

**AGENDA**  
**MUNICIPAL POLICE TRAINING COUNCIL**  
242<sup>th</sup> Meeting  
June 6, 2018 at 10:00 am

NYS Division of Criminal Justice Services  
Alfred E. Smith Building  
80 South Swan Street-1<sup>st</sup> Floor Crimestat Conference Room  
Albany, New York

**ACTION / APPROVAL ITEMS**

- |  |   |
|--|---|
| 1. <b>Introductory Remarks - Introductions -Adoption of Agenda – Approval of 241<sup>st</sup> Meeting Minutes</b>  | <b>Chairman Spike</b>   |
| 2. <b>Basic Course for Police Officers – Updates</b> <ul style="list-style-type: none"><li>• <b>Parts 1-A; 1-B; 1-C Administration of Justice- Introductory Sections</b></li><li>• <b>Part 2-B Discretionary Powers</b></li><li>• <b>Raise the Age Updates</b></li><li>• <b>Traffic Stops</b></li><li>• <b>Part 5-A Intoxication</b></li></ul> | <b>Bert Bouchey<br/>Daniel Nedwell<br/>Joshua Vinehout<br/>Michael Puckett<br/>Matthew Slater</b> |
| 3. <b>Defensive Tactics Instructor Course</b>  | <b>Daniel Nedwell</b>   |
| 4. <b>Fundamental Crisis Intervention Skills Training for Law Enforcement Instructor Course</b>  | <b>Raná Meehan</b>  |
| 5. <b>Recording Custodial Interrogations Model Policy Update</b>   | <b>Joshua Vinehout</b>  |
| 6. <b>Police Narcotics Detection Canine Certification</b>  | <b>Michael<br/>McDonough</b>  |

**INFORMATIONAL / UPDATE ITEMS**

- |   |                        |
|---|------------------------|
| 1. <b>Regulation Amendment Updates</b>                        | <b>Natasha Harvin</b>  |
| 2. <b>Persons with Disabilities Training and Model Policy</b> | <b>Joshua Vinehout</b> |

**NEW BUSINESS**

**Next Meeting: September 5, 2018**

**Minutes of the 241<sup>st</sup> Meeting  
New York State Municipal Police Training Council  
March 30, 2018**

NYS Division of Criminal Justice Services  
CrimeStat Room #118  
Alfred E. Smith State Office Building  
80 South Swan Street  
Albany, New York

**Council Members Present**

Chairman Ronald Spike, Yates County Sheriff's Office  
Commissioner R. Bruce McBride (Ret.), State University of New York Police  
Chief Timothy Parisi, Ilion Police Department, representing  
New York State Association of Chiefs of Police  
David Zack, Cheektowaga Police Department, representing  
New York State Association of Chiefs of Police  
Director John Klofas, Rochester Institute of Technology  
George Beach II, Superintendent, New York State Police

**DCJS Staff Present**

Michael Green, Executive Deputy Commissioner  
Michael Wood, Deputy Commissioner  
Gerald Mollen, Deputy Commissioner  
Natasha Harvin, Associate Attorney  
Justin Mason, Deputy Director of Public Information

**OPS Staff Present**

Johanna Sullivan, Director  
Joshua Vinehout, Supervisor of Public Safety Programs  
David Mahany, Associate Training Technician (Police)  
Scott Neff, Associate Training Technician (Police)  
Molly Bates, Associate Training Technician (Police)  
Michael-Sean Spence, Special Assistant  
Tom Canning, Associate Training Technician (Police)  
Michael Puckett, Senior Training Technician (Police)  
Daniel Nedwell, Senior Training Technician (Police)  
Frank Galerie, Senior Training Technician (Police)  
Bert Bouchey, Senior Training Technician (Police)  
Matthew Slater, Associate Training Technician (Police)  
Alison Floyd, Criminal Justice Program Representative (Admin)  
Gabe Marruso, Criminal Justice Program Representative (Admin)  
Sara Dean, Criminal Justice Program Representative (Admin)  
Hillary McGrath, Criminal Justice Program Representative 2  
Matthew Griffin, Senior Training Technician (Police)  
Carli Brand, Office Assistant 1 (Keyboarding)

**Guests**

Theresa Shortell, Chief, New York City Police Department  
Patricia Groeber, Deputy Superintendent, New York State Police  
Thomas Mitchell, New York State Sheriffs' Association

## **Opening Remarks**

The 241<sup>st</sup> session of the NYS Municipal Police Training Council (MPTC) commenced at 9:40 a.m. with Chairman Ronald Spike leading those in attendance in the Pledge of Allegiance. Chairman Spike asked for a moment of silence to honor those who have lost their lives while serving in public safety.

## **ACTION/APPROVAL ITEMS**

### **#1 – Adoption of Agenda and Approval of 240<sup>th</sup> Meeting Minutes**

There was a motion made by **Chief Parisi** to adopt the 241st meeting agenda, and second by **Commissioner McBride**; the motion was unanimously approved. **Superintendent Beach** then made a motion to approve the 240th meeting minutes; the motion was seconded by **Commissioner McBride**, and was unanimously approved.

### **#2 – Patrol Rifle Course**

Matthew Griffin of the Office of Public Safety presented to the Council updates to the Patrol Rifle Course, which was originally approved on March 5, 2014. It is a two-day course designed to train officers who have already qualified in initial firearms training at the academy to receive training in the handling of patrol rifles. Mr. Griffin proposed to the Council an additional learning objective requiring students to describe the circumstances that require the immediate transition from a patrol rifle to a handgun – a similar objective to what is already included in the SWAT Operator Course. In addition, the terms “low-ready” and “high-ready” positions were further defined in the course for clarification and the patrol rifle evaluation course was modified to increase efficiency in the delivery of the qualification course.

**Motion:** Approve the inclusion of the new learning objective and the revised patrol rifle evaluation course as the minimum standard of instruction for all Patrol Rifle courses beginning on or after March 30, 2018.

**Commissioner McBride** made a motion to approve the curriculum as submitted with a second by **Superintendent Beach**. The motion was passed by unanimous vote.

### **#3 – SWAT Operator Course**

Matthew Griffin of the Office of Public Safety presented to the Council, for their review and approval, the addition of Patrol Rifle Course learning objectives in section 13 of the Swat Operator Course. The inclusion of the learning objectives will allow for students of the SWAT Operator course to receive both a Patrol Rifle course completion certificate and a SWAT Operator course completion certificate. Currently, agencies must submit separate curriculum content forms to become separately certified for each course.

**Motion:** Approve the inclusion of Patrol Rifle course objectives in the SWAT Operator Course for issuance of both course completion certificates upon satisfactory completion of the SWAT Operator Course for all SWAT Operator Courses beginning on or after March 30, 2018.

**Superintendent Beach** made a motion to approve the curriculum as submitted with a second by **Chief Parisi**. The motion was passed by unanimous vote.

#### **#4 – Latent Fingerprint Training and Certification Process**

Commissioner Michael Green of the Division of Criminal Justice Services presented to the Council for their approval the discontinuation of the issuance of MPTC training certificates for Latent Print Processing and Equivalency – Level 1, Advanced Latent Print Processing – Level 2, Certified SABIS Latent Print Examiner Course – Level 3, and Certification of Prospective and Current Latent Fingerprint Examiners AND SABIS Latent Fingerprint Examiners. Experts in the forensic science field determined the content of the trainings are outdated, leading to the decision to discontinue the issuance of MPTC training certificates for these courses and move certification of fingerprint examiners to a forensic science field to be overseen by the Latent Fingerprint Unit. Current certifications provided through DCJS will remain valid.

**Motion:** Discontinue the issuance of MPTC training certificates for Latent Print Processing and Equivalency – Level 1, Advanced Latent Print Processing – Level 2, Certified SABIS Latent Print Examiner Course – Level 3, and Certification of Prospective and Current Latent Fingerprint Examiners AND SABIS Latent Fingerprint Examiners.

**Chief Parisi** made a motion to approve the curriculum as submitted with a second by **Superintendent Beach**. The motion was passed by unanimous vote.

#### **#5 – Basic Course for Police Officers Update**

##### **Part 7-F Basic Crash Management**

Matthew Slater of the Office of Public Safety presented to the Council the updated block of instruction in the Basic Course for Police Officers titled Basic Crash Management and Reporting- Part 7, Section F. The course length will remain at 14 hours, and the number of objectives of the course have been reduced from 24 to 13. An appendix has been added to the curriculum with optional training beyond the 14 required hours. The curriculum places additional emphasis on proper completion of the MV-104A form and accurate recording of the evidence found at crash scenes. Additionally, crash exercises have been added which describe crash scenarios officers may encounter. The academy may use their own examples relevant to their counties or towns.

**Motion 1:** Approve Basic Crash Management and Reporting- Part 7, Section F as the minimum standard of instruction in the Basic Course for Police Officers or equivalent and Campus Public Safety Officer Course and require all instructors teaching this section to be at minimum a General Topics Instructor and possess 70 or more documented hours of formal training in accident investigations equal to or exceeding training offered by the Office of Public Safety.

**Superintendent Beach** made a motion to approve the curriculum as submitted with a second by **Chief Zack**. The motion was passed by unanimous vote.

**Motion 2:** All employers and academies conducting the Basic Course for Police Officers and Campus Public Safety Officer Course beginning on or after September 1, 2018 must utilize the newly approved curriculum.

**Commissioner McBride** made a motion to approve the curriculum as submitted with a second by **Chief Zack**. The motion was passed by unanimous vote.

#### **#6 – Recording Custodial Interrogations Model Policy**

Michael-Sean Spence of the Office of Public Safety presented to the Council updates made to the Recording Custodial Interrogations Model Policy, which was approved by the Council on December 4, 2013. In 2017, Section 60.45 of the New York State Criminal Procedure Law (CPL), and section 344.2 of the New York State Family Court Act (FCA), was amended to require the video recording of custodial interrogations conducted by a public servant at a detention facility when the interrogation involves a qualifying offense.

Mr. Spence then explained, using a copy of the policy, the updates that have been made. In the “Definitions” section of the policy, the definition of “detention facility” was added to comply with CPL 60.45. The “Qualifying Offenses” section of the policy was updated to include “All A-II felonies codified in Sections 130.95 and 130.96 of the New York State Penal Law.”

In the “Exceptions” section of the policy, three exceptions were added: “Statements that are made in response to questions that are routinely asked during arrest processing”; “Statements that are made spontaneously and are not in response to police questioning”; and “If it is law enforcement’s reasonable belief that such recording would jeopardize the safety of any person or reveal the identity of a confidential informant”. Finally, the “Juveniles” section of the policy was amended to read: “Questioning of youth must take place in age-appropriate settings, so that juveniles (over seven and less than seventeen years old as of October 1, 2018, over seven and less than eighteen years old as of October 1, 2019) and adults can be questioned in the recording room, the room may also be designated a juvenile room, where practical”, in accordance with Raise the Age requirements.

**Motion:** Adopt the amended MPTC Recording Custodial Interrogations Model Policy to replace the current MPTC Recording Custodial Interrogations Policy.

**Sheriff Spike** made a motion to approve the curriculum as submitted with a second by **Superintendent Beach**. The motion was passed by unanimous vote.

### **#7 – Instructor and Course Director Regulation Amendments**

Michael-Sean Spence of the Office of Public Safety presented to the Council proposed amendments to New York State Codes, Rules, and Regulations (NYCRR), Sections 6018-6026. Following passage, these amendments will strengthen DCJS’ compliance efforts and ensure MPTC courses are taught in accordance with the Council’s standards statewide. Mr. Spence explained the three main goals of the proposal are to: 1) Create a “course director” designation and training course that will allow the Council to certify and train individuals who administer MPTC course offerings; 2) Develop a systematic approach for suspension and revocation for the Division, while securing due process for certified instructors and directors via a hearing process administered by the Council; and 3) Clarify ambiguous portions of the regulations, including: certifying completion of MPTC approved courses versus certifying attendance at non-MPTC courses, requiring course directors to maintain records, defining who may administer approved courses, and requiring inclusion of the course director on curricula submitted to the division for approval.

Mr. Spence explained to the Council that in accordance with the regulation amendments, there is a revocation and a suspension process. Upon a cause of action, the Commissioner of the Division of Criminal Justice Services will send a written notice to the individual outlining the intent to revoke, and/or suspend a certification.

In regard to the revocation process, the instructor has 15 days to request a hearing, upon which the agency Commissioner will inform the Council of the request. The hearing will be held at the next Council meeting, or a special meeting. Written notice to appear will be mailed to the instructor or director in question. Following private deliberation after the meeting, the Council will forward their recommendation to the Commissioner. Within 90 days, the Commissioner will issue the final decision, based on information at the meeting and any additional facts. The hearings will be conducted in accordance with the State Administrative Procedure Act, and the instructor/director in question will have a right to counsel.

After explaining the revocation process, Mr. Spence then went on to cover the suspension process. In the case of a suspension, the instructor or director may be charged with a misdemeanor or felony. The individual will receive a letter from the Commissioner notifying them of suspension pending a disposition. This process requires no Council involvement. If a conviction occurs, the Division will proceed to the revocation process. If there is no charge for cause of action, the Commissioner may notify the individual at his discretion. The individual may then respond in writing of actions taken to correct the misconduct. The Commissioner may then end the suspension at his discretion, or continue to the revocation process with Council involvement.

Mr. Spence concluded by informing the Council that complaints currently received by the Division have been investigated by Office of Public Safety staff.

**Motion 1:** Approve and recommend to the Governor and Commissioner amendments to sections 6018 - 6026 of the New York State Codes, Rules and Regulations.

**Superintendent Beach** made a motion to approve the curriculum as submitted with a second by **Commissioner McBride**. The motion was passed by unanimous vote.

**Motion 2:** Adopt the hearing procedures as set forth in amended sections 6023 and 6024 of the New York State Codes, Rules and Regulations, effective immediately, regarding the revocation of instructor certifications.

**Commissioner McBride** made a motion to approve the curriculum as submitted with a second by **Dr. Klofas**. The motion was passed by unanimous vote.

## INFORMATIONAL/UPDATE ITEMS

### #1 Regulation Amendment Updates

Natasha Harvin of the Division of Criminal Justice Services reported there are still no updates on the status of the regulatory amendments to Title 9 of the Compilation of Codes, Rules, and Regulations of the State of New York Parts 6020; 6024; 6025.

### #2 – Raise the Age Future Training Updates

Joshua Vinehout of the Office of Public Safety provided the Council with updates being made to the training curriculum as a result of the new Raise the Age legislation. Mr. Vinehout explained to the Council that the legislation has now increased the age of criminal responsibility in New

York State to 18 years old. As a result, a new classification has been developed called “Adolescent Offenders”, which are 16 and 17 year olds charged with felonies. These adolescents will subsequently be removed from adult incarceration environments under the new legislation.

The legislation has two phases: beginning on October 1, 2018; 16 year-old offenders; and 17 year-old offenders on October 1, 2019, will be considered adolescent offenders. Felony cases will originate in a newly established Youth Part with most being transferred to Family Court. Mr. Vinehout informed the Council that the Office of Public Safety is currently collaborating with other program areas in the Division of Criminal Justice Services in order to update law enforcement on the new legislation. Updates to the Basic Course for Police Officers to reflect the new law will be presented to the Council at the upcoming June 6, 2018 meeting. The Office of Public Safety is also working with the State Commission on Corrections to review and update county corrections courses. The Police and Corrections Supervision courses will also be evaluated to determine if content regarding the new legislation will need to be added. Mr. Vinehout informed the Council that any further updates after the June meeting will be presented to the Council on September 5, 2018 before the legislation takes effect.

### **#3 – 9 NYCRR Part 6056 – Decertification**

Deputy Commissioner Michael Wood of the Office of Public Safety presented to the Council feedback received regarding the decertification process pursuant to 9 NYCRR Part 6056. He provided an overview of the adoption of Part 6056 in the fall of 2016 by the MPTC, defining removal for cause of local police and peace officers and invalidating their MPTC issued training certificates as fulfilled by law. He also provided background on a later amendment to the regulation to incorporate legal issues with respect to local laws, state laws, and collective bargaining agreements as defined in Section 75 of the Civil Service law, which outlines disciplinary actions.

Deputy Commissioner Wood then presented to the Council for their consideration concerns expressed by the Tuttle law firm in September and October 2017 regarding decertification. The first concern, regarding the disciplinary procedures of Section 75 of the Civil Service law and preference for mandatory binding arbitration was deemed to be outside the purview of the Council. The second concern is in regard to the definition of “removal for cause.” The firm requested the MPTC to consider amending Section 6056.2(g) to remove “resignation or retirement clause” whereupon if an action was brought seeking termination of a police or peace officer and the officer retired or resigned after that action had been initiated, then the officer’s MPTC basic course certificate would be invalidated in the registry. Instead, the law firm requested the Council to create a separate “resigned while disciplinary charges seeking termination were pending” clause to indicate the officer resigned while disciplinary charges were pending and would still be able to maintain their police and peace officer basic certificate while alerting the potential employer to make an inquiry and determination about the circumstance giving rise to the officer’s resignation. Deputy Commissioner Wood explained to the Council that this change would allow for the MPTC-issued certificate of the officer to remain valid, thereby fundamentally changing the original regulation. He added that to date, there has been 230 police and peace officers that have been decertified under the “resignation or retirement clause.” The Council did not take any further action after a lengthy discussion ensued among Council members and DCJS to review the original intent of the clause designed to address incompetence and/or misconduct and provide a framework to existing law.

**New Business**

The Council briefly discussed the recent influx of the use of fentanyl and the in-service training on the topic being facilitated by the Office of Public Safety. Sheriff Spike shared that some users have been taking Vivatrol, an opioid oppressor. Users have been taking Vivatrol in the form of a shot, upon being released from jail, and later transition to taking the drug in pill form. Sheriff Spike stated it has proven highly effective thus far for those who use it.

There being no further business, the 241<sup>st</sup> session of the Municipal Police Training Council came to a close at 11:10 a.m., **with a motion to adjourn by Chief Parisi and a second by Sheriff Spike.** The motion was unanimously approved.

**NEXT MEETING: June 6, 2018 @ 10:00 a.m.**

**NYS Division of Criminal Justice Services  
Alfred E Smith State Office Building  
1<sup>st</sup> Floor Conference Room  
80 South Swan Street  
Albany, NY 12210**



**NYS Municipal Police Training Council  
242nd Meeting  
June 6, 2018**

**Action Item #2A**

**Administration of Justice Curriculum**

The Office of Public Safety will present to the Council for their review and approval revisions made to the Administration of Justice – Part 1 Sections A, B and C of the Basic Course for Police Officers. This 4-hour section has been revised to include the addition of new Federal and New York State agencies and removal of agencies that no longer exist. Part 1 Section C – Adjudicatory Process and Court Structure Civil & Criminal curriculum outline has been updated to include the new Youth Part of the Superior Court which now has preliminary jurisdiction over Adolescent Offenders. There are no changes to learning objectives and hours of this component of the introductory section to the Basic Course for Police Officers. The requirement to be a General Topics Instructor to teach these introductory sections remains.

**Learning Objectives:**

Part 1 Section A – Introduction to Criminal Justice

1. Identify the three major components of the criminal justice system.
2. Identify the seven major goals of the criminal justice system.
3. Identify the five primary goals of the law enforcement component of the criminal justice system.
4. Identify the four primary goals of the judicial component of the criminal justice system.
5. Identify the four primary goals of the corrections component of the criminal justice system.

Part 1 Section B – Jurisdiction and Responsibilities of Law Enforcement

1. The three categories of law enforcement responsibilities and tasks.
2. The eight principles of law enforcement agency organization.
3. The reasons for adherence to and the consequences of failing to act in accordance with the chain of command.
4. The reasons for having and adhering to agency policies, procedures and directives provided by supervision.
5. The basis for authority and the authority of:
  - a. Police Officers.

- b. Peace Officers.
- 6. Recognize the jurisdictional authority of police and peace officers.
- Part 1 Section C – Adjudicatory Process and Court Structure – Civil and Criminal
- 1. The legal jurisdiction and authority of the courts located within the New York State court system.

**Motion:** Require the use of the updated Administration of Justice sections as the minimum standard of instruction for all employers and academies conducting the Basic Course for Police Officers or equivalent, Specialized Investigator Course and Campus Public Safety Officer Course beginning on or after September 1, 2018.

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June 6, 2018**

**Action Item #2B**

**Discretionary Powers Curriculum**

The Office of Public Safety will present to the Council for their review and approval the updated block of instruction in the Basic Course for Police Officers titled Discretionary Powers, Part 2 – Section B. This section provides instruction and discussion relative to discretionary powers of police officers. Coverage includes the ability to reason clearly, make logical decisions, and apply powers fairly and equitably. Emphasis on the impact and potential repercussions arising from the use of these powers is essential. Hours, learning objectives, and requirement to be a General Topics Instructor to present the material remain unchanged.

**Learning Objectives:**

Upon completion of instruction the student will be able to:

1. Identify four factors which influence discretion.
2. Identify four practical considerations in the use of discretion.
3. Provide an example of how rigidity in decision making can be an injustice to the public as well.

**Motion:** Require the use of the updated Discretionary Powers curriculum as the minimum standard of instruction for all employers and academies conducting the Basic Course for Police Officers or equivalent, Basic Course for Peace Officers, Specialized Investigator Course and Campus Public Safety Officer Course beginning on or after September 1, 2018.

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242nd Meeting  
June 6, 2018**

**Action Item #2C**

**Raise the Age Curriculum Updates**

The Office of Public Safety will present to the Council, for their review and approval, Raise the Age updates made to the Basic Course for Police Officers.

**Part 3 Section D** – New York State Juvenile Law and Procedures has been amended to now read New York State Juvenile and Adolescent Law and Procedure. The hours remain the same at six (6) however several objectives have been amended to include the new Adolescent Offender (AO) category.

Upon completion of instruction, the student should be able to identify:

1. Restrictions on places and conditions of confinement of juveniles and adolescents.
2. Legal restrictions on fingerprinting, photographing, and maintenance of arrest information on juveniles and adolescents.
3. Legal restrictions on criminal prosecution of juveniles and adolescents
4. Proper procedures to investigate disorderly juveniles and adolescents.
5. Proper handling of juveniles and adolescents while on school grounds.
7. Proper procedures to be followed in apprehending and processing a juvenile delinquent/offender and adolescent offender.
9. Proper procedures and actions to follow when dealing with juveniles and adolescents.
16. Unique characteristics of juvenile and adolescent offenders.
17. Attributes of an officer who is effective in dealing with juveniles and adolescents.

**Part 3 Section A** – New York State Penal Law Offenses curriculum outline has been amended to include updated content defining the age of responsibility for violations, misdemeanors, and felony offenses related to infancy, juvenile offender and adolescent offender status. The hours (16) and objectives remain the same.

**Part 4 Section H** – Arrest Processing curriculum outline has been updated to train officers that Adolescent Offenders may not be fingerprinted for a misdemeanor other than a Vehicle and Traffic Law misdemeanor. There are no changes to the learning objectives and hours (5) of the curriculum.

**Motion 1:** Approve amendments to Part 3 Section D – New York State Juvenile Law and Procedures to now read New York State Juvenile and Adolescent Law and Procedures as well as the proposed learning objectives to reflect the new category of Adolescent Offenders.

**Motion 2:** Require all employers and academies conducting the Basic Course for Police Officers or equivalent, Basic Course for Peace Officers, Campus Public Safety Officer Course and Specialized Investigator Course where these sections are established as

minimum standards of instruction to begin using the new material for courses beginning on or after September 1, 2018.

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**Action Item #2D**

**Vehicle Stops and Traffic Enforcement Curriculum**

The Office of Public Safety will present to the Council for their review and approval revisions made to the sections related to traffic enforcement and traffic stops. This new curriculum represents a combination of former sections 4P – Traffic Enforcement and 4I – Professional Traffic Stops into one section, to be renamed Vehicle Stops and Traffic Enforcement and adds 2 hours of instructional time (from the combined previous total) for additional required exercises.

**Learning Objectives:**

Upon completion of this section, the student will be able to:

1. Define traffic law enforcement.
2. Define selective enforcement and its relationship to community oriented policing and problem solving.
3. Identify actions an officer may take in response to a vehicle and traffic law violation.
4. Identify the proper procedures to interact with the operator and/or occupants of a stopped vehicle.
5. Identify the steps involved in ascertaining the validity and authenticity of a driver's license, vehicle registration and insurance identification card.
6. Properly complete a simplified traffic information within a specified period of time.
8. Recognize the circumstances when a custody arrest is authorized for a vehicle and traffic offense
9. Demonstrate proper procedures to effect a vehicle stop and interact with the vehicle operator and passengers.

**Motion 1:** Combine the former section 4P – Traffic Enforcement and 4I – Professional Traffic Stops into one section, to be renamed Vehicle Stops and Traffic Enforcement and approve the learning objectives and 11 hours of instruction to be delivered by a General Topics Instructor as the minimum standard of instruction.

**Motion 2:** Require the use of the new Vehicle Stops and Traffic Enforcement curriculum for all employers and academies conducting the Basic Course for Police Officers or equivalent and Campus Public Safety Officer Course beginning on or after September 1, 2018.

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**Action Item #2E**

**Intoxication Curriculum**

The Office of Public Safety will present to the Council for their review and approval the updated block of instruction in the Basic Course for Police Officers titled Intoxication Part 5, Section A. This section covers the lawful authority of police officers in handling persons intoxicated, impaired, or incapacitated by alcohol and/or substances. The hours have been reduced from two to one and the learning objectives have been updated to reflect the changes in the Mental Hygiene Law. The requirement to be a General Topics Instructor remains the same.

**Training Objectives:**

Upon completion of instruction the student will be able to:

1. Define the scope of a police officer's legal authority for handling persons intoxicated or impaired by alcohol and/or substances and persons incapacitated by alcohol and/or substances.
2. Identify procedures to follow to detain and refer persons intoxicated or impaired by alcohol and/or substances and persons incapacitated by alcohol and/or substances to treatment.
3. Define the differences between a person intoxicated or impaired by alcohol and/or substances, and a person incapacitated by alcohol and/or substances pursuant to New York State Mental Hygiene Law.

**Motion 1:** Approve the one-hour Intoxication - Part 5, Section A curriculum as the minimum standard of instruction in the Basic Course for Police Officers and require all instructors teaching this section to be at minimum a General Topics Instructor.

**Motion 2:** All employers and academies conducting the Basic Course for Police Officers or equivalent beginning on or after September 1, 2018 must utilize the newly approved curriculum.

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**Action Item #3**

**Defense Tactics Instructor Course**

The Office of Public Safety will present to the Council, for their review and adoption a Defensive Tactics Instructor Course. The purpose of this course is to prepare instructors to safely instruct defensive tactics training in an effective manner. The course focuses on a principle based approach to defensive tactics. All tactics conducted in the training will be grounded in one or more of the four foundational principles of maintaining mobility, creating angles, engaging or disengaging and transitioning.

<b>Defensive Tactics Instructor Course</b>	<b>Hours</b>
<b>Total Practical Hours:</b> Topics such as but not limited to Punch Defense, Takedowns, Ground Escapes, Ground Control, Weapon Retention, Weapons Defense covered	45.5
<b>Total Lecture/Classroom Hours:</b> Topics such as but not limited to Adult Learning Theories, I Method of Coaching, Use of Force, Equipment and Safely Conducting Training are covered.	12.5
<b>Teach Backs Tactics:</b> Each student must conduct 2 teach backs <b>Teach Back Drills:</b> Every student will conduct 1 resistance drill as part of an instructor group	Required Time Based on number of students
<b>Minimum Required Instructional Hours Total + Teach Backs</b>	58 total +Teach Backs

**Motion One:** Approve the Municipal Police Training Council Defensive Tactics Instructor Course as the minimum course of instruction to be certified as an MPTC Defensive Tactics Instructor.

**Motion Two:** Require all instructors teaching defensive tactics at the Basic Course for Police Officers or equivalent, Basic Course for Corrections Officers, Campus Public Safety Officers, Basic Course for Peace Officers, and Specialized Police Investigator Course to be MPTC-approved Defensive Tactics Instructors effective September 1, 2018.

**Motion Three:** Approve the issuance of MPTC certificates to the students who completed Defensive Tactics Instructor pilot courses and those who completed the 2 Day Defensive Tactics Instructor Refresher Course.



Lesson Title:  
**Introduction and Orientation**

Section:  
**1**

Prepared by:  
**NYS DCJS Office of Public Safety**

Approved by:  
**NYS Municipal Police Training Council**

Instructor:

Method of Presentation:  
**Lecture**

Date Prepared:  
**06/2018**

Duration:  
**1.5 Hour**

Instructional Objectives:

**Upon completion of this section, the student will be able to:**

- 1. Explain the overall goal of the course.**
- 2. Explain the requirements for successful completion of the course.**
- 3. Reporting training to DCJS**

Instructor References

**Instructor Manual**  
**Computer Slide Presentation**

Training Aids/Supplies/Equipment:

**Class Roster**  
**Course Manual**

Lesson Title:

**Adult Learners & I Method of Coaching**

Section:

**2**

Prepared by:

**NYS DCJS Office of Public Safety**

Approved by:

**NYS Municipal Police Training Council**

Instructor:

Method of Presentation:

**Lecture**

Date Prepared:

**06/2018**

Duration:

**1.5 Hour**

Instructional Objectives:

**Upon completion of this section, the student will be able to:**

- 1. List 3 barriers to communication each for the student and the instructor.**
- 2. List and describe the 4 phases in the I Methods of coaching**
- 3. Describe the basic concept of the Socratic Method**
- 4. Define resistance training.**

Instructor References

**Instructor Manual**

**Computer Slide Presentation**

Training Aids/Supplies/Equipment:

**Student Manual**

Lesson Title:  
**Equipment & Safely Conducting**

Section:  
**3**

Prepared by:  
**NYS DCJS Office of Public Safety**

Approved by:  
**NYS Municipal Police Training Council**

Instructor:

Method of Presentation:  
**Lecture**

Date Prepared:  
**06/2018**

Duration:  
**0.5 Hours**

Instructional Objectives:

**Upon completion of this section, the student will be able to:**

- 1. List 4 of the 6 pieces of equipment needed to conduct this course.**
- 2. List 3 potential hazards that can be identified in a training space.**
- 3. Identify those allowed to stop a drill for safety reasons.**
- 4. Identify the staff position who holds the primary responsibility for communicating with the trainee**
- 5. Identify why it is important to conduct a wellness check at the end of the training day.**

Instructor References

**Instructor Manual**  
**Computer Slide Presentation**

Training Aids/Supplies/Equipment:

**Student Manual**

Lesson Title:

**Use of Force Review**

Section:

**4**

Prepared by:

**NYS DCJS Office of Public Safety**

Approved by:

**NYS Municipal Police Training Council**

Instructor:

Method of Presentation:

**Lecture**

Date Prepared:

**06/2018**

Duration:

**1 Hour**

Instructional Objectives:

**Upon completion of this section, the student will be able to:**

- 1. Describe the objective standard used to test the constitutionality of police use of force.**
- 2. List the 3 elements of the imminent danger threat assessment.**

Instructor References

**Instructor Manual**

**Computer Slide Presentation**

Training Aids/Supplies/Equipment:

**Student Manual**

Lesson Title:

**Communication & Decision Making**

Section:

**5**

Prepared by:

**NYS DCJS Office of Public Safety**

Approved by:

**NYS Municipal Police Training Council**

Instructor:

Method of Presentation:

**Lecture**

Date Prepared:

**06/2018**

Duration:

**1 Hour**

Instructional Objectives:

**Upon completion of this section, the student will be able to:**

- 1. List the four verbal tactics utilized for defensive tactics.**
- 2. List the four steps of Boyd's OODA loop**
- 3. Describe the roles of the contact officer and the cover officer**
- 4. List the 5 possible pre-assault posture indicators**
- 5. List the 4 differences between an officer and subject that could influence their decision making.**

Instructor References

**Instructor Manual**

**Computer Slide Presentation**

Training Aids/Supplies/Equipment:

**Student Manual**

Lesson Title:  
**Principles of Defensive Control**

Section:  
**6**

Prepared by:  
**NYS DCJS Office of Public Safety**

Approved by:  
**NYS DCJS Office of Public Safety**

Instructor:

Method of Presentation:  
**Lecture**

Date Prepared:  
**06/2018**

Duration:  
**1 Hour**

Instructional Objectives:

**Upon completion of this section, the student will be able to:**

- 1. List and explain the 4 foundational principles of defensive control training.**
- 2. List the 2 goals of a law enforcement officer in a combative encounter.**
- 3. Understand the importance of reinforcing the foundational principles in all hands-on use of force training.**

Instructor References

**All instructors should have the digital compliment to this training containing videos and images of the tactics.**

**Where ever the following symbols are present, a corresponding video can be found in the accompanying digital materials.**



- Denotes accompanying video



- Denotes accompanying image



- Denotes accompanying video or possible drill

Training Aids/Supplies/Equipment:

Lesson Title:  
**Defensive Control Techniques**

Section:  
**7**

Prepared by:  
**NYS DCJS Office of Public Safety**

Approved by:  
**NYS DCJS Office of Public Safety**

Instructor:

Method of Presentation:  
**Practical**

Date Prepared:  
**06/2018**

Duration:  
**45 Hours**

Instructional Objectives:

**Upon completion of this section, the student will be able to:**

- 1. Demonstrate through practical application the open, ready and defensive stances.**
- 2. Demonstrate through practical application a rear, front and side breakfall.**
- 3. Demonstrate through practical application the defensive standup, combat get-up, barrier walk and wedge get up.**
- 4. Demonstrate through practical application the basic grab control technique.**
- 5. Demonstrate through practical application 3 types of pressure points.**
- 6. Demonstrate through practical application the use of barriers, sprawl, clinch and hips in with barrier as methods of takedown defense tactics.**
- 7. Demonstrate through practical application the hip bump escape, scissor sweep escape, mount escape and choke escape.**
- 8. Demonstrate through practical application 3 striking techniques.**
- 9. Demonstrate through practical application 3 kicking techniques.**
- 10. List the appropriate target areas for baton strikes.**
- 11. Demonstrate through practical application a baton jab and angle strike.**
- 12. List the four C's of punch defense.**
- 13. Demonstrate through practical application the full shell and half shell punch defense.**
- 14. Demonstrate through practical application lateral head displacement.**
- 15. Demonstrate through practical application single unit ground control through knee on top.**
- 16. Demonstrate through practical application the rolling over of a subject from his back to his stomach while maintaining knee on top control.**
- 17. Demonstrate through the practical application two unit ground control through the use of the leg anchor, leg staple and figure four leg lock.**
- 18. Demonstrate through practical application how to perform segmenting on a subject on the ground.**
- 19. Demonstrate through practical application the wrist weave, hug arm bar, T-position and double underhooks/body lock takedowns.**

20. Demonstrate through practical application a takedown of a combatively resistant subject utilizing a full shell defense.
21. Demonstrate through practical application a two unit takedown.
22. Demonstrate through practical application the retention of a gun in the holster both standing and on the ground.
23. Demonstrate through practical application the retention of a gun out of the holster utilizing the C.U.T. method.
24. Demonstrate through practical application the retention of a long gun through the use of the C.O.R.R. method.
25. Demonstrate through practical application weapons defense of a gun and knife through the utilization of the I.C.A.T. technique.
26. Demonstrate through practical application the shoulder pin restraint.

#### Instructor References

**All instructors should have the digital compliment to this training containing videos and images of the tactics.**

**Where ever the following symbols are present, a corresponding video can be found in the accompanying digital materials.**



- Denotes accompanying video



- Denotes accompanying image



- Denotes accompanying video or possible drill

#### Training Aids/Supplies/Equipment:

**Instructors should furnish mats, boxing gloves, red guns (pistol and long gun), strike pads, red knives**



Lesson Title:  
**Post Intervention Procedures**

Section:  
**8**

Prepared by:  
**NYS DCJS Office of Public Safety**

Approved by:  
**NYS DCJS Office of Public Safety**

Instructor:

Method of Presentation:  
**Practical Demonstration**

Date Prepared:  
**06/2018**

Duration:  
**2.5 Hours**

Instructional Objectives:

**Upon completion of this section, the student will be able to:**

- 1. List the 4 procedures that should take place after a physical altercation with a subject.**
- 2. Demonstrate through practical application cooperative subject handcuffing.**
- 3. Demonstrate through practical application handcuffing from a ground control position.**
- 4. Demonstrate through practical application how to properly frisk a subject.**
- 5. Demonstrate through practical application how to search a subject.**
- 6. Demonstrate through practical application escorting a subject using grab control and the wrist weave.**

Instructor References

**All instructors should have the digital compliment to this training containing videos and images of the tactics.**

**Where ever the following symbols are present, a corresponding video can be found in the accompanying digital materials.**



- Denotes accompanying video



- Denotes accompanying image



- Denotes accompanying video or possible drill

Training Aids/Supplies/Equipment:

Lesson Title:  
**Designing and Conducting Drills**

Section:  
**9**

Prepared by:  
**NYS DCJS Office of Public Safety**

Approved by:  
**NYS DCJS Office of Public Safety**

Instructor:

Method of Presentation:  
**Lecture/Practical**

Date Prepared:  
**06/2018**

Duration:  
**0.5**

Instructional Objectives:

**Upon completion of this section, the student will be able to:**

- 1. List the four different types of drills.**
- 2. List the four categories unscripted role players tend to fall into.**

Instructor References

**All instructors should have the digital compliment to this training containing videos and images of the tactics.**

**Where ever the following symbols are present, a corresponding video can be found in the accompanying digital materials.**



- Denotes accompanying video



- Denotes accompanying image



- Denotes accompanying video or possible drill

Training Aids/Supplies/Equipment:

Lesson Title:  
**Teach Backs**

Section:  
**10**

Prepared by:  
**NYS DCJS Office of Public Safety**

Approved by:  
**NYS DCJS Office of Public Safety**

Instructor:

Method of Presentation:  
**Practical Demonstration**

Date Prepared:  
**06/2018**

Duration:  
**Hours based on  
number of students  
enrolled in course**

Instructional Objectives:

**Upon completion of this section, the student will be able to:**

- 1. Prepare and deliver two topics of instruction to the class. Topics will be chosen by the Lead Instructor. Each teach back will last ten minutes.**
- 2. Prepare and deliver instruction to the class**

Instructor References

**All instructors should have the digital compliment to this training containing videos and images of the tactics.**

**Where ever the following symbols are present, a corresponding video can be found in the accompanying digital materials.**



- Denotes accompanying video



- Denotes accompanying image



- Denotes accompanying video or possible drill

Training Aids/Supplies/Equipment:

**NYS Municipal Police Training Council**  
**242nd Meeting**  
**June 6, 2018**

**Action Item #4**

**Fundamental Crisis Intervention Skills Training for Law Enforcement Instructor Course**

The Office of Public Safety will present to the Council, for their review and adoption the Fundamental Crisis Intervention Skills for Law Enforcement Instructor Course. The purpose of this course is to prepare instructors to instruct fundamental crisis intervention skills training in an effective manner. The course focuses providing recruit officers with the necessary training to effectively respond to a mental illness call with the goal of improving outcomes by reducing injuries to both the community member and officer and appropriately redirecting the person in crisis to local resources. The Fundamental Crisis Intervention Skills for Law Enforcement Instructor Course is 21 hours and currently is instructed by the NYS Office of Mental Health staff.

**Day 1- 7 hours**

**Orientation**

- Reminder to sign in on Office of Public Safety roster
- Introduction of course instructors
- Review of format of the 1 ½ day training
- Introduction of participants

**Introduction- 30 minutes**

- Background of Fundamental Crisis Intervention Skills for Law Enforcement and revision process
- Basic principles of this training program
  - Safety is a primary objective of and within the training
  - Goal is to help law enforcement become more effective and comfortable in interacting with Emotionally Distressed people (EDPs) – focus on use of good verbal skill and communication
    - Note change from Emotionally *Disturbed* to Emotionally *Distressed*
  - Participation in class activities, especially in scenarios is essential for skill building
    - Note change from *Role Plays* to *Scenarios*
- Basic layout of the training manual and supplemental materials
  - Discuss page set up
  - Use of *Handouts*
  - Officer's Guide and how to use it as supplement
  - List of national resources are provided; however, instructors should include and discuss local resources when presenting training
  - Review *References*
  - Review *Test*
  - Emphasize the need for further preparation by instructors after this course to adequately prepare for presentation of lecture, activities and scenario components
- Please note the following key changes
  - MPTC approved increase in hours from 14 to 20

- Increased number of activities and added new videos
- Added learning objectives and outcomes to each section
- Added best practices
- Revised and added new scenarios
- Revised test and Officer's Guide
- Removed "Officer Wellness" which will become a stand-alone module from DCJS in the future

### **Module Review**

Essential steps in review of each module

1. Review the Learning Objectives
2. Review the Learning Outcomes
3. Review material as it should be instructed
4. Show the videos related to each module
5. Demonstrate exercises and activities in each module

### **For Specific Modules**

Each Module should be reviewed with an emphasis placed on the indicated points for each Module.

### **Module 1: Introduction – 60 minutes**

#### **Key Points**

- Course goals
- Training methods (lecture, activities and scenario based skills practice)

#### **Materials and Exercises**

- Show Video/Audio Summary Slide 8

### **Module 2: Foundations of Mental Health – 60 minutes**

#### **Key Points**

- Learning objectives and outcomes
- Overview of mental health
- Overview of mental illness
- Overview of *De-institutionalization*
- Overview of *Universal Assumption of Trauma, ACES Study*
- Overview of *Community and Why Community Matters*

#### **Materials and Exercises**

- Do Activity Slide 5 *How do you view mental illness self-assessment activity?*
- Show Video/audio Slide 11 *Not a Specialty Topic*
- Show Video Slide 18 *Effects of Toxic Stress*
- Show Video Slide 26 *Officer Ferreira*
- Do Video Activity on Slide 27 *Officer Ferreira Video Activity*
- Do Activity Slide 31 *Call for a woman walking on a highway frontage*

### **Module 3: Indicators of Emotional Distress –75 minutes**

#### **Key Points**

- Learning objectives and outcomes
- Overview of Indicators of Emotional Distress

#### **Materials and Exercises**

- Show Video Slide 15 *Illogical Thoughts*
- Show Video Slide 17 *Unusual Speech Patterns*

Show Video Slide 20 *Mike -Indicators of Emotional Distress*

#### **Module 4: Other Factors of Emotional Distress - 75 minutes**

##### **Key Points**

- Learning objectives and outcomes
- Overview of Substance Use and Co-Occurring Disorders
- Overview of Excited Delirium
- Overview of Medical Conditions
- Overview of Situational Stress

##### **Materials and Exercises**

- Do Activity Slide 3 *What are the 4 Factors of Emotional Distress?*
- Do Activity Slide 4 *Why are Officers Called to Assist?*
- Do Activity Slide 7 *Why Do People Use Drugs?*
- Do Activity Slide 15 *Signs of Intoxication*
- Do Activity Slide 16 *Signs of Withdrawal*
- Do Activity Slide 29 *Other Medical Conditions*
- Do Activity Slide 45 *Some Examples of Situational Stress*

#### **Module 5: Legal Issues – 120 minutes**

##### **Key Points**

- Learning objectives and outcomes
- Overview of the section

##### **Materials and Exercises**

- Review Admissions Process Chart in Officers Guide
- Do Activity Slide 13
- Show Video Slide 24 *Applying the Mental Hygiene Law*

#### **Day 2- 7 hours**

#### **Module 6: Connection – 60 minutes**

##### **Key Points**

- Learning objectives and outcomes
- Overview of entire section

##### **Materials and Exercises**

- Do Activity Slide 10 *Make a Personal Connection*
- Do Activity Slide 20 *Empathy Activity*

#### **Module 7: Specific Mental Illness - 60 minutes**

##### **Key Points**

- Learning objectives and outcomes
- Overview of all major disorders

##### **Materials and Exercises**

- Do Activity Slide 5 *Attitude Exercise*
- Do Activity Slide 6 *Mental Health Matters*
- Show Video Slide 10 *What is Schizophrenia?*
- Do Activity Slide 14 *Hearing Voices Exercise*
- Show Video Slide 18 *What is Depression?*
- Show Video Slide 21 *What is Bipolar Disorder?*

## **Module 8: Personality Disorders – 60 minutes**

### **Key Points**

- Learning objectives and outcomes
- Overview of Personality Disorders (Borderline, Narcissistic, and Anti-Social)

### **Materials and Exercises**

- Show Video Slide 9 *Borderline Personality Disorder-Traits*
- Show Video Slide 12 *Borderline Personality Disorder-Illustrated*
- Show Video Slide 15 *Narcissistic Personality Disorder-Traits*
- Show Video Slide 17 *Narcissistic Personality Disorder-Prevalence*
- Show Video Slide 20 *Antisocial Personality Disorder-Traits*

## **Module 9: Recovery, Treatment, and Services - 60 minutes**

### **Key Points**

- Learning objectives and outcomes
- Overview of recovery services and treatment options
- Overview of medications and medication apps
- Overview of community resources

### **Materials and Exercises**

- Show Video Slide 9 *PoliceOne Mental Illness and the Challenges of Staying on Medication*

## **Module 10: Suicide Prevention and High-Risk Populations – 60 minutes**

### **Key Points**

- Learning objectives and outcomes
- Overview of facts/stats
- Overview of risk factors
- Overview of four high risk groups: Veterans, youth, incarcerated, foreign students

### **Material and Exercises**

- Do Activity Slide 4 *Suicidal Individuals*
- Do Activity Slide 25 *Social Media is the Language of Teens*
- Do Activity Slide 29 *ADM 330 Suicide Screening (optional activity)*

## **Module 11: Suicide Prevention, Assessment, Intervention and Recovery – 60 minutes**

### **Key Points**

- Learning objectives and outcomes
- Suicide warning signs and interventions

### **Materials and Exercises**

- Show Video Slide 15 *The Bridge Between Suicide and Life*
- Do Activity Slide 16 *Video Review*
- Do Activities Slides 25-29 *Check on Learning*
- Do Activity Slide 32 *Talking to Suicidal Subjects (demonstration)*

## **Module 12: Effectively Communicating – 60 minutes**

### **Key Points**

- Learning objectives and outcomes
- Overview of the Behavioral Change Stairway Model

### **Materials and Exercises**

- Do Activity Slide 6 *Sending the Right Communication Signals (optional)*
- Do Activity Slide 7 *No title (“I didn’t say you stole that cell phone.”)*
- Do Activity Slide 8 *Identifying Emotionally Distressed People (optional)*

- Do Activity Slide 20 *Labeling the Emotion*
- Do Activity Slide 21 *Empathic Stems (optional)*
- Do Activity Slide 23 *Activity (demonstration / practice labelling the emotion)*
- Do Activity Slide 26 *Building Rapport (optional)*

### **Day 3- 7 hours**

#### **Module 13: Scenario Based Training – 180 minutes**

##### **Key Points**

- Layout of material
- Learning objectives and outcomes
- 4 scenarios (Veteran, Store Patron, Intoxicated Tenant, Dementia)
  - *Note change from 3 scenarios to 4 and removal of weapons from scenes*

##### **Materials and Exercises**

- Conduct newly included “Veteran” and “Dementia” scenarios

#### **Practice Assignments - 180 minutes**

- Teach Back of Material (Slides and or Scenarios)

#### **Test and Review – 60 minutes**

**Motion One:** Approve the Fundamental Crisis Intervention Skills for Law Enforcement Instructor Course as the minimum course of instruction to be certified as an MPTC Fundamental Crisis Intervention Skills for Law Enforcement Instructor.

**Motion Two:** Require all instructors teaching Fundamental Crisis Intervention Skills for Law Enforcement at the Basic Course for Police Officers or equivalent and Campus Public Safety Officer Course to be MPTC-approved Fundamental Crisis Intervention Skills for Law Enforcement Instructors effective September 1, 2018.

**Motion Three:** Approve the issuance of MPTC Fundamental Crisis Intervention Skills for Law Enforcement Instructor certificates to the students who completed Fundamental Crisis Intervention Skills for Law Enforcement Instructor pilot courses and those who completed the 1 1/2 Day Fundamental Crisis Intervention Skills for Law Enforcement Instructor Refresher Course.



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**Action Item #5**

**Recording Custodial Interrogations Model Policy Update**

The Office of Public Safety will present to the Council amendments to the Recording Custodial Interrogations Model Policy previously adopted by the Council at the March 7, 2018 meeting. The first amendment will specify the statutorily required crimes that must be recorded when an individual is subject to a custodial interrogation and is in custody at a facility specified in Section 305.2 (4) of the New York State Family Court Act. The second amendment includes guidance on the use of interpreters and/or auxiliary aids during the recorded custodial interrogation to protect the rights of the suspect and mutual understanding of all parties. The third amendment adds clarifying language when to give Miranda warnings to the parent or guardian of the child.

**Motion:** Adopt the amended MPTC Recording Custodial Interrogations Model Policy to replace the current MPTC Recording Custodial Interrogations Policy.

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**Action Item #6**

**Police Narcotics Detection Canine Certification**

The Office of Public Safety will present to the Council, for their review and approval, a change to the minimum certification standards for narcotics detection canines. The current standard requires that each narcotics detection canine team be able to locate a minimum of both marijuana and cocaine. With pending legislation and the political climate indicating that marijuana may be legalized for personal use in the near future, the following changes are being proposed for the council's consideration:

- 1) It is recommended that the council remove the mandate for imprinting police canines with marijuana and to leave the determination of which substances a dog can detect up to agencies based on jurisdictional needs.
- 2) Best practices indicate certification requirements for police narcotics detection canines should include a minimum of three narcotic substances. A change to the MPTC standard requiring a narcotics detection team be able to locate at least 9 of 12 hidden substances using a minimum of three scents is suggested.

**Motion:** Approve the recommended change to the minimum certification standards from a canine being able to detect both marijuana and cocaine to a canine being able to detect at least three narcotic substances of the handler's and/or agency's choosing.

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**Informational Item #1**

**Regulation Amendment Updates**

The Office of Legal Services staff will update the Council on the status of the regulatory amendments to Title 9 of the Compilation of Codes, Rules, and Regulations of the State of New York Parts 6020 and 6025 (decertification) approved by the Council at the December 2015 meeting, Part 6024 (firearm instructor) approved by the Council at the March 2016 meeting and Parts 6018-6026 (instructor/course director/hearing requirements) approved by the Council at the March 2018 meeting.

**NYS Municipal Police Training Council  
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**Informational Item #2**

**Persons with Disabilities Training and Model Policy**

The Office of Public Safety will present to the Council an amendment to the Mental Hygiene Law requiring the Council to develop a training program and associated training materials for police officers on the appropriate recognition and response techniques for handling emergency situations involving individuals with autism spectrum disorder and other developmental disabilities. In addition, Executive Law Section 840 was amended to require the Council to develop, maintain and disseminate written policy and procedures consistent with the training curriculum and recommend to the governor rules and regulations with respect to the establishment and implementation of an ongoing basis of a training program for all current and new police officers.