

**TRAINING ADVISORY COUNCIL**  
**March 14, 2018**  
**PPB Training Complex**  
**6:30 -8:30 p.m.**

**MEMBERS PRESENT**

Sushanah Boston, Co-Chair  
Shawn Campbell  
Danielle Droppers  
McKay Fenske  
Edward Hershey  
Jeffrey Klatke  
Judy Low  
Sylvia Zingesser  
Anne Parmeter  
Sarah Suniga  
Kezia Wanner  
Dave Hoffman  
Robert Fisher  
James Good  
Gary Marschke

**MEMBERS ABSENT**

Erin Stevanus  
John McVay  
Gavin White  
Jennifer Grove-Heuser  
Tyler Hall  
David Coates

**TRAINING STAFF PRESENT**

Captain Bob Day  
Lt. Leo Besner  
Valerie Crumley  
Jody Halia  
Liesbeth Gerritsen  
Gabe Hertzler

**PPB STAFF PRESENT**

Lt. Craig Dobson

**GUESTS PRESENT**

Dan Handelman  
Megan Mohler  
Richard Mohler  
Debbie Aione

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**CITY OF PORTLAND**  
**INDEPENDENT POLICE REVIEW**  
**Confidential Taped Statement**  
**Investigator Training Division**

7 **Interview Date:** 03-14-2018  
8 **IA #:** N/A  
9 **IA File Name:** TAC Meeting - 03142018  
10 **Complainant:** TAC Meeting  
11  
12 **Interviewed:** N/A

15 **Recording starts here**

16 **BOSTON:** Welcome. It's good to see our new members in attendance  
17 but also some blasts from the past. You know who I'm talking about.  
18 Gary MARSCHKE, Dave HOFFMAN, it's nice to see you, and I will have  
19 one of you read the mission statement to welcome you back to the  
20 table.

21 **HOFFMAN:** (Inaudible)

22 **MARSCHKE:** Well, I hope so.

23 **BOSTON:** Yeah, I don't know.

24 **MARSCHKE:** Do I have it here or?

25 **BOSTON:** It's on the back. It's right there.

26 **MARSCHKE:** On the back, okay.

27 **BOSTON:** So, let's get started as we start with our mission  
28 statement, and, yeah, Gary, why don't you read it for us.

29 **MARSCHKE:** I'd be happy to.

30 **BOSTON:** Thank you.

31 **MARSCHKE:** The mission of the TAC is to provide ongoing advice to  
32 the Chief of Police and the Training Division in order to  
33 continuously improve the training standards, practices, and outcomes  
34 through the examination of training philosophy, content, delivery,  
35 tactics, policy, equipment and facilities. The mission of the  
36 Portland Police Bureau is to reduce crime and the fear of crime by  
37 working with all citizens to preserve life, maintain human rights,  
38 protect property and promote individual responsibility and community  
39 commitment.

40 **BOSTON:** Thanks, Gary.

41 **MARSCHKE:** You're welcome.

42 **BOSTON:** And, you know, just from the curriculum that we've been  
43 reviewing in the past couple of weeks, it's so important, and it's,  
44 we're lucky to be here and have this opportunity to provide that  
45 insight and fulfill that mission statement. I think it's going to  
46 be a really great meeting today. I'm really excited to hear your  
47 thoughts and to get input from the Bureau, as well. Approval of  
48 prior meeting minutes. So, kind of tricky. The full 46 page  
49 transcript was sent out. Sylvia has volunteered to go back in and  
50 make some more brief meeting minutes for us, and I guess the  
51 question I have for Jody or for anybody is how do we want to go  
52 about approving meeting minutes at this time?

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53 **FEMALE:** Were they sent out yet?  
54 **BOSTON:** No. They were not sent out. I have the synopsis from  
55 January.  
56 **ZINGESER:** Yeah, and they're not -  
57 **BOSTON:** Because -  
58 **ZINGESER:** They're not done yet.  
59 **BOSTON:** They are not done yet.  
60 **ZINGESER:** They are not done.  
61 **BOSTON:** So -  
62 **ZINGESER:** This is my attempt of going through 42 pages.  
63 **FEMALE:** I was going to say, because I went through the transcript.  
64 **ZINGESER:** Yeah.  
65 **FEMALE:** And wow.  
66 **ZINGESER:** Yeah.  
67 **BOSTON:** Does anybody have any prior experience with how we can move  
68 forward with approving our past meeting minutes when we?  
69 **ZINGESER:** I think that what we could - what we could do is go ahead  
70 and approve them like we did for the September meetings and for the  
71 November meetings, and we can do the same thing, and then when I get  
72 these done, then I'll send them out electronically. People can get  
73 them on their emails and take a look at them and then we can.  
74 **BOSTON:** Thank you, Sylvia.  
75 **ZINGESER:** Does that - does make sense?  
76 **BOSTON:** I do think I'm - I do think I'm tracking with you, and Gary  
77 did you have a?  
78 **MARSCHKE:** In my experience, the main reason for approving minutes  
79 is to basically sanction decisions, pressing important decisions  
80 that might have been made and were documented in the minutes. So,  
81 especially if there weren't any significant decisions, but it's more  
82 a transcript of the discussion and the material that was covered,  
83 then I would say, you know, easily just go ahead and not be  
84 concerned about approving the minutes and moving forward. If there  
85 were decisions, then you could capsule those separately and  
86 approve those.  
87 **BOSTON:** Thank you.  
88 **MARSCHKE:** Just a couple of thoughts.  
89 **BOSTON:** Thank you. Judy?  
90 **LOW:** What I've done in the past is when we've had challenges with  
91 minutes is to accept them, which is not an approval. So, we can  
92 accept the transcript as an accurate representation of what occurred  
93 at the meeting and then when Sylvia sends out those, if they require  
94 approval for any, as Gary was saying, any decision making, then we  
95 can approve that as an accurate representation of we had been  
96 talking about.  
97 **BOSTON:** Okay, thanks Judy.

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98 **ZINGESER:** And the other piece of that, I think, is that you've got  
99 the transcription, the tape, the taped meeting. You should always  
100 keep them with the synopsis of the transcription.  
101 **BOSTON:** All right. Thank you.  
102 **ZINGESER:** And also, any - any other materials that have been  
103 presented should also be an attachment.  
104 **BOSTON:** All right, thank you for the input. I'm going to ask for a  
105 motion to accept the minutes.  
106 **CAMPBELL:** Move.  
107 **BOSTON:** Second.  
108 **FEMALE:** Who's this? Who did it?  
109 **CAMPBELL:** Shawn.  
110 **FEMALE:** Shawn, okay.  
111 **BOSTON:** All right.  
112 **FEMALE:** That helps.  
113 **BOSTON:** All right. Minutes are - motion accepted.  
114 **FEMALE:** Who seconded?  
115 **BOSTON:** Gary did. All right. Minutes accepted. Thank you.  
116 **FEMALE:** Are we talking about the minutes or transcripts?  
117 **BOSTON:** Transcripts accepted. Thank you. All right. Opening  
118 announcements?  
119 **DAY:** A couple thing I want to mention. I don't know if you covered  
120 this, Sushanah, because I was just out a little bit, but so RIO  
121 stepped down as co-chair. Wasn't - just a personal decision. It  
122 wasn't anything to do. He really loved the TAC and cared about what  
123 he was doing. He just had too much on his plate. So, he stepped  
124 away in this last, during this last time period, and then Sushanah's  
125 chairmanship comes up in May, which is our next meeting, so we are  
126 going to need a new chair effective in May. So, we want to keep  
127 that in mind and be thinking about, excuse me, who would like to  
128 step in and fulfill that role. I think they've done a great job and  
129 I would like have seen RIO be able to finish out, but he's had too  
130 much going on. So, I'd like to introduce Lieutenant BESNER, Leo  
131 BESNER. He's going to give a little bit of background about  
132 himself. Leo is replacing Kraig MCGLATHERY, who, you know, Kraig  
133 has been a part of this for a long time, 3 or 4 years now, and been  
134 real involved, and so I've asked Leo to come on board and take his  
135 place as a partner with me and, of course, with the regular, the  
136 training staff, Leisbeth and Val and Jody, etc. So, Leo, would you  
137 just give a little background about yourself and to the team.  
138 **BESNER:** Yeah, I'll just stand up so I'm not just kind of watching  
139 from the back. So, my name is Leo BESNER. I've been with the  
140 Police Bureau about 24 years now. I've been a lieutenant for coming  
141 up on about a couple of years now. I've worked throughout the  
142 Bureau, the different precincts. Predominantly, my background has  
143 been on the street, patrol in one way, shape, or form, either as a  
144 patrol officer or a sergeant on one of the shifts, and then when I

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145 got promoted to lieutenant, I was at North precinct for a little  
146 while and then we had kind of the shuffle that happens occasionally,  
147 and I came out here to work for Captain DAY, and as part of the  
148 Training Division, I'm helping to develop the community service  
149 officer program and then also I am responsible for the in-service  
150 training, whatever that looks like. So, right now we're working on,  
151 we just finished up our patrol vehicle operations or our driver  
152 training, and now we're looking forward to spring or summer in-  
153 service and starting to develop that curriculum, and that's what I'm  
154 doing right now for the captain out here, but I'm excited to be  
155 here. I've heard a lot about it, and, you know, look forward to  
156 working with you guys.

157 **BOSTON:** Thank you.

158 **DAY:** A couple other things. On April 17 and April 24, we're  
159 providing some training for the new members of the TAC, as well as  
160 for members of the CRC, the Citizens Review Committee. So, when you  
161 came in earlier tonight, there were some photographs and things.  
162 This is really a great opportunity, particularly if you're new to  
163 the TAC and you get a kind of full immersed experience into the -  
164 into our training system and it really helps provide you with good  
165 tools and information on your decision making and your  
166 recommendations. So, April 17 and April 24. That's in the evening.  
167 Jody, what are the times on the 17<sup>th</sup> and the 24<sup>th</sup>?

168 **HALIA:** So, it will be - it will be from 6:00 to 10:00, and I had  
169 some pictures, if you notice, of previous trainings. It's a really  
170 unique experience, so please ask the other trainers. I know it's a  
171 long night, especially if you work full time and have dependents.  
172 It will be 6:00 to 10:00. We'll feed you dinner. You'll have the  
173 chance to be one-on-one with an officer and go through any training  
174 that our officers go through. You'll get your hands on our guns and  
175 you get to handcuff people. Different types of scenarios. So, it's  
176 a really unique experience and I hope you can make. I will be  
177 asking for RSVPs since I do partner an officer. So, I'll be sending  
178 an email out or you can just let me know.

179 **DAY:** It's a big lift for the Police Bureau. It's very resource  
180 intensive, but really think it's beneficial and, like I said, you'll  
181 also be joining new members of the Citizen Review Committee, so it's  
182 kind of a chance for a little bit of information share between you,  
183 so. Yes, sir?

184 **MALE:** Has anybody in the room been through that?

185 **MALE:** I actually have. Yeah, it's awesome. I would recommend it  
186 to anybody. I survived even though I was actually killed.

187 **DAY:** In one of the scenarios.

188 **BOSTON:** Yeah, I'd like to just also mention that there is a lot of  
189 tactical stuff, but you have the opportunity to go into the Scenario  
190 Village and they try to keep these scenarios very, kind of  
191 confidential so that police officers always have a fresh encounter,

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192 and they set up the scenarios with a lot of different information  
193 and put you in that to make judgments, make decisions, work with  
194 your partner, and then afterwards kind of explain to you what they  
195 were looking for in officers, and that may be one of the most  
196 interesting things to see how they craft these surprise encounters  
197 to test how officers might react in an unknown situation. So, it's  
198 not just you get to handle a training gun or get to see them do  
199 their spin tactics. You also get to go through some coursework.  
200 So, I really encourage everyone to take advantage of it if you can.  
201 **MALE:** The thing I gained from it most is perspective.  
202 **DAY:** Thank you. Yeah, so April 17 and April 24 for that. We're  
203 going to be offering some dry runs on our implicit - implicit bias  
204 training the first week of April. So, we when have those times  
205 solidified, we would encourage the community to come in and sit and  
206 listen and watch and see what we do. Give us your feedback, and we  
207 should be hopefully nailing down that date sometime either this week  
208 or early next week, but we're, we'll be offering that in the first  
209 week of April. I know later on this evening we're going to talk  
210 more about the curriculum feedback session. You guys received that,  
211 and then just a reminder. The Steering Committee meets on the fourth  
212 Monday of the month at 5:00 p.m. downtown and David has, David  
213 COATES has offered to be a part of that. So, I appreciate that very  
214 much as we go forward and look for, you know, involvement in that  
215 and also, like I said, as we look to replace the chair in May when  
216 Sushanah's term comes up, so.  
217 **BOSTON:** Yeah, and I just want to add one thing onto that everyone,  
218 is that the Steering Committee also needs members, so I don't know  
219 if it was obvious in what Captain DAY said, but it's open to any  
220 member to kind of swing by and just kind of listen in and kind of  
221 learn about what we talk about, but we do actually need committed  
222 Steering Committee members and as part of that committee, I think  
223 it's typically staffed of five?  
224 **DAY:** Mm-hmm.  
225 **BOSTON:** Yeah. Yeah, and so I think we only - I mean, we're really  
226 facing kind of a full turnover, actually, because there's about two  
227 years per term and everybody has gone over it. RIO and I were both  
228 on Steering Committee and then became co-chairs. So, we depleted it  
229 down by two and then never got it quite back up to speed. It's a  
230 really good opportunity to shape some of these sessions. We shape  
231 the agendas. We talk about just what announcements we want to  
232 include. So, if you have the bandwidth, it's at 5:00 now.  
233 **DAY:** They moved it until 5:00 so it will be a little easier.  
234 **BOSTON:** It used to be at 4:00, so it's later. It's at Central  
235 precinct, and if you're interested  
236 **FEMALE:** It's the fourth Monday, right?  
237 **DAY:** The fourth Monday, yes.  
238 **BOSTON:** Yeah, if you're -

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239 **DAY:** So, this week it will be on the 26<sup>th</sup> this month. Excuse me.  
240 Sorry.

241 **BOSTON:** That's okay, but if you're interested, please contact Jody  
242 and find out a little bit more about what's expected. It's a really  
243 great experience to kind of have someone at one time also talking to  
244 you. A curriculum specialist like Jody, like Leisbeth. I strongly  
245 recommend it.

246 **DAY:** In regards to the Training Division, itself, we just, as  
247 Lieutenant BESNER mentioned.

248 **MALE:** I had a question real quick.

249 **DAY:** Oh. Yes, sir. Sorry. Yeah, go ahead.

250 **MALE:** I'm sorry. So, does this mean that you are not or cannot do  
251 another term this year?

252 **BOSTON:** Well, I believe according to our bylaws that are still with  
253 legal, maybe?

254 **DAY:** The city attorney. I talked to him this week.

255 **BOSTON:** The city attorney, okay.

256 **DAY:** Or texted him anyway, not talked to him.

257 **BOSTON:** I believe that that is the case. That we want to encourage  
258 fresh membership and fresh leadership. People have different ideas,  
259 but one of the neat things and why I encourage you to be a part of  
260 the Steering Committee is that there's some continuity. So, as  
261 maybe leadership changes, we have some continuity in the processes  
262 that we use and we can keep making them better without just kind of  
263 constantly reinventing the wheel. So, the short answer is, by our  
264 bylaws, I do not believe that anyone can serve beyond their two  
265 years.

266 **DAY:** On the, for the chairmanship.

267 **BOSTON:** For the Steering Committee or chairmanship.

268 **DAY:** I believe that's correct. I'd have to double check, but that  
269 sounds consistent.

270 **CAMPBELL:** At what point are we going to, when people show interest,  
271 vote in some of the Steering Committee people?

272 **BOSTON:** Will you repeat that, Shawn, please?

273 **CAMPBELL:** At what point are we actually going to vote in Steering  
274 Committee people?

275 **BOSTON:** You know, we haven't had a lot of people just charging to  
276 get on there. We have mentioned it for the last two meetings. So,  
277 we literally had someone volunteer for Steering Committee and said  
278 thank you. So, do you want to maybe at our next meeting, if you're  
279 interested in running for chair. I know that what RIO and I did was  
280 we presented, we wrote down a statement that we presented and then  
281 everyone voted for chair, and perhaps we should plan on having a  
282 portion of our next meeting for that, for Steering Committee, if you  
283 guys are so eager. I mean, it is the right procedure to do, to vote  
284 you in, but because we, you know, haven't had a lot of people that

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285 are able to make it, we've just been saying, you want it, you got  
286 it.

287 **MALE:** Yeah, I mean, right now, you know, if we get three or four  
288 people showing up, that's the Steering Committee. So, you know, if  
289 we have a mad dash for the Steering Committee and suddenly have got  
290 eight or ten people that want to be a part of it, then that makes  
291 sense, but, you know, it is an additional commitment, so I  
292 understand that.

293 **BOSTON:** Yeah, Gary?

294 **MARSCHKE:** So, it seems to me like if we, if your term is up in May.

295 **BOSTON:** Mm-hmm.

296 **MARSCHKE:** And you need to be replaced, because you can't do it  
297 again. We need to have not only some time for people who might want  
298 to do that to identify themselves, but also to then consider who  
299 might be the candidates so that we can all make an effective  
300 decision about who should be our next chair, and we have what, one  
301 meeting to do it between now and then?

302 **BOSTON:** The process for the last time, two years ago that we did  
303 this. Again, if you were interested in running for chair, Jody had  
304 a limited, like a sort of character limited statement, and I believe  
305 that they emailed them out to people and then asked us to read them  
306 and just kind of give a few words in the actual meeting so that  
307 people had the opportunity to know who was interested and why before  
308 they went to the meeting. With Steering Committee, I don't recall.  
309 I don't think we've had very much rigor. It's just like, hey, I'm  
310 interested and I see some opportunities to guide this body, and.

311 **MALE:** How long is the term of the chair?

312 **BOSTON:** Two years.

313 **MALE:** How long is the term of the members?

314 **BOSTON:** It is an initial two years, and then you reapply each year  
315 after that.

316 **MALE:** Thank you.

317 **DAY:** And I apologize - you know, the bylaws thing has been  
318 frustrating to me, and we sent it to the city attorney for final  
319 approval. I texted him within the last week. I haven't spoken to  
320 him. He's had it for probably 30 to 45 days now. So, I will make an  
321 effort this week to try and put more pressure on him, because it's,  
322 just the city thing, I'm disappointed to say that we just haven't  
323 been able to get off the dime, so I'll work on that again this week.

324 **MALE:** So, and understanding. I'm sorry for spending so much time  
325 there, but I think, you know, your role is critical and the job that  
326 you've done over the past two, you know, two terms that you have  
327 been, you know, I mean, you and RIO both, have been very important  
328 to the organization. So, I think whoever ends up sitting in that  
329 chair is going to be important. Are you going to be available or  
330 RIO? Is RIO still a member of the committee or not at all?

331 **DAY:** RIO is -

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332 **BOSTON:** He has resigned his membership.

333 **MALE:** Okay.

334 **BOSTON:** For now.

335 **MALE:** So, will you be available as a resource, as a mentor for the  
336 new chair?

337 **BOSTON:** I am going to reapply for my TAC membership. I'm going -  
338 I've been a member. I had an artificial extension because of the  
339 two-year chairship, so after my two years I rolled into my three  
340 year. I do hope to remain a member of TAC. I'm really interested.  
341 I started out, I wound up coming to Steering Committee and then  
342 being a chair because I was interested in community connection and  
343 community outreach. You were on my first team. So, I do hope to  
344 stay around and provide any support that I can.

345 **MALE:** That's good.

346 **BOSTON:** Any historic tribal knowledge, but better yet, documenting  
347 it so we can do continuous improvement. Okay. Any more questions?  
348 And then Captain DAY, I think you have a few more.

349 **DAY:** Just, you know, finish up a couple things. We just finished  
350 our police vehicle operations, our driving training. We did  
351 specialized high speed driving and things out at the Portland  
352 International Raceway for most of January and February, and then we  
353 are preparing to launch into our spring in-service hopefully in mid-  
354 April. That's the plan right now. Lieutenant BESNER oversees that.  
355 We will also be offering a supervisory specific in-service, which we  
356 haven't done for a number of years, so this is in line with the  
357 chief's goals of trying to develop training that's more specific to  
358 the rank. So, this one around, it's just going to be a large scale  
359 supervisory in-service, sergeant and above, but our goal is that we  
360 start to provide training for sergeants, training for command. You  
361 know, things that are more specific, and I've been recently accepted  
362 down at DPPST in their leadership cohort as an instructor, so I'm  
363 trying to connect more on a regional level. See what's out there on  
364 a state level. There are some programs that we haven't taken  
365 advantage of or participated in at the level that I believe we  
366 should. So, you know, some of it we're going to be inventing here  
367 as we go, but I'm also looking to, you know, other state and  
368 regional partners to kind of help us, but we're going to have an  
369 increased emphasis on supervisory development, leadership, etc.,  
370 which I'm - I'm excited about, and then just, you know, our ongoing  
371 advanced academies. We have 115 police officers that are in the  
372 recruit training program right now. Thirty-seven of them are down  
373 at the state academy. Seventeen will graduate this Friday. We're  
374 starting to see some of the fruits of that labor. We will have 11  
375 that will complete probation in early April, meaning, you know,  
376 they'll be full-time, you know, tenured employees and that's when  
377 they really start to count towards the numbers. So, you know, even  
378 11 bodies in a 940 some odd person organization on the sworn side of

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379 the house is a significant bonus for us. So, you know, as you guys  
380 are, as most of you are aware, our process, you know, from start to  
381 finish is almost two years from the time you apply to the time we  
382 really see the benefit and the person in the role. So, even though  
383 we have been doing a lot of hiring, you know, we're - we're still  
384 going to be challenged down the road, and this isn't a call for  
385 action. It's just an awareness piece that we are in the budget  
386 process with the city. We have made and asked for additional what we  
387 would call overhire authority. The Police Bureau is granted the  
388 opportunity to hire up to their number, which our number is 943, I  
389 believe, and so it's easy to look and say, well, if the Police  
390 Bureau has 943 officers, you know, total, that's between chief and  
391 officer. But if 115 or 120 of those are in a probationary status,  
392 they're not directly benefiting the patrol function. So, and  
393 because of the delay in the process, we're asking for overhire  
394 authority because we know in 2019 we're estimating somewhere in the  
395 neighborhood of 40 to 50 retirements. So, if they turn off the tap  
396 now and say don't hire anymore because you have your full number and  
397 then everybody retires the 1<sup>st</sup> of the year, we start the whole  
398 machine up again. So, as you see the budget conversation going on  
399 in the city, the difficulty is, as we all know, personnel are your  
400 most expensive resource. So, we're coming in saying, well, we need  
401 an extra 40 or 50 police officers to anticipate this loss that we  
402 know is going to happen and it's going to put us in the same spot  
403 we've just been digging out of. So, I just say that as awareness.  
404 I'm not asking for a, you know, letter writing or march to City  
405 Hall, but, you know, you're going to hear these conversations.  
406 You're going to see the comments in the public, in the paper, and  
407 that's, you know, the purpose for the request. We're not trying to  
408 pad the books here in that regard.

409 **MALE:** What I'm hearing in the paper, I thought, was that you're  
410 having a hard time getting people to recruit. That you're having a  
411 hard time recruiting people. Not the budget limit but people were  
412 not so anxious to join the police.

413 **DAY:** Well, we, you know -

414 **MALE:** Is that right or wrong?

415 **DAY:** That was the case. No, that was the case. It's still a  
416 challenge. I mean, it's, we don't have nearly the numbers to  
417 operate over that we have in years past, but I would say in the last  
418 year or so our Personnel Division has really turned that around and,  
419 you know, we're being able to hire more, get people in the door.  
420 So, now it's just a matter of trying to balance, like I said, you  
421 know, it's easy to look at the numbers and say, oh, well, look, they  
422 got all the cops we need. We're really, we got 120 of them or 115  
423 of them that are not, that are in various stages of training. We  
424 have 20 in the advanced academy, 37 down at the, you know, basic,

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425 etc. Others riding with coaches, so they don't count towards the  
426 numbers. So, just be aware of it. That's what we're asking.  
427 **MALE:** I was curious, adding all of those little sentences in about  
428 how many officers are in that two-year pipeline?  
429 **DAY:** Well, the 115 that we have on probation are in that - are in  
430 that, and then we just hired three last week. I mean, it's 100, 118.  
431 **MALE:** How are your diversity numbers?  
432 **DAY:** I would have to double check and see. I mean, you know, we  
433 had a pretty good run there where we - in fact, we were recognized  
434 by the city a year or two ago for that work, but I'd have to go back  
435 and look, but I can get those for you. That's a personnel question  
436 and I'll follow up.  
437 **MALE:** Do you suspect it's consistent with the past few years?  
438 **DAY:** I think -  
439 **FEMALE:** Or the population?  
440 **DAY:** What's that?  
441 **FEMALE:** Or the population?  
442 **DAY:** Yeah, well, I don't think it's consistent with population, but  
443 I think it's improving. You know, I would say it's improving. So,  
444 I think we're -  
445 **MALE:** It's continuing.  
446 **DAY:** I think we're continuing to stay. You know, right now we have  
447 a team back at John Jay College in New York. We've been, we also  
448 just recently did a hiring trip down to Mississippi, one of the  
449 colleges down there, and we're having success out of John Jay, and I  
450 can't remember the school in Mississippi. I apologize. But now  
451 some of the historical-backed colleges are contacting us and asking  
452 us to come to their campuses and present because we're having some  
453 success in these programs and word is starting to get out  
454 nationally. So, we have hired people out of John Jay which has a  
455 large criminal justice program and also a very diverse population.  
456 We're working on Mississippi and looking at some of the other  
457 schools to try and have a, you know, specific emphasis on that.  
458 **MALE:** Could NOBLE be a resource for you?  
459 **DAY:** Yeah, obviously, we're real connected with NOBLE through, you  
460 know, some of our membership, obviously, so we're talking to them.  
461 One of the things that Chief OUTLAW has brought us. She really has  
462 brought so many national resources to the table that we typically  
463 haven't tapped into. You know, the Police Executive Research Forum.  
464 We have had membership with the International Association Chiefs of  
465 Police, but she's really brought forward some deep connections. So,  
466 I think we're going to be seeing more of that.  
467 **FEMALE:** So, my question was actually related to Gary's question.  
468 Is there like a strategic sort of effort to do recruitment among  
469 folks who may historically be underrepresented within the force?  
470 **DAY:** My short answer to that is yes, but I can't give you the  
471 details on that. So, I will follow up and get somebody here. One

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472 of my desires in future TAC meetings, and we're going to do this in  
473 a few minutes with Officer HERTZLER is I want to try and start  
474 bringing in folks to just give a little bit less of me and a little  
475 bit more of them on some of these topics as they come in. So, you  
476 know, the main meeting, I can have somebody from Personnel here for  
477 10 minutes and just kind of say, hey, here's where we've been,  
478 here's what we're doing, here's what the numbers are.

479 **BOSTON:** Okay, so just before we get into some more questions, I  
480 want everybody to remember that, because I think that's our only  
481 action item that we'll have to read a 42 page transcript to find out  
482 is like we're going to follow up with our diversity numbers.

483 **DAY:** And I'll take care of it.

484 **BOSTON:** I'm just giving you a hard time. We are running a little  
485 over our time into our use of force reports. We started a little  
486 late and we went a little long, but good time to kick off our use of  
487 force reports overview. Inspector.

488 **DOBSON:** 25:41 the same speaker for the next section. I believe it  
489 is DOBSON as they say the first name Craig at the end and he was the  
490 presenter from the last meeting, but I am not completely sure]:

491 Good evening. I'm back. I didn't bring the smart gals with me.  
492 Not tonight. I apologize. Part of the reason why is a couple of  
493 our annual reports we're still waiting for. I don't know if I  
494 should move around to keep you guys from not talking in the back.  
495 Move a couple of the heads so I can just keep things going. So, we  
496 have our fourth quarter came through. We're done with that. Very  
497 little. It was pretty much standard and stable in what we saw.  
498 It's the first full quarter that we've had all of the different  
499 force types. You know, we added, like last time we discussed. We  
500 added some force types. I'll move over here now, and so we're  
501 waiting to kind of, as the quarters go by, see what comes out of  
502 that. I can tell you that one of the things that we did find out of  
503 this quarter right off the bat was that about 59 percent of all of  
504 our force is either resistance, control against resistance or  
505 resisted handcuffing. Resisted - control against resistance is  
506 basically when I stop someone or hold someone down who's resisting.  
507 So, if I have a person who is on a gurney and I'm helping AMR hold  
508 them on the gurney to get them tied into a gurney so that they can't  
509 get up. That would be control against resistance. Or if someone  
510 walks up to me and tries to enter a crime scene and I stop them  
511 physically, and they push against me, that is control against  
512 resistance. Resisted handcuffing is when the person doesn't want  
513 their hands to go behind their back and we bring or force those  
514 hands behind their back, and so almost 60 percent of all the force  
515 that we did was of those two things. To break that down, 31 percent  
516 of it was control against resistance, and the other 28 was resisted  
517 - resisted handcuffing. For the people in crisis, 75 percent of our  
518 force used on people in crisis was either resisted handcuffing or

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519 control against resistance again. So, almost half of that was  
520 simply holding the person or control against resistance versus an  
521 actual resisting handcuffing piece. Oftentimes, that is literally  
522 holding them on a gurney or in a hospital bed so that they can be  
523 restrained by AMR or medical people. One of the suggestions from  
524 DOJ was is that we - we offer up or provide to you our quarterly  
525 audit reports. Our audit reports, besides counting force, like we  
526 talked about two times ago. We also report on reporting. So, after  
527 officers have - this is exciting stuff. Stay with me here. After  
528 officers have issued their report, we calculate the numbers off of  
529 it, and then we go through their report to verify whether or not  
530 they have written their report to what the directive says. So,  
531 1010.00 requires them to report certain things, and then we go  
532 through and basically audit that report to ensure that it has those  
533 things. And so, that's one of the things that we'll probably be  
534 bringing to present to you guys or give to you guys. It's exciting.  
535 It's thrilling. You're talking about reporting on reporting. I can  
536 tell you that the average officer makes 1.5 errors per report. Out  
537 of the 30 - they have anywhere from 38 to 52 reporting requirements  
538 that they have to cover in their report, and they make a mistake of  
539 1.5.

540 **FEMALE:** 38 to?

541 **DOBSON:** Anywhere from 38 to 52. That depends on what kind of force  
542 they use has different kinds of requirements. What kind of  
543 situation it is and all that kind of stuff, and so really that comes  
544 out to a 96.1 percent accuracy rate that they're doing on average  
545 for their reports, which isn't bad. That's an A, A average.

546 **MALE:** Is any of that automated in the MRE, in the Versaterm system?  
547 Is any that automated, the, like spellcheck in Word? Is anything  
548 within your RMS automated?

549 **DOBSON:** No.

550 **MALE:** Okay.

551 **DOBSON:** No, unfortunately. On the sergeant side, it's a little  
552 higher, because it's 1.8 errors per after action and that's because  
553 they have 54 things that they have to look for and ensure that are  
554 in the report. At the end of the year what we did is we kind of  
555 looked at that, and it's been pretty consistent across the board for  
556 the last year. They've been running about 1-1/2 errors on average,  
557 and what we found was we believe there's a mechanical problem with  
558 how they report. They write a report in MRE for - for their  
559 narrative and then they have to go to a different screen to now  
560 check the boxes for their force template. MRE is not the most  
561 efficient effective place. It's not intuitive to use and so, one of  
562 the things that we have looked at and we have created is actually a  
563 template, a PDF, where they can actually go through their narrative  
564 and check the boxes at the same time so that it's all on one page,  
565 and as they go, it helps remind them, hey, you checked this box.

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566 Now you need to put some context into your report about that. We  
567 believe that's going to help. Yes, sir?

568 **MALE:** Is there - is there a rationale for separating the narrative  
569 from the statistical in terms of testing recollection?

570 **DOBSON:** That's one of those smart people questions and I'm not one  
571 of them. It's not. The checking the boxes. The requirement to  
572 check to the boxes is part of the requirement of the GO or the  
573 directive that we have. The policy that we have, and so it's - I  
574 would say no. I mean, there's no. We want them to be able to check  
575 the boxes as they need to and still write the context to what those  
576 boxes are and so we -

577 **MALE:** So, one isn't testing or double checking the other?

578 **DOBSON:** No, no, not all.

579 **MALE:** Okay. That really was more of my point there.

580 **DOBSON:** Whew, good. I got to answer that.

581 **MALE:** What does MRE mean?

582 **DOBSON:** That is the computer system that we use. That's the  
583 program that we use.

584 **MALE:** Oh, just bear with me.

585 **DOBSON:** It's a great mess.

586 **FEMALE:** So my question is.

587 **DOBSON:** Yes, ma'am.

588 **FEMALE:** If the MRI - if MRE is not working correctly and you've been  
589 able to document that.

590 **DOBSON:** Uh-huh.

591 **FEMALE:** What would be the next thing that you would want to do?  
592 Does another program? Would another program work better than MRE  
593 and how can you justify that?

594 **DOBSON:** That's a great question. If you follow the news they had  
595 an article recently about MRE, and we're almost, we're going to be  
596 at the end of our lifecycle. Somebody help me here, because I'm not  
597 part of the Records Division. I want to say two or three years from  
598 now, it's going to be, our contract with them is supposed to be up.

599 **FEMALE:** Okay.

600 **DOBSON:** It was the best thing we could find at the time.

601 **FEMALE:** At the time. Yes, I understand that.

602 **DOBSON:** We're already looking for what's going to replace it.

603 **FEMALE:** Okay.

604 **DOBSON:** Because, that's, it's a challenge. What I'd love to do is  
605 find somebody from Apple or Microsoft and say how much can we pay  
606 you to build something that will work for us.

607 **FEMALE:** Or they could donate their time.

608 **DOBSON:** Yes. Yes, sir?

609 **MALE:** When you say the word audit, does that mean you're looking at  
610 every single report written by like a patrol officer or is it kind  
611 of, how does that work?

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612 **DOBSON:** Good question. In 2016, we went through every single  
613 report. Based on the volume, especially with this increase in  
614 category three and four, which is the lower, the minor uses of  
615 force, that's not possible anymore, and so we do every 20, we do 20  
616 percent, and we do a stratification of 20 percent of all the  
617 different types of force. All of the different shifts and all of  
618 the different, all of that kind of stuff.

619 **MALE:** So, the use of force would trigger the audit of looking at  
620 the kind of report? Or are you saying that every report across the  
621 board is audited?

622 **DOBSON:** So, we - we - so as - as reports come in, we audit 20  
623 percent of those reports.

624 **MALE:** All of them?

625 **DOBSON:** Of all of them.

626 **MALE:** Got you.

627 **FEMALE:** Is that on a daily basis?

628 **DOBSON:** Yes. Well, as they come in.

629 **FEMALE:** Yes, that's what I mean. As they come in.

630 **DOBSON:** It depends. Some days we get lots. Some days we get a  
631 few.

632 **FEMALE:** Right.

633 **DOBSON:** And so we go through and make sure that we got 20 percent  
634 of -

635 **FEMALE:** Of the batch?

636 **DOBSON:** Of say all takedowns.

637 **FEMALE:** Of the batch? Oh, I see what you're saying.

638 **DOBSON:** No. So, we have to make sure we have 20 percent of  
639 takedowns, 20 percent of -

640 **FEMALE:** Okay.

641 **DOBSON:** Of your Taserings, 20 percent of your resisted handcuffing.  
642 All of those, and then there are some that we do 100 percent. That  
643 we guarantee that we look at all of those, and those are usually our  
644 higher levels. Those - those can't use levels. We're not supposed  
645 to use levels of force. Those force - types of force that would  
646 have a higher chance of injury by using them. So, multiple  
647 Taserings, that kind of thing, triggers that we are required to do a  
648 100 percent of those reports as an audit. Does that make sense?  
649 Did I just?

650 **FEMALE:** Yeah, thank you.

651 **DOBSON:** Okay.

652 **MALE:** And that's random across every shift, every precinct?

653 **DOBSON:** So, we - we have to stratify across the shifts and the  
654 precincts with those as well.

655 **MALE:** So, it's divided up randomly across all the shifts?

656 **DOBSON:** Yeah.

657 **MALE:** Got you. Thank you.

658 **DOBSON:** Does that make sense?

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659 **MALE:** Yeah, it does.  
660 **DOBSON:** Okay, like I said, the smart people aren't with me here, so  
661 I'm flying solo. So, annual reports haven't been approved yet.  
662 Otherwise, we'd be talking about those. We're hoping that those get  
663 approved. We're waiting for the chief to sign off on those, but  
664 they have been done. In the annual reports, the force report will  
665 also include OS, the officer involved shootings. It will cover  
666 officer injuries that are incurred during force, and it also has  
667 crowd control. A summary of the crowd control events that we have  
668 throughout the year. And then my final point is we talked about  
669 open data. I heard tonight the chief has approved the open data  
670 portals and so we're hoping by the time we come next time we will be  
671 able to - or you will have been already been able to go into those  
672 portals and look at the open data. Yes, sir?  
673 **MALE:** All right. So, I have another question.  
674 **DOBSON:** Easy, easy questions?  
675 **MALE:** I don't know.  
676 **DOBSON:** All right.  
677 **MALE:** Going back to your control against resistance numbers.  
678 **DOBSON:** Okay.  
679 **MALE:** If I heard you right, 60% of the use of force were control  
680 against resistance. You know, thereabouts.  
681 **DOBSON:** Overall, overall.  
682 **MALE:** And the handcuffing, you know.  
683 **DOBSON:** Yeah, okay.  
684 **MALE:** Overall, and then of those, 75 percent were people in crisis?  
685 **DOBSON:** No.  
686 **MALE:** Because there was a high percentage of those.  
687 **DOBSON:** So, 59 percent of all force used.  
688 **MALE:** Right.  
689 **DOBSON:** Was either resisted handcuffing or handcuffing, or control  
690 against resistance.  
691 **MALE:** Okay, got that.  
692 **DOBSON:** And then separately if we talk just about people in crisis.  
693 Of those, 75 percent of that, the force used on those individuals.  
694 **MALE:** A disproportionally high number here is I think your point,  
695 right, as opposed to the overall numbers. Seventy-five percent,  
696 you can identify that 75 percent of people in crisis, you know,  
697 have experienced some sort of?  
698 **DOBSON:** When we've had to use force, it's been just those two types  
699 of force as opposed to a strike or a kick or a Taser or anything,  
700 and so.  
701 **MALE:** So, when you're looking at people in crisis, do you  
702 differentiate in terms of at least recognized or perceived cause?  
703 Like drugs versus mental health?  
704 **DOBSON:** So, these are people that we have recognized as in crisis.  
705 They might also be recognized as possibly used drugs or -

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706 **FEMALE:** Or alcohol.  
707 **DOBSON:** or alcohol affected as well  
708 **MALE:** But you're not differentiating at that point?  
709 **DOBSON:** Not at that point, no, because sometimes you can't tell.  
710 **MALE:** Sure. Okay.  
711 **MALE:** Who's going to manage the open data portal?  
712 **DOBSON:** Who? One of the smart people in the office.  
713 **MALE:** Well, I mean. Well, yeah, I mean, which department?  
714 **DOBSON:** It's going to come out of Strategic Services.  
715 **MALE:** Okay.  
716 **DOBSON:** Where I'm sitting at. That's where our analysts are.  
717 That's where most of the analysts are for the Police Bureau.  
718 **MALE:** Yeah, the reason I ask is when people look for information  
719 like Seattle PD (inaudible) proud of, which was just in essence  
720 almost a data link. You have got to be fairly sophisticated in  
721 knowing what data you're looking for and how to search it up. I  
722 think the community and the members here are all looking for just  
723 simple facts. Whether it's use of force against, whether it's  
724 ethnicity, crisis, or whatever. Just simple. So, that's the reason  
725 I ask.  
726 **BOSTON:** They actually shared and you would have loved this.  
727 **MALE:** If I had been here. Go ahead and say it.  
728 **BOSTON:** I don't mean to.  
729 **MALE:** I feel so bad.  
730 **BOSTON:** They had an analyst kind of showing us.  
731 **MALE:** It's mobile report entry, by the way.  
732 **BOSTON:** Yeah, they were -  
733 **MALE:** Mobile report entry. Sorry.  
734 **BOSTON:** Well, they showed us a tableau and how we're able to like  
735 see a really intuitive interface that can show people what they  
736 want, and I think you're going to be really excited when you see it.  
737 **MALE:** Well, and that will be a requirement that you'll ask for your  
738 new RMS, those exposures, if you will, and that data feed are  
739 available through more illiterate RMS's, Mark 43, potentially  
740 (inaudible). You are already doing your shopping. You got two years  
741 left of verse adapting. I am sorry. Sorry.  
742 **BOSTON:** Okay. I'm just going to wrap it up real quick here just  
743 because we started a little bit late and we're going a little bit  
744 over.  
745 **DOBSON:** Sorry. I tried to go really short.  
746 **BOSTON:** No, that's okay. I just want to make sure. Danielle, I  
747 saw that you had a question, but we did have Officer HERTZLER here  
748 and we had 25 minutes for the less lethal demonstration but only 20  
749 minutes for feedback on implicit bias curriculum, and I think we can  
750 take 15 minutes out of TAC announcements. So, I just want to get a  
751 pulse point here. Can we wrap this section up and possibly shrink  
752 Officer HERTZLER'S - HERTZLER. Am I saying that right?

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753 **HERTZLER:** HERTZLER, correct.  
754 **BOSTON:** Thank you. Portion. To get a little bit more time for  
755 implicit bias feedback. Any more questions on data?  
756 **MALE:** Is he going to be offended?  
757 **DAY:** He will be deeply disappointed that he's going to have to go  
758 home early and not have to present, because he really enjoys these  
759 opportunities to get up in front of a crowd and speak. He was  
760 really looking forward to this.  
761 **BOSTON:** We're so glad that you came. I just - I just realized that  
762 there was 25 minutes dedicated to that and we don't a curriculum  
763 point of view on it right now, and we have 20 minutes. So, just  
764 anymore questions for the inspector? That's right, I forgot  
765 Danielle.  
766 **DROPPERS:** Yeah, just a quick point of follow-up. So, from our last  
767 meeting that we had, one of the questions that I had was about  
768 providing a little additional context to some of the race and  
769 ethnicity data.  
770 **DOBSON:** Okay.  
771 **DROPPER:** And so I was wondering if any of that got added into the  
772 report, because the conversation that we had was sort of like the  
773 proportion of individuals that were being represented. So, in other  
774 words, the percentage of people by a race and ethnicity or of the  
775 whole population who had been - had some kind of interaction with  
776 the police. That there was no sort of context to be able to compare  
777 those numbers with like the numbers of city demographics. So,  
778 there's really no way to see if certain, particularly communities of  
779 color, if they're being overrepresented in certain types of - we're  
780 not supposed to say levels of force, but certain of types of force.  
781 **DOBSON:** Types of force.  
782 **DROPPER:** As compared to others.  
783 **DOBSON:** and I know Heidi has an answer for you because that's what  
784 they do. And so, I'll be bringing one of the smart people with me  
785 next time. Can you email me that question?  
786 **DROPPER:** Sure.  
787 **DOBSON:** and I'm sure we can respond directly to that question, but  
788 they do have an answer for that, because we have had that question  
789 before.  
790 **DROPPER:** I just, I don't feel comfortable just only having those  
791 folks represented as the whole of people who have had some sort of  
792 interaction with the police, because I think we know national  
793 standards show across the board and across the whole entire country,  
794 both people of color have far more interactions with police than  
795 other folks. So, it doesn't - it doesn't feel like the context is  
796 there really to look critically at the numbers.  
797 **DOBSON:** Okay, thanks.  
798 **BOSTON:** Yeah, thank you Danielle. Okay. Thank you very much.  
799 **DAY:** Thanks, Craig.

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800 **BOSTON:** Thanks. Are you okay with doing a 10 minute quick thing  
801 and not?  
802 **HERTZLER:** I'll see what I can get done.  
803 **BOSTON:** All right. Thank you.  
804 **HERTZLER:** We'll do the cliff notes version.  
805 **BOSTON:** All right, thank you.  
806 **FEMALE:** I just want to - I'm curious before we cut that short. I  
807 just want to say you will have an opportunity to see the dry run.  
808 I'm just curious, did everybody get a chance to actually read and  
809 are you going to feel like you have a lot of feedback to give?  
810 **MALE:** I would prefer more time with this actually than. That would  
811 be my preference.  
812 **BOSTON:** All right. So, let's take a pulse point. I didn't think  
813 this had as immediate effect on curriculum input. How many people  
814 would like to make sure that we have our full 25 minutes for - can  
815 we just, full 25 minutes for less lethal, less lethal ammunition?  
816 Four. One, two, three, four. Five? Five. How many people?  
817 **MALE:** Six.  
818 **BOSTON:** Six, okay. And anybody want to have a little more time to  
819 provide feedback on implicit bias curriculum? All right. Then  
820 let's go ahead and move forward with a full 25 minutes for your  
821 presentation.  
822 **HERTZLER:** All right. Thanks for having me here this evening. My  
823 name is Gabe HERTZLER. I work in the Training Division, obviously.  
824 I've been here for about 4 years and my job at the Training Division  
825 is I'm the lead instructor for the less lethal impact munition  
826 program and also the patrol rifle program. So, I'm here tonight to  
827 kind of give some information on our less lethal impact munition  
828 program as well as some changes we're making as far as the system  
829 that we're employing. So, less lethal impact munitions. What that  
830 is, is that's our bean bags, what has been our bean bags which has a  
831 12-gauge less lethal system (inaudible) fired a bean bag, and is  
832 everyone relatively familiar with that? I recognize some faces from  
833 being out here before. At least some exposure to some of that. So  
834 that - that was a system that we had and got originally in the mid  
835 90s. There was some updating to it from an ammunitions standpoint  
836 in like the early 2000s, but it's pretty much been what we had like  
837 ever since then. So, it's been the, you know, the orange shotguns  
838 that were out there that was use just kind of to provide that  
839 standoff, like less lethal capability. It allows us to be outside  
840 of Taser range and also have, and then have that, you know, less  
841 lethal option out there. You know, a couple years ago, and, you  
842 know, what I think we do a pretty job of is kind of doing an  
843 evaluation of what systems we have out there and trying to figure  
844 out if there's better things out there. We started looking at our  
845 less lethal platform and realizing that there's definitely some room  
846 for upgrading. It's been something that we've had for a long time,

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847 as well as, you know, as technology increases, there's definitely  
848 things out there that are more effective, safer, and are kind of  
849 becoming the more commonly used items that are out there. I kind of  
850 like equate the 12-gauge less lethal launcher. It's kind of like  
851 the VHS tape of impact munitions. Like people could still buy them.  
852 They still work. We can all go watch a movie on them, but if we  
853 were going out to buy one right now and we had the money to do it,  
854 we'd probably buy Blu-ray or something else. So, with a bunch of  
855 help from the training staff here and putting some people far  
856 smarter than me in a room and kind of figuring out what our plan  
857 was. We ended up deciding to make a change from the 12-gauge system  
858 to a 40mm system. The advantages of that are big from both the  
859 technology standpoint. It is a round that's far more accurate than  
860 the 12-gauge bean bag system which is a smooth bore barrel. You  
861 know, I don't know a ton about like aerodynamics, but it's like if  
862 you have sock full of a weighted shot. It's fired at velocity.  
863 It's like definitely not as accurate as a rifle system. So, the new  
864 system is definitely a more accurate system. It is a full  
865 projectile, and I'll pass them around here in a minute so you can  
866 take a look at them. So, in general, we expect it to be safer than  
867 the bean bag systems. It will allow us to shoot greater distances.  
868 Have some increased standoff, which are all things that we're  
869 looking for in a munition. So, we ended up making a transition.  
870 They are in the process of doing it this week. Away from the  
871 shotguns. They are going away, most of the shotguns, and we're  
872 going to be deploying a single shot 40mm launcher which is what  
873 you're looking at right here. So, another huge advantage of this  
874 is, as we know, like, this will not load any of the lethal munitions  
875 that the Bureau uses in firearms. So, any of the lethal firearms  
876 that we carry are not going to load into this, and I think everyone  
877 is aware, like, we had an absolute tragic incident where we had a,  
878 you know, a misloading of rounds. Like tragic all the way around.  
879 From the officer standpoint. From the other victim's standpoint of  
880 that. So, this will definitely improve that. So, you know, we  
881 definitely had a technology change here where this is a safer more  
882 effective system, as well as now we have the, you know, the lack of  
883 capability between ammunition is a huge benefit as well. It's a  
884 single shot system so it requires a reloading every time. I think  
885 we can do that pretty expedient - with a, you know, it's quick to  
886 do, but also like we were talking about. You know, the - when we're  
887 using any sort of force, we're doing this constant evaluation. You  
888 know, the 12-gauge launcher had, you know, six shots in it. You  
889 could fire those in pretty quick succession and we're, you know,  
890 wanting to be evaluations between that. This is quick enough to  
891 reload but I think it fits the role of having it, having a system  
892 that works for the officers, as well as there is a break within

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893 there where there is an evaluation piece while we're conducting  
894 reloads of the system here.

895 **MALE:** I had a question about it.

896 **HERTZLER:** Yeah, absolutely.

897 **MALE:** So, you had indicated that it's also something that you can  
898 shoot from a greater distance?

899 **HERTZLER:** This allows you to shoot from a greater distance. That's  
900 correct.

901 **MALE:** So, is part of the training around that then going to be  
902 focused on perhaps using it in situations at a greater distance?

903 **HERTZLER:** I think the - training that - and I can step back to  
904 training here in a second, what we've done, but, you know, this,  
905 everyone has gone through, all the current less lethal operators  
906 have gone through a transitioning class, and during that class, we  
907 would talked about the increased accuracy of the system and that,  
908 you know, potentially being at a greater distance. So, you know, we  
909 know that if we have a greater distance of say, you know, say we can  
910 say we could accurately target a preferred target area, which we'd  
911 say would be an area that would be safe to shoot, like an area in  
912 the leg. We would expect to have a relatively low mechanism of  
913 injury due to that at say the 30 yard line, like, at 30 yards. When  
914 you're like communication. Some of our other tools become less  
915 effective as distance increases. So, it's always a weight of like  
916 pro and con of what we're, like distance, but yes. You know, as  
917 part of this, we did like shoot this out to the upper ends of its -  
918 its ability, so people could see, hey, at the upper ranges of where  
919 this is going to be a useful system, this is what - what it is  
920 capable of. I want to talk about some of the training we've done.  
921 I'll pass around some of the - the munitions. So, these are  
922 (inaudible) munitions. They have been fired before. I actually cut  
923 this one in half so you could take a look at what's inside.

924 **MALE:** Explain what, you know, comes out and what stage with the gun  
925 and what comes out.

926 **HERTZLER:** For sure, yeah. There is it. So, this is a 40 mm.  
927 Exact Impact of the name of the round, which is just what the  
928 company calls it. It is a, you know, it (inaudible) to the a single  
929 shot system. When it's fired, the - let's see if I can - since this  
930 is already fired, let's see if I can. This stays with the launcher.  
931 So, this would be like the brass out of a handgun or something that  
932 would remain in the launcher, and this is the portion that is  
933 traveling - that is traveling out the barrel. So, I'll pass this  
934 around so you can kind of feel the weight of that. Pretty  
935 lightweight. It's foam. It's a - it's a foam solid. You can see  
936 kind of the cross-section going around there and that's the only  
937 round that we have, the patrol has access to fire out of this.

938 **MALE:** Plastic that (inaudible) thing.

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939 **HERTZLER:** Correct. Yeah and once we get done here, if we have a  
940 couple seconds, you can come over and take a look at the launcher  
941 and kind of get familiar with that setup here. The training, what  
942 we did was, we took this as a good opportunity to add some training  
943 to our current less lethal operators. So, to be a less lethal  
944 operator and to deploy the less lethal system, you've had to go  
945 through a school. It's a 20-hour school. We use it to, we select  
946 people. Different RUs will select people to come to the school.  
947 Training does an evaluation of them just based on their past  
948 performance, use of force. You know, any sort of IA problems that  
949 they've had. Say, hey, this is we think would be a good candidate.  
950 They come to the school and if they pass the school, then they would  
951 deploy this and have it as a tool. So, it's kind of a - an extra  
952 tool that they carry. So, what we've done is all the people who are  
953 currently qualified to carry the 12-gauge launchers ended up coming  
954 in for a 10-hour training. Mix of a little bit of classroom in the  
955 front, some range work with the new system. The whole second half  
956 of the evening, mostly we did some after and evening classes, was in  
957 Scenario Village. We actually put people in an experience where  
958 they were, you know, deploying the less lethal launchers. We have  
959 some Simunition kits, so we had some Sumunition kits we could put in  
960 there so we could fire a marking projectile so we could evaluate  
961 their ability to target like preferred target areas. Areas that we  
962 would say we would deem safe to deploy the system against. So, yes?  
963 **ZINGESER:** Now, this is a gun, right? It's a 40mm gun. Is that  
964 correct?  
965 **HERTZLER:** It, I think you -  
966 **ZINGESER:** Or what do you - what do you call it?  
967 **HERTZLER:** We call it a launcher and not a gun.  
968 **ZINGESER:** A launcher.  
969 **HERTZLER:** But I think, you know, it kind of gets into the semantics  
970 of that, but a 40mm launcher or less lethal launcher is what we call  
971 it.  
972 **ZINGESER:** Is equivalent to a type of gun?  
973 **HERTZLER:** I think you could say -  
974 **ZINGESER:** It looks like a gun.  
975 **HERTZLER:** It does look like a gun. It's, you know, it fires the  
976 projectile that you're seeing there, which is designed to be a less  
977 lethal projectile. That is powered by a, like a pyrotechnic.  
978 **ZINGESER:** Okay.  
979 **HERTZLER:** So is being like expelled out the barrel with that. So,  
980 that means our definition of like firearm per ORS, then that would  
981 be considered that.  
982 **ZINGESER:** Okay, so. Okay, so.  
983 **DAY:** You can call it a gun, Sylvia. It's not going to hurt our  
984 feelings, okay. You can. You can, but.

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985 **FEMALE:** It's that I tried to do the minutes and I ended up calling  
986 it a device.  
987 **DAY:** Oh.  
988 **ZINGESER:** Because -  
989 **DAY:** We refer it as - we refer to it as a less lethal launcher.  
990 You know, like Officer HERTZLER said, we're getting into semantics.  
991 **ZINGESER:** Yeah.  
992 **DAY:** About what is a gun or is not a gun, but, you know, there is a  
993 combustion that occurs in that silver piece that pushes it out.  
994 **ZINGESER:** Yeah.  
995 **DAY:** And if that's, you know, I'm not. We would have to look up  
996 the state definition of it, but, you know, we just.  
997 **ZINGESER:** I - I - I wanted, you know, if I was going to write the  
998 minutes, I want to write them.  
999 **DAY:** Yeah.  
1000 **ZINGESER:** You know, what is it really? Because you used the term  
1001 baton, but a baton to me is something like this, you know, that's,  
1002 but that's got a handle and it looks like a gun.  
1003 **HERTZLER:** Correct. I see a couple questions. You first, sir.  
1004 **MALE:** What is the, is there limits in terms of what's the closest  
1005 range you could deploy that?  
1006 **HERTZLER:** There are. So, the minimum safe distance for that would  
1007 be five feet. So, you know, from a launcher that is this short.  
1008 You know, like, if this is how I'm holding it here and this is it,  
1009 there's some extendibility in it, but five feet off the, you know,  
1010 what we would say to the be the muzzle of this is really close. I  
1011 mean, that's a - that would be a close engagement for this.  
1012 Manufacturer is, with the ammunition is saying five feet, and they  
1013 extend the range or the potential range out to forty yards.  
1014 **MALE:** Thanks,  
1015 **HERTZLER:** Five feet and forty yards. Sir?  
1016 **MALE:** How - how - does it kick, like a 12-gauge or less than 12-  
1017 gauge, because if you're holding it like this it can't be a 12-  
1018 guage.  
1019 **HERTZLER:** No, it's far less. It does look, and that's, you know,  
1020 what people see is like 40mm seems enormous.  
1021 **MALE:** Yeah. It's very light though.  
1022 **HERTZLER:** It's like we talk about 12-gauge and 9mm. This is  
1023 designed as a less lethal tool. In recoil, the kick to it is far  
1024 less than a - than any of the other - or maybe -  
1025 **MALE:** (Inaudible).  
1026 **HERTZLER:** Maybe similar with that but softer. So very similar to  
1027 our prior less lethal munition, because, you know, the design of  
1028 this to hit a person with it and have it be safe to do so and  
1029 effective, and that's one of the things that people. We commonly  
1030 see is people, like, wow, that is enormous, 40mm. Like is that just  
1031 going to knock people down? You're like, well, no it's not, because

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1032 if we were physically knocking a person down with that, we'd be  
1033 doing a pretty good amount of damage to the person. This is a less  
1034 lethal system and so, the expectation most commonly seen is a  
1035 bruise. Some sort of bruise from being hit with it. The math and  
1036 how it works out is this is about 26 grams, the munition, the part  
1037 that's actually leaving the muzzle. It's flying at about 325 feet  
1038 per second. If you like equate to like fastball. That's going at,  
1039 you know, 98 miles an hour, about 5 ounces. So, the math kind of  
1040 gets pretty close. And if you watch any baseball, it's like what  
1041 happens when a pitcher is hit by - or a batter is hit by a pitcher.  
1042 What happens?

1043 **MALE:** He runs out and he punches the pitcher.

1044 **HERTZLER:** Aside from that, and that's exactly the point. What is  
1045 the result of hitting a person with this? A Taser, there is like an  
1046 electrical impulse that is going to potentially cause a person to  
1047 not control themselves. This is not going to do that. It's like we  
1048 can have the batter who was just hit and falls down and gives up or  
1049 we have the batter which charges the mound, and so that's one of the  
1050 things that we definitely talk about in the use of this tool is that  
1051 we layer our less lethal response. Like, I would deploy this with  
1052 the expectation that I'm hoping that it works, but if it doesn't,  
1053 what's my plan in dealing with if it doesn't work? Do I say, hey,  
1054 let's have someone with a Taser available to potentially like follow  
1055 this up. Because there's a bunch of videos, or some videos of  
1056 people being shot by these. It's part of training. So, what they  
1057 do is it's a company, and I think they're smart for doing so. Is  
1058 they end up shooting people with them voluntarily and then  
1059 afterwards they end up doing ultrasounds over the course of the next  
1060 like seven to fourteen days to see like what, like, it looks like a  
1061 nice kind of nasty bruise, but what is the injury really. And so  
1062 there's videos, and they come up and you see like them walking up  
1063 there, and they all look like completely duped cops that are there  
1064 like for free food, and they come up and you see them and they like  
1065 do this scientific thing. So, they like dot on their leg where  
1066 they're going to shoot them and they have someone with a shield  
1067 there to make sure that's it's safe, and they shoot them, and you  
1068 see it boom, hit them. Most of them end up just kind of like, ah,  
1069 walking off like in pain, and then one guy comes up there. He's  
1070 standing there. Same thing. Hits him, whack, right in the leg, and  
1071 it's like nothing. It's like no change. It's like what's the  
1072 difference between all those people? Nothing really physically. I  
1073 mean, the difference is this guy didn't react to that. He was  
1074 mentally strong enough to say, like, I'm not, I know this isn't -  
1075 it's not going to break a bone. It's not going to do that. I'm not  
1076 going to respond to that. He just was mentally strong enough to  
1077 walk off, and so all - that's one of the big training points about  
1078 the less lethal system is we want to have this as part of the less



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1079 lethal plan. Like, we, you know, officers responding, like they  
1080 bring that as a piece of that, but we want to make sure that they  
1081 have like an awareness, like, this may not work and what's plan B?  
1082 You don't go with plan A and say, okay, we know one hundred percent  
1083 this is going to work, because we can't say that. We want to make  
1084 sure that we're not surprised. Question?

1085 **MALE:** Maybe you could take a little time and describe like the  
1086 perfect scenario for this type of tool.

1087 **HERTZLER:** Yeah. I can tell you most commonly, this is being used  
1088 against people with edged or improvised weapons. So, some sort of  
1089 something, bat, knife, broken bottle, and most commonly looking at  
1090 the reports what I see is it's like some sort of like stand off  
1091 compliance thing. Some of them are like people that are starting to  
1092 push the boundaries of - of working into say a potential deadly  
1093 force encounter. Like, "Hey, police. Stop. You need to drop the  
1094 knife. You need to stay away. If you come any closer you may be  
1095 shot," and it's like, okay, start this kind of like walk, and then  
1096 there's like a deployment, and if they were to try to gain distance.  
1097 To try to keep a person from getting into that real dangerous zone  
1098 for us.

1099 **MALE:** So, I don't know if you can speak to this maybe in terms of  
1100 policy. Is it the person with a weapon that would trigger  
1101 deployment of this or would it be more safety for officers? Or, I  
1102 mean, in terms of policy is it going - is it going to be pretty  
1103 specific as far as?

1104 **HERTZLER:** Yeah.

1105 **MALE:** When they're taking it out of the patrol, the vehicle and  
1106 deploying it?

1107 **HERTZLER:** The times where we are just are very similar to our less  
1108 lethal tools that we can deploy. The impact munitions would be  
1109 against people who are exhibiting active aggression. A person is  
1110 going to harm themselves or in the act of harming themselves. We  
1111 can use a degree of force to stop that from happening. A person  
1112 that is in the process of, you know, causing serious injury to  
1113 themselves. Most commonly we see that with - with Taser, but that's  
1114 one of the one times we can use it. One of the ones is like a  
1115 person who is trying to like flee from police but not just that you  
1116 can just flee from police. That's definitely not the green light to  
1117 use it but, you know, leaving police control and there's immediate  
1118 risk that they're going to use force against someone else or  
1119 articulable risk that a person's going to use force against someone  
1120 else and/or if based on the prior - like prior actions of the person  
1121 that there would be a reason why we would use degree of force to  
1122 prevent them from leaving. Like this is a dangerous person.  
1123 They've been doing a bunch of say like strong arm robbery type deals  
1124 and we know now we're going to encounter them again. We know if  
1125 they leave our span of control, there's potential danger. We could

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1126 use a degree of force to stop that from happening. These are  
1127 consistent within the less lethal tools, that is, Taser, baton. All  
1128 those kind of fall into the very same types.

1129 **MALE:** So, there's no policy change with this versus the bean bag  
1130 and 12-gauge? The policy is not really going to change?

1131 **HERTZLER:** The policy changed with the last policy change not with  
1132 the - it was kind of written with this in mind knowing they were  
1133 making that transition. Sir?

1134 **MALE:** Your tactical people will use this for crowd control?

1135 **HERTZLER:** RRT. As part of my job in the police where I'm assigned  
1136 to serve as well, and we've been deploying a similar munition to  
1137 this. They're the exact same munition, very similar launcher, for a  
1138 while in specialty units. I can't speak to what RRT is using. I  
1139 know they have a 40mm system as well. The 12-gauge launchers that  
1140 we have had are gone, but those are going to be - well, I can't say  
1141 that right now, because they're in the process of being gone. The  
1142 goal is at the end of this we will be, the Police Bureau is going to  
1143 be no longer in the 12-gauge less lethal munition camp. Like, we're  
1144 going to be all done with those and making a complete transition  
1145 over to the new system. Sir?

1146 **MALE:** One question and then I want to comment. So, question. That  
1147 is a rifle launcher, right? So, the projectile isn't going to  
1148 tumble?

1149 **HERTZLER:** Correct.

1150 **MALE:** It's intended to only stay in one position?

1151 **HERTZLER:** Correct, yeah. You know, you can, you know, in the  
1152 evaluation kind of phase of looking at this program and making the  
1153 change, you know, I took some of the 12-gauge launchers out and shot  
1154 some rounds. Just like put it on a rest and shot say five to ten  
1155 rounds, and shot it with some like kind of high speed camera.  
1156 Relatively high speed camera, like my cell phone. To see what it is  
1157 when you slow it down as watch the rounds as they fly, and you sit  
1158 at the fifteen yard line and fire the bean bag rounds and you get,  
1159 you know, a spread. These at the fifteen yard line, they are -

1160 **MALE:** Right on?

1161 **HERTZLER:** In the same hole, which, you know, the ability to  
1162 accurately target a preferred area we know as reduced risk of injury  
1163 is key and we want to make sure that we're hitting (inaudible).

1164 **MALE:** Here's my second point.

1165 **HERTZLER:** Yeah.

1166 **MALE:** Back to your analogy of you, you know, what if a batter gets  
1167 hit by a pitcher. It depends on where the batter gets hit.

1168 **HERTZLER:** Yup, potentially.

1169 **MALE:** Which is I'm guessing why this is called less lethal instead  
1170 of non-lethal, correct?

1171 **HERTZLER:** Yes.

1172 **MALE:** Because there is still a chance?

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1173 **HERTZLER:** Yeah, there is - there is potential. This is not a less  
1174 than lethal system, it is a less lethal system. You know, what  
1175 we're targeting in this is if we are within a seven yards or five  
1176 foot range. This is the policy side. It is seven yards to five  
1177 feet, we aim at the legs. So, areas of the legs. I have no  
1178 documented cases in doing some research, and it's been probably  
1179 years since I looked at these in case there's something drastically  
1180 new. No documented cases of like death or serious physical injury  
1181 from impact to the legs. At the seven yard line out to the end of  
1182 range spectrum when we you use this, we fire below the waist with  
1183 the exception of the groin, and what we use for our, we are defining  
1184 waist as like we would define it as a doctor would, like the area of  
1185 the abdomen below the ribcage, because we're wanting to avoid all  
1186 the organs in the upper chest (inaudible) danger, which would be  
1187 potentially dangerous in hitting, and we're using our beltline as a  
1188 reference which is normally falling below the waistline. So, that's  
1189 our aiming point beyond that. The back would be lower down a little  
1190 bit because of the kidneys and that's, that's been consistent  
1191 through our 12-gauge program. The only change in policy has been  
1192 from moving from the ten yard to the seven yard language there, the  
1193 use of language. Sir?

1194 **MALE:** So, the real question, are these going to be available to be  
1195 fired during the training scenarios?

1196 **DAY:** April 17 and April 24?

1197 **MALE:** Yes. He just volunteered. He just volunteered.

1198 **HERTZLER:** I'm going to leave that up to the captain to decide that.  
1199 We do have them in training.

1200 **DAY:** Come and find out Gary.

1201 **GROUP:** [laughs].

1202 **DAY:** It's like a cliffhanger.

1203 **HERTZLER:** The training scenario, one of the huge benefits to us is  
1204 that we do have the ability, like I mentioned, to fire Simunitions  
1205 through these. So, we have them on the safe training side, and so  
1206 as an officer comes through training, just one of the benefits of  
1207 having this facility, if they're less lethal certified, they can  
1208 grab one and deploy it in another call, so we're not working in this  
1209 vacuum without all the tools. So, we have them out there so people  
1210 can use them. Yes?

1211 **FEMALE:** So, you said that only a subset of officers are allowed to  
1212 take this training.

1213 **HERTZLER:** Correct.

1214 **FEMALE:** And they need a special certification. Are they, achieve  
1215 certain certification?

1216 **HERTZLER:** Correct, yeah. After they have gone through the  
1217 training, they are certified to carry, and as a patrol officer, if  
1218 their primary duty is responding to radio calls, they're required to  
1219 carry. They are, our numbers roughly right now where we had, just

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1220 because we went through the transition, and so some people who  
1221 consider themselves less lethal certified, like say they were an  
1222 assignment where they never carry it. We kind of like got our  
1223 numbers all cleaned up. We have about I'd say 130 to 140 current  
1224 less lethal operators. We know that as part of this program, we  
1225 don't just want to update it quickly. We want to update personnel  
1226 as well. So, we have 36 people going through training starting the  
1227 end of this month. By April, we'll have 36 additional officers that  
1228 are trained in it. So, we want to make sure that we have both an  
1229 equipment change with this as well a like personnel change, because,  
1230 you know, having these out there, it doesn't matter if we don't have  
1231 the staffing to have them deployed and have them available.

1232 **FEMALE:** So, what's the reason why it doesn't go the other way?  
1233 That all officers wouldn't receive training in less lethal and then  
1234 only a subset would receive extended training in lethal?

1235 **HERTZLER:** Yeah, so some of the reason behind why we have select  
1236 people doing it. It is an additional - an additional task that they  
1237 have to do. We want people who want to deploy the system. Who want  
1238 to take a, kind of a specialized look at this, and you truly do  
1239 become a subject matter expert within this. We have to think about  
1240 things as a person deploying this. That, like, so if, you know, say  
1241 a person is outside the front of a house with a knife and we hit  
1242 them with a less lethal and they, you know, potentially run back  
1243 into the house, which would be, you know, not a natural, or  
1244 unnatural reaction by getting hit. We want a person who wants to  
1245 take on the responsibility of kind of mastering this. To be the  
1246 subject matter expert on it who is saying, yeah, I really want to  
1247 know the results of this and how this system works and have them  
1248 specially trained. The goal is to make sure that we have enough of  
1249 them out there to meet the demand when they are needed, which is,  
1250 you know, I think for these, this last group of classes, we opened  
1251 it up and said, hey, what do the precincts need to make sure that  
1252 you have the adequate numbers that you want. They threw the names  
1253 in. I think of the, all of the names that came in, I think the vast  
1254 vast majority of them are going to these classes, and we'll have  
1255 more in the future. Like, my goal is to make sure, as like being in  
1256 charge of the program, is to make sure that we have enough people  
1257 out there to do this. You know, we also don't want or don't need.  
1258 It's like we have four people on a call and four of them have these  
1259 out. It's like that would be more problematic than it would be  
1260 helpful at some point. So, we want to make sure that we have the  
1261 right people in charge of the right tools.

1262 **BOSTON:** Any more questions before we wrap it up?

1263 **DAY:** This came about. You know, we talked about this at the last  
1264 TAC that we would come in, have somebody come in, and once again,  
1265 you know, if it's beneficial to you folks, and I've already got. I  
1266 just, I mailed Personnel so that action item is taken care of,

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1267 Sylvia, for your - for your notetaking, but I - I am really  
1268 committed to trying to find maybe what we can build in, you know,  
1269 fifteen, twenty minutes. Bring in either a trainer about something  
1270 or whatever. Even though it's not - you know, this is totally up to  
1271 you guys. This is where Steering Committee weighs in. So, but I'm  
1272 - I'm - where it just kind of gives you a little bit more  
1273 information on something. I could bring in people to talk about the  
1274 FTO, the trainees. You know, etc. It just kind of gives you a more  
1275 holistic view while you're still working on a specific challenge or  
1276 issue, so. Thanks, Gabe. I really appreciate it.  
1277 **HERTZLER:** Thanks for having me.  
1278 **BOSTON:** Thank you.  
1279 **HERTZLER:** and I'll stick around. I'm not sure what the break.  
1280 I'll stick around if people want to take a look at this at some  
1281 point or.  
1282 **MALE:** We don't break. We push right through. Sushanah has got us  
1283 on task.  
1284 **BOSTON:** We can take a five minute break.  
1285 **MALE:** Oh, good.  
1286 **BOSTON:** And still stay on task. We can take ten minute break and  
1287 we can just use some TAC announcement time because I think we  
1288 covered our TAC announcements, so please.  
1289 **MALE:** Thank you.  
1290 **BOSTON:** Take a ten.  
1291  
1292

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1293 **BOSTON:** All right. Captain DAY, will you tee us up for our next  
1294 segment, please.

1295 **DAY:** All right. So, we're going to chitchat a little bit about  
1296 implicit bias. Excuse me. You got the information sent out to you  
1297 via Jody. Thank you very much. I just want to recognize Jody. She  
1298 has been my right arm in this project. We talked about it at a  
1299 couple of TAC meetings. We're getting closer to implementation, but  
1300 we wanted to make sure that you folks had the information ahead of  
1301 time. Remember we talked last fall. We'll go through the process.  
1302 We'll be delivering it this spring. Hopefully, you'll be able to  
1303 come to some of the training, and we're going to offer those dry  
1304 runs the 1<sup>st</sup> of April, and then at the end of the - at the end of the  
1305 training, be able to give us your feedback, because we're also  
1306 building on this to go into procedural justice. If you had a chance  
1307 to review the material you'll see that, you know, we touch on really  
1308 in a very, very, very broad way, but we intentionally separated the  
1309 two out. Some agencies have combined them and made it a more robust  
1310 training, but we really wanted to emphasize implicit bias and  
1311 procedural justice separately, which is consistent with the racial  
1312 equity plan that the Police Bureau's adopted, that the city curated,  
1313 so we're also standing in line with that. It wasn't a, you know, it  
1314 wasn't an oversight on our part. So, one of the things before we  
1315 get into the, to the feedback on the instructor guide. There is a  
1316 community component in this. A community participation component in  
1317 the actual day of teaching. So, the class will be delivered. It's  
1318 about a two hour class. That will be for just members and then, and  
1319 everybody's getting this. All ranks of the organization are  
1320 receiving this, and then at the conclusion of that two hours, we're  
1321 going to have about a forty to forty-five minute what we're going to  
1322 call, what we call a fishbowl exercise where we've put the word out  
1323 to multiple different community groups to have, you know, two or  
1324 three people come in and they will have an opportunity to speak  
1325 towards their experiences, you know, with the Police Bureau around  
1326 this topic specifically, and we're using our Office of Equity and  
1327 Diversity. WEATHEROY, she's doing the outreach and connecting  
1328 community members and we'll have, you know, questions ahead of time.  
1329 There will be some training involved for them because we don't, it's  
1330 not going to be a back and forth where community comes in and says a  
1331 bunch of stuff and cops say a bunch of stuff. That's why we're  
1332 calling it the fishbowl because it's a - it's a coordinated,  
1333 facilitated conversation with the community members, but not a - but  
1334 not a back and forth, and if you have an interest in doing that,  
1335 we've been promoting the opportunity to participate in that on  
1336 various social media sites, and there may have been some confusion  
1337 that it would cost you \$50. We're actually offering a \$50 stipend  
1338 for those that are willing to participate. We're not able to, you  
1339 know, pay a big salary and all this kind of stuff and sign, you

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1340 know, contracts, but we're offering a \$50 stipend for community  
1341 members that are able to come in and participate. I think maybe  
1342 also bus fare and some things, because it will be out here, so it's  
1343 quite a ways, but I can make sure that Jody, if we haven't already  
1344 or maybe we can resend some of that information to TAC, and you can  
1345 get in touch with Elle WEATHEROY. She's been here before. She's  
1346 the one leading that effort and has some tentative dates for  
1347 community members to learn more about, hear what the questions are,  
1348 and that's important to us and to the chief that we have some  
1349 community feedback. And then in the fall, with the procedural  
1350 justice piece, we may return to the model you can remember we had  
1351 last year on the history of racism in Portland. We talked about the  
1352 history. We actually had contracted out with various community  
1353 members to be co-teachers with us on implicit bias, as we've  
1354 discussed, just a review. You know, we really wanted that to be  
1355 owned by the Police Bureau. We wanted it to be led by police  
1356 members and spoken to and show some ownership on behalf of the  
1357 organization. So, that's why we don't have community co-teaching on  
1358 implicit bias, but I think in the fall with procedural justice, I  
1359 could see us returning to more of a co-teaching model. So, those  
1360 are some of the things that we're - that we're looking at. Yes,  
1361 sir?

1362 **MALE:** Oh.

1363 **DAY:** Okay, just scratching. So, anyway, we have the instructor  
1364 guide. We sent it out. I don't know how. I mean, obviously we  
1365 don't need to go through this thing page by page. Time won't allow  
1366 that but -

1367 **BOSTON:** I thought we could focus on the learning goals because it  
1368 breaks into the learning objectives.

1369 **DAY:** Okay, yeah.

1370 **BOSTON:** And we could kind of, you break it up pretty nicely in  
1371 terms of the learning goal one, learning goal two, learning goal  
1372 three, and I do want to say thanks to everybody for actually just  
1373 allowing us to have this via email. Three years ago we didn't  
1374 really have a lot of functional like distributed content and as of  
1375 the last two years, we had to go to Central precinct with an  
1376 appointment, read the content, take notes, and leave our notes, and  
1377 so I know that this is under development. It's not official  
1378 content. But it was just really nice to have that sense of  
1379 community where we could be entrusted with this content, so I really  
1380 appreciate that.

1381 **DAY:** No, you're welcome, yeah.

1382 **BOSTON:** All right, thanks.

1383 **MALE:** We're going to go down to learning goals. Is that what?

1384 **BOSTON:** Yeah, let's go ahead and -

1385 **MALE:** Okay.

1386 **LOW:** A lot more convenient to review.

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1387 **BOSTON:** Hey, Judy?  
1388 **LOW:** Having it on the email was a lot more convenient to review.  
1389 **BOSTON:** I thought it was very helpful, yes. Okay.  
1390 **DAY:** So, on the, you know, just on the back side of page one there.  
1391 You know, the introduction, implicit bias on the front page and  
1392 then. Are you coming over to correct me?  
1393 **FEMALE:** Yeah, Jody's coming. I'm trying to get Jody over here  
1394 because she's -  
1395 **DAY:** Oh, okay.  
1396 **FEMALE:** She's a big piece of this.  
1397 **DAY:** I know, she's a huge piece of it, yeah.  
1398 **FEMALE:** That's why I was like trying to get her over here.  
1399 **DAY:** She knows. Jody knows she has absolute freedom to interrupt  
1400 the captain and correct. So, she has been living this and learning,  
1401 as we both have. We have spent a lot of time together. She has  
1402 gotten a lot of Captain DAY in the last few months. I think she's  
1403 ready for this project to be done if for no other reason so she can  
1404 kind of have her life back. I will just say on a personal note,  
1405 and, you know, I've been doing some work around this for the last  
1406 couple of years. You know, I had an opportunity to be recognized  
1407 last month, you know, by the Regional Arts Council for some of the  
1408 work that I have been doing with Kevin JONES and the August Wilson  
1409 Red Door Project around culture and competency and relationship  
1410 building in communities of color, etc., and this has been, this work  
1411 around implicit bias and leading these conversations around this  
1412 challenge, specifically around race and policing, have been the most  
1413 meaningful in my career, and I say that, don't say that lightly. I  
1414 say it with utmost sincerity. It's changed my life both as a police  
1415 officer and as a leader but also as an individual, and I've come to  
1416 apply these principles in my personal life as well as my  
1417 professional life, and I'm passionate as a police leader to  
1418 communicate this now organizationally. I wish I had recognized it  
1419 many many years ago, but I'm really sort of, I'm all in, and not  
1420 because I have to be. There's nobody out there that says that I  
1421 have to be doing this, and so I'm grateful for the Training Division  
1422 staff, because they've come alongside of me in the last couple years  
1423 with some eyebrows raised. I mean, we're largely an all white male  
1424 staff, and, you know, they're looking at me like, hey, where are you  
1425 going with this? What's your agenda? What's your plan? You know,  
1426 we don't have these conversations, but just a willingness to really  
1427 be vulnerable to say, hey, we don't get it. We're trying to learn  
1428 it, and it's really been exciting and I can share far more stories  
1429 about things that are happening inside the organization that I think  
1430 are - are really meaningful. So, go ahead.  
1431 **BOSTON:** No, I just want to say thank you. [group clapping]. I  
1432 think that that's heartening to hear because I think that you can  
1433 provide all sorts of materials to people but ultimately you follow



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1434 what is modeled for you, and so when you hear leadership committing  
1435 to that, you know, people follow what they see and what's modeled.  
1436 So, curriculum is one part of it, but it's very heartening. Thank  
1437 you very much for sharing that.

1438 **DAY:** I appreciate that. So, in regards to our learning goals. I am  
1439 going to say this. I'm a little concerned. I'll write it down word  
1440 for word and then I'll have to defend myself at a later date, but -  
1441 **BOSTON:** You're used to it.

1442 **DAY:** Yeah, I've been used to that for a lot of years.

1443 **BOSTON:** It's nothing new.

1444 **DAY:** You know, my passion around this topic specifically is trying  
1445 to help the officer get an understanding of what's happening. I -  
1446 and so a lot of times our training is community focused, and I  
1447 understand why. We serve the community. They are our customers.  
1448 We respond to that. I'm all in about service, but if our cops  
1449 aren't right, it doesn't really, they're not going to be able to  
1450 provide that good service, you know what I mean? So, a lot of times  
1451 we have looked at this as, well, we need to meet, you know, the  
1452 community demands. Community expectations. Community this and  
1453 community that, and I fully agree with that, but also, where are we  
1454 at internally, and I think one of the ways that we can help serve  
1455 better is by helping our officers sort of understand some of these  
1456 things that are going on versus just saying, you just need to do a  
1457 better job. You know, just don't be so this. Just don't do this.  
1458 Don't do this. So, the idea being is can we just get officers in a  
1459 room and have them agree to some very simple concepts and  
1460 principles, and I know this to most of you outside of the police  
1461 culture, it's like, hey, this is a no brainer. Within the police  
1462 culture, we don't do a good job of admitting when we're wrong. You  
1463 know, we struggle, as most do, with, you know, hey, maybe I don't  
1464 have it all figured out. We tend to see ourselves as we're the  
1465 problem solvers, we're the fixers. We've got all this training. We  
1466 have this knowledge. We step in. You know, you've heard phrases, I  
1467 don't see color, I treat everybody the same, etc., etc., etc. So,  
1468 our goals are really simple in my mind. The first one is that when  
1469 they leave this training, I want every single one of them to have  
1470 the courage to say, yeah, I've got some biases. I've got some  
1471 biases, you know, and, excuse me, and that it applies across the  
1472 board. It's true for all of us and it's true in every industry, but  
1473 in policing it's exceptionally important even more so that we  
1474 recognize and understand that because of the authority granted to us  
1475 and the impact we can have in people's lives. So, we all know. I'm  
1476 sure many of you are educated on this topic and have spent more time  
1477 with it than I have. You know, when your biases negatively impact a  
1478 situation, you may cause offense. You know, it may be extreme, a  
1479 discrimination, an act of racism or sexism or something, but on  
1480 these implicit biases, maybe there's just a breakdown in

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1481 communication or relationship or something to that effect. In  
1482 policing, if our biases begin to make our decisions for us, in  
1483 particular, implicit biases, which we know are heightened in states  
1484 of, you know, high intensity, tiredness, critical, you know, short  
1485 timeframe decision making. All of those things, which when you look  
1486 through this guide, basically all the times when you default to your  
1487 implicit bias are the environment most cops work in most of their  
1488 career. You know, it can have hugely harmful effects, right. If  
1489 that prejudice and that stereotype plays out into some form of  
1490 discrimination, we're talking, you know, the spectrum of beyond  
1491 just, well, that officer offended me, to, you know, improper  
1492 arrests, lethal force decision making, etc. So, I really, goal  
1493 number one is that people walk out of there and they understand this  
1494 is a human trait. It's okay to recognize that we have biases and  
1495 they come at us every day all day long. It doesn't make you a bad  
1496 person, but I want them to have some ownership. So, on point number  
1497 one, does that kind of make sense about what we're trying to go?  
1498 **BOSTON:** Yeah, and I was super excited to just see it was about  
1499 physiology because I think that takes away the, it can decouple your  
1500 ego of how you feel about yourself having biases to an exploitable  
1501 way that our human physiology works, and so that was one thing that  
1502 I actually wanted to see and was hoping to see and was really happy  
1503 about it. Because it lifts the burden of being able to, you know,  
1504 just say of course I have bias, because I'm human. Not like I'm a  
1505 human trait. Not that I'm easily influenced or am vulnerable to  
1506 influence, but it's just the way our minds work. I like the fast  
1507 and slow thinking, but I also want to just throw out one thing I  
1508 really liked was that how there was an emphasis. I just really liked  
1509 where it's like have to be a better than average person at  
1510 counteracting these biases, which goes to what you said, Bob, and  
1511 that was reiterated throughout, and so I thought that was a nice way  
1512 to humanize everybody. We're all humans, but police officer appeal  
1513 to the inner whatever that is. What you said. We know, we have the  
1514 answers, whatever, but it changes the dynamic of how you put someone  
1515 up on a responsibility level. So, those are just a few things that  
1516 I liked about it, bobbing it out there.

1517 **FISHER:** I - I stumbled a bit on this human trait stuff, because my  
1518 understanding is this is the way the brain, the human brain works,  
1519 and it works so on an evolutionary basis, but because we are lumbers  
1520 and because we have this - these shortcuts that we take in our  
1521 thinking is why we are successful as a species, and so it's more  
1522 than just this trait that we have. You're - you're working against  
1523 mother nature here. And it's really - it's really - I think it's  
1524 important to say, you have all kinds of what you want to call  
1525 biases. I call them another thing. We have all - we have hundreds  
1526 of them that we're working on at any one time, and you're just kind

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1527 of, you want to focus, I guess, on racial bias, that may impact your  
1528 police workers.

1529 **DAY:** Well, we're not specific to that. We will be talking about  
1530 that, but we start with just a really holistic, because, like you  
1531 said, you know this -

1532 **FISHER:** This holistic, this is the way the human brain works.

1533 **DAY:** Right.

1534 **FISHER:** And you're going - you're going - you're going to be  
1535 running into this lumping thing that we do with our brains with -  
1536 with your whole life in all kinds of ways.

1537 **BOSTON:** And just to tack on -

1538 **FISHER:** And they're not all negative.

1539 **BOSTON:** To tack on to what you said, Robert, is I also have that.  
1540 Trait is kind of an unusual word on page five.

1541 **FISHER:** Yes, it is. Trait is not the -

1542 **BOSTON:** But -

1543 **FISHER:** Trait is not the right word here I think. It sounds -

1544 **BOSTON:** I think as you go on though it kind of gets a little bit  
1545 deeper, but I do think that I agree with what Robert said. Trait,  
1546 if you could pump up the physiology and what Robert said about the  
1547 positive things. That comes in a little bit later.

1548 **FISHER:** It's a positive trait, but it gets into negative things  
1549 too.

1550 **HALIA:** Do you have a word to suggest?

1551 **BOSTON:** No, and I actually wrote that down too.

1552 **HALIA:** Do you have a different word that you would suggest that can  
1553 make the simple statement, because that is just the -

1554 **BOSTON:** I was like, characteristic.

1555 **FISHER:** As I just said - I'm sorry. It's the way the human brain  
1556 works.

1557 **SUNIGA:** When I read trait, I took it to mean the language is used  
1558 around when I'm studying this is state versus trait, is what I'm  
1559 guessing there, why they're using trait in this way, right. So,  
1560 it's either like affect driven state or more part of your DNA, your  
1561 brain, your whatever, trait.

1562 **FISHER:** It's a - it's a - it's a -

1563 **SUNIGA:** So, if you stick with trait, I might say you need context  
1564 to say in contrasting it with state. Otherwise, you have got to be  
1565 more specific.

1566 **HALIA:** What about like human process?

1567 **FISHER:** It's the way human beings process their environment. The -  
1568 the - the thousands of things that are coming at them at any one  
1569 time. They have to start lumping it, and that lumping leads to bias  
1570 traits and our miscategorizing.

1571 **BOSTON:** I like how you just said it reflects basic brain  
1572 processing, like right on that first page. Brain processing. If  
1573 you could just like deepen that throughout maybe a little earlier

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1574 on, maybe would help Robert and Sarah, the state versus trait.  
1575 Because you just so simple and clear right at that very first  
1576 sentence, and then just hitting it home early I think would be cool.  
1577 **MALE:** So, I have another (inaudible), but speaking of words. One  
1578 of the words that I heard you use, and I didn't hear you use it  
1579 again, but, you know, part of the challenge you acknowledged as -  
1580 acknowledged, rightly so, is that there is going to be cultural  
1581 pushback. You know, especially when you start using words that  
1582 assign, you know, specific responsibility, blame, whatever, and one  
1583 of those was admit your biases. Okay, I might use other words than  
1584 you used, like acknowledge or recognize and not admit.  
1585 **DAY:** Right, right.  
1586 **MALE:** Because admission is a negative thing.  
1587 **BOSTON:** That's a very nice point.  
1588 **DAY:** You're right.  
1589 **MALE:** Exactly. You know, all those kinds of things that might  
1590 indicate. You know, we run into this in the mental health arena  
1591 where, for an example, language around suicide, and people complete  
1592 suicide. They don't commit suicide, because commission indicates  
1593 it's a sin or a crime or something like that. So, you want to avoid  
1594 those associations.  
1595 **DAY:** That's good. I appreciate that.  
1596 **MALE:** And that's really important in implicit bias.  
1597 **DAY:** Yeah, I appreciate that. That's good.  
1598 **BOSTON:** And there's you might be influenced subtlety by things you  
1599 are not aware of, and it kind of tied into that same vibe and I  
1600 thought of another bias that I've read about, the exceptional bias.  
1601 Like, anytime you have like admit or you might be influenced. We  
1602 all automatically believe we're better than everybody else, like on  
1603 that unconscious level. So, I think that's also a great point.  
1604 **DAY:** Thank you for that. So, goal number two. We wanted to, in  
1605 this conversation, we wanted to bring it home on a personal level  
1606 for the officers. So, you know, one of the primary conversations  
1607 that police have is about safety and so, we wanted to, we have some  
1608 example in here where, you know, your implicit bias can impact, you  
1609 know, just your overall safety. Your response to situations. Your  
1610 ability to acknowledge the threats that, because of that lumpiness  
1611 you mentioned, Robert. You know, it's like, oh, I've been to this  
1612 call so many times. I'm tired. I'm going to this house again.  
1613 It's the same thing. It's Mr. and Mrs. SCHULTZ, and oh, you know, I  
1614 just want to go home. You know, on and on and on, and then, you  
1615 know, you get there and all of a sudden it's not, and you - you had  
1616 this historical piece that's come in, and you're like, oh, I know  
1617 how this works. I've done this every time. And so, you know, we  
1618 have what our goals are centered around. Safety, communication,  
1619 relationship building, and decision making. So, you know, the  
1620 safety, obviously, is very personal for the officer and also applies

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1621 by keeping the community safe. The communication. That can be  
1622 internal or external, right. We have a lot of issues, challenges  
1623 with implicit bias within the Police Bureau towards one another, not  
1624 just externally, and that was part of the conversation I wanted to  
1625 have is, you know, this is not just like, oh, this applies outside  
1626 the walls of the organization. It doesn't have anything to do with  
1627 what we do inside day to day. So, there's a communication piece  
1628 that goes both internal and external. There's a relationship  
1629 building piece. We talk all the time about relationship building,  
1630 particularly with the community, and if you don't understand your  
1631 biases, sometimes it can interfere with the ability to build  
1632 effective relationships and you may not even know it. You know,  
1633 whatever it is you're doing. The way you're standing. Your eye  
1634 rolls. Your, you know, your attitudes, your responses, the words  
1635 you use. Leisbeth has a great example. She doesn't normally say  
1636 this, but I used it earlier today. When we do some of our mental  
1637 health scenarios in Scenario Village, she will actually sit and  
1638 write down like quotes that people say. And beforehand say to them,  
1639 don't say this, and this and this, or whatever the case may be. Set  
1640 the scenario. So, they know what they're going to do, and then when  
1641 they're done, the recruit is like, well how'd that go? Well, this  
1642 is what I said, you know, and then Leisbeth will be able to say,  
1643 well, actually, no. You said these four things. They're like, no,  
1644 I didn't. No, because I'm know I'm not supposed to, and it's like,  
1645 well, no, you did, and there's, you know, and then finally.

1646 **FEMALE:** Put the pressure in.

1647 **DAY:** There's a lightbulb moment where they realize, oh, wait a  
1648 minute, I said that. I didn't even say that. So, that's part of  
1649 this conversation, right. You can explicitly believe, truly believe  
1650 I do not do that. I do not say that. That's not who I am. That's  
1651 not what I believe, and I agree, that's not what you believe, but  
1652 there's just these processes that happen, especially in these  
1653 pressurized situations where you just say something and you're not  
1654 even aware that you've said it.

1655 **FISHER:** I - I - I had a problem with the way you discussed this on  
1656 page fourteen.

1657 **DAY:** Mm-hmm.

1658 **FISHER:** And that's where you say that you want to create an  
1659 awareness. I'm sorry. You want the teacher to overall stress that  
1660 they're doing a good job in their explicit behavior, but you need to  
1661 create an awareness of the impact that this is having on your work.

1662 **FEMALE:** Your pages might be different.

1663 **DAY:** Oh, okay.

1664 **FISHER:** That's saying two different things, okay.

1665 **FEMALE:** Here's my fourteen.

1666 **FISHER:** Fourteen at the bottom here.

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1667 **FEMALE:** Yeah, I was just saying. We've made an update, so I was  
1668 saying that.

1669 **FISHER:** Oh, okay.

1670 **FEMALE:** The pages might be different.

1671 **DAY:** Okay, but that's fine. Yeah, go ahead. Yeah, yeah.

1672 **FISHER:** And it seems to me that you want to be much more specific  
1673 in this thing of the kinds of behaviors. Examples of the kinds of  
1674 behaviors which - which these biases are playing out in your thing.  
1675 Right now, you're saying, oh, you are all doing a good job, but you  
1676 need to kind of be aware of something that can affect your job. No,  
1677 they're not all doing a good job. You're just - you just set and  
1678 gave an example. You end up saying things like this. You end up  
1679 doing things like this because of these emotional or unconscious  
1680 impacts on your behavior. Don't say they're doing a good job. If  
1681 they're doing a good job you don't need to train them.

1682 **DAY:** And I - oh, I'm sorry. Excuse me.

1683 **BOSTON:** No, that's okay.

1684 **FISHER:** That's not what I would think.

1685 **BOSTON:** No, I - I just, I think that's interesting. I took it a  
1686 different way. I took it as like saying explicitly, we're not  
1687 judging you as people. We believe that explicitly this is how you  
1688 think to create a neutral zone to go into, but this is what's really  
1689 happening.

1690 **DAY:** And our -

1691 **BOSTON:** To make a sort of open mental state. That's how I read  
1692 that.

1693 **MALE:** Again, and I'm sorry I didn't do - I didn't read the homework  
1694 assignment. My bad, but you know as a habituated animal, I'm more  
1695 of a reality therapist. Thinking precedes feeling, precedes  
1696 behavior; so if I was learning to trip think or behave, the  
1697 habituated animal that I am. A meth addict is an example. Because  
1698 I was out with the Eastwood where, you know, we stopped and there  
1699 was a meth user there, and one of his legs is a broomstick and a  
1700 piece of coat hanger. That was his foot, and having, if you will, a  
1701 habit of thinking, if you will. If I went into that situation as a  
1702 citizen or as a law enforcement officer and I thought of him as bad,  
1703 my behavior, my tone, or my treatment of that person would be  
1704 they're a bad person and I would manage differently. My experience  
1705 has taught me to think of him more as a victim, as a person with a  
1706 medical issue, rather than an illness by choice. The guidance that  
1707 I'm submitting here is more of it's a training environment that  
1708 we're in, helping people by giving them paint by numbers how do you  
1709 change your thinking, because thinking precedes how you feel, and  
1710 then it changes how you behave. So, if it's a feel differently  
1711 about either a racial contact, a medical contact, a mental health  
1712 contact. Giving people the guidance, the training wheels. The how  
1713 to see and how to think about it can be an effective way to go ahead

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1714 and bring control back to the officer who is the ultimate service  
1715 provider, as you said, but that's, you know, we called it reframing  
1716 in days of different therapies. It makes it controllable for me,  
1717 manageable for me as an individual. Because if I do acknowledge  
1718 I've got those reactions and they are in fact hardwired, as Robert's  
1719 saying, but given my role in life. If I'm a police officer, I need  
1720 to do certain things, train, so when I encounter these situations,  
1721 I've been pretrained on how I can manage my thinking which manages  
1722 my behavior, and my feelings and my behavior as an officer.

1723 **BOSTON:** Do we have someone who hasn't spoken yet have a point of  
1724 view on what we were just speaking about before Jody and Bob leads  
1725 it? James and Shawn?

1726 **MALE:** Just to kind of highlight what Captain DAY said about, I  
1727 think obviously, there's a lot of complex processes going on, and I  
1728 think what he said about just having the courage to open up a  
1729 dialogue is the first kind of foundation. This is all these - I  
1730 mean, this his human history, conflicts, I mean, it has been going  
1731 on for a long time are a consultant's problems tomorrow. So, I  
1732 think it's important to have realistic expectations that let's have  
1733 a dialogue, that's great, and that's going to build a foundation for  
1734 future officers in the years to come.

1735 **DAY:** and I know that -

1736 **MALE:** Build on that and build on, get the - get to the goals of  
1737 behavior and really specific outcomes, but I think it's great that  
1738 just you're trying to - I mean, I'm hearing trying to lay the  
1739 foundation for that.

1740 **DAY:** And I appreciate that and I know we're going to go to Danielle  
1741 next, but I think that's ties in, or -

1742 **FEMALE:** It's Shawn.

1743 **DAY:** Shawn. Sorry, Shawn.

1744 **CAMPBELL:** No worries.

1745 **DAY:** Yeah, yeah, similar spelling, but I wanted to respond to  
1746 Robert's comment because I think it goes in line with that. So,  
1747 what we're not saying Robert is that everything's fine and that  
1748 there is no other issue. The intent was to try and really draw a  
1749 distinction between explicit and implicit. You know, and that  
1750 explicitly, I mean, frankly, and I will say this as an instructor,  
1751 and I'm one of the instructors. I mean, if we have people  
1752 explicitly engaging in bias, which we're talking racism, sexism,  
1753 etc., you know, we have rules, orders, laws against that. I mean, I  
1754 don't want them working here, right. If we have known officers that  
1755 are explicitly behaving that way. So, you know, my intention is to  
1756 say, you know, if, I mean, they shouldn't be here. We - we need to  
1757 be able to really cut to the chase and say explicitly, if this is  
1758 your behavior, you're out. You're not part of the organization.  
1759 Implicitly, this is what we're trying to get it. So, that's when I  
1760 say. That's where if I'm soft selling in terms of it's like, hey,

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1761 you know, everybody, because everybody says, oh, I'm not a racist.  
1762 I don't do this. I don't do this. You know, like, you're right.  
1763 Otherwise, you wouldn't be sitting here, because we don't want those  
1764 kind of cops, so you're doing a pretty good job of that, but here's  
1765 some things that can impact, you know, along those lines of racism.  
1766 Along those lines of sexism. It may be semantics, but I just wanted  
1767 to respond to that in terms of why we landed there, but I'm open to  
1768 your feedback. We can talk about it some more.

1769 **FISHER:** Maybe more afterwards.

1770 **DAY:** Yeah, okay. Sorry.

1771 **CAMPBELL:** My big thing with. I'm fine with the trying to divide  
1772 the explicit and implicit. My big thing is anytime that I hear  
1773 people say something like it's a fact without giving me an examples,  
1774 it's very easy for me just to throw that away. I think that it  
1775 would be handy to have some kind of examples that actually are PP,  
1776 Portland Police Bureau examples.

1777 **MALE:** Exactly.

1778 **CAMPBELL:** Like use of force data or something like to highlight  
1779 some of these.

1780 **DAY:** Right.

1781 **FEMALE:** I think there are some examples.

1782 **DAY:** We do. We do have examples and we also have personal stories  
1783 that officers have submitted.

1784 **CAMPBELL:** Yeah.

1785 **DAY:** Examples that they're using personally, and the instructors  
1786 are being asked to have examples that they can - that they can  
1787 reflect on.

1788 **FEMALE:** And there are some studies buried at the very back.

1789 **CAMPBELL:** Yeah, I saw those.

1790 **FEMALE:** Which I -

1791 **CAMPBELL:** I saw those. My issue with it is even with an  
1792 individual, it's very easy for an individual story for me to go, oh,  
1793 that's that individual. That has nothing to do with me. But if  
1794 it's some kind of statistic, it's harder for me to differentiate  
1795 myself from that, because I am part of the group, as opposed to me  
1796 versus you and.

1797 **DAY:** Okay.

1798 **HALIA:** How would you capture data on implicit bias?

1799 **CAMPBELL:** Within it, I mean -

1800 **FEMALE:** Well, actually.

1801 **HALIA:** I'm just curious because I think would be a great thing for  
1802 us to.

1803 **CAMPBELL:** The use of force data suggested two things.

1804 **HALIA:** Yeah, that's true.

1805 **MALE:** A, that we have an implicit bias to declare that women over  
1806 men are more likely to be in a mental distress situation.

1807 **HALIA:** And a violent one.



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1808 **CAMPBELL:** And the other one is that if you are black you are more  
1809 likely to have a gun pulled on you. Those are both signs of  
1810 implicit bias. Evidence of implicit bias.  
1811 **FEMALE:** Evidence. Also, you can go to studies, and I really liked  
1812 how you did the fast thinking and the slow thinking and the schemas  
1813 and talking about police officers are always operating under the  
1814 situations where you go to your schemas, but I thought about a study  
1815 I read about the Tetris effect where it's impressions, impressions,  
1816 and impressions, and if you're constantly doing something, you start  
1817 looking for it, and your profession guides you to look for it, and  
1818 it's just they have a couple of little case studies about  
1819 professions and what it trains you to do it, and it is a study.  
1820 It's like a specific thing that this is an effect that's  
1821 documentable, but it's kind of more of an interesting aside, and it  
1822 has an actual name, because it's been proven out in different things  
1823 and that might be something, kind of a fun. It's not a personal  
1824 story. I don't know if that's exactly what you're talking about,  
1825 but something like that.  
1826 **CAMPBELL:** I like it better if it's internal.  
1827 **FEMALE:** Okay.  
1828 **CAMPBELL:** As opposed to an external study.  
1829 **FEMALE:** I just have to say this is fantastic. I am really excited  
1830 about this training and I really want to give you some credit for  
1831 having the courage to move this forward because I feel like it's so  
1832 important, and also your openness and willing to share your own  
1833 personal feelings and experience with it too. I did have a little  
1834 bit of a reaction about the praising comment also, and, you know, I  
1835 also want to respect the fact that you're walking a line, right,  
1836 because you want to elicit buy in and you're trying to normalize  
1837 that this is a thing that we all have. We all have biases. Nobody  
1838 is immune from this experience. This is a human sort of experience,  
1839 and also I think it's important to make the point that I've found  
1840 that I've had this conversation often too when there's a  
1841 generational divide around intentions. So, if I'm not intending to  
1842 be discriminatory against something then it's not possible. It's  
1843 not in the realm of possibility. So, I sort of feel like it's  
1844 tricky, because I get that you're trying to normalize and so you  
1845 want to elicit buy in, but at the same time I think it's important  
1846 to call out that intentions are important and rather than saying,  
1847 you all are doing a good job, You're trying, and, you know, that's  
1848 all that matters, but it's - but it's not. I think it's more than  
1849 that and really being aware that even if we intend to not cause harm  
1850 to someone, we may still do it unintentionally because of our biases  
1851 and the choices that we're making.  
1852 **DAY:** Yeah, and I appreciate you recognizing - oh, sorry, did I cut  
1853 you off? Yeah, I appreciate you recognizing that, and you're spot  
1854 on. I mean, I - you know, I'm no expert on this, right. I'm really

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1855 just a 28 year cop who like I said has sort of had the lightbulb  
1856 moment in the last couple of years, and now I'm taking it to an  
1857 organization that, you know, frankly it's not like everybody's super  
1858 excited to come to three hours of implicit bias training. I've been  
1859 laying the groundwork for the last several months. I sent out  
1860 articles. I sent out YouTube videos. I've been, you know,  
1861 promoting it with our command staff. We have a small group of  
1862 people who will come alongside that said they want to teach this,  
1863 but, you know, there is risk involved, and it's risk in the sense of  
1864 only the risk is not to me personally. When I say risk, it's the  
1865 risk that I really want to be careful with this not to do more harm,  
1866 right, because, and I will say once again. This isn't talking out  
1867 of school, because I've had this conversation before. I don't think  
1868 we've done a good job as an organization over the years preparing  
1869 and developing our members to be able to have these conversations to  
1870 understand this. We've done a lot of finger pointing and we've done  
1871 a lot of thumping and a lot of chest thumping about you need to do  
1872 this, and you're wrong and you're wrong and you're wrong and you're  
1873 wrong, and then you take the national narrative and then you go on  
1874 top of that with, you know, policing, the challenges it's faced the  
1875 last few years, and there's a great amount of fatigue around this  
1876 conversation, and so I haven't shied away from the fact, like, hey,  
1877 this is coming. This is 2018. This is, you know, you got to be  
1878 under a rock if you're not having this conversation. We have a  
1879 responsibility, but I can tell you that there's not a whole lot of  
1880 people saying, you know, I'm excited about this. So, I appreciate  
1881 you recognizing that. That edge that we're trying to walk to be  
1882 effective, and I don't want to be part of a training that's just  
1883 check the box. I came in, I did my three hours of required  
1884 diversity training, and I'm out. I want to try to find this  
1885 balance, but it's difficult.

1886 **LOW:** I wanted to know what you thought of my training all this time.

1887 **DAY:** Judy, thirty years ago.

1888 **BOSTON:** Yeah, we got to wrap it up and still have a moment. Let's  
1889 just get our next steps. Okay, Sarah. And then we do usually have  
1890 some community input, but after that. We've provided some input and  
1891 I thought that we would probably have these good conversations.  
1892 Should we type up a few things and send them to you or should we  
1893 just plan on attending the dry run? What is the next step that is  
1894 going to be most helpful to you?

1895 **HALIA:** I would say that if there's something that's really strong,  
1896 because I am not an expert, like we've been having conversations and  
1897 I've just been trying to put the conversations on paper. If there's  
1898 things that you see are really errors, like that language, please  
1899 send them to me. I'd be happy to take all of your written feedback.  
1900 If you're feeling super passionate about this and you want to have a  
1901 conversation, we can schedule another conversation, but please let

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1902 me know. I don't want to like schedule an evening here if there's  
1903 nobody here. So, yes, we'll take your written feedback, because at  
1904 the point where we do the dry run, we want it to be pretty solid.  
1905 And there's a few things, you know, that we know still need to be  
1906 developed.

1907 **FEMALE:** I do want to say, and I hope people are aware that, and I  
1908 have not been part of developing this, so I feel free to say this.  
1909 They don't know I'm going to say this, but, you know, they did work  
1910 with a PSU professor who that is her specialty to work with this.  
1911 So, it's not like two people who don't know anything about this read  
1912 some articles and put something together. So, I just wanted to say  
1913 that. This has been vetted by someone who is also, is an expert in  
1914 her field.

1915 **BOSTON:** Yeah, and it's also been used in Las Vegas and Seattle and  
1916 so I think we've got a nice foundation. Shawn, you had offered as  
1917 Steering Committee to be an aggravator of information. Can we mail  
1918 all of our stuff to you and you will mail it to Jody? What's a good  
1919 timeline? Prior to the training is going to be in April, so should  
1920 we give ourselves one week to give it to you?

1921 **CAMPBELL:** I would say if you give it to you by Sunday I can get it  
1922 to you by probably Wednesday-ish.

1923 **BOSTON:** Can we commit to getting our thoughts to Shawn CAMPBELL?

1924 **DAY:** Yeah, I mean, really if you get it to us, I mean, you know, by  
1925 the 1<sup>st</sup> of the month. I mean, sometime that last week of July.  
1926 Well, geez, we're already. What, Monday's the 19<sup>th</sup> isn't it?  
1927 Doggonit.

1928 **BOSTON:** It's really getting tight.

1929 **DAY:** Wow.

1930 **BOSTON:** So, Sunday to Shawn. Shawn to Jody. That will be our next  
1931 step for this. Sarah, why don't you.

1932 **CAMPBELL:** Real quick with that, do you want to like have you guys  
1933 send out my email or just give it now or?

1934 **BOSTON:** Just give it now.

1935 **CAMPBELL:** The email is C-A-M-P, 5241, at gmail.

1936 **FEMALE:** 521.

1937 **CAMPBELL:** Camp, like camping.

1938 **FEMALE:** Or campy.

1939 **BOSTON:** That's not what really comes to mind when I think of you,  
1940 Shawn, but.

1941 **FEMALE:** C-A-M-P?

1942 **MALE:** And then what were the numbers?

1943 **CAMPBELL:** 5241.

1944 **BOSTON:** All right. Let's go ahead and have our last comments.  
1945 Sarah, do you want to provide one more comment and then we'll go to  
1946 our public comments and we'll wrap it up.

1947 **SUNIGA:** Oh, about this implicit bias?

1948 **BOSTON:** Yes.

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1949 **FEMALE:** At gmail?  
1950 **MALE:** G, gmail.  
1951 **SUNIGA:** In terms of putting my biases out there. I'm a  
1952 psychologist. I've been, and I'm fresh off of just doing a group on  
1953 race based stress and trauma for veterans of color and so that's  
1954 kind of at the forefront of my mind right now, and I'd very much  
1955 like to have another conversation about this. In meeting that first  
1956 objective, I think it's great. These materials also got me very  
1957 excited, and I can understand needing to keep defensiveness down in  
1958 order for ears to stay open for the material that you're trying to  
1959 deliver. The IAT, the implicit attitudes test that you have there,  
1960 awesome. I think to me to meet objective one, though, it shouldn't  
1961 be optional. I would highly recommend that be mandatory. I think  
1962 that will, already minds will be open because they will be faced  
1963 with that. I understand that's there's also maybe an opportunity to  
1964 share articles. Is that a possibility for us? There's different  
1965 ones that I have come across specific to shooter bias. That's one  
1966 of the biases, right, that could come up, and ways to look at law  
1967 enforcement training clearly. You all are working with people  
1968 already in this area, but there might be some examples to draw from  
1969 that.  
1970 **DAY:** Shoot that to Jody, absolutely, you know, and, you know, we'll  
1971 take a look at and talk to Dr. Kahn who we're working with up at PSU  
1972 and, you know, but I'm, yeah, we'll - we'll take it all in.  
1973 **BOSTON:** Okay, and should we also in email to Shawn say if we would  
1974 like to have another session and so that it can be aggregated for  
1975 Jody to determine if it's a good time?  
1976 **FISHER:** How about after the first thing? How about after the first  
1977 trial with this?  
1978 **DAY:** Yeah, you know, if we're able -  
1979 **ROBERT:** That's going to be the time when we see what really happens  
1980 and how people respond and what stories they tell.  
1981 **BOSTON:** Okay.  
1982 **FEMALE:** Yeah, that sounds like a plan.  
1983 **DAY:** That's fine.  
1984 **BOSTON:** Okay, we won't have another session. Got it.  
1985 **CAMPBELL:** One note. When you send me your emails, if it's specific  
1986 to a slide, please put what slide it is just so that way I can  
1987 divide it up and make it easy for Jody.  
1988 **HALIA:** Yeah, page numbers would be helpful.  
1989 **BOSTON:** Yeah. Okay page numbers and slide numbers.  
1990 **FISHER:** The slides are numbered different now apparently.  
1991 **HALIA:** But I know I have that copy. So, I've saved every single  
1992 version.  
1993 **FISHER:** Oh, okay.  
1994 **HALIA:** So, I know what version you have.  
1995 **BOSTON:** Okay. All right. I hate to like wrap this up.

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1996 **DAY:** She knows more than we realize Robert.  
1997 **BOSTON:** She knows a lot. Thank you all for taking the time to read  
1998 this and providing your expertise. I love hearing, you know, all  
1999 this great, like, psychology and backgrounds and interesting things  
2000 for people that say like Danielle want to be on the Steering  
2001 Committee because they're bringing all sorts of fresh ideas. Wink  
2002 wink nod nod. Thanks a lot. Really great session. So pleased to  
2003 be able to work with you all. And let's close it out and have  
2004 public comment.  
2005 **MALE:** Real quick before then.  
2006 **BOSTON:** Okay.  
2007 **MALE:** Just to clarify something. Since we're having an election in  
2008 May, should we have people that are interested in either Steering or  
2009 chairman send something to Jody?  
2010 **HALIA:** Yeah, I'll send a reminder about that.  
2011 **BOSTON:** She's going to send that note out separately.  
2012 **HALIA:** But if you're anxious, send it to me. Jump on it.  
2013 **BOSTON:** Yeah, please do. Jump on it.  
2014 **MALE:** Thank you.  
2015 **BOSTON:** All right. Thanks. Any comments from public? Yes, Dan?  
2016 **HANDELMAN:** Dan HANDELMAN with Portland Copwatch. This is a very  
2017 encouraging discussion about the implicit bias. It sort of  
2018 underscores to me though, again, that there's still no African  
2019 American members of this committee. I'm still troubled by that. I'm  
2020 glad that some of you brought up the statistics. The use of force  
2021 statistics which the inspector didn't mention, 27 percent of the use  
2022 of force this quarter was against African Americans. The traffic  
2023 stop data. I think if you're looking at this, you should also be  
2024 looking at that traffic stop data in this group, since there's not a  
2025 community police relationships committee to do that anymore.  
2026 Eighteen percent of traffic stops, 26 percent of pedestrian stops,  
2027 African Americans, in a city that's 6 percent black to answer the  
2028 other question that came up. We had a question, or I have a  
2029 question. I'm not sure that the rest of my group has a question.  
2030 Whether the training with the CRC and TAC members is going to be  
2031 open to the public, especially if there's going to be a quorum of  
2032 people there. Just a question. The directive on training came out  
2033 for public comment after your last meeting on the - I think it was  
2034 the 16<sup>th</sup> of February. The comments were due on the 3<sup>rd</sup> of March, so  
2035 it came in a fifteen day window in between your meetings. So, oh.  
2036 Actually, no. Your last meeting was in January.  
2037 **FEMALE:** Yeah, it was January 20.  
2038 **HANDELMAN:** So, you know, we've been talking to the Bureau for a  
2039 long time about you having a longer window of time for people to  
2040 comment and especially if you didn't receive that directly as the  
2041 Training Advisory Council, there's, you know, the system needs to be  
2042 fixed up. The crowd - I believe the language you use in the crowd

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2043 control, about those impact weapons, is area impact weapons or area  
2044 impact launchers. I'm not sure why they have different  
2045 nomenclatures, but it's maybe because the patrol officers use like  
2046 different weapons. And the community members that are going to be  
2047 at these implicit bias trainings. I'm assuming they're trying to  
2048 make sure that there's people of color. That there's people who  
2049 have mental health issues that are part of that. I think that would  
2050 be very important, but also, if you could find some people who are  
2051 protestors to come and talk about what it's like for them to be on  
2052 the receiving end of police action. And I have more, but I'll try  
2053 to type it up and send it in. Thank you.

2054 **BOSTON:** Thank you, Dan. Debbie? No. Nothing? All right.

2055 **MALE:** No, I'm good.

2056 **BOSTON:** All right. Thanks everyone. Can I get a motion to adjourn  
2057 our meeting?

2058 **MALE:** Move.

2059 **BOSTON:** Second?

2060 **MALE:** Second right here.

2061 **BOSTON:** The meeting is adjourned. Thank you.

2062

2063

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2065 Transcribed 04/03/2018 @ 10:56 a.m. Laena Heifetz