

**TRAINING ADVISORY COUNCIL**  
**September 13, 2017**  
**PPB Training Complex**  
**6:30 p.m.**

<b>MEMBERS PRESENT</b>	<b>TRAINING STAFF PRESENT</b>
Rio Rios, Co-Chair Shawn Campbell Tyler Hall Jeffrey Klatke Judy Low Gary Marschke John McVay Sylvia Zingesser McKay Fenske Edward Hershey	Captain Bob Day Lt. Kraig McGlathery Liesbeth Gerritsen Jody Halia
<b>MEMBERS ABSENT</b>	<b>PPB STAFF PRESENT</b> Captain Krantz Elle Weatheroy Mary Claire Buckley
Sushanah Boston Jennifer Grove-Heauser Dave Hoffman James Good Anne Parmeter Erin Stevanus	<b>GUESTS PRESENT</b> Dan Handelman Melissa Beatty

1. **See meeting transcript for record of events.**

1 **PORTLAND POLICE BUREAU**  
2 **TAC Meeting**  
3  
4

5 **Meeting Date:** 09/13/2017  
6 **TAC File Name:** TAC Recording 9.13.17  
7 **Complainant:** TAC Meeting  
8  
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10 **GERRITSEN:** Yeah, I did it, all right.

11 **RIOS:** Yay!

12 **FEMALE:** Oh, my goodness (inaudible) so early.

13 **GERRITSEN:** Yeah.

14 **RIOS:** That's pretty neat.

15 **GERRITSEN:** Yeah, that's cool.

16 **RIOS:** All right, so, thank you everybody for coming over. It's a beautiful day. Summer's still  
17 here. Apparently, according to my phone and the news that (inaudible) has given me is, we only  
18 have until Sunday, depressing but anyways. So, we're here, thank you very much for coming  
19 over, appreciate it. Today is – it's going to be a pretty full day, full aft – well, evening in this  
20 meeting. If you signed your agenda, we're going to get a training update really quick, we're  
21 going to get a briefing on racial quality plan and service – in-service for this year – for next year,  
22 we're going to be talking about the Use of Force Quarterly Report, we're going to do an update  
23 and then we'll open it up for public comment. Anything else that needs to be added to this  
24 addendum? We're good, all right. So, first let's start with the mission statement. Who would like  
25 to read it – because I always avoid it, Ed.

26 **HERSHEY:** The mission of the tack is to provide ongoing advice to the chief of police and the  
27 training division in order to continuously improve training standards practices and outcomes  
28 through the examination of training, philosophy, content delivery, tactics, policy, equipment and  
29 facilities. The mission of the Portland Police Bureau is to reduce crime and fear of crime by  
30 working with all citizens to preserve life, maintain human rights, protect property and promote  
31 individual responsibility and community commitment.

32 **RIOS:** Thank you very much, sir. So, we don't have – we don't seem to have the prior minutes.

33 **DAY:** I thought we emailed those out. Did we email those out, Jody?

34 **GERRITSEN:** Jody's letting people in, so I'll check with her.

35 **MALE:** There was a transcript.

36 **DAY:** Yeah, so that's something we can talk about is, we didn't have somebody to take –

37 **RIOS:** So, it's the transcript.

38 **DAY:** Yeah, and that's something that we can talk about because we didn't have anybody  
39 available last time –

40 **RIOS:** Mm-hmm.

41 **DAY:** – and so, we recorded it –

42 **RIOS:** Yeah.

43 **DAY:** – and we got the transcript and my thought was, well, I mean, the transcript's actually  
44 more accurate than the minutes in terms of –

45 **RIOS:** Exactly.

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46 **DAY:** – that’s actually what’s said, versus what somebody’s thinking was said or written down.  
47 If the group really wants to have minutes taken, you know, we’ve been short staffed in our  
48 administrative capacity over the last couple of months, it’s possible by the time of our next  
49 meeting I could have somebody here for that but right now I’ve been relying on the transcripts.  
50 So, if that’s a priority, after this meeting let me know and hopefully I’ll have some positions  
51 filled by the time our November meeting rolls around we can make that happen.

52 **RIOS:** Okay, so given that the transcript is accurate, I don’t see a reason for approval or not  
53 approval of it. They are posted online if you want to look at them. So, we’ll move forward to the  
54 next item.

55 **MALE:** Question real quick, does that still fit the Oregon Meeting requirements for keeping  
56 minutes at public meetings?

57 **RIOS:** It should, I mean –

58 **MALE:** I’m not asking if it should, I’m asking if it does.

59 **RIOS:** Well, that’s a good question.

60 **DAY:** Well, I’ll have to ask – I’ll ask the – I’ll ask our city attorney about that, I don’t know.

61 **RIOS:** Yeah.

62 **MALE:** The one thing that it might not be in compliance about is the attendance. We might  
63 have to put attendance on that.

64 **RIOS:** Yeah.

65 **DAY:** Add attendance to the –

66 **RIOS:** To the meeting.

67 **DAY:** – to the transcript.

68 **MALE:** I do have (cross talk).

69 **DAY:** – because we keep attendance with the – when we sign in but –

70 **MALE:** Okay.

71 **DAY:** Okay.

72 **RIOS:** Yeah.

73 **GERRITSEN:** No (inaudible).

74 **RIOS:** If we attach it to it –

75 **GERRITSEN:** Exactly (inaudible).

76 **DAY:** Okay.

77 **RIOS:** – then it might –

78 **DAY:** I’ll ask. Thank you.

79 **RIOS:** Then we’ll do an online approval if needed.

80 **FEMALE:** Cool.

81 **RIOS:** Just to validate that you were there or were not there, all right. The next thing is, we’re  
82 going to have an update from the training division, so the upcoming – about the upcoming in-  
83 service training.

84 **DAY:** Well, I’ll start us off. Greg, do you have a – I didn’t ask you to bring it but you probably  
85 know it by heart but I was going to ask for the schedule, I was thinking we could throw that out  
86 but I didn’t think –

87 **GREG:** Sorry.

88 **DAY:** No, that’s all right, that’s on me. So, we started last week with our Fall 2017 in-service.

89 You might remember, we changed the format a little bit. We used to do forty hours in the spring,

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90 we now do twenty hours in the spring and twenty hours in the fall and the reason behind that is  
91 because if you did forty hours in the spring, then an officer could hypothetically go to training,  
92 like, in January and then not go to training again until maybe the following June, because they'd  
93 do that spring and then sign up late and be, you know, eighteen months. This way, we see every  
94 member, every sworn member of the organization twice a year. That allows us to, you know,  
95 have that more frequent contact but it also allows us to implement policy changes quicker,  
96 practices, things like that. So, we're excited about this new format where we do twenty in the  
97 spring, twenty in the fall. The reason we do forty is because state requires twenty-eight a year  
98 minimum and we don't want to get too close to that and so, by doing forty we're well within the  
99 – within the bounds. And the other thing, it allows our instructors to have a little bit of time,  
100 when they're not teaching, to, you know, have some off days and this and that. So, we're – we  
101 started last week. This week we're going Wednesday through Saturday. The emphasis this in-  
102 service is around the Use of Force Policy that's been updated and that includes, you know, post  
103 use of force and not just use of force but post use of force. We're doing an update on our pursuit  
104 policy – our Vehicle Pursuit Policy. We're doing –

105 **MALE:** Crowd control.

106 **DAY:** – Crowd control as another policy. So, the – the first day is a heavy policy day, that ends  
107 with the – what we call the chief's – our – we're – right now is Chief UEHARA – is in here for  
108 about an hour and kind of fields questions after, you know, they – students have gone through  
109 the day have heard different discussions about policies. So, learning's interactive. We've got,  
110 you know, these clickers where they can answer questions and we can see results and they watch  
111 videos and respond and, you know, interpret that and they have options to choose from. A couple  
112 things, we – we implemented a test this year, an actual, like, written test that's – it's done on  
113 their smart phones because why would we have paper and pencil anymore but that's something  
114 new, with a minimum requirement score of eighty or better to pass the test. If they don't pass the  
115 test they get an opportunity to take it again and then it – if it doesn't work then we have remedial  
116 training and things built into that component. But – so, that's new. And then, the next day they  
117 attend – scenarios all day and there's a wide variety of scenarios that we put them through the  
118 people in mental – we have people in mental crisis this year – this –

119 **GERRITSEN:** Peop – people who are in crisis but there's no mental health diagnosis –

120 **DAY:** Yeah, that's –

121 **GERRITSEN:** – per say, but they're –

122 **ZINGESER:** That's –

123 **GERRITSEN:** – but they are in crisis

124 **ZINGESER:** That's –

125 **DAY:** Yeah.

126 **ZINGESER:** That's – that's a good one.

127 **GERRITSEN:** Mm-hmm.

128 **ZINGESER:** That's a really good one.

129 **DAY:** Yeah, so people that are in crisis but there's no mental health diagnosis. And then we  
130 have a variety of other scenarios, some where force is applied, some where they're not. Those  
131 scenarios are all debriefed, discussed and some of them are formerly evaluated so we can kind of  
132 get some feedback kind of how we're doing. And then, both days all the membership is handed  
133 an anonymous survey and asked for feedback so we can kind of get that information coming

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134 back to us. So, it's really a huge compliment to Kraig and Leo BESNER's the other lieutenant  
135 but Kraig's really shepherded this program for a lot of years. I want to thank him and his  
136 leadership. Ryan COFFEY is the sergeant and then the trainers who really buckled down the last  
137 six weeks or so to get it off the ground. We do about forty-eight people a day and, you know,  
138 we're excited about the program but we've had to cram it into this building along, which, we're  
139 grateful for this building, it's not a criticism to that but we're also, remember, we're running our  
140 advanced academy for our new hires, which runs for twenty weeks and it's in blocks, two  
141 different groups, ten weeks each but it runs over a course of twenty weeks. So, at the same time  
142 we're doing that, just to give you an example of the division demands, you know, today we had  
143 in-service, today we had the advanced academy, we had the motorcycle unit out on the back pad  
144 driving around and this afternoon we had our training going on with our less lethal components,  
145 our less lethal firearms and bean bags and so forth. So, you know, we're not lacking for high  
146 activity – high energy around here. Did I miss anything, Kraig or Leisbeth, in relation to in-  
147 service, anything?

148 **MCGLATHERY:** No, that's the highlights.

149 **GERRITSEN:** Yeah.

150 **DAY:** Yeah, so – Ed.

151 **HERSHEY:** Can you give us an idea to the extent that you perceive it as the general attitude  
152 toward in-service training and also, I mean, about the students –

153 **DAY:** Mm-hmm, right – right.

154 **HERSHEY:** And also, whether in fact, if you could compare it to your last stint here in this –

155 **DAY:** Yeah – yeah.

156 **HERSHEY:** – in command of this –

157 **DAY:** I appreciate that. You know, actually, you know, obviously I've been here a while and  
158 I've been through in-service every year that I've been here, it's a requirement, and I would say  
159 that it's very encouraging that we've seen an increased amount of participation and interest. In  
160 fact, the feedback we get is, "we wish we could get more training", we hear that consistently.  
161 There's always going to be a grumble or two but in general, it's really a top-drawer program, it's  
162 well received and that surprises me a little bit because, you know, sometimes people come and  
163 think, oh, you know, "geez, I've got to do this", or whatever. But we have really been  
164 encouraged and that the – the thing is, almost everybody to a person is like, "can we have more  
165 of that? Can we do more of that?" and it's just a – a capacity. So, a vision I have for 2018, is to  
166 try and create more elective style training options. So, they – they have to go to these twenty-  
167 hour blocks in the spring and fall but then I'd love to create some elective options for them in  
168 between that they can attend, you know. We – when we have openings for instructors or  
169 positions – for example, right now we have a field training officer class that's coming up where,  
170 you know, when you're a new police officer you (inaudible) highly sought after position. We  
171 have twenty positions and we had almost fifty people put in. So, you know, we have a vetting  
172 process through both their bosses and where they come from and then ourselves. But, you know,  
173 I – since I've been here we've held four or five instructor schools, sometimes with only ten to  
174 twelve spots and we have on average of thirty to forty people apply to want to be satellite  
175 instructors or, you know, something to support the division. So, it's – it's very – it's very  
176 desirable and I'm encouraged by that. It's come a long ways from, "oh geez, I've got to go to in-  
177 service".

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178 **GERRITSEN:** Yeah.  
179 **DAY:** So, a little update. Anything, Leisbeth or Kraig you want to add to that or –  
180 **GERRITSEN:** No – good.  
181 **DAY:** All right, I know Elle is waiting in the wings here, above and beyond, to come and join us  
182 tonight.  
183 **MALE:** Just quick question for clarification.  
184 **DAY:** Yeah.  
185 **MALE:** If they fail the test the first time, how long is it before they can take it a second time?  
186 **DAY:** They can take it immediately afterwards, yeah.  
187 **MALE:** Okay.  
188 **DAY:** And then we get into, like I said, remediation and, you know, if somebody has to come  
189 back and repeat or get one on one instruction or whatever the case may be, but yeah.  
190 **MALE:** Thank you.  
191 **DAY:** Yeah, so do you want me to just go in to the – with the next section here?  
192 **RIOS:** Yeah, sure.  
193 **DAY:** So, I'd like to invite Elle up. This is Elle WEATHEROY. She's our Equity and Diversity  
194 Manager for the police bureau. There are – I don't know, have you been here before maybe? I  
195 didn't know if you have and I'm talking over you but – so, several city bureaus have a person  
196 dedicated to the position of Equity and Diversity Management. Piedmont and others have that.  
197 **WEATHEROY:** PDX.  
198 **DAY:** Yeah, so the police bureau was unique in the nation in that we created this position. And  
199 just to tell a little bit about ourselves, she comes from a – an interesting background, a  
200 background of law enforcement relationships and we're grateful to have her, she has a lot of  
201 experience and she's been in the position now – two years?  
202 **WEATHEROY:** A little over two years.  
203 **DAY:** Two years, so I'll turn it over to her. She's going to talk a little bit about the big plan,  
204 kind of where we're at right here in the division. I'll talk a little bit at the end, kind of, where  
205 we're going in the next year. So –  
206 **WEATHEROY:** All right.  
207 **DAY:** Thank you, Elle.  
208 **WEATHEROY:** Thank you, captain. Well, good evening everyone.  
209 **RESPONDANTS:** Good evening.  
210 **WEATHEROY:** Nice to be here with you and thanks for having us. So, hopefully we do well  
211 tonight. So, what – what I'm doing in thirty minutes is trying to give you a bigger picture of our  
212 racial equity plan, which is a five-year plan. And did anyone get a chance to look at it online or  
213 read – yay! We've got printouts. I'm ready for dialogue, yes – good. And so, you will note that  
214 this is, like, the first phase of that plan, right. We – we received permission to focus on the first  
215 two years to help us build the last – the last – the final three years, right, which just makes more  
216 sense for our police bureau where there aren't many of these plans in existence, right, and so, we  
217 wanted the flexibility to adapt and grow based on the need of the work, if that makes sense. So, I  
218 just sent a few slides to kind of help the – the conversation but I won't spend too much time on  
219 this section because I know we really want to focus on, obviously, the training but I thought it'd  
220 be good to have a sense of the greater plan. Does that make sense? Does that sound okay? Okay,  
221 so if we just go to the seven priorities, you see that on the second slide. I'm sorry that they're

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222 hard to – to read. So, the first one is prioritize, right, and so, something we know in  
223 organizational change and something we've heard, obviously, is that in our paramilitary culture,  
224 this has to come from the chief's office, right, that this has to be a priority and that it has to be  
225 supported and – and the work – the work is but that without that, that messaging and what have  
226 you, that it wouldn't trickle down throughout the ranks and – and across the board. And so, that's  
227 in red, if you had a color copy that would be in red. And so, the remaining priorities through our  
228 assessment process are the ones that surface. And I've got to tell you, this process was painful,  
229 getting it down to the seven, right. I think at one point we were at fifteen. It was, you know,  
230 trying to – “we've got to do this. We've got to do that”, but really being concise and – and  
231 recognizing that this is the starting point of this work, building off of, as it was mentioned,  
232 previous work, right. So, first we have the recruitment hiring and retention. And so, through an  
233 equity lens, we want to look at, you know, we're doing a lot of things, we're hiring like crazy,  
234 we want to make – continue to make sure that – that we are represented across the board, that we  
235 are tracking that and that we are assessing that, right, and so, that was – that's one of the focus  
236 areas. And – and it – hiring and retention, obviously, so looking at our hiring process and then  
237 retention, that's about the culture, right, how are we retaining folks. One thing we knew – gosh,  
238 and I – I can't remember the amount now but we had done the homework to identify, like, how  
239 much is invested in our new officers, right and all of that energy and preparation that we want to  
240 assure that we are retaining our good folks. So, then the next two, kind of leading to our work is,  
241 there's no – there should be no plan without professional development or training. But something  
242 we heard clearly was, the preparation to move into leadership, right and that there should be  
243 preparation and training and – and accountability built in to that, and so, we went and separated  
244 it, which makes sense but initially, I'll tell you, it was training with everything built in to that and  
245 recognizing we wanted to pull that part and not just leadership as it relates to sergeant, lieutenant,  
246 captain, but, you know there are – there are officers that spend their career as officers and they  
247 are – they are very much leaders in their positions, right. And then we have communications and  
248 access. Does anyone know – does anyone here know that we were audited? We call it Little DOJ  
249 – DOJ Office of Civil Rights. And DOJ OCR wanted to know how well we serve the limited  
250 English proficient community, right. That they wanted to know what practices were in place, that  
251 language barrier is not a reason to impact service or communication, right. And so, while there  
252 are some changes as it relates to possibly DOJ, PPB is still identified as, this is best practice, we  
253 want to continue with that work. So, our communications and access, one, is around continuing  
254 to formalize our LEP efforts and our community engagement. It also is about how do we engage,  
255 like, access – how do we engage with – how do we message and communicate with our  
256 community members, right, throughout the ranks but also through the community. Not  
257 everybody is a Facebook friend of PPB, right, not everyone is following PPB on Twitter, right.  
258 And so, how – beyond those things, how are we messaging? And so, we are going to have an  
259 equity communications plan, that's part of our piece and that's a big deal and there aren't a lot of  
260 those in the country. So, we'll – we're –

261 **FEMALE:** (Inaudible)

262 **WEATHEROY:** (Inaudible) once again. So, that's our Communications and Access. And so,  
263 I'm kind of just going around the – the circle here. So, then community engagement thing, can  
264 we have a plan that doesn't – that's not centered in community engagement? You couldn't, right.

265 **RESPONDANTS:** No.

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266 **WEATHEROY:** No, there shouldn't be, right. And so, and – and the hard part was, we felt like  
267 community engagement was, just like equity, it's – it's built throughout the plan. But, you know,  
268 you've got to really call it out, right, obviously, you've got to call it out. And so, we can show  
269 that that it is a priority. And so, community engagement, one, is identifying and continuing to  
270 formalize, like, how do we – one thing we learned is that there are different definitions of  
271 community engagement. If we ask everyone here, if we ask multiple officers we might get a  
272 different variation of what that looks like, right, in terms of the meaningfulness, the time, how  
273 long it's developed. So, really wanting to get some shared language around that and set some  
274 expectations in that manner. But really, something we heard also around community engagement  
275 was having more voices at a table, like here, to help guide and to help provide feedback to  
276 leadership. And so, two areas that we're missing was the – a Youth Advisory Council, who's  
277 more at risk of engaging with our officers and not having the maturity to do so, right. And so, we  
278 want to engage and have a – a youth led youth advisory. And so, that's in process. But we can  
279 say this, that it's been tough, right. Right now, in our current climate, there's some fear around  
280 engaging with government in general. Not that that's a new fear but there's even a greater fear.  
281 So, there's some barriers but the consistency of continuing to show up and continuing to partner  
282 with the partners who have trusting relationships, is part of our strategy. The second advisory  
283 body was a multi-cultural multi-racial advisory body. And so, something we heard, you know, I  
284 – I don't know if you guys know what other advisory – advisories we have. Any – any ideas of  
285 the other advisories PPB has, you guys are aware, other than TAC?

286 **MALE:** Budget advisory.

287 **WEATHEROY:** We have a budget advisory, or BAC. Any others that folks know about? Well,  
288 we have our alliance for safer communities, which is a very active advisory for our LGBTQ  
289 community. We have an African American Advisory Council. We have a Slavic Advisory  
290 Council. We have a Muslim Advisory Council. Now, something we've heard is that if we don't  
291 right now have the capacity to have our own advisory, does that mean that we don't get to have a  
292 voice? Now, we know that we have maybe seventy languages spoken, right.

293 **MALE:** At least.

294 **WEATHEROY:** At least in the City of Portland. Maybe one day we'll be able to but can we  
295 start off with seventy languages? Or can we have a space, right, that's intentional that can still –  
296 that with the goal of reaching out to the community and assuring that the voice is – is heard. And  
297 that is the message that – that we heard. And we heard that, just like you all, we heard from other  
298 advisories saying, “what are the other groups doing?”, right, “is there any power at being in the  
299 table?”. So, that advisory body will have membership from each of our current advisories as well  
300 as community leaders, to help guide the equity work in that way, okay. So those are some of  
301 those efforts we've got, if that makes sense. We keep going, we have the data management. And  
302 so, we want to formalize our, you know, processes, right. People don't just, “oh, okay you're  
303 doing your efforts”. How have your efforts benefited, right? Are you tracking? Are you  
304 collecting and then are you assessing? And so, those are things that we want to do, obviously,  
305 and that we are doing in some ways but continue to strengthen if we need to, in the areas of  
306 recruitment, tracking, right, who we touch, when do we touch, are they going through the  
307 process, when do we lose folks, right, what are the best sources, what are the best partners, all  
308 the way through the hiring process until probation, right, looking at those kinds of things. We  
309 have stops data, using – looking through – at that through an – an equity lens and continuing to



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310 formalize our efforts in that manner. Because if it's not tracked or written, it didn't happen, right.  
311 And so, then – and then, kind of, bookends, you've got to back it up with money. Don't talk  
312 about it, right, if we don't have funds. And so, for example, we have a second position coming  
313 on board for our equity team, right. And so, supporting the growth in that and investing in  
314 trainings and things like that. Okay, so those are the prior. Any questions on that? Does that  
315 make sense? Okay, so thank you for letting me give you that kind of overview. I know we're  
316 here to talk about training but it's one piece, right, it's one piece of the – the plan, a very  
317 important piece but one piece of the plan. So, you see our framework for change. I won't spend a  
318 lot of time and – and unfortunately this isn't – I wanted to bring a Power Point. I feel like – but I  
319 know that we're – we're casual and comfortable and that might have been too much but I – I did  
320 want to click through my Power Point for you guys. And so, on the outside of – of this you have  
321 – you have all of the priorities, okay, and basically, in the middle are the levers saying that,  
322 regardless of the priorities, we should be taking a look at – at it through a policy lens, right.  
323 You're looking at it programmatically in terms of practice, right. You're looking at data for  
324 every one of the priorities. So, those are our levers. And we're saying with that work that you  
325 would have meaningful community engagement, inclusive culture. That you would have a  
326 diverse and highly qualified team as a result of the work that we describe. And I can get – I can  
327 get you guys slides. I don't know if you want this but if you want clearer slides, I'm happy to –  
328 to share with the team so that you can have that because you can't see it. I – well – well, we have  
329 thirty minutes, that would have taken us longer, you can invite me back if you'd like. Okay, so  
330 now I'd like us to go over the training portion of our plan and – and how am I doing on time?  
331 **MALE:** You're fine.  
332 **MALE:** You're fine.  
333 **GERRITSEN:** You're good.  
334 **WEATHEROY:** So, can we see – can we see this? Can you guys see that?  
335 **HALIA:** If not, I can pull up the slides.  
336 **WEATHEROY:** As you (cross talk).  
337 **DAY:** Do you even have them, Jody?  
338 **HALIA:** What was that?  
339 **WEATHEROY:** Yeah, she has them.  
340 **GERRITSEN:** If you can get them, I would pull them up.  
341 **HALIA:** Here, on my email. I don't know if I can get here but I can save –  
342 **DAY:** You should be able to get it here if you're logged in.  
343 **GERRITSEN:** I think you should be – yeah, if you're logged in.  
344 **MALE:** You're logged in, so –  
345 **DAY:** Question is, can you do it with a kid in your hand.  
346 **WEATHEROY:** I know. So, as she's – yes.  
347 **MARSCHKE:** (Inaudible) Just a question for you, to the best of your understanding, in two  
348 years, why are you doing what you're doing?  
349 **WEATHEROY:** Why are we doing this work?  
350 **MARSCHKE:** Mm-hmm.  
351 **WEATHEROY:** Because this will get us the best practice, right, the best interaction, the best  
352 relationships with the community. We want to have prepared, you know, officers feeling good  
353 about their work and the community – service, reciprocal, on both sides.

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354 **MARSCHKE:** Okay.  
355 **FEMALE:** Bringing back memories of the Chief's Forum and the Advisory Councils  
356 (inaudible) –  
357 **DAY:** Maybe not, I don't know (cross talk).  
358 **RESPONDENTS:** (Inaudible)  
359 **FEMALE:** Don't tell me that, make me feel old.  
360 **WEATHEROY:** What, I heard about it and set it by you.  
361 **FEMALE:** Yeah, because I was on it.  
362 **WEATHEROY:** Oh, nice.  
363 **FEMALE:** So, you only heard about it.  
364 **WEATHEROY:** Well – but we're building on it, right, so –  
365 **FEMALE:** Yeah, like reading about it in a history book.  
366 **WEATHEROY:** Well, yeah, we'll all be at that place. I've – my music that I grew up on is  
367 already old school, so, you know.  
368 **FEMALE:** (Inaudible)  
369 **WEATHEROY:** (Inaudible) so, you know, what can I – what can we say?  
370 **SPEAKERS:** (Cross talk)  
371 **DAY:** Okay, you know, I want to answer – Gary, I'd like to respond to your question too. I  
372 think it's a very thoughtful question. You know, why are we doing this or why is – I don't want  
373 to speak for Elle, I want to speak for myself for a minute, that, you know, I – as I said earlier,  
374 I've been here over twenty-seven years and I don't think organizationally we've done a very  
375 good job of training and developing our members in the area of equity, diversity, marginalized  
376 community, people of color, whatever the – whatever that looks like today and there's a lot of  
377 different descriptions, but at the end of the day, I don't think we've – there's been a – kind of a –  
378 a growing – we'll leave, sort of, in law enforcement, like, you know, we do a good job, we treat  
379 everybody well and, you know, we just do our job and it's not about color, it's not about this, it's  
380 not about that, and I think we're learning, slow to learn, but I think we're learning that it's a lot  
381 more complicated than that, it's not as simple. We're human beings, yeah, we have a tough job  
382 to do but we bring with us all that any human being would bring to the job, to the relationship, to  
383 the encounter, to the moment, to the contact, whatever. And I have articulated before that, you  
384 know, we do a really good job with a lot of tools around the officer's belt, we do a lot of training,  
385 a lot of emphasis on, you know, the – the necessity to stay alive and to survive and that's  
386 important and that's a real risk and it's a factor that we have to focus on but I don't think we've  
387 done as good a job in preparing them for some of the other challenges that they encounter in  
388 these situations. And so, you know, that's where my passion lies for it now, is – is a desire to,  
389 you know, better equip them, better to train them because that will translate externally, right. A  
390 lot of times the focus is so external and we forget that the messenger isn't actually getting the  
391 message. So, you can say all you want, you know, from the top and go to all the public meetings  
392 you want and say this and this and this, but it's that officer who's going out there ten hours a day  
393 that's really going to be the one carrying it out. And we figure, you know, historically, I don't  
394 know what the numbers are now, we contact nearly four hundred thousand people a year, it used  
395 to be somewhere in that neighborhood, well that's not being done by me or the chief of police or  
396 otherwise, it's being done by the vast majority of the men and women that sit in this room, like  
397 today and then are going through the scenarios tomorrow. And I think historically we have not

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398 developed or intertwined the concepts and things that Elle was talking about very well  
399 throughout our training. So, I'm grateful to have her on board because, you know, the – using a –  
400 it's a coin of phrase that's used a lot but that equity lens, that ability to kind of look through and  
401 see, yes, this work's important, staying alive is important, staying healthy is important, getting  
402 through the day's important but also, it's important that you understand, here's how you look at  
403 that, here's how we look at that and here's some tools and opportunities. So, that's, you know,  
404 that's really my desire and goal where to go is that the officers will realize that, hey this is – this  
405 is for their benefit, it's also going to benefit the community in the long run. Does that make  
406 sense?

407 **ZINGESER:** Sure it is.

408 **MALE:** Mm-hmm.

409 **ZINGESER:** Yes.

410 **DAY:** There's your – there you go.

411 **ZINGESER:** Yeah.

412 **WEATHEROY:** Fabulous.

413 **ZINGESER:** Look at that.

414 **WEATHEROY:** Wonderful, babysitting, getting slides, thank you, Jody.

415 **MALE:** It's full service.

416 **DAY:** I think – get that clicker.

417 **WEATHEROY:** Fabulous.

418 **HERSHEY:** Yay.

419 **RIOS:** (Inaudible)

420 **WEATHEROY:** What's that?

421 **RIOS:** Oh, no it's a PDF, never mind.

422 **WEATHEROY:** Oh, yeah. Okay, so we'll spend some – some time here. Can we – can  
423 everyone see this, the – a little bit better? Yeah, I can look for it, I forget we're fancy over hear.  
424 So, and remember we have flexibility, right, in – in moving this. So, this is based on our internal  
425 conversations and our conversations, you know, with the community. So, the first timeline, phase  
426 one was around our leadership training, around institutional racism, right. And so, that occurred  
427 maybe four –

428 **DAY:** Mm-hmm.

429 **WEATHEROY:** – four years ago, right. And so, again, I've been here two years, we're  
430 building on some work. It didn't – it didn't start when I started, right. But that was the first phase  
431 of the work. And then we finished – the – the second phase was training – and – and so, that was  
432 leadership, they had multiple trainings through the sergeants but the bulk of our bureau, right, of  
433 our sworn members are our officers. And so, they received a four-hour training the last in-  
434 service. Strengthening our foundation, and this is again, talking about beginning, you know,  
435 something that we're doing. We have to – we have to talk about the real issues and get  
436 comfortable talking about those uncomfortable issues, right. And as a country we haven't always  
437 done that. Yes, sir.

438 **MARSCHKE:** Is that – so, that four hours that happens in in-service, that's the first time that  
439 you've done it and that's the third time they've been exposed to it, the officers (cross talk) –

440 **DAY:** Well, there's a historical piece.

441 **WEATHEROY:** Well, there's been other times.

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442 **DAY:** I mean, you know, we've done some type of equity diversity training –

443 **WEATHEROY:** Diversity training.

444 **DAY:** – every year since I've been hired.

445 **MARSCHKE:** Right.

446 **DAY:** I'll be a little bit cavalier, even though it's on record and Dan will write about it, is that,  
447 you know, I think we have, sort of, checked the box around a lot of that training, you know. We  
448 have to do an hour of X and so, we were going to bring that in and – and do it. And there've been  
449 a lot of different iterations of it, this is one where there's a lot of focus, planning, you know, this  
450 long-term plan – I think Judi's got her hand up to add to that with her experience maybe. Is that  
451 what you're suggesting?

452 **LOW:** Yeah, I just wanted to – to flesh out a little bit the historical piece. I started volunteering  
453 with the police bureau in 1990, and in-service was pretty absent as far as diversity training,  
454 cultural recognition, any of that. I was invited to do an in-service training first season. I did that  
455 and that led to my teaching at BPST in the same area. I created their curriculum for it and found  
456 right away that it was too advanced, which is kind of embarrassing, it – because I had made some  
457 assumptions that people understood that there was more than just the visual. So, I developed it  
458 into a career of cultural communications training and the BPST developed a curriculum and  
459 expanded on it and I – it – it has evolved. So, as of 2017, when I talk to officers on the street or  
460 command staff or actually anybody in the bureau that I come in contact with, I'm very impressed  
461 with how far the bureau has come and I think that comes from the leadership, it comes from top  
462 down, this is what we value and we might not have the perfect tools but we give you what we got  
463 and if you find something that can help, bring it in. And that's been my experience. Of course,  
464 I'm not a sworn officer, I don't work for the police bureau, never have, except for the in-service  
465 training back in the early 90's but I do applaud your being here, even if it's only two years. I  
466 served on the Public Safety Coordinating Council and over Representation of People of Color,  
467 that was in 1995 and I'm very disappointed that there has not been much progress in that area.  
468 So, I'm very pleased to see that the bureau has come this far.

469 **WEATHEROY:** Well, thank you for sharing the history but also thank you for all of your –  
470 your efforts.

471 **MARSCHKE:** And –

472 **LOW:** It's a drop in the ocean, man.

473 **MARSCHKE:** And I just want to add, the main reason I brought it up is not necessarily to call  
474 anything out in terms of – of any just repetitive nature the – of this or how long it's been going  
475 on but more from the standpoint that it sounds to me like this component is one that's designed  
476 to provide historical context around the conversations and – and the relationships and what's  
477 been going on in the – in the community for a long period of time and if that is the case, I  
478 applaud that because that tends to be a missing piece from virtually every other outreach project I  
479 have encountered, is that they lack that historical context piece to start it off. And so, the folks of  
480 color, the folks that have been not historically at the table or who have been affected by those  
481 situations and circumstances tend to spend their time trying to get people up to speed. And so, if  
482 there is a component piece of this that provides some of that historical context and that  
483 conversation, I think that's hugely important and the fact that that's part of a four-hour block  
484 that's in-service training is even better.

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485 **WEATHEROY:** And that's a good point, Gary. First of all, also I want to add is that for any of  
486 our trainings that we develop, it will kick off in in-service and then will be institutionalized in  
487 advanced academy, right. So, that every new officer then knows nothing different but to start –  
488 have these conversations, right. It sets the tone, it talks about the expectation. But in terms of that  
489 historical piece is critical, right. I'm putting on this uniform and I – I've been called to serve,  
490 right, and I don't understand why you're angry at me, right, like, that's not me, that's – and so,  
491 we have to have that conversation. We – there is no clean slate, right. And so, that – that's what  
492 this – this training was. And it's not – I can say this, we didn't cover it all, like, that's why  
493 there'll be a training number two and a three and a four and we'll have to continue to build and I  
494 think that gets us away from that check the box, right, where we're seeing it as, we've covered it  
495 versus, okay we're laying the foundation and then we're continuing, you know, to build on that,  
496 if that makes sense. And I love the dialogue, I need more time with you guys, I think. And  
497 actually – but these are the conversations that help kind of feed me, right, in – in how we build  
498 our and strengthen our – roll out or development of our work plan. Okay, so phase one;  
499 leadership phase two. And that is a model that we will continue because you want – in the space,  
500 when you're having a training with your officers, you don't want your officers and your  
501 members of leadership hearing the information for the first time at the same time, right. We want  
502 leadership to be able to model in that moment, right, to have already received it, to be able to do  
503 primers if you want because, you know, guess what, when the first training goes, people are  
504 talking about it, right. And so, "hey, you know, Sarg. or LT, what's this about?", they already  
505 have a sense. So – so that's – that'll be a common process for us, phase one, leadership, phase  
506 two, our officers. And the goal is to get to, as someone who represents this group, non-sworn as  
507 well, right, they're part of the – they're part of the machine, right, they're part of, you know,  
508 representing and speaking to – to folks but we'll – we'll – we'll get there. So, we see phase three,  
509 number three, continuing to strengthen our foundation, that's the implicit bias. And we'll – the  
510 captain and I will come back to that in talking about that a little bit more because I know that's  
511 what we're interested in and that's what we're in the process of building. We actually have a –  
512 an IGA with PSU, working with –

513 **MALE:** Kimberly KAHN.

514 **WEATHEROY:** Kimberly KAHN, thank you. Doctor KAHN who – her dissertation was on,  
515 you know, implicit bias in law enforcement, right. And so, she's helping and guiding us as we  
516 develop this process. So, this isn't just PPB, you know, in our spaces saying, "what do we  
517 want?". We've – we've reviewed and had pilots of folks come down, Seattle and Las Vegas who  
518 are doing this, had them come down and pilot theirs. We're working with Doctor KAHN and  
519 then we're going to, what can we say, Portland-ize it, right, so that it can – it can roll out here, if  
520 that makes sense.

521 **RIOS:** Quick question.

522 **WEATHEROY:** Yes, sir.

523 **RIOS:** What's an IDA?

524 **WEATHEROY:** Oh, IGA, Inter –

525 **DAY:** Inter Government Agreement, IGA.

526 **RIOS:** All right.

527 **WEATHEROY:** Good question. Yeah, I hated that, my first – when I first came to the city  
528 that's how people talked, right, IGA at the OCR at the – and so, I'm, like, writing down trying to

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529 decipher that. So, I've – I've – I've taken that on myself. Okay, so – so, phase three, our implicit  
530 bias, and then there's two phases of this, right. And so, we saw in Seattle that they had implicit  
531 bias and procedural justice class combined. We wanted to pull that out, right. And implicit bias  
532 kind of recognizing in ourselves that everyone has those and what does that mean for an  
533 engagement and how are you aware and how does that – how does that impact the work, right.  
534 That we can't be scared to say that. Everyone has them. Not everyone but cops, right. Everyone  
535 has them. And laying that foundation and building with procedural justice. So, we separated  
536 those two, if that makes sense. So, that would be three and four. So, then you see five and – and  
537 even though it's numbered, it's not to say that we won't have a parallel process with kind of  
538 developing multiple things, right. So, one, two, three, four, yes but as we get to the back part,  
539 these will be going on at the same time. But you'll see, five says, 'Elements of Community  
540 Oriented Policing'. This is – and someone mentioned it, this is removing all assumptions, right.  
541 So, you're called to serve and we assume you are the best communicator, you have it down what  
542 community engagement means, right, you have those – we're making that assumption because  
543 you're called to serve, right. And so, strengthening that and calling it out as a part of it. Now,  
544 I've talked to a recent – someone who's new who feels very good about some of those  
545 foundations but officers shared this with me, right. And – and – and talking about this piece, like,  
546 getting back to the customer service part of it, if that makes sense. The – the basics of our  
547 interaction and how our biases play a role there and how, you know, that shows up, so. And so,  
548 those – that is a – will be a series, that is not identified, like, we don't have all of the classes, I'm  
549 – I'm just being transparent with you, but we know that that is the need, that we want to remove  
550 the assumptions and – and make sure that we are providing – that we are setting the officers up  
551 to succeed. And then, so finally you see, creating the counter. Can you guys see that?

552 **RESPONDANTS:** Mm-hmm.

553 **WEATHEROY:** Okay, so that's about implicit bias. So, implicit bias is around the awareness  
554 phase, right. And – and in the research and in the work around implicit bias, it stayed there, the  
555 work stayed there for a long time but the next phase of it is, you know, creating the counter. So,  
556 if I engage with folks different than myself in one way consistently, then I am going to have this  
557 impression that this is how they always are, right. I have to have other – I have to have a counter  
558 experience, you know, I have to engage with folks in different ways intentionally, to counter  
559 that. There's no way. I'm a new officer, I'm on the night shift, who's – you know, I'm on the  
560 night shift, I'm – I'm there for three years, are you telling me I'm seeing people at their best on  
561 the – the night shift? My dad told me nothing good's going on at night, like, why do you – right,  
562 why do you need to be out. Old school, but – but anyway. And so, you know, when we're  
563 looking at that and – and we have to be intentional in creating that – that counter. And so, we  
564 saw in, I think it was Las Vegas again, that they had an immersion program, so it was Las Vegas.  
565 And so, what they did – and actually, we were talking about this, what they did is, all of their  
566 new officers were hosted, almost adopted by a – a community or a group and were hosted and  
567 really engaged and met the leaders and met youth and knew what were concerns and what was  
568 the culture and they found that over ninety-five percent of all officers that came – and – that  
569 came out of that process, requested that district. Now, they weren't sending them to Lake  
570 Oswego, right – right, they're sending them where most likely there were some differences. And  
571 so, what they saw was, oh, you have the relationships, right, and so, now you knew, you knew  
572 who to contact, you knew who the leaders were that you can dial, you knew, right, you had the

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573 count. And so, this – that part of the plan is building on implicit bias, it’s why that work is so  
574 important, that that’s one of the ideas but that’s taking it to the – the next level and being  
575 intentional in giving officers the opportunity to engage with community members and knowing  
576 what’s important outside of just being, you know, in the uniform responding to. Now, this is not  
577 to say, right, that there’s no community engagement efforts. We know I’m not saying that, right  
578 but there’s not a lot of stuff going on right now. This is about going deeper and continuing to  
579 build on that and create that exposure. What do you guys think?

580 **RIOS:** I have a question.

581 **WEATHEROY:** Yes, sir.

582 **RIOS:** So, from a training perspective, like, do you have any set of objectives that are  
583 surrounding the whole behavioral change before you get to five, or is it more informational –

584 **WEATHEROY:** We will –

585 **RIOS:** – before you get to five phases – phase five?

586 **WEATHEROY:** So, you mean in terms of the curriculum?

587 **RIOS:** In terms of the curriculum, exactly.

588 **WEATHEROY:** Yes, so that will – that drives our work. So, we have for the first two –

589 **RIOS:** Mm-hmm.

590 **WEATHEROY:** Is that me? Do I need to do something?

591 **RESPONANTS:** No.

592 **WEATHEROY:** (Inaudible). So, we developed – if you – for phase one and phase two we  
593 absolutely have objectives and as we build implicit bias we will be doing the same, you know,  
594 thing. And trust me, we won’t get halfway through the process without that. That’s Jody’s  
595 favorite thing, “what are the objectives? Make sure that we’re” – right, and so, we will not get  
596 through that but yes, that is the goal.

597 **RIOS:** So, the question is though, are they behavioral changes inspected in those objectives?  
598 That’s what I’m – that’s what I’m looking for. So, the participant, do they – are they expected to  
599 behave differently by the outcome, you know, as the outcome of this training in phase one, two,  
600 three and four?

601 **WEATHEROY:** You mean, are we assessing it, like, in terms of the job performance in that  
602 piece or are we looking at the decline in complaints or things like that?

603 **RIOS:** Yeah, I mean, that’s part of it. So, that’s how you measure the behavioral change. Are  
604 you fostering that behavioral change during the training itself?

605 **GERRITSEN:** So, can you give an example, Rio, to just help everybody?

606 **RIOS:** So, as an example, I have an individual that works at a store, a retail place where he just  
607 doesn’t have a good habit of, you know, treating customers correctly, so he’s processed through  
608 a whole series of training curriculum that’s all about how to deal with customers, how to manage  
609 customer service, how to do customer service. So, the behavioral change that you expect for him  
610 or her to actually improve the way he communicates with them, welcomes them to the store,  
611 that’s where you come in with measurable, right. How do you measure it? Are they welcoming  
612 every person within two steps of coming into the store? Are they offering the right product? Are  
613 they not pushing? Things like that. So, based on that, looking at that, do you have a similar  
614 objective within the phases one through four?

615 **WEATHEROY:** That’s a good question. So, I would say, for implicit bias there is a part of it, a  
616 big part of it that’s around awareness and education, right, increasing the knowledge. We – we

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617 have to lay that foundation, right, and we want to know by understanding our own bias, like, how  
618 does that play out in our interactions, in our engagement, in our – and so, that would be, kind of,  
619 the next phase of that. Does that make sense?

620 **FEMALE:** Yeah.

621 **WEATHEROY:** I have a question and I have a question. Yes, sir.

622 **MCVAY:** So – so, if officers go to the training – so, let’s say I go to a four-hour in-service and  
623 we, you know, we complete the training in the spring, the cohort goes through the spring – is  
624 there a – with, basically, at the sergeant level or the day, basically, the day to day operations  
625 level, is there a – is there a change in operations? And – and what I mean by that is, if we – if – if  
626 we go through a classroom training and then I go back to my unit, are there – are there different  
627 conversations that are expected, are we following up on the training, is it – is it – does it ex –  
628 does what we learn in class then extend beyond the classroom and – and, I guess, the second part  
629 of my question, if – and if so, is there something there to give sergeants and other – other off –  
630 folks who are leading, the tools to be able to do that? Do they have different tools that, say what  
631 the officers – so, if I’m a sergeant, how do I have that conversation with my officers about –  
632 about how we might have handled this – this situation or whether it may be some of the cultural  
633 variables, how do I – do I have any coaching on how to coach my staff?

634 **WEATHEROY:** So, that’s – how do we manage through equity, right.

635 **MCVAY:** Right.

636 **WEATHEROY:** And so, I’m a firm believer – and we know in terms of retention in adult  
637 learning that it can’t just be the – the classroom, right.

638 **MCVAY:** Right.

639 **WEATHEROY:** That – that – that’s laying the foundation, it’s also sending a message that this  
640 is a priority for the bureau where we’re embedding it within all of our systems and structures.  
641 And so, that’s – that’s phase one.

642 **MCVAY:** Mm-hmm.

643 **WEATHEROY:** Now, it’s the work that we do.

644 **MCVAY:** Mm-hmm.

645 **WEATHEROY:** So – so, that’s phase one. Also, we want to separate that training, one for  
646 leadership and one for officers, one, to be able to do that piece. This is uncomfortable, this is  
647 intimidating, right, and – and folks don’t always, you know, if you don’t feel comfortable you’ll  
648 avoid, right.

649 **MCVAY:** Right.

650 **WEATHEROY:** So, there’s that piece. But then comes all of the other pieces. And so, taking it  
651 to the – the precincts level.

652 **MCVAY:** Right.

653 **WEATHEROY:** Having our conversations, engaging officers in – in that way, having our  
654 performance reviews and assuring that there’re some equity pieces there, having some eq – an  
655 equity assessment, right, and having members of leadership setting goals and then assessing, you  
656 know, ongoing, right. Like, all of those pieces –

657 **MCVAY:** Mm-hmm.

658 **WEATHEROY:** – that are in the plan on top of just the training, f that makes sense.

659 **MCVAY:** Okay.

660 **WEATHEROY:** Right, and so, we have to chip away at it. We don’t have a one stop –



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661 **MCVAY:** Right.  
662 **WEATHEROY:** – piece. And so, it’s like building in that accountability.  
663 **MCVAY:** Right, well the reason – the reason that I was wondering is because if I – because we  
664 also know, like, if – if I go to a training and then I go back and I don’t use it right away, I –  
665 basically, it starts to diminish. So, one of the things I was wondering is – so, I’m an officer, I go  
666 to the in-service, when I return – when I return to my – my precinct –  
667 **WEATHEROY:** Then go back to business as usual.  
668 **MCVAY:** – do I go back to business as usual or is there an expectation from – from folks? I’m  
669 going – with my sergeant I’m going to actually start having some different conversations or I’m  
670 going to – so, that, basically, I – I, rather than waiting, I’m actually going to practice what I –  
671 what I learned in class and also get to practice the department values.  
672 **WEATHEROY:** That’s the – that’s what we want, right.  
673 **MCVAY:** Right.  
674 **WEATHEROY:** And I think we, kind of what the captain alluded to, I mean, there’s a, you  
675 know, there’s a culture shift as it comes to this, right.  
676 **MCVAY:** Mm-hmm.  
677 **WEATHEROY:** Taking it from the in-service model, “I completed my hours” –  
678 **MCVAY:** Right.  
679 **WEATHEROY:** – to, now having leadership prepared to coach and supervise through that lens.  
680 And so, that’s the goal. This is just through the training plan, one – just one phase. And so, if we  
681 think about the leadership development piece or we think about data management, right. Like,  
682 how do we manage through data? How are we intentional in using and setting goals and – and  
683 training around that and – and – and what have you. And so, using the different priorities.  
684 **MCVAY:** Right.  
685 **WEATHEROY:** If that makes sense. Am I not getting to it? Please –  
686 **MCVAY:** Well, I – the only thing I – I meant – I guess this is the thing, and I get – I get the  
687 training plan, what I – what I’m not sure is – it sounds like – it sounds like management staff is  
688 going – is – goes through the training first, folks go to the training and eventually we’ll get to,  
689 basically, like, day to day operations but what I’m not – what I’m not hearing is that –  
690 **WEATHEROY:** Is, what’s the follow up.  
691 **MCVAY:** Is that, as – while this is in the training plan, when I’m done with training, when I’m  
692 done with my four hours of in-service, I go back and I start practicing immediately. That’s – I –  
693 that – so, it’s – it’s – it’s housed, and I mean, the training, it’s good but the connection to – the  
694 connection of training to day to day operations may be a little – it’s not – it’s not connected yet.  
695 **WEATHEROY:** And that’s the work, right.  
696 **MCVAY:** Right, that is the – that is the work.  
697 **WEATHEROY:** That’s the – that’s the real work.  
698 **MCVAY:** Yeah.  
699 **WEATHEROY:** So, we’re laying the foundation.  
700 **MCVAY:** Right.  
701 **WEATHEROY:** Phase one, year one of the five years –  
702 **MCVAY:** Right.

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703 **WEATHEROY:** – but absolutely, that’s the work, where we’re having that conversation where  
704 our, you know, the captain talked about, in the past we didn’t always do well in this area where  
705 we’re preparing folks and not just saying to do it, right.

706 **MCVAY:** Right – right.

707 **WEATHEROY:** Where we’re building accountability where you know it’s not optional.

708 **MCVAY:** Right.

709 **WEATHEROY:** Right.

710 **MCVAY:** Right.

711 **WEATHEROY:** You know, all of those different things –

712 **MCVAY:** Right.

713 **WEATHEROY:** – to – to help enforce the importance of that.

714 **MCVAY:** Right, I’m – I guess what I was –

715 **WEATHEROY:** I’m missing it?

716 **DAY:** No – no, I think you and I agree. I was going to support that, but go ahead, John.

717 **MCVAY:** Yeah, just a little – and I guess that was my – kind of my question, about the – the  
718 training compared to the – for phase one, so leadership development training, it’s getting them  
719 ready, basically, leadership ready so that they can set the tone but then when we start – when we  
720 start – but the part that – but they’re not – but the timing is not there yet where they’re – when –  
721 when they have officers coming back where they’re going to necessarily change the – there’s not  
722 an expectation that you’re going to actually start changing and, like, day one my – my officers  
723 are coming back after the – after the in-service and I know and I – and I have the tools that I need  
724 to start having different conversations because they just went through the training and we need to  
725 have – that part’s not quite there yet.

726 **DAY:** Correct, yeah, that’s correct.

727 **WEATHEROY:** You’re right, yeah.

728 **DAY:** That’s not there yet. You know, and then – and one of the things that Elle orchestrated  
729 recently, which is beneficial is, she brought in an outside trainer for the command staff to talk  
730 about, you know, how we lead with an equity lens, why it’s a racial equity plan, you know, and  
731 brought all of the lieutenants and above in a room and – and, you know, so right on the heels of  
732 after the officer’s got – received all this training, get all the command in a room and say, “hey,  
733 here’s why we’re talking about it”. So –

734 **MCVAY:** Right.

735 **DAY:** It’s – it’s wonky at best but this is as close as we’ve been to a long-term plan. But your –  
736 your – your question is, you know, where my heart is, that’s what I’d like to see. And I think  
737 we’re – it is a cultural shift. I can think of a number of supervisors who are engaging, having  
738 these conversations on a more routine and real level.

739 **MCVAY:** Mm-hmm.

740 **DAY:** But, you know, it’s not – it hasn’t been common place for us. And so, you know, just  
741 creating that environment has been important. Jody, are you going to piggyback on that? And  
742 then, Ed’s been very patient.

743 **HALIA:** Yes

744 **HERSHEY:** No – no, Jody can go first.

745 **HALIA:** Well, one of the things I want to say, as a non-sworn, observing the directives that the  
746 officers have to follow. I think you’ve all been exposed to directives but they’re very long and

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747 they're very detailed. And so, their behavior expectations are very clearly outlined in the  
748 directive and what I see this doing, also, is giving the – the history, the why, the how, the passion  
749 and the soft skills to develop that. So, that behavior expectation is there and I think –

750 **GERRITSEN:** Good point.

751 **HALIA:** – are built into the learning objectives, as well for each training but that is, I think,  
752 very solid and then we're trying to get that soft (inaudible). So, I actually do think it's built in to  
753 the culture and that expectation.

754 **DAY:** Thank you.

755 **WEATHEROY:** Mister HERSHEY.

756 **HERSHEY:** My question is – first of all, thank you for being here.

757 **WEATHEROY:** Of course.

758 **HERSHEY:** My question is related to issues that Rio and then John brought up, we only used  
759 the word 'change' two or three times in this conversation and it seems to me that change has to  
760 be related to an understanding that you need to change. And that's where my question really lies  
761 and I – I'm – I'm wanting – I – I want your reaction to something. I haven't been hanging out  
762 here for twenty-seven years or – as Judy has, but I've been interacting with the PPB for seven  
763 years now and I've heard a lot of the right words but there's almost always a parallel of –  
764 involving self-justification and defensiveness about, "well, god damnit, we're still one of the best  
765 departments in the country". I understand where that comes from, it comes from pride. And then  
766 when something –

767 **GERRITSEN:** Goes wrong.

768 **HERSHEY:** When somebody does come up with a – a proposal or a plan, there's a kind of a  
769 self-congratulation and self-righteousness element to it and my sense is, I just don't know, and  
770 I'm – so, that's why I'm asking you, whether there really is the will or the commitment to  
771 understand that things – from some people who've been here as long as Bob has been in – in this  
772 bureau, but that we've been doing – and Bob says it but most people don't, but we've been doing  
773 things, for whatever reason, wrong all these years, or that we have to do better. So, my question  
774 to you is, do you sense in this agency, that you've been a part of for two years, is this lip service?  
775 I know the words can be there, I was on the – the Independent Review Board and they could  
776 build five inches of paper around a single incident. This bureau – this bureau is very good at that  
777 part, at backing everything up and papering everybody to death, but is there really a will for this  
778 and what will the new chief encounter in this regard when she shows up in – in a couple of  
779 weeks.

780 **WEATHEROY:** Yeah, that's – I mean, I don't know if I can –

781 **HERSHEY:** Well, you're here to –

782 **WEATHEROY:** – answer – yeah.

783 **HERSHEY:** (Inaudible) – your job but I just want to know what you think.

784 **WEATHEROY:** Well, I think part of what we're doing – like, the train has left the station,  
785 right, and it's not – it's not and a – an optional piece. And so, something we want to do is  
786 continue to message that and build it in and promote around that and, you know, increase  
787 accountability around that. But, I mean, change in any organizational – in any organization, and  
788 then especially talking about, you know, race relations and what have you, is difficult. And so,  
789 you know, if you think about, kind of, the continuum of adopters, right. I think we have the  
790 whole continuum. You have the early adopters, right, who have bought in and – and our leaders

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791 and our messaging and, you know, and you have our late adopters, right, who's going to wait for  
792 everyone else to come, right, and drag in the feed and – and then everyone in the middle but the  
793 bulk of the folks are in the middle who are open, may not understand, may not, you know but are  
794 possibly open, in general, with organizational change. And – and so, structure – structurally I  
795 think, I mean, I – it's work, right. Have – have we done this before, but I think it's possible.

796 **FEMALE:** Mm-hmm.

797 **WEATHEROY:** If that's what you're asking me. But we have to do it with clear messaging  
798 from leadership, not just relying on training, building in accountability, you know, expecting it,  
799 rewarding the behavior through promotion, you know, all different layers. And I feel like  
800 sometimes we're one dimensional, not we, necessarily in this room but just in general, right.  
801 And, like, training and recruit new people, that – that has to be, you know, there's way more to  
802 that, yes and, you know. Yes, Mister –

803 **MALE:** I, you know, I – what I – what I was hearing a lot of is that there is a lot of words, a lot  
804 of lip service, a lot – or whatever, whatever you want to call it, lip service sounds like it's empty  
805 and hollow and that's not what I mean, there's been a lot of dialogue, there's been a lot of  
806 conversations for a long, long time about this, right. What – what seems to be the big question  
807 here is, what are the measurable outcomes? How do we measure the behavior changes that are  
808 going to be required to make the difference that we're talking about and what I'm seeing is that it  
809 – it might be as simple as taking the implicit bias – bias test twice, once coming in and once  
810 going out and being able to in – in – in light of all the expectations that are placed on me as an  
811 officer, all the policy, all the procedure, which doesn't get eroded through practice anyway, what  
812 – what – what are the rewards? In other words, how do I measure my progress as an individual  
813 officer going through this, which really gives me the incentive and motivation for wanting to  
814 continue, just knowing that I'm making some form of progress here. And so, I think that what  
815 I'm hearing is that there is a big concern around the training being awesome, perhaps, in terms of  
816 content and intent but if there isn't a measurable behavioral change in the people going through  
817 it, not only is it not as effective as it should be but it's also not going to be something that's  
818 going to motivate me as a participant to want to continue. Does that make sense? And so, is that  
819 something that is built into any of the models and training programs that you've examined? Is  
820 that something that we're working towards as a measurable outcome, is being able to really  
821 pinpoint behaviors that change with those individuals?

822 **WEATHEROY:** Yes, but we have to build the machine. We've – and so, that's the hard part. I  
823 think we – especially, like, if you were to look at the – the plan and – and it's two years but the  
824 hard part is that we're laying the foundation. So, that means starting to have the conversation,  
825 building the assessment, creating by – I know that sounds so basic, that's the hard part, right, but  
826 we can't have – there's – we can't talk about the machine without, you know, getting all of the  
827 parts and that's what this first phase of it is, if that makes sense. I don't – yes, Miss –

828 **HUTCHITSON:** I'm just excited, I'm ready to jump out of my skin.

829 **FEMALE:** Yeah.

830 **LOW:** I'm – it's – it'll be a lot –

831 **WEATHEROY:** Oh, you had your – and then – and then she was just making sure I see her.

832 **LOW:** Oh, okay because I have about a paragraph. I mean, it – I've been making notes on what  
833 you've been saying. Having been in this field back in 1990, I'd go back to your historical  
834 perspective comment. Look at what the bureau was like in the 1980's, I mean, it was horrible for

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835 people that look like me, people that look like her. I don't think you would find people to call it  
836 on the police bureau or if they were there they wouldn't last very long.

837 **ZINGESER:** They were there.

838 **LOW:** As far as what – I think Ed said this about needing to change. Yes, we recognize that  
839 there's a need to change. I think with the hiring, recruiting, retention piece, you are now looking  
840 for people who want to embrace that change.

841 **ZINGESER:** Mm-hmm, that's right.

842 **LOW:** Those are the kind of officers that we need interacting with these odd ball people from  
843 all different cultures who are Chinese Muslim with a Spanish grandpa. I mean, it's just – you  
844 would not –

845 **ZINGESER:** Multi-racial.

846 **LOW:** – believe some of the heritages that I get hit with when people say, “well, I don't  
847 understand when you're talking about diversity because my grandfather was Spanish and I'm  
848 Chinese and our family's Muslim”. Okay, so what does that got to do with anything other than  
849 you belong to multiple cultural groups which might not all get along independent of one another.  
850 So, the officers interacting with these folks on the street are going to come across this. How are  
851 they going to know what culture they're encountering? How are they going to know what  
852 community they're interacting with? First of all, what Elle is saying is, is correct, you have to lay  
853 the foundation. If you don't have a good foundation you're not going to have a good house. It –  
854 it – slide off down the – down the sand dune. The other thing was that I wanted to make an  
855 analogy for anybody who's been around Portland long enough, the Portland Police Bureau used  
856 to have a thing called Citizen Academy. Vera KATZ, went – it was MUIR at the time, she went  
857 through the first class, she and her staff. Okay, that was the buzz of the town, people could  
858 hardly wait to be in the next class. I was in the second class and I'll tell you, everything that we'd  
859 heard about it on the street was true. It was a great class. We came out of that understanding a  
860 little bit about what police officers do to almost every phase of training. The stuff that we went  
861 through as a TAC with the training bureau was way more sophisticated, not even comparable to  
862 what I went through back there. So, that, as far as, how are you going to measure, John, when  
863 people go through the training and then go back to work, how are you going to figure out if the  
864 training took? It's a retrospective. You have to have some time lapse between the time of the  
865 training and the time of them to learn how to use their tools, use them correctly, get feedback.  
866 It's sort of like sailing a boat, you know, you correct your course and you just keep going, then  
867 you look retrospectively and see how fast, especially in a race, you see how fast they've traveled  
868 over the water in a specified period of time but you can't do it with the – with the check boxes  
869 that the captain was talking about. We tried that in 1990 and it was a disaster. It was – nobody  
870 wanted – wanted diversity training. I train for the OLCC and guys were sitting in the class  
871 reading a magazine, they were that disrespectful. I trained for the state, I trained for the school  
872 districts, I train for all of the – the healthcare – what do you call those, the healthcare guys at,  
873 like, Legacy and Providence, all those guys, right, and you're – the training was only as affective  
874 as the people in the class. If they wanted to learn it took and you could see it take. So, one of the  
875 things that I thought was exciting was when they were talking about, first the leadership gets  
876 trained and then you move down to the next level and eventually to the street level officers. I  
877 think that – and I don't know if you've already considered this in your planning but I know how  
878 when I have been on missions, air quotes, and we come back and we debrief, the team always

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879 comes back to debrief, and I don't know if they do that in roll call or at some other point, but  
880 that's an excellent feedback place to – for guys to compare, “well, remember in the class they  
881 said this or that” or “well, I did this and holy smokes this is what happened”. That kind of stuff  
882 gives you vicarious experiences on which to build and it also gives the leadership an opportunity  
883 to see where, “whoops, we missed something” or “oh yeah, that was a real good training  
884 module”. So, having been in training as long as I have been, what Elle said also makes sense,  
885 you have your early adopters and you have your latters. At some point in there you're going to  
886 have a tipping point and you're going to see a majority of the bureau just take off and the people  
887 who don't fit will fall out and the people that – that grasp it and have good ideas and are  
888 progressive, they will rise to the leadership. That makes me really excited and I apologize for  
889 taking so long but this is what I took from this discussion right here and I think I'm done with  
890 my notes.

891 **DAY:** Well, thank you Judy. And Sylvia, real quick and then we'll wrap up because –

892 **RIOS:** Yeah, we're –

893 **DAY:** We – we're well past. I mean, this has been a great education for me, we need to more of  
894 this. I think Elle's done a tremendous job. But – so, Sylvia, real quick and I'll kind of close us  
895 out. Elle will have a couple comments.

896 **ZINGESER:** The only thing I – I was going to say about all of this, this is going to show – if  
897 this is going to work, this is going to show up in officer's reports and it's going to show up in –  
898 in your community complaints. And – and when I'm thinking about quality assurance, that this  
899 would be the place where you could measure how well this is – is – is going. And then you can  
900 go back to those reports that didn't come out quite right, that's when – but I – I do like the idea  
901 of debriefing. Maybe difficult situations where officers come back in and that they – they didn't  
902 – it didn't go as well, that they can have feedback with each other after.

903 **DAY:** Mm-hmm.

904 **ZINGESER:** You know, while it's fresh on their minds.

905 **LOW:** You guys are deciding for them. It's going to be fresh on their minds every day.

906 **FEMALE:** Yeah.

907 **LOW:** Because they're going to go out on patrol every day and they're going to talk to each  
908 other every day.

909 **WEATHEROY:** Thanks you guys. If I can just add one more piece around – creating a counter  
910 around – one thing we heard loud and clear from the community is that community members  
911 wanted to be a part of training their officers, right. That – and that the benefit to the officers is  
912 that from the very beginning you're building relationships, right, with community members that  
913 may not otherwise interact with. I just want to say that. And so, the first training was co-  
914 facilitated by sworn and community members, right. So, you had experts and you had sworn, so  
915 there was – you had that partnership, that was every session. And then we also had a, what we  
916 call our community trainer project and that's going to be – we got some funding for that and  
917 that's going to be around pulling community members and having community members working  
918 in our advanced academy talking about, “this is what you should know about my community”,  
919 right, here are some things when you interact with and engaging in that con – conversation or  
920 dialogue from the very beginning. But anyway –

921 **HERSHEY:** In that –

922 **WEATHEROY:** So, I know we're way over.

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923 **HERSHEY:** In that spirit, one other thing I think needs to be said, this group each – each year  
924 in the last three, going to be – going on three now, adopts a specific topic around this table, and  
925 I’m not one of them, are not any community members that community members who are  
926 professional trainers, you’ve heard from some of them tonight, it is becoming more apparent that  
927 are topic for the coming year will be implicit bias and I surely hope that this council will be able  
928 to work with you to try to support what you do but also maybe to shed a somewhat different light  
929 from an external light as well.

930 **DAY:** So, well, I just want to thank you all for coming. It’s just above and beyond, bringing  
931 your kid, that’s gracious, so thank you very much. And like I said, we’ll talk more about implicit  
932 bias training and where we’re going, we didn’t get into that very much but, you know, we can  
933 talk about that again another time because we also want to get Mike in here. And do you want to  
934 take, like, five or do you want to just push through and get Mike in here?

935 **RIOS:** Do you want to get five – push through?

936 **DAY:** All right.

937 **GERRITSEN:** Thank you, Elle.

938 **DAY:** Yeah – yeah, if you want to grab Mike and we’ll just roll through it.

939 **SPEAKERS:** (Back ground talk).

940 **RIOS:** Want a chair?

941 **KRANTZ:** Yeah.

942 **GERRITSEN:** Right there, check that out.

943 **KRANTZ:** Perfect, I like to be with everybody.

944 **MALE:** Having the force dog sit in the middle of the arena.

945 **KRANTZ:** So, are we ready now or are you guys –

946 **GERRITSEN:** Yep, no, we’re going.

947 **KRANTZ:** So, first off, the baby was smarter than I was at the age of twenty-one, as you can  
948 see he’s wearing a fireman shirt and that’s the way I think all cops wish they would have went  
949 after about twenty-five years of service – to figure out. So, I’m a little jealous of the little guy  
950 but. So, I’m Mike KRANTZ. I am not the force inspector and you guys have had me here a  
951 couple times at your – as your guest. I will be quick because I know you guys went about thirty-  
952 five to forty minutes over and we got here on time, as well as everybody. So, I am just filling in  
953 for Kraig DOBSON. I don’t know if you’ve met Kraig. Yeah, you have. You have met him at  
954 one point. he’s the new force inspector. He’s in training this week on some force training up in  
955 Spokane, the whole team is, in fact, so I am just running over some of the information because I  
956 happen to have a little bit of experience in this field and – but I haven’t done it for about five  
957 months now, he’s been it. So, I’m not, like, exactly fresh on everything but I’m willing to try.  
958 This really is over quarter one and two of 2017. And I know all you guys get your reports  
959 previously and I’m not going to go over each individual stat. There’s a couple highlights or  
960 maybe not necessarily highlights but consistencies that I’d like to point out that as I am  
961 previously discussed on force presentation is that by the end of a couple years we should start  
962 seeing something that is about the average of force for a long – as we see, a long data trends,  
963 right, because we really haven’t been able – long enough in this format – policy is to understand  
964 really what our average should be or what is the Portland amount. So, as you see in quarter one  
965 and quarter two, though, we’re pretty much holding almost all the same general numbers.  
966 There’s a little bit of skew up and down but not a whole lot. Everything’s pretty average. Still

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967 pointing a firearm is our number one force, which, I still think, you know, it's not a physical  
968 force, it's pointing a firearm. So – and the number two is take down, still as the – and that carries  
969 from quarter one to quarter two. We have the same amount of Taser use in both quarters, twenty-  
970 one incidents through both quarters. So, those are the three things that still remain fairly  
971 consistent. The general amount, two-point – two-point – two-point four to two point three or so  
972 for custodies still holds consistent and that's been the same number for several quarters over  
973 time. I am kind of curious how our new policy, once it's fully in effect and everyone's trained  
974 and it figures out if this affects any of our numbers differently. And I think we all are kind of  
975 waiting to see if, you know, how the trends go because, again, that over time thing is what's  
976 important. There were some questions specifically to – that were set for tonight and – “the recent  
977 modified type force called ‘impact weapon’, have now been divided into two parts called ‘baton  
978 less lethal’, would you please describe what uses of force each of these categories cover. Please  
979 let us know. Hold that in the discussion for change”. ‘Less lethal baton’, baton is any issued  
980 baton, an ASP Baton, a PR 24, Long Baton for RRT use or what horses had at the time when we  
981 had horses and ‘less lethal’ is any less lethal tool other than a baton. So, 40 mm less lethal  
982 shotgun, now it's pepper spray, CW, any less lethal tool. So, that's the – that's the difference  
983 between them and what led to the discussion was a – a lot of – many, many, many days and  
984 weeks and discussions with DOJ, COCL, Portland Police, everyone else who was there, City  
985 Attorney, everyone who – training division who had in – in – input on the policy. So, knowing  
986 that policy was coming out, it defines less lethal and baton tools specifically to those, that's the  
987 difference and that's why it's in this report, if that makes sense. Next one you talked about was,  
988 “Use of Force Quarterly Reports have been steadily strengthened over the past few quarters.  
989 2016 quarter report was forty pages, 2016 quarter three is twenty-one pages, quarter four is  
990 seventeen – I think what this is supposed to say is 2017 quarter one is seventeen pages, and any  
991 comments on why the shrinking's taking place”. Kind of the same – same theory I talked to you  
992 several times in a row about is that the goal is to make a useable product in the end, not just  
993 quantify a whole bunch of pages to look good. And the – the analysts that put this stuff together  
994 spend a – a very long time putting this together, it takes them about three weeks to do this report,  
995 three analysts about three weeks, so that's a lot – a lot of time. Along with that, they're trying –  
996 the analysts are – are really good at what they do, they're certified police audit – auditors, they're  
997 really good at taking numbers, looking at it, putting together, figuring it all out and what they  
998 continue to see is repetitive stuff, stuff that keeps telling the same thing and it's in multiple spots  
999 and really they're trying to streamline as much as possible to make it a useable product,  
1000 something that the community can look at and kind of get a quick good picture that internally we  
1001 can look at and if it's not forty pages then someone will look at it, you know what I mean.  
1002 There's – there's all kinds of – when I pick up a report that's forty pages I'll maybe try and scan  
1003 the most important. If it's seventeen or so it might be a little more digestible by someone who is  
1004 – is reading it. And the goal is to not eliminate things that are valuable internally/externally but  
1005 to make it a useable product in the end that is as compact as we can. With that said, we're still  
1006 working for it and it's nice that I'm the SSD Captain because we're still working forward  
1007 towards a public facing dashboard eventually for force. So, that would be nice because it would  
1008 be a lot more useable. I know some of you went to our open data site maybe and you can actually  
1009 download the data and do your own manipulation with it and use it how you like to see it. we're  
1010 getting ready to release a pretty cool open data on auto theft. So, keep checking that, it should be



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1011 within, I think it's by the fifteenth. So, that's – that's why, if there's specific things that you think  
1012 that are needed to address something that TAC is – is looking at or addressing, two things, I  
1013 mean, you can always ask for it specifically for the TAC and, you know, the auditors or the – the  
1014 analysts maybe will write something, if you're looking at a training issue trying to figure  
1015 something out but if you think there's something drastically missing that – that you liked in the  
1016 forty pages and not in the seventeen and that wasn't repetitive that told you a story about  
1017 something that was useful here, then let us know. If that helps on that explanation. It says, "the  
1018 newest reports stopped reporting CW Uses of Force which included three or more Taser cycles.  
1019 Why is this data not included?". I talked to the auditors about that and the answer was, "whoops,  
1020 that was an oversight. We'll add that back in quarter three". So, I think they just forgot that. I  
1021 talked to DOBSON on Tuesday and he told me that he thinks there was one or maybe two. So,  
1022 the numbers have went – went very – way down but he'll – they'll add that back in. "The newest  
1023 report stopped – the newest report stopped reporting pointing of a firearm. The number of  
1024 incidents that included other types of force also being used. Why was this removed?". It – I –  
1025 **MALE:** To be fair to – to be fair to you, I think it did – add some of them into the quarter two,  
1026 they were just missing in the quarter one.  
1027 **KRANTZ:** Yeah, I think when I talked with him there was some discussion about whether it  
1028 was a useful – a – a useful graph and it didn't really provide value for us, for the police bureau  
1029 looking at things. I don't know if it provided something specifically for the TAC and a training  
1030 need for value. If that's something that you're addressing in training and you need that for some  
1031 reason, I'm certain we can probably produce that. But, again, if you have a need for it, that – that  
1032 seems to provide value rather than just fill pages, please let us know. Because all – all pointing of  
1033 firearms, rather than just pointing with another force, now we put all point in firearms in, that's  
1034 one of their reasons because all incidents are in. So, all – or all incidences of pointing a firearm  
1035 are in – are reported now.  
1036 **MALE:** I thought all the uses of a pointing of a firearm were automatically use of force.  
1037 **KRANTZ:** They are.  
1038 **MALE:** So, how were some not included?  
1039 **KRANTZ:** Well they're all – the – I guess, what I'm saying is, they're all in there – there – all  
1040 the times we were pointing a firearm are in there –  
1041 **MALE:** Yeah.  
1042 **KRANTZ:** So, if you're separating it out by pointing a firearm and then another force, I don't  
1043 know how useful that is because you already have the incidence of reporting a – with pointing a  
1044 firearm in the report.  
1045 **MALE:** Well, I think part of it is it does tell you something and is pointing the firearm being the  
1046 final force, is it escalating up to that point? It tells a story that is fairly relevant to actually being  
1047 able to tell if there are issues with that kind of training or if it's something that does need to be  
1048 looked at closer.  
1049 **KRANTZ:** Okay, I'll let him know. If it's something the TAC is addressing and you need it to  
1050 address an issue you're working on, we can certainly provide that, I'm sure.  
1051 **MALE:** I don't –  
1052 **KRANTZ:** I think that works.  
1053 **MALE:** It's not really an addressing at this point. I think part of the – and we put this in the  
1054 recommendation, that we – the last round of it, one of the things that is a bit of a concern is, we

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1055 don't always know what we're looking for and so, for us to ask you for something – if we don't  
1056 know it's a problem, we'll never ask you.

1057 **KRANTZ:** Right.

1058 **MALE:** So, it's kind of a thing where I can understand shrinking down reports and getting  
1059 things – but sometimes having information that might not seem the most important can point us  
1060 in a direction that will actually lead to something.

1061 **KRANTZ:** Makes sense, I mean, I totally understand. I don't think you're going to get that  
1062 from that number because we will never, from a number tell if a force was used before or after  
1063 pointing a firearm or at what point or by which officer, when officer's using force, when an  
1064 officer's pointing a firearm, it's really not going to tell you anything different but if – if that's a  
1065 valuable thing then I can ask him to – to re-enter that. It says, "the 2017 quarter one report  
1066 showed a dramatic fall in the number of people who had force used against them, reported  
1067 perceived – perceived as undergoing mental health crisis. From forty-one to quarter four to  
1068 seventeen in quarter one, knowing that all data sets can have outliers, has there been any change  
1069 in PPB policy regarding this type of reporting?". And the answer is no. There's just – there's  
1070 been more accurate accounting of the incident and we had this discussion very early on in this  
1071 meeting. I think maybe the first time it came about, when we report force against persons with  
1072 actual perceived mental illness, how is that counted, right? Is it where the officer actually  
1073 addresses somebody that they believe is in crisis then or is after force used and they arrest  
1074 somebody then later they look on their computer and they see that sometime ten years ago they  
1075 had a contact for a mental health issue and then they assume, "okay, well that was a person that  
1076 suffered from mental health at some time in their life". So, that's really not an accurate account  
1077 of that incident. If – if someone had a depression issue and they called the police ten years ago  
1078 and then later – ten years later they get involved in a – an – an incident with police and force was  
1079 used against them, that's not really because they were in crisis – suffered from mental health,  
1080 unless they were actually in crisis at that time. So, the officers are doing a better a job of  
1081 recognizing that their force should be counted against someone who's in crisis when they're  
1082 actually in crisis, not because they have a flag on their, you know, information from ten years  
1083 ago in their history, if that makes sense. So, that's why. And those are the questions you – you  
1084 asked. Anything else in this quick – I'm trying to be quick for you guys.

1085 **MALE:** Appreciate it.

1086 **MALE:** I – I have a question for you. On the bottom of – for the first page, 'Force Type  
1087 Demographics', thanks for including that, I appreciate that, I'm – I'm hoping you can help me  
1088 understand why the totals – why the column totals for the force types don't match with the –

1089 **KRANTZ:** The number of people?

1090 **MALE:** With the – no, with the applications of force in that second kind of bar. Hold – 'holds  
1091 with injury' matches, three and three, 'Canine Bite' matches, three and three and then the  
1092 numbers listed do not match the totals on the graph and I'm wondering what – what would cause  
1093 that.

1094 **KRANTZ:** The numbers listed on –

1095 **MALE:** So, like, if you look at 'applications –

1096 **KRANTZ:** Oh, okay.

1097 **MALE:** – of force'.

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1098 **KRANTZ:** ‘Control Holds with Injury’, that – ‘take down fifty-two versus seventy-six, is that  
1099 what you’re talking about?  
1100 **MALE:** Yeah, what – what would – what would explain that?  
1101 **KRANTZ:** I’d have to look at it a little more. What I think it is, is because when the force is  
1102 used on somebody, if there’s three incidents of force, then we put that down for – in an  
1103 application of each, so there’s going to be more applications of force in the individuals it should  
1104 only count once. So, if I use force on you for four different force events, if I push – take down,  
1105 then end up Tasering and then an ASP Baton and then pepper, that’s four different force  
1106 applications and those are going to count different numbers but you still only count as one  
1107 person. If that –  
1108 **MALE:** I guess.  
1109 **KRANTZ:** Understand that?  
1110 **MALE:** I guess – sorry.  
1111 **MALE:** I – what I thought – that would’ve explained, though, is that bar – oh, it’s, ‘subjects of  
1112 uses of force’, which I thought that was individuals who ex – who, you know, had contact and  
1113 had force used against them. And so, I understand why ‘subject uses of the forces’ is a hundred  
1114 and seventy-six, but ‘applications of force’ is two hundred and – I get that that an individual may  
1115 have multiple applications, that makes sense to me but I’m – I’m not understanding why the  
1116 graph at the bottom isn’t reflecting the total applications. Does it – does that – does my question  
1117 make sense?  
1118 **KRANTZ:** Yeah, I – I  
1119 **MALE:** Okay.  
1120 **KRANTZ:** I see your question. I know there’s a logical explanation for it. I just can’t –  
1121 **MALE:** Okay.  
1122 **KRANTZ:** – can’t remember right now.  
1123 **MALE:** No worries.  
1124 **KRANTZ:** I’ll – I’ll – I’ll check with the Force Unit and see why that number came out.  
1125 **MALE:** Thank you.  
1126 **KRANTZ:** I – totally looks – the numbers are different, so that wouldn’t make sense.  
1127 **SPEAKERS:** Background talk.  
1128 **MALE:** I have a question, on page four, it’s about half of the page –  
1129 **KRANTZ:** Quarter one you’re talking about?  
1130 **MALE:** Yes.  
1131 **KRANTZ:** Where’s quarter one? Sorry.  
1132 **MALE:** It – it’s the top ten initial (inaudible).  
1133 **MALE:** Yeah.  
1134 **MALE:** Oh, yeah.  
1135 **MALE:** There are two of the – those lines that have an asterisk H, what does that refer to?  
1136 ‘Robbery’, ‘Priority’, ‘asterisk H’ and then ‘Suspicious with Weapon asterisk H’, what does that  
1137 refer to?  
1138 **KRANTZ:** Asterisk H – I don’t know. I can tell you I don’t know the answer to that one either.  
1139 **MALE:** No worries.

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1140 **KRANTZ:** That's – that's the call type that we – when we pull out a CAD, that's what CAD  
1141 says the call type is. So, it's direct pull. So, I'll have to look at CAD to figure out what that  
1142 means exactly.

1143 **MALE:** Okay.

1144 **KRANTZ:** But the one thing I did want to mention that when you – since you brought that up,  
1145 is as you look at this quarter, next quarter, quarter two and previous quarters, the general ten call  
1146 types are always really close to the same and same in order too, which is kind of interesting.  
1147 Anything else?

1148 **MALE:** Thanks.

1149 **KRANTZ:** Going once, going twice.

1150 **DAY:** Double duty tonight, Mike, good job.

1151 **GERRITSEN:** Yeah, thank you for coming. Thanks for babysitting.

1152 **ZINGESER:** Yes.

1153 **DAY:** Thanks for watching the kid while we – the class –

1154 **KRANTZ:** All right.

1155 **DAY:** Delivered the numbers.

1156 **KRANTZ:** Perfect.

1157 **DAY:** Thank you.

1158 **MALE:** Which was more fun?

1159 **KRANTZ:** Well – I do like this, so that was fun.

1160 **GERRITSEN:** It's obvious, actually. It's very – very cute, Mike.

1161 **KRANTZ:** You guys – thanks, see you.

1162 **DAY:** See you, thanks Mike.

1163 **ZINGESER:** Thanks, Mike.

1164 **RIOS:** All righty, so for those of you who know – don't know, Sushana had a work conflict, so  
1165 that's why she wasn't here. Her – she was going to actually give an update on the recruiting. I'm  
1166 hoping that I can swag Taylor to talk a little bit about that. Do you feel comfortable doing that?

1167 **TAYLOR:** Yeah, I can talk about – I can talk about some of it, for sure.

1168 **RIOS:** Go ahead.

1169 **TAYLOR:** I don't – I don't know all of the details of what Sushana has put together since our  
1170 most recent meeting but we have, basically, begun the process and are currently developing a roll  
1171 out plan for PPB's social channels because we understood that we were able to leverage some of  
1172 the channels that PPB had. So, we're currently going through the development of ways to post  
1173 online that are current, that are conveying the message of what the TAC does and Bryan called  
1174 people to action to go towards a certain place to apply to become a TAC member. So, those are  
1175 the – those are the goals of what we're trying to do and we're currently developing that. I believe  
1176 we're in round two of hopefully not very many more rounds because we need to get this out and  
1177 get this online and get people to go to the application. So, that's part of what we're trying to do  
1178 right now. The other part that informs that, is an overall messaging document that contains  
1179 unified guidelines of how we want to publicly talk about the TAC. That can be difficult when  
1180 everybody has in their own mind what they think the TAC is great about or what they think we  
1181 do and when in reality the best way to say it is something that we should all come together and  
1182 unify on and that's that attempt, to put it all in one place, in one document. And then when I'm  
1183 making a social roll out strategy for recruiting people, I'm using that document to provide

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1184 messaging to put into Facebook posts and Tweets. So, that's – that's two parts of it. The other –  
1185 yeah, the other – the other part two is more of an outreach strategy that I have been less involved  
1186 in and that's more of a Sushana and Anne, who unfortunately cannot make it tonight. But I know  
1187 that there's also been in discussion amongst Sushana and Anne about community outreach and  
1188 finding organizations to go out to in Portland that we don't have representation from. Often  
1189 times, you know, that's – that's a very reasonable thing that – that has been said in – in – in  
1190 public comment a few times and – and also just in – in my own mind of, who – who don't we  
1191 have sitting on our council that we need to have. And so, there has been a very deliberate attempt  
1192 in our conversations, in our recruitment group – sub-group, to find where that is. Specifics of  
1193 that, unfortunately, I cannot speak to because that's a Sushana and Anne question but it's there  
1194 and it's happening, okay.

1195 **RIOS:** Which is what I expected, is high level.

1196 **TAYLOR:** Yeah, I don't necessarily know, exactly, the details but –

1197 **MALE:** Do we have a sense of what kind of support, aka, budget we might have to accomplish  
1198 some of this outreach?

1199 **TAYLOR:** Zero, yes, we are doing this with zero budget, which is why it's also very great that  
1200 we do have the support of PPB with their social channels to try and get this message out. There  
1201 are hundreds of thousands of people who follow those channels. So, there's a great opportunity  
1202 there to leverage the power of PPB's online identity to try and get the message out.

1203 **MALE:** So, the follow up question, is there any – any hope of possibility that there is a – an  
1204 opportunity, an ask or even a dollar to be had moving forward to support this?

1205 **TAYLOR:** You know, to be honest, I don't necessarily see that we need it yet but if it comes to  
1206 a point where they identify an opportunity and it actually costs money, I mean, I'm not afraid to  
1207 ask but I'm also, you know, not expecting an, "oh yeah, we'll give you that". So, I'm realistic.  
1208 So, therefore, I think it's – it's trying to work within the constraints of, you know, pretty much  
1209 we have zero budget, we're a council of volunteers and we're doing our best to recruit smartly  
1210 and affectively, so.

1211 **HERSHEY:** One could not – this one, at least, could not help but notice the anomaly of ten  
1212 people, none of whom is black, grilling the racial equity person about our – our plans and  
1213 programs. So, obviously, that's an area of concern. There are ten of us here, word of mouth  
1214 counts for a lot if – and as – as – as we used to say in Brooklyn, New York, if any of you guys  
1215 know any perspective candidates, drop a dime, send an email because that – I think that could go  
1216 a long way.

1217 **MALE:** Well, I think we all know that outreach based on – affective outreach is based on  
1218 relationships and while I understand that we are a high-tech civilization these days, my  
1219 experience is that relationships are done eyeball to eyeball and those are not free, those are not  
1220 cheap –

1221 **ZINGESER:** Yeah.

1222 **MALE:** Those require an investment of time, effort and dollars and I suspect at some point in  
1223 time, if this is going to be an affective committee and if the recruitment is going to be as  
1224 effective as we want it to be in building diversity, we're going to have to put some money behind  
1225 really getting out and doing some eyeball to eyeball outreach. Just my two cents.

1226 **FEMALE:** Well, there you go.

1227 **FEMALE:** Two cents.

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1228 **FEMALE:** Mm-hmm – mm-hmm.

1229 **MALE:** I’ve got a question on – on that line that I don’t a hundred percent agree. I agree a

1230 hundred percent with the eyeballs, I don’t think we have that money necessarily to do it. And

1231 you might not be able to speak to this since it’s more Anne and Sushana’s Valley Wick.

1232 **TAYLOR:** Mm-hmm.

1233 **MALE:** But do you know if there is going to be more focus on maybe having presentations in

1234 front of some of these community act – activist groups and everything, that are more involved in

1235 certain populations to try to get – because obviously, that’s where the people who want to be

1236 involved in these kind of things are and it might just be a fact that they have no idea what the

1237 heck we do.

1238 **TAYLOR:** Right – right.

1239 **MALE:** Never mind the challenge of if when they do get here there’s a lot of trainers and it’s

1240 very hard to get past the trainer windmill if you’re not part of that world.

1241 **TAYLOR:** Right, unequivocally, yes, that is – that is the conversation. Where can we go and

1242 present? And it’s not about, “I know somebody and I’m going to meet with them and have coffee

1243 and talk about TAC”, it’s, “I want to find places where I can take a relationship with one person

1244 but go to where they go and meet”, community councils and community boards that, you know,

1245 work in the same ways that – that are concerned with the things that we are but don’t have an in

1246 to this forum. So, yes, present to groups, that’s the plan.

1247 **MALE:** And I imagine pointed towards – using the words, “this is what your group would

1248 benefit by being here –

1249 **TAYLOR:** Yeah.

1250 **MALE:** – even in times when you feel like you don’t want to.

1251 **TAYLOR:** Yeah – yeah, I –

1252 **FEMALE:** Can I just add that Sushana’s actually been doing a lot of that work on her own.

1253 She’s been going to coffee with a lot of the leaders of –

1254 **TAYLOR:** Right.

1255 **FEMALE** – PPB leaders and she’s been talking about it, talking about – trying to figure out

1256 where some of those are. She and I also met with Elle to go over the questions to see – on the

1257 application, how that discussion would specifically on what the application looks like.

1258 **RIOS:** So, there is some money invested in terms of time and resources –

1259 **ZINGESER:** Yeah, that’s right.

1260 **RIOS:** – that’re being committed to it, so – I should have mentioned that.

1261 **ZINGESER:** Yeah, that’s true.

1262 **MALE:** When is the next open application period?

1263 **RIOS:** As soon as we get the application online, that’s when it opens.

1264 **MALE:** Which is?

1265 **RIOS:** And darn, I don’t have that on the calendar.

1266 **MALE:** Well, let – let me ask a follow up question. How many vacancies are there that we

1267 should be recruiting for –

1268 **MALE:** Seven.

1269 **MALE:** – regardless of some kind of cycle?

1270 **RIOS:** Seven?

1271 **MALE:** Seven.

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1272 **FEMALE:** I think – I think we need to check in on a few people, on their continued interest but  
1273 in general, yeah, and it should be soon.

1274 **MALE:** So, we assume caveat of at least seven –

1275 **FEMALE:** Yeah.

1276 **MALE:** – maybe more or maybe not all seven?

1277 **FEMALE:** I – I think –

1278 **FEMALE:** I don't have the list in front of me, sorry.

1279 **MALE:** That's all right, but, I mean, your sense is more than seven?

1280 **FEMALE:** I think it's seven, yeah.

1281 **MALE:** I think we said seven.

1282 **FEMALE:** Mm-hmm.

1283 **RIOS:** Got it, thank you. It might be, like, ten. So, that's a lot of recruiting that we have to do.  
1284 And I do have a time line, I don't know if I have it here with me. One second – because I think  
1285 it's important to share and I need to know. Okay, I do. So, we are hoping that people can turn in  
1286 their application by no later than 5:00 p.m. on October 23<sup>rd</sup>, that means that – the 23<sup>rd</sup> – the 26<sup>th</sup>  
1287 the – the Steering Committee will be having an extended work hour or two or three, whatever it  
1288 is, to do the selection – to go through the selection process. And we are going to have a –  
1289 members, also, we're going to have Anne and Tyler in there to help us with that and we're going  
1290 to go through and figure out which ones are the candidates and make the note – notifications by  
1291 November 1<sup>st</sup>, that's it, that's our goal. So, that then by November – the next November meeting,  
1292 we have those people possibly here.

1293 **MALE:** Do you have a – a criteria, a grid that you're going to use to –

1294 **RIOS:** Yes, we're going to use a grid. We actually laid out specific questions that are going to  
1295 help us in that area. So, I, so far, I don't think we have edited it, it's the same grid that we had  
1296 last year, so. And by the way, we did insert a question in there. I don't know if anybody here was  
1297 in yet. Yeah, there's a couple of people that were in the application process last year. We did add  
1298 – add a question that says, “please describe any experience or relationships” – I'm sorry, I need  
1299 my reading glasses – I tried – “please describe any experience or relationships you may have –  
1300 have representing, supporting or communicating with a marginalized group of individuals, i.e.  
1301 communities of color, immigrant and refugees, individuals with disabilities, to name a few. How  
1302 have those experiences and/or relationships impacted you?”. That is a very substantial question  
1303 that will get us – will give us a pretty good idea of where they are in terms of their passions  
1304 towards certain things that are useful for us. And not only that but help us identify without  
1305 actually plain out asking, you know, if they are one of those, part of those groups or they  
1306 understand it very well. And we got this approved by Elle. She came up with the wording after I  
1307 did something. All right, anything else?

1308 **FEMALE:** Public comment.

1309 **RIOS:** Any other questions about that specifically.

1310 **MALE:** Just – and in general, is there any reason why the recruiting is only once a year beyond  
1311 some of the things we do? It's hard to get thrown in the middle but –

1312 **RIOS:** We're hoping that it's not going to be just once a year. One of the things that we were  
1313 talking about was that recruiting needs to probably happen all of the time because we have  
1314 people that come in and they have to go, they have to leave. So, we don't want to be in the  
1315 situation where we are today where we are short, you know, a number of people.

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1316 **HERSHEY:** Well, we're also helping to build a bench. If we do this well. If we have seven  
1317 people out of a certain number, the rest of those people will be told, "sorry, we don't have an  
1318 opening now but – and we can – we can get to you", so there would be more people.  
1319 **MALE:** I – I understand that, it's more along the lines of –  
1320 **HERSHEY:** Yeah.  
1321 **MALE:** – you know, if you're always –  
1322 **HERSHEY:** Rolling.  
1323 **MALE:** If you're always trying to fill a position, you're trying to roll things –  
1324 **HERSHEY:** Right.  
1325 **MALE:** Talking about investment of time for pulling things. If you tell someone, "oh, we really  
1326 need somebody from your organization that you – think would be really great, you can join next  
1327 year", nobody has the same interest or –  
1328 **ZINGESER:** Yeah, that's true.  
1329 **MALE:** – in a year to do any – you've got to get them when they're excited to do it.  
1330 **ZINGESER:** Yeah.  
1331 **MALE:** And it's just easier, recruiting-wise if you have that rule.  
1332 **HERSHEY:** I know, I don't disagree.  
1333 **RIOS:** Yeah, we'll see how we can transition into that. And – and the truth is, that I expect  
1334 every one of you, you know, members of the council to actually be active in recruiting people,  
1335 like you mentioned. So, if you come up with somebody who could be a very good member for  
1336 the council, bring it up, you know, bring it, get us their resume, introduce us, whatever.  
1337 **HERSHEY:** Let's make sure when it is online, everybody on the TAC is notified that day by  
1338 email that it's –  
1339 **ZINGESER:** That it's –  
1340 **HERSHEY:** That it's online. I don't know if Jody can do that or – but – but –  
1341 **RIOS:** Mm-hmm.  
1342 **HERSHEY:** So that we can – with the URL.  
1343 **RIOS:** Yeah, okay, anything else?  
1344 **FEMALE:** This is an English only application?  
1345 **RIOS:** Yes, sadly it is.  
1346 **FEMALE:** Okay, just asking.  
1347 **RIOS:** Yeah, a lot of thoughts going through my head right now with that question.  
1348 **FEMALE:** A lot of faces went through mine.  
1349 **RIOS:** Yeah.  
1350 **FEMALE:** It's okay, they speak English. I just wondered because they talk in their  
1351 communities.  
1352 **FEMALE:** Mm-hmm.  
1353 **RIOS:** I can take care of Spanish. Anyways, got me thinking, dangerous. All right, anything  
1354 else?  
1355 **HERSHEY:** Well, about this one or the next item?  
1356 **RIOS:** I'm going to talk about the next one.  
1357 **HERSHEY:** Okay, because I –  
1358 **RIOS:** Anything else on this one? Anything else? All right, the Steering Committee is very thin,  
1359 people. We need help. It's very, very thin. It's down to three of us. Well –



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1360 **FEMALE:** Change the time. That's – it's – not a lot of people can do it.  
1361 **MALE:** Yes, it is inaccessible.  
1362 **FEMALE:** I can't do it because of the time.  
1363 **RIOS:** So –  
1364 **HERSHEY:** Does everybody know what the commitment is?  
1365 **RIOS:** It's four o'clock.  
1366 **HERSHEY:** We meet once – the – the Steering Committee –  
1367 **RIOS:** Mm-hmm.  
1368 **HERSHEY:** – meets once a month the – usually the final Monday of the month, sometimes  
1369 because of the calendar differences it changes but – and it's an from – from four to five to five  
1370 thirty-ish at police headquarters. And so, it's twelve of those meetings or as many as you can  
1371 make plus, of course, six of these. That's the commitment. But it's a key role, it sets the agenda  
1372 for these meetings and as Rio was saying, with additions, does things like, screening applicants  
1373 and so on. So, the seven of you who are not on the screening committee, I really urge you – if  
1374 you can't make it, obviously, you can't make it but those of you who can see clear to show up at  
1375 four o'clock once a month on a Monday, it – I really urge you to – to consider it. This has been a  
1376 good meeting, we actually have a forum, ten people and – and there was some really good input  
1377 and we need – we need you on that – on the Steering Committee.  
1378 **RIOS:** Okay, so I heard you loud and clear, time and the day is not working for you. So,  
1379 question to the training division, is there any flexibility in terms of time and day?  
1380 **DAY:** Just throw them out and we'll see. We'll take a look at them. I mean, you know, we work  
1381 twenty-four hours a day, seven days a week, so, you know.  
1382 **RIOS:** Yeah, but we want to be nice to you.  
1383 **MALE:** What about an eight a.m.?  
1384 **RIOS:** You're killing me!  
1385 **MALE:** It's the same issues, if it's over work hours.  
1386 **RIOS:** Yeah, it's over our work hours.  
1387 **GERRITSEN:** If it's over work hours, I can understand people can't – can't make that, yeah.  
1388 **SPEAKERS:** Background talk.  
1389 **HERSHEY:** Judy – Judy has – has agreed –  
1390 **LOW:** I said that I could do it in Oct –  
1391 **HERSHEY:** Yeah, starting –  
1392 **LOW:** – starting in October and somebody said, "yeah".  
1393 **RIOS:** "Yay!"  
1394 **HERSHEY:** Okay.  
1395 **RIOS:** I say it again, "yes".  
1396 **LOW:** That's next month.  
1397 **ZINGESER:** Yeah.  
1398 **LOW:** Right?  
1399 **ZINGESER:** That's right.  
1400 **LOW:** Was that you that I told?  
1401 **ZINGESER:** I – I can't – yeah.  
1402 **HERSHEY:** Do we have to elect her?  
1403 **RIOS:** Hmm?

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1404 **LOW:** I didn't know, that's why I said – I just put it out there because I can't do anything this  
1405 month.  
1406 **RIOS:** Yeah, we have to – we elect it. but I – I still want to address the time and date, though.  
1407 **HERSHEY:** Okay.  
1408 **LOW:** Eight o'clock in the morning, I'm going to bed.  
1409 **RIOS:** I do because, I mean, we do also have a job.  
1410 **HERSHEY:** We have a forum, can I – can we make – can I make a motion that we – that we  
1411 approve Judy LOW to join the Steering Committee?  
1412 **MALE:** We just lost one – the forum number.  
1413 **HERSHEY:** Oh.  
1414 **SPEAKERS:** Background talk.  
1415 **DAY:** Regarding the time, can Jody do, like, a Doodle poll or something like that, you know,  
1416 we just throw something out instead of tonight trying to figure it out but just, you know,  
1417 something out and say, "hey, what are – what are times" – you know, even if we don't do a  
1418 Doodle poll just, what times work for people, whether it's eight a.m., six at night.  
1419 **HERSHEY:** We had ten, we lost one but we had ten in the meeting.  
1420 **RIOS:** Yeah, we're fine.  
1421 **FEMALE:** Can we just – are there people who the time is more accommodating or interested  
1422 in?  
1423 **HERSHEY:** I just want a piece – I just want on record that –  
1424 **SPEAKERS:** background speaking.  
1425 **ZINGESER:** That way everybody –  
1426 **HERSHEY:** Would you second my motion?  
1427 **ZINGESER:** – send an email.  
1428 **HERSHEY:** Sylvia, second my motion.  
1429 **ZINGESER:** I – I second – what – what motion did you make?  
1430 **HERSHEY:** That – that we – that we –  
1431 **ZINGESER:** Oh, that we accept –  
1432 **HERSHEY:** That we elect Judy to the Steering Committee.  
1433 **ZINGESER:** I second the motion that we – we elect Judy to the Steering Committee.  
1434 **RIOS:** Okay, all of those in favor?  
1435 **RESPONDANTS:** Aye.  
1436 **ZINGESER:** Okay.  
1437 **RIOS:** All those opposed.  
1438 **ZINGESER:** Got one.  
1439 **RIOS:** Jeff, you said oppose?  
1440 **HERSHEY:** Good, you're on the Steering Committee.  
1441 **RIOS:** Just kidding.  
1442 **SPEAKERS:** (Cross talk)  
1443 **RIOS:** All right, so –  
1444 **MALE:** – one –  
1445 **RIOS:** Huh?  
1446 **MALE:** – for the Steering Committee, so we have one. Is that what we need to – to really boost  
1447 attendance for the Steering Committee or do we need more people than – than that?

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1448 **RIOS:** We would like to have at least two more. I mean, Ed has been very gracious on serving  
1449 in the Steering Committee but I think he's said in a very nice way, "I'm kind of tired".  
1450 **HERSHEY:** This is – we need new blood here.  
1451 **FEMALE:** Well, get you some –  
1452 **RIOS:** Definitely we need some new blood but –  
1453 **ZINGESER:** And some young blood.  
1454 **MALE:** If I could make a – a suggestion.  
1455 **RIOS:** Yes.  
1456 **MALE:** – along the lines of what Captain DAY was saying, if those who are interested in  
1457 serving on the Steering Committee could identify themselves and the dates – days of week, times  
1458 of day –  
1459 **HERSHEY:** Good.  
1460 **ZINGESER:** There you go.  
1461 **MALE:** – that would work.  
1462 **ZINGESER:** Mm-hmm.  
1463 **RIOS:** Yeah.  
1464 **MALE:** That's probably going to narrow your field down.  
1465 **RIOS:** Okay.  
1466 **ZINGESER:** You could send that to Jody.  
1467 **MALE:** You know, if – you know, if –  
1468 **RIOS:** So –  
1469 **MALE:** If – as an example, thank you Judy for wanting to step up but if the rest of the Steering  
1470 Committee picks a day or time that doesn't work for you, unfortunately that, you know –  
1471 **LOW:** Fine.  
1472 **MALE:** – creates a barrier all of the sudden, so. So, that's my suggestion.  
1473 **FEMALE:** What day and time can you go?  
1474 **MALE:** Just ask people to self-identify and days and times that they're available and that'll  
1475 narrow your field.  
1476 **RIOS:** Judy, do you mind documenting that?  
1477 **LOW:** Hmm-mm.  
1478 **RIOS:** And I'm going to give you an action item too, after this meeting, after we adjourn, please  
1479 let her know that you're interested and then that can start the communication and then you can  
1480 give her later on an email, your time – your available times. Sounds good?  
1481 **FEMALE:** Mm-hmm.  
1482 **RIOS:** All right, okay, I'm going to – huh?  
1483 **ZINGESER:** Community out –  
1484 **RIOS:** Yes.  
1485 **ZINGESER:** Public comment.  
1486 **RIOS:** So, now I'd like to open it to the community members. Any comments? Yes, Dan.  
1487 **ZINGESER:** I knew Dan would.  
1488 **HANDLEMAN:** I'm Dan HANDLEMAN with Portland Cop Watch. I've got a lot of  
1489 comments, I'll try to make them as brief as possible but when I was looking at the force  
1490 statistics, I noticed that there's an annual report, which I don't think got brought before you, and  
1491 then second quarter report has a new line on it that says, "force to data does not include crowd

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1492 control or officer involved shooting events”, now, we raised this issue at Portland Cop Watch as  
1493 a concern and if anybody could tell me why force used against a protester or somebody being  
1494 shot isn’t a use of force, I’d like to hear the explanation for that. I – we think that they should all  
1495 be integrated into the quarterly reports instead of only being listed in a foot note in the annual  
1496 reports. There’s mention by Miss WEATHEROY about home – an immersion program, which is  
1497 an exciting idea, it sounded more like she was talking about going into a community and talking  
1498 to leadership, what we encourage is that – well, we used to do a homeless immersion where they  
1499 live on the streets for a day, there’s actually groups that used to do that and they actually do it as  
1500 a fundraiser for their organizations but maybe that’s something to think about as part of the  
1501 training and also, an understanding of community. The performance reviews that got mentioned,  
1502 I’m reading the most recent directives that are on – up for review and it looks like the  
1503 performance reviews are going from once every six months to once a year, I’m not sure, there’s  
1504 no explanation on the directives why that’s being changed. I don’t know if you know about that,  
1505 it’s not exactly training issue but I think it has something, you know, as you were talking about  
1506 how you find out if the officers are doing – following through on their training. And something  
1507 else to mention, I think Judy mentioned that there could be discussion of roll call about the – the  
1508 training diversity and I think it would be great if the supervisor would say, “tell – tell me a story  
1509 about what you did out in the street and where you used your training today or this week or  
1510 whatever” and have the officer share, that’s one way to do it. the annual report, by the way, says  
1511 that thirty-six out of three hundred and fifty-nine people who have guns pointed at them have  
1512 second use of force, it doesn’t explain what they are but there’s a little foot note about that. I’m  
1513 hoping you’re not only recruiting through Portland Police channels, it sounds like you’re going  
1514 to try to do other things but there are a lot of people out there who might be interested who aren’t  
1515 necessarily on Facebook or PPB channels. Did the recommendations that you made last month  
1516 end up online? I couldn’t find them anywhere. And, Debbie, from League of Women Voters  
1517 who’s here sometimes told me she, as well – as well as us at Portland Cop Watch, she didn’t  
1518 receive the notification for this meeting last Wednesday. I don’t know why that happened but  
1519 neither of us got it. She is not here because of that. I only found out this morning for sure that the  
1520 meeting was happening. And the agenda wasn’t posted until sometime this morning after I had  
1521 received it by another channel. So, I’m not sure what your glitch was but I’m hoping that can be  
1522 fixed before the next meeting because one time I came out here when you moved your meeting  
1523 back a week and there was nobody here and I didn’t want that to happen again. So, I have a  
1524 whole bunch of other concerns but I’ll try to type them up and maybe send them to the chairs.  
1525 Thank you very much. Oh, one more thing, the new issue of the Cop Watch Newsletter is out  
1526 and I have them here.

1527 **RIOS:** Okay, anybody else?

1528 **BEATTY:** I’m Melissa BEATTY (sp?). Anne invited me. I actually met Anne yesterday at an  
1529 ATD function and I’ve always been kind of curious about the board and there she was. So, we  
1530 talked, I’m interested to hear that you have a recruitment process because I’m interested. I live  
1531 over in Vancouver, I don’t know if that helps me or hurts me or it that disqualifies me  
1532 completely but very interesting meeting and I appreciated being here. I feel so mysterious back  
1533 here.

1534 **RIOS:** What does ATD stand for?

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1535 **BEATTY:** It's the – it's the training body – it's a – it's the national training organization and  
1536 we have a very active chapter here in – in this area. And so, we have an e-learning event last  
1537 night and she actually presented at it, it was kind of amazing, she did a great job.

1538 **RIOS:** It stands for Association for Talent Development.

1539 **BEATTY:** Thank you.

1540 **GERRITSEN:** Thanks.

1541 **RIOS:** Well, welcome.

1542 **ZINGESER:** Yeah, thank you for coming.

1543 **LOW:** All the way from Vancouver.

1544 **HERSHEY:** Good job, chief.

1545 **ZINGESER:** Yeah.

1546 **HERSHEY:** – to adjourn.

1547 **RIOS:** Anything else? Ladies and gentleman –

1548 **HERSHEY:** We're adjourned.

1549 **RIOS:** We're adjourned, 8:35.

1550 **GERRITSEN:** Thank you. Thanks everybody for being here.

1551 **RIOS:** Thank you very much for coming, we appreciate it.

1552 **SPEAKERS:** Background talk.

1553

1554 TAC Recording 9.13.17

1555 Transcribed 10/08/2017 @ 7:00 p.m. Summer Fry