



Chiefs Newsletter

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News from the Executive Director

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Recruit Officer Course

As you may have heard, we have established fixed, recurring starting dates for recruit officer training at three of the MPTC academies. The goal is to make it easier for you to plan your hiring processes and eliminate the guesswork involved in academy starting dates. **For those who may recall the last time we tried this, the difference this time is these dates will not involve a float status.** In other words, these courses will run regardless of whether we have a full class or only twenty students. The following recruit classes are currently scheduled. Again, none of the MPTC recruit courses have a float status:

- Western Mass: the first Monday of every February,

starting February 6, 2012

- Reading: the second Monday of every March, starting March 12, 2012
- Plymouth: the second Monday of every September, starting September 10, 2012

I have intentionally picked the three sites located in the extremities of the state to reduce the impact of travel on the students. Boylston and Randolph are not included in this initial schedule for two reasons. First, due to their more-central location, they are being kept in reserve to handle any overflow should we get a surge in the number of students needing training. Second, rather than over-commit academy sites



“We have established fixed, recurring starting dates for recruit officer training at three of the MPTC academies.”



Recruit Officer Course *(continued from page 1)*

and risk having to cancel classes due to a lack of enrollment, we are waiting to see how the demand materializes and will insert Boylston and Randolph into the calendar once we see where and when the demand dictates.

This new schedule does not negate our need to know your training plans. In fact, it actually puts more pressure on the MPTC

to try to predict trends in case we need to schedule a class at Randolph or Boylston. So, please, as I have mentioned before, to help us accurately determine the need for a class, we ask you to notify Lynda Kearns with updates regarding your recruit officer training plans (AKA hiring plans), whether those plans are in the immediate future or months

away. That way, we can schedule classes that more closely meet your needs and do so in a timely, expedient manner.

Lynda has designed a form, "Recruit Officer Training Request", available on the MPTC website landing page under "Key Resources" that allows you to express your interest in Recruit Officer Courses at any time. By click-

ing the "Submit" button, your interest is automatically recorded to a roster Lynda manages for interest in recruit officer training. Please keep in mind submitting this form records your "interest" only and does not secure a seat for your department. You can contact Lynda at Lynda.Kearns@state.ma.us or at 781-437-0306. Thank you for your help.

30-Day Cutoff for Applications to Attend Recruit Officer Training

Another component to setting regularly scheduled recruit officer courses is a 30-day cutoff for applications. In the interest of helping students, departments, and academy staff to better plan for recruit training and to give the student time to improve

fitness, become more mentally prepared, and gather uniforms, equipment, and supplies, we have adopted a 30-day cutoff for recruit training applications. This means we will lock the roster for a recruit class 30 days prior to the start of the class. In

order for a student to be included in the roster, the application and related attendance requirements (medical examination and PAT) must be completed **and** the paperwork delivered to Lynda Kearns by that date. The order of preference remains in

effect wherein fulltime and part-time officers take precedence over self-sponsored officers. For more information, please feel free to contact Lynda at Lynda.Kearns@state.ma.us or at 781-437-0306.

Sponsorship of Students to Attend Recruit Training

We have seen an increase in the number of self-sponsored student officers who have chiefs signing their application form and then not providing the student with the requisite support. When signing the agreement to support a

self-sponsored student officer, the chief is then expected to furnish the student officer with patches for the academy uniform; a cruiser (or make arrangements for one) for the EVOC training; transportation of ammunition and

weapons, if needed (e.g., if the officer does not have a carry permit); and having someone serve as a point of contact. Moreover, it is customary for the self-sponsored student officer to wear the supporting agency's uniform

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Sponsorship of Students to Attend Recruit Training *(continued from page 2)*

during graduation ceremonies. Although it is not an MPTC requirement, an inherent expectation is that the sponsoring department conducts a CORI check and at least a cursory background investigation and/or interview

for two reasons. The most obvious is because the student officer will be wearing the sponsoring departments patch and thereby will be representing the department and impacting the department's reputation, for better or for

worse. Moreover, upon graduation, these sponsored student officers have an inside track into policing. I feel it is incumbent upon us to make sure they are worthy of that opportunity.



Here is the statement of support contained on the application:

CERTIFICATION BY THE SPONSORING AUTHORITY: I agree to provide the support listed below to the Student Officer to be hired or sponsored by the department:

- Insure that for the first day of the Academy the Student Officer has their tuition in the form of a department, cashier's or bank teller's check or money order.
- Insure that the Student Officer has provided proof of adequate medical insurance coverage, including emergency room coverage, which will remain in effect through the entire academy program.
- Insure that an adequate background and CORI check has been conducted prior to the Student Officer beginning the academy.
- Insure that the Student Officer has a firearms license which is adequate or arrangements for the transportation of firearms and ammunition for range qualification in the Academy.
- Insure that the Student Officer has the required Human Resource Division's (HRD) medical evaluation and has successfully completed the HRD administered PAT.
- Insure that the Student Officer has all required uniforms and equipment outlined in the Student Officer Manual for the first day of the Academy.
- Insure that the Student Officer will be provided a police patrol vehicle for the week of training devoted to Defensive Driving.

Note: If a police patrol vehicle is not available for the week of Defensive Driving, the Student Officer will be dismissed from the academy for non-disciplinary reasons. This is a required element of the curriculum and a required skill test.

We understand that some municipalities have insurers who will not cover a self-sponsored student officer while operating a municipal vehicle if that officer is not hired by the department. Likewise, we also understand that some chiefs do not want to risk the image liability of having a relatively unknown student officer wearing their patch. If either of these applies to your department, we will never second guess a chief who is not interested or cannot sponsor self-sponsored student officers. However, we would request that in such cases, you let the potential student officer know you cannot sponsor them and refer them to or have them continue to find a chief who does not have such constraints.

New Bedford Facility

In the interest of making more effective and efficient use of our limited personnel numbers and to aid in our goal of being more POST-like, we have transferred Rose Sauvageau from New Bedford to our headquarters in Randolph. She now oversees our instructor certification and recertification process. However, this does not mean

the MPTC is abandoning its regional training concept. We are still committed to providing training in the New Bedford and other regions of the Commonwealth, but instead of providing it at an MPTC facility, we will utilize training rooms at local departments or colleges. If any agency would like us to consider their training fa-

cility as a host site for regional training, please contact Marylou Powers to let her know your willingness to host training.

As for the New Bedford site, the New Bedford Police Department has entered into a memorandum of understanding with the City of New Bedford for utilizing the site for their own training, and they

have said they welcome other agencies to utilize it as well. The Range 3000 system has been left at the facility and NBPD has agreed to make the system reasonably available to other departments. If you desire to utilize the facility or the Range 3000 system, Lt. Ricard Rezendes is the NBPD training officer and the contact person.

Online Professional Development (In-Service) Training and New Records Database

In spite of the distractions and detours caused by getting the new distance learning platform and database operational, we anticipate having the online training classes – legal issues, first responder, and law enforcement officers killed and as-

saulted (part 2) – available by the end of November. Remember, these will only be available in the new software platform and we will need the spreadsheet listing current officers before we can enter the officers into the new system and give them

access to the classes.

One more reason to get those lists to us. If you have any questions about the spreadsheet, please feel free to contact Marie Conlin at (781) 437-0308.



Website Launched

This article came to me via the Department of Justice's Office of Justice Programs (OJP):

On June 22, 2011, OJP launched www.crimesolutions.gov. This new website is a central, credible resource to inform practi-

tioners and policymakers about what works in criminal justice, juvenile justice, and crime victim services. The site includes information on more than 145 justice-related programs and assigns "evidence ratings"—effective, prom-

ising, or no effects—to indicate whether there is evidence from research that a program achieves its goals.

"We all have tight budgets today. CrimeSolutions.gov helps us take a 'smart on crime' approach that

relies on data-driven, evidence-based analysis to identify and replicate justice-related programs that have shown real results in preventing and reducing crime and serving crime victims," explained Laurie O. Robinson, Assistant Attor-

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CrimeSolutions.gov Website Launched

ney General. CrimeSolutions.gov is a searchable online database of evidence-based programs covering a range of justice-related topics, including corrections; courts; crime prevention; substance abuse; juveniles; law enforcement; technology and

forensics; and victims. The site is a tool to understand, access, and integrate scientific evidence about programs into programmatic and policy decisions.

The new web site is part of the Evidence Integration Initiative (E2I) launched by As-

sistant Attorney General Robinson in 2009.

The Initiative's three goals are improving the quantity and quality of evidence OJP generates; integrating evidence into program, practice, and policy decisions within OJP and the field; and improving

the translation of evidence into practice.”

Recognizing Suspicious Behavior Related to Terrorism

The following statement was issued by the IACP. I actually took the training online, and it is well done.

“The IACP has partnered with the Nationwide SAR Initiative Program Management Office (NSI) to develop and deliver a training video where law enforcement and support personnel are trained to recognize behavior and incidents identified by law enforcement officials and counterterrorism experts as being reasonably indicative of criminal activity associated with terrorism.

The challenge faced, as we approach the 10-year anniversary of 9/11, is training all 800,000+ law enforcement officers in the United States. The IACP has committed to assisting the NSI PMO in pushing out the line-officer training. The Division of State and Provin-

cial Police has already started training the more than 58,000 troopers across the country. This training is important as it will help ensure that quality, relevant information is sent to trained fusion center analysts for vetting and analysis, and possibly to be shared with other agencies nationwide.

For ease of delivery, this training is available at no-cost and online at the Nationwide SAR Initiative website at <http://nsi.ncirc.gov/sarlot>. Copies of the line officer video on DVD, as well as other supporting materials, can also be provided by emailing NSIPMO@usdoj.gov. To easily report the number of officers trained, there is an [online form](#) also available on the NSI website.

If you choose to take the training by utilizing the MIPT, LEO, or NSI websites, the NSI PMO

will be notified automatically as each officer completes the training. **(This method is preferred due to the automated reporting process.)**

If you choose to deploy the SAR training video independently, we request that you provide updates on the names and the total number of trained officers to the NSI PMO either via email (NSIPMO@usdoj.gov) or using the NSI website form, located at <http://nsi.ncirc.gov/sartraining/default.aspx>.”

NSI offers this overview: Every day, law enforcement officers at all levels of government - state, local, tribal, and federal - observe suspicious behaviors or receive reports from concerned civilians, private security, and other government agencies about behaviors that could have a potential nexus to terrorism.

Until recently, this information was generally stored at the local level and shared within the agency or, at the most, regionally shared as part of an incident reporting system. The NSI and the suspicious activity report (SAR) were created to establish locally controlled, distributed information systems wherein potential terrorism-related information could be contributed to by the 1,800 state, local, and tribal enforcement agencies across the country for analysis and to determine if there are emerging patterns or trends.

For more information on the NSI contact Michael Wagers, Director of State and Provincial Police, at wagers@theiacp.org, or visit nsi.ncirc.gov or email NSIPMO@usdoj.gov

Citizens Academy with a Twist Puts Civilians in the OIS Hot Seat

For those of you who run citizen academies, the following excerpt of an article published by Force Science Institute may be of interest to you:

The dominant goal of citizen police academy programs is to get civilians to walk a mile in an officer's boots.

Thanks to the creativity of Force Science Analyst Steven Goard, those who attend the academy conducted by the Livermore (CA) PD walk an important *extra* mile--through the landmines of a simulated OIS investigation that tests their memory and perceptions of a personal controversial shooting.

The participants, including some police critics, learn first hand the vagaries of human behavior under pressure and the challenges of credibly defending a deadly force decision that may seem suspicious to outside observers.

Among many satisfying payoffs, he recalls the reaction of an African-American woman in her late 60s. "I feel guilty," she told Goard

as she shook his hand after the exercise. "For years, I've been skeptical of the police. I bought into the way the media report police shootings. I just didn't have the knowledge to enlighten my thinking."

The citizen academy meets roughly 4 hours a week for 17 weeks.

About half way through the term, after they've sat through use-of-force lectures, experienced a simulator exercise, and fired some of the department's SWAT weapons, Goard introduces the 30-35 participants typically enrolled to a special force-on-force scenario.

Partnered up and armed with Glock Simunitions pistols in a shoot house built by the Alameda County Sheriff's Office, they're instructed to respond to a given 911 call and "handle the scene as you think appropriate based on what you've learned in class and as you think police officers should in real life."

At the scene, each pair encounters role-players in circumstances that quickly evolve into a tense

situation designed to make the "officers" feel threatened. Details vary, but the core action generally involves a subject pulling out a cell phone, reaching for a wallet, brandishing a toy gun (plainly signified by an orange tip), gripping a power drill, or displaying angry gestures.

"Invariably at least 1 of the student partners shoots, and most often both do," Goard explains. "When the scenario is at its highest peak, a safety officer standing directly behind them activates an air horn or fires several blank rounds at the floor from a .38 handgun." Everything is captured from different angles by a battery of hidden video cameras.

Immediately after the scenario, the partners are separated and told that since 1 or both used deadly force, they will need to undergo a mini OIS investigation. They are then told to fill out a questionnaire or submit to an oral interview about what happened.



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Citizens Academy with a Twist Puts Civilians in the OIS Hot Seat

The questions are based primarily on information typically sought after a police shooting, according to what prosecutors and survivors of real officer involved shootings have told Goard. In part, these include:

- Describe the call.
- What did you first observe at the scene?
- What were the suspect's actions?
- What did you do?
- What, if any, level of force did you use?
- If you used your firearm, how many rounds did you shoot?
- Describe the suspect.
- Describe the scene.
- What kind of weapon did the suspect display, if any?
- What did you feel or experience during the encounter?
- What was said by you and by the suspect?
- What did your partner do?
- Did you hear any loud noises?
- Did you see any guns with orange tips?

And so on. "We get a lot of blank looks or blank spaces on the questionnaires because they don't remember," Goard says.

That task over, with no further discussion "I tell the students that I'll be doing a presentation for the class at a later date to discuss their scenarios," Goard says. During off hours at home, he then carefully edits footage from the cameras to reconstruct a comprehensive picture of each encounter and burns all of them to a DVD that will later be played and given to the students.

The defining moment comes weeks later shortly before graduation day. Goard starts off with some important preliminaries.

First, the students are asked to again write down an account of what happened during their scenario. Then Goard shows them dash-cam recordings from YouTube or PoliceOne's BluTube of various "mistaken judgment" shootings involving cell phones, toy guns, and other controversial elements. "I ask them to comment, and they generally remark on how 'really bad' the incident looks and express doubts about the involved officers' justification for shooting," he says.

Finally, he plays the

videos of them using force and compares what the hidden cameras documented with the articulation of events they gave. "You can actually feel the shock in the room," Goard told *Force Science News*.

Certain consistencies arise class after class:

- After their encounters, "all the students report seeing a gun or seeing a gun actually fired at them, which prompted them to shoot," Goard says. "Yet in the videos, they see themselves using deadly force on people with wallets, cell

phones, drills, and unarmed." One student described a role-player as threateningly pointing an automatic rifle; in reality the "suspect" pointed aggressively with his arm.

- "They're also always surprised at what they *didn't* see that was right in front of them, how much the mind ignores under stress," Goard says. "Amazingly, none of the students recall hearing the air horn or the blanks being fired, nor do they complain about their ears ringing even though they didn't have ear protection. And they never see the

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Citizens Academy with a Twist Puts Civilians in the OIS Hot Seat

orange tips on toy guns. A common comment is, 'I didn't have time to pay attention to that.' They were worried about whether they were going to die, not about looking for orange tips."

- Typically, the students fire more rounds than they estimate in their reports. One who said he shot only 4 times actually shot 19. Some have inaccurately claimed there was no suspect weapon in their scenario and that they didn't shoot at all.

- Some are sobered to see that they kept "shooting and shooting and shooting--maybe 6 or 7 additional rounds--even though the suspect was down and not fighting back." Or that they shot a suspect in the back when they said they had shot him in the chest.

- At least 85% of the students find they haven't given accurate descriptions of the suspect, of important scene elements, or of their partner's behavior, Goard says.

- There tend to be major differences between accounts the students

give when initially questioned about their shooting and when describing the event again weeks later. In some cases, their memories have improved significantly with time. But there have been instances in which students in their second telling describe scenarios they weren't even involved in, having apparently internalized someone else's experience during conversations about the exercise. There are also notable differences between the accounts partners offer about the same scenario, just as there often are between fellow officers in real-world shootings.

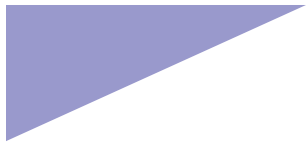
The inconsistencies and omissions open the door for Goard to confront the students with some of the suspicions officers under investigation often have to contend with in similar circumstances: Are you lying conspiring contriving amnesia trying to cover up unsavory truths?

Goard completes his presentation by explaining some of Force Science's research findings regarding reaction


time, turning time, "excessive" shots, attentional blindness, and other behavioral phenomena associated with high-stress, life-threatening encounters. He also reports on the well-known studies of perceptual distortions conducted by Dr. Alexis Artwohl, a National Board Member for FSI and a faculty member for its certification course. "The students are always very surprised at how similar their experiences are to her discoveries," Goard says.

Goard left us with a fascinating footnote. He mentioned that the academy graduates often share the DVD of the scenarios that he gives them with civilian friends while explaining the cognitive shortcomings that were exposed during the mock investigation. "Sometimes those friends attend future academies," he says, "and even though they've seen the scenarios they still make the very same mistakes when it's their turn behind the gun."

For more information, Steve Goard can be reached at: SGoard@ci.livermore.ca.us



"Some are sobered to see that they kept "shooting and shooting and shooting--maybe 6 or 7 additional rounds--even though the suspect was down and not fighting back."



National Decertification Index (NDI)

I regularly get stories about officers who have been decertified in other states who hit the road hoping to get a police job in a state that does not have a decertification process. Sometimes they are successful. To keep that from happening to your department and as an ongoing reminder, MPTC has access to the National Decertification Index, which has data from participating POST states all over

the country. Over 30 states currently participate in the database. The NDI is a list of officers who have been decertified and are no longer allowed to exercise police powers in their respective states. Please feel free to contact Marylou Powers at Marylou.Powers@state.ma.us or (781) 437-0302 if you would like us to see if an applicant or candidate you are considering is on that list.

Budget

It's more than zero.
We are happy.

As always, please feel free to contact me with questions, comments, or concerns. But most of all, be careful out there!

Dan



We're on the Web!

www.mass.gov/mptc

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The mission of the Municipal Police Training Committee is to set and enforce training standards, to identify and meet the training needs of the Commonwealth's municipal police officers, to facilitate the delivery of up-to-date, state-of-the-art training, and to document training. At the same time, the MPTC must be responsive to the needs of municipal departments and the communities they serve.

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