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SENATE MEMORIAL 1

54TH LEGISLATURE - STATE OF NEW MEXICO - FIRST SPECIAL SESSION, 2020

INTRODUCED BY

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A MEMORIAL

REQUESTING THE UNIVERSITY OF NEW MEXICO SCHOOL OF LAW TO
CONVENE A TASK FORCE TO STUDY MODEL LAW ENFORCEMENT TRAINING
CURRICULA FROM OTHER JURISDICTIONS AND MAKE RECOMMENDATIONS TO
IMPROVE THE CURRENT CURRICULUM AT THE NEW MEXICO LAW
ENFORCEMENT ACADEMY AND IMPROVE IN-SERVICE TRAINING
REQUIREMENTS FOR LAW ENFORCEMENT AGENCIES.

WHEREAS, trust between law enforcement agencies and the
people they protect and serve is essential in a democracy; and

WHEREAS, recent events have exposed rifts in the
relationships between police officers and the communities they
protect and serve; and

WHEREAS, recent events have shown that when police
officers do not engage in de-escalation techniques during an
investigation, they can fatally injure those individuals

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1 subject to investigation, causing unnecessary, tragic and
2 brutal deaths and further promoting distrust between New Mexico
3 law enforcement agencies and the communities they are sworn to
4 protect and serve; and

5 WHEREAS, advocacy groups representing the viewpoints of
6 communities that have traditionally had adversarial
7 relationships with law enforcement have a vital role to play in
8 the development of training curricula for law enforcement; and

9 WHEREAS, training on critical thinking, social
10 intelligence, implicit bias, fair and impartial policing,
11 historical trauma and other related topics has the potential to
12 build trust and legitimacy for law enforcement agencies and the
13 communities they serve, yet this training has not been a
14 meaningful part of the curriculum at the New Mexico law
15 enforcement academy; and

16 WHEREAS, training on interactions with lesbian, gay,
17 bisexual, transgender, queer or questioning and intersexed
18 individuals, known by the acronym "LGBTQI", including issues
19 such as determining gender identity for arrest placement, has
20 the potential to build trust and legitimacy for law enforcement
21 agencies and LGBTQI individuals, yet this training has not been
22 a meaningful part of the curriculum at the New Mexico law
23 enforcement academy; and

24 WHEREAS, training to improve interactions between law
25 enforcement and minority communities, immigrant and non-English

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1 speaking groups has the potential to build trust and legitimacy
2 for law enforcement agencies and Native American, Latino and
3 African American communities, yet this training has not been a
4 meaningful part of the curriculum at the New Mexico law
5 enforcement academy; and

6 WHEREAS, training on the appropriate investigation and
7 response to interpersonal violence, including child abuse,
8 sexual violence and domestic violence, has the potential to
9 build trust and legitimacy for law enforcement agencies and
10 victims of those crimes, yet this training not been a
11 meaningful part of the curriculum at the New Mexico law
12 enforcement academy; and

13 WHEREAS, training on the special needs of persons with
14 mental health challenges or physical challenges has the
15 potential to build trust and legitimacy for law enforcement
16 agencies with vulnerable persons and their families, yet this
17 training has not been a meaningful part of the curriculum at
18 the New Mexico law enforcement academy; and

19 WHEREAS, the curriculum at the New Mexico law enforcement
20 academy has not kept pace with the extensive body of research
21 on effective training techniques; and

22 WHEREAS, the legislature has the duty to enact a program
23 of basic law enforcement training and in-service New Mexico law
24 enforcement training for police officers that is appropriate
25 and effective; and

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1 WHEREAS, the following organizations can provide valuable
2 insight and experience in considering the curriculum at the law
3 enforcement academy: a civil rights organization, an
4 organization representing criminal defendants, an organization
5 representing prosecutors, an organization representing the
6 African American community, an organization representing the
7 Native American community, an organization representing the
8 Hispanic community, an organization with experience organizing
9 political demonstrations, an organization representing the
10 immigrant community, an organization representing the mentally
11 ill, an organization representing people with physical
12 disabilities, an organization representing victims of domestic
13 violence, an organization representing victims of violent
14 crimes and an organization representing gay and transgendered
15 individuals; and

16 WHEREAS, references in this memorial to "police officer"
17 mean any commissioned employee of a law enforcement agency that
18 is part of or administered by the state or any political
19 subdivision of the state, and includes any employee of a
20 missile range civilian police department who is a graduate of a
21 recognized certified regional law enforcement training facility
22 and who is currently certifiable by the New Mexico law
23 enforcement training academy, which employee is responsible for
24 the prevention and detection of crime or the enforcement of the
25 penal or traffic or highway laws of this state. The term

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1 specifically includes deputy sheriffs. Additionally,
2 "commissioned" means an employee of a law enforcement agency
3 who is authorized by a sheriff or chief of police to apprehend,
4 arrest and bring before the court all violators within the
5 state;

6 NOW, THEREFORE, BE IT RESOLVED BY THE HOUSE OF
7 REPRESENTATIVES OF THE STATE OF NEW MEXICO that the university
8 of New Mexico school of law be requested to convene a law
9 enforcement academy curriculum task force; and

10 BE IT FURTHER RESOLVED that the governor be requested to
11 appoint professors, law enforcement training experts, community
12 members and representatives from geographically diverse law
13 enforcement agencies to participate in a collaborative process
14 to review the current curriculum and make recommendations for
15 improvement; and

16 BE IT FURTHER RESOLVED that the governor, in consultation
17 with majority leadership in the house of representatives and
18 senate and minority leadership in the house of representatives
19 and senate, appoint seventeen members to the task force to
20 review the current curriculum and make recommendations for
21 improvement; and

22 BE IT FURTHER RESOLVED that the law enforcement academy
23 curriculum task force be requested to meet between the 2020
24 special legislative session and the 2021 regular legislative
25 session to devise a plan for implementation of its

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1 recommendations; and

2 BE IT FURTHER RESOLVED that the task force be requested to
3 report its findings and recommendations to the governor, the
4 interim committee dealing with courts, corrections and justice
5 issues, the standing house judiciary committee and the standing
6 senate judiciary committee; and

7 BE IT FURTHER RESOLVED that copies of this memorial be
8 transmitted to the governor, the dean of the university of New
9 Mexico school of law, the interim committee dealing with
10 courts, corrections and justice issues, the standing house
11 judiciary committee and the standing senate judiciary
12 committee.