

**COMMITTEE ON PROBATION EDUCATION**  
**Curriculum Subcommittee**  
**August 10, 2009 Meeting Minutes**

<b>Present</b>	<b>Absent</b>	<b>Staff</b>
Scott Mabery (Chair)	Jill Sanchez	Chad Kewish
Billie Grobe		Kensley Gonzales
Vicki Biro		
Kevin Jeffries		
Frank Delamater		
Mark Koch		
George Owens		<b>Guests</b>
John Dyess		Barbara Ortolano
Tivo Romero (telephonically)		Leslie Anderson
Kristie Wooley		
Denise Smith		
Frank Groenewold		
Patrice Buzan		
JL Doyle		

**I. Welcome**

Scott Mabery called the meeting to order at 10:00 a.m. The members each introduced themselves. Scott welcomed the newest members to the subcommittee: JL Doyle, John Dyess, and Patrice Buzan. Jill Sanchez is also a new member, but was absent.

**II. Approve Minutes**

Motion made by Vicki Biro and seconded by Billie Grobe to approve the minutes from the November 6, 2008 meeting. The motion passed unanimously.

**III. Drawing, Holstering, and Carry Systems Lesson Plan:** Information provided by Barbara Ortolano

Scott explained that this lesson plan is an update to previously created curriculum. Barbara reviewed the “Concealed Draw” portion of the lesson plan with the members. She offered to

pass around PowerPoint slides with pictures that demonstrated each of the concealed draw methods. This teaching module is valuable in demonstrating different ways for students to draw depending on the garments they are wearing. The information used for concealed draw was modeled after “Handgun Combatives” by Dave Spaulding.

Scott asked the members to focus their attention on the new information that has not yet been approved. He also reminded members that they should be checking whether the curriculum is easy to comprehend and could be taught by anyone. Kevin Jeffries explained that this particular lesson plan should be used by certified firearms instructors only and having prior firearms knowledge is imperative to effectively teach from the lesson plan.

Mark Koch expressed uncertainty with the term “contact ready.” He questioned if it would be useful to include the definition in the lesson plan as a reminder for the instructor. Kevin disagreed and said firearms instructors should be familiar with the terminology already. Chad Kewish added that when writing lesson plans, there is a fine line between “easy to read” and oversimplifying. The target audience for this lesson plan is certified firearms instructors who should already have a working knowledge of the terms. Patrice Buzan asked that the lesson plan include a reminder explanation for “contact ready” because some instructors teach so infrequently that they may forget some terms. Barbara explained that the definition for the term is given later in the lesson plan. The subcommittee then proceeded to point out some typographical and grammatical errors that needed to be fixed in the lesson plan.

**MOTION:** George Owens moved to accept the FT Drawing, Holstering, and Carry Systems Lesson Plan with the noted changes. Kevin seconded the motion; the motion passed unanimously.

#### **IV. Defensive Tactics TTT Lesson Plan:** Information provided by Barbara Ortolano

Barbara explained that this curriculum is new in writing, but not new in practice. The material has been taught in past academies, but the information has never been in written format. This lesson plan will help the AOC ensure that the information taught in TTT is consistent from this point forward.

Barbara explained each section of the lesson plan. She said she would change the second sentence under Instructor Preparation to read: "Instructors should set the example in both appearance and conduct." Billie Grobe asked if students were required to pass a test at the end of the program in order to become instructors. Kevin replied that there was no test, but prospective instructors were evaluated and critiqued by the lead instructors on their presentation of lesson plans. This occurs on day four (Thursday) of the academy. Billie asked that Evaluation Procedures on the cover page of the lesson plan include more information on how an officer is evaluated through lesson plan presentation, instructor feedback, and general knowledge of the subject and the curriculum.

George Owens was concerned there may be confusion over who is responsible for maintaining training records because the wording was unclear in that area. Training records should be kept by each county's appointed authority, such as the Human Resources Department or Training Officer, not solely by the instructor as is alluded to in the lesson plan. The instructor can keep their own records as a backup, however. George suggested the wording be changed to "the appointed authority in your county will keep documentation of their department refreshers."

Barbara agreed to reword the section to make it clearer.

Mark Koch suggested adding text to the Conducting Drills section so instructors ask students about any prior injuries or physical limitations they may have. He felt it would be better to

make instructors ask questions concerning students' physical capabilities rather than just imply that they should.

Vicki Biro asked that under the Use of Force Review, the lesson plan include directions for the instructor regarding how to teach the scenarios. It was unclear whether the scenarios were to be demonstrated, read, discussed, etc. Scott asked Barbara and Kevin to elaborate on how to properly teach the scenarios, including standards and typical discussion points. Barbara shared that the scenarios were taken directly from the Certification Academy lesson plans, which are COPE approved. The subcommittee reviewed the scenarios in the Use of Force Review section. Kevin explained each scenario including how the scenarios were broken down and taught to the students. Billie suggested adding instructor notes with guidance on discussion points for students, and resources available to them, such as PowerPoint slides. Scott and Billie felt the instructors needed more information on how to respond to students' questions regarding reasonable use of force and some possible ways to handle each scenario. Barbara agreed and also said it was a great place to add a sentence cautioning instructors not to give students any absolute answers because the decision to use force lies solely with the student.

Barbara gave a brief overview of Critical Elements for the subcommittee. Lead instructors review each element so perspective instructors know what to look for, as well as what he or she must perform perfectly for their students. These elements are discussed in class and the physical skills are reviewed throughout the week. Billie suggested adding a sentence in the instructor notes explaining that further demonstration and discussion is needed. Barb agreed to add "Initial discussion then physical review" in the instructor notes area.

George expressed concern over confusing wording under Impact Weapons regarding “open mode forward to the reaction side strike.” Kevin suggested that the same wording used in the student manual be used in this lesson plan for consistency. The members also agreed that breathing and information on proper stretching techniques should be included. Billie noticed that the term “prospective instructor” was used interchangeably with “prospective students” and asked that the former be used throughout the lesson plan for consistency.

Barbara agreed to move the second bullet point under “Prospective Instructor Presentations” to the instructor notes area in response to Billie’s inquiry of the method used to critique the prospective instructors. Kevin added that critical elements should be included there as well. Barbara explained the remainder of the lesson plan to the subcommittee.

**MOTION:** John Dyess moved that the subcommittee vote on the lesson plan via email after Barbara makes changes. Kevin seconded the motion; the motion passed unanimously.

#### **V. Firearms Training TTT Lesson Plan:** Information provided by Barbara Ortolano

The subcommittee reviewed the lesson plan. Barbara said she would add the sentence “Prospective instructors will be evaluated based on presentation of lesson plans” on the cover page under Evaluation Procedures; the same change was made in the Defensive Tactics TTT lesson plan. Mark suggested adding “AOC” before the Education Officer Safety Specialist referred to under Instructor Preparation. The second sentence under the same heading be clarified and instead read: “Instructors should set the example in both appearance and conduct.” Barbara volunteered to change the sections of the lesson plan that are identical to the Defensive Tactics TTT lesson plan sections that needed to be changed or clarified. George suggested rewording the attendance bullet to reflect the specific course of fire attendance

records that must be maintained pursuant to code. The subcommittee proceeded to review the lesson plan and correct small typographical and grammatical errors.

The committee discussed the sentence on page three, bullet five, which states “If you are unwilling or unable to do this, you should not be an instructor.” Some members felt it was a harsh statement; some disagreed with its placement in the lesson plan, while others felt that the sentence should remain unchanged. Tivo Romero suggested changing the wording to “If you are unwilling or unable to do this, you may compromise the safety of everyone involved in the training.” The members agreed to the new wording.

The subcommittee discussed the Emergency Response section of the lesson plan and provided suggestions and recommendations to Barbara for revision or correction. Barbara agreed to change the lesson plan accordingly. The committee then proceeded to review the remainder of the lesson plan and make minor changes.

**MOTION:** John Dyess moved that the subcommittee vote via email on the revised lesson plan after Barbara makes changes. Denise Smith seconded the motion; the motion passed unanimously.

#### **VI. Prone Self Defense Lesson Plan:** Information provided by Kevin Jeffries

Kevin explained that this lesson plan was revised based on a recommendation from the Staff Safety Advisory Committee (SSAC.) SSAC made its recommendation based on the information taught by Robert Thornton at the Safety Summit in December 2008. Kevin then proceeded to review the revised parts of the lesson plan with the subcommittee. He and Leslie Anderson explained and demonstrated the following techniques so that members could gain a

better understanding of them: High Tackle Defense, Low Tackle Defense, Prone Retreat, Thrust and Knees, and the Guard. Leslie explained in detail the theory behind Thrust and Knees. This technique was developed in response to questions from students, especially females, looking for alternate options when an attacker pins them on the ground.

**MOTION:** George Owens moved that the subcommittee accept the lesson plan with the minor changes noted and forward to COPE. Patrice Buzan seconded the motion; the motion passed unanimously.

**VII. Handcuffing and Searching Techniques Lesson Plan:** Information provided by Kevin Jeffries

Kevin explained that the present handcuffing technique has a lengthy stabilization phase that was of concern to approximately 50% of the lead instructors. He believed that SSAC should recommend to the Committee on Probation that probation departments create policies mandating two officer arrests. He then proceeded to demonstrate the two-officer handcuffing technique for the subcommittee. The members then asked Kevin and Leslie questions regarding handcuffing techniques, as well as two-officer handcuffing techniques, to better understand the language in the lesson plan.

Scott asked that in the future, any edited portions of the lesson plan be hi-lighted to expedite the lesson plan review process.

**MOTION:** George Owens moved that the subcommittee accept the lesson plan with the minor changes noted and forward to COPE. John Dyess seconded the motion; the motion passed unanimously.

Discussion: The members further discussed how the change in philosophy of promoting two officer arrests would be presented to COP and SSAC.

**VIII. New Business:** Information provided by Kevin Jeffries

Kevin said that, when asked, most lead instructors were in favor of eliminating OC exposure to students during Defensive Tactics. The current delivery method used (under eye swabs) does not allow officers to experience a respiratory effect, but rather just a minimal burning sensation of the eye. In a true life scenario, it would be more beneficial to the officer to know their body's respiratory reaction to OC. Scott suggested that members research the topic at their own departments and then be prepared to discuss their findings at the next meeting.

**IX. Adjourn**

Scott moved to adjourn the meeting.

Respectfully submitted,

Kensley B. Gonzales