INTERVIEW OF INDEPENDENT MONITOR FINALISTS
CHICAGO POLICE DEPARTMENT
CONSENT DECREED

INTRODUCTION

NOVEMBER 2, 2018
11:57 A.M.

CITY HALL
121 NORTH CLARK STREET
ROOM 501A
CHICAGO, ILLINOIS 60602

ENGAGED STAKEHOLDER COMMITTEE:
PASTOR ROBERT BIEKMAN,
SERGEANT CHRISTOPHER PETTIS,
SERGEANT JAMES CALVINO,
MS. MARIA HERNANDEZ,
MS. KATYA NUQUES,
MS. JEANETTE SAMUELS,
MR. ERIC WILKINS.

THE POLICE FOUNDATION:
MR. RICK BRAZIEL,
MR. BRIAN MAXEY,
MS. BLAKE NORTON,
MS. GANESHA MARTIN.

ATTORNEY GENERAL’S OFFICE:
MS. LISA SCRUGGS,
MS. SHAREES REYOR,
MR. JONATHAN SMITH,
MS. LEIGH RICHIE,
MR. GARY CAPLAN,
MS. CARA HENDRICKSON.

CITY OF CHICAGO/CHICAGO POLICE DEPARTMENT:
CHIEF BARBARA WEST,
MS. CHARISE VALENTA,
MS. RACHEL SCHALLER,
MS. CHRISTINA ANDERSON,
MR. WALTER KATZ,
CHIEF SEAN JOYCE,
MR. MICHAEL BROMWICH.

REPORTED BY: VICTORIA C. CHRISTIANSEN, RPR, CRR,
Illinois C.S.R. No. 84-3152.

MS. SCRUGGS: Just a reminder on the time,
what we’re going to try to do is -- we’re keeping
time, and so we’ll try to jump up and kind of alert
you when you’re 15 minutes -- a half hour, 15
minutes and 5 for your presentation and then also
for the question and answer.

So starting to my left, the Engaged
Stakeholder Committee, you guys have probably
already -- you know their names and have read about
them, but I think they’re going to give brief
introductions and we’ll get started.

PASTOR BIEKMAN: My name is Robert Biekman. I
serve as senior pastor of Maple Park United
Methodist Church, which is in the West Pullman
community here in Chicago, and I’m also with
Community Renewal Society.

MR. WILKINS: Eric Wilkins. I’m the founder
of Broken Wings, and I also work with Communities
United.

MS. NUQUES: Katya Nuques. I’m the executive
director of Enlace Chicago, a community-based
organization in Little Village.

SERGEANT PETTIS: Sergeant Christopher Pettis. I
serve as the vice president for the Chicago
Police Sergeants Association.

SERGEANT CALVINO: Sergeant Jim Calvino. I
serve as the vice president for the Chicago
Police Sergeants Association.

MS. SAMUELS: Jeanette Samuels.

MR. BRAZIEL: Are we okay to start, or do you
want to wait for --

MS. SCRUGGS: You know what? So we are trying
to make sure that the computer --

MR. BRAZIEL: What we’d like to offer to you
is -- this is a very limited amount of time that we
have, and we want to address your concerns and
questions. We can forego the presentation, if
you’d like, and kind of do a quick summary of what
we do and who we are, much like we did yesterday,
and then go into questions and answers, if you’d
prefer.

We want to make sure we get to all of
the things that you want to ask us and find out
what you want to know versus us telling you things
that you may not care about.

MS. NUQUES: So we were assuming that we would
get some of our answers during the presentation,
but, you know, if you want to summarize it, that’s

POLICE SERGEANTS ASSOCIATION.

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good.

MR. BRAZIEL: It's your call.

SERGEANT PETTIS: Why don't you take ten minutes and do your presentation.

MR. BRAZIEL: Okay.

SERGEANT PETTIS: How long is it, I should say?

MR. BRAZIEL: We'll breeze through it. We'll make it ten minutes.

(WHEREUPON, discussion was had off the record.)

MR. BRAZIEL: How about -- so we don't get bogged down with the tech stuff, how about we just start, okay? And then if there's something we're missing, we can get you the information.

That's okay with you?

MS. NORTON: So good morning. Thank you for having us here. I'm Blake Norton. I'm the senior vice president from the National Police Foundation in Washington D.C.

I'll talk first about the National Police Foundation and then I'll talk secondly about kind of who I am and what I do and what brings me to this work.

For those of you who are not familiar with the National Police Foundation, we are the oldest national non-profit focused on policing and community enrichment. We were founded by the Ford Foundation in 1970 as a result of the civil unrest in the '60s and '70s. The initial mandate for us was to be a grant-making organization to police departments to do research and technical assistance to improve the policing outcomes.

It was clear in the 1970s that the police departments were not ready to accept these funds and their own research, so through the Ford Foundation, we changed our mission to do research and training and technical assistance. So the foundation has been doing this work for about 50 years.

The work that we do is very unique because we bring science and practitioners and policy analysis together. What also makes us unique is that we are a non-membership organization, so we have the latitude to do work that our partners, who are also members -- who are membership organizations, are not able to do.

So we get to take on hard conversations because we don't have a membership to respond to. We are a neutral convener around policing using data and evidence and technology to advance that mission.

Our work also focuses a fair amount on community engagement, so our work around critical incident, police reform, collaborative reform. We engage communities and policing to co-produce public safety as opposed to creating just public safety strategies.

I'm going to segue into who I am, and then we'll go through here. As I said earlier, I'm Blake Norton. I've been a senior vice president of the National Police Foundation for about five years. Where I lead are police reform work and our critical incident reviews.

Prior to that I was at the Council of State Government's Justice Center where I led the national law enforcement work, and the bulk of my portfolio was focused on crisis intervention training and specialized response to persons with mental illness. So I led that training and technical assistance for almost seven years while I was at the Council of State Government's Justice Center.

Center.

Prior that I spent upwards of 20 years with the Boston Police Department. Actually, it was 19 years and 6 months and 24 days. I did community affairs programming, community engagement. The work that I did was predominantly around juvenile diversion work. I worked on crime and violence reduction working with our clergy and doing gang, theft and drugs work, and so that's what brings me to the work that we do here.

I'm very passionate about police reform and improving police/community relations.

MR. MAXEY: Good morning. My name is Brian Maxey, and I'm the former chief operating officer of the Seattle Police Department, which was under a federal consent decree.

During that process, I started with the City Attorney's Office when the consent decree was brought by the United States Department of Justice.

I was the lead attorney on that during the investigation and then moving into the settlement agreement consent decree.

I then moved into the Seattle Police Department where I was general counsel there and
then the chief operating officer, and my mission
when I hit the Seattle Police Department was to
build the internal capacity, meet with the
community and drive the -- not only drive the
mandated reforms but put in practices and policies
and training and technology that would exceed the
terms of the consent decree and build a true
learning organization.

As the chief operating officer, I was on
the firearms review board, the force review board,
training and force investigations, the 911 center,
budget, finance, public affairs, a wide range of
things, but my primary assignment was to move the
consent decree forward.

We did achieve full and effective
compliance with the federal consent decree. We
were the first jurisdiction of the Obama era of
consent decrees to do so, and we are right now in
the two-year sustainment period, and so far we are
maintaining sustainment.

One of the outcomes that we saw there
were really remarkable, especially around crisis
intervention. We have over 10,000 contacts
annually of people that are in verifiable crisis
situations, and what we’re seeing is that in 1.9
percent of those cases any level of force is used,
probably .4 percent of the time there’s a medium
level of force, in 2018 there were only 5 cases
that had a high level of force, and then we’ve had
no officer-involved shootings in 2018 thus far. I
hope that holds.

So there are remarkable outcomes that
have come through this process, and I think what I
bring to this team is the perspective from within a
department on how to build capacity, how to deal
with internal dissent within the department, how to
carry the message so that the department itself,
which ultimately in collaboration with community
needs to own this process, believe in it,
internalize it and become a learning organization.

So that’s what I hope to bring to
Chicago, as well.

Steve: Good morning. I’m Rick Braziel.
Brian and I are co-monitors on this project, and
you’ll see our backgrounds are uniquely different.
We approach things differently, which is why we
chose a co-monitor process versus one individual.

33 years with the Sacramento Police

Department, the last 5 as chief. A little bit of
about Sacramento. It’s the capital of California.
The Civil Rights Project in Harvard back in 2002
looked to identify the most diverse city in the
country, and that is Sacramento, California.
Our demographics are fairly similar to
Chicago, although our Hispanic population is
significantly greater. We police at a very similar
environment. It’s just size, comparing Sacramento
to Chicago.

Following my departure from the police
department -- I retired after 5 years as chief
after 33 years there -- I became an executive
fellow at the Police Foundation. Back then there
was five of us, and the goal of the foundation of
bringing in executive fellows was to basically take
practitioners who honestly believe in progressive
law enforcement and then create a cadre of folks
who are willing to reach out and help change
organizations.

When executive fellow membership ranks
have grown, that becomes an asset to us in this
process because we’re able to quickly reach out
cross the country, look for best practices, review
policies and procedures, and that work’s all pro
bono. We have frequent conference calls where we
actually network and say, “This is what we’re
doing,” all way through from critical incidents
that are public, that are out there in the media,
all the way to, “Hey, we’re thinking about
implementing a new IT system. Who’s got IT systems
out there? You know, give us some feedback on
potential vendors.” We have the ability to do
that.

We started doing critical incident
reviews with the hopes of -- and the president of
the Police Foundation said that, you know, the law
enforcement community does not do a good job of
critically assessing itself, assessing what we do
and taking a good look in the mirror and saying how
do we improve, so we started doing those across the
country.

When we did that, that got the attention
of DOJ, thus immediately following the
shooting death of Michael Brown in Ferguson,
Missouri, the DOJ of the Obama administration and
Eric Holder, the Attorney General -- four teams
went into Ferguson, Missouri. The Police
Foundation was one of them. I was on that team. There was another group out of Florida. I was on that team, as well.

So four teams were dispatched to Ferguson, Missouri from the White House, from Main Justice, and I was on two of those teams. I spent a lot of time in Ferguson, Missouri looking at the issues and how do we improve policing. The Police Foundation has done a lot of that.

So kind of a little bit of background, we have a consent decree here. The COPS office, when consent decrees were coming under the Obama administration said, "Listen, we should actually help agencies before they get to this point, help cities before they have to get to the consent decree process," so what they started was what's called Collaborative Reform.

So there's different jurisdictions across the country that went to Collaborative Reform, very similar to this process, but instead of a federal judge, the team that goes in and does the reviews is reporting to Main Justice basically, back to Main Justice.

So the Police Foundation did that in several jurisdictions. North Charleston, St. Louis County, which I am intimately aware of, I was involved as the field coordinator in that. We did the same things that are being done here. We look at use of force, we look at traffic stop data, training, recruitment, hiring, promotions. All the things that are in your consent decree we did, only we had to do that with collaboration.

So we approach all of our work by collaboration. We start with the community to find out what the expectations are, we work internally with the line officers doing the work to get their input, which we've already done as part of this process, we've done that work, and try to align the expectations of the community with the goals and expectations of the police department and the City.

Too many monitors across the country go in with it's an adversarial relationship, and what we try to do is we're coming with more of a collaborative relationship, because our goal is to make -- not just do the reforms and check the boxes, but actually transform the organization.

And the way to transform it is to get people to understand and appreciate why we're going in this direction, not because they have to do it but because they want to do it, and we've been very successful in doing that.

I have an additional role, and I believe it's one of the questions. For the last three years, I've been the civilian oversight for the Sacramento County Sheriff's Department. It's the eighth largest sheriff's department in the country.

I am a contractor. I have a staff of zero, I'm it, I'm the individual, and if you have an opportunity to go, there's a website. It shows all the research, all the work I've done to improve transparency and allow people to make complaints, looking at all their uses of force and officer-involved shootings.

That contract expires at the end of this month. It will not be renewed. The sheriff was -- how do I phrase it? Okay. I'll just say it the way it is.

I did a shooting review where the sheriff's employees and the sheriff's policies were not keeping in best practices with contemporary policing. I was critical of the organization in a fatal shooting. The sheriff did not like that, so he locked me out of the building, so I no longer have access, which means as a contractor, if you can't go in the building to do your work, you're out of work. My contract expires in November, which frees me a hundred percent of my time to be here in Chicago.

So I know that was one of the questions. How much is my time? I'm available a hundred percent to be here in the process. So that was one of the questions.

We hope that through questions and answers that we -- we have a unique perspective, we bring something unique to you, and that is we are non-profit. We are here because we are passionate about change and making policing better and actually listening to our community, the customers of the service that's provided and merging those together.

It's been The Police Foundation's mission since 1970. The Police Foundation was the only police foundation at the time. It was research based, and then you've got all these police foundations popping up across the country.

We are not a fundraiser group for the
agencies. We're all about research. We have
behavior scientists, we have academics, we have an
outreach to others. We have a board of directors
made up of high-profile lawyers, civil rights
folks, academics, IT professionals that we have to
show that we have value, that we have integrity in
the work that we do and we're going to produce a
product that meets their standards.

They blessed this project. We wouldn't
be here without them. They are excited about it,
so that just adds an extra layer for us to make
sure that we comply with our board of directors
make sure we're producing a product that they
believe is worthy of The Police Foundation.

And with that, we are open to all the
questions you might have.

MS. MARTIN: They might want to know who I am.
MR. BRAZIEL: Oh, I'm sorry. I'm very sorry.
MS. MARTIN: I will also try to make this
brief so we can get to your questions, and if I go
long, because I am by education and training a
lawyer, y'all can just give me the side eye and
I'll know to wrap it up.

So I'm going to tell you a little bit
about my history, and hopefully by giving you a
little bit of my history, how I found myself in
policing, because it was not planned whatsoever,
you'll also kind of get a feel for who I am and how
I -- my perspective that I bring to this work.

So I started working in the Mayor's
Office as a deputy mayor overseeing public safety,
six agencies, one of which was police. There was
not that great a relationship between City Hall and
the police department as far as communication,
which is critical, and so I was asked to go over be
the chief of staff to then Commissioner Batts, who
had been brought in as a reform police officer
because the police department needed to make a
change.

So under Commissioner Batts was really
my first introduction to police reform and kind of
trying to figure out how you take an organization
that has been very stuck in its ways and try to
move it forward without breaking the organization.

I will say he went full speed ahead and
probably broke the organization a little bit
because he was doing so much, but nevertheless, I
learned a lot.

Then we started having -- not started
having but started having publications of unarmed
black men being shot across the country, and so our
general assembly was going to try to do something
to fix it. Sometimes general assemblies can do
things to fix it, sometimes they do things to make
it worse. So I was asked to go be the legislative
director and try to usher through some things that
could help us with reform.

When I came back, I told the police
commissioner, I said, "The feel from the community
is not happy. There's something about to pop off,"
and so we created the Bureau of Community
Engagement, I was the chief, and the very next day
Freddie Gray died.

So there we were trying to have a
conversation with a community who was hurt, who was
mad about community policing, and so one of the
first things that I did was went to the community
and started having conversations with them about
the way forward.

The other thing that I realized as we
were kind of in that -- just going through so many
emotions, so many things going on during the unrest
and the uprising was the police. I actually
started to see that the police -- I had one person
stop me in the hallway and say, "Chief, y'all keep
telling us to go out community policing. We have
serious issues ourselves. You know, it wasn't just
but 50 years as black officers we were actually
able to have a car, police the same way." So they
were talking about these other mental health and
wellness issues that they had.

I went over to the police department
with a lot of distrust until I -- because of
experiences that my family members had had until I
stood at the bedside with the family of a police
officer who was laying there fighting for his life,
and I realized this person gets up, the worst thing
I'm going to do is y'all aren't going to like me,
I'm going to do a presentation, right? But on a
day-to-day basis, even a hump, right, puts on a
uniform and can be a target and can lose their
life.

So these things started really kind of
working in my head about the community's pain and
the things that the police were going through, and
so then I was asked -- after Commissioner Batts
asked to leave after the unrest, Commissioner Davis came on board, and he asked me to create the Department of Justice Compliance, Accountability and External Affairs Division.

And what I took from that role was that we were asking neglected people, that being the police that were not given mental health or wellness, the training, the technology, the -- anything to do the job we were asking them to do to go then help the neglected community who was not given the resources that they needed, and that was a recipe for disaster.

So what I tried to do in the work that I did with the police department was put the people that it really affected in the middle of the work. Bring the community to the table, bring the police to the table and say, "This -- all of us kind of sit up here, but you all are the ones that have to live with this. You all are the ones that have this affect your day-in-and-day-out life, so how do we create a consent decree? How do we create a process that honors both of your experiences and makes us be the best that we possibly could be?"

And so I went and I started talking to all these other consent decree jurisdictions, Seattle, LA, New Orleans, Pittsburgh, Portland, talked to all of them, and one of the things that I saw was that they started out not communicating, not collaborating, putting police officers to try to do a job that nobody explains to them how to do, which was endemic of the reason we were already in consent decrees, and not bringing the community in at the very beginning, which, you know, you guys don't exactly have that problem, but nevertheless.

So I also -- my job was to interact with people at the Department of Justice to give them every piece of paper, every person, anything that they wanted so that they could complete their investigation.

So we were working on reform and investigation on parallel tracks, so by the time we hired the monitoring team after going through this whole process, we had 581 paragraphs and subparagraphs that I was able to present to the monitoring team and say, "This is the beginning of your monitoring plan, and the community is right here with me because these are their words, too."

And so we went, you know, working on moving that thing -- moving that forward, and so I -- I have a real simple motto in this work.

There are some cops that should not have a badge, should have never been on the force ever, and they need to go, no questions asked, because communities don't want criminals in their neighborhoods and cops don't want criminals in their ranks.

So to me, that's really clear. The way to remove those police officers is not as clear, but that's to me very clear.

So to me, the crux of the consent decree is how do you bring the stakeholders to the table so that what is created -- because even though these issues are endemic around the United States, it's why there are consent decrees all over the United States, the solutions that are going to actually work in Chicago are going to be -- are going to be created by the people who live in the 22 districts, the ones that are most effected.

And so to me it's the role of the monitoring team to make sure that the rank and file -- because believe it or not, they feel that they're not heard, either, so the rank and file and the community give voice to that process so that whatever program, whatever policy, whatever training, whatever that comes out is actually responsive to the needs of both the police department and the community.

So that's kind of my -- my take on the whole thing, so now we can -- yes, I don't know if what I said was 10 minutes, but we have 5 minutes left. Okay. So we can just go straight to questions now, if you want.

SERGEANT PETTIS: Thank you very much. So we're going to -- the panel is going to ask you some questions that hopefully answer the questions -- answer the issues that we have as community people throughout Chicago.

So Pastor Biekman is going to start us off first.

PASTOR BIEKMAN: Thanks. So thank you for all being here and for your brief and impromptu presentation.

So the question I have really deals with -- and you've touched on it a little bit is what is your level of experience in terms of being a monitor? You all can answer that collectively or individually. And then the other question I have...
is -- deals with -- again, you touched on it, but
what is your plan for community engagement?
Operationalize that for us, if you will.

MS. MARTIN: I'll start, and then we can go
from there.

So after I resigned from the Baltimore
Police Department, because of the work I had done
in Baltimore, the Cleveland monitoring team called
me and asked me to join their monitoring team, and
so I've been able to be on the other side providing
technical assistance with policies, sitting in
training, helping them write curricula with
impartial policing, community policing, stops,
searches and arrests.

We have now transitioned -- because
they're three years into their consent decree,
we've now transitioned into monitoring, and so I am
the person right now that's putting together the
assessment schedule.

We're starting with use of force
assessment, so the way that I looked at it is you
fix the policies first, you do the training and
then you have to assess whether the department is
actually doing what they promised that they would
do.

And so we are looking at uses of force
now and also IA investigations, and then I will for
the next two years plan out the process of how to
continue to audit and then also facilitating some
of the processes around the community, getting
their feedback on both the community policing
process and the stops, searches and arrests.

My two cents on the operat-

PASTOR BIEKMAN: Operationalize.

MS. MARTIN: Thank you. I did that two weeks
ago, too. I know why --

PASTOR BIEKMAN: I can't do it tomorrow.

MS. MARTIN: I know why I -- I know. It's
like sometimes I got it, sometimes I just don't.

I think that it's very important -- it's
a very important balance, right, because the
community is very political, and so you want to
make sure that when you -- you have to have
somebody who understands the politics that is part
of the community engagement process in Chicago.

You also as best as you possibly can to
me have to find a person who it doesn't matter
whether they're from the west side or the south
side but somebody that's seen as a neutral kind of
objective, they do the right thing type of thing,
but they also then have to be able to understand
all the different politics, and every neighborhood
has their own little thing, right, and don't try to
tell them about their neighborhood.

So then the other thing that I think is
really important when you're talking about
community is, first of all, you have to be focused.
You're very involved. I can sit down, I know I can
talk to you about this, this is what happened, this
is what they haven't done in the policy, this is
what they did do in the policy, you like this, you
don't like this.

Then you have the community
associations, and it's very easy to go in there and
talk to what I call very fondly the grannies and,
you know, all that, and then you have to -- there's
another layer of folks, the youth, the folks who
don't want to talk to the people in the community
associations because they're old and they don't
listen to them or the people that are involved with
policing, and to me, you have to be able to build

MR. MAXEY: In terms of being a monitor, my
primary experience is having been part of a police
department being monitored, part of a city being
monitored, and I always stress that police
departments aren't in consent decrees, cities are,
and it's really, really important that the city be
ready to back up the police department and the
community in achieving success.

The police department cannot do this
alone, the community cannot do this alone; it has
to be a collaborative effort.

In the last two years of the consent
decree in Seattle, there's been a shift from having
a monitor tell us what to do, guide us, do the
assessments and us working collaboratively with the
monitor to modify, to rationalize, to understand
what is meant by those assessments to what I think
is the goal of the consent decree, which is a true
learning organization where the department has the
system in place, that it is transparent to all
stakeholders, puts the data out there, shows its
hand and then analyzes the information that it
collects through all these systems, recording every
single stop that happens on the street, recording
every arrest, every use of force, including the
pointing of a firearm, all of these things, the
documentation, and once you assess that huge volume
of information, you start being able to say
something about what's happening in the department
that -- you know, often it sheds light to what the
community experience is and what the people that
experience policing on the streets are telling you,
there you have it, and that allows you to help
shape the system.
So for the last two years I've been --
when the shift to the analytics turns internally,
I've been in a monitoring role internally with the
police department.
As you can probably tell, I'm kind of a
wonky systems guy. I like to get down into the
weeds, understand how things work and figure out
how to make them better.
In terms of community -- one step back
on the monitoring, going through this process has
taught me a lot about what benefits a monitor can
bring and some of the big mistakes that a monitor
can make.
In Seattle, and Ganesha made reference
to this, our monitor did not want to hear from the
community. We had a community police commission
that was created as part of this process that was
vocal and opinionated, and I was the -- one of the
members of the department that engaged heavily with
this group to find out what it was that we could do
better from the community perspective.
The monitor did not engage with that
group at all, did not want to hear from the
community, came in as experts saying, "I know
policing. I know how to fix this. I don't need to
hear anything from them."
It became a major source of tension,
especially when the department and the community
commission were filing documents in court
together that were antagonistic to the monitoring
team itself.
So from that experience, I know that's
exactly the wrong approach. You've got to listen,
you've got to show up, you've got to get down into
the weeds and talk with everyone who's willing to
talk to you and, as Ganesha said, reach out.
You know, the problems and the
challenges in policing, those are not unique to
Chicago, but the experiences are very personal to
12 Chicago and the solutions will be very personal to
Chicago, so we've got to tap into that.
In terms of community engagement,
boiling it down for sake of brevity, you have to
show up. As a monitoring team, we've got to get
out there, we've got to talk to people, we've got
to engage, we've got to listen. You do a lot more
listening than talking for quite some time.
Yes, we bring a lot of experience and
expertise in policing and community engagement and
the system and all of this, but we need to know
what the community experience is in Chicago and
what the police experience is in Chicago and we
need to learn it because we're not from here, and
we'll own that right upfront, but in order to
overcome that, it's engagement, it's listening and
showing up.
MR. BRAZIEL: And from a Police Foundation
perspective, you know, it wouldn't technically be
monitoring, but you've got two major collaborative
forum projects that are in essence monitoring
without a consent decree, going in and actually
doing the work to identify the issues, coming up
with a program fixed to those issues, use of force,
vehicle stop data collection and analysis, the
policies, the procedures, all of that, setting up
the measurements and timelines for them to do that,
the agencies, and then monitoring their performance
and reporting back to Main Justice working with the
agency.
So it's not a consent decree, so to
speak, but the work done in North Charleston in
St. Louis County, the police agency there is an
organizational thing that The Police Foundation has
done, and we have that experience to do that, as
well.
I think Blake was going to mention kind
of the on-the-ground folks that we would hire for
1. the community engagement in that.
2. MS. NORTON: Yes. So thank you, Rick.
3. So our collaborative work is often
4. referred to as consent decree light. So the work
5. that we did was definitely assessing, monitoring
6. and then providing technical assistance, which are
7. key elements of the work that we'll be
8. contemplating here in Chicago.
9. In terms of community engagement, I
10. think what Ganesha said and what Brian said are
11. spot on. What they didn't mention is that we're
12. going to hire a Chicago staff and we're going to
13. rely on the people in this room to help us hire a
14. community engagement manager to do the work, to be
15. leading meetings, to be creating continuity between
16. the monitoring team in the community and the police
17. department and the parties involved.
18. We have -- it's been very interesting
19. for us. We received a fair amount of interest
20. about these two positions. We have not taken any
21. action on any of this because we at this point
22. don't think it's appropriate to be moving forward,
23. for obvious reasons, but the outreach has been
24. there.

We do anticipate having both Reverend
Jeff Brown, who's part of our team who's done a
fair amount of anti-violence work and community
engagement work nationally, be part of this process
and very involved in the community engagement
strategy.

We have not built a specific strategy at
this moment. We've mapped some of this out, but we
really need to spend more time talking to
stakeholders such as yourselves to be able to move
this forward in the right way.

We think it would be presumptuous to
have mapped all of this out already without
spending more time with you all, you know, if we're
going to do this work.

We've done a fair amount of research
leading into this. We've looked at articles, we've
actually had ad hoc conversations with people who
were appropriate for us to speak to as the process
has been moving forward, but we are going to hire
two people from Chicago that we hope will be
representative and help us engage with stakeholders
and the police department.

So happy to answer any more questions.

1. MR. WILKINS: What experience do you have
2. working with people with disabilities? And I'd
3. like to know: What do you guys really know about
4. Chicago?
5. MR. BRAZIEL: Sure. I'll start. I have a --
6. I'm the eldest of three boys, and my youngest
7. brother has birth defects. So I was born in a
8. family that kind of grew up with the issues that he
9. struggled with and the school systems and all the
10. things that go along with people with disabilities
11. and the process.
12. One of the things that we do do -- and
13. this is something all of us do do -- is look at all
14. the communities that are out there, not just people
15. who are affiliated with some neighborhood but what
16. are the select groups? Whether it's people with
17. disabilities, whether it's LGBTQ communities, we
18. have to outreach to find out what are the needs of
19. those individuals and that process?
20. And I forgot the second part, and I
21. apologize.
22. MR. WILKINS: I wanted --
23. MS. MARTIN: What do we know about Chicago.
24. MR. BRAZIEL: Oh, Chicago.

1. MS. MARTIN: Oh, I can pick up on both of
2. those.
3. So I don't share this story very often,
4. but I told you I found myself in the work with the
5. police department. The reason why I stayed is
6. because the first day on the job as the chief of
7. staff to the police commissioner, I got a call
8. about somebody that I love very dearly who's a
9. police officer, and they asked me, "Is he bipolar,"
10. and he had been acting a certain type of way for a
11. couple of years, and I wasn't sure, and the police
12. officer said, "I think he is, and I'm going to take
13. him to a hospital."
14. I know that he was in another situation
15. just the day -- two days before, he had just got
16. out of jail, and those police officers did not
17. treat him like there was a possible issue. As a
18. matter of fact, he still has bruises and -- and
19. things because of that.
20. And so that day -- just three days
21. before I was moved into the work at the police
22. department, which led me to some of the distrust
23. that I mentioned earlier, I saw the difference
24. between a good trained police officer and what they
could do. He called me all the time. He said, "Ma'am, he's in the hospital. They sedated him." The first hospital they took him to, they wouldn't keep him there, but he knew if he took him back to jail with him acting that way that it was not going to be good for him. And so through those experiences, I've seen what a good police officer can do and how they can literally save a life if they have the right training versus ones who does not.

And so for me, when I fight for training for police officers, I know it could be a life-and-death situation, and that's why I think it's important and why I think it's criminal, quite frankly, that police officers are asked to go and do things and take care of communities when they are not actually given the training, the equipment and all the things to do it the right way.

And so I -- I think that that spreads to every disability, every status as a human being, but my personal experience is really that.

What do I know about Chicago? The good stuff or the bad? So I -- I know -- look, I love Chicago. I have family from Chicago. I've had family reunions here. You know, I think that it is a place that because of politics, that because of poverty, because of neglect, because of self interest of a lot of different people, there are a lot of people that have been left behind and not been given what they need to succeed, and then there's other folks that have been able to succeed and do very well, and there is a bridge that is not there, and that is to me what creates an environment where you have the homicides that you have the circumstances under which we find ourselves needing a consent decree.

And so to me, it is -- it is a place that has a very high potential uphill, a great opportunity to -- a great opportunity to have a better projection, but it's going to take a lot of hard work, because what we're dealing with right now is years, decades and decades and decades of oppression and things that need to be righted, and the only way it's going to be righted is for conversations to happen that are difficult and that don't typically happen amongst the different stakeholders.

And so then I know there's good food and good music and I know that this is the first place I came where I literally touched my face to see if I was bleeding when a man hit my face. That's what I know about Chicago.

MR. MAXEY: So responding to the first part of the question about experience with disabilities, in -- and this is not unique to Seattle at all, but 70 percent of police uses of force were on people with some form of disability. Typically it was a mental disability of some kind that was manifesting in behavior that attracted the attention of police, and the police were not trained on how to identify and distinguish that, and what we heard a lot from the policing community was, "If someone is coming after me with a knife, I don't care why it is. I don't care whether they're mentally ill or whether they're assaultive. I have to deal with that imminent threat."

And while there's some truth to that, what we impressed upon officers in Seattle was then keep your distance in all situations. Approach everything thoughtfully. If there's not an immediate need to close distance on people and force a confrontation, don't do it. Hold back, get additional resources there.

We also did three levels of crisis intervention training. When I say "crisis intervention training," it goes by many different names. Sometimes it's mental health training, sometimes it's CIT/first aid, but what we did is we made sure that every officer in the department had a basic 8-hour program in crisis intervention. We then had a 40-hour what we called CIT certification that was done at the state academy, and that gave a pretty much wider set of skills and options in reacting to people in crisis or with mental disabilities.

We also have a crisis intervention team that serves as a resource to investigate after the fact. After there's been this crisis intervention, the people that are most frequently encountered by the police, this group of detectives has created a database, and we did this in conjunction with the crisis intervention committee, which is a group of all the stakeholders in that area, whether they're researchers, mental health advocates, homeless
advocates, advocates for people with disabilities, alcohol and drug counselors. They come together quarterly to help shape our program. What's important about that is that it took a while to get agreement to create a database, because the minute you create a database about people, it's scary, you've got people's information, and what we were very careful to do is not put in mental health diagnoses. We put in behavioral predictors. "This person has a trigger. If you touch them, they will most likely react this way. This person is very fearful of police. This person hates the color red." Whatever it is, you know, we do have a database.

So again, with this more thoughtful approach to policing, officers that are coming into contact with a person, dispatch has already been trained. They will look up the person, they will look them up in the system and they will give the information out to the responding officers who also can pull it up themselves if they want to read it more deeply.

It's an effective program because when you give people more options and you explain what this interaction is likely going to be, the officers are better prepared to deal with it.

So when I talk about being a systems guy, I sort of look at those encounters as Point A to Point Z and try to figure out how at every point in this do we lead the system to a better outcome? Have we provided the necessary information, tools and training to our officers so that we have better outcomes from all people?

In terms of what I know about Chicago, I've read just about every document I can get my hands on, and what's remarkable about all these documents, whether you read them through the '60s, '70s, '80s, '90s, you know, the Metcalfe report, the task force, the DOJ findings, it's all the same document. It's the same set of problems being repeated over and over again, lack of resources, lack of training, very -- lack of -- I've lost my word.

It's a very segregated city. There are conflicts at the economic level, at the racial level. It's the same story going forward over time, and there have been many, many attempts to resolve this, and none of them seemed to have really moved the ball very far.

So I come into this project with quite a lot of humility and again with open ears, because, yes, this time there will be a federal judge, assuming the judge approves the consent decree, which based on the two days of hearings I sat through -- I saw many of you there -- I'm inclined to think he will, but while that gives a certain authority and power to this project, it's only going to succeed if all the people that are invested in this come together and push towards it.

And I believe we've got a good team to make that happen, but I'll tell you, I've heard this term during the community meetings quite a bit, you know, cautiously optimistic even sitting on this side of the table coming to you saying how do we fix this and what we bring to the table.

But that's what I know about Chicago.

MR. WILKINS: Thank you.

MS. SAMUELS: Do you have any experience as a team dealing with officers inside the schools?

MR. BRAZIEL: Yes, a tremendous amount.

In fact, when I was reading the consent decree, I went right there to the school resource officers and also read the Attorney General's -- or the Inspector General's report that also, you know, references the training.

So one of our major strategies when we go into an organization is -- there isn't an agency across this country that doesn't want to mirror the population they serve, right? And yet agencies across the country will tell you that they're having problems finding qualified candidates, and we push back and say, "Because you've been recruiting the same way for a hundred years. You need to set up a system where you're actually recruiting within your schools."

And so we set up a program in St. Louis County, and how we did this is we went -- the reason I went to this immediately in the consent decree, that section, is we went out and walked the halls with the school resource officers in a school in St. Louis. In the county of St. Louis, the school that I walked the halls had an over 90 percent African-American population, 4,000 students, and that's their at-risk communities.

The goal was to find out whether the SROs, the school resource officers, were enforcers...
or mentors, because if they’re enforcers, our plan
was not going to work, and we discovered that they
actually were mentors. They were actually -- in
this case, one of the SROs, he’d been there --
he’ll be there when he retires 14 of the last 15
years, he became their varsity football coach.
And because -- the reason we’re asking
that to find that out and how important that is
from the agency I come from is if you want to
change the relationship with the community, you --
youth are the powerful, and if you can set up
an employment system where actually your school
resource officers are actually recruiting your
future employees in the Chicago Police Department
and the City of Chicago, you’ve actually set up a
pipeline where you’re actually going to -- we call
it grow your own.
So we asked the SRO there, “If we
created a job classification in St. Louis County
where you could hire a senior the day after
graduation -- in fact, employ them between their
junior and senior year, give them a summer job, do
you think you could put one person that could be --
would be a good police officer that would
eventually go to your academy? What do you think?”
And you could see the school resource
officer, he lights up because he saw what we were
doing. He said, “If you talk to all of us who are
SROs in St. Louis, we could fill every academy
class.”
That’s the power of that school resource
officer if can create the mentor role to actually
become the pipeline for employment not just in the
St. Louis County Police but into St. Louis County
and become the employer and the job seeker.
Blake and I set that up in St. Louis.
They’ve started doing that. They’re showing
success. They created a job classification to get
these kids -- in fact they -- in a lot of families,
they’re the first one to actually get a job right
out of high school.
So that’s how powerful that SRO program
is. It’s not just about how do you keep the peace
in the school but are they the mentors, the role
models, and that’s our bias. They need to be that
link, and if you get the right people and you look
at the consent decree and you look at the Inspector
General’s report, they’re undertrained, it’s
just -- they have got -- you’ve got to have a
talent when you go into a school like that. You’ve
got to pick the right people with the right
personality that actually can be that bridge, can
be that big brother, that big sister that can help
them and at the same time make sure the schools are
safe, but if you can engage, then you can get that
much more success.
I know Blake worked in her prior work at
the Council of State Government on a good
project -- big research project just on that. It
was a national project.
MR. NORTON: Yeah. So a couple of things.
I do come from a police department where
our SRO program focused on being mentors and not
being punitive. I worked extremely closely with
our school police department at the time I was
doing the community engagement work at the Boston
Police Department, so I have a very good
understanding of what I think the proper role for
law enforcement is in schools.
Secondarily, the work that I did at the
Council of State Government’s Justice Center, we
had issued a report called “Breaking School Rules”
where we had looked at the Texas school system and
the juvenile justice system and looking at the
incredible feeder of law enforcement into the
criminal justice and the JJ divisions.
When that report was published, we then
engaged in a national consensus polling project,
and I ran the law enforcement part and focused on
what are the appropriate roles for law enforcement
in schools working with the NAACP Legal Defense
Fund. Judith Browne Dianis, does everybody know
her? She and I worked very closely and had some
very heated and spirited conversations which I
respected very much.
We worked on developing guidelines with
NASRO and our other stakeholders and Judith’s
organization really looking at the best practices
and what should be done to bring law enforcement
into schools if the community decides that that’s
what they want, right?
Not every community either wants them or
needs them, and we do -- you know, the work that I
come from, it is about decision-making at the local
level. Some schools really want them, parents want
them, some schools do not and they don’t need them,
but the focus of the work that I've always done really is about how are they a resource to the parents and to the kids in the schools, not allowing teachers to abdicate their authority in the classroom and pushing kids out of the -- you know, calling the SRO and pushing a kid out of the classroom for something that is not criminal and should never be, you know, focused on a criminal charge.

You know, the work that we do now through our -- something that's a little bit different but through the averted school shootings database and our partnership with NASRO is we're actually now starting to look at how -- what is the propensity of SROs or youth service officers, depending on what they're called, who have CIT training, and we're trying to understand the relationship between what is good practice regarding CIT and SROs and where is it most prevalent in the schools and how can we build on those best practices?

We're doing preliminary research on that right now and we're also contemplating looking at an evidence-based decision-making tool to choose an SRO if the community is asking for that kind of resource in the school, but really using an evidence-based model to make that decision and focusing both on the evidence and what are the needed characteristics to go into the school while engaging parents, students, community members and the school itself with the police department.

So that's what we bring to this work.

MS. HERNANDEZ: Can I just clarify? You mentioned a group that you worked with -- a community group that you worked with, and I -- I didn't quite catch the name.

MR. NORTON: The NAACP Legal Defense Fund?

MS. HERNANDEZ: Was that the only one you named? Maybe that's what it is.

MS. MARTIN: NASRO?

MS. NORTON: And NASRO?

MS. HERNANDEZ: Yeah.

MR. NORTON: So that's the National Association of School Resource Officers.

MS. HERNANDEZ: Okay.

MR. NORTON: So they're headed up by Mo Canady, and they're a national organization. They are also a non-profit.
There was an agency that we worked with that had a beautiful website for recruiting. A beautiful website. They showed their SWAT teams, their tactical teams, their helicopters. We asked them, "How many people actually get to get that job?" A very small percentage. I mean, we basically called them out and said, "If you were a private-sector firm, we'd sue for false advertising." If that's a small percentage, then that's really not what the job is.

And then the followup question was: "What gender is your SWAT team?" So I'd ask the same question of the Chicago PD, what gender is your SWAT team? What race is your SWAT team? And then you see the light come on in the organization. Because our goal in this is not to have the Chicago PD just check the boxes. Our goal is when we walk away, they're thinking differently. And Brian mentioned that. They're looking at things differently. They're not just collecting data to collect data; they're actually analyzing it like, "How do we get better in this process?"

And, quite honestly, I'll say it here, plagiarism gets you kicked out of college. Highly encouraged in government service. Why reinvent the wheel and reinvent the process if we can find it in the private sector, in the public sector? Just go grab things.

A lot of the recruitment things we just talked about now and gender bias were taken from the private sector. Entities that are doing a really good doing of diversifying, getting rid of glass ceilings, doing all that, what are some examples that we can pull in? Not just what another government entity did but what's the private sector doing to bridge that gap, and then just asking the question: How is this okay? Why is this okay?

And it starts internally. Once you do it internally, then you start realizing are we doing this externally? Do we have a bias out in the field? And that comes along with implicit bias and all the other trainings that go along with it.

So when you look at the consent decree, it's very prescriptive. I mean, we've talked about it. It's actually a good roadmap, it's very, very detailed, right, more so than others, but at the same time, that's not -- it was mentioned in the hearings that that's the bottom. That's -- you're just -- we're just getting over the low bar. That's the floor.

We're going to start bringing things to add to that. It's not just us and our technical assistance, but how do we get Chicago PD and the City of Chicago to start thinking more globally, to start learning things they don't know? And that's our goal, to identify these are things you didn't know about. Let's bring them to you, give you advice on how to make things better, not just because it's check the box but because it's in the best interests of the community, it's in the best interests of the City and it's in the best interests of the Chicago Police Department.

MS. MARTIN: Just to follow up to get a little bit more into the minutia, you brought up sex and gender bias. The other thing that we would do is actually look at files, look through -- and I don't know if you mean in investigations?

MS. NUQUES: All of it.

MS. MARTIN: All of it. Right. So a couple of different things.

So one of the things that we would do is look at files, and some of our subject matter experts -- and we did this in Baltimore, as well -- can look at the files, look at how much work has been done, look at who they questioned, and how they questioned them. Well, why did you let him do that? What? I mean, you know, these sorts of things where you're actually looking at is there victim blaming, looking at whether the investigators were actually trained, and it's really important, at least from the work that I've seen, that you bring in people from the community, who work in those communities.

In Baltimore we had an actual advisory committee, and so -- and then we put on trainings. It was the history of Baltimore, and we had advocates actually come in and teach, because, quite frankly, I think when you're in that work, it's very easy for you to understand and know, but even for a well-meaning person like I would say myself, when I sat through that -- that actual class, I was like, snap, like I didn't know I was supposed to do that, I didn't know I was supposed to ask that. I was trying to figure out the...
pronouns, like all that type of stuff, right?
And so I think it's important that you bring people from the community who live it and who try to help people not be oppressed by it to come in and do evaluations and help with the training, because sometimes it really is ignorance and just not knowing better.
The other thing that we did is -- and this is something that we didn't think about until an advocate told us, trauma informed care just in the environment.
So we changed the whole room. When a victim comes in to be questioned, it's not sterile. They had a rocking chair, they had mood colors on the walls, things of that nature which they had done their own research with folks who come in.
Well, first of all, they don't want to come in and answer questions while being victimized anyway in a police department. So what do you do to try to make them feel comfortable and welcome and that we're here to hear you and help you?
So there's a lot of different levels, and again, the reason why the police department were here to hear you and help you?

because there were advocates that we listened to to try to help us come up with that training and that environment.
SERGEANT PETTIS: Thank you. I have about five or six more questions and less time than that to do them in, so I'm going to try to ask you to -- MS. MARTIN: Be brief. We got it.
SERGEANT PETTIS: -- be responsive.
MS. NUQUES: So due to the federal climate and some of the recent incidences, there has been very low participation of undocumented immigrants in community meetings related to police accountability, right? I have experienced it myself. When we put the word "police," it doesn't matter what else the flyer says, people just don't show up, especially in neighborhoods like ours that have a very large percentage of undocumented community residents.
So what would be your strategy to make sure that -- this particular group of people that has been affected so much by the fact that their issues aren't reported because they feel so much fear, how do we make sure that their voices are heard?

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So what would be your strategy to make sure that -- this particular group of people that has been affected so much by the fact that their issues aren't reported because they feel so much fear, how do we make sure that their voices are heard?
1. The federal government -- it's actually illegal to engage in civil immigration enforcement if you were a local police officer.

2. So, you know, this whole concept about a sanctuary city and we're letting criminals run free, it's actually illegal for local law enforcement to be taking action on that, and I think getting a clear message about the values of the department, about what they can and cannot do, about respecting and valuing the immigrant community is really, really important.

3. Getting that message out is very, very hard. In Seattle we worked with the Northwest Immigrant Rights Project to try to get at people that absolutely did not want to talk to us. You know, we respected that, but there were lines of communication we could use.

4. We also invited the Northwest Immigrant Rights Project, the Public Defender's Office and other groups in to help draft a policy to actually navigate the federal laws about this.

5. There are Geneva Convention requirements about notifying consulates if you arrest a foreign national, there's issues about new visas when people want to become naturalized and they've been a victim or participated in the support of a criminal investigation, so the department can support them with.

6. Again, I think there's a whole lot of avenues that need to be looked at and addressed. People requesting asylum, generally you take them into protective custody. What does that look like and how threatening can that actually be?

7. So there's a whole lot of issues that need to be grappled with. From my perspective, understanding what the lay of the law is, I think a strong departmental declaration -- and it should be a city declaration -- about what the values are and how we're going to address that population is a good start.

8. SERGEANT PETTIS: Thank you. Jeanette has a question?

9. MS. SAMUELS: Yes. Is there anything specifically you would change or improve to the consent decree?

10. MR. BRAZIEL: I'm looking to the lawyers first.

11. MR. MAXEY: So, you know, there's a lot of
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<th>Page</th>
<th>Text</th>
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<td>more interpretation to make sure that the values are successfully being achieved. Does that help? SERGEANT PETTIS: Maria, if you have your question. MS. HERNANDEZ: Thank you. So my first question is -- well, okay. So you've spoken to your experience with consent decree monitoring and just different types of monitoring, so what would you say makes the implementation of a decree in Chicago similar to your past experience and also how would you deal with the unique elements; in particular, working with community and with like coalition groups who have enforcement powers, as well? MS. MARTIN: So I'll start with the last, and then I'll have to have you repeat the first. So, you know, I'm personally very excited that there's been a coalition that has been along the way, because it never -- it doesn't matter if you -- if you ended up having all the community and all the police agree somehow, right, the members of your coalition and who work in this type of work are always going to bring something to the process that the police haven't thought about and that -- and vice versa. And so for you to have actually taken part in negotiating the consent decree and initiating the litigation and all those sorts of things, I think that's obviously unique, but it sets you up for more success. And I think -- I would venture to say this is true here and I've seen it in other jurisdictions, community capacity is a real issue, particularly for the communities that are most affected. They're working hard, they have transportation issues, they're worried about survival. A lot of the oppression happens in neighborhoods that have a lot of crime, and so one of the things that I think is that you're starting with a very strong foundation, but the next piece is building up the community capacity for those who have not necessarily been part of the process to become part of the process, and so to me, you're starting off with a very strong footing in that regard. On the flip side, when I read the investigation, I had to put it down sometimes. Like it was a lot to take, you know? And so to me, there has -- there has to be deep hurt, deep distrust, and -- and to me, there's a lot of things that I would have assumed that would have been done that have not been being done, basic things that have -- practices that have been coming in conversations like Major Cities Chiefs and things like that around de-escalation and use of force and those things, and I know that there has been some progress made in the last year and a half, but I think there's still quite a bit of work to be done in the -- with the police department. And so the way forward to me is really in my opinion what y'all have already been doing. You've got to stay at the table and bring other people to the table, you've got to get more voices in the police department involved in the policies and the training, you know, as you move forward. One of the things that I did in Baltimore is I put together a group that was the trainers -- a representative from the trainer, the police rank and file so that as soon as you start talking about a policy, like it's not like, oh, you craft the policy and then you go talk to this person or talk to this person; you literally have a police officer saying, &quot;Well, when I showed up, Ms. Johnson told me to clear the corner because those are the dope boys,&quot; and then, you know, she wants her grandkids to be able to play, but then Mr. Jones said, &quot;That's my grandson, and he's just hanging out and he's not doing anything wrong. That's why I hate you cops.&quot; So if you start talking about stops, like why not have the conversation with the police officers telling you how difficult it is for them to do what they're asked to do when they come to the community and the community talking about what they want as soon as you start talking about how do you change a policy. So, you know, to me -- and I don't know if I'm answering your question -- but I think that y'all are on a very solid footing at least on putting the infrastructure together on how to move forward. The other thing that I find is when</td>
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<td>things simmer down, when people are not as angry,</td>
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<td>it's only a few people left to continue the work,</td>
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<td>and there is a thing called consent decree and</td>
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<td>reform fatigue, and so in some of these other</td>
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<td>places, a year, two years into it, you're like</td>
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<td>trying to grab people and ask them to continue the</td>
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<td>And so I think building that capacity in</td>
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<td>the beginning where people have the language and</td>
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<td>the understanding in the community and with the</td>
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<td>police I think is important.</td>
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<td>PASTOR BIEKMAN: Can I say something? The</td>
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<td>team that you had that reviewed the implementation</td>
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<td>where you were doing it in parallel rather than</td>
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<td>doing it one step at a time, what did you call</td>
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<td>that?</td>
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<td>MS. MARTIN: The Ganesha group. I don't know.</td>
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<td>PASTOR BIEKMAN: The Ganesha -- I mean,</td>
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<td>MS. MARTIN: Yeah, it was just something -- it</td>
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<td>21</td>
<td>was just something that I put together because I</td>
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<td>just really saw that a lot of the -- a lot of the</td>
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<td>strife and a lot of the issues that happened was</td>
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<td>because people were not communicating with each</td>
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| 1 | other. |
| 2 | PASTOR BIEKMAN: Okay. Thank you. |
| 3 | Can I ask another question? |
| 4 | SERGEANT PETTIS: Go ahead. |
| 5 | MS. HERNANDEZ: I just have a last question, |
| 6 | Autry's question, so if you've got one, then -- |
| 7 | PASTOR BIEKMAN: Yeah, yeah. So |
| 8 | sustainability, you touched on it, |
| 9 | So you're not going to be here, you |
|10 | know, after a period of time. What would you all |
|11 | do intentionally to sustain the gains that are |
|12 | made? |
|13 | MR. MAXEY: So I'll just jump right in on this |
|14 | because that has been exactly what we've just been |
|15 | hammering through in Seattle. |
|16 | You have a whole host of different |
|17 | groups, you know, IPRA and COPA and -- there's a |
|18 | whole lot of alphabet soup out there, and they've |
|19 | got -- you've got the Police Board, and they've got |
|20 | some overlap of missions. They do not seem to |
|21 | necessarily play that well with each other and many |
|22 | systems, according to what we've read, are not |
|23 | actually doing the job successfully. |
|24 | At the end of the consent decree, I |

| 1 | think success occurs when the police department and |
| 2 | the City have gotten to a point where they've |
| 3 | acknowledged the issues, they've tackled the ones |
| 4 | they can, they're committed to tackling the ones |
| 5 | they haven't. |
| 6 | We've said the consent decree is a |
| 7 | floor, so what -- achieving that through the |
| 8 | initial triage of the most pressing process, at the |
| 9 | end of that, a system should be in place, and by |
|10 | that I mean all of the officer activities should be |
|11 | recorded, it should all be in the same place where |
|12 | you can access it. Complaints, stops, arrests, |
|13 | uses of force, every -- crisis intervention, all of |
|14 | those variables -- who's been trained in what, all |
|15 | of that needs to be tabulated in one place and then |
|16 | subject to departmental systems of critical |
|17 | self-assessment. They're reviewing every use of |
|18 | force and they're doing it right. |
|19 | And, you know what? How do you know |
|20 | they're doing it right? Because these external |
|21 | systems, whether it's COPA or something in the |
|22 | future or some other system or the Police Board, |
|23 | they, too, have the sophistication to say, "No, |
|24 | that was not done properly, and here's how we can |

| 1 | get better." |
| 2 | And when I'm talking about reviewing |
| 3 | incidents, I'm not just talking about is this |
| 4 | within policy, or worse, is this constitutional. |
| 5 | You know, the term "constitutional" in policing is |
| 6 | not a real high level. You want to be modern |
| 7 | policing and you want to keep evolving in |
| 8 | perpetuity. |
| 9 | So a learning organization that has |
|10 | critical self-analysis, that is held accountable by |
|11 | external structures that are formalized, I think |
|12 | that's the only way this can succeed. |
|13 | MR. BRAZIEL: We will know very quickly. |
|14 | We'll know when the agency -- when the Chicago PD |
|15 | is no longer at the what are we doing but the why; |
|16 | they start to appreciate why we're |
|17 | doing these |
|18 | things now. |
|19 | So it becomes a deeper -- it will be a |
|20 | light comes on somewhere in the management ranks |
|21 | that says, "Now I understand why we're |
|22 | collecting -- why we're analyzing this, why we're |
|23 | out talking to the community, why we're doing these |
|24 | things." They get the why part. |

At the end of the consent decree, I
PASTOR BIEKMAN: And can I just -- a quick follow-up.

MR. BRAZIEL: Again, it starts with when they start exceeding -- they start proposing to us new innovative things that we haven't even thought about, that they're making that link.

St. Louis County, you can suddenly see it when we're dealing with them. They start actually exceeding what we're kind of pushing them towards, and they're coming up with their own stuff on their own and basically telling us they did it, "Hey, listen, we got excited about this. This is what we're doing."

There's an excitement level. It is very subjective, but you will see it in the community.

You will definitely see it.

MS. MARTIN: But on a practical level, we also, you know -- Paragraph 264 says blah, blah, blah, blah, right? Have you done that and have you sustained that for X amount of time? And that --

depending on what the paragraph is, that's us saying that, but then that's also the community saying, you know, "Yeah, they've reached that goal and they're sustaining it," because we're going to see it through a survey, we're going to see it through community forums.

So, you know, depending on what the different metrics -- the different paragraph is, there's going to be different metrics. Some of them are just as easy as the data shows you this, but then other ones are more subjective. Like the community policing piece where there has to be a coalition, or the CIT training, that should be a group of community members with background professional backgrounds to say, "Yes, that training is on point," and then you then switch to say, "Oh, okay. Our data shows us that that training is on point."

So there will be some very clear-cut ones and then there will be some that will be a little bit more gray, but it will be all of us literally telling the judge, "Judge, they are in compliance."
REPORTER'S CERTIFICATE

I, VICTORIA C. CHRISTIANSEN, a Certified Shorthand Reporter of the State of Illinois, do hereby certify that I reported in shorthand the proceedings had at the hearing aforesaid, and that the foregoing is a true, complete and correct transcript of the proceedings of said hearing as appears from my stenographic notes so taken and transcribed under my personal direction.

IN WITNESS WHEREOF, I do hereunto set my hand at Chicago, Illinois, this 5th day of November, 2018.

[Signature]

Certified Shorthand Reporter
C.S.R. Certificate No. 84-3192.