

**Training Committee Meeting**  
**Police Accountability Board**  
**March 1, 2022 at 7:30 PM**  
**Conducted Over Zoom**

**Attendees**

Committee Members: Setel, Wilson

Staff: Campbell, Pacheco-Walker

Guests: John Pavlack – CCSI Project Manager, PAB Board Member Dr. Robert Harrison III

Item	Details	Vote	Time
Start of Meeting	<u>Welcome &amp; Introductions:</u> Committee Chair Setel brought the meeting to order.	N/A	7:35PM
Meeting Discussion	<p>Committee Chair Setel explained that she would like to begin with an update on the development of the staff training program then concentrate on Board training as there are a couple of issues that need to be discussed. Setel explained that Board members have two areas of diversity training that need to be covered as well as skills training. Noted that because the Board will likely be reviewing reports rather than hearing cases themselves, there is a need to understand what those skills need to be. Also noted that she wished to discuss how many hours of training will be involved for Board members and then discuss a schedule. Setel opened the floor to Campbell and Pavlack.</p> <p>Pavlack stated that there have been a number of developments since last week’s meeting. He and Campbell met in-person and reviewed an overall training schedule, map out the flow, and build in some open space to complete assigned readings or other assignments that the Executive Director might wish to address. Asked Trainers to build in space on Friday mornings to de-brief and allow participants to ask follow-up questions. Draft schedule sent to Pacheco-Walker to share with Committee members. Noted that the draft schedule is missing summaries of trainings. Pavlack explained that he also met with trainers last week to give them updates about proposed dates and requested that by the end of next week they submit their training summaries with objectives and a brief description of what the trainings will entail.</p> <p>Pavlack explained that the other big update is about the training gaps in the schedule with regard to addressing the immigrant experience and religious overviews in Rochester, and Police officer well-being; that those gaps have been filled</p>		

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	<p>in. He believes that everything is covered at this point, but noted that a suggestion was made to add in a 2-hour training towards the end on active and empathic listening. Stated that a psychologist will be the trainer providing that overview.</p> <p>Pavlack explained that they have begun creation of the participant manual and had different folks working on sections of it. Noted quite a bit of movement since the last meeting. With regard to trauma-informed and self-care trainings, noted that CCSI will provide an overview of trauma-informed care for Case Managers and Investigators. Setel replied that she looks forward to seeing the materials. Opened the floor to questions from other Committee Members.</p> <p>Wilson asked if there has been any thinking around the core curriculum that will happen annually and if that recurring education will cover different topics. Noted that in her profession that a certain number of training credits are needed annually to become re-certified. Pavlack responded that this is an excellent idea and that Campbell is working on how to keep track of staff trainings that occur between official cohorts and that the topics of the annual training can be decided by PAB leadership.</p> <p>Setel moved onto Board member training; believes it can be broken into two pieces, skills training and 'diversity, equity, and inclusion' (DEI) trainings. Setel asked Pavlack and Campbell what they believe will comprise the skills training and how much of the DEI training will be replicated from staff training.</p> <p>Pavlack responded that as a trainer he does recognize a difference between technical skills versus adaptive skills. Stated that he believes that the training being developed by SMK will cover a lot of the technical process as it pertains to the law and procedure. Noted that part of their training model relies on reviewing some demonstrated case studies and working through the systems to become knowledgeable about them and create a direct feedback loop on it. Other side of the model is the adaptive training, which develops critical thinking skills. Pavlack explained that in the schedule he shared, nearly all of it centers around developing critical thinking. Noted that internalization and application is the goal and that trainers have been asked to keep the key takeaways of their course in mind. Wants to make sure that the material taught is consistent and reference-able to the core values of PAB. Further explained</p>		
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	<p>that as the Board continues to meet, will want to identify strategic objectives and develop the adaptive skills of staff so that they can appropriately respond to people from different walks of life. Adaptive aspect will be achieved through continuous learning. Noted that the schedule will have built in time for reflection and follow up sessions if a participant has further questions. Pavlack stated that in his experience, if you can train people to make decisions with core values in mind, you get better results. Noted that de-briefing will be adaptive so that trainers and participants can reflect on elements that may be missing and so that certain topics can be re-visited based on the staff's priorities.</p> <p>Setel asked about trainings specific to Board members. Pavlack responded that Board members can jump into trainings as they wish. Setel further explained that minimum hours of Board training needed must be determined. Noted that some members will be able to train with the staff, but others will not so separate trainings must be setup. Also asked if it made more sense for the Board to receive training together. Setel also noted her concern about making sure topics are covered in the needed timeframe. Setel noted that with regard to staff training, this committee is not seeking to micro-manage that, but the truer purpose of the committee is to ensure that Board training happens smoothly.</p> <p>Pavlack agreed and suggested a few ways to address that. If board members have the availability to sit in on staff trainings, they may do so, and their attendance will be tracked. After that, the Board must logistically determine where to fit trainings into their schedules. Added that assessing the competency of individuals around topics can be a challenge and that self-assessments and team discussions can be included to help determine understanding of the materials.</p> <p>Wilson asked to revisit the conversation, as Board members' schedules should be considered. Setel replied that she would structure it differently by starting with the list of topics that the Board must cover, then the hourly commitment that will require, and finally examine schedules. Suggested using weeks alternate to Board meetings to schedule 2-hour session for trainings. Noted that the skills training will need to occur first as the adaptive training is continuous.</p>		
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	<p>Board Member Harrison noted that another way to think about it is that when the Board begins to review cases, they will likely be coming to the Board in the form of a report from staff, and the question is, what skills are needed to prepare members to analyze that document and make reasonable conclusions. Can start there and work backwards.</p> <p>Setel agreed noting that SMK may be better suited to address the question. Pacheco-Walker offered to follow up with SMK For this information.</p> <p>Wilson agreed that having SMK identify the time commitment needed will be important. Also agreed with the statements of Harrison. Noted that those are her two questions for SMK.</p> <p>Setel also asked what the expertise required will be for trainers.</p> <p>Nickoloff agreed that skills training should come first and then the gaps can be filled in.</p> <p>Setel asked if it would be possible to get these answers from SMK prior to the next meeting. Pacheco-Walker replied that she would reach out ASAP. Setel reviewed the questions for them as being; 'what is the time commitment?', 'What are the needed topics?', and 'who should be conducting the trainings?'.</p> <p>Wilson added that Education Committee must be included on some of these discussions as well.</p> <p>Setel asked if the Board was still selecting trainers for certain topics of if CCSI was handling that entirely. Wilson noted that the Education Committee had a unique way of obtaining speakers and that they should be invited to give their input.</p> <p>Setel noted that by next week the Committee should have a better sense of what is involved with Board training and how to schedule it. Asked Pacheco-Walker to follow up with her regarding the answers from SMK as that will inform the next meeting's agenda. Setel asked if there was anything else that needed to be discussed.</p> <p>Pacheco-Walker notified the Committee that she will have minutes for them to approve in the next meeting. Setel asked</p>		
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	<p>that minutes be sent to the entire board so that they have an idea of what was discussed prior to the Committee report in the next Board meeting. Pacheco-Walker agreed.</p> <p>Wilson asked if it was known how many people are needed for committees. Pacheco-Walker answered that it was best practice to have at least 4 members on a committee.</p>		
End of meeting	Meeting was adjourned	9-0	8:03PM