



Subgroup B: Policing and Human Services Meeting Notes
Meeting Date: Tuesday, October 6, 2020

Participants

Angelina Hernandez
Barbara Gilmartin
Arturo Rosas
Cierra Bailey
Claire Dawkins
Claudia Young
Heather Greaux
Jeremy Young
Jordan Goodwin
Kenzi
Lynn Gardner
Mark Eaton
Misty Rose
Myra Blaylock
Tom Ramos
William Daum
Todd Thomas
Ann Felter joined at 7:45
Tambra Mola joined at 8pm

Brainstorming Ideas and Suggestions (organized by themes/categories)

1. Events and activities to build community – police relationships

- Events where community meets police officers to build trust
- I feel engaging youth and doing police events together and making sure people of color are feeling comfortable enough to participate in the event.^[P]_[SEP]
- Community Liaison/training to engage the community
- Convene public forums to hear perspectives of others
- Have LPD participate in PAL athletic leagues
- Community forums and engagements to be sensitive that there are multiple perspectives within
- PD work with youth to hear how they are feeling
- Continue to use digital tools to engage the community
- We have community Watch committees in some neighborhoods. We could encourage a black resident to lead one of those neighborhood Watch committees.

- I think that is a step in the right direction, however, I think we must also keep in mind that we should not shift the responsibility of preventing incidents of racism to Black people
- Having people of color work with the police department, especially African American.
- On the county level (Contra Costa) the sheriff's office hosts hearings where they share out new updates, and the community attends and is allowed to comment. I think we could also have this same accountability process, where we can have a regular space with police, community, and city council to address any issues^[P]_[SEP]
- Reach out to community groups to engage on policing matters, i.e. Partners for Change non-profit
- Fishbowl exercise or person of same ethnicity work with groups to gather the information from community members to create comfort and identification

2. Identify resources and educate subgroup and community on policing and LPD

- PBS put on a documentary about how the Newark police department successfully engaged itself with the community. Worth learning from what they did.
- Our community needs to understand current demographics of the community to understand who is the underserved population. I.e. race/ethnicity, income levels, unsheltered.
- Education on how police and human services currently work together. Example: Working closely with Homeless Liaison Officers and non-profit providers to build relationships and provide services and referrals for unsheltered.
- Develop FAQs to address subgroup and community questions about policing in Livermore:
 - What procedural and institutional safeguards exist to prevent the murders of people of color by police?
 - Does PD have enough self-care, mental health care?
 - What are the current trainings for bias/de-escalation/etc.? Do they need to be improved?
 - What programs and outreach does PLD already have?
 - Is there a School Resource Officer program (SRO) in Livermore?

3. Explore how to coordinate policing and human services

- Include human services specialist on calls with police
- Explore what additional staffing or resources might be useful in responding to calls for persons experiencing a mental health crisis. Take an honest look at how these calls are handled when individual in crisis is a person of color.

4. Police training, policies and hiring practices

- Develop or enhance diversity training and implicit bias training.
- Explore ways to enhance accountability.
- Revise policing policies (e.g. by-stander reporting law in Livermore needs to be changed from "should" to "will" and to ensure abuses by fellow PD are reported).
- Consider ending asset forfeiture

- Ensure diverse representation on LPD

Bob W. + Trish + Christine's Suggestions

- Ask people what topics they are interested in working on, break into further subgroups.
- Develop a shortened version of the Police Academy for subgroup members to attend.
- Develop training around how do you respond to someone who is making untrue statements or inflammatory statements to you or others.
- Develop a curriculum of community dialogues on different E&I topics, with a certificate when completed (could be used for other subgroups, or combined into a single curriculum covering all subgroup topics)

*As much as possible, these notes are taken from statements made by the working group members.