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PORTLAND POLICE BUREAU
Training Advisory Council
Training Division

Meeting Date: 03/10/2021

CAMPBELL: I'd like to welcome everybody tonight to the March meeting of the Training Advisory Council, and I will call this meeting to order, so we'll start recording. As a reminder, these meetings are recorded so we can create transcripts for the meetings to share as our minutes. So, anything from here on out is part of the public record. Let's open up the agenda here. All right. So, let's start with somebody reading the mission statement. Do we have any volunteers? Jim.

KAHAN: The mission of TAC is to provide ongoing advice to the chief of police and the Training Division in order to continuously improve training standards, practices, and outcomes through the examination of training philosophy, content, delivery, tactics, policy, equipment, and facilities. The mission of the Portland Police Bureau is to reduce crime and the fear of crime by working with all citizens to preserve life, maintain human rights, protect property, and promote individual responsibility and community commitment.

CAMPBELL: Thank you, Jim. Do we have - regarding the prior meeting minutes, do we have any issues that need to be rectified in the minutes as presented?

ALL: (None heard)

CAMPBELL: All right. So, let's open up - open the meeting with the first part of the agenda which is the introduction of the new captain of the Training Division, Captain David Abrahamson. Captain, would you like to introduce yourself?

ABRAHAMSON: Thanks, Shawn. Yes. It's a privilege to join tonight. I want to thank you personally, Shawn, for investing, again, your day to be on that panel with us to invest community input from one of our lead positions in the Training Division and also for Jim and Mark for getting me up to speed on the leadership components. Just looking over the breadth of work that you guys have invested in, really where we've come from as far as an agency with the DHA and in conjunction with the Training Advisory Council is because of you and your work. So, it's a privilege to be here. I look forward to the interaction and the relationships, and thank you for your investment.

CAMPBELL: Thank you. We look forward to working with you, Captain Abrahamson. We've already done a little bit of work with you and had some meetings including one of our task forces, and I look forward to having a good working relationship with you, and I'm sure everyone else on the TAC does as well. All right. Moving forward to chair updates. I'd like to start out just to kind of give a feel of what this meeting is going to be. Basically, the major thing that we're going to look at today are we're going to vote on a couple things as well as get some of our usual updates. But I think one of

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53 the big things we can kind of concentrate on tonight is a bit of a
54 conclusion of this past year's activities prior to the new members
55 who will be joining starting on the May meetings. I was looking
56 through today a lot of the kind of recommendations and resolutions
57 we've passed over the last year, and I'm proud to say a lot of them
58 have actually seen forward movement on them in the past 12 - 9
59 months. Some of the big things are, for instance, we did a lot of
60 work with the PS3s, and while it's not guaranteed that it will be
61 voted upon by the city council this way, the city budget office did
62 come out with something today, their recommendations, which included
63 10 PS3 positions being added to the bureau. Let's see, in other
64 areas, we had a resolution about hiring an equity training
65 specialist and equity analyst. I'm proud to say that the equity
66 training specialist has been hired and is currently operational
67 within the bureau. In fact, we will meet them tonight later in the
68 meeting as well as the equity training analyst who is currently in
69 the process of being hired, and that is going to be someone housed
70 outside of the bureau. So, it's exciting to see that take place. As
71 you can tell by the agenda today, we have had some statements
72 earlier on that the expectation that restorative justice is of
73 important reform, and the bureau is starting to work on that area as
74 well. This is not to say that there isn't still work to be done, but
75 I think there is a lot of promising things that are moving forward,
76 and I think too that it really shows that the TAC has had an
77 influence on some of the things happening which I would largely
78 credit to our willingness to really dig into this information, dig
79 into the data and background that's needed to really come up with
80 some good, solid recommendations that both take into account the
81 wants of the communities and the legal and resource limitations
82 faced by the bureau and the city. So, I just wanted to open by
83 saying I'm very proud of everybody for the work that's been done,
84 and I want to say thank you. Any questions or comments on that
85 before we move forward?

86 **ALL:** (None heard)

87 **CAMPBELL:** All right. To give everybody a recruitment update, the
88 recruitment phase for the TAC closed on February 28th. We got a total
89 of 22 candidates which we need to use to fill 10 seats. So, we're
90 going to have to make some cuts. Currently, the steering committee
91 is working rating the candidates based upon the answers to the
92 questions that were in the application. We are also going to be
93 looking at doing some adjustments too to ensure that the TAC is
94 representative of the community. That work is ongoing. The steering
95 committee will be meeting again on this upcoming Monday to finalize
96 some of those decisions, and then we'll be sending out to everybody
97 information on who the new candidates - who the new recruits will be
98 as well as how they were selected so we are fully transparent with

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99 that. Is there any questions or concerns or anything that anyone
100 wants to bring up regarding the recruitment?

101 **ALL:** (None heard)

102 **CAMPBELL:** You guys are way too easy. The other section that I have
103 an update for is regarding the work that the TAC does with other
104 advisory groups. As an update, the TAC does work with the Coalition
105 of Advisory Groups which includes most of the different advisory
106 groups that are housed within the bureau as well as we work closely
107 with the CRC and PCCEP making sure that we're aware of what other
108 groups are doing and keeping other groups aware of what we're doing.
109 The CAG, the Coalition of Advisory Groups, did meet with the mayor
110 last Monday to discuss mostly concerns amongst the various advisory
111 groups to make sure that the various reforms that are being pushed
112 forward by the mayor's office are being done so in a very
113 transparent way that includes a lot of community engagement. There
114 are some concerns amongst some of the groups regarding how much
115 community engagement is actually being done and wanting to make sure
116 that it's not just a check-the-box kind of exercise, but it's
117 actually trying to get broad community input, especially from
118 communities that have been most negatively affected by inequities in
119 the public safety system and having a much larger degree of police
120 interactions. That is the - most of the updates for that work that's
121 ongoing. Is there any questions regarding the TAC's work with the
122 other advisory groups?

123 **ALL:** (None heard)

124 **CAMPBELL:** All right. With that, let's move forward to updates on
125 the current status of our task forces. The main remaining task force
126 is the Leadership Taskforce. Jim?

127 **KAHAN:** I guess that's me. Mark M. and I met with Captain Abrahamson
128 I guess it was last week. Time flies so quickly. And we spoke with
129 him for an hour. There was nothing substantive. It was not an
130 interview. It was more or less bringing him up to speed on what
131 we're up to and getting his take, and I have to say that I felt
132 really supported by what he said. I am slowly getting up my courage
133 to start writing a draft of a report. I hope to have that for the
134 steering committee maybe by the end of the March meeting. There is
135 still some other stuff I'd like to do. I'd have to talk it over with
136 Mark and Tyler who are the only two remaining members of the task
137 group, but I think it would be useful to get an interview with two
138 lieutenants and find out what they've been up to. That's the one
139 group that we haven't talked with yet. And the other thing is - and
140 maybe, Greg, you can help me with this I hope - I'd really like to
141 know some idea of the time pass from the time somebody joins the
142 force until they get promoted to various stages. How long does an
143 average patrol person stay a patrol person before taking the
144 sergeant's - before passing a sergeant's exam? When do people get
145 promoted to further runs, above lieutenant it really doesn't matter

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146 because it's based on your assignment. The other thing I'd be very
147 interested in knowing is if anybody has any data on who has gone to
148 which offsite places like the one that the FBI has or the one that
149 PERF has in Cambridge, Massachusetts and the extent to which the PPB
150 has resources to do that. Because one of my - one of the
151 recommendations that's going to be really clear is that everybody
152 upon making the rank of lieutenant should have that opportunity to
153 go to one of these places, and we don't want to make the
154 recommendation if it's already happening, but I'm not convinced that
155 it's already happening unless I see the data. And that's pretty much
156 it.

157 **STEWART:** Do you want me to get that to you offline? Just I was
158 going to write myself an email, and I can put something together
159 tomorrow and send it, or did you want that information now?

160 **KAHAN:** Offline, by email attachment would be absolutely perfect. I
161 have no desire to belabor it here. This is not a meeting of that
162 task group.

163 **STEWART:** I will - I'm going to send myself an email right now, and
164 I'll get you something tomorrow.

165 **KAHAN:** Thank you very much, Greg.

166 **CAMPBELL:** Perfect. Thank you. Any questions for Jim regarding the
167 work of the leadership task force?

168 **ALL:** (None heard).

169 **CAMPBELL:** All right. Other groups that are active are the Core
170 Patrol Services Resolution. This was passed in January stating that
171 the - sorry - that the TAC - there's too many acronyms in my head
172 today - that the TAC would be using the various recommendations and
173 resolutions we've passed over the past couple years to make a
174 statement that we will give to the PCCEP regarding our views on core
175 patrol service reform which is what the PCCEP is currently working
176 on. The due date for that was February 28th. Members of the TAC met.
177 The date was put out, and whatever members wanted to join in and be
178 part of it did so as well it was shared with the full membership
179 before being submitted, and that task has been completed. The Core
180 Patrol Services Resolution can be seen on our website in the
181 recommendations. I believe it's under 2021 Resolution Core Patrol
182 Services. The other thing that we passed in our January meeting was
183 a resolution that the TAC would put together our views on what an
184 accountability body should look like, especially with reference to
185 how it would affect police training either early on or remedial or
186 In-Service or what have you. That has not been completed yet. To be
187 fair, it's not a big time constraint right now because the body that
188 will be designing the accountability body hasn't even been chosen
189 yet. But starting probably later this month, we will be putting
190 something out for whoever wants to be part of that process to be
191 able to come in and have input into it. And as well, similar to the
192 core patrol services, that will be shared with everybody prior to

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193 the - that will actually be voted on by the full TAC prior to being
194 put out. Is there any questions about either of those items?
195 **ALL:** (None heard)
196 **CAMPBELL:** All right. Moving forward to the next item on the agenda,
197 an update on Training Division activities.
198 **STEWART:** Captain, do you want to cover that, or would you like me
199 to?
200 **ABRAHAMSON:** Greg, why don't you start, and I'll fill in if there's
201 gaps.
202 **STEWART:** Sounds good. The biggest thing we have going on right now
203 is we just finished the halfway mark through In-Service. That has
204 been really huge for us because as we've talked about before, last
205 year we got cut just under the halfway mark at In-Service due to
206 COVID, so we weren't able to complete it. So, completing it this
207 year has been a really big thing. This year, we've done it a little
208 differently. We've moved half of In-Service online. So, basically,
209 the classroom material is being delivered through an online format,
210 and the skills portion has remained in the division. That is going
211 well. Because of COVID, we had to have half-sized sessions but
212 deliver twice as many of them, so moving half that material online
213 was really important because it let us use the building four days a
214 week for the skills portions of our In-Service. So, that's going
215 really well. We're on track and - we're on track to get the entire
216 bureau back into compliance with the state which is kind of a big
217 thing because most agencies aren't doing that right now. Statewide,
218 (inaudible) basically stopped checking to see if agencies are
219 complying because COVID has made it so difficult for agencies to
220 meet the training requirements. So, we're excited that by the end of
221 this year, we should be able to say that everybody is back in
222 compliance with the state standards for the entire agency which will
223 be a big thing and, again, something that not - I don't know that
224 many agencies if any would be able to say that. So, that's good. The
225 other piece is we're getting ready to deliver our Advanced Academy.
226 For reasons to do with kind of space and logistics, we had to
227 basically take two Advanced Academies and combine them into one, so
228 this is going to be a very large Advanced Academy. We're adding some
229 components to it, which I don't know if we'll talk about it now or
230 if the captain wants to, he can kind of brief the group, but we're
231 expanding the Advanced Academy by two weeks which will be nice
232 because we'll get some more training opportunities with them. That
233 will take us through August-ish, and then we've really got to run
234 instructor schools. It's been a while since we've brought in our
235 satellite instructors, so we're going to need to do both In-Service
236 for our satellites to get them up to speed on our current training
237 and then train new satellites. Because of all of the retirements,
238 we've lost a significant portion of our satellites, and of those we
239 haven't lost, many of them have promoted, and as they promote, they

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240 become kind of less available to help train because they take on new
241 responsibilities. So, we're going to need to run a range of new
242 satellite schools. And the other big thing we'll have for the second
243 half of the year is ABLE which Sergeant Tackett, who is with us
244 tonight, is kind of spearheading that effort, and they're getting
245 ready probably, and don't quote me on this, but I suspect we'll
246 start delivering those trainings in July.

247 **CAMPBELL:** Just for everybody's knowledge, could you real quick
248 remind us what ABLE is?

249 **STEWART:** Yeah. Todd, do you want to - can you cover that? You're
250 kind of the expert.

251 **TACKETT:** Sure. It stands for Active Bystandership for Law
252 Enforcement. The program originated out of New Orleans Police
253 Department and was so successful down there on giving officers a -
254 the ability to intervene when they are seeing some type of incident
255 that's wrong or misconduct or - and that program was adopted by
256 Georgetown University to take it to a national scale. And so, we are
257 one of, so far, I would say maybe about 200 agencies across the
258 country that have been trained on it, and we are currently working
259 on policies and scenarios with our team to get that into place by,
260 as Lieutenant Stewart said, by hopefully the end of July, and the
261 entire police department, all our sworn members, will go through
262 that hopefully by the end of this calendar year.

263 **CAMPBELL:** All right. Is there any questions from any TAC members
264 regarding the current work of the - yes, Karen?

265 **DANIELS:** So, do you think the classroom portion of In-Services will
266 stay online, or do you think it will go back to in classroom?

267 **ABRAHAMSON:** Greg, I can speak to that. So, I think there's benefit
268 from a cost-saving measure if we can retain the same benefits for
269 certain curriculum, and that's online on an LMS platform, then that
270 just makes sense. If they're seeing - such as equity training or
271 engaging with the community, which we're going to be doing during
272 the Advanced Academy more, those things and those components have to
273 be in person, otherwise, you lose really the benefit of that
274 training. So, we're evaluating that as a team step by step for each
275 component that we're looking at for each skill set.

276 **ZINGESER:** That makes sense.

277 **ABRAHAMSON:** And Shawn, if I can just real quick too -

278 **CAMPBELL:** Yes?

279 **ABRAHAMSON:** Lieutenant Stewart had touched on this, but we are
280 expanding our Advanced Academy for two weeks. Our hope is that at
281 least 40-50 hours of our recruits can be spent with our immigrant
282 communities and communities where significant disparities and
283 systemic racism has occurred. And we realize this just can't be
284 content where it's an online platform. We have to understand the
285 community and the people we're serving, and so, we're having an
286 exposure, a cultural competency, semantic - we're still working on

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287 that right now, working with IRCO, working with APANO, working with
288 Latino Advisory Council, working with other entities. And our hope
289 is over the next 3-5 years, we can touch every community that is on
290 Portland's list for communities that are represented through
291 (inaudible) languages and also, in addition, also based upon
292 demographics. And so, we've reached out to community heads. We're
293 working with Marlon Marion and his team and Lauren Rosenstein to
294 identify who those should be, but we really see that's a priority,
295 and that's a need.

296 **CAMPBELL:** Excellent. Any other questions from TAC members?

297 **ALL:** (None heard)

298 **CAMPBELL:** All right. I have a couple if no one else does. Regarding
299 the online training that's ongoing with In-Service, what type of - I
300 guess accountability is not the right word - but what type of things
301 are within the structure to ensure that the people are actually
302 viewing the training and taking it in?

303 **STEWART:** Do you want me to answer that, Captain, or do you want to
304 get that one?

305 **ABRAHAMSON:** That's fine. Go ahead, Greg.

306 **STEWART:** So, it's actually a pretty neat setup. We do - so we've
307 got our - we still have our ongoing evaluation program. So, we do
308 knowledge checks depending on the type of training, which is just
309 basically to assess their learning, like, is the material being
310 absorbed. We also have a similar evaluation survey set up so that
311 we're tracking - it's slightly different because for that type of
312 training, we have different challenges, so we're asking questions
313 monthly, like, "Are you getting enough time to do the trainings?"
314 "Are you able to take the trainings uninterrupted," sort of quality-
315 control checks. And then also - and this is - this varies video to
316 video, but we sent one of our analysts to learn some new software
317 that's kind of specialized around online learning, and she's been
318 able to build in a lot of interactive functions in the videos. So,
319 it's not like you're just watching a video. For instance, with our -
320 we did a refresher on our traumatic emergency combat care, which
321 basically all our officers are trained actually pretty extensively
322 now for medical. We can apply tourniquets, they can pack wounds, use
323 some pretty advanced life saving when it comes to stopping blood
324 loss and other functions. And so, for that video, we kind of start
325 it with a real story, a news story, about an officer who was injured
326 and received emergency medical care, and then as it progresses
327 through the video, at different points, they have to identify the
328 tools they would use, like, "Is a tourniquet appropriate for this?
329 Would you wound pack for that? How do you apply what's called a
330 chest seal," which is if you have a sucking chest wound that could
331 collapse your lungs, and it's a medical - it's an application
332 similar to a Band-Aid that basically stops that kind of injury. So,
333 as they're going through this video, they're having to choose the

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334 appropriate piece of medical equipment to address the issue. And
335 it's not designed - it would never serve as, like, a training. You
336 know, we would provide them in-person training to learn the skills
337 the first time, but as a refresher, it's a really effective
338 refresher to make sure that they remember, you know, two years later
339 that they still remember these different techniques. And then we're
340 progressing like anything else. We're getting better, but now we've
341 kind of figured out how to link it so that when they get the wrong
342 answers, we can move the video back to the appropriate portion so
343 they can see the portion they missed again. And it's definitely very
344 much a learning experience but we're really happy with how it's
345 going because it's not just - you know, last year, when did move the
346 In-Service online, we had to do it kind of in an emergency fashion,
347 so it was really just video lectures. There was very little
348 interactivity in it, and now we've kind of advanced to the point
349 where we're really happy with the direction we're headed in terms of
350 both learning checks to make sure that they're - you know, that the
351 know that the knowledge is being passed along but then also sort of
352 practice applications inside the trainings.

353 **CAMPBELL:** Thank you. And the last question I had is how many people
354 are going to be in this Advanced Academy?

355 **STEWART:** Thirty-two pending everybody making it that far in
356 probation. We would anticipate losing perhaps one or two people
357 before the Academy just due to either people resigning, deciding
358 this is not the profession for them, or people being retained so
359 many times that basically they don't make probation. So, I would
360 estimate 30, but right now, hopefully, 32.

361 **CAMPBELL:** Thank you. Any other questions for - Sylvia?

362 **ZINGESER:** Yeah. I'm curious. I would like to know - I'd actually
363 like to see the training, the online training programs, if that
364 would be possible or at least part of them or at least know what is
365 - what's covered on the online so that we could see how that works.
366 Is that a possibility?

367 **STEWART:** Maybe we could talk about setting up one at one of the
368 future TACs where - how we've done it in the past is we'll video one
369 of our people taking the training, so I could probably have the
370 analyst who delivers the training come to a meeting. She could talk
371 about kind of how she does it and maybe show some of the trainings.
372 Some of them are kind of long. I don't know if we'd want to do,
373 like, a 30-minute training or anything in the meeting, but we could
374 kind of show you some clips from it to get a sense of what it is all
375 about.

376 **ZINGESER:** Yeah. I would like to see how that would work, and I'd
377 like to see how that's measured and, you know, see how well - you
378 know, also see what the officers on the street think about that, how
379 they see that. I'm sure a lot of them are going to like it because

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380 it means they don't have to come into the Training Division. They
381 can do it during a certain period of time.

382 **STEWART:** We do - we're checking continually, so we'll have an
383 evaluation written up like we do for all our things, so I can
384 provide that to you. But we've currently been checking and it's
385 mixed. Some people really like the face-to-face training,
386 particularly, I think, maybe older officers. And then what we've
387 seen is if we don't get the officers adequate time to do it, when
388 things get really busy and they feel like they're having to take
389 calls and then stop the videos halfway through, you know, it's
390 really incumbent upon us to be really strict in that they get the
391 time to do it or they don't - then they don't like it.

392 **ZINGESER:** Yeah. I understand that piece of it. I've worked under
393 that kind of pressure, so I would be kind of curious to see.

394 **CAMPBELL:** If I could make a suggestion. In the past, the TAC has
395 viewed some of the trainings before, usually scenario training, and
396 provided feedback, and that might be a good opportunity if we could
397 set it up where some TAC members could view and provide some
398 feedback of what they think about, less the content of the training
399 itself, but kind of the format of the online training and how that's
400 being done.

401 **ZINGESER:** Yeah. That'd be great.

402 **STEWART:** I'm sure we can do that, or maybe that is a task force
403 because it's a pretty big program for us. So, that could be a future
404 task force as well, but either way is fine.

405 **CAMPBELL:** Sounds good.

406 **ZINGESER:** Yep.

407 **CAMPBELL:** Do we have any other questions before moving on?

408 **BRUNKER:** A few people with their hands raised.

409 **CAMPBELL:** Oh, sorry. I can't always see your hands being raised, so
410 don't be afraid to speak up.

411 **BRUNKER:** Jim and Gary.

412 **CAMPBELL:** Thank you, Leslie. Jim and then Gary.

413 **MARSCHKE:** Yeah, this is - oh, Jim first. Sorry.

414 **KAHAN:** Gary, if you want to go first, go ahead.

415 **MARSCHKE:** Well, I - you know, I just basically had a comment and a
416 question. It sounds to me like all of this online content and all of
417 these interactive trainings are saving time, except of course, for
418 the development time, and money, except for the money it costs to
419 develop it, and it would seem to me like it's a very wise investment
420 on an ongoing basis to continue to not just use but enhance and
421 expand these online and virtual trainings. Is that part of the plan
422 and/or did I miss something when I was maybe sometime zoned out?

423 **STEWART:** No. It saved on several levels. Just the backfill over
424 time alone is about a quarter million dollars we've saved, and then
425 the - but even bigger than that, because of COVID, we had to double
426 up the number of sessions. The amount of overtime and cost it would

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427 have taken had we been having to run double sessions with classes
428 would have just been - I mean, money wouldn't have even been a
429 matter. We couldn't have done it structurally. We just don't have
430 the personnel even with overtime. So, it probably saved a quarter
431 million plus and actually really was what made us able to even do
432 kind of what we've accomplished this year. So, it has been a huge -
433 it's been a life saver for us and has allowed us to really do some
434 different things that - like the tech was - it was just about a 20
435 to 25-minute training, but it - I think it was really helpful in
436 terms of, at least for me, I know I'd forgotten a lot of this stuff
437 in the intervening period and felt like it was a really good
438 refresher.

439 **ABRAHAMSON:** If I could interject there too, just my thoughts, I
440 think, again, there's some trainings, a lot of our training too, is
441 it's - it might qualify as hard skills. It's tangible skills that
442 you really have to practice, scenario-based skills, and if we move
443 too much to an online platform now, we diminish the quality and
444 really, I think, being able to measure with our analyst teams even
445 now from this year, cause and effect, and that's tough. But I think,
446 again, there are some things that we need engagement in. If you're
447 talking about a wellness class or if you're talking again about
448 equity, is that something that you just put online so there's a
449 cognitive process, or do you need to go deeper than that, and what's
450 the consequences or the cause and effect if you don't? So, we're
451 having those discussions, and right now in the bureau, as I'm sure
452 everybody knows, with reduced staffing, the conversation and the
453 push is to, you know, cut where we can, and so I think that's a
454 balance too. We don't want to diminish the value of what we're
455 producing, so.

456 **CAMPBELL:** Thank you. And Jim, you had a question.

457 **KAHAN:** Yeah, I do. It's a wonk-ish question. Especially with In-
458 Service training, presumably you decide what to do because you see
459 some place where the PPB could improve. Are there any plans, for
460 example with the ABLE program that's coming on, that you will
461 specify data in advance that you will collect so that you can say
462 appropriate behavior both in terms of sins of omission going down
463 and sins of - and commission going down, has that improved before
464 and after officers received this ABLE training? It would be a very
465 strong statement if you had that sort of data to justify the -
466 providing that training.

467 **ZINGESER:** Yeah. I agree.

468 **STEWART:** The - for our In-Service and our regular programs we do
469 that with - and, again, I think the reports are online, but we have
470 the Needs Assessment in the In-Service evaluations which are fairly
471 thorough. When we have the resources, you know - and we could go
472 into the evaluation, but we use a Kirk Patrick model, so it's, like,
473 a four-level evaluation, and depending on the type of training,

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474 we'll do one of the four levels. But for, like, their ECIT training,
475 we've done some pretty elaborate analyses kind of getting at what
476 you're getting at, Jim. ABLE, I'm not sure about that. A lot of the
477 ABLE material is, I don't want to say - well, it's proprietary to
478 George Mason, so I don't know if using it under license is the right
479 word, maybe Todd could tell you that, but it's - there's things we
480 have to do through them and rules about how we - how we use the
481 (inaudible).

482 **KAHAN:** I understood - perhaps you didn't understand my question.
483 I'm talking about actual behaviors of PPB members. You have a
484 certain number of behaviors. You have a certain number of incidents
485 or accusations and certain kinds of things. You provide the
486 training. What has happened to those behaviors? What has happened to
487 those accusations? It has nothing to do with taking a test and did
488 you get the points right. It has everything to do with the behavior
489 after the training. That's really where I'm going on this.

490 **STEWART:** That would be, like, a level 3 or 4 evaluation, again,
491 using this Kirk Patrick evaluation model that is kind of our
492 internal model for evaluations, and I do not believe we are going to
493 do that for ABLE. We did it for our ECIT program, but I - and you
494 should - we should look at some of these long-term ECIT evaluations,
495 but we just don't have - we're not staffed to do that for - we're
496 staffed such that we could do it on a really limited basis, and I
497 don't believe we are going to do it for ABLE at least at this time,
498 but I do agree that would be fascinating.

499 **TACKETT:** And Jim, I won't -

500 **KAHAN:** I won't push it. It's not fascinating. It is really
501 essential.

502 **ZINGESER:** Yep.

503 **KAHAN:** If you really want to make a better organization, and the
504 only way you know whether or not you made a better organization is
505 if fewer of the bad things are happening and more of the good things
506 are happening, and this is a very powerful statement if you could
507 make it. You can bring that to City Hall and say, "Look, we had this
508 training. We did this. We are serving the community, and we're doing
509 that because we trained the right things, and they're adopting what
510 we do." It puts you in a very powerful position, and you should do
511 everything you can to be able to do that sort of thing.

512 **TACKETT:** And Jim, I will only add that the ABLE program at a
513 national level is working on sending out a survey, which I don't
514 know if quite gets what you're aiming at there, but a pre-survey and
515 then a post at a national level. So, I think maybe so ABLE can speak
516 to what you're getting at on a national level. But as Lieutenant
517 Stewart said, I'm not sure that the police bureau, just at our
518 level, has the capacity so far to be able to do that.

519 **KAHAN:** Attitudes are one thing, and behaviors are another, and I'm
520 really talking about behaviors. I want that very clear.

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521 **CAMPBELL:** We're running about 10 minutes behind right now. It
522 sounds like, if I can make a suggestion, this is an area that fits
523 into kind of the quality assurance loop -
524 **ZINGESER:** Yes. Absolutely.
525 **KAHAN:** (Inaudible).
526 **CAMPBELL:** That has been discussed before, and that seems like
527 something that we can - one of the things that we'll be doing at our
528 next meeting is examining where we want to put task forces, and this
529 seems like something that we could add to the list as far as things
530 to look into, kind of - if that's all right with everybody.
531 **ZINGESER:** Yeah. I agree with that.
532 **CAMPBELL:** Is that all right with you, Jim?
533 **KAHAN:** That would be all right with me, and I will refer back to
534 the conversation I had with Captain Abrahamson where I at one point
535 said something, and I said, "Well, that's not really the Training
536 Division," and he said, "If it's the right thing, say it, because
537 the Training Division can support it, and we might actually make
538 some progress." So, this is a - it's your fault, David, if you don't
539 like what I'm saying, but I think you'll like it.
540 **CAMPBELL:** All right. Is there anything else that we'd like to touch
541 on this before moving forward in the agenda? And bear in mind,
542 again, I can't always see you raise your hands, so don't be afraid
543 to speak up.
544 **ALL:** (None heard)
545 **CAMPBELL:** All right. Let's move forward to the next portion of the
546 meeting which is the introduction of the newly hired equity training
547 specialist, Lauren Rosenstein.
548 **ROSENSTEIN:** Hey, everyone. How are you? I'm Lauren Rosenstein. I'm
549 the new equity training specialist. I'm in my fifth week now. I can
550 give you a little bit of background about myself. I have been in the
551 field of non-traditional education, so not a formal classroom
552 teacher and not in a conventional sense, for about 18 years. I've
553 taught everything from preschool to adult learners to train the
554 trainers. My first career was in the National Park Service as a
555 national park ranger for a really small park right outside of
556 Quantico, Virginia called Prince William Forest Park, and that was
557 where I had my first experience interacting with community and
558 community engagement and that really non-traditional education-type
559 model. And from there, I traveled around a bit, bee-bopped my way
560 through a few different jobs and careers. I ended up starting my own
561 business that mostly met the needs of K-12th grade and also some
562 adult learners, mostly about outdoor education and sustainable green
563 education. And while I was doing that, I realized that the - one of
564 the huge points of outdoor education and sustainability education is
565 the social justice component. And so, I found myself being taken
566 away into a new direction and fell in love with the equity and
567 inclusion world. And so, I've spent the last probably 13-ish years

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568 starting to focus on that, and then the last - what year are we in?
569 We're in 2021 - the last 10 getting really serious about it and then
570 made it the focal point of my career in about 2013. So, I closed up
571 shop with my business. It was in the non-profit sector, and if any
572 of you are there, it's exhausting. It takes it out of you after a
573 little while. So, I come from a government family. Both of my
574 parents are state department, and public service has always been
575 something that I'm very drawn to. And so, I came to the city as the
576 Portland Police Bureau's Facilities Coordinator which was a really
577 interesting way to get to know the bureau. Everybody needs
578 facilities at some point. You know, the chief needs a lightbulb just
579 like the front desk clerks needs a lightbulb, right? There's no
580 class when it comes to facilities. So, it was a really cool way to
581 experience some of the things that were going on. And I joined the
582 equity committee as soon as I stepped into the bureau. And then this
583 summer during the protests, facilities and equity had a lot of
584 overlap. We noticed that there a lot going on with, for instance,
585 when the fencing went up. That was a facilities issue, and it was
586 blocking ADA compliance, so Equity and I got to work really closely
587 together to problem solve that amongst other things. So, when the
588 position came open, I was really excited. I also, when I first
589 joined PPB, went to a training, and I looked around, and I saw the
590 staff, and I said, "Someday I want to be here. This is a cool spot
591 with some pretty cool people, and I like the work we're doing in
592 here." So, that was a year and a half-ish ago, and now here I am,
593 and I'm trying to take in as much as possible. My goals right now
594 are just to listen and learn, understand the history, where we've
595 been, and then be able to project and move us into the future. And
596 if you have any questions, let me know. I'll pop my information into
597 the chat too, so you can grab it if you want it.

598 **CAMPBELL:** Does anybody have any questions? Marlene?

599 **AVILES-CABLE** So, what were the - so, what was the criteria in
600 looking for your position?

601 **ROSENSTEIN:** Are you asking me what I was looking for, or are you
602 asking the people who -

603 **AVILES-CABLE** The people when they hired you.

604 **MARION:** Great. I can answer that question.

605 **AVILES-CABLE** Great. Thank you.

606 **MARION:** A great transition into me speaking next. But we were
607 looking for somebody with training experience, somebody who had an
608 equity lens, someone we thought they could reach a diverse group of
609 individuals, and who feels comfortable as well bringing up some of
610 the topics that we were planning on bringing up. We were fortunate
611 enough to have Shawn Campbell on that hiring committee with us as
612 well. Sorry, I just - my screen just blinked out. But yeah, and then
613 we were looking for somebody who had, like - I just - we were
614 looking for all those things, but I was looking for someone who had,

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615 like, their own lens around this kind of work, and that seemed like
616 - I loved the way that she articulated that in her interview as
617 well, so. She's, like, "I have my own perspective and my own
618 approach to this." And then there was another component that she
619 acknowledged some things in her interview that I was impressed with
620 as well. So, we had a lot of good candidates to be honest with you,
621 but she came out at top. A lot of individuals with teaching or
622 training experience, and she was the one that scored the best.

623 **AVILES-CABLE** Thanks. And I'm wondering too, what's going to be the
624 primary goal of the position?

625 **MARION:** This position is similarly - well, one first - I'll get to
626 that later, but one of the main goals is tied to similar to what the
627 bureau had before. In fact, it sparked my interest when I was at a
628 training through the Training Division, and they mentioned one of
629 the - three of the positions that they had currently, and that was
630 the wellness, leadership, and procedural justice trainings. They
631 were talking about how they were going to be embedding those
632 concepts into all of the trainings. So, one of the primary goals is
633 for this person to be embedding equity concepts and scenarios into
634 all our current trainings in addition to developing new trainings,
635 which she has already been doing, currently. So, she's been working
636 on that, and she's on our training - our Equity Training Advisory
637 Council, so - and I'm not really sure if she's spoken to that, and
638 she can as well. Feel free to jump back in, Lauren, at any point. I
639 didn't mean to interrupt. But she's working on a series of trainings
640 that we started off calling the anti-racism training series, but
641 now we've just been calling it the Equity Training Series, and we're
642 going to be pumping out LMS trainings around equities. Right now,
643 we're just introducing concepts on a monthly basis. So, and - so, we
644 already did our introduction video. We did a prereq. to prepare - a
645 video to prepare members, a preparedness video, like, "Look, we're
646 about to be talking about some concepts that will make you feel very
647 uncomfortable, and we want you to be able to lean into that
648 discomfort. So, we went through a couple of suggestions around that,
649 and now we're introducing our racism videos. And we're going to do a
650 couple videos around race and racism, and then we're going to switch
651 to a different phase, and then we're going to come back to racism.
652 We're going to be centering race and weaving it throughout all the
653 trainings. And similarly to what Jim was mentioning before, we're
654 hoping that these trainings will lead to not just a change in
655 attitude but outcomes in the long run. Like, I want to be able to
656 see outcomes change. Like, how (inaudible) are coming in? Is that
657 decreasing. Any kind of disparities in our data? Can we see any
658 decreases in disparity at the time? So, that is our long-term
659 objective, but I do understand how training works, and a great deal
660 of the training that Lauren will be doing is around changing the

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661 culture, so - and culture is one of the hardest things to change,
662 so.

663 **ROSENSTEIN:** And I can speak a little bit also just to - I think the
664 approach that Marlon is talking about is that, you know, there's
665 been a lot, I think, in the past of checking boxes when it comes to
666 this work, and my goal is to approach it with the longevity. So, I'm
667 looking toward long term, fully sustainable, institutionalized,
668 right, like, all of those words in action and with the understanding
669 that I am going to need to go through and repair some things that
670 have happened in the past. So, full recognition of what I'm walking
671 into. And then always to call people in. My goal is never to put
672 blame on people, to call people out. I want to bring people into the
673 conversation so that people can participate in a real way and ask
674 honest questions and get honest answers. Gary, I see your hand is
675 up.

676 **MARSCHKE:** Yeah. I just had probably a recycled interview question
677 for Lauren, but, you know, if you were looking out five years from
678 now, what do you expect your legacy is going to be?

679 **ROSENSTEIN:** Oh, Gary, what a question? You know, my interview
680 questions, they gave me, like, 10 minutes to prepare, and you're
681 springing this one on me. Five years legacy. I think, you know,
682 right now, the pieces that I'm taking in are that we've done a lot
683 of - like I'm saying, we've done a lot of these checkbox programs,
684 right? My goal in five years is that equity in training, that
685 intersection, isn't a one-time thing. The legacy is that in five
686 years, we're a smooth operating machine where it's easy to have it
687 just embedded in the trainings. It's seamless. It's something that
688 people are going into scenarios, and they're running their regular
689 scenarios, and that procedural justice, that equity, it's just
690 there, and that's going to take a little bit of time, and I - you
691 know, I'm going to a lot of the scenarios now and seeing different
692 aspects of it, so I'm taking that in, and then I'll talk with
693 everyone else who is there and see if my ideas actually make sense.
694 And then hopefully, like Marlon was saying, the outcomes become more
695 positive and we're impacting and interacting with our community in a
696 positive and cohesive way. We've rebuilt trust. That would be a
697 really big part of it. I don't know, Gary. Does that answer your
698 question?

699 **MARSCHKE:** Excellent job.

700 **ROSENSTEIN:** Today, I keep my job.

701 **CAMPBELL:** Are there any other questions for Lauren? Let's see.
702 Gary, your hand is up. I actually figured out how to see that now.
703 I'll say, Lauren, one thing that we have hit on in the past in the
704 TAC, this is about a year or two ago - sorry, Kwame, do you have a
705 question?

706 **KINOBO:** Yeah. I have a question. Welcome to the team, and then I
707 appreciate what the commissioner gave us. So, my question is this

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708 position is kind of very sensitive in the community because what
709 happened if people of color say, "You don't get it. You don't get us
710 because you don't represent us." How are you going to handle that?

711 **ROSENSTEIN:** Yeah. That's a really good question. Just like I'm
712 saying that I'm listening internally, I'm also listening externally
713 to the bureau. I think that the community voices right now are, you
714 know, key to any sort of success. I've been chatting with Natasha
715 who, you know, works really closely with the community. I know that
716 Captain Abrahamson works really closely with the community. So, I'm
717 trying to find our internal partners who can connect me with those
718 external partners and to go and listen because I fully recognize
719 that I do not represent the whole community, and Portland is a
720 diverse place. So, my goal is to create an inclusive space so that
721 you and other communities feel welcome and can share those things
722 honestly.

723 **CAMPBELL:** Any other questions?

724 **ALL:** (None heard)

725 **CAMPBELL:** I would just like to say one of the things that we've
726 brought up before the TAC is the hope, especially with this
727 position, is that we, as you said, we see equity in many of these
728 things fully embedded in all types of training whether that's in the
729 debriefs at the scenario training even if that scenario training
730 isn't necessarily about that specific issue of equity. And even we'd
731 be interested in seeing if there's any way that we can integrate
732 some of these subjects as well into some of the hard-skill trainings
733 that are done, not necessarily to supplant them since these are
734 important skills but just where there's constant, little reminders
735 can be brought up about constantly thinking about these types of
736 things. I think that's important to us.

737 **ROSENSTEIN:** I agree. Here, here.

738 **CAMPBELL:** Well, thank you very much Lauren for joining us and
739 introducing yourself.

740 **ROSENSTEIN:** Thank you. I really appreciate having the time, and I'm
741 so happy to meet you all and hear more about, you know, what I can
742 do for you.

743 **ZINGESER:** Great. Thank you.

744 **CAMPBELL:** I see Lauren has put her email address down in the chat,
745 so if anybody would like to contact her, we have a contact point.
746 Moving forward - excuse me. I've got a little - excuse me. Moving
747 forward, the next part will be Marlon Marion, the manager of the
748 Equity and Inclusion Office, will be talking about some of early
749 work the bureau is doing on restorative justice. Restorative justice
750 is an alternative to the traditional criminal justice system for
751 people - with usually low-level offenders so that - because as you
752 consider a lot of the high level - getting into the criminal justice
753 system can have a major long-term effect on people's lives. So,
754 having an alternative is good both for the bureau as well as for the

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755 people that interact with the police. This was something that the
756 TAC mentioned in our five pillars of structural reform back in July,
757 and so I'm very excited to see the bureau moving forward on this.
758 It's still very early, but thank you very much to Marlon for coming
759 tonight to tell us about the work that's being done so far.

760 **MARION:** First of all, I want to say thank you to everyone for
761 having us here. It's not just going to be me discussing restorative
762 justice today. It's going to be my colleague, Brody Sargent - he
763 came back on there - and then Lieutenant Hank Hayes who is up in the
764 - well, he's up in the corner for me. He is actually the one who
765 brought this project to me and brought it to my attention. And ever
766 since he's brought it to me, I've been completely on board with it.
767 I'm really excited about the work. I was familiar with the concept
768 of restorative justice at a conceptual level, but I had never seen a
769 program that we're trying to model our program after like the one
770 that Lieutenant Hayes - which he'll be speaking about in more
771 detail. We're really passionate about the work. I do want to
772 reiterate that. We know that there's going to be a lot of questions
773 around our ability to pull off exactly what we're trying to pull
774 off, but we feel confident in our ability to do that, and we're so
775 passionate about it that we're certain that we're not going to let
776 it drop no matter what. So, we're going to continue to move this
777 work forward no matter the hurdles that we come across because we
778 really believe in the impact that it will have on our community and
779 as it (inaudible) experience this, and outcomes in the long run. I
780 also wanted to say we're really excited to have Lauren on the team,
781 and that wouldn't have been possible without you all's voting in for
782 that, and we really appreciate the training - the vision supporting
783 us in getting that position. And then I also want to thank the
784 chief's office for that as well because they also gave up a position
785 to make sure that we could have that position because everything
786 around budget. So, that being said, I have some talking points I
787 would love to talk about, but I would love for Lieutenant Hank Hayes
788 and Brody to introduce themselves real quick.

789 **HAYES:** Thank you, Marlon. Hello, everyone. My name is Hank Hayes.
790 I'm a lieutenant with Portland Police Bureau. I'm current assigned
791 to Central Precinct on afternoon shift. I spent a large part of my
792 career with Portland as a school resource officer at Franklin High
793 School and then as a supervisor in the Youth Services Division which
794 is where this opportunity presented itself to me, and I started
795 looking into it. And I'll speak more to that, but I want to give
796 Brody a chance to introduce himself.

797 **SARGENT:** Hello. I'm Brody Sargent. I am the program specialist -
798 so, I'm the third member of the Equity and Inclusion office. You've
799 already met the first two, and I've been working on - working with
800 Marlon on this project. And I've been the Equity Program Specialist
801 for about two years.

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802 **MARION:** All right. Thank you. I'm going to let Lieutenant Hayes
803 lead most of this conversation, but like Shawn Campbell said, this
804 Restorative Justice Program is basically an alternative response to
805 crime where there's a meeting organized between an offender and a
806 victim. We're modeling ours off of a program that was introduced to
807 me by Lieutenant Hayes from Longmont, Colorado. There's a couple
808 goals that we want to achieve by implementing this program, and that
809 is we want to achieve trust and legitimacy in the community, quality
810 of response to calls for service. We hope to have a dramatic
811 reduction in recidivism and long-term accountability. And then we
812 just want to have a better management of resources. We're hoping to
813 do this through a community restorative justice partnership or
814 program, and we hope to do it through follow up, resource referrals,
815 measurable accountability, intervention, community involvement, and
816 holistic healing. So, this is a program that will give us
817 opportunity to take a non-traditional approach by having a deferral
818 program where deferring individuals depending on the criteria, and
819 if they fall into a certain criteria based on the crime and if both
820 parties agree to it, we can refer them instead of going the
821 traditional route like we write a report, it goes to the DA's
822 office, and that trajectory. We'll work with these community
823 partners through these non-profits, and then they will help manage
824 with the community members and volunteers to organize this meeting
825 between the offender and defendant, and they develop a program. It's
826 usually nine months - well, it's nine months based on the model that
827 we're model ours after - and then they have a really high success
828 rate. I have more information about that, but I don't want to get
829 too much into the weeds. So, right now, it's - like we said, it's at
830 the conceptual level. We just got some good news last week that
831 we're getting funding to do some training around this. So, we have
832 enough funding for 12 individuals to get some training around how we
833 can develop this program. And then we've also been trying to get
834 some FTE, full time staffing, for this position as well. We're
835 running into some varies there, but me and Lieutenant Hayes have
836 talked about how much time we're going to have to carve out of our
837 time extra to get this ball rolling. So, we're really excited about
838 it. I'm going to go ahead and pass it to Lieutenant Hayes, and then
839 Lieutenant Hayes, let me know - and Brody - let us know when we can
840 jump in. I've got plenty of talking points over here.

841 **HAYES:** Okay. Thanks, Marlon. And you or Brody, feel free to hop in
842 at any time. I just want to give a little background about this
843 particular process. While I was a supervisor in the Youth Services
844 Division, Parkrose High School had a restorative justice dialogue
845 that they had brought in to help with some of the low-level offenses
846 that occurred between students or that happened on the campus, and I
847 got really interested in that because it was an alternative to
848 calling the SRO, having the SRO come in and write a police report,

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849 and a lot of the issues that the SRO was being asked to deal with or
850 manage actually was not germane to the SRO but to a different model.
851 And so, I met with the Restorative Justice Program managers for
852 Multnomah County's Juvenile Division, and they introduced me to a
853 couple of restorative justice programs, one of them being the
854 Community Justice Partnership in Longmont, Colorado. In June 2019, I
855 had a chance to meet with their executive director for about two and
856 a half hours, and I talked to her about their program, and as soon
857 as she started explaining their program, I thought, "This is exactly
858 what we need. This is where we need to go." And so, I started
859 looking into how would we be able to take what's happening in
860 Longmont and what's been going on there and translating that to
861 Portland? A little bit about their program, they started their
862 program in 1996, and it has been continually active since then, and
863 they just released their last 10 years of data that they've
864 compiled. And 80 percent of the people who enter their program, into
865 their contract it's called, 80 percent of the people complete the
866 program, and of that 80 percent who complete the program from the
867 responsible party side, 90 percent of those people have a recidivism
868 rate of less than 10 percent. So, the science behind it works. It's
869 very effective. The data is there. There's no question about it. And
870 the good thing about this is it provides not only a responsible
871 party centered approach to help change the underlying causal factors
872 of behavior. We know that a lot of times as police, when we get
873 called to a scene, we have the tool of arresting someone if they
874 have met the elements of a crime, if they've broken the law, we have
875 the opportunity to arrest someone. And a lot of times removing them
876 from the situation, it makes the situation better because they're
877 not there anymore to be part of the problem, right? But that arrest
878 doesn't do anything to address the underlying causal factors of that
879 person's behavior whereas being able to make a referral to the
880 community justice partnership, they actually sit down with the
881 harmed party or the victim, the police officer who made the
882 referral, two volunteers from the community, and then two members of
883 the Community Justice Partnership who are restorative justice
884 facilitators. They meet together, and they create a 90-day contract
885 for this person, and part of that is resource referrals that this
886 person may need based on whether or not there is a behavioral health
887 component to the behavior, based on whether or not there is some
888 type of an addiction or some other integral factor that's going on
889 there. And so, by doing that, they go through this 90-day contract,
890 and the underlying cause of behavior is addressed so that the
891 likelihood of this person continuing that type of behavior and
892 offending again is much, much lower. And over the course of time, it
893 changes that person's behavior. It gives them an opportunity to feel
894 like they are reconnected with the community. So, instead of being
895 seen as, "You committed a crime, and you're not longer welcome in

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896 the community," it's more of a, "Hey, you made a bad decision. You
897 are taking responsibility for that, and you want to fix that
898 decision that you've made, and then we want to bring you back into
899 the community so that you can be a part of us again." And so, it has
900 that focus, but it also has a victim-centered focus. The traditional
901 approach a lot of times, most of the time, completely leaves the
902 victim out of the conversation. And so, this process would actually
903 bring about some resource referrals and some other community
904 connections for the victim so that that person can be provided the
905 resources that they need to help them get through this process where
906 they've been victimized, they've been violated, they've been harmed
907 in some way. And so, the community component of this process helps
908 them through that as well and reintegrates them into the community
909 from the standpoint of, you know, we truly are a community, we help
910 each other through these things, and we try to make it whole. It's
911 kind of a holistic healing process. In Longmont's program, the
912 victims that they've surveyed, 100 percent of those victims are
913 satisfied from the outcomes of the contracts. So, it's not just
914 scientifically proven to help the responsible party and the
915 underlying cause of behavior there, but it's also proven to help the
916 victims feel like they're satisfied with the process and how the
917 accountability for this responsible person was managed by the
918 community as a whole. They provide contracts for both juvenile
919 offenders and for adults, so it's not just focused on - a lot of
920 restorative justice programs start out as juvenile based. This one
921 actually is across the board. It's everyone who - everyone who
922 commits one of the crimes that is the criteria for being a part of
923 that process, it's open to anyone. Their program was so successful
924 in the first year back in 1996 that the city council made the
925 decision to create a line item in the city's budget to provide
926 funding for that program, and that line item in the budget has been
927 there every year. That's one of the things they've never cut because
928 that program is so successful. Marlon and I and Brody and some of
929 our community partners have had lots of conceptual conversations
930 about what it would look like to bring that process to Portland.
931 Were very confident that we can make it work here. We're very
932 confidence that we have the community partners, we have restorative
933 justice practitioners from several different organizations
934 throughout the city that we would love to bring on board and be a
935 part of our team and the - one of the good things we really like
936 about creating this program, there are small segments of restorative
937 conversations of restorative justice that may be having in different
938 places, but we don't always hear about all of them. But if we have
939 one kind of clearing house through our community justice
940 partnership, then we're able to keep track of all of this great work
941 that's happening all over the city. We're able to use all of our
942 resources to help know matter where it might - which precinct it

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943 might be in, what part of the city it might be in. We'll have all of
944 those resources kind of under one roof. And then the other thing it
945 does for us is it helps us keep accurate data on how successful the
946 program is and whether or not there is something that we need to
947 tweak or we need to change to make the program more successful for
948 everyone who participates in it. That's kind of an overview. There's
949 a lot more that I can talk about, but that's kind of the nuts and
950 bolts. As Marlon said, we're in the conceptual phase, but we're
951 moving into the training piece of this for our steering committee,
952 and then once we've gone through the training, then we're going to
953 start sharing the information a lot more in depth with a lot of our
954 community partners and pushing out some more information on this.
955 **CAMPBELL:** Thank you. Are we ready to open it up to questions, or
956 would you like to add more, Marlon or Brody?
957 **MARION:** Brody, would you like to add anything?
958 **SARGENT:** I think Hank covered it pretty well, covered anything I
959 was about to say.
960 **MARION:** You know, I'm in agreement. The additional talking points
961 that I had, he hit, so thank you for that, Lieutenant Hayes. Kwame,
962 I do see a message in here that you had more questions, so if you'd
963 like to ask that, go ahead.
964 **CAMPBELL:** Gary, can you mute? I can hear you. Thank you. Kwame, did
965 you have a question?
966 **KINOBO:** (None heard).
967 **CAMPBELL:** Let's see. Let's move on. We'll get back if we can. Let's
968 start with Gary. Do you have a question?
969 **KINOBO:** (Inaudible) next time.
970 **CAMPBELL:** All right. Thank you, Kwame. Gary, do you have a
971 question?
972 **MARSCHKE:** Yeah. I was trying to mute myself, and I couldn't. You
973 know, when I move this phone around, it just - I touch it anywhere
974 and something happens. So, my question is the long-term commitment
975 to this restorative justice program. What is it? Where is it? How
976 does it stand?
977 **HAYES:** Well, that question is for me. I hope it becomes an integral
978 part of what we do, and it's not just a program but it becomes part
979 of our operational mantra so to speak that it's an opportunity for
980 officers to go to one of these calls for service where the crime
981 that has been committed meets the criteria. And once the officers
982 attend the training, they'll be able to tell is this something that
983 would benefit from a referral to our community justice partnership
984 or not, and they would be able to make that referral and that this
985 would be an ongoing part of what we do all the time.
986 **CAMPBELL:** All right. Let's do Jim, Marlene, and then Leslie.
987 **KAHAN:** I guess my question was is there any thought of including
988 the PSSS, PS3, PS cubed people to have a role in this?

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989 **MARION:** Lieutenant Hayes, I'm not sure if you've thought of that. I
990 hadn't thought about that. That sounds like a great idea, Jim;
991 however, one of the things that we are considering is having
992 restorative justice officers where we will have either one officer
993 at each precinct or - Lieutenant Hayes is the one who brought to my
994 attention, so if you want to elaborate on that, but I hadn't thought
995 about PS3s, but I do think that's a good idea to include them.
996 **HAYES:** Yeah. I think anybody that - anybody that we, within the
997 bureau, that we can include in this process, we absolutely should.
998 Initially - again, this is all conceptual at this point. We're
999 trying to figure out what's going to be the best approach
1000 operationally with our staffing being what it is now, and then we're
1001 asking people to do more and do something else now. So, we're going
1002 to continue working on that to see what's going to be the most
1003 effective and most efficient. Ideally, we would like to have one or
1004 two officers from each precinct be assigned as the liaison officers
1005 to (inaudible) justice partnership. And then those officers would
1006 help manage the caseload for that particular precinct. If that
1007 works, great. If it doesn't work, then we'll go back to the drawing
1008 board and see if that is something that our community partners might
1009 be able to help with as far as managing the contracts and keeping
1010 track of that. But I agree, we should include as many people as
1011 possible in the process.
1012 **CAMPBELL:** All right. We have Marlene and then Leslie and then
1013 Sarah.
1014 **AVILES-CABLE** So, my questions are so what type of crimes would
1015 qualify? And then you talked about juvenile offenders and adults, so
1016 is there no age limit on adults? And also - so, I have a number of
1017 questions. Is there a maximum of the number of times a crime has
1018 been committed - so, if you're a repeat - how does it work in a
1019 repeat offender or if it's your first or what happens if, you know,
1020 that kind of thing? And then - so, basically, how do you qualify for
1021 the program, and is there outreach for the offender's family,
1022 particularly if they're juvenile? Is that a lot of questions? Did
1023 you get them all?
1024 **HAYES:** It is, and I'm going to do my best. If I miss one, just
1025 remind me, and I'll be happy to grab that for you.
1026 **AVILES-CABLE** (Inaudible).
1027 **HAYES:** As far as the - as far as qualify per se, the list of crimes
1028 that we have initially looked at, they're lower-level crimes.
1029 Obviously, crimes that will not qualify are crimes that are - that
1030 by law require a mandatory arrest or would not allow us to refer to
1031 a restorative justice program. One of those would be, like, domestic
1032 violence crimes. Those require mandatory arrests. Restraining order
1033 violations require mandatory arrests. But the lower-level crimes:
1034 Theft, minor assault, harassment, criminal mischief, things like
1035 that, if we can make the referral to the restorative justice process

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1036 and we can address the underlying cause of why that person is
1037 committing that particular crime and help them get to a point where
1038 they don't feel like the need exists for them to continue that
1039 behavior, then that's a success as far as we see it. Because that's
1040 where your recidivism rate goes down, and that's where your change
1041 in behavior and your crime rate goes down. It's a byproduct of a
1042 change of behavior that the crime rate would go down. So, there's no
1043 qualifying to enter the program. It's really just - again, the
1044 officers will have to go through the training. When they get to the
1045 call, they'll look at it. Is this one of the crimes that meets the
1046 criteria for a referral to the program? And if so, then they'll make
1047 the referral, and if not, then they'll write the report, and they'll
1048 send it through the traditional method as they normally would. So,
1049 that's the qualification piece. As far as the adults and juvenile
1050 piece, the recipients of this or the beneficiaries of this are the
1051 folks who are involved in the process, right? Again, we talked about
1052 the victim-centered approach. We talked about the responsible-person
1053 centered approach to help change that cause of behavior, and it
1054 doesn't matter whether it's a juvenile or adult. If the situation
1055 exists where we can help the people involved, then we want to be
1056 able to do that. If it's juvenile involved, obviously, there are
1057 some juvenile laws that come into play, and including the family,
1058 including the parents, those are things that we want to do because
1059 obviously we want to broaden the support network for everyone who
1060 participates in this program so that they have someone to go to,
1061 they have more people in their corner, they have an accountability
1062 team, you know, whatever that looks like for them, to help them be
1063 successful. I mean, that's the goal for this is to help people
1064 succeed through the restorative justice process. The accountability
1065 pieces for the community is there. This person has committed a harm,
1066 the community is saying that's not okay, and something needs to be
1067 done. So, we go through the process, the resources are provided, the
1068 person's behavior hopefully changes. That's the whole purpose for
1069 doing this. And then they don't commit the offenses anymore. So,
1070 that's the success. They reintegrate into the community. And as far
1071 as age limit or age groups, we want this to be available to help
1072 anyone who might need it.

1073 **AVILES-CABLE** So, what about the number of times that a crime is
1074 committed then or - so, can you do the program several times or -

1075 **HAYES:** Well, ideally -

1076 **AVILES-CABLE** If the behavior continues?

1077 **HAYES:** Ideally, the - we look at it from this standpoint. The 90-
1078 contract is the beginning, right? And depending on how long someone
1079 has been involved in a particular type of behavior, 90 days may or
1080 may not be enough to help them make that behavior change and see
1081 that what they're doing is harmful in whatever way it's harmful, to
1082 be able to take responsibility for it, and then change their

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1083 behavior and become part of taking ownership in their own community
1084 again instead of doing things that are harmful to that community.
1085 Does that make sense? And so, that being the case, if the first time
1086 works, great, but if it doesn't, then maybe we make the referral
1087 again, especially if the person made progress. If the person
1088 successfully completed their 90-day contract the first time and then
1089 something came along and they made a mistake and kind of did the
1090 same thing again, then maybe we give them another chance. I think if
1091 people are making progress towards that behavior change, we give
1092 them the opportunity to continue that. But, again, that's one of the
1093 things that we're in the conceptual phase right now. We'll have to
1094 have conversations with the DA's office. We'll have to have
1095 conversations with other community partners, and that will really be
1096 a community decision. How many opportunities do we give someone in
1097 the referral side of things before it has to go the traditional
1098 route?

1099 **AVILES-CABLE** So, I obviously - you can tell this is an interest for
1100 me because I have been a victim of a crime, and I have - my
1101 neighbors have been victims of crimes, and a lot of times, it has
1102 been repeat offenders who have done this multiple times. And so, you
1103 know, as the community, we're tired, and we don't want to be scared
1104 anymore.

1105 **HAYES:** Right.

1106 **AVILES-CABLE** And there's a cost factor to it as well. It's not
1107 just, you know, I'm scared now, but also, it was really hard to pull
1108 forward to pay for the damage. So, you know, that's - I think it's a
1109 great thing, particularly for youth because I've worked with youth,
1110 and I think they're more, what's the word, malleable maybe, and -
1111 but I'm concerned about the repeat part of it for victims.

1112 **HAYES:** Sure. Well, you know, nobody wants victims to be
1113 revictimized again, especially by the same person, which is why -
1114 you know, we kind of look at that balance and the difference of what
1115 works versus what doesn't. You know, the traditional method, like I
1116 said, a lot of times is the only tool we really have is to make the
1117 arrest if a crime's been committed, and that doesn't provide
1118 resources to change the underlying behaviors, but the referral
1119 through the process might. And so, if we can take that process, give
1120 the person the opportunity to connect with whatever resources they
1121 need to help change that behavior, they take ownership of and
1122 responsibility for their actions and say, "Hey, you know what? I
1123 messed up. I did something that hurt somebody else. I want to take
1124 responsibility for that, and I want to take part in this process."
1125 And that's actually part of Longmont's model is a person can't be
1126 involved in the process, the responsible person can't be involved in
1127 the process, unless they're willing to admit that they are taking
1128 responsibility for the harm that they caused and that they want to
1129 fix it. And so, as part of their intake process, they make sure that

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1130 the person who committed the harm says, "You know what? You're
1131 right. I messed up. I did something that hurt somebody else. How do
1132 I make it right?" And so, then they bring them into the program.
1133 They have the conversation with the community group. They determine
1134 whatever the contract is going to be to help that person be
1135 successful, and then they see that contract through to the end. And
1136 if that person successfully completes it, according to their data,
1137 90 percent of the time, their recidivism rate is less than 10
1138 percent.

1139 **CAMPBELL:** We're running a little behind on time, so let's have
1140 Leslie's questions and then Sarah's, and then we'll move forward.
1141 Leslie?

1142 **BRUNKER:** Yeah. Actually, I don't have a question. Just a quick
1143 comment which is that I'm very familiar with restorative justice and
1144 am very excited to hear this. It - you know, it's really great. It's
1145 great because the healing can happen for the offender but also for
1146 the people who have been harmed. So - and I've worked with Gina
1147 Rhoning (s), in some community work, and she's a really great
1148 resources for restorative justice in Portland. I don't know if you
1149 know her but - or are working with her maybe. I don't know.

1150 **MARION:** Can you say the name one more time? I'm sorry, Leslie.

1151 **BRUNKER:** Gina Rhoning. She works a lot with the prisons and people
1152 coming in and out of prisons. Anyway.

1153 **KAHAN:** Could you put that name in the chat, Leslie?

1154 **BRUNKER:** Yeah. Yeah.

1155 **CAMPBELL:** Thank you, Leslie.

1156 **BRUNKER:** I'll look for her email if I can find it too.

1157 **CAMPBELL:** And Marlon, if you want to give Leslie your email too,
1158 she can send it to you. Sarah, your question? Thank you, Leslie.

1159 **SUNIGA:** Mine was also more of a comment - oh, wait. Let me - I'm
1160 also excited or glad to hear about these efforts towards restorative
1161 justice, and as a community member, hearing it, like, my go-to is
1162 wondering - this Colorado program sounds great. So, this is not at
1163 all a disrespect to the Colorado program. Just hearing it, part of
1164 me thinks, "Oh, is that because this is a best practice" or "What
1165 are the best practices?" "Is that what we're modeling off of if
1166 we're going to adopt something?" So, if it is a best practice, I
1167 would definitely lead with that message when you're talking about it
1168 and that sort of thing. And then kind of as Leslie was saying, I go
1169 towards what's the best practice, and do we have local experts? Is
1170 there a way to connect with that to show that you're acknowledging
1171 the community that you're in? And the person Leslie mentioned, that
1172 sounds great. I thought about Resolutions Northwest, things like
1173 that that y'all might already be tracking but also maybe packaging
1174 that too in the messaging that that partnership is happening would
1175 be great, I think.

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1176 **HAYES:** And you're absolutely right. And that is - like I said, this
1177 is in the conceptual phase right now, so our steering committee has
1178 really been trying to build the program based on the success that
1179 Colorado has seen. And in conversation with their team, they train
1180 people all over the country. As far as I've been able to tell, their
1181 program is the longest standing. They've been doing this since 1996.
1182 They've kept great data. Their data has remained unchanged over the
1183 years. The recidivism rates for those who successfully, you know,
1184 completed the program has, across the board over those years, stayed
1185 less than 10 percent, right around the 10 percent mark. So, is it
1186 best practice? I don't know, but from the research I've done and the
1187 information I've been able to find, it seems like they have the
1188 answer. And so, if that science is working for them, I would really
1189 like to see if we can replicate that here using our own community
1190 experts who have been involved in restorative justice here in the
1191 Portland area and bringing that all together.

1192 **CAMPBELL:** Well, I'd like to say thank you very much to Lieutenant
1193 Hayes, Marlon, Brody, and Lauren for joining us this evening and
1194 introducing this very important topic. It's something that the
1195 community has been interested in a long time, and it's very exciting
1196 to see it getting off the ground.

1197 **HAYES:** Can I add one quick thing?

1198 **CAMPBELL:** Of course.

1199 **HAYES:** Thank you. So, we - like I said, conceptual phase, we are
1200 very interested in any information that anyone has as far as other
1201 community partners that we can reach out to who have expertise in
1202 restorative justice, whether they're practitioners or whether
1203 they've just worked in that field for a long time and they have some
1204 experiences that would benefit us. Please send their information to
1205 me or to Marlon, and we would be happy to follow up with them and
1206 include whatever information we have as we build our program, and
1207 thank you.

1208 **MARION:** Yeah. I just want to also say thank you all for letting us
1209 be here today. We didn't get to those questions, but we are going to
1210 make sure that we're developing this program with an equity lens and
1211 in a way that it's not going to benefit one group more than the
1212 other, and we will definitely keep Shawn up to date after we get
1213 done with the training because we want people to keep us accountable
1214 to this and to make sure we don't drop it. I definitely want to make
1215 sure that this moves forward. So, thank you.

1216 **CAMPBELL:** Thank you. Apologies to the group. We are 20 minutes
1217 behind. We're going to try to play some catch up here, but the next
1218 item is the Use of Force, quarter four, 2020 update. We'll probably
1219 catch up a bit on time when we do the voting on some of the
1220 resolutions. Anyways, do we have someone from the Inspector
1221 General's Office here to present the quarter four Use of Force
1222 Report?

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1223 **LINDSEY:** Hello, everyone. My name is Chris Lindsey. I am a
1224 lieutenant with the Portland Police Bureau. I've recently been
1225 assigned to the Force Inspector position. I've only been there for a
1226 very short period of time, so please bear with me, but I will be
1227 presenting the (inaudible) my screen, and feel free pop in and ask
1228 any questions that you want in the middle of it, or if not, we can
1229 wait until the very end. So, stand by with me for one second. This
1230 is not working now. I apologize. There we are. All right. As I
1231 stated, my name is Chris Lindsey. I'm part of the Force Audit Team.
1232 You guys have, you know, been through this before. We have three
1233 analysts: Shannon Smith, Amanda Trig (sp), and Calista Gomez, and
1234 our supervisor is Mary Claire Buckley out of the (inaudible)
1235 Inspector General's Office. So, if you look here at the executive
1236 findings, the comparison between quarter two 2020 and quarter three
1237 2020, you'll see on the left here, we had 4,135 custodies, 7
1238 resulted in the use of force which is 169 subjects. We had 82,269
1239 calls for service, and we used force in 166 of those cases which is
1240 about 1.2 percent of the calls. In quarter three 2020, you see those
1241 numbers drop. We had 3,070 custodies and about 4.63 percent resulted
1242 in the use of force of 142 subjects. It's an increase of about half
1243 of a percent, 0.54 percent increase in the custodies, that resulted
1244 in force. We had 69,020 calls, and force used, again, in about 2
1245 point - excuse me, 0.2 percent of those calls which is about 139
1246 cases, and there was a 0.0 percent increase in the percentage of
1247 calls that resulted in force. Does anyone have any questions on that
1248 before I move onto the next slide? And can everybody see it? I
1249 apologize. Can people see this?

1250 **CAMPBELL:** Yes. I believe so.

1251 **LINDSEY:** Okay. I'm just going to continue then. As you see, the
1252 next slide is the applications of force for quarter three in 2020.
1253 Again, at the top, we have the low levels of force, the controls
1254 against resistant, which makes up the bulk of it or just the most.
1255 Resisted handcuffing came in at 22.7 percent. This less lethal -
1256 this number may - if you guys remember the last report, it may jump
1257 out at you saying 107 application. I have an explanation for that,
1258 and if you just bear with me, I will get to that over the next
1259 couple of slides. Takedowns: 74 applications, 11.8 percent. Aerosol
1260 restraint is also up a little bit, but these two right here, these
1261 are connected. Now, I will be able to explain those over the next
1262 couple of slides. Strikes and kicks: 23 applications, 3.7. The
1263 taser usage, CW, at 20, 14. Box in utilized 11 times. We had four
1264 canine bites, three pits, two hobbles, and one baton, and the non-
1265 strike is the like the baton used as, like, a push instead of an
1266 actual strike of the baton. And we used a firearm to the end the
1267 suffering of an animal. Does anybody have any questions on that
1268 before I continue?

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1269 **CAMPBELL:** Yeah. Just to check in real quick, is this quarter three
1270 or quarter four?
1271 **LINDSEY:** I was told - and forgive me. I'm new at this. I asked the
1272 same question, and I was told we were a quarter behind on the
1273 reporting. Is that not the case? Because I only have the reports for
1274 quarter three and a presentation for that. I know Mary Claire is on
1275 here. I asked her about that.
1276 **CAMPBELL:** I believe we got the quarter three report at our, was it
1277 the January meeting already? Does that sound right to the group?
1278 **LINDSEY:** Mary Claire? Are you on here?
1279 **STEWART:** That may be my fault. I may have given them the wrong
1280 quarter, and if I told Mary Claire that, I apologize. That probably
1281 came from me.
1282 **BUCKLEY:** Yeah. We usually are a quarter behind because we just
1283 finished our quarterly report in mid-February, so - but if you're
1284 telling me we already -
1285 **CAMPBELL:** Yeah. I distinctly remember doing quarter three. Would
1286 the group like to hear the rest of the presentation, or should we
1287 hold off until we can hear quarter four information, I guess, in the
1288 May meeting which I imagine we'll also be able to hear quarter one
1289 of 2021 by then.
1290 **KAHAN:** I vote to save time.
1291 **CAMPBELL:** Any other comments from the group on this.
1292 **ZINGESER:** Likewise. This is Sylvia.
1293 **BUCKLEY:** Sorry about that, Shawn, but you won't get quarter one -
1294 quarter one ends March 31st, and we wouldn't have the report out
1295 until May 15th.
1296 **CAMPBELL:** Okay.
1297 **BUCKLEY:** So, I think it's because the way you meet. So, that one
1298 wouldn't be available then, so sorry for the confusion. But you'll
1299 get quarter four the next time, and then we'll get quarter one
1300 thereafter.
1301 **CAMPBELL:** All right. Just to check, would anybody like to hear the
1302 remainder of this presentation, and apologize to, sorry, was it
1303 Lieutenant Lindsey - is that correct?
1304 **LINDSEY:** Yeah.
1305 **CAMPBELL:** I apologize to you. I know being the new guy, putting in
1306 here, and then having a little miscommunication kind of is not the
1307 funnest position to be in right now.
1308 **LINDSEY:** Hey, you know what, it happens. I just look forward to
1309 presenting it the next time, and we'll make sure to get it right.
1310 Thank you.
1311 **STEWART:** Yeah. And just to clarify, I'm sure I made that mistake,
1312 so I apologize both to Lieutenant Lindsey and to the group. I'd
1313 gotten confused about which quarter we were on.
1314 **CAMPBELL:** That's all right. If nobody has any objection, I'll
1315 suggest that we move on, and it kind of works out since we were

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1316 running behind anyways. All right. Well, apologies to that for
1317 everybody. We will have the quarter four report at our May meeting.
1318 All right. So, moving on. The next area is having votes on the
1319 various recommendations and resolutions. Let me just open up
1320 something here. All right. So, if you open up the agenda, you can
1321 see links to all of these. If any of the links do not work, please
1322 let me know, and we will get up the correct ones. I just put up the
1323 agenda link. These had been sent out to all TAC member about a week
1324 prior, so hopefully everyone had a chance to look over them. So,
1325 let's go ahead and get started. The first item to be voted on is the
1326 Education Task Force Requirement. This was discussed at our January
1327 meeting, and it was sent back by the TAC to the task force because
1328 they wanted some - a little bit put in about the difference between
1329 education and military training and any types of - basically, some
1330 wording on that that's affirming the current bureau policy around it
1331 but bringing up that there were some concerns. Is there any
1332 discussion that needs to be done on this recommendation before we
1333 vote on it?
1334 **ZINGESER:** I don't think so.
1335 **CAMPBELL:** And please, just go ahead and speak up if you do because
1336 I have so many different things opened up on screen right now that I
1337 can't see the raise the hand function.
1338 **ZINGESER:** I think it's okay, Shawn. I don't know if anybody else
1339 has any questions about it or not.
1340 **CAMPBELL:** Jim, it looks like you're trying to speak, but you're
1341 muted.
1342 **KAHAN:** I thank the task group for the work they did in response to
1343 our last meeting and move approval.
1344 **CAMPBELL:** All right. So, we have a motion to approve. Do we have a
1345 second?
1346 **MARSCHKE:** Second.
1347 **CAMPBELL:** Second from Gary. All right. We will proceed with the
1348 vote unless there is any further discussion.
1349 **ALL:** (None heard)
1350 **CAMPBELL:** All right. Going through the list, Sheri, your vote?
1351 **ANDERSON:** Aye.
1352 **CAMPBELL:** Leslie?
1353 **BRUNKER:** Yes.
1354 **CAMPBELL:** Jillian?
1355 **BURKE:** Yes.
1356 **CAMPBELL:** Marlene?
1357 **AVILES-CABLE:** Yes.
1358 **CAMPBELL:** Shawn is a yes. Karen?
1359 **DANIELS:** Yes.
1360 **CAMPBELL:** Jim?
1361 **KAHAN:** Yes.
1362 **CAMPBELL:** Kwame?

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1363 KINOBO: Yes.
1364 CAMPBELL: Gary?
1365 MARSCHKE: Yes.
1366 CAMPBELL: Chris?
1367 ROSSI: Yes.
1368 CAMPBELL: Sarah?
1369 SUNIGA: Yes.
1370 CAMPBELL: Sylvia?
1371 ZINGESER: Yes.
1372 CAMPBELL: Motion passes unanimously with 12 votes yes. That will be
1373 sent to the chief's office with an expectation of a response in 60
1374 days. The next is a resolution regarding the PS3 training
1375 recommendation. In the response sent by the chief's office, they had
1376 several questions that they asked about - basically, some clarifying
1377 questions. The resolution is answering those. Let's see. Sheri, can
1378 you - you were on that task force. Can you remember some of the
1379 questions that were asked off the top of your head?
1380 ANDERSON: Not succinctly.
1381 CAMPBELL: Let me pull it open here. One of the questions was if
1382 they were aware of any evidence-based training mechanism that has
1383 proven one's ability to multitask. We said while we are not sure of
1384 a specific one, we did suggest talking to other bureaus as well as
1385 talking to Portland Fire & Rescue and the Bureau of Emergency
1386 Communications, both of which do have some similar issues, and we do
1387 know that BOAC does do some initial testing on their recruits
1388 regarding their ability to multitask. Let's see. The other one was
1389 clarification regarding the TAC's assessment of any issues with the
1390 current PS3 dispatching protocol, and we basically answered that we
1391 were aware of - we were looking for preferably a hybrid model where
1392 both dispatchers flag relevant calls for PS3 response, but PS3s are
1393 also encouraged to take initiative by self-dispatching when
1394 available. Currently, PS3s self-dispatch by keeping an eye on what
1395 calls are coming in and picking out the ones that they know they can
1396 handle. Is there a motion to approve this resolution to move
1397 forward? Is that from you, Sheri?
1398 ANDERSON: Yes. It is coming from me. I just lost y'all. Yes. I move
1399 to - with the vote.
1400 CAMPBELL: Do we have a second?
1401 DANIELS: I'll second.
1402 ZINGESER: I second. That's okay. Go ahead.
1403 CAMPBELL: We got Karen seconded right ahead of Sylvia. That works
1404 for us there.
1405 ZINGESER: That's fine.
1406 CAMPBELL: Is there any discussion on it, on this motion?
1407 ALL: (None heard)
1408 CAMPBELL: All right. Seeing none, we will proceed with the vote.
1409 Let's go in reverse order this time just to be original. Sylvia?

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1410 **ZINGESER:** Yes.
1411 **CAMPBELL:** Sarah?
1412 **SUNIGA:** Yes.
1413 **CAMPBELL:** Chris?
1414 **ROSSI:** Yes.
1415 **CAMPBELL:** Gary?
1416 **MARSCHKE:** Yes.
1417 **CAMPBELL:** Kwame?
1418 **KINOBO:** Yes.
1419 **CAMPBELL:** Jim?
1420 **KAHAN:** Yes.
1421 **CAMPBELL:** Karen?
1422 **DANIELS:** Yes.
1423 **CAMPBELL:** Shawn, yes. Marlene?
1424 **AVILES-CABLE** Yes.
1425 **CAMPBELL:** Jillian?
1426 **BURKE:** Yes.
1427 **CAMPBELL:** Leslie?
1428 **BRUNKER:** Yes.
1429 **CAMPBELL:** Sheri?
1430 **ANDERSON:** Yes.
1431 **CAMPBELL:** The motion passes unanimously with 12 votes yes. All
1432 right. Moving on to the next item is a resolution concerning an
1433 LGBTQ plus directive currently being developed by the bureau.
1434 Portland Police Bureau is currently in the process of developing a
1435 directive about the treatment of LGBTQ plus. It is especially
1436 focused on how people who are trans are addressed by police
1437 including making sure that they use the correct and preferred
1438 genders as expressed by the people being interacted with. This is
1439 still in the development phase, so there's not a lot. This is mostly
1440 just the TAC stating we support the development of - we support this
1441 resolution, sorry, this directive. We want to see if be a part of
1442 the bureau's directives, and we are prepared to partner with the
1443 Alliance for Safer Communities, which is the advisory group for
1444 LGBTQ, in developing any training that might need to be done with
1445 this directive. Is there a motion to move forward on this
1446 resolution?
1447 **ZINGESER:** I move that we move on the LGBTQ directive.
1448 **CAMPBELL:** Do we have a second?
1449 **KAHAN:** Second.
1450 **CAMPBELL:** We have a second from Jim. All right. Any discussion on
1451 this resolution prior to voting? And again, please just speak up. I
1452 can't see the raised hands right now.
1453 **ALL:** (None heard)
1454 **CAMPBELL:** All right. Seeing none, we will proceed to vote. Sheri?
1455 **ANDERSON:** Yes.
1456 **CAMPBELL:** Leslie?

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1457 **BRUNKER:** Yes.
1458 **CAMPBELL:** Jillian?
1459 **BURKE:** Yes.
1460 **CAMPBELL:** Marlene?
1461 **AVILES-CABLE** Yes.
1462 **CAMPBELL:** Shawn, yes. Karen?
1463 **DANIELS:** Yes.
1464 **CAMPBELL:** Jim?
1465 **KAHAN:** Yes.
1466 **CAMPBELL:** Kwame?
1467 **KINOBO:** Yes.
1468 **CAMPBELL:** Gary?
1469 **MARSCHKE:** Yes.
1470 **CAMPBELL:** Chris? Chris?
1471 **ROSSI:** Yes.
1472 **CAMPBELL:** Sarah?
1473 **SUNIGA:** Yes.
1474 **CAMPBELL:** Sylvia?
1475 **ZINGESER:** Yes.
1476 **CAMPBELL:** The motion passes unanimously with 12 yes. All right. The
1477 final one is a letter of support for a letter issued by the Latino
1478 Advisory Council for the Portland Police Bureau asking the bureau to
1479 work more and focus on developing plain language in its directives
1480 and policies. This was brought up by the Latino Advisory Council
1481 based upon the high number of people in that community who have
1482 English as a second language, and it was also supported by other
1483 groups due to concerns over access to information based upon lacking
1484 certain skill sets such as being able to read legal ease. This is
1485 actually pretty well supported amongst the other community groups
1486 including the Muslim Advisory Group, the Slavic Advisory Group, and
1487 the African American Advisory Group, the Behavioral Health Unit
1488 Advisory Group, and the Alliance for Safer Communities, and this
1489 will be the TAC joining in. We have added a little bit here with the
1490 knowledge that some of the legal ease is required by the city
1491 attorney's office and asking if those are the cases that a summary
1492 will be provided as well as part of the policy so that anybody of
1493 any education level, skill with the English language, or background
1494 will have an understanding of what the policy is trying to say and
1495 what the requirements it has towards the officers. Do we have a
1496 motion to move this forward?
1497 **ANDERSON:** I so move.
1498 **CAMPBELL:** Do we have a second?
1499 **BRUNKER:** Second. This is Leslie.
1500 **CAMPBELL:** Thank you, Sheri, and thank you, Leslie. Do we have any
1501 discussion prior to voting on this motion? Yes, Jim?
1502 **KAHAN:** I'm all in favor of eschewing obfuscation. I'm a little bit
1503 concerned about the explanation of the legal create and the lawyers

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1504 arguing that this will create a liability because if you believe the
1505 layman explanation and it's not really what the legal words say,
1506 that could create a liability. All that of that being said, I am
1507 fully in support of it.

1508 **CAMPBELL:** Jim, I fully agree. Part of the idea for having both the
1509 summary and the legal ease comes from I worked for TriMet for a time
1510 where they actually had to develop something similar because of
1511 complaints they got concerning their policies, and one of the things
1512 they made sure to do was the summaries had to be okayed by the
1513 lawyers, by their attorneys prior to - which created a bit of a
1514 confusing thing since obviously they wanted more legal ease in
1515 there, but it's - it's at least suggesting a way forward because
1516 that is something that, from conversations that already had come
1517 forward, that that's something that's kind of going to be used as a
1518 reason not to move in this direction if that makes any sense. Yes,
1519 Jim?

1520 **KAHAN:** It makes perfect sense, but I don't want to put that in our
1521 document.

1522 **CAMPBELL:** Fair enough. Is there any other discussion on this item?

1523 **ALL:** (None heard).

1524 **CAMPBELL:** All right. Moving the vote. Let's go in reverse order.
1525 Sylvia?

1526 **ZINGESER:** Yes.

1527 **CAMPBELL:** Sarah?

1528 **SUNIGA:** Yes.

1529 **CAMPBELL:** Chris?

1530 **ROSSI:** Yes.

1531 **CAMPBELL:** Gary?

1532 **MARSCHKE:** Yes.

1533 **CAMPBELL:** Kwame?

1534 **KINOBO:** Yes.

1535 **CAMPBELL:** Jim?

1536 **KAHAN:** Yes.

1537 **CAMPBELL:** Karen?

1538 **DANIELS:** Yes.

1539 **CAMPBELL:** Shawn, yes. Marlene?

1540 **AVILES-CABLE:** Yes.

1541 **CAMPBELL:** Jillian?

1542 **BURKE:** Yes.

1543 **CAMPBELL:** Leslie?

1544 **BRUNKER:** Yes.

1545 **CAMPBELL:** And Sheri?

1546 **ANDERSON:** Yes.

1547 **CAMPBELL:** The motion passes unanimously with 12 yes. Thank you very
1548 much. All of these - I hit the wrong button there. All of these
1549 items will be sent to the chief's office for response as we have
1550 followed protocols previously set up. All right. So, that concludes

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1551 the main portions of this meeting. Prior to moving to public
1552 comment, I just want to add the plan right is for - to have our new
1553 members seated in May. Everything is on track for that to happen. I
1554 don't see any reason that's not going to happen. The new members
1555 will be chosen this Monday by the steering committee as well as one
1556 representative from the PPB so that everyone feels like they have
1557 input. Kind of the plan for the May meeting is we are going to start
1558 examining a) onboarding the new members so the introductions can be
1559 done. We will be doing some training and onboarding prior to the
1560 meeting taking place for the new members, of course, but the main
1561 focus of the May meeting will be what areas do we want to focus on
1562 over this next 12-month period. Where do we want to start task
1563 forces? What do we want to do? And what I'd really like to do is
1564 focus back in on the core mission of the TAC. Over this past year,
1565 we've gotten into a lot of different areas, and I feel we should
1566 really focus back in on the training aspect. But we will leave that
1567 up to discussion. I know we already had two things come up tonight
1568 considering online training as well as the quality assurance loop.
1569 If you have any other ideas, please send them in. Feel free to
1570 share. The sooner we know about them, the sooner we can kind of
1571 develop some ideas and hopefully hit the ground running in May. Is
1572 there any questions or concerns or comments about this way of moving
1573 forward? Oh, and I can actually turn back on that thing so I can see
1574 your hands raised.

1575 **DANIELS:** Are we eventually going to meet in person again or what?

1576 **CAMPBELL:** Yes. One of the sessions will have to have some time. One
1577 of the things is we kind of have to follow the city's lead on this
1578 as far as the safety of meeting in person, but I know many people
1579 would like to meet in person again. I think as part of that, we will
1580 probably have to have a discussion about where the meetings are
1581 located as well as whether or not we'll have options to some people
1582 to not meet in person if it makes them more comfortable. But yes,
1583 ultimately, the goal is for people to have the option to meet in
1584 person again because I don't - I'm sure like everybody else,
1585 including me, Zoom fatigue is a thing. Any other comments or
1586 questions prior to moving to public comment?

1587 **ANDERSON:** Shawn, I do have a question, I think, of Greg. Would
1588 there be an idea of when we might be able to do ride alongs again?

1589 **STEWART:** I don't have an idea of that other than to say our - so,
1590 we have, like, an incident management team sort of that monitors the
1591 COVID situation, and they generally follow the state rules, you
1592 know, which sort of come down to the Feds. So, until at, like, a
1593 state or federal level they lessen the rules around social
1594 distancing, I don't think that's going to happen in the near future,
1595 and I apologize. I'd love to make it happen, and we were just
1596 talking about how much we need to run a community academy too
1597 because there's a lot of members who need that as well, not just

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1598 from the TAC, but city wide, but I think both of those things are
1599 just going to have to wait until we can do it in a way that's
1600 consistent with both state and federal guidelines for safety.

1601 **ANDERSON:** Thank you.

1602 **CAMPBELL:** It's hard to believe it's been a year, but I think things
1603 are starting to show signs that we're going to be not the same as it
1604 used to be but at least more normal. Any other - Yes, Leslie?

1605 **BRUNKER:** This is Leslie. So, I am one of the people leaving after
1606 this meeting, and I really wanted to say - I want to thank Greg
1607 Stewart so much for all of your help and work with us, and that's
1608 been really fantastic, and Shawn, for your leadership. So, anyway, I
1609 thought, you know, I should say something before leaving. And I
1610 don't know if there are other people who are leaving who want to say
1611 goodbye. Now, I think would be the time.

1612 **STEWART:** I want to say thank you. I would like to thank you for
1613 your help and all the work you've put in as well. I think that for -
1614 you know, until you've done this and sort of participated, I don't
1615 think people realize how much work it is. So, first thank you for
1616 your kind words, but also thank you for your work on the TAC.

1617 **CAMPBELL:** I'd as well like to thank Leslie. I was looking through
1618 the list here. I'm not sure if anyone else is having to leave
1619 because - for various reasons - is on tonight, but we all have busy
1620 lives, and this isn't one of those things where we get paid or have
1621 any kind of benefit from it other than the feeling that we serve our
1622 community and help, and it's greatly appreciated the time that
1623 people do spend. And thank you very much, Leslie, for the work you
1624 did do with the group. (Inaudible) -

1625 **ZINGESER:** Yeah. I want to thank - I'm sorry.

1626 **CAMPBELL:** Let me finish real quick, Sylvia, and then I'll let you
1627 speak.

1628 **ZINGESER:** All right. Sorry.

1629 **CAMPBELL:** So, thank you very much, Leslie, for the time you spent
1630 with us, and we hope that you stay in contact. And also, if you meet
1631 anybody who ever wants to serve in this to send them our way as
1632 well, or if you ever have the opportunity again, we'd be happy to
1633 have you again. Sylvia?

1634 **ZINGESER:** I'm sorry about that Shawn.

1635 **CAMPBELL:** No worries.

1636 **ZINGESER:** I just wanted to also say thank you to Leslie for working
1637 with us and that I appreciate all of her input.

1638 **BRUNKER:** Thank you, Sylvia.

1639 **ZINGESER:** You're welcome.

1640 **CAMPBELL:** Would anybody else like to say anything or raise any
1641 other issues before we move to public comment?

1642 **ALL:** (None heard)

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1643 **CAMPBELL:** All right. Public comment. If you'd like to make public
1644 comment, please put your name in the chat. I see Portland Cop Watch.
1645 Dan? Let's hear from you.

1646 **HANDELMAN:** I want to make sure other people -

1647 **CAMPBELL:** Let's go ahead and do up to three minutes, Dan, and then
1648 if no one else wants to, you can have the rest of the time.

1649 **HANDELMAN:** Okay. Well, I don't think I need that long, but this is
1650 Dan Handelman. I use he/him pronouns. At the beginning of the
1651 meeting, for the first time - and how long has this - this group's
1652 been around for nine years now almost, I just noticed that the
1653 police bureau's mission statement says, "To work with all citizens,"
1654 instead of all community members, and considering all the equity
1655 talk tonight, it just kind of jumped out at me. It shouldn't be only
1656 relegated to citizens. You know, I'm reluctant to say this, but I
1657 think Lieutenant Stewart might be right, but I know the quarter
1658 three data were presented at a meeting that I was at and that Shawn
1659 Campbell was at. It might have been the PCCEP meeting, but I know
1660 they described 107 uses of less lethals were all - almost all at the
1661 same one incident where they used less lethal against one suspect
1662 over and over again. So, you might want to check your records, in
1663 which case, you'll probably have to do two quarters in a row next
1664 time. I'm sorry, but it was promised to be quarter four on the
1665 agenda. Also, I just notice that the inspector who presented
1666 tonight, that's your fourth force inspector in one year, although
1667 Lieutenant Simon never came and presented to you that I know of.
1668 That's a lot of turnover for such a very important position, and
1669 that makes me nervous. I don't know if there's a way to stabilize
1670 that so it's the same person for a long period of time. I was the
1671 one who actually first raised the issue about military service at
1672 your last meeting, and so, unfortunately, again you voted on your
1673 recommendation before I had a chance to have public input, but I
1674 would like to see just a sentence in the first paragraph that raises
1675 the issue of military service saying, "See point later on for more
1676 information about military service," so that people know that there
1677 is something else to read about it in case they don't make it to the
1678 end. Today, at city council, there was a settlement of the Quanice
1679 Hayes shooting where a young, 17-year-old African American man was
1680 on his knees and was shot to death by a Portland police officer. It
1681 was a very sobering moment. The family members and the attorney for
1682 the family spoke at the city council's invitation. Almost all of the
1683 city council members offered apologies to the family, and I think
1684 it's just something I hope that if you have a chance to watch that
1685 back that you all take the time to do that. I liked the idea of
1686 restorative justice, but it makes me a little nervous that the
1687 police themselves are doing it. I like, you know, the suggestion of
1688 getting the PSSS specialist to do that instead of armed police
1689 officers is a much better idea, and then it won't feel so coarse, I

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1690 think. And I was appreciative that the chair described the process
1691 behind the document that went out saying that the TAC believes this
1692 and that and the other thing based on previous documents because I
1693 thought that had only been written by the chair in between meetings,
1694 but the fact that everybody was involved in that - even though I
1695 don't necessarily agree with what everybody said that you believe
1696 in, I'm glad that the process was a group process. And that's -
1697 those are my comments for today. Thank you very much.
1698 **CAMPBELL:** Thank you, Dan. Always appreciated. Anybody else from the
1699 public - would - is anybody else from the public wanting to speak
1700 before we close?
1701 **PUBLIC:** (None heard)
1702 **CAMPBELL:** All right. Seeing none. Do we have a motion to close?
1703 **KAHAN:** So moved.
1704 **CAMPBELL:** Do we have a second?
1705 **BRUNKER:** Second.
1706 **CAMPBELL:** We'll give it to Leslie since it's her last meeting. Do
1707 we have anybody opposed to closing this meeting of the Training
1708 Advisory Council?
1709 **ALL:** (None heard)
1710 **CAMPBELL:** Seeing none, we will close. Thank you very much,
1711 everybody. Have a wonderful night, and we will see you in May.
1712 **ZINGESER:** Thank you.
1713
1714 TAC 3-10-2021.doc
1715 Transcribed 03/23/21 @ 10:36 p.m. Elice Turnbull (0316et01)