any additional comments, feedback, specific things you need to say, send them to Ms. Bittleston or Ms. Dunn for possible action. I don't think based on our discussions that we're seeking to gather any additional data at this point other than the survey. We don't need Ms. Bittleston's team to gather us anything else.

Captain Ken Young: There are a couple of other organizations that, if you're wanting, you -- I know you mentioned NAPSO. So here's a couple of organizations that you want to look out to NASRO, National Association of School Resource Officers, NASRO.

Rebekah Graham: Okay.

Captain Ken Young: The second one, NASLEO, National Association of School Safety Law Enforcement Officers. NASLEO. And one other, which is the School Safety Advocacy. Those three organizations are national. They travel nationally. They train nationally, very well respected.

Rebekah Graham: Thank you very much.

Brigid Duffy: If we wanted a one-stop shop to send out the request for whether or not our law enforcement agencies across the state have these resource card, would that be our Nevada Association of Peace Officers, NAPSA or whatever? NAPSO?

Rebekah Graham: It would probably be our best one-stop shop idea. You know, they have offices the Northern Nevada and Southern Nevada. It's a NAP --

Captain Henry Blackeye: Maybe the best would be the Nevada Chiefs and Sheriffs Association would probably be the best place to get to ask that question. They just met yesterday. And each, I believe, each month.

Rebekah Graham: Oh yes. Also good. Yeah.

Captain Henry Blackeye: But Eric Spratley would be the one to speak with and I can send whoever wants his email address and he can send it out to all the membership and that's all the chiefs and sheriffs and --

Captain Ken Young: And that's municipal and federal, so you'd hit everybody.

Rebekah Graham: Yeah. That's NVSCA is the organization. So yeah, if you can send that email address to Ms. Bittleston or Ms. Dunn, they will collect that.

Leslie Bittleston: Question, Rebekah that came from Ms. Diaz-Sanchez. Did you see it?

Rebekah Graham: Yes. And so, Ms. Diaz-Sanchez, that's exactly what we're asking in this survey is what the alternatives are? What are the resources, whether it's de-escalation taskforce, a mental health task force, social workers? That's a very good question and I do agree with you that needs to be included in the survey.

Toshia Shaw: That does just, I'm sorry, just kind of backing off of, like, everyone responds off incentive. If there is, like, a mental health expert that gets and the dispatcher analyzes the situation and that mental health police officer expert or de-escalation expert responds to the call, it could be a very good result instead of being arrested or escalating the situation.

Rebekah Graham: Yes, you're absolutely right. That's a very good point. So when we move into it sounds like we're collecting agency has questions. So we moved past Item Number 7 for possible action. Item Number 8, when we look at open discussion, assign tasks to committee members as needed and confirm our next meeting date, at this point, the way I understand our tasks are to send in agencies, contact people for this survey, send in items or questions for this survey, so that Ms. Bittleston and I can get together that sample survey or that draft survey for confirmation at our next meeting and our list of who we're sending it to, to confirm back to the subcommittee. So in a sense, our next meeting should be fairly short. It's going to be confirm the survey, confirm who we're sending it to and send it out because then we're going to have a collection period on the survey and then our next meeting will be to analyze what we got back, so in a perfect world, we wouldn't want our next meeting -- meeting date to be too far away because it's simply a check-in and a confirmation of the survey and who we're sending it to and so if we kicked that down a whole other month and then sent the survey out, it could, you know, be a long time before we're discussing results. So I'd like to suggest that kind of, we give a week for feedback and addresses and things like that

and then Ms. Bittleston and I, you know, a week to two weeks to collect up, you know, to kick our survey back and forth, so we have a good draft for you, but if we were to look at the week of August 10th or August 17th, does anyone have any conflicts with -- if we were to look at the week of August 10th, we have a JJOC full commission meeting.

Leslie Bittleston: We do. We have a JJOC commission meeting on the 14th and I believe we also have another subcommittee meeting that same week, so if we can look at the next week, the 17th --

Rebekah Graham: Yeah. If we could look at even maybe the same day in time, August 20th, at two o'clock. It's a Thursday.

Leslie Bittleston: August 17th?

Rebekah Graham: August 20th is the Thursday at two o'clock, so same bat time, same bat channel.

Leslie Bittleston: Oh, okay. August 20th.

Rebekah Graham: And again, I just realized I said that and it's part of the permanent record. I need to stop saying quirky things, but Thursday, August 20th at 2:00 p.m. does that appear like it would potentially work for my quorum members?

Leslie Bittleston: And we have a data and performance meeting earlier that day, Brigid. Just to let you know.

Rebekah Graham: So Ms. Duffy, I would defer to you, if you would want to do two things --

Brigid Duffy: No, that's fine. As long as it's in the afternoon. That's a good enough gap for me.

Leslie Bittleston: Okay.

Rebekah Graham: That sounds good.

Brigid Duffy: All JJOC all day.

Rebekah Graham: Ms. Fraser, does August 20th at 2:00 p.m. look like it'll work for you?

Jennifer Fraser: Yeah. It does.

Rebekah Graham: All right. Then let's plan on that date as our next meeting. So look at us confirming a date while we're still in a meeting. August 20th at 2:00 p.m. will be our next meeting. Is there any other public comment or discussion before we move to adjourn? All right. Hearing none, is there a motion to adjourn the meeting or do I get a chance to turn it?

Brigid Duffy: Oh, can I ask one question? I'm sorry.

Rebekah Graham: Yes.

Brigid Duffy: Are we going to send a letter to somebody in the Nevada Chiefs and Sheriffs Association? Are we just going to ask to get on the next agenda? What do you LE guys advise since you're probably on the meeting?

Captain Henry Blackeye: Eric sets the agenda, I believe, so you could actually request to be on the agenda. They do have speakers before, so whoever would want to get up can actually speak before all of the chiefs and sheriffs at that meeting.

Brigid Duffy: Okay. And you'll give us the contact?

Captain Henry Blackeye: You want it? I'll send the contact to you two.

Rebekah Graham: I'm in the Brady Bunch, so Ms. Bittleston's over there. You know, if you have a Zoom grid up, we have your gallery of you. You can see all the people so, like, Ms. Duffy's over there. Ms. Bittleston's over there. But let's get that contact. Let's try to put ourselves on the agenda after our next meeting so we've confirmed the survey, so we're presenting them the completed thing that we want them to give to their members or answer. But that's a really good point. Any other comments or questions? All right then, we will adjourn this meeting at 3:01. Thank you.

DRAFT