



# PUBLIC SAFETY COMMITTEE

## COMMITTEE MEETING

~ MINUTES ~

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Tuesday, September 24, 2019

3:00 PM

Sullivan Chamber

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**The Public Safety Committee will meet on September 24th at 3pm in the Sullivan Chamber to discuss Youth Legal Rights & Teaching Tools**

Attendee Name	Present	Absent	Late	Arrived
Craig A. Kelley	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Jan Devereux	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dennis J. Carlone	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Timothy J. Toomey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Sumbul Siddiqui	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



**PUBLIC SAFETY COMMITTEE - SEPTEMBER 24, 2019**

TRANSCRIPT OF PROCEEDINGS

**Craig Kelley:** All right, everyone is here. So quorum of the Public Safety Committee being present. We will open the Meeting. This is a Public Safety Committee Meeting to discuss you-I- youth legal rights and teaching tools. Um, I am Craig Kelley and if we could just go around and introduce ourselves for the Clerk, I'd appreciate it. Starting with you, Mark.

**Mark:** {Inaudible}

**Sumbul Siddiqui:** Councillor Siddiqui.

**Alanna Mallon:** Councillor Mallon.

**Danielle Divine:** Danielle Divine.

**Lenny Orr:** Lenny Orr. Lenny Orr with Strategies for Youth.

**Unknown Female:** {Inaudible} Intern from the College for Social Innovation working with us.

**Amanda Okaka:** Amanda Okaka uh, with the YWCA Cambridge.

**Robert Lowe:** Deputy Superintendent Robert Lowe with the Cambridge Police.

**Jan Devereux:** Uh, Vice Mayor, Jan Devereux.

**Mr. Clerk:** Anthony Wilson, City Clerk.

**Craig Kelley:** Thank, thank you all for coming. This Meeting sort of sprung out of a chance encounter Lisa and I had. I'm not sure exactly how it started, but the underlying point was we started talking about kids' interactions with authority figures, most notably law enforcement um, and how sometimes kids don't understand the extent of their rights properly. So uh, Lisa walked me through this game that I thought was very interesting. It may or may not be the right teaching tool for what Cambridge may or may not want to do, but it seemed like an important enough subject to get an idea of okay who's, who's doing what in this area and what more could or should we do? If this conversation has legs, we'll have another one maybe with the School Department. If we feel that we've sufficiently discussed it, we can just decide that at the end. But starting off is Deputy Superintendent Rob Lowe. Uh, if you could just explain a little bit about how the Police Department looks at its interactions with youth and vice versa and what you think might be something for us to know about those interactions.

**Robert Lowe:** Sure. Thank you, Councillor Kelley. Uh, so I oversee the Family and Social Justice sec- section of the Cambridge Police Department, which provides follow-up services to all of our at-risk uh, populations to include uh, juveniles. Uh, I'm sure as many of you know we have a pretty robust um, program in terms of what we do with our youth in the City of Cambridge to include our Safety Net Collaborative which is a collaboration with uh, Human Services and our youth centers, the Cambridge Public Schools, and Cambridge Health Alliance to be uh, considered our essential partners but of course there are a lot more. Um, and what Safety Net allows us to do is to be deeply involved in um, the lives of juveniles in the community and provide them the follow-up services that they and

their families need. Um, our officers are also deeply connected with our um, juveniles in the school systems whether they're coaching a football game, basketball game, so forth and so on. Um, our officers are also involved in our youth centers. Um, as well as uh, Hip Hop Transformation, Cambridge Pride and uh, Safety Net program again, collaborative with our City partners. Um, so I think that there are opportunities um, for further education in terms of interactions with law enforcement. Um, the feedback that I've gotten from the Juvenile Justice Jeopardy game is positive. Um, so I think I'm an advocate of anytime we have opportunities to explore more ways to build relationships with the youth, I think we should take advantage of that. Um, but I also do think that um, we are deeply connected to all of our juveniles uh, in the City of Cambridge. Whether that's again through sports or um, schools.

**Craig Kelley:** Okay. I thought we'd just go through the presenters and then we'd open up to the Council. But I sh- should have asked if any of the Councillors have anything in particular they'd like to say before we move to the- no? Okay um, Amanda would you like to say a little bit about what you were working on?

**Amanda Okaka:** Sure. Um, so I coordinate the Girls Only Leadership Development program at the YWCA Cambridge. Um, and Strategies for Youth came in and played their Juvenile Justice Jeopardy game uh, with our participants. Um, and in playing that game, um, it revealed, um, uh, pretty apparent, uh, lack of knowledge about uh, how to have safe interactions uh, with police. Um, and it also revealed that there was uh, s- some sort of anxiety I guess about um, those interactions and how to keep themselves safe as well as their friends. Um, additionally through playing the game uh, we learned that uh, the participants learned a lot about how to um, avoid conference of criminal liability. So certain situations where they may not be doing anything criminal but they could still be seen as um, participating in uh, that sort of activity. Um, additionally um, they learned and had a lot of questions about um, the role of police and what they are allowed to do and how they can maintain and assert their own rights when interacting with police. Um, and um, another thing that was revealed uh, by the game was that our participants actually had a lot of interest in um, um, in public service. Um, so sort of um, the, the law- the way that the law functions and how they can be um, assert- assertive and how that- how they can um, pursue careers in law enforcement um, as well as um, legal careers. Um...

**Craig Kelley:** Okay. Yeah. Thank you. And then from the Monroe Youth Center. {Inaudible} So just do you wanna...? Okay, Michelle.

**Michelle Farnham:** Hi, Michelle Farnham from the Department of Human Service Programs. Uh, we oversee the five youth centers including the Moore. Um, and I know Desmond wasn't able to be here today but just to um, talk about the way Human Services has approached the issue. As Rob said, we are part of the Safety Net Collaborative and a lot of our work has been in working to develop the positive relationships between youth and police as a way to sort of um, lower the stakes and create relationship(sic) um, so that we're avoiding a lot of the problems. And there is still great opportunity for education of young people,

particularly teens and middle schoolers um, around what are their rights in those situations, how to avoid getting themselves in situations that they weren't ready for, and we have in the past, over many years, um, worked with Strategies for Youth as well as the um, Harvard uh, the Black Law- Harvard Law School students um, and other groups doing Know Your Rights workshops with teens in particular. We've found that um, one of the learnings that we have is how that, that those um, learning opportunities work best when they're embedded in a program like gold. So where there are um, the developing relationships between adults and young people in an ongoing fashion as opposed to a one shot deal. And so we have uh, tried to embed those in many of the work based learning opportunities that we have for teens. So where they're part of a regular group who meets together, who are actively either learning together, producing together, inviting um, staff into- to hold those kinds of workshops definitely uh, works best for us.

**Craig Kelley:** Thank you. Uh, Lisa.

**Lisa:** {Inaudible} ...for inviting us and thank you Amanda and Superintendent Low and Michelle for talking about our game um, Strategies for Youth which was founded in Boston Cambridge um, uh, has a bunch of programs which it's offered Cambridge. One was Policing the Teen Brain which we offered in 2007 and 2008 and um, we have since, to the extent we were financially able to, offered the Jeopardy Game on a catch-as-catch-can basis. In, I think 2011, we gave some licenses to the Black Law Students um, Association at Harvard Law School. But no one has had a license in at least five years. So um, what we're trying to do um, and propose here is uh, that a kind of educational intervention that we have found worked very well in Cambridge. Um, I have to say at the get go that I travel all around this country. And when I get back to Logan and know I'm coming home to Cambridge, I am extremely relieved because the Police Department here and Safety Net are extraordinary and have brought down arrests and uh, status offender numbers dramatically. And it's because of uh, the imagination and dynamism they bring to this um, issue which is complicated which starts often um, at home with domestic violence or child abuse. And uh, thanks to Commissioner Haas initially and as is being pursued by Commissioner Bard, there's been a very holistic understanding that um, it takes a village to help a child get back on their feet if they've been knocked off it. So um, what we're suggesting is something that would be implemented um, but that is not necessarily a Know Your Rights plan. That's not what we do. Um, we're more trying to focus on behaviors because what we're trying to officer- offer is something developmentally appropriate and kids memory of um, abstractions like rights um, is the first thing to take a body blow when they're stressed. So all we wanted to propose with this Jeopardy game, which we'd like to bring in a more robust fashion and then catch-as-catch-can um, and to make a version unique to Cambridge because we've played the New Bedford version here. Um, is... have you recognize what I think you already know, which is that most kids get their information uh, when they don't have comfort reaching out to a police officer as CPD has tried to make accessible to everyone, they get their information from social media. So what just happened in uh, Orlando, Florida with the arrest of an

eight year old is perceived as maybe happening here. Um, they get a lot of their information from peers who, as I mentioned, um, don't do so well with abstractions like law and rights and from television and sometimes from their parents who are unfortunately not well um, briefed on some of the ramifications of their decision-making. Their childrens' I mean. Presently, there's a lot of confusion and, as Amanda said, when we play the game, uh, there's a lot of anxiety among kids because of the change in status of law enforcement. Um, they're very anxious about knowing what to do with police, what not to do with police, and what this game offers, especially when we have great officers like Whitey, Izzy, playing it, or Kessin Green playing it, is an opportunity to have a really robust conversation. Because this is a game, but it's really a game to enable a um, really robust conversation with people who have accurate information. Um, they're very anxious about certain laws. Um, so while you've heard a lot about relationships with police, that's not the only, if, frankly, the main point of this game. We're trying to get them to consider uh, strategies to avoid engaging in risky behavior with their peers. And Massachusetts has two kinds of laws that sweep a lot of kids into the system by dint of hanging out with their peers. So being a lookout under joint venture can get you charged as though you're the principal wrongdoer. Constructive possession for someone who is sitting in a car getting a ride home when it rains, sleets, snows, and does all three at once. Um, sitting in a car with some contraband could be considered constructive possession and kids- kids can get charged with that. So a lot of what we're trying to do through the game is have them think really clearly um, about the risks they're taking in the context of understanding what some of those legal consequences could be. Um, I do want to make very clear that we think parents should play this game. Um, too often parents will say things like your record is sealed automatically when you turn 18. Not true. Um, they will say things like no male police officer has the right to pat frisk you if you're a girl. Not true. And sadly sometimes youth and parents and other adults' ignorance escalates situations when kids hold very strongly to a view that no, an officer does not have the right to do that. I can push him away. Um, we see this a lot sadly and we see a lot of um, lack of understanding of words like warrants which we view as a permission slip from a judge but we hear kids say no, police officer needs a warrant to talk to me. Well actually not. Um, so if a kid escalates an interaction with an officer based on that belief um, it doesn't help the kid. Um, what we're hoping to do and what we'd like the Committee for Public Safety to consider is enabling us to bring the Jeopardy game to more- to Cambridge in a more formalized way. Uh, we've always donated it but we've never created one that is strictly for Cambridge. And the way we develop a game is we look at the statistics of arrest, we look at breaking it down, when we can by race and gender, to understand who's more likely to be involved with the police, than not. Um, and it takes a lot to get arrested in Cambridge uh, because the police here are so committed to arrest as a last resort. Um, we would then develop the game based on understanding what kids are arrested for and what their thoughts are and their wrong beliefs are um, about how certain peer-to-peer behaviors or behaviors with others um, should be considered legal when in fact they're illegal. Um, we very much focus on peer-to-peer behaviors, um, not

only because statistically that's what lands kids in courts the most, um, but because we think that can help reduce all sorts of other collateral consequences like bullying and harassment and so forth. And so with that data and with interviews of an ad hoc group, which would include the Police Department, um, Health and Human Services and people like Desmond Velez and other folks working in the youth centers, judges and prosecutors and public defenders. We create, based on an assessment, a game that is customized to the issues that arise in Cambridge, which I can tell you are quite different from the ones that arise in New Bedford. Where statutory rape is a big issue or from Boston uh, where it's other issues. I'll just leave it at that. And um, we uh, try and make it very relevant to what is happening here and now for them. We also- that's the street version. We also propose making one for the School Code of Conduct because um, having had a child in the Public Schools in Cambridge, I just um, made a principle of never reading the School Code of Conduct except for the arrestable offenses uh, because my child is going to be perfect, right? And um, it's unfortunate when there's not a proactive way of warning young people of what the School Code of Conduct says, what are suspendable, expellable, arrestable offenses. And this game um, and the pedagogy of Jeopardy, which is storytelling, and playing um, and competing, aims to do that and has been used in School Systems in different parts of the country to good effect. So in a nutshell um, what the game does is teach youth um, a bit about the legal consequences of some of their risk-taking behavior. It t- teaches them about how to interact with authority figures and not just police. We have many questions under the category irritating adults in the school version about um, what you can do to an adult in a school situation, a teacher, a principal or staff person that can have really serious repercussions on your educational and other career options. Uh, we want to teach them some strategies for desisting in risky behavior. And we also want them to understand the collateral consequences of arrest. And I've prepared some booklets um, Danielle, can you pass those to and Michelle, if you want to take one to for the- for the Councillors that describe what we do. One of the things we do is offer a Think About it First card, which we've offered to the Cambridge Police Department um, for distribution to kids. And it warns them of the collateral consequences of arrest and court involvement on their records and how to get their records sealed. Um, we also have something in there called Be Smart with Police. And the other materials in there show you a little bit more about the game and how we develop it. And we actually brought uh, for you some of the game leader guides um, that explain the questions and provide the discussion points. We brought some from five different cities if you'd like to look at them. Um, what we would like to propose doing is bring this to Cambridge in such a way that the appropriate City agencies designate who should be game leaders. Maybe it's people like Whitey and Amanda and Izzy and uh, Desmond and whoever is running the Rec youth centers become the game leaders and play it with young people themselves. Because Michelle is a thousand percent right that if this is presented in the context of someone young people trust, uh, it's much more likely to be heard, much more likely to engender a good conversation. And this is what we've seen at Cambridge Police Department and at many youth programs we've played in Cambridge. Um, we often notice you can't play a whole

game in one setting and we come back and come back and we have pre and post evaluations uh, that we asked the young people to fill out. Um, these pre and post evaluations have shown us that about 50 to 75% of youth who play the game said the 80% of the information was new to them. And that's really disturbing to me. Um, that's not limited to Cambridge at all. That is uh, what we see across the nation. In fact, Cambridge kids are often more knowledgeable. Um, so, so that's basically what we wanted to share with you and we're hoping that, um, the School uh, Department will consider it too. We've been unable to get through, uh, but we would really uh, think that in a school system where there's such diversity, where the rules change so much from middle school, you know, grades five through eight, or six through eight, to the high school where ninth grade is the point of great anxiety for boys and certainly for girls. And it's also statistically when you see most boys starting to get system-involved. We think it might be helpful to have this affirmative educational effort to have young people understand, um, the, the rules of the house basically. So thank you for listening and we're happy to answer questions. And, um...

**Craig Kelley:** Do you have a model of your {Inaudible} runn through it

**Lisa:** Do you mind if we run through it? Do you want to do it, Lenny?

**Craig Kelley:** While, Lenny is doing that. Does anyone have questions for any of the presenters? Uh, Vice Mayor.

**Jan Devereux:** Sure. What is your target age group for the school um, use of this?

**Lisa:** For schools, we usually go from 9th to 12th grade because that's when you're going to see the highest rates of suspension, expulsion, and um, school-based arrest. Although Cambridge does not have uh, school-based arrests thanks to its system of school policing.

**Jan Devereux:** And like with other things, the starting, you know, in eighth grade, is that something you've considered and rejected?

**Lisa:** Nope, we do that too. We have a different version typically for sixth, seventh and eighth graders because they have different issues and we try and customize it to the things that they present. Um, and so we just find more people want ninth through twelfth grade.

**Jan Devereux:** Okay. And one other follow-up question. When we talk about the schools, are you also including the um, Charter Public Schools that we have here in Cambridge?

**Lisa:** You know, we would definitely do so. We just didn't know how to locate them in one fell swoop. Um, instead of writing to each one, what we were hoping to do is um, make first public schools and then go to them. But we actually do play in quite a few Charter Schools in Boston.

**Jan Devereux:** Yeah, I mean there essentially are two. So it, it won't take you too long to locate them. I can help you connect with them.



**Lisa:** That would be great. We've offered uh, academy on the hill.

**Jan Devereux:** Yeah, that's in Boston.

**Lisa:** Oh, then I'm sorry it's the one that's on the bridge.

**Jan Devereux:** Prospect Hill Academy.

**Lisa:** Yeah. And they didn't have time academically in their calendar and the other one that's um, it's Benjamin Banneker. We just haven't offered but should.

**Jan Devereux:** Yeah, that's it- that- sorry to get distracted. That's- that only goes through sixth grade I believe. Um, but then there's also a Community Charter School of Cambridge which goes six through twelve um, and who knows might be interested.

**Lisa:** Is that the one in Kendall Square?

**Jan Devereux:** It is.

**Lisa:** Okay, so I thought that was Benjamin Banneker.

**Jan Devereux:** It's across from the Police Department, in fact.

**Lisa:** Okay, perfect yeah that's the one I meant but we haven't.

**Jan Devereux:** Okay, thanks.

**Craig Kelley:** Councillor Siddiqui.

**Sumbul Siddiqui:** Thank you, Mr. Chair, through you. Uh, so I, I'm looking at um, this, this box here and it says when Strategies for Youth works with cops and kids, good things happen, arrests decrease, runaway reports decline, police innovate, public safety improves. So these are the kind of outcomes that come out. Uh, are there other uh, indicators...

**Lisa:** Sure.

**Sumbul Siddiqui:** ...in the game, but how are the outcomes assessed and looked at?

**Lisa:** So um, we've never been properly funded to do a longitudinal study which is what would be the best indicator. Um, but first our Policing the Teen Brain training shows the most dramatic outcomes as they did here in Cambridge. Um, we see dramatic drops in arrests of juveniles. And even though the United States is going through a time when juvenile arrests are decreasing even by the standards of that ours are much higher. Um, and that's what we did in 2007 and 2008 and that Commissioner Haas and Commissioner Bard have maintained um, dramatically well. Um, and I think it was Lenny DiPietro who who was most astonished at the decline of 80% in runaways which to me tells you more than anything that your Safety Net is working really well and that the Police Department and the Safety Net have integrated and articulated with each other really well. But for Jeopardy, what you have to do is get the kids to do a pretest

and a post test. And you can't always get them to do that. Um, and you can't always get the same kids the first day to do it the second day that you come back. But when you can, we were seeing outcomes like I told you about 50 to 75% said 80% of the information was new to them. Um, sometimes it's not that high. Sometimes we'll see 50% of the kids will say 25% of the information was new to them. But they're, I think what's telling is that they're engaged in one county in Indiana where we did the Policing the Teen Brain, Policing the Teen Brain in School, the Juvenile Justice Jeopardy Games invited the Juvenile Justice Jeopardy Games to be open to parents. A University- a Purdue University survey was done of changes in community attitudes towards law enforcement, the juvenile justice system, because we often just think in terms of police, um, but it's also the juvenile justice system, which in that county in Indiana cost you \$1,041 to step into uh, to their fees. Everything had improved and there was much less um, anxiety and escalation of interactions between parents and police, between kids and parents, kids and police. So that's the kind of impacts we're seeing. But I think probably the best way to watch is to understand the impacts is to watch the way kids respond to it.

**Sumbul Siddiqui:** Thanks. And you mentioned the Code of Conduct. And you know, I think, you know, most parents don't read it. And then if it is only in English, if it's only in English, then hopefully it's in different languages because I think that's another. Hopefully it is.

**Lisa:** It is.

**Sumbul Siddiqui:** It is, right?

**Lisa:** At least in English and Spanish. Yeah.

**Sumbul Siddiqui:** And we have so many other common languages. So we want to make sure that people are reading that. Thanks.

**Alanna Mallon:** Thank you Mr. Chair through you. Thanks for the presentation Lisa. Um, I did have a couple of questions around um, if you ideally were going to have this in the school- in the high school since 9th to 12th grade is the target, it seems like you would want it to be part of either the health curriculum or um, in their community meeting where you would have a pre-test, test, and then the post-test sort of all on concurrent days or something. Can you just- if we are, you know, for having this conversation here and then we decide that we're going to recommend that the School Department look at this, I think having an understanding of where you think this would fit in ideally would be helpful.

**Lisa:** Absolutely. Thank you for asking. So for the School Code of Conduct, the way we've seen it implemented best in public schools and St. Paul Public Schools is one of the oldest and longest users of the game was the first week of school. Um, no, not Fitchburg, Leominster, Leominster um, first week of school. All the kids had to do in small assemblies, which is not the best way because kids don't get to interact as much and then also in classrooms where um, the School Resource Officers or the Dean of Discipline and teachers play the game. Um, the

school version of the game is intentionally short and quick because um, we recognize that most schools have 45 to 50 minute periods. Um, the street version of the game is a little bit different and can go longer and it's something that we have heard of being played in social studies classes, um, current uh, events classes, the health class curriculum in Boston for years. We played it with eighth graders in their health curriculum um, through the Boston Public Health Commission and um, in other places it's done after school. Um, we recommend that it either be voluntary if it's after school and not uh, something that's compulsory because then um, if some kids are chosen to attend and not all kids um, it will feel uh, discriminatory and, and unfair, unfair to them. Um, so those are the ways we've seen it. We've mostly had success playing the street game and after school programs, rec centers, churches, probation reporting centers um, detention centers, which we don't really have too much of in Middlesex County anymore. And um, at youth summits um, places like the YWCA Monroe is the center we played it at the longest over the years on and off. And, and those are the places where um, it's after school and there are adults who are working with young people for a long period of time and have a non-authoritarian relationship with them. That leads to the best conversations. Thank you. And I mean Cambridge is so unusual that you post police in the rec centers. I mean Whitey has played this game a lot. We made a girls version in 2012 and his way of playing the game with all the girls groups in the um, West Cambridge Youth Center was remarkable because they trusted him. So going back to what Michelle said.

**Alanna Mallon:** Thank you and through you Mr. Chair. Um, you know if we're thinking about trying to capture all the students and Michelle could probably speak to this but not all of our students especially past middle school are spending a lot of time in our Youth Centers. So I- it does seem like the health curriculum is probably the best place to do that. We just don't have any purview at all over their schools or their curriculum. Um, so okay so that was one thing. And then I just wanted to go back to something that Amanda said earlier about the GOLD Program and how um, it really was inspiring the girls in the eighth grade GOLD Program to be interested in either Law Enforcement or the Law. Both areas where we need more women. And so I think you know just extrapolating and taking that piece of it out trying to figure out where those opportunities are for eighth grade girls, because not- it's- the GOLD Program has what 20 or so students each year and it you know we have a lot of eighth graders in the system. So that was one thing. And then the last thing I was going to ask you is I know um, it seems like the Jeopardy Game is customized to a particular place. And my only- I had a little like I don't know about customizing it just to Cambridge only because Cambridge is so small and so different. So a lot of our kids, it's a very porous, right? Like a lot of our kids go to Boston. A lot of our kids go to Somerville. Um, and we don't have the Safety Net. We don't have the Community Policing. We don't have the same type of those communities don't have the same type of attitudes around Juvenile Justice. So I would- my only fear would be we would put together a game that was based on Cambridge and not have some of the things that they might encounter in another community a mile away.

**Lisa:** It's, it's um, something we've anticipated and we talk a lot about that because as I've said, Cambridge is really unique and extraordinary in many ways. So um, for instance, um, uh, Deputy Superintendent Lowe and I have wondered whether or not we should hand out the Think About it First cards because it mentions that certain arrests can lead to your parents losing their housing. Well, that happens routinely at the Boston Public Housing Authority. That doesn't happen in Cambridge. And so, you know, we're really thinking, do we want to scare kids by raising that specter? But when we play the game, um, uh, we make it clear that the way young people are treated in Cambridge by police is 180 degrees different from how they're likely be treated in other communities. And we talk about that a lot. And they've had experiences and like to discuss it with us. So for instance, if you don't give your name and age in Boston, there's a City ordinance there that allows the police to take to you into protective custody. They can't do that in Cambridge. There's no such ordinance. Um, so there are some differences and that's why we make game leader guides with these discussion points because we do want people to be aware that Cambridge is an oasis.

**Alanna Mallon:** Okay, thank you.

**Lisa:** And I just wanted to say with Amanda, um, we invited uh, Cambridge Police Department to send a female officer because the girls were really interested and we actually make a plug for young women to join law enforcement and it didn't work out. But we also um, were able to have the young ladies attend a uh, law school program taught at Harvard Law by a very remarkable um, law professor who's an immigrant um, and who had students stand up and make presentations on the day we visited. And that was really exciting. And then you had some eighth grade girls who definitely should be going to Harvard because they had questions that stumped the professor at one point. She's like, wow, I never thought of that. Uh, you had two remarkable young women last year who, who blew us all away for the way they parsed the questions. We kept saying to them, you're born litigators, which is- this is a compliment in this situation. So, um, you know, we want them to see other opportunities. We can't get them into the juvenile court when there's a court in session, but we definitely can get them to meet judges. We just did that with our own interns last summer. So I totally see the value of this in that context.

**Craig Kelley:** And Councillor Zondervan, welcome. Do you have any comment? So anything else before we go to watch the game? No. Okay.

**Lisa:** So my colleague Lenny Orr, uh, who's the public defender in California and um, a public school teacher, is going to show you one of the versions of the game. And what we do is we play the game one through 500, one through 500 each category because each first question is the predicate to the next. And we're trying to build an understanding and loop back to it to re- reinforce the questions. And we hand out many things which we um, won't bother you with. But there's one in the folder called Be Smart with Police that involves a lot of very dramatic role play.

**Craig Kelley:** I'm going to interject just a moment here. We are at this weird place in governance where we don't have a great way of fitting in live stuff to our minutes. So I'm not entirely clear how this winds up getting incorporated, but we'll figure something out.

**Lisa:** So go, go for it, Lenny. I think you can be heard.

**Lenny Orr:** So the game allows for- so the game allows for multiple teams. We generally recommend two teams to keep the group relatively small to allow for more robust discussion. If the players want to customize, they can. They can pick an avatar, they can pick a team name, the team colors can be changed. Everything of the game is streamed either online or can be downloaded directly to a laptop which allows the game to be played in a place that may not have full internet access or a locked facility. Um, once the team names have been chosen, usually we recommend a team leader be chosen from each team who can kind of really guide the discussion for their group. You could hit next. Yes. And these are the categories that we generally include. This is the street version, so it's Juvenile Justice interactions with police. We have two categories of offenses and juvenile records. And there's an automated coin toss just so we don't have to worry about who's- which team is going to go first. And then the game is, as you can see, modeled like the real life Jeopardy. We do ask game leaders to go in order because the way we design the questions is to build on prior knowledge. So an answer or discussion topic that comes up in, for example, Juvenile Justice for 300 might be referenced later on. And so we ask people to start top left and go down each category. Until all the categories are completed and throughout the game we do break it up with discussion points. There is a scenario that we recommend people run where we invite the youth to play the role of law enforcement and we have them role play a little bit about a typical scenario that might involve young people, either being approached at a bus stop by police officers or if they're having a party at their house and police officers show up and really kind of modeling behavior. Um, Lisa had also mentioned the Be Smart with Police. So those things are also provided throughout the course of the game and we can play a couple sample questions. (We do) So each question comes up, there's a timer that's associated with it and we would read it aloud and ask what is the youngest age at which you can be charged with a crime in Massachusetts. And for example, if it was the green team's turn, we could ask if there's anyone in here who'd like to take a guess.

**Unknown Female:** It is C.

**Lenny Orr:** C, is that your final answer? Correct. So the answer is C. You can see the points go up. Very good. Um, oftentimes we'll bring candy to encourage the young people to play and then also would lead into a discussion about what that actually means. And your question.

**Craig Kelley:** My question was the discussion part. So I- I honestly didn't know that. So whoever is teaching the game has enough background information to explain why it's not eight or why it's not 17.

**Lenny Orr:** Yes, that's correct. And as part of the game leader guide, we would have the discussion points laid out. So each game leader would have access to that. And a lot of the discussion points are really the key things that we've come across or key questions that we've seen. And so they would have access to that. We generally would cite to a statute if one exists, maybe provide an example. And also talk about, you know, what does that look like in practice? Um, and so when we do a game leader training for potential game leaders, we would model the game and go through the discussion points so that they kind of have an idea of what to expect and what types of responses they might get.

**Lisa:** This particular question is one where we'd also talk about the fact that until last July, the answer was seven. At seven, you can be arrested in Massachusetts. Thanks to tremendous advocacy from young people {Inaudible} Criminal Justice System Reform Act, was enacted in April and went into affect July 1st, 2018.

**Craig Kelley:** If you're going to speak along too,

**Lisa:** {Inaudible} inspire young people into action, right? {Inaudible} I'd like to say I'm too old for this. You do it. Um, but anyway, how about interactions with police? Anyone want to call a number? I know we don't- this would take 90 minutes and I'm guessing you have other business so.

**Unknown Female:** Is it 300?

**Lenny Orr:** We could formally set up teams if we like. ((Cross talk))

**Lisa:** Anyone want to pick a question? (300) Thank you. That was the one I was hoping for.

**Lenny Orr:** Perfect. Can a male police officer pat down a female juvenile? Is it A. Yes, B. No.

**Unknown Female:** Yes.

**Craig Kelley:** You already said that. {Inaudible}

**Lenny Orr:** Is that final answer?

**Lisa:** Well, what we do here is we actually model what a pat down will look at. And we want young women who do not want to be patted down by a man to use the proper language to say, I would like to have a female officer pat me down. Right. And then someone like a Deputy Superintendent Lowe would say, we'll try, but you know, only 12% of police departments are women. So we can't guarantee that. And that's when we recruit. That's when we recruit. And we say, would you like to meet a female Police Officer? That's, that's because Lenny, I'm sorry, but we also demonstrate that if you kick an officer or push them away, that's assault and battery with a dangerous weapon. If you're wearing a shod foot in Massachusetts, you can't get that purged. You cannot get that sealed off your records. So we want girls not to do that. And I have heard many mothers say to their kids, kick the officer, you know where um, and we say that's great if you

want her to be incarcerated, you know? So the answer is- Lenny, I'll be quiet. Sorry.

**Lenny Orr:** Would someone else like to pick another question? Robert, 19, is dating Clara, 14. He is in love with her and wants to marry her. Clara gets pregnant and her angry parents called the police. What could happen to Robert? Is it a nothing because they are in love and plan on getting married when she turned 16? B nothing because Robert says the kid isn't his and he is willing to prove it. C Robert could be charged with child molestation, go to prison and have his name put on the Sex Offender Registry. D nothing because Clara wants the baby.

**Unknown Female:** {Inaudible} what do you think kids would say?

**Lenny Orr:** The answer is C.

**Unknown Female:** I think they probably {Inaudible}.

**Lisa:** That's what it sounds like when you get it wrong. Um, so...

**Craig Kelley:** So, so this is one of the more awkward conversations I had with my teenage sons, um, which is a real one because they were dating girls who are underage and I assume they were having sex. And at some point I forget there, there is an age difference where suddenly my sons were at an age where it became an offense, whereas the day before it wasn't an offense. And it, it just seems so arbitrary but also so absolutely unexpected from their perspective that um, I just felt I needed to talk to him and it was embarrassing. Um, but it's it's an important thing because not all relationships are truly consensual and and things go bad and blah, blah, blah. So this one for me is is particularly sort of important.

**Lisa:** Did you want to add something to that?

**Lenny Orr:** Yeah. Definitely. So oftentimes when I play the game and come across this question, I will share one of the cases I worked on as a- as a deputy public defender, which involved in where I practiced an 18-year-old and a 17-year-old. And at that point, that was statutory rape. And I'd share a story about how my client was charged with domestic violence. His girlfriend was also pregnant. You do the math and you can figure out when that occurred. And so the deal from the prosecutor was to take the charge of domestic violence, formal probation. We talk about the different parenting classes he would have to take and anger management for a full year, or the prosecutor would file the additional charge. And so we talk about, you know, what are some of the additional factors that could come up from something that, you know, from day to day may have changed the nature of a relationship and really kind of thinking about what are the other consequences or what are the other outcomes that could come across as just, you know, a boyfriend-girlfriend relationship.

**Lisa:** The other thing we talk about, and I like this because it's such a good manifestation of um, how kids think of the world that it's worth hearing and it's also very risqué and embarrassing. So just close your eyes. But um, we want them to understand. Let's say Jonathan and Julie are having sex. Jonathan is 16, which

is the age of consent in Massachusetts, and Julie's 15. They like each other. They want to do the sexual act together, and Julie's mom walks in because the key thing here too is it doesn't have to be one of them who calls the police. It can be a parent, right? And uh, we want them to understand that. And I'm guessing it happens now and then. Um, so in one class in Quincy, a kid raises his hand and we're talking about statutory rape. Now this is the third time we've talked about it because we begin the game by talking about at what age you can do things. And now we've come back to it again. And um, just as an example that he cannot understand that statute, and we explain it means by law, even though you didn't force anyone to have sex with you by law, the state says you can't have sex with them. So this kid raises his hand and he says, well, if the mother walks in, would it make any difference if the girl was on top? So we, we uh, we held it in, um, and and many of the kids could not, but he had he understood perfectly well. He understood rape very well and having her on top in his mind demonstrated she was in control and there was no force. But he still couldn't get statutory. He could not understand that the age difference was the issue. Um, so this is the kind of confusion kids get into and and I have to say Massachusetts had a very, um, distinguished history of going after kids for, uh, statutory rape for a while, even asking nurses to help disclose that.

**Craig Kelley:** I made the mistake of auditing a cyber law class at Harvard last spring and an immense amount of that stuff was child pornography, which, um, the whole sexting and whatnot. Do you get into that at all in this too?

**Lisa:** Lenny, do you remember which question it is?

**Craig Kelley:** I don't, but you do. You, I mean, kids think they're taking pictures is innocuous, but they could actually be at this one doing child pornography that's legally actionable and sex offender registry.

**Lisa:** So yes, we do get into it. This is not the question. I just thought I'd go look for it. But this is another question that's worth addressing with kids who have guns, even fake ones. Anyone want to guess? Yeah. Most kids pick which one do you guess? B. Why can't they shoot me in the arm? You know, so I drop the gun, you know, so we explained that what the officer's obligation is and why they can't do that and point out th- those of us who can the difference in the width of your body from the width of your arm. Do you want to add anything, Lenny to that one.

**Lenny Orr:** Sure. For this particular question, we also, if there's an officer in the room, we talk about, you know, sometimes we get questions from the youth. Why can't they fire a warning shot into the air and things like that? And you know, the next logical question is, well, what happens to that bullet? Um, and so, you know, some youth understand, yes, it comes back down. That could hurt someone else. So we tried to relate it back to other instances that they may have seen in the news. We talk about where those ideas may have come from movies, things like that and why that's not accurate. And if there's an officer present, we ask them, you know, what the policy on warning shots or aiming for an arm or a leg? Um, and why is it also happens if someone has a knife? I think because those are



common questions that come up and we discuss those and talk about what the dangers are, what training is done and you know what law enforcement officers are looking for in that particular instance.

**Lisa:** Anyone else want to pick some?

**Lenny Orr:** So this question says who might be able to see your juvenile records? Is it A. certain future employers B. school administrators and sometimes colleges C. the military D. immigration, public housing, and the Department of Motor Vehicles E. all of the above. The answer is E and then we would go through each answer choice and explain what that means and how that could potentially impact, and also, you know what they can do if they do have a juvenile record. We don't want to let them think that there's no hope. We talk about, you know, what are some ways to, you know, seal or expunge that record. It depends what the offense is. Um, and you know, different strategies and ways around it.

**Lisa:** That's all on the Think About it First card too, which they can take home with them. Another one and, and we'll stop talking.

**Lenny Orr:** (500) Johnny has a gun at school. He worries that the police are going to search his locker. He asks Caleb to hold it for him until after the search. What could happen? A. Caleb cannot be charged with anything because he is not the owner of the gun. B. Johnny can be charged with possession of the gun. C. Both Johnny and Caleb can be charged with possession of the gun.

**Lisa:** Why? That's not fair, you know? Besides, lockers are private property. That's what we hear all the time, all the time. But this is an example of a joint venture law being applied. So Caleb, it's not his gun, is going to be charged as though he is the owner and, and Johnny will too because he did own it. Um, so it's a mess and kids will say, well I'll just tell them it wasn't mine. But first they're going to be arrested and go to court. And it's a long time before you get to say it wasn't mine. So, um, as you can see, this is not so much focused on your rights as it is warning them of the consequences of certain risky behaviors. Uh, because those are some pretty serious ones. So I'll, I'll turn this off unless this one, any, anyone else? Nope.

**Craig Kelley:** Okay before we bring it back to the table I would like to open up the Meeting to Public Comment. Is there anyone who would like to publicly comment? Seeing no one I'd entertain a Motion to close Public Comment. So closed. All right back to us. Uh, any questions or comments? I guess we'll start in this way. Councillor Siddiqui? Councillor Mallon?

**Alanna Mallon:** So I have a quick question. So Lisa, you said that you would write this juvenile justice game with the Police Department or rewrite it for Cambridge in conjunction with the Police Department with Deputy Superintendent Lowe and his team?

**Lisa:** As well as others, as well as um, definitely folks from the youth rec centers because they hear firsthand how kids think of things and what's happening to their siblings. Um, juvenile defenders from Middlesex County who are going to see

any charges in court, prosecutor from Middlesex and the juvenile court judges, Ken King and Gloria, um, I'm forgetting her name, uh, Quan, uh, to, to help us. We really try and get a broad stakeholder group. Um, sometimes probation helps too because we want to see this from all angles.

**Alanna Mallon:** So but the one that the GOLD Girls did was this particular one?

**Lisa:** No this uh, that was a different one too.

**Alanna Mallon:** Okay. Okay. Thank you.

**Lisa:** What we were doing with that one was we were trying to look at what girls were charged with in terms of offenses, but also where they were victimized and how to avoid certain situations where they put themselves at risk of being victimized and how they could act to protect themselves. So as a unique effort.

**Jan Devereux:** Yeah is it worth uh, involving any youth in the development of the game as a...?

**Lisa:** We try. Well frequently we're, we're doing this remotely uh, like we've got three games going now in South Carolina, Texas and..

**Lenny Orr:** Illinois.

**Lisa:** ...Illinois, wherever that is. And so we can and we beg them to do it. Um, in Indiana we've been able to get a lot of input from kids in certain counties and we would love to. Like we would love to just have focus groups and say what confuses you? What do you wish you know? And often when we play the game we start hearing it and say oh we need to fix it. So one of the things I didn't mention is we can adjust the game like if we pilot it in Cambridge. And we see uh, that everybody knows the answer to that question. We can change it and then reissue the game leader guide.

**Jan Devereux:** Um, well some of the schools do senior internship programs and...

**Lisa:** That's a great idea. Yeah.

**Jan Devereux:** This would be a fabulous senior internship where you have the senior assisting you doing some surveying, working with your team and the Police Department to try to- and then you know, they give the one school I'm thinking of, which is one of the charter schools. They have a senior internship night where they then do a presentation. So then that would share it with a- with an audience. So that could be a fun way of um, engaging actual youth in it, so.

**Lisa:** So that's a brilliant idea.

**Alanna Mallon:** Just to piggyback on that, because I think it's a great idea. Um, the Cambridge Youth Council is a group of high school students that we work with on the Family Policy Council, Deputy Superintendent Lowe as well. Um, and they're a very energized group and very social justice minded. And this might be right up their alley as well.

**Lisa:** And it has always been our dream that in- for the school version we could have a school administrator or school resource officer play it with a 10th or 11th grade student to all the ninth graders. Explain it to them the rules of the house and so you'd have a trusted messenger um, in the student. So it's something we wanted to do but just there's been no interest uh, to do it. Adults don't like to give up power. I don't know if you noticed that but I have as a parent.

**Craig Kelley:** So I have- I'm personally I'm sold on this but that's not the relevant point. I have two questions for you and then a couple questions for the City Staff. The first one is do you have something that explains people's expectations to privacy and search and seizure when it comes to electronic devices, whether it's the school loan Chromebook or someone's personal phone and under what conditions. And also the backpack part in school and what people should expect a school department can look at because one of the things that we're kicking around and the Vice Mayor just talked about a vaping ban, but some schools are even taking, I mean, I've read it, I can't believe it, but I've read that some schools are removing the stall doors in bathrooms to address people vaping in them. So if we're going to that extent, are we also going into little nooks and crannies and backpacks that kids wouldn't expect to get searched and do cover that?

**Lenny Orr:** In some games we do. It depends on the particular game and what issues come up when we do the assessment. But we do definitely talk about in the school version searches of lockers, searches of cars in school parking lots or school property. So being loaned a Chromebook or an iPad, also we go into posting things on social media and what does that mean? Um, and I think that's a very good point to bring up. You know, what are the specific nuances around cell phones and things like that? And that's definitely something we would want to incorporate more of, especially with younger ages now also having access to cell phones, bringing those to school, then being allowed in the classroom. Um, so we definitely do get into some of that, but maybe not to the full extent just based on kind of where we are now with the game.

**Craig Kelley:** Okay. But you, it sounds like the game's super flexible, so.

**Lisa:** Oh yeah. So our current question for cell phones is, um, Tanya sends a picture of herself naked to James. James makes it the wallpaper on his cell phone and gives it to David. Now wallpaper on the phone means you don't have to go inside the phone to search it, which is prohibited. Probably because some Supreme Court justices uh, were worried. But anyway, you need a warrant to search a phone. So um, if it's the wallpaper, that means there's no search required and the teacher saw it. And what we want to make clear is all three of those kids are suddenly in trouble. But in the discussion points, uh, we go through the harm and other charges you could face if you then circulate this, you know, uh, to your closest 743 friends on Facebook. Um, because Massachusetts has a harassment statute, we articulate what that can mean and what behaviors uh, put you at risk of being um, system involved or identified.

**Jan Devereux:** I had another thought just because all of the examples we've used that involve anything to do with dating or sex or you've used male and female

couples. Do you have versions that have same sex couples? And I don't I'm embarrassed. I don't even know what the laws are in terms of, of you know, it can...

**Lisa:** Naked is naked.

**Jan Devereux:** Naked is naked, but like statutory rape. I mean all of those things. So those are things I said, I don't know.

**Lisa:** Sodomy laws, right? So I would- I haven't seen any decisions. What you see mostly are case laws involving a 14 year old having sex with two or three 13 year olds, which was a decision in Massachusetts I think four years ago. So you don't see same sex charges in Massachusetts. Do you remember any in California?

**Lenny Orr:** I don't.

**Jan Devereux:** Yeah, I mean, I guess just because you're talking about a Cambridge game, (absolutely) I think it's important to somehow incorporate examples, even if it isn't something that is charge worthy, but just to sort of...

**Lisa:** No, absolutely.

**Jan Devereux:** This is why we have to do an assessment.

**Lisa:** But it just to show you how unique it is in our San Francisco game. They wanted gender, sexual orientation and I think those were the two. So we um, use that same assessment pre and post in Indiana and they said, what is sexual orientation? So it, it really has to be tuned into the local culture.

**Jan Devereux:** Yeah, we we probably want the San Francisco version or the Berkeley version, whatever you have Oakland.

**Craig Kelley:** And I had a related question, which isn't so much school based, but it's, it's sort of related in the sense I, I saw an interaction between a police officer and a young kid on a bicycle uh, probably a week ago. And this is I guess the sort of thing that if the young kid on the bicycle had been through this training they would have known what their rights were vis-a-vis the police officer. And the police officer would hopefully know what their limits of authority are. Because that getting a little bit off topic I have this fear that when we finally start taking bicycle sidewalk riding seriously it's really going to be a bunch of 14 year old kids that get stopped and then what happens after the stop.

**Alanna Mallon:** Craig, I was gonna say my son is gonna be the first one that gets stopped. I have a 14 year old that rides on the sidewalk.

**Jan Devereux:** Uh, actually you're just given me another idea which is to figure out how to adapt Jeopardy to bicycle safety education.

**Craig Kelley:** Oh there we go.

**Jan Devereux:** A whole bunch of good categories for that for adults and, and youth.

**Craig Kelley:** And that is- I guess that's adaptable if we were to decide that we want to do something.

**Lisa:** Tell him about the MBTA.

**Lenny Orr:** Absolutely we've uh, customized one for the MBTA for example and so there is a one copy of the game leader guide but it is adaptable to whatever issue would uh, want to be covered.

**Craig Kelley:** Okay thanks and then I think my last question is looking at the City staff. Um, what's your experience not with the game so much but in the knowledge gaps and the possible need or benefit of- a doesn't have to be this program but this sort of training program and so forth? We're not holding you to this, just seeking some feedback.

**Michelle Farnham:** I think as demonstrated just from the game, it's the knowledge gap is pretty huge. Um, there's a lot kids think they know. There's a lot of adults think we know. Um, and to be able to um, make explicit sort of what information could help them in their lives is really important. Um, and it's about finding the, the appropriate, just as you said, sort of like giving it the appropriate time and space and place. Um, I think matters. But it's it's done in fun and so it does help young people engage better.

**Robert Lowe:** And so if I could just just add, um, you know, of course I advocate anytime there's an opportunity for education. I could tell you our concern, so last year, calendar year, we didn't have one juvenile arrest in any of our schools in the City of Cambridge. Which speaks volumes to the work that's been done over the past 10 years with Commissioner Haas and now Commissioner Bard. The point I'm trying to make is, uh, we're more concerned about how juveniles behave when they're outside of the City because policing is so different in different jurisdictions. Our main concern would be okay when a Cambridge juvenile drives over to see his friend in Boston or in Malden or in Everett or Somerville or wherever it is, those interactions may be a little different than how they would be treated in Cambridge. So that would be one of the concerns that we have.

**Craig Kelley:** Okay. Um, any other- so what do we- I, I personally am excited about all of this stuff, the bike stuff, the school stuff, the street stuff, the whole thing. I don't know if we want to. Yes.

**Sumbul Siddiqui:** So I think I mean there's a relationship that has to be built with the schools and I've been on- I'm working with another Councillor on getting where there's this non-profit that had reached out to us and they've had a hard time getting into the schools and it seems that the administration has certain rules and so I think it's a hurdle. Um, and I think that perhaps the Council can facilitate an introduction to the superintendent and ,and others uh, who may have questions uh, because they it just seems when Councillor Carlone and I had talked about this particular program uh, there, there were- there were some barriers. And so I think that just I want that to be in the open that it's- that's something that as a as a

Council we can say do X and do Y and then there may be some, some barriers. So I just want to provide that context that we have to be working with the schools.

**Jan Devereux:** Well, we do have a Mayor who's a member of the School Committee. So, um, you know, one of the first things to do would be to see if we could bring Mayor McGovern or at least his liaison Liz up to speed on this. And so maybe, you know, there could be an Order to the School Committee to do much the same thing that we've done, which is would be to have a- so I mean not not a Council Order, but he he can bring a School Committee Order or whatever they call them Resolutions to maybe have a conversation in their, one of their subcommittees about the value of this. I don't know.

**Craig Kelley:** So, so looking around the room there there seems to be some general enthusiasm support for this. Now what it looks like in action and I'm not exactly sure, but Councillor Mallon.

**Alanna Mallon:** Um, as somebody who has worked with the schools for a long time as a nonprofit is -it is difficult because there are a lot of great ideas and a lot of nonprofits that want to work with the schools and the schools are very overwhelmed quite honestly with their current curriculum and the current needs that they have. Um, I am wondering if there's a way I know that the Police Department works very well with the schools and has a great relationship. They have officers that are, you know, they already work in the schools. Is that a perhaps of of the first step in the conversation is having that already existing relationship, start that conversation.

**Robert Lowe:** So we'd be happy to do that. Um, I can tell you our experience has been um, certain schools operate. I just said this way. Not all the schools operate the same. Um, but we'd be happy to have that conversation with the School Department.

**Alanna Mallon:** Well, it seems like we would just be talking about the high school at this point, right? So I mean, I believe me dealing with all 17 schools and the district is really difficult because they are all very different. They operate differently. They have different leadership. They have different cultures. Um, but if this is just the high school and the relationship that the high school already has at the Police Department, I'm just wondering if that's an easier way to facilitate this initial conversation knowing that they have the support of the Public Safety Committee.

**Robert Lowe:** Sure, we'd be- we'd be happy to have that conversation with the School Department. You're welcome.

**Craig Kelley:** Okay, so do we just want to leave it at that? Um, then sort of, I agree entirely with everything being said. The school department is a separate entity and we don't have any authority over it. And um, you know, we can formally-yes, Councillor Siddiqui.

**Sumbul Siddiqui:** There are situations where the Human Services department will step in with funding if the schools are not in favor for one reason or another. I

do know that, perhaps we should El- you know, get Ellen's feedback on this. Uh, there- sometimes I've seen that funding come and the schools are like okay, as long as you're funding it, we're fine. But, it's just another thing.

**Jan Devereux:** Well, I mean- and I also think the Mayor's Office should somehow be involved, just so that they- since fundamentally school a it is a- issue, and it's being suggested by the Council. I think he'd probably be very supportive of it knowing him and knowing his priorities. So, find a way to, to um, facilitate a meeting so that he's- knows what this program is about.

**Craig Kelley:** Okay. So, I guess I could- I know you know who Marc is anyways. But, you know, we, we could just try and set up a time to sit down either with him or his liaison and figure out how this might continue Does that there. work for people? Lisa {Inaudible}.

**Lisa:** For us, that would work wonderfully. And we just want to say thank you very much for listening to this idea. Thank you very much for Deputy-Superintendent Lowe and other folks at CPD who have played the game over the years. And thank you Michelle, it's good to see you again. Thank you for listening to us.

**Craig Kelley:** Ma- how does it take to train the trainer? Like much of an investment in staff time is that? long

**Lisa:** Two- it's about three and a half hours.

**Craig Kelley:** Okay, great. All right anything else before we entertain a Motion to adjourn? Thank you all so much for coming. And uh, the meeting is adjourned. Thanks a lot.

**Lisa:** Thank you.

## **CERTIFICATION**

I, Casey Kern, a transcriber for Intellectix, do hereby certify that said proceedings were listened to and transcribed by me and were prepared using standard electronic transcription equipment under my direction and supervision; and I hereby certify that the foregoing transcript of the proceedings is a full, true, and accurate transcript to the best of my ability.

In witness whereof, I have hereunto subscribed my name this 30th day of September 2024.

*Casey Kern*



**Public Discussion**

**2. Discussion on Youth Legal Rights and Teaching Tools**