

PORTLAND POLICE BUREAU
INTERNAL AFFAIRS
TAC Meeting

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RIOS: We do really appreciate you coming over, all right, and spending the time with – with us here. So, let's see, I am actually going to ask somebody to read the mission statement, anybody who wants to be the volunteer for that.

BOSTON: Anne lifted –

RIOS: It's right here on the bottom – Anne, thank you.

PARMETER: The mission of the TAC is to provide ongoing advice to the chief of police and the training division in order to continuously improve training standards, practices and outcomes through the examination of training philosophy, content, delivery, tactics, policy, equipment and facilities.

RIOS: All right, now, the mission of the police – Portland Police Bureau, right, is to reduce crime and the fear of crime by working with all citizens to preserve life, maintain human rights, protect property and promote individual responsibility and community commitment. I want to make sure everybody understands what our mission statement is throughout today – throughout the next couple of hours, because it's going to be very important when we start talking about our recommendations, all right. So, we've got to make sure we focus on training and, you know – oh, something's broke – we focus on training, we look at the training standards and we're really thinking about the mission statement when we're actually making recommendations or discussing it, so keep that in mind. All right, also in front of you, you have the minutes, the last minutes. Oh, I don't have them in front of me but you have them. Anybody – has anybody not have a chance – not had a chance to read them?

BOSTON: I haven't. Has everybody – can I – I apologize.

RIOS: Scan them – scan?

BOSTON: Can we do a quick scan everybody? Sorry.

RIOS: Yes.

MALE: I realize this is, sort of, written in short hand but even so, I think we can probably do better than the beginning of the second paragraph on page two, then to say, "there is two police shootings", perhaps, "there were two police shootings", would be a better word then, "there is two shootings".

RIOS: Of course, right – yeah.

MALE: That's second grade.

FEMALE: I saw that too and I (cross talk).

BOSTON: I guess we also don't have Helen for this meeting, is that right?

GERRITSEN: We don't, I am rec – we – recording the meeting.

BOSTON: Oh, thank you.

GERRITSEN: But we do not have Helen, no.

MALE: So, she's here in spirit?

MALE: Well, we're transitioning.

FEMALE: She's retired.

MALE: Helen actually retired –

MALE: No!

MALE: – and moved to Colorado. And so, she's not willing to come back and do the minutes on our behalf and we didn't have the staff in place for tonight, so we're recording this. I will get it transcribed

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52 and then going forward for the next meeting we'll have somebody to take minutes. Unless somebody on
53 the TAC would like to volunteer to take minutes, they're more than welcome to do so, but I understand
54 that's been our responsibility over the years and we'll continue to do so, we just weren't prepared for
55 this this evening.

56 **RIOS:** Not a problem. We understand. Lucky her she got to retire. All right –

57 **MALE:** She left there at 1977 and said she was always going to back –

58 **FEMALE:** Wow.

59 **MALE:** – and she decided it was time.

60 **MALE:** Wow.

61 **FEMALE:** That is a long time.

62 **MALE:** I'm going to go check the door one more time.

63 **FEMALE:** Yep.

64 **MALE:** And we normally have Jody but I let her go on vacation. That was a mistake on my part. I
65 won't let it happen again during the TAC. But that's why the door has been a little bit of an
66 inconvenience tonight because – that's the problem, it's all these really good people that make my job
67 look so easy and smooth and when none of them are here, it's Leisbeth and I and I brought Emma as my
68 ace in the hole so that if we get into the real technical stuff, she's the one that has the wow – the wow-
69 ability.

70 **RIOS:** Awesome.

71 **MALE:** No Helen and Jody, it's obvious that I don't have clue as to what's going on in the training
72 division. Turn the recorder off (inaudible).

73 **RIOS:** All right, so everybody got a chance to look?

74 **FEMALE:** Page three and five, paragraph two –

75 **FEMALE:** Editors.

76 **MALE:** Yeah.

77 **MALE:** You can make that trade (inaudible)

78 **FEMALE:** No, just you're the pro.

79 **RIOS:** What is it?

80 **FEMALE:** On page three paragraph five – paragraph number five, paragraph two, third line from the
81 bottom, it says, "however, the man was restrained with by".

82 **MALE:** 'With' doesn't belong there.

83 **FEMALE:** Third line from the bottom of the second paragraph –

84 **MALE:** Just take out the word, 'with'.

85 **FEMALE:** – under item five.

86 **RIOS:** All right, okay, so is it okay to approve these notes with those changes and then submit them for
87 –

88 **GERRITSEN:** Mm-hmm.

89 **RIOS:** Yes.

90 **RIOS:** All right, so do I – any other – any other edits? Going once –

91 **FEMALE:** Sold.

92 **RIOS:** – going twice, sold for approval. Okay, do I have a motion to approve this – these minutes?

93 **MALE:** I move to accept the minutes with the changes.

94 **FEMALE:** I second that.

95 **RIOS:** All in favor?

96 **RESPONDANTS:** Aye.

97 **RIOS:** All against?

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98 **FEMALE:** I think that's particularly funny –
99 **RIOS:** All right.
100 **FEMALE:** – because the last line of the paragraph says, “language is important”.
101 **RIOS:** Oh, that's funny. All right, so I'm going to take these, so that I take these that approve and do
102 you mind if (inaudible).
103 **BOSTON:** Can I hold this just because I wrote on it. Can you take that too?
104 **RIOS:** Oh, that's what I was – I was going to give it to them so that they can –
105 **BOSTON:** Oh, I'll give it, I just want to reference it later –
106 **RIOS:** Okay.
107 **BOSTON:** – regarding a policy –
108 **RIOS:** Sounds good.
109 **BOSTON:** – we developed in paragraph two.
110 **RIOS:** All right, so let's move on to the meat of the work that – that – really, that – what we're going to
111 be doing here today. So, as a quick reminder, all right, we have a cycle that we try to follow every year,
112 we started it last year, or actually the year before, and this year we tried to follow it, it's been kind of
113 hokey, kind of – we've had to be Gumby, let's put it that way, very flexible. So, I want to go over it real
114 quick. So, usually on the prior year to the recommendation, so last October, November, December, we
115 start gathering the ideas. What ideas are out there in terms of what are we going to look at, what are we
116 going to talk about, possibly, and discuss in order to make some serious recommendations the following
117 year? Then in January on, what, you know, some of us call Q1, January, February, March is our time to
118 actually identify those opportunities, right. We've discussed it, we've talked about it, we've hear about it
119 and we are in the point where we want to identify them and start the research. April, May and June is
120 when we prioritize those opportunities, figure out which ones we're going to work on, which ones are
121 we not and which ones are, you know, a little bit more priority – higher priority, which ones are not and
122 start working on the recommendations so that we can actually submit them during the July, August,
123 September time frame. That's where we are right now, all right, and that's what this meeting is going to
124 be all about. After that, just a quick note, we repeat that process again and we start – we kick start the
125 recruiting process, so that's going to be the next step after this. After we finish this we're going to start
126 moving into recruiting and doing some reviewing, etcetera. So, with that said, I did email everybody the
127 recommendation draft earlier today and what I did is actually printed it because it was very late and as
128 everything else this summer, everything has been late, and I apologize for that, all right. So, what I
129 would like to do is, if we can take a moment and have maybe a brief summary of each one of the
130 sections. Anne, do you want to –
131 **PARMETER:** Sure.
132 **RIOS:** – join me –
133 **PARMETER:** Oh, stand over?
134 **RIOS:** If you don't mind.
135 **PARMETER:** Okay.
136 **RIOS:** So, the first area, the self-paced learning, and Erin was the lead for it but she actually had a
137 conflict tonight so she – I talked to her earlier today and she kind of coerced – twist her arm and got her
138 to –
139 **PARMETER:** Yeah.
140 **RIOS:** – work on it. So, do you want to –
141 **PARMETER:** So, our group was all about leveraging existing best practices that all of us out in the
142 business world are using already, and supporting the bureau to implement those same practices. So,
143 many of us in the room know how to create videos using our iPhone, using either free software or

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144 leveraging groups like, Association of Talent Development for workshops and bringing people up to
145 speed. So, our – our findings were about maximizing the learning management system and using
146 existing competency models. So, this was not about, you know, sending people away for expensive
147 trainings or adding more time to in service, it's really about optimizing the time that's already set aside,
148 or let's explore if there are – if there's technology already in place. Maybe in the squad cars, could we
149 be using those existing monitors and have e-learning on there? What are the barriers right now? So, we
150 want to look more into, what are the resources that're currently in place in the facility, who in the
151 training division has skills for rapid video production, what are barriers that are keeping people from
152 leveraging e-learning or other video resources? Does that sound appropriate?

153 **RIOS:** Yeah, and I want to add one thing that Erin and I discussed and for a little clarification,
154 specifically for the training division, is that, yes, we are – the focus of this group was really to look at
155 CEW and self-paced training within that – within that, you know, that area, but as they went along and
156 did some research, they found out there was expanded opportunities in there, so some of that actually
157 bleeds into that, all right. And that's why it might not seem like sometimes it's CEW centric, it's
158 because they'd actually expanded a group during the research phase, so – okay.

159 **BOSTON:** I have a quick – just on that note, and thank you Rio, for making that clarification, the
160 beginning point of this, I thought was from Officer DANIELS, saying that if there was one thing that
161 they would like it would be more time for hands on scenario based training, and that is what, kind of,
162 generated that optimizing self-paced training, so that we could free up time they already had, is that
163 documented in terms of a reference in here?

164 **PARMETER:** I don't know about that.

165 **BOSTON:** Okay.

166 **PARMETER:** I'm not sure what you're referring to.

167 **BOSTON:** Okay, do you know what I'm referring to?

168 **RIOS:** Yes, but I – so –

169 **BOSTON:** Officer DANIELS and Officer HARRIS –

170 **RIOS:** Yeah.

171 **BOSTON:** – I believe –

172 **MALE:** Dale HARRIS.

173 **FEMALE:** Mm-hmm.

174 **BOSTON:** – did our Q&A and the Q&A is going to be an appendix in the back capturing that dialogue
175 between the trainers and us, and that one thing will be asked, “what do you want? What if you could
176 have anything?”, it was more time for training practice, hands on scenarios. And what I thought this
177 came out of that was, you can't magically add more time in, so how do you better use the time that you
178 do have –

179 **FEMALE:** Yeah.

180 **BOSTON:** – on an individual basis –

181 **MALE:** Oh yeah.

182 **FEMALE:** Oh, yeah.

183 **BOSTON:** – so that you can have more –

184 **RIOS:** Oh yeah, okay, now I understand.

185 **BOSTON:** Is that captured somewhere?

186 **RIOS:** That's – that's the essence.

187 **BOSTON:** That's the essence, okay. I'm sorry, I haven't read it.

188 **PARMETER:** Let's leverage what's – let's leverage what's already existing, so –

189 **BOSTON:** Yeah.

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190 **PARMETER:** So, there is an LMS. If the constraint is time or money, then, you know, we don't
191 necessarily need more time or money for better training. There are opportunities that we aren't taking
192 advantage of.

193 **FEMALE:** Okay.

194 **BOSTON:** I just want the connection there that if people do self-paced training for the things that lend
195 themselves to self-paced training –

196 **PARMETER:** Yeah.

197 **BOSTON:** – that it provides more value for in-person practice. That's – that was my take away from
198 that Q&A.

199 **PARMETER:** Yeah, I don't think the in-person practice is going away.

200 **BOSTON:** No, we don't want it to go away, but I thought that the whole point of the self-paced aspect
201 was to expand the time dedicated to training.

202 **RIOS:** It's the compliment, really, that's what – and that's – and I think that's – maybe that's what the
203 confusion is. And this is where the adult learning lingo and – and framework, kind of, falls in, is that, I
204 guess for us it is common sense that it's – it's, you know, it's embedded into our heads that self-paced
205 learning will always be there to compliment and – and fill the gaps that, you know, instructor led
206 training does not, all right. So –

207 **MALE:** But Anne, do you go far enough into that to where you talk about some of the features of self-
208 paced learning, where, you know, the – it must be eighty percent in order to pass this module and then
209 go back for self-correction knowing that seventy percent and then see what's wrong or the – the less
210 than optimal choices were made, do we get that specific?

211 **PARMETER:** In this little two pagers, no.

212 **MALE:** No – no, okay but I mean, I think that – it's just been for, you know, the last thing you want to
213 do is sit there and keep banging your head on the wall going, "I've got to get eighty percent. I've got to
214 get –", you know, and not know where your mistakes were. I mean, some of the things that you said we
215 have experience with in private industry –

216 **PARMETER:** Mm-hmm.

217 **MALE:** – to where you can go back and retest, that's great, but I need to know, "oh, that's why", you
218 know, if I would have gone ahead and de-escalated one more step then that would have been the
219 preferred path before an appointment. It's just, I mean, those little pieces about what self-paced learning
220 can do, so it becomes a learning experience rather than a – a penalty as something I've got to do.

221 **PARMETER:** Yeah.

222 **MALE:** It becomes a, "oh yeah, that's kind of cool, I get it". Anyway, I just wondered how deep –

223 **PARMETER:** Yeah, I think that –

224 **MALE:** – smart people like you –

225 **PARMETER:** Step one is just making sure that – that self-paced learning is an option at all and that
226 we're taking advantage of every opportunity that people could, if they had a free moment go in and
227 watch a video or do something that's going to spark discussion, be able to access those resources to
228 learn more.

229 **MALE:** Is the element accessible by phone?

230 **PARMETER:** I do not know. Is that something you guys can answer?

231 **MALE:** Well, the learning management system, at this point, no. The internet, which has our internal
232 things, which is where this, kind of, would fall into play, is accessible by phone as well as by the CAD
233 in the car. My question, you kind of just touched on a little bit, so I'm just looking for a clarification,
234 when you say we do a little bit of this, we don't do very much, I affirm the recommendation and sense
235 that we could be doing better, be doing more, and I – I hear what you were saying, Sushanah, that, you

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236 know, the idea of being if – if we could take care of some of this more routine day to day type stuff, then
237 we don't have to spend that as – in the classroom and then we can do more scenario based –
238 **BOSTON:** I – that's what I took away from Officer –
239 **MALE:** Yeah.
240 **BOSTON:** – HARRIS –
241 **MALE:** Right.
242 **BOSTON:** – and Officer DANIELS and that was the comment (cross talk)
243 **MALE:** So –
244 **BOSTON:** – generated this category.
245 **HERSHEY:** Yeah, so – but the question I have about self-paced learning, what we haven't done, and
246 I'm – I'm open to the discussion later, we can have more of is what you just said about how, you know,
247 we could have, sort of, on a menu or an elective of things. You know, typically what we do in the police
248 bureau is required, you know, I mean, the reality is, “you will watch this. You will do this. You will do
249 this”. I'm – I'm curious and would love to have more conversation about, you know, creating something
250 that's sort of a menu option of ongoing that's available to people. I'm very much interested in that.
251 **BOSTON:** Yeah.
252 **HERSHEY:** Because most of what we do now, and it makes sense is, you know, “you're going to
253 come to x class, so you need to be familiar with this, this and this”, and so we put that out on a video so
254 they have at least a little bit of a foundation coming in but I also, kind of, hear from this
255 recommendation, like, a menu system where if a person wants to know more –
256 **BOSTON:** Yeah.
257 **HERSHEY:** – or seek out more, they can understand that and get credit for it. Is that kind of what –
258 **BOSTON:** Yeah.
259 **PARMETER:** Yeah, and that's all about the push versus pull model. So, recently in – people who are
260 in – in corporate training, the trend is more and more shift away – shifted away from organizations
261 saying, “you have to do this”, and rather, “hey, we have all of these options”, and making them good
262 enough and easy enough to access, that people want to get out there and – and access them.
263 **MALE:** Mm-hmm – mm-hmm.
264 **PARMETER:** Yeah.
265 **HERSHEY:** Is there a middle ground, either in your – in your world or in this one, to incentivize this in
266 some fashion? Somebody gets a gold star for doing it, in some fashion.
267 **PARMETER:** Does anyone incentivize you for watching the news or for informing yourself or being
268 at the top of your career? I think most people in their industries want to be great at what they're doing
269 and if there are resources that are going to help them be a better officer, they will probably access them.
270 **HERSHEY:** That – I – I'm just going to put this out there, not to start a debate, we are dealing with –
271 **FEMALE:** What? Kidding – love you.
272 **HERSHEY:** I think it's time for me to retire.
273 **FEMALE:** No – no.
274 **HERSHEY:** I'm too predictable.
275 **FEMALE:** No.
276 **HERSHEY:** We are – we are – some would say, we are dealing in a culture that, especially in the
277 unionized world, would see this as somebody brown nosing the boss or that – that – I – I know that in
278 private industry we've gone way passed that for a whole lot of reasons and I'm not sure we've gone past
279 that in this culture. That' what – the only reason –
280 **PARMETER:** And when you say, “this”, what do you mean?

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281 **HERSHEY:** The – police culture. I am not sure that there would not be peer pressure against this. The
282 person would be seen as too much of a go getter –
283 **MALE:** They might need –
284 **MALE:** And – and – right –
285 **RIOS:** – because of the culture like you mentioned before, that it – they – they are set to, you know,
286 everything – all the training they receive is actually required, it’s mandatory, so there’s no – there hasn’t
287 been a precedence to inspire them to actually develop further and some of them might have it them –
288 might – some of them might not.
289 **HERSHEY:** Who – who – who are you –
290 **RIOS:** That’s the thing we don’t know.
291 **HERSHEY:** But who are you trying to impress? The who – who are you trying to impress school of –
292 **RIOS:** Yeah.
293 **MALE:** Yeah.
294 **RIOS:** Go ahead.
295 **HERSHEY:** Two thoughts come to mind; one, I mean, the reason that I like this recommendation as
296 well is because, you know, the people that we are hiring, of which we have done several and we will be
297 hiring several more, are coming in with an expectation of this type of model.
298 **PARMETER:** Yeah.
299 **MALE:** I mean, you know, we’re hiring young people who, obviously, they don’t know of a time when
300 they didn’t have one of these or they didn’t have the internet, they didn’t have access to information, so
301 we are hiring people and seeing people that are challenging us as a staff to provide them more. So, I
302 think Ed, you’re right, you know, a guy like me, maybe a little – a little hesitant, a little more resistant
303 because this is the way it’s always been done. I think people coming in the door in the last, you know,
304 three to five years particularly, especially over the last year, we have seventy-five recruits at the end of
305 this month, in the system, just in the probation system, I think they would be more open and receptive to
306 that. And the other thing too is – that encourages me, is since I’ve been in the division in the last year we
307 have gone back to offering additional ongoing certification classes. So, like, if you want to be a firearms
308 instructor, or if you want to be a field training officer, and we’ve had no less than thirty to forty people
309 putting in for ten slots, it’s become highly competitive and highly sought after. And – and I thought it
310 was going to be one of those deals where you throw a party and nobody comes, and turned out we had to
311 put together a really robust vetting system so that we would know who we were getting and we would
312 actually – so, I mean, both of those, sort of, encouraged me that I think demonstrates organizationally
313 there is, at least a – a section of the organization that’s hungry for this kind of opportunity. So, does that
314 make sense?
315 **PARMETER:** Yeah.
316 **MALE:** But – but is – is an example of CCIT a sought off – sought after designation?
317 **GERRITSEN:** What I can say is, every time we’ve offered a class, there’ve been more people than
318 spots.
319 **MALE:** Okay, so I mean, that – that’s a good designator because what I don’t effect – or don’t see is, in
320 essence, a Hawthorne effect. I wonder for you, for your background is, you know, Sushanah looking at
321 me like a big suck up because I want to get that. If it’s a clock sought after position does it expedite my
322 selection for the next rotation because I pre-elect ahead of that to take some of this that should be on my
323 phone, voluntary whatever it is that makes me a more valuable asset in the street. Now, that’s motivator
324 enough for me. I got into this career for a reason, and it’s not to go ahead and measure myself against
325 the peers, and that will occur, but if the proper positioning of those slots that are more geared towards
326 community policing, you know, de-escalation, communication, engagement, then I think it’s properly

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327 positioned within the bureau and it should be facilitated by what hits that mobile phone because that's –
328 that's exactly what Jessica TISCH did in New York City, everything hits the – I'm – I'm very familiar
329 with this part of the business, I think that's where it's going.

330 **HERSHEY:** I'm not sure one necessarily negates –

331 **GERRITSEN:** Thank you.

332 **HERSHEY:** – the other, in this respect. You can – that's very encouraging to hear. If somebody were
333 able to cite this to try – in a promotional setting to say, “oh, and if there was a place in a promotional
334 setting for you to cite the fact that you took these – this training, both in the department and outside the
335 department –

336 **MALE:** Right – right.

337 **HERSHEY:** – the bureau.

338 **MALE:** Right.

339 **HERSHEY:** And if at the Annual Awards Ceremony –

340 **MALE:** Right.

341 **HERSHEY:** – people are cited for the initiative, and this could be one area of citing people for
342 initiative. That – things like that are relatively passive but they make the case.

343 **DAY:** Well, and I – I don't want to take too much of your meeting, but I'm excited about the – this
344 because another thing that I'm mulling around from a training perspective that we in leadership
345 development – and we haven't done a very good job – if you come in to the organization, let's say, and
346 you want to be a sergeant, you've been on a year and like, “I – my goal is to be a sergeant but I can't be
347 – “, you can't test for x number of years, there's nowhere to go that tells you what's expected of you to
348 be a sergeant. It's just sort of, you know, do a good job, work hard, show up, you know, you kind of find
349 somebody, a mentor, somebody helps you out but, I mean, if you're kind of on the outside, maybe one
350 of the marginalized groups or something like that, you're not going to have the same access maybe that
351 others are going to have, and so suddenly we get to a point where we have a test and people take the test
352 and we have a standardized list because we're civil service and we're looking at the list and we're like,
353 “well, you know, who do we pick? Do we pick the person who scored the highest? Do we pick the
354 person – “, you know, and there's all of this energy around, “well, so and so got picked because of this”,
355 or, “So and so got picked because of that.” Exactly what you said, Ed, is what I thought when Anne was
356 giving her presentation was, I'm looking for those people that have showed initiative and one of the
357 things we could say it, you know, I mean, long term my vision is for each rank that we would have
358 something where a person could literally go and say, “this is what we're looking for. This is what we
359 seek in a person”, before they ever test or promote, so they can lay the ground work, and then when they
360 get on that list and we promote them, and then like, “oh, they only got picked because, you know, he's a
361 red head”, well, actually, yeah, he's a red head but he also did this, this, this and this, and that's what
362 we've been asking about for the last three years. So, it's the same kind of – I think it ties in directly to
363 that, so we can use that as, you know, they took the initiative to do these five things, those are five
364 things we were looking for, you chose to do two, we appreciate you doing two but the person who did
365 the five is – is what we're going to go with. So, I think, you know, I mean, this – it's – it's something
366 that I'd like to explore more as you flesh it out.

367 **PARMETER:** Just as an example, I mean, if there's more demand for your session than there is space,
368 that's – that's such a great opportunity, that could be a – I routinely record live webcams and – or a –
369 like, a live web presentation and then it goes onto our LMS and people can access it the next day, there's
370 no expense, it's very little time, opportunities like that. So, if someone wants to do – if they want to
371 attend a session, they don't have to wait six months, they can access it as – as soon as it's available.

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372 **BOSTON:** And also, I think that one thing that everybody, well, maybe not everybody, but a lot of
373 people may either developed the training or had to take it, so there are, like, compulsory trainings, like,
374 discrimination, sexual harassment, confidentiality, legality, accountability, like, a lot of people have to
375 take those annually, it's mandatory and your manager will be like, did you read it, and it can be a check
376 the box thing, but you can have mandatory things and you can have the extra incentive things that Ed's
377 taking – or talking about. And you can also incent the behaviors and dis-incent behaviors you don't like,
378 you know, so that that's aware – an awareness too.

379 **MALE:** I think that –

380 **FEMALE:** And this was actually on our list last year but it got de-selected based on the number of
381 people that we had to do it. So, if self-paced learning came up last year, I'm really – so – I'm so excited
382 to hear the things that you are talking about, I think it's – and also, Captain DAY that you're so
383 interested in it because last year it was kind of like, "well, it's harder than it looks", you know.

384 **GERRITSEN:** Well, we didn't have an LMS, I – just to say for last year, having been part of this
385 process –

386 **PARMETER:** Yeah, that it was, like, on the –

387 **GERRITSEN:** I think that's probably part of their reaction, is like –

388 **PARMETER:** It was, kind of, like, undeveloped –

389 **GERRITSEN:** – it's like on the burner but – so, the future.

390 **PARMETER:** Yeah.

391 **FEMALE:** Yeah.

392 **FEMALE:** So, it's just, like, the change between the conversation just one year ago and today is really
393 heart-warming.

394 **GERRITSEN:** Mm-hmm.

395 **DAY:** Well, just my observation, and to – to – to acknowledge what Ed has said, to put it into a
396 different position rather than a competitive thing, the actual, and this is where I think private industry
397 can contribute, or what this group can contribute, is to make it more like a TED talk.

398 **GERRITSEN:** Mm-hmm.

399 **DAY:** And have those kinds of tracks.

400 **GERRITSEN:** Mm-hmm.

401 **DAY:** So, it's really kind of cool –

402 **GERRITSEN:** Mm-hmm.

403 **DAY:** – to listen to how the earth was formed. Pre – you know,

404 **GERRITSEN:** Mm-hmm.

405 **DAY:** – it's one of those things. So, I think it's changing it form the anti-septic –

406 **GERRITSEN:** Yeah.

407 **DAY:** – or the sterile –

408 **GERRITSEN:** Yeah.

409 **DAY:** – you must have eighty percent. Like I said, most of the things that were mentioned against to
410 why it has meaning for me –

411 **GERRITSEN:** Mm-hmm.

412 **DAY:** – in my day to day as rookie one-o-one –

413 **GERRITSEN:** Mm-hmm.

414 **DAY:** – and those kinds of, you know, behaviors.

415 **GERRITSEN:** Mm-hmm.

416 **DAY:** So, it's – it's the shaping, and what it does is gives us an opportunity to embrace it culturally as a
417 unique product –

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418 **GERRITSEN:** Mm-hmm.

419 **DAY:** – for PPB and our community, because we’re different than everybody else. So, those
420 adjustments, but I think it takes industry experts such as yourself or somebody to, kind of, shape that,
421 “okay, how would you say that in a way that’s more Portland-esque”, anyway.

422 **RIOS:** So –

423 **FEMALE:** No, I think that’s great.

424 **RIOS:** – along those lines –

425 **GERRITSEN:** I appreciate that.

426 **RIOS:** So, really quick, so Jodi actually gave us some feedback on this section and I want to, kind of,
427 go through it and one of the things that I want to mention, because it’s appropriate right now, is that she
428 was – she was questioning how this is to relate to the recommendations we made last year, talking about
429 Kirkpatrick and talking about coaching, and I wanted to address that because this conversation is kind of
430 going, kind of, towards that way. So, one thing very important to distinguish between what’s happening
431 now, with this recommendation and what happened last year, is that last year we focused on the skills of
432 those people who are here to develop them, to develop this training, all right. So, when we talk about
433 today, about self-paced training, we’re talking at a higher level, more strategic. We are, at this point,
434 elevating it and, you know, they have professionals, I trust that Emma could develop a very good
435 evaluation plan for all the courses and figure out how to inspire all the police officers to actually do that.
436 Do you – I mean, I am – based on what I know about you, I think you could probably come up with
437 some pretty good ideas. So, I want to make sure that the – the training division also feels empowered to
438 either raise the skills of those that they have or leverage the skills of those people that they have to figure
439 out the tactical pieces to, you know, put this together. We want to focus right now on the strategic side,
440 so a little bit higher up than just the tactics, all right. So, with that, go ahead.

441 **FEMALE:** Okay, well I just wanted to circle back to what Sushanah was saying, is that I had also
442 understood that the officer – that the question was, more scenario based training and I envision things –
443 as a cultural resource consultant I used to run these little scenarios, and you take a scenario and you put
444 a different colored person in that scenario and they act according to their culture, the outcomes are
445 totally different. So, that’s what I interpreted from the question of the scenario based training, because
446 the skills are the skills and if we had the skills, you should be able to adapt those skills to a different
447 situation. Is that part of your recommendation?

448 **PARMETER:** No – no, this is – this is not taking away any other trainings that are existing. This is
449 leveraging time that they’re sitting in their car that they could be maybe accessing the LMS.

450 **RIOS:** So, keep in mind, those conversations were great and I think that’s – that’s very important and
451 everything, but I think that the PPB training division is on point to make sure that they execute on some
452 of those ideas, right. They’re the ones who are actually going to create that, and at that – at this point
453 we’re talking about the design and development of that specific training, that’s not necessarily what we
454 want to get to here, we want to actually go at a higher level and say, “this is – you can – in order to
455 accomplish that, you can use video technology. In order to accomplish that, you probably need a couple
456 of people on the training division that specialize on video taking, others on video editing, maybe on how
457 to use it to re-captivate, to integrate the two.

458 **DAY:** I put it on request today for an assistant to our video production specialist for those exact things.

459 **RIOS:** Awesome.

460 **DAY:** Editing, graphic design –

461 **RIOS:** Yeah.

462 **DAY:** Things like that.

463 **FEMALE:** That’s great.

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464 **FEMALE:** Mm-hmm.
465 **RIOS:** So, those people will come in with those skills that actually know what to do and how to – how
466 to actually take, you know, how to compliment – properly compliment that instructor led class, and
467 hands on class and compliment – compliment it with something that’s going to work through video.
468 That’s what I’m expecting.
469 **BOSTON:** And I like the word compliment because if someone accesses these trainings, maybe they’re
470 on soft skills, interpersonal stuff, then they’ll be really prepared to go into that scenario and maximize
471 that time.
472 **FEMALE:** That’s amazing.
473 **RIOS:** So, we’re pushing that for that, to do the right thing (inaudible).
474 **HERSHEY:** I guess I don’t see it happening on an MDT.
475 **BOSTON:** On a what?
476 **HERSHEY:** The terminal.
477 **GERRITSEN:** On an – MDT is the terminal on the – in the car.
478 **BOSTON:** Oh.
479 **HERSHEY:** I have – I – not in my world.
480 **BOSTON:** Maybe an iPhone?
481 **HERSHEY:** Yeah.
482 **GERRITSEN:** Better on a phone – you mentioned Jessica TISCH, I think is who you said – I’m not
483 familiar with –
484 **HERSHEY:** Yeah, she’s the CEO for NYPD.
485 **GERRITSEN:** Okay, so maybe it would be great to get some – not now, but some more information
486 about what that will look like if I, you know, if we don’t have to reinvent wheels let’s not.
487 **HERSHEY:** No – no – no – no, I was going to have put together yesterday’s – Stuart MCKEE’s, the
488 CEO for Microsoft, for –
489 **GERRITSEN:** Great, sounds like you have a lot of stuff you could offer with that, so if we could talk, I
490 mean, at some point that would be great.
491 **HERSHEY:** Yeah, sure – sure – sure – sure.
492 **GERRITSEN:** Thanks.
493 **HERSHEY:** More than happy.
494 **GERRITSEN:** Thank you.
495 **RIOS:** Cool, all right, let me see what else – Jodi.
496 **FEMALE:** I think I have a generational gap in my head.
497 **FEMALE:** Mm-hmm.
498 **RIOS:** Provided feedback on –
499 **HERSHEY:** Oh, I’m sorry, well may – maybe I should – you know, I mean, because that is a
500 disservice, I mean, that’s exactly the point, mobile data terminal is that laptop, but –
501 **FEMALE:** No – no, I – I know what that is. I’m just thinking that – that what we’re talking about is
502 geared to the younger officers, a different generation from my generation and I do not see that you can
503 go through video after video and scenario after scenario and when you’re talking with a real life flesh
504 and blood, the response is going to be different and that’s what I’m concerned with because that’s –
505 that’s my concern and that’s what I interpreted the – the question – the original question to be, is they
506 wanted that kind of scenario based training.
507 **RIOS:** So, this is what I’m thinking, all right, and this is me, the designer thinking about this right now,
508 I think leveraging a video is not to address that specifically.
509 **BOSTON:** Right.

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510 **RIOS:** It's about making sure we take the things, the elements that are not needed to be taught in the
511 instructor led training –
512 **BOSTON:** Right.
513 **RIOS:** – put them online and give enough time for those scenarios to expand that time –
514 **BOSTON:** Yes – yes.
515 **RIOS:** – that they actually need to be there hands on.
516 **BOSTON:** That is what – that was my question. So, the complimentary thing –
517 **RIOS:** That's – that's –
518 **BOSTON:** – we figured that out.
519 **RIOS:** Yeah.
520 **BOSON:** So, the question is, how do we get more time –
521 **FEMALE:** Okay.
522 **BOSTON:** – in a limited time budget?
523 **RIOS:** Yeah, so take some of those elements out –
524 **FEMALE:** I thought we were talking about this replacing that and I was standing here saying –
525 **BOSTON:** No.
526 **RIOS:** No – no – no – no.
527 **BOSTON:** Wait, no – all the stuff that lends itself to –
528 **FEMALE:** That movie with the robot –
529 **RIOS:** Yeah.
530 **BOSTON:** Okay.
531 **FEMALE:** – that's what I was thinking of.
532 **BOSTON:** Yeah – no, I think that you guys answered all my questions.
533 **FEMALE:** Thank you.
534 **RIOS:** All right.
535 **BOSTON:** I – I'm excited.
536 **FEMALE:** Great.
537 **BOSTON:** Thank you.
538 **RIOS:** There's one more thing though, and this is a question for you, maybe you know.
539 **BOSTON:** Okay.
540 **RIOS:** So, there was a question about maximizing video and the bureau having a video production
541 studio, but much of the video work is community facing.
542 **BOSTON:** Mm-hmm.
543 **RIOS:** Is that – I guess that's a question for you guys.
544 **GERRITSEN:** Yeah, so what did that mean, community facing?
545 **RIOS:** So, videos for –
546 **GERRITSEN:** Yeah.
547 **RIOS:** – the community.
548 **GERRITSEN:** But, so – so, that was interesting to me because a lot of the videos that come out of our
549 production unit are actually internal and your document references that, so I – I – so, we were a little
550 confused as to –
551 **RIOS:** Okay.
552 **GERRITSEN:** – as to that.
553 **RIOS:** So –
554 **GERRITSEN:** So, I'm just confused.
555 **RIOS:** So, we should just take that out.

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556 **GERRITSEN:** Yeah.
557 **RIOS:** We'll figure that out.
558 **GERRITSEN:** Okay.
559 **RIOS:** Okay.
560 **GERRITSEN:** Yeah, because most of the videos are not community facing, they're actually more
561 internally for the viewer. Now, we do some stuff for the outside, community engagement type stuff, but
562 mostly it's videos for officers, you know, for – on some kind of training topic.
563 **BOSTON:** Great.
564 **RIOS:** Okay.
565 **DAY:** And on – on number three, I think one of the things that might clear things up there that you
566 pointed out about the Kirkpatrick model, is I would just change the wording that says, you know, “while
567 police training skills or the available opportunities other soft skills such as leadership coaching”, may
568 not be as readily available, I would say, you know, should be or could be made as readily available. We
569 – we do – we do have some of that but we teach most of it in the classroom and I think what you're
570 saying here is, a lot of that stuff could be also taught online. So, I think there might have just been a
571 misunderstanding in that in terms of how that was interpreted, like, we don't do leadership and coaching
572 in communication training, well we do that but we've done it, I'm talking about –
573 **GERRITSEN:** It's number three.
574 **DAY:** – number three, the first sentence. So, I think – I think the interpretation of that was – when we
575 read it was, oh, so if you guys aren't doing leadership coaching communication, da – da – da – da, and
576 that's not the case, we're doing that, you're suggesting those are some of the things that we could be
577 doing in e-learning as well as others, type of deal. Does that make sense?
578 **RIOS:** There was one thing here, one question, you know, the Kirkpatrick, Jodi was confused how this
579 adopting the training competency model, how does it compare to the Kirkpatrick model, the one we
580 were talking about last year and the recommendation and that's very – I – I – this is very different.
581 Kirkpatrick is about evaluating the training and using a standard to – a standard framework to figure out
582 what is working, what is not working, right, and in this case, this is more about figuring out what skills,
583 what competencies, what skills do you want in your environment. So, it's not evaluation at all. Do you –
584 do you have any other questions about that?
585 **FEMALE:** Which (inaudible) –
586 **RIOS:** This is –
587 **DAY:** Number three.
588 **RIOS:** No, number one.
589 **DAY:** Oh, excuse me.
590 **RIOS:** Section two, recommendations, the first recommendation; ‘the training division should formally
591 adopt a training competency model which would help create internal and external alignment.’
592 **FEMALE:** Yeah, can you say a little bit more about what you were looking for there? I mean, I'm
593 familiar with the model you are speaking of but exactly what the vision was from the group?
594 **FEMALE:** This wasn't mine.
595 **RIOS:** This is one that I don't know – I don't know. I do know that the focus is for external, for – I
596 mean, not external, but for all police officers, not the training division, and I don't know what research
597 was done on this one.
598 **PARMETER:** I don't know either. The high level of this is just ensuring that people internal to the
599 department are adopting industry standards.
600 **DAY:** Yeah, when I looked at this and I looked up the ATD online, I mean, I – my impression, and this
601 is really going to display my ignorance around technology, but my impression is that it was a model but

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602 it wasn't necessarily the model, like, that that was an example of something around this self-paced e-
603 earning concept. Is that right?
604 **BOSTON:** Yeah.
605 **DAY:** Is that any more in line?
606 **BOSTON:** And it's local to this – this community, the Cascadia chapter.
607 **DAY:** Right – right.
608 **BOSTON:** So, relying on those resources, getting community engagement, leveraging people in this
609 very council –
610 **DAY:** Mm-hmm – mm-hmm.
611 **BOSTON:** – to make sure that we're all using the same practices.
612 **DAY:** Right.
613 **RIOS:** And – and it's not – and that paragraph is not saying, you should use that model, it's really
614 about comparing that model to see how it fits and how you can adjust it to your imitation.
615 **DAY:** Yeah, and that was my – that was my question.
616 **RIOS:** Yeah.
617 **DAY:** And that's – and that's how I interpreted it.
618 **RIOS:** Yeah.
619 **DAY:** I just wanted to make sure that it was, you know –
620 **RIOS:** Yeah, it's about –
621 **DAY:** Here's an example –
622 **RIOS:** Here's an example –
623 **DAY:** Here's the big picture –
624 **RIOS:** Mm-hmm.
625 **DAY:** Here's an example that fits inside that picture, we can go back and take a look at that.
626 **RIOS:** Yeah.
627 **DAY:** And, Emma, we can talk about that a little bit more as it relates to what we're already doing.
628 Does that make sense, Emma?
629 **COVELLI:** Mm-hmm.
630 **DAY:** Okay.
631 **RIOS:** Okay, so the last question that I see here – no, second to last, it was about, how – explain how
632 you see rapid video fitting and improving our current program, and I think that's what I addressed
633 before, it's about taking those things that are not necessary to be taught in the instructor led training and
634 moving them to online and allowing more time for – for those things that actually require – like,
635 scenarios.
636 **GERRITSEN:** Is there a reason why it's called 'rapid video'?
637 **BOSTON:** So, it's fast and cheap and you can do it with your iPhone.
638 **GERRITSEN:** So, it just means you make it quickly and it's – it's done and you put it online and
639 boom, ready to go.
640 **BOSTON:** Yep.
641 **RIOS:** And it's not – and I think a very important piece of that that I don't think we talk about this year
642 is that we have to understand that in this day and age, video does not have to be a professionally made
643 video. It has to be accurate but it doesn't have to be a professional, you know, professional developed
644 thing. Making sure that, you know, it goes through the video production guy or gal and make sure that,
645 you know, you edit it right, you know, and there's – and there might be some big mistakes or whatever
646 and they fix them, that's fine. But if the capturing is simple – capturing a video these days, you can get

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647 high – extremely high quality, 4K video from default. So, you get a tripod, get a little thing, put it in
648 there, record a class, done, send that video over through Dropbox or whatever, you know, over –
649 **FEMALE:** Anne does it all the time.
650 **RIOS:** Yep – yeah, she’s the queen of that. If you have any questions, she does it all the time.
651 **GERRITSEN:** Okay, great.
652 **RIOS:** I do more evolved interactive videos.
653 **GERRITSEN:** Mm-hmm.
654 **RIOS:** So, that’s – that’s I think the big difference.
655 **GERRITSEN:** Got you.
656 **RIOS:** I want to make sure.
657 **GERRITSEN:** Yeah.
658 **DAY:** I don’t even know how to take a selfie.
659 **GERRITSEN:** I can show you that.
660 **BOSTON:** Good.
661 **RIOS:** We’ll work on that.
662 **FEMALE:** You’re going to create a class just for that.
663 **DAY:** Yeah.
664 **FEMALE:** Shawn.
665 **BOSTON:** Yeah.
666 **CAMPBELL:** One question, you keep bringing up, like, that there are areas in the training, could you
667 give us some examples of those that would fit into this model?
668 **RIOS:** I can’t, because I – I – I don’t know, I can’t, but can you?
669 **PARMETER:** What are some annual requirements? CPR or maybe sexual harassment or – those
670 annual required trainings –
671 **CAMPBELL:** Okay.
672 **PARMETER:** HIPAA, I mean, I don’t know if you guys have it.
673 **DAY:** We have blood borne pathogens we have to do every year, some – probably some of our, like
674 you said, harassment type training, you know, we –
675 **RIOS:** Mm-hmm.
676 **DAY:** We have an HR rule called 2.2, which is, you know, governs all – retaliation, all that kind of
677 stuff and we have to do yearly updates. So, we build time in –
678 **RIOS:** So, that – that right there, that’s an online –
679 **DAY:** You know, we build time in for –
680 **CAMPBELL:** With those type are you allowed to do this type of training for them as opposed to –
681 since they –
682 **DAY:** I don’t know, I mean, we –
683 **CAMPBELL:** They’re kind of – these ones sound like, kind of, required ones, like HIPPA and –
684 **PARMETER:** Or ethics annual training.
685 **DAY:** We haven’t, you know, we haven’t talked about it, I mean, we really haven’t’ looked at it
686 through this lens, so that’s something we’re going to have to go back and have a conversation about, are
687 there things that we can put online, you know, and then make a determination. I’m really interested in
688 this menu, elective option because I’m also thinking about that for some additional classes just to offer
689 in general, but, you know, there – there’s probably – we’re just underutilizing this resource is what I
690 hear you saying and I would agree.
691 **BOSTON:** Yeah.
692 **PARMETER:** Yeah.

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693 **BOSTON:** If you need done things like, with the self-selection menu, if you think back to last year
694 when we got to look at lesson plans for the – what Captain PARMAN referred to as the de-escalation
695 matrix, it was, like, a little cross section of a lot of trainings that were ethics that were communication –
696 advanced communication academy, de-escalation strategies, how – how psychology – all of those
697 things, we got to see a smattering of them and if you were to think of, like, having, like, just quick
698 reminders, like, that’s a way to incent things, that’s a way to have a self-selection option, you have, like,
699 a matrix of options that drive toward core policy and you reward people for refreshing themselves
700 regularly and you provide regular chunks of content that suit adult learning needs where it’s just a piece
701 that’s solid, that’s memorable and that they can refresh themselves at will. There are so many options for
702 content that can be core content that can have a choice element that is still manage – I’m so sorry –
703 **CAMPBELL:** Thank you.
704 **BOSTON:** I’m just, like, not making sense right now, like, a little ramble –
705 **CAMPBELL:** No, I’m picking up what you’re throwing, thank you.
706 **BOSTON:** Thank you for picking it up off the floor.
707 **RIOS:** And keep this in mind too, which is, it’s actually in there, it’s kind of a hidden question in there,
708 there are pieces of, for example, the Taser training that could actually go online also.
709 **FEMALE:** Yep.
710 **RIOS:** So, you can maximize your time for hands on training. So, you can do, you can split a class
711 where you have half of it be online, self-paced and half of it hands on. So, there’s – there’s that
712 flexibility too.
713 **CAMPBELL:** Basically giving the officers homework.
714 **RIOS:** Yep, exactly.
715 **BOSTON:** But it’s, like, pre-work.
716 **CAMPBELL:** Right.
717 **BOSTON:** And it’s – and, yeah –
718 **RIOS:** Yeah, it’s pre-work.
719 **CAMPBELL:** Right – right.
720 **BOSTON:** It’s – it’s pre-work, because think about what the officer’s said when they were like, “if we
721 can get someone under power but we have to with just one Taser”, like, that’s the – the thing.
722 **CAMPBELL:** Right.
723 **BOSTON:** Remember it – I think that John MCKAY was like, “how much practice do you have with
724 that?”, you know, to reduce Taser usage by having the technique and the skill and the facility to just
725 bring a difficult citizen under power with minimal use of force.
726 **RIOS:** And I’m sorry that I used the word Taser, but I was referring at the product itself, but we should
727 actually calling – referring to that as CEW, all right. That was all over the feedback, oops.
728 **GERRITSEN:** It was fine.
729 **RIOS:** All right, that’s it. Anything else?
730 **GERRITSEN:** Thanks, Anne.
731 **PARMETER:** Yeah.
732 **BOSTON:** That’s awesome, you guys, thank you.
733 **GERRITSEN:** Thank you.
734 **MALE:** Thank you, Anne.
735 **RIOS:** Okay, and now I’m going to pass the baton to Sushanah.
736 **FEMALE:** Okay, the other reason we’re late.
737 **BOSTON:** Okay, so as Rio said, we’ve been running, kind of behind schedule and it’s been kind of one
738 of those weird unfortunate things that there are two of us and still did, like, fifty percent of the work

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739 needed to support you guys through making this happen. So, there were communication break downs on
740 our side and it was just a little bit rockier. But one of the – so, I would like to also apologize, Rio
741 apologized but it's me too. And one of the reasons that we're extra late is my team, which is the policy
742 team, Sylvia, Ed, Dave, you were supposed to be on it, we dropped you off early because of an email
743 issue, and then also John, who did have some – to this policy. So, what happened was this, we'd never
744 done a policy review in TAC before to relate to training and we wanted to focus, as Rio said, the CEW
745 is kind of our focus that we thought we would hone in on and examine. What happened was that we
746 were kind of at the tail end of a policy revision where a lot of force and use of force were being rolled up
747 into a master policy, it's available for its second universal review right now, it's the 10-10 and it's
748 available with a variety of other policies, including the 10-10.10 and a whole bunch of other ones, but
749 it's use of force, lethal use of force, stuff like that. That wasn't available to us, so we had an excerpt of
750 just Taser's and that created a lot of questions for us, like, we had lots of recommendations, just in a
751 little weird paragraph on Taser's or a couple of paragraphs that had no context around it. And what we
752 ended up submitting was just a – a tale of woe, you know, we tried and we couldn't come up with
753 anything and we met with, you know, Inspector MORGAN – Lieutenant MORGAN, and he was great
754 and he answered all our questions and told us that a lot of the things we were concerned about actually
755 did exist in policy. And what we decided to do after Steering Committee meeting was to dump what we
756 had written, because there was really no recommendation relevant to training, and wait for the new 10-
757 10 to drop, which it did a week and a half ago for a second universal review. So, we – and thanks to PPB
758 for sending out an alert, you can sign up for those alerts, so I got an alert but PPB also was, like, "it's up,
759 go read it". We read it and regrouped over the weekend and then got our revised draft to Rio and we
760 have some training recommendations that I'll share with you and welcome your input. So, what we
761 noticed with the Taser summaries that we read last quarter, the only real trend we noticed with CEW use
762 that was more than three cycles was that there was a perceived aspect of people being in mental crisis.
763 And so, as we were going through the use of force policy, we were looking a lot at CEW and mental
764 illness and mental crisis. So, one of our recommendations is that when reports indicate perceived mental
765 illness or mental health crisis at the outset, determine how and why the officer reached that perception
766 and whether it turned out to be accurate and then create a baseline and audit reports to discover how
767 officers were actually correct in their initial assessment and how they may improve over time, because a
768 lot of the data from the force reports will be going into the EIS system. For example, Shawn ran some
769 reports on use of force data for us last year before the portal was open and one thing we noticed is that
770 those statistics indicated that the mental crisis categorization may often – more often be applied to
771 women than to men, which was just one of those weird ties, like, why, is there a bias kind of underlying
772 that, like, less likely to be a threat, more likely to be in crisis? Whatever, like – so, that was our
773 recommendation, was to find out whether they were accurate in their initial perception, baseline it, audit
774 it and find out how you can train to that to improve their initial understanding of a crisis situation. It
775 supports the policy sections four, five and six. The second one was that TAC recommends training
776 division place further emphasis on timing and quality frequency of core trainings. This ties very nicely, I
777 think, to the self-paced learning team. As specifically called out in the policy section 1-1-1, they're
778 called core trainings; identify and refer to all such trainings that fit that as core trainings but core to
779 PPB's philosophy on policy to underscore direct connections to policy sections four and policy sections
780 five, consider conducting any training more deeply connected to section 1-1-1 that is now in advanced
781 academy coursework earlier and more frequently with respect to large volume of training. So, 1-1-1 and
782 core training, if any trainings kind of fall under that category but maybe sometimes they're in advanced
783 academy, like, advanced de-escalation and some of the stuff that we were exposed to last year with the
784 mechanics of communication and how communication breaks down and they psychology of people in

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785 crisis, like, label them as core and always tie them back to that key section of the policy. And then we
786 have the recommendation to connect examples of mental illness or mental crisis from the definition
787 section that precedes the policy of the trainings to help officers accurately perceive mental illness. So,
788 here's an expert of section 1-1-1 to just amplify through all trainings, I don't know if I need to read all
789 these, they're about eight bullets that we pulled out of that section; using verbal techniques to calm an
790 agitated subject to promote rational decision making, allowing the subject appropriate time to respond to
791 direction, communicating with the subject from a safe position using verbal persuasion, advisement and
792 warnings, decrease exposure to a potential threat by using distance, cover and concealment, place
793 barriers between an uncooperative subject and an officer, ensuring that there're an appropriate number
794 of members on scene, containing a threat, moving to a safer position, avoiding physical confrontation,
795 all of these things in 1. – 1.1, seem to be the core training and to emphasize them and connect them to
796 policy. And then, we did have some language recommendations that we understood from our discussion
797 with Lieutenant MORGAN would not be made. When we talked to him he said that no changes are
798 likely to be made to this policy but information from the second universal review would be taken into
799 consideration for latter division, is how our team understood that when we met with him. So, we are
800 going to submit these in our recommendation but also put them through the website channel, which is
801 open until this Friday. So, you can read any directives that are posted right now for universal or second
802 universal review, and this use of force policy is one of them. So, what we are going to include here but
803 also submit on the website, was the following change, this is for specifics; policy area one, change the
804 last section, pardon me, change the last sentence of section two to include 'and can result in criminal
805 prosecution'. So, to read the sentences, they read; 'members who violate these values by using
806 objectively unreasonable force erode the confidence of the community and may expose themselves,
807 those present and the greater population to unnecessary danger, thus objectively unreasonable force –
808 objectively unreasonable uses of force shall result in corrective action and/or discipline up to and
809 including termination' – this is what we added, 'and can result in criminal prosecution'. That was our
810 recommendation to add to the policy. In section two we will request changing the first sentence of
811 section four to read, and I'll read the full policy section for; over the course of their careers, the bureau
812 expects members to develop and use skills and abilities that allow them to regularly resolve
813 confrontations while minimizing the need to use force, and – this is added, our recommendation; when
814 force is deemed reasonable, to apply the least lethal force required. This is a thread that goes throughout
815 the policy, by the way, but we put it specifically into section two – 'members are to be aware' – and this
816 is in the policy currently; 'members are to be aware that this directive is more strict than state or federal
817 laws', so that's in the policy already.

818 **RIOS:** Question.

819 **BOSTON:** Yes.

820 **RIOS:** So, that – the bolded – the bold – the bolded, wow!

821 **BOSTON:** Yep.

822 **RIOS:** The bold statement has been used before in the policy? Is that what you're saying?

823 **BOSTON:** In different ways, I believe, throughout the procedural aspects of it, not in the policy
824 sections, not in the policy sections – one through –

825 **RIOS:** It's not exactly worded that way but it's similar.

826 **BOSTON:** – one through six. Yeah, one through six are kind of the policy sections and then all of
827 everything else is the procedure that inform – informs the policy, and force is deemed reasonable to
828 apply the least lethal force required. I feel that that thread does go through procedural aspects, but we
829 elected to add it to section two. And by the way, these are as citizens, we're putting it in our TAC report
830 but it doesn't pertain directly to training. We're putting through in two places. Three, change item five in

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831 section one point two to read; ‘language barrier’ – what we added – or a misperception based on cultural
832 orientation. And that is, if someone is not responding or reacting to commands, to take into
833 consideration that there may be other barriers for them to understand and it was added, ‘the
834 misperception based on cultural orientation’. There is section four, add three-point-one-point-two; a
835 person cannot respond if they are unable to follow instructions or commands, which is often the case
836 during a mental health crisis. That was requested to put in the policy, although there are some allusions
837 to barriers to perceiving an officer’s command and that the officer should desist and consider these
838 things, so.

839 **GERRITSEN:** So, I have a question process wise. So, these are some recommendations from your task
840 force.

841 **BOSTON:** Yes.

842 **GERRITSEN:** So, then when these go to the recommendations on the website, is it, like, so the TAC
843 has these recommendations and changes of – in the policy language, or is it as individuals then? I – I just
844 am – not – I’m unclear on how that works.

845 **BOSTON:** We’ve never done it as well. So, what we – we’re – we’re looking at the policy through the
846 eyes of training. We can only really – based on our – our training mission, make recommendations –

847 **GERRITSEN:** Right.

848 **BOSTON:** – as they apply to training.

849 **GERRITSEN:** Training – right.

850 **BOSTON:** So, that was really our three –

851 **GERRITSEN:** So, these are more like as three individuals

852 **BOSTON:** Yeah, the three – yes.

853 **GERRITSEN:** So, are you each, then, writing into the website? I mean, Mary Clair’s here, in terms of
854 the universe –

855 **BOSTON:** We honestly –

856 **HERSHEY:** These – the final report will be the report of the TAC and recommendation of the full
857 TAC. We will either adopt this or we won’t but when we adopt it, it will be as a group. These are not ad
858 hoc comments, these would – these would be just as last years were. These will be our
859 recommendations.

860 **BOSTON:** Wait, I have on inter –

861 **HERSHEY:** When – when it’s finalized, which it is not now.

862 **BOSTON:** I would like one clarification. I – I think – what I heard Leisbeth saying is, policy language
863 changes are not directly related to our mission on the TAC, so will we keep them –

864 **GERRITSEN:** Correct.

865 **BOSTON:** – in this report?

866 **GERRITSEN:** That is my question.

867 **BOSTON:** Or will we individually move them to the correct channel for policy input, which is a link
868 on – website.

869 **HERSHEY:** My understanding –

870 **BOSTON:** Me, you, Sylvia times three, we all, like, say, “hey, we want this change”.

871 **HERSHEY:** My understanding was the reason one of the three areas – sub areas that we were looking
872 at, involved policy was because particularly in this area of use of force the relationship between poli –
873 stated and training to policy is crucial. So, that if the – if the – if the stated policy sends a certain
874 message, it is very hard for people in this building to train to a different message. So, that in fact, at least
875 my purpose in – in – in joining this sub group, was to say to the chief and the bureau, this policy needs

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876 to be changed because we cannot train to this policy and also expect leth – less lethal force from these
877 people because the policy doesn't really underscore the need to – for less lethal force.

878 **RIOS:** Okay.

879 **HERSHEY:** Now – one other thing I just want to point out in this regard, we had a very good meeting
880 with Lieutenant MORGAN, it was very helpful.

881 **BOSTON:** Yeah.

882 **HERSHEY:** – candid, expansive, helpful. This policy has been negotiated, that's the word, between the
883 police bureau and the city attorneys and the department of justice people who are monitoring the
884 settlement, that does not mean that the – to my mind, at least, that the bureau can't go further and do
885 more. I mean, that's a minimum with the department – where the department of justice has said, you will
886 – has approved this language as – at being the fulfilling the departments expectation, especially in terms
887 of mental health. So, I – to my mind, the reason for this exercise was to do just that, to signal the bureau
888 that some of this language needs – can and should be improved to try to stress – and in this new section,
889 this is a brand new section that covers – and on the section that covers all use of force, from bang-bang
890 to the least – least lethal, shouting at somebody, I guess, and – and – and we're saying that in three or
891 four places the language can be modified to make it easier for the training division to fulfill its mission
892 and underscore to these officers that they need to try de-escalating uses as – as least – as least a lethal
893 use of force as possible. Let's not forget why we are here. In 2006 a man named James CHASSE died
894 on the streets of old town. Two things happened to him, one of which is he was tackled and ended up
895 with sixteen broken bones, a punctured lung and a few other – a ruptured spleen and few other – other
896 things that led the city to give his family one point six million dollars. The other thing is, he was Tased
897 multiple times. He was deemed to be in a mental health crisis, he was deemed that the officers knew that
898 he was mentally ill. One of the things that still puzzles me, and we really haven't come to a resolution on
899 this yet, we asked Lieutenant MORGAN about it, the Taser company says that one of the places you
900 should not use and CEW is in someone know to be in a mental health crisis, it says it flat out in the
901 literature, in the screen and (inaudible). Nowhere in the Portland Police Bureau policy will you see that,
902 it's not even addressed at all, as I read the policy. I'm a little surprised the DOJ didn't call the bureau on
903 it but I'm not in that room. I'm gathering Lieutenant MORGAN sort of affirmed this, that Taser
904 company is covering its legal rear end when it says this, but first of all, how the heck are you really
905 going to know in any instances?

906 **FEMALE:** Yeah.

907 **HERSHEY:** Who's on – who's having a mental health crisis and who isn't, to begin with, number one.
908 But it seems to me that all the more reason why this lang – this language that –

909 **BOSTON:** Should be a part of the text.

910 **HERSHEY:** – that continues to alert officers to be extra careful with people in mental health crisis is
911 important since we are not barring them from using a Taser, in – in – in cases of mental crisis.

912 **BOSTON:** So, just to thrown this out there, there are, like, three – the policy has three protected, or
913 three solid recommendations, like, don't use Tasers on people who are visibly pregnant, visibly under
914 the age of – is it –

915 **HERSHEY:** Sixteen, is it?

916 **BOSTON:** – sixteen, or –

917 **HERSHEY:** Yeah.

918 **BOSTON:** – visibly under the age of sixteen, or – what was the –

919 **HERSHEY:** Over sixty-two. Sylvia and I – we're not going to be – neither of us are going to be Tased.

920 **BOSTON:** What was the – what's the third one though? Where it – it clearly states in the policy you
921 cannot use it – or you should never use it on visibly pregnant, under age, there's a third one.

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922 **DAY:** Over sixty.
923 **RIOS:** Over sixty.
924 **BOSTON:** Oh, it is? Oh, I thought he was joking.
925 **MALE:** No – no – no.
926 **BOSTON:** So, just to wrap this up though –
927 **GERRITSEN:** So, wait, but hold on – hold on, I got a question to make.
928 **BOSTON:** Wait – wait, no I – I’m not wrapping up – totally wrapping up. What I want to say –
929 **GERRITSEN:** Okay, so if you’re wrapping it up I need to insert. If you’re not wrapping it up yet I can
930 let you talk.
931 **BOSTON:** I’m not wrapping it up. I’m wrapping up the – what we have about this –
932 **GERRITSEN:** Awesome.
933 **BOSTON:** – and then, I want to, like, be a, you know, get your guys’ feedback. So – but what we did
934 say, and when I talked about the thread and what I was saying, it’s not spelled out for those with mental
935 illness or suffering mental crisis that they should not be Tased. However, under each policy, or pardon
936 me, under each procedural area, there is almost always a caveat regarding extra care around those
937 perceived to have mental illness. So, what we have here is, in our conclusion, is regarding persons
938 perceived to be in mental crisis, the TAC supports the continuous thread throughout directive ten-ten,
939 which underscores known law enforcement issues including an emphasis on consultation, which is one
940 point one point two, determining reason for lack of compliance before further action, which is one point
941 two, referencing for the resources, which is one point three and then in relation to the Graham standard,
942 which is, like, three sections in section five and then with regard to CEW’s generally the TAC supports
943 the – their forbidding pain compliance and they have a special caveat, especially on those perceived to
944 be in mental health crisis, which is six-point-four-point-four-point-two-point-one, forbidding the use
945 during what they are calling mere flight from and officer, which is six point four point four point one
946 point four, and the requirement that officers consult with a supervisor prior to considering application on
947 citizens under power but now under control, that means someone’s hand cuffed but still a threat (cross
948 talk).
949 **HERSHEY:** The – the third – the third thing, Susan – Susanna –
950 **BOSTON:** Right.
951 **HERSHEY:** – was, you’re not supposed to use a Taser when it might cause an explosion, there’s a –
952 there’s a –
953 **GERRITSEN:** Okay, like –
954 **DAY:** Or water – flammable liquid.
955 **BOSTON:** But that’s not a – that’s not an exclusion, that’s addressed as a caution, like, there’re – and –
956 and we saw the tactical training that TAC – that they do for, like, is someone at falling risk, is someone
957 at drowning risk, is someone going to be lit on fire, or something. So, that’s covered procedurally and
958 we’ve seen that tactical training, which they did a really good job on.
959 **HERSHEY:** I thought that was one of three, the age thing –
960 **BOSTON:** It’s – it’s not, not in the policy, or I – maybe, I don’t think it is, based on my memory. And
961 TAC supports PPB’s classification of CE use and it’s reporting hierarchy as class two or three
962 respectively to explain both the degree of supervisor oversight and how PPB proceeds in groups, the
963 severity of its applications of less lethal force. TAC also notes that many general CEW tactical concerns
964 referenced in the policy and procedure, such as, use guide lines to avoid secondary injury, appropriate
965 body targets, on site documentation and reporting procedures are currently well covered by training.
966 Those are the things that we looked at pretty closely when we had to go downtown, when we’ve seen
967 those. Additionally, several policy points and de-escalation training points are covered in our Q&A

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968 transcript for reference. So, the community transcript that we got when we were able to actually ask our
969 questions of the trainers. Thank you, Captain DAY, for actually getting that transcribed for us. I think
970 it's a good reference and it's just good for other people to see what kind of things that trainers are
971 thinking about when they're doing this kind of stuff. So, that's the crux of it. We tried to note what we
972 saw, the thread of having a, sort of, caveat for those in mental distress, even though there was no overt
973 statement saying, "you cannot do this". And then we'd like a baseline to figure out how accurate officers
974 are, if they're, like, marking on their report, if they've perceived it, is there a way to find out they were
975 right, because if they were, that would indicate that their training and their skills, they're kind of on line,
976 they're – they're hitting all those high-level points. And in the policy, in definitions, it kind of outlines a
977 framework for things like – like, what is mental illness, or someone might be in mental distress and it
978 kind of gives samples of those. And then in the core training, make sure that if there is training, that it's
979 core to the policy, whether it's in advanced academy or wherever it happens, it should happen early,
980 frequent and often to underscore that it's policy. It's really important because the arc is de-escalation.

981 **RIOS:** So, the –

982 **BOSTON:** And we did this in, like, two days. So, apologies, but we – yeah, did it in two days.

983 **RIOS:** Leisbeth, you had a question before.

984 **BOSTON:** Yeah.

985 **GERRITSEN:** Yeah, I was – it was just – I'm wondering, just the brass tacks of, if an officer's correct
986 in their initial assessment, so that would mean that somebody would have to be there also seeing it and
987 saying they were correct in their – in their observations. So, I'm – I just don't know how that would
988 look.

989 **BOSTON:** Well, you know, when we were writing this, what we were – and this is actually part of a
990 conversation that we had with our member who's not here, John.

991 **GERRITSEN:** Mm-hmm.

992 **BOSTON:** Which is just that query of, once an officer writes a report, that initial report, is there any
993 processing that happens after the fact where you have witness statements, or you have the person
994 themselves being taken into custody. Are they confirmed, were they sent, then, onto a mental illness
995 facility, or were they, like, this guy Tased me and I was fine, you know, like, what is that post thing?
996 Because if there is a way to do that, then you could say, you know, "maybe we need to do a better job in
997 training for these kind of indicators or assumptions in how you initially respond".

998 **GERRITSEN:** Mm-hmm.

999 **DAY:** So –

1000 **BOSTON:** So, that's where that came from –

1001 **GERRITSEN:** Mm-hmm.

1002 **DAY:** Maybe, what we can –

1003 **BOSTON:** That idea of, if it's possible.

1004 **GERRITSEN:** Mm-hmm.

1005 **DAY:** You know, every application has an after action associated with it.

1006 **BOSTON:** Yeah.

1007 **DAY:** So, this might be information that we have, we just don't know we have it. Right, because –

1008 **BOSTON:** That was one of the things that Sylvia and Ed –

1009 **DAY:** We interview –

1010 **BOSTON:** – we talked about the reporting process.

1011 **DAY:** Yeah, you know, we interview everybody, we talk to everyone, the sergeant goes out to the
1012 scene, talks to the person who was – who was shocked, and so, you know, then we can – maybe – you

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1013 know, like you said, that – that could be just data that’s sitting there that nobody’s mind and – and tried
1014 to connect the dots on.

1015 **BOSTON:** It would be helpful to training, we thought, if you could do that, because then you could be
1016 like, “wow!”, you know, “sixty five percent of the time that their – their instinct was, this could be a
1017 person in mental crisis, they were right”, then that would let you know that you might be doing
1018 something right in terms of training for observation and de-escalation in that situation, but if it was the
1019 reverse, it would give you good ideas for pumping up that training and making sure that –

1020 **GERRITSEN:** I – I totally get what you’re saying, the complicated thing – as a trainer, the complicated
1021 thing is co-morbidity. So, you’ve got – I’m sorry, co-morbidity, so you’ve got mental illness and you
1022 have a drug or alcohol. So, a meth induced psychosis can – could look like somebody who is – has a lot
1023 of mania going on and, you know, sometimes a doctor doesn’t know until they do a UA screen or
1024 whatever, in the hospital. So, I think that’s where it gets tricky, that we’re calling – if we’re calling drug
1025 and alcohol or some kind of drug induced state and mental illness all mental illness, it’s one thing, but if
1026 we’re looking at severely and persistently mental ill people and what those indicators are, versus
1027 someone who is, you know, maybe more obviously in a drug induced state and you know that because
1028 of witnesses or somebody says, “yeah, he was using some sort of drug before this incident”. So, it just –
1029 it gets a little complicated, is all I’m saying.

1030 **BOSTON:** Okay and Sylvia actually had some expertise on this area.

1031 **ZINGESER:** I have – I have – have a question for you because of the behavioral health unit –

1032 **GERRITSEN:** Mm-hmm.

1033 **ZINGESER:** – and the fact that you get reports on some – some of these incidents –

1034 **GERRITSEN:** Mm-hmm.

1035 **ZINGESER:** – that if we had the data from those incidents –

1036 **GERRITSEN:** Mm-hmm.

1037 **ZINGESER:** – of how many – how many of those calls actually come in, that they are a mental health
1038 crisis –

1039 **GERRITSEN:** Mm-hmm.

1040 **ZINGESER:** – as compared to another call that doesn’t say that this is a mental health crisis. I’d like to
1041 see that teased out so that you knew. And I know that you’ve got data –

1042 **GERRITSEN:** Mm-hmm.

1043 **ZINGESER:** – with the behavioral health unit. And – and you’re right about the fact that it could be
1044 broken down even further. It could be broken down into, is this drugs, is this alcohol or was this a
1045 mental health or was this person who has a mental health break down and is in crisis that requires the
1046 police, were they on drugs or alcohol –

1047 **GERRITSEN:** Mm-hmm.

1048 **ZINGESER:** – or the fifth category, all three? I mean, if – if we could break it down, then this – maybe
1049 we can get a handle on – on how much the police department is impacted by this.

1050 **GERRITSEN:** Mm-hmm

1051 **ZINGESER:** And maybe – maybe it would help us be able to help these people, maybe. You know, it’s
1052 all a maybe but yeah, I think it’s important information for us to have.

1053 **GERRITSEN:** But assume we appreciate from a – like, I hear what you’re saying –

1054 **ZINGESER:** Yeah.

1055 **GERRITSEN:** And I know we’ve had those conversations.

1056 **ZINGESER:** Right, yes we have.

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1057 **GERRITSEN:** And from a training implication, that – right, if we want officers to recognize and take
1058 into consideration, which is the language, you know, nice circuit language, take into consideration that
1059 someone is in a mental health crisis, we need to give them the eyes and the lens to be able to see –
1060 **ZINGESER:** Right.
1061 **GERRITSEN:** – what a crisis looks like.
1062 **ZINGESER:** Right.
1063 **GERRITSEN:** So, totally get that and any way we can strengthen that and support that, that makes
1064 sense. I’m not sure – we’ll have to see if this process is the way to do it, but I get your underlying
1065 recommendation, I mean, and that makes total sense.
1066 **BOSTON:** Okay, yeah, well thank you for that –
1067 **GERRITSEN:** Sure.
1068 **BOSTON:** – clarification from a more clinical, like, point of view.
1069 **GERRITSEN:** Mm-hmm.
1070 **BOSTON:** And then, I think the only other thing that I wanted to say in terms of what you said, is the
1071 Behavioral Health Unit, traditionally TAC never really has gone into mental health crisis or mental
1072 health because a Behavioral Health Unit exists and we didn’t want to be redundant, but because early on
1073 we’ve had those nine-forty summaries for Tasers and we chose Tasers and because that’s a thread that
1074 we perceived to be in about less – just less than fifty –
1075 **GERRITSEN:** Mm-hmm.
1076 **BOSTON:** – of those cases, we went ahead and looked at the policy through that lens.
1077 **GERRITSEN:** Mm-hmm.
1078 **BOSTON:** Because of the DOJ case, I guess, settlement, rather, with the city, that’s a big component of
1079 it.
1080 **GERRITSEN:** Mm-hmm.
1081 **BOSTON:** So, it was very clear that that caveat, that reminder, that thread was going through it, never
1082 said, “you can’t use a Taser on this person”, or, “it’s a bad idea to use a Taser on this person”.
1083 **GERRITSEN:** Mm-hmm.
1084 **BOSTON:** So, it left the door open for officers to Tase someone that they could perceive to be in
1085 mental crisis but it continue – continuously underscored a need for caution and care and reminder, which
1086 we thought was good.
1087 **GERRITSEN:** That’s good.
1088 **BOSTON:** But that’s what we got, so –
1089 **GERRITSEN:** Thank you.
1090 **BOSTON:** Keeping policy language in there.
1091 **RIOS:** So –
1092 **CAMPBELL:** I got just two comments; it seems with the policy language stuff –
1093 **BOSTON:** Mm-hmm.
1094 **CAMPBELL:** – that you have a good case for keeping it based upon – basically, what Ed said, it does
1095 affect training, based on what the policy is, but I think you actually need to build that bridge in the
1096 document –
1097 **BOSTON:** Okay.
1098 **CAMPBELL:** – to support it. It would make more sense that way.
1099 **RIOS:** Yeah.
1100 **CAMPBELL:** Otherwise it does seem kind of out of place, otherwise, for what we’re doing here.
1101 **RIOS:** So, I want to actually discuss that, give my opinion in terms of this – the content that we have in
1102 our recommendation regarding the policy. Historically, based on my experience, you know, in the old

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1103 days, policy was actually utilized as a form of training, all right. Our training departments were weak
1104 and in those days, in order to establish a change of behavior, they would implement policy. So, to me,
1105 when I look at this, until, you know, we have completely shifted and we don't necessarily need policy to
1106 change behavior, to me that's also learning, that's part of the learning process. And so, my opinion is, I
1107 would love to keep it here and personally I think it would be great if we could actually submit the
1108 change online as the TAC, not as three individuals. What do you – what is the opinion? What do you
1109 guys think?

1110 **CAMPBELL:** I think it's a good idea.

1111 **MALE:** Totally agree.

1112 **FEMALE:** But is it possible?

1113 **BOSTON:** Yeah, we have to do it before Friday.

1114 **RIOS:** We have to do it before Friday. So, that means –

1115 **BOSTON:** I was going to do it just by, like, "hi, I'm me", but I'll do it with the TAC.

1116 **HERSHEY:** I – I'd like –

1117 **BOSTON:** Can we do that? Does anybody – has anybody submitted anything for any of the directives?

1118 **FEMALE:** I –

1119 **HERSHEY:** I – I do like what Shawn just said though, very much. I think we can sort of clarify by
1120 saying –

1121 **FEMALE:** Mm-hmm.

1122 **HERSHEY:** – there are – that there are – since there was a brand-new policy that the training division
1123 will have to train toward, that the TAC has looked at this and thinks they – it would be helpful for
1124 training to clarify to this policy in several areas and then just do it that way.

1125 **RIOS:** For us, and I don't think it's training clarifying the policy, it's really us, you know. We're trying
1126 to change behavior, that's what we're here for right, is to inspire changing behavior.

1127 **HERSHEY:** What are you saying? Do you not recommend the policy be changed?

1128 **RIOS:** No, we do recommend –

1129 **HERSHEY:** That's what I'm saying.

1130 **CAMPBELL:** I think if we –

1131 **RIOS:** I thought you said the training.

1132 **CAMPBELL:** I think if we do it as TAC we have to build the bridge.

1133 **RIOS:** Yeah, we have to.

1134 **HERSHEY:** Yeah, we have to – we have to explain why we are doing it.

1135 **BOSTON:** All right, Ed –

1136 **RIOS:** What's the opinion of the PPB, though, on this – on the training division?

1137 **GERRITSEN:** My boss – the opinion on having the whole TAC do it?

1138 **RIOS:** Uh-huh.

1139 **GERRITSEN:** Versus the –

1140 **BOSTON:** So, probably –

1141 **RIOS:** Is there any opposed?

1142 **DAY:** I'm not – I mean, it's your guys' committee and that's public comment, I mean, it's open for
1143 whatever recommendations that you want to make.

1144 **RIOS:** Okay.

1145 **DAY:** I don't –

1146 **ZINGESER:** Okay, you're –

1147 **DAY:** It's your guys' –

1148 **ZINGESER:** – you're comfortable with that then?

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1149 **BOSTON:** Is that –
1150 **RIOS:** Yes, Anne.
1151 **PARMETER:** This is – I – I’m on the last part of the conversation, fully supportive of the policy
1152 change thing. I am really excited about this language add, three-point-one-point-two, if the goal is to
1153 make this more transparent and have people be able to understand the policy and therefore the training
1154 supports it, really transparent language, love it, but in the change on number three; ‘misperception based
1155 on cultural orientation’, I don’t feel like that has the same transparency and I think that that – maybe you
1156 aren’t really hitting the mark.
1157 **BOSTON:** We had a couple of different conversations on this and I’ll let Ed speak to this one in
1158 particular, but one thing that I did notice, and this is me personally, not necessarily our team, is that a lot
1159 of care has been taken to say, “pay attention to folks perceived to be in mental illness as using less lethal
1160 force on them”, but of course we know that we’re going to thinking about implicit bias and race and
1161 ethnicity as well. So, I think that coming out of this – I came out of it thinking, there is an opportunity –
1162 if you’re going to make that kind of a caveat thread all the way through saying, “be careful”, you can do
1163 it for others. But Ed, when you – for section three, ‘language barrier or misperception based on cultural
1164 orientation’ – because we pulled all that out.
1165 **HERSHEY:** – this comes out of this – it was a list of – of – of things to look out for in the – in the
1166 policy, you can go online and see it, and off on sort of a widow, off by itself was language, meaning,
1167 you’re speaking Serbian and I’m speaking English.
1168 **BOSTON:** Or it was hearing impaired, right?
1169 **GERRITSEN:** Yeah, there’s hearing impaired as well.
1170 **HERSHEY:** Yeah, but it was – but there – but there – that was separate. This was language.
1171 **BOSTON:** Well, this was cultural orientation that would misinterpret.
1172 **HERSHEY:** This was – this was just – this was just language, meaning –
1173 **BOSTON:** Oh, I –
1174 **HERSHEY:** – meaning, that you don’t think that – that we don’t understand each other. We speak a –
1175 literally speak a different language, and I thought in reading that –
1176 **RIOS:** No.
1177 **BOSTON:** Oh.
1178 **HERSHEY:** – knowing well what we’ve talked about –
1179 **BOSTON:** Yeah, I didn’t understand then.
1180 **RIOS:** It needs re-wording then.
1181 **BOSTON:** Okay.
1182 **HERSHEY:** – ‘we’, meaning the community, not just TAC.
1183 **RIOS:** Yeah, it’s not –
1184 **HERSHEY:** – about the sense that there are certain parts of this town that can speak English and
1185 another part of this town had no idea what they’re talking about. Now, this may not be a very artful way
1186 of putting it, ‘cultural misperception’, and maybe – and maybe we don’t have –
1187 **BOSTON:** Well, that’s a language barrier, isn’t it?
1188 **HERSHEY:** Yeah, but it was – but it lacked – it was my effort at suggesting that ‘language barrier’ has
1189 more to – that there’s more to it than the fact that –
1190 **ZINGESER:** Yeah, there’s more to this.
1191 **HERSHEY:** – somebody speaks Russian and somebody speaks Chinese and somebody speaks English,
1192 that there is – that there is a – that there is a second level of language barrier.
1193 **RIOS:** Yeah.
1194 **BOSTON:** Communication barrier.

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1195 **RIOS:** I think what you need to change it – it's 'communication barrier' instead of 'language barrier'.
1196 **BOSTON:** Yeah, make – yeah, make it really simple.
1197 **HERSHEY:** Than 'communication barrier'.
1198 **RIOS:** 'Communication barrier', not 'language barrier'.
1199 **HERSHEY:** Language and other – how about 'language or other communication barrier'?
1200 **RIOS:** I would just leave it as communication, it's simple.
1201 **HERSHEY:** Because they already have language in there, okay.
1202 **BOSTON:** Okay, communication – okay, so –
1203 **FEMALE:** 'Communication barrier' involves (cross talk)
1204 **HERSHEY:** Yeah, language –
1205 **BOSTON:** Okay, can I just say a clarification really quick? So –
1206 **RIOS:** Cool.
1207 **BOSTON:** If we submit these changes either here or through the official channel –
1208 **RIOS:** Both.
1209 **BOSTON:** We need – or both, we need to make a more clear connection between why we're
1210 recommending what we're recommending and how it will affect training decisions, and Ed and Sylvia
1211 and me, we have to do it before noon Friday.
1212 **HERSHEY:** Okay.
1213 **BOSTON:** Okay.
1214 **ZINGESER:** Okay.
1215 **BOSTON:** All right, just that's – that's – I'm looking at you –
1216 **RIOS:** Shawn –
1217 **HERSHEY:** And I can – you guys have to –
1218 **RIOS:** Can I ask you to review it?
1219 **CAMPBELL:** Sure.
1220 **HERSHEY:** And everybody – and everybody in this room has to have one shot looking at that thing –
1221 **RIOS:** I would appreciate that. I want to make sure that it's clear. So, send – include Shawn –
1222 **BOSTON:** I'll lead you into that.
1223 **CAMPBELL:** Okay.
1224 **RIOS:** – in the review process for it –
1225 **ZINGESER:** Yeah – yeah.
1226 **RIOS:** – because I want to make sure that it's clear language.
1227 **BOSTON:** Okay.
1228 **HERSHEY:** Do we – are we agreed that before we finalize this everyone in – on TAC has to have at
1229 least a couple of hours' notice to take a look at this and see if they don't think they've –
1230 **BOSTON:** I think so because we'd want to do a final copy edit. I don't know if that's Steering
1231 Committee or that's full TAC.
1232 **HERSHEY:** That's going to be full TAC because we're representing –
1233 **RIOS:** It's a full TAC.
1234 **BOSTON:** Okay, so yes.
1235 **RIOS:** If we're going to represent that TAC (cross talk) –
1236 **HERSHEY:** So, build that into your timeline.
1237 **RIOS:** Yeah.
1238 **BOSTON:** Build that into –
1239 **GERRITSEN:** I'm not sure I'm going to be able to do that, to be able to look at it.
1240 **BOSTON:** Ooh, now wait a second.

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1241 **GERRITSEN:** Yeah.
1242 **ZINGESER:** Can we do it tonight?
1243 **HERSHEY:** Is your timeline Friday – Friday?
1244 **GERRITSEN:** It’s this – this Friday at noon.
1245 **BOSTON:** It closes Friday at noon.
1246 **ZINGESER:** Can we do – can we work on this right now?
1247 **BOSTON:** I –
1248 **GERRITSEN:** Writing is very difficult, I’m just saying.
1249 **BOSTON:** I would say, no.
1250 **CAMPBELL:** If I can make a suggestion.
1251 **BOSTON:** Yes, please.
1252 **CAMPBELL:** And I will even do it in motion form, I move that as the full TAC we submit this with
1253 the inclusion of a bridge trusting that the committee who is in charge will do a proper job of doing it.
1254 **ZINGESER:** Okay, second.
1255 **CAMPBELL:** Because they – they wrote all this stuff up real nice, I’m sure they can handle it. Is
1256 everyone comfortable with that?
1257 **BOSTON:** Yeah.
1258 **RIOS:** All right.
1259 **HERSHEY:** You have more faith in me than I have in me.
1260 **RIOS:** Okay, so she seconds. All of those in favor?
1261 **RESPONDANTS:** Aye.
1262 **RIOS:** All those opposed? Okay.
1263 **BOSTON:** Okay.
1264 **CAMPBELL:** Hopefully when they transcribe it they make me sound more intelligent than that motion
1265 was.
1266 **BOSTON:** Right, and the final thing is that –
1267 **GERRITSEN:** Thanks for making the motion.
1268 **BOSTON:** – some of us are members of different groups outside of TAC, like NAMI or like, CT and
1269 within the ten-ten and within the ten-ten-point-ten, there’s a lot of reporting and details about what is
1270 reported and how it’s reported, and there are some groups of citizens who would like these policies to
1271 have an extended window for a public comment because a pretty – if – if the forty-eight hour rule means
1272 something to you it means something to you, that it was pulled out but that the way the policies are
1273 written currently, that it kind of allows me even greater time frame for some types of reporting on use of
1274 force that results in death – fatality. And the – what is the connection to training? Not a huge connection
1275 to training in our realm with Tasers but that the response back has been, “we can’t delay our training
1276 schedule to train to this policy”. So, FYI, if that matters to you then you should, as an individual, make
1277 sure you do go to the directive page and put in your two cents, because a lot of people feel pretty
1278 strongly about that and training is super important. We are all here because we believe in training and
1279 we don’t want to necessarily delay it, but that reason fell flat with a lot of people because it – what is
1280 also contained in the policy. So, that’s all, okay.
1281 **CAMPBELL:** I – I do have one comment totally unrelated to number three, I thought I’d wait until we
1282 got done with that.
1283 **BOSTON:** Okay.
1284 **CAMPBELL:** I believe it’s on number one, where you mention the example of use of force – indicate
1285 that a crisis categorization may be more often applied to women than men.
1286 **BOSTON:** It was in your earliest report from last summer.

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1287 **CAMPBELL:** Yes – yes – yeah, I know, I would like to suggest you also put race in there because
1288 there is a sharp difference.
1289 **BOSTON:** We pulled out all of the race stuff that connected to a couple of areas that we saw parallels
1290 in it because this body is about to go into implicit bias training review, like, Captain DAY is now
1291 leading that and has some really good ideas on that and this team decided to pull that recommendation
1292 out of this rec – policy recommendation. What is – what is this body’s thinking on –
1293 **CAMPBELL:** I –
1294 **BOSTON:** – clarifying just – you mean, just that language in just that one section?
1295 **CAMPBELL:** Yeah, where – where you’re just having the ex – it’s just an example that you’re citing.
1296 **BOSTON:** Oh.
1297 **CAMPBELL:** I’m not talking about –
1298 **BOSTON:** Not putting, like, a (cross talk) –
1299 **CAMPBELL:** No, not putting in there – but this, where you’re citing the example of gender being one
1300 of the things where there’s a difference.
1301 **RIOS:** Yeah.
1302 **BOSTON:** Okay, and –
1303 **CAMPBELL:** Adding race into that.
1304 **ZINGESER:** Okay.
1305 **CAMPBELL:** I don’t think that creates a big –
1306 **BOSTON:** Got it.
1307 **RIOS:** It doesn’t change the –
1308 **CAMPBELL:** – big – big –
1309 **BOSTON:** I misunderstood, I – I totally get what you’re saying.
1310 **CAMPBELL:** But if we’re going to mention gender we should probably mention that as well, just to
1311 be –
1312 **BOSTON:** Got it.
1313 **RIOS:** Nice catch.
1314 **CAMPBELL:** I get one every now and again.
1315 **BOSTON:** Any further questions on the policy section? Oh, I have one thing, Rio, the introduction is
1316 wrong, it’s from the old one. And I know that you asked me –
1317 **RIOS:** Yeah.
1318 **BOSTON:** – findings, I misunderstood what you’re talking about. So, it’s the old –
1319 **RIOS:** Old – yeah.
1320 **BOSTON:** Okay – okay.
1321 **RIOS:** Yep.
1322 **BOSTON:** Are we good?
1323 **RIOS:** All right.
1324 **BOSTON:** Thank you.
1325 **RIOS:** So, sorry, we’re skipping break, if you guys don’t mind because I want to get you guys out of
1326 here at 8:30. Is that okay with you guys? It’s a little late, right, that’s a theme of today. And I think –
1327 **BOSTON:** That’s the theme of the last few weeks.
1328 **HERSHEY:** As long as we’re skipping break, and I was get – trying to get around on the break,
1329 speaking of race and Captain DAY –
1330 **RIOS:** What?
1331 **HERSHEY:** A week from Friday –
1332 **RIOS:** What?

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1333 **HERSHEY:** – the City Club – that – that was an interesting lead in.
1334 **RESPONDANTS:** Yeah!
1335 **HERSHEY:** – a week from Friday at the City Club, Captain DAY and the – and the head of a local
1336 theater group will be sharing the stage –
1337 **ZINGESER:** Oh, wow!
1338 **HERSHEY:** – at the hotel downtown where the City Club meets, and what is a really interesting
1339 program about a – a – or a collaboration that really has gone unreported so far between people in this
1340 building and a local minority theater group and it's – it's an exciting program. Luncheon is a little
1341 pricey, there are – you can come and just watch, a general admission doesn't cost anything, but it's also
1342 on the radio in the evening on OPB. So, a week from Friday, and I commend it to all of you to – to, you
1343 know, to try to remember that and take a look at it because it – it's a really exciting – it's really an
1344 exciting concept and it's new to Portland.
1345 **BOSTON:** Can you email this out to everyone?
1346 **RIOS:** Yeah.
1347 **HERSHEY:** I will – I will be happy to do that.
1348 **DAY:** It's the Friday Forum's City Club – Friday Forum's, they meet at the Centennial, the old
1349 Governor Hotel.
1350 **HERSHEY:** Right.
1351 **DAY:** It's now known as the Centennial, so.
1352 **FEMALE:** The Sentinel.
1353 **HERSHEY:** The Sentinel, yeah, right.
1354 **DAY:** The Sentinel, excuse me.
1355 **HERSHEY:** Right.
1356 **DAY:** And Kevin JONES, the founder of the August Wilson Red Door Project and producer/director of
1357 Hand's Up Monologues and myself will be speaking at the request of the City Club on the twenty-first.
1358 **ZINGESER:** That sounds great.
1359 **DAY:** It's, like, 11:30 to 12:00 is lunch, then like, 12:00 to 1:00 or 12:15 to 1:15 – forty-five minutes of
1360 presentation, which is going to be just Kevin and I rambling and then, like, fifteen minutes of
1361 conversation, people asking questions from the floor.
1362 **BOSTON:** What –
1363 **RIOS:** All right.
1364 **BOSTON:** But City Club is, like, in the middle of the day, right.
1365 **DAY:** Yeah, it's at noon.
1366 **BOSTON:** It's a luncheon.
1367 **GERRITSEN:** It's a lunch – lunchtime.
1368 **HERSHEY:** It's at lunch hour. It's Friday lunch hour.
1369 **FEMALE:** 11:30 to, like, 1:30.
1370 **HERSHEY:** And if any – I get a chance to – to have two tickets, including my own, at twenty-three,
1371 which is a bargain price. So, if anybody wants to come, let me know and I can get a second ticket at
1372 twenty-three dollars.
1373 **PARMETER:** I might.
1374 **RIOS:** All right.
1375 **BOSTON:** All right, thanks.
1376 **RIOS:** So, let's move on to the official meeting – please.
1377 **BOSTON:** People are making lunch dates.
1378 **RIOS:** All right, so no more lunch dates.

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1379 **HERSHEY:** Well, doors open at 11:30, lunch starts at –
1380 **RIOS:** All right.
1381 **CAMPBELL:** Let's send out the email and give them –
1382 **RIOS:** Yeah, send the email out. All right, so one thing –
1383 **GERRITSEN:** Thank you.
1384 **RIOS:** I'm going to give my co-chair a break. I'll do the Steering Committee. So, we need more people
1385 in the Steering Committee, all right. Right now, it's Sushanah and I, Sylvia, Ed –
1386 **BOSTON:** It's –
1387 **RIOS:** That's it.
1388 **BOSTON:** Because we became co-chair –
1389 **RIOS:** Yeah.
1390 **BOSTON:** So, we were both on Steering Committee, so we dropped down by, like, two people.
1391 **RIOS:** So, really – and for all intents and purposes, there's only three people on the steering – in the
1392 Steering Committee and – because we count as one. So, Ed is tired of editing all our work and, you
1393 know –
1394 **HERSHEY:** And I was going to say, one of us would love to be succeeded on –
1395 **RIOS:** Yes, he would like to move on, at least him. I can't leave.
1396 **ZINGESER:** No, you can't.
1397 **RIOS:** So – so, we would appreciate it if any of you would like to step up. I mean, it is more work, I
1398 can tell you that. It's going – we meet once a month downtown at – what is it, 4:30?
1399 **HERSHEY:** Monday at 4:00 – one Monday a month at 4:00 –
1400 **GERRITSEN:** Four.
1401 **HERSHEY:** In the – in the Justice Building –
1402 **FEMALES:** Yeah.
1403 **HERSHEY:** Second (cross talk)
1404 **RIOS:** Two weeks – usually the –
1405 **ZINGESER:** Last Monday.
1406 **DAY:** Last Monday of the month.
1407 **RIOS:** – not the week before but the last Monday in the month.
1408 **ZINGESER:** The last Monday of the month.
1409 **RIOS:** The last Monday of the month. So, we have some very good conversations and plan what's
1410 going to happen in these meetings. We also talk – talk more strategically in terms of logistics, what are
1411 we going to do, what are we going to do for recruiting and things like that, which is the next topic,
1412 recruiting in general. But definitely we need more volunteers. So, if anybody would like to join the
1413 Steering Committee and has the time, I would really appreciate it. I will not kiss your feet. I will not –
1414 but –
1415 **FEMALE:** Stay away from my feet.
1416 **FEMALE:** I'll volunteer after September.
1417 **RIOS:** After September? Good, it's a one-year term.
1418 **BOSTON:** It's, like, basically – they ask a one-year commitment.
1419 **FEMALE:** On the – on the fourth Wednesday of September I will be (inaudible).
1420 **BOSTON:** I'm writing your name down.
1421 **RIOS:** Awesome.
1422 **FEMALE:** So, from the fourth Wednesday forward.
1423 **HERSHEY:** Did he say when the last Monday is –
1424 **RIOS:** All right, we – we would love it if we could have, you know, one more. Sylvia, you're leaving

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1425 us?
1426 **ZINGESER:** No, I'm not.
1427 **RIO:** Okay.
1428 **ZINGESER:** No, I – I –
1429 **BOSTON:** Well, technically it's just –
1430 **RIOS:** Oh, yeah, she gets – one-year term.
1431 **BOSTON:** – our bylaws have been, like, kind of, like, they're still in legal, right?
1432 **DAY:** Yeah, we want to have a thirty-first Steering Committee. I'm pushing to get them kind of –
1433 **BOSTON:** Okay, so in our bylaws, it says you can only serve one year on Steering Committee but it's
1434 open to everybody on the TAC, and Shawn has availed himself of that, not being on Steering Committee
1435 but showing up just to kind of stay on point when he knows something is coming up that he's interested
1436 in. Tyler has also shown up for different committee meetings when he knows that something is on the
1437 agenda that he's interested in. So, just keep that in mind.
1438 **DAY:** They get more time with Leisbeth and I too, so I mean, that's just got to be incentive enough
1439 right there, 4:00 to 5:30 the last Monday of the month.
1440 **BOSTON:** Yeah.
1441 **CAMPBELL:** To be honest, the hard part for me is the 4:00.
1442 **RIOS:** Wait.
1443 **BOSTON:** It's the 4:00.
1444 **CAMPBELL:** It's the 4:00, and I understand why you guys want to work with the normal working
1445 hours entirely –
1446 **RIOS:** Yeah.
1447 **CAMPBELL:** – but for me, I just can't get an hour off once a month every month.
1448 **RIOS:** Yeah.
1449 **BOSTON:** Yeah, it's –
1450 **RIOS:** Yeah, it's – it's difficult.
1451 **BOSTON:** It's tricky.
1452 **RIOS:** It's tricky and – and, I mean, I have – I have the same problem, I travel a lot and every now and
1453 then I have to go, "Sushanah, please cover for me", you know, but I try to arrange it so that I'm there,
1454 so.
1455 **BOSTON:** Yeah, and I'm on an hourly thing so I can make up my hours elsewhere.
1456 **RIOS:** So, please understand that, if you can, right. We're not asking you to, you know, quite your job
1457 for this, all right. It's just if you can, all right. We would really – really appreciate it.
1458 **FEMALE:** You said it's the fourth Monday?
1459 **RIOS:** Huh?
1460 **FEMALE:** It's the fourth Monday?
1461 **RIOS:** Fourth Monday of every month.
1462 **FEMALE:** Of every month.
1463 **RIOS:** And it lasts about an hour and half and that's it. We try to get it done quick.
1464 **ZINGESER:** Actually, it's the last Monday of each month.
1465 **BOSTON:** Rio, what's the action, like, would they respond to you and I, would they send an email, like
1466 "if you guys are interested" –
1467 **RIOS:** So, if you're interested in it –
1468 **BOSTON:** Like, think – think about it.
1469 **RIOS:** Yeah.

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1470 **BOSTON:** I'm not hearing a lot of enthusiasm right now but when you go home, you're going to be,
1471 like, that's the next step.

1472 **RIOS:** So, if you're interested on it – if you're interested – interested in it – it is too late for me, my
1473 language skills are going down.

1474 **FEMALE:** Wait, that's five Mondays.

1475 **RIOS:** If you're interested, give – send me an email and Sushanah and I will go through them and
1476 figure out what we're going to do as the next step to possibly do even a vote if we need to.

1477 **FEMALE:** Just to clarify, it's the last Monday or the fourth Monday?

1478 **ZINGESER:** Mm-hmm, it's the last Monday.

1479 **HERSHEY:** Last Monday.

1480 **FEMALE:** Okay, because October has one more Monday –

1481 **ZINGESER:** Yeah, that's why I said –

1482 **FEMALE:** And I can do it in October but I –

1483 **ZINGESER:** Yeah.

1484 **RIOS:** It's the last.

1485 **ZINGESER:** The reason why is because we need to have some time to prepare for the next two weeks
1486 before –

1487 **RIOS:** Two weeks before the – at least a week and a half to –

1488 **HERSHEY:** Every other month two weeks.

1489 **RIOS:** Yeah.

1490 **ZINGESER:** Yeah, every other month, yeah.

1491 **FEMALE:** I'm putting it on my calendar for October then.

1492 **RIOS:** All right.

1493 **ZINGESER:** And we have –

1494 **RIOS:** Okay – all right, recruitment, do you want to talk about recruiting?

1495 **BOSTON:** Sure.

1496 **RIOS:** All right, give it back to her.

1497 **BOSTON:** Okay, so, let's see here. This is the first year that we're doing a recruiting prac – a recruiting
1498 process after our recommendation process. So, in the past we've done it around Christmas time and had
1499 – started new members around April, or when members were rolling off of TAC. We were on different
1500 schedules, so if we were going to lose members then we would do a recruiting. And when it kind of
1501 happened like that, sort of, ad hoc a little bit or after the holidays there's a lot of administrative, kind of,
1502 burden, so the thinking was that, if we were on point with our recommendation policy, which would
1503 have been completed from us by the end of May and been finalized by the second week of June, having
1504 that back and forth, that would give us June, July and August to recruit for a fresh TAC school year,
1505 kind of. So, we're kind of, like, kicking off, like, after we do our recommendation process then it's
1506 logical that we, kind of, start, you know, we had a gap there. So, like many things, we're a little bit late.
1507 One thing that we've talked about in Steering Committee is – awe, you're awesome – I've been talking
1508 too much – all day – one thing that we've talked about is that – how we go about recruiting. So, initially
1509 there was an email list of people that had self-selected to get news from the mayor. So, in the sense that
1510 it was very broad, like, a big blast, in that sense it was pretty diverse, but because it depended on people
1511 who had an interest in city affairs and self-selected into that, it was not as diverse. So, we've been
1512 talking about, how do we reach communities for equity that are not, you know, historically approached.
1513 And if our use of force numbers reflect that police activity disproportionately affect certain
1514 communities, then should we try to exploit those channels more so that we have more qualified
1515 applicants from those affected communities? The way that we have traditionally – and Rio can fill in

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1516 any details, he's on this committee, is we have an application, we have some criteria and then we have a
1517 scoring matrix, and PPB actually redacts names and all that kind of information so that we can read the
1518 application and just kind of score it out. There's discussion about revamping our application and then
1519 partnering with different groups to kind of get the word out so that we have a better likelihood that we
1520 have different representation in the community to speak to issues that might affect them more than it
1521 might affect others. So, we have met once with Elle WEATHERROY, who is the diversity
1522 representative.

1523 **RESPONDANTS:** Manager – equity manager.

1524 **BOSTON:** Equity manager, thank you, and she graciously agreed to work with some city partners, like,
1525 Northeast Neighborhood Association, etcetera, but what we need to do is, review our application and see
1526 if that's the application that we want to stand. And I have some recruiting copy that is a draft that would
1527 be great to have someone, kind of, reviewing it, see how we could break it down, and then go ahead and
1528 proceed to follow up with Elle, get some leads, and talk about other opportunities and other connections,
1529 other groups, what are other channels that would be interested in disseminating that information to their
1530 members and saying, "here's what this is". One thing that our application currently doesn't do is, just
1531 really say what we do and the timeline on which we do it, it's very – very jargon-y and official and
1532 formal, it doesn't give a sense of, this is what we've been trying to do the last two years, have a policy,
1533 break into groups, get Q&A for our trainers. So, what the – the request is for you all, because now that
1534 we're done, almost, with the recommendation, and we're short around time than we anticipated, who
1535 would like to be on our recruiting committee. Anne, you were on it last year, thank you. How about one
1536 more? Two more, Judy, Tyler, done, unless anybody else is like, let me on that community, or let me on
1537 that –

1538 **FEMALE:** Committee.

1539 **BOSTON:** Committee – to explore other community. All right –

1540 **FEMALE:** Community – committee.

1541 **BOSTON:** Okay, I'm going to be sending out an email to you guys –

1542 **FEMALE:** That would be great.

1543 **BOSTON:** – and it will be about the application itself, about channels, about scheduling something
1544 with Elle WEATHERROY to connect us with city associations. We'll start there and I'm not sure what
1545 media – social media, Twitter – you guys Tweeted last year for us.

1546 **RESPONDANTS:** Mm-hmm.

1547 **BOSTON:** – Facebook, whatever, but we need to think about it really soon.

1548 **FEMALE:** Awesome.

1549 **BOSTON:** And that's that.

1550 **DAY:** Let us know, we'll dial our communications unit in, whatever you come up with.

1551 **BOSTON:** Okay, thank you very much.

1552 **RIOS:** Cool, thank you. All right, this is the time of the day we give ten minutes over to our community
1553 members that actually visit us to give their opinion. So, we try to, you know, maintain it at, what was it,
1554 three minutes for each person. So, please self-police yourself. There's a clock right there, all right. So,
1555 we're opening the floor. Go ahead.

1556 **DEBBIE:** So, I'm Debbie, I own A League of Women Voters. So, just to follow up on your last
1557 agenda, I have – so, the city has a Public Involvement Advisory Council and, I mean, Elle may have
1558 already connected you with that but, you know, they have a website and they have a staff person named
1559 Ashley HORN and they may have some ideas of groups that you could reach out to, so it's just a
1560 thought.

1561 **BOSTON:** I don't remember that group from Elle, but –

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1562 **DEBBIE:** Check them out. It's on – if you just put 'Public Involvement Advisory Council' in the city's
1563 website, you'll get there.

1564 **BOSTON:** Thank you.

1565 **DEBBIE:** Yeah, and they have all sorts of best practices, I mean, you don't need all that but you might
1566 find some – some way to connect to some organizations. Yeah, the – can reach out to you, so.

1567 **BOSTON:** Thank you.

1568 **RIOS:** Could you – could you mention that one more time?

1569 **DEBBIE:** It's called the Public Involvement Advisory Council and it's housed in ONI, in the Office of
1570 Neighborhood Involvement.

1571 **BOSTON:** Oh, yes –

1572 **DEBBIE:** I went to their meeting last night, it's a bigger group than this and it's a mix of community
1573 members and city staff and they sit around and think about how to do a better job of getting the
1574 community involved in a meaningful way and city decisions, so.

1575 **BOSTON:** That would be great just for our generally failed outreach attempts for things that, like –

1576 **DEBBIE:** Yeah – yeah.

1577 **BOSTON:** I think that that's great info.

1578 **DEBBIE:** Yeah, yeah, sure.

1579 **RIOS:** Thank you.

1580 **BOSTON:** And I am not supposed to be conversing during this period.

1581 **DEBBIE:** Oh, that's okay.

1582 **BOSTON:** I apologize, sorry.

1583 **NOVASCOTIA:** I'm Doctor NOVASCOTIA T and I'd just like to thank you. I – I'm so impressed.
1584 It's my second time to come and listen and I'm really impressed with the work you're doing. It seems
1585 like you're doing a good job.

1586 **HERSHEY:** One more time and you're going to be conscripted.

1587 **FEMALE:** Thank you.

1588 **RIOS:** All right, anybody else?

1589 **JONES:** Yes, I'm Margaret Anne JONES, this is also my second time and I was told – the minutes – I
1590 wanted to do a correction where you're talking about us visiting the last time, it's – the group is called
1591 Women of All Colors, you have Women of Colors, but it's Women of All Colors, and we have about a
1592 hundred and nineteen in our group. We have other groups, another group, there's about six hundred in
1593 the women group.

1594 **RIOS:** Wow!

1595 **JONES:** So, we do have, you know, resources also we can share with you, because I also think this –
1596 this is important. What you do here is important. I'm coming because I – I'm always amazed by, you
1597 know, going into, like, this advisory group and there's not many people who come here and yet –

1598 **FEMALE:** She's right.

1599 **JONES:** – you know, so I'm coming to –

1600 **BOSTON:** Going to join.

1601 **ZINGESER:** Yeah, come and join.

1602 **BOSTON:** So, you're going to join, right?

1603 **ZINGESER:** Yes

1604 **JONES:** I'm thinking about it.

1605 **ZINGESER:** That's great, yeah.

1606 **FEMALE:** While you're on that, can you identify the – the group where it says, "couldn't catch
1607 name"?

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1608 **MALE:** Oh, she got – we got her name.
1609 **FEMALE:** Oh, you did? Okay, I didn't – I missed that.
1610 **MALE:** Yay.
1611 **BOSTON:** And it's –
1612 **FEMALE:** Thank you.
1613 **BOSTON:** – Margaret Anne JONES?
1614 **JONES:** Margaret Anne JONES, yep.
1615 **BOSTON:** And Doctor NAMASKAR. Thank you.
1616 **HANDLEMAN:** Hi, I'm Dan HANDLEMAN with Portland Cop Watch and I've made this comment
1617 before, it would be really helpful when you have paperwork that you're looking at, if you could get
1618 copies to us because we didn't see the policy proposals you had, so I didn't really understand all of them
1619 tonight. That said, we are signatures to the information that your co-chair was talking about, about being
1620 concerned about the forty-eight-hour rule being re-instituted through policy and I'd be happy to talk to
1621 more of you about that at the end of the meeting if you're interested. We're also preparing comments on
1622 the use of force policy that you – you did comments on and particularly on the Taser issue, since that's
1623 what your focus is, we have concerns about – that the policy involves officers to use warning arcs where
1624 if you can just press the Taser button to try to scare somebody into complying with them, they're not
1625 allowed to fire warning shots from the guns, we don't know why they can do that with a Taser. They
1626 also mentioned the term, 'excited delirium' in the – in the directive, and that's something that Taser –
1627 which is now called Axon, by the way – that Taser made up that term for us, they – they glommed on to
1628 it but it's not an actual medical term and it shouldn't – it has no place in the directive, in my opinion, in
1629 our opinion, in my group's opinion. And we also expressed concern that the ninth circuit court ruling
1630 that guys – the law in this area of the country said that there's a certain threshold of an active threat that
1631 has to be present for a Taser to be used and that's not mentioned anywhere in this directive, it actually
1632 says 'active aggression' and you can also go after somebody who's running away if you think that they
1633 are going to hurt somebody, but that's not the same as the active threat threshold that the ninth circuit
1634 says. So, those are some of our concerns. I don't know if you can add them in, obviously you already
1635 took your vote. And I'm hoping that you'll join us in being – in expressing concern to the DOJ, and
1636 there's a representative here, and the bureau, that when they give us fifteen days and release directives
1637 on July fourth weekend, it doesn't give groups who only meet once a month, or once every two months,
1638 in your case, enough time to review them. So, we've been trying to impress everybody upon that that we
1639 really need more time as a community to weigh in on these things and I hope that you'll join us on that.
1640 And since the bureau doesn't post public comments about the directives until the whole end of the
1641 process, I'm hoping maybe TAC will consider sending out to your email list, at least, whatever the final
1642 version is that you – when you have your recommendations written.
1643 **HERSHEY:** We did – we did that last year and we do that as a matter of course.
1644 **HANDLEMAN:** Oh right, well I was talking about the, you know, because you have this – the policy
1645 thing that had – is due by Friday, and then you have your other recommendations that are, you know,
1646 that you're also working on, so.
1647 **RIOS:** So, just to be clear, the policy recommendations will be part of our recommendations.
1648 **HANDLEMAN:** Oh, so you're going to wrap it all up in one.
1649 **RIOS:** It's going to be – it's going to be done in – for two vehicles, all right.
1650 **HANDLEMAN:** Terrific.
1651 **FEMALE:** It's all in one.
1652 **BOSTON:** Also, what we did last year, though, is we did have some public comment that we included
1653 in our appendix, and Dan – Cop Watch submitted that because last year – this is a little bit different than

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1654 last year, but last year we were – in May we were at tables and we invited members of the community
1655 to, kind of, sit at our tables, not necessarily interact and ask us questions, but then formulate their public
1656 inquiry based on that process.

1657 **HERSHEY:** And what –

1658 **BOSTON:** So, it was a little bit different, but Dan did submit having seen and taken notes during our
1659 policy formulation, requests, one of which made it into Sylvia and I's formal recommendation, we
1660 accepted it and then the rest we just put in the back matter as community input. So, that is also
1661 something that –

1662 **HANDLEMAN:** That is true. We should get – get one more –

1663 **BOSTON:** Yes, sorry.

1664 **HANDLEMAN:** That's okay.

1665 **BOSTON:** Sorry, god, I'm just really off today.

1666 **HANDLEMAN:** So, I – I'm not sure that I completely understand the purpose of finding out
1667 afterwards if the person who is perceived to have been in a mental health crisis really was, and I
1668 appreciate Miss GERRITSEN's comments on that, that it's really hard to tell but because – the point is
1669 for officers to de-escalate if they believe that it's true. However, I do like Miss ZINGESER's
1670 recommendation of finding out whether the call in the first place indicated that's what – that's what's
1671 going on, because then if the officer uses Taser, having been called on that reason, that's kind of a
1672 curiosity around the – the policy issue. And finally, around de-escalation, this is one of our main
1673 concerns about this new ten-ten, the bureau uses de-escalation – the term de-escalation for two different
1674 things, one is, show up on the scene, things are getting tense and they use verbal tactics or maybe walk
1675 away and that de-escalates things, they also use it to mean, "okay I'm Tasing this person now, now I'm
1676 going to put my Taser away and use pepper spray instead because it's lower level of force, and then I'm
1677 going to punch the person because that's a lower level", and that's not de-escalation, in our opinion,
1678 that's a different thing – that's a – that's like abatement of force. So, I'm hoping that you will also join
1679 us in asking for that part of the – on the policy be changed. So, de-escalation and abatement force are
1680 two different concepts, thank you.

1681 **FEMALE:** Interesting.

1682 **RIOS:** Okay, so I want to address one thing that was brought up and it is the lack of documentation for
1683 the community members to look at. I apologize but that is our draft and we are not allowing that to
1684 necessarily get out until it's actually finalized. So, that's why we don't give copies out for that stuff,
1685 okay. So, keep that in mind.

1686 **HANDLEMAN:** Can you put it up on the screen?

1687 **FEMALE:** That's – yeah.

1688 **RIOS:** Huh? Yeah, maybe next time we'll –

1689 **FEMALE:** Well, people will take a picture with their telephone.

1690 **RIOS:** Yeah, anyways – all right, so any of our other visitors have any other comments? Anything they
1691 would like to say?

1692 **RIOS:** All right, well we are done. This meeting is adjourned.

1693 **FEMALE:** Thank you.

1694 **DAY:** Thank you.

1695 **BOSTON:** Yeah, thanks to everybody.

1696 **FEMALE:** Thank you.

1697 **DAY:** That food out there, if somebody wants to take any of that they can.

1698 **BOSTON:** I want to take –

1699 **DAY:** Feel free.

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1700 **MALE:** Anybody driving by a bridge?
1701 **BOSTON:** Anybody driving by a bridge? Oh, I was, like, do you need a ride?
1702 **MALE:** No, I don't.
1703 **MALE:** He lives under the bridge now –
1704 **BOSTON:** Okay, wait – we're partnering – I'm – I'm bird dogging Ed, he's drafting the next (cross
1705 talk)
1706 **MALE:** Right.
1707 **MALE:** Great.
1708 **BOSTON:** And, also – yeah.
1709
1710 TAC 7.12.17-Fldr 379
1711 Transcribed 08/09/2017 @ 3:00 p.m. Summer Fry