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4 INTERVIEW OF INDEPENDENT MONITOR FINALISTS
5 FOR THE CHICAGO POLICE DEPARTMENT
6 CONSENT DECREE
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10 INTERVIEW OF STONETURN
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14 NOVEMBER 2, 2018
15 4:00 P.M.
16
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18
19 CITY HALL
20 121 NORTH CLARK STREET
21 ROOM 501A
22 CHICAGO, ILLINOIS 60602
23
24

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1 PRESENT:
2 ENGAGED STAKEHOLDER COMMITTEE:
3 PASTOR ROBERT BIEKMAN
4 SERGEANT CHRIS PETTIS
5 SERGEANT JAMES CALVINO
6 MS. MARIA HERNANDEZ
7 MS. KATYA NUQUES
8 MS. JEANETTE SAMUELS
9 MR. ERIC WILKINS
10
11 STONETURN:
12 MS. KATHERINE "KATIE" LEMIRE
13 DR. DEMOSTHENES "MONTE" LONG
14 DR. CAROL RASOR-CORDERO
15 MR. MICHAEL COSTA
16 MR. DAVID BURROUGHS
17
18 ATTORNEY GENERAL'S OFFICE:
19 MS. LISA SCRUGGS
20 MS. SHAREESE PRYOR
21 MR. JONATHAN SMITH
22 MS. CARA HENDRICKSON
23 MS. LEIGH RICHIE
24 MR. GARY CAPLAN
25
26 CITY OF CHICAGO/CHICAGO POLICE DEPARTMENT:
27 CHIEF BARBARA WEST
28 MS. CHARISE VALENTE
29 MS. RACHEL SCHALLER
30 MS. TINA ANDERSON
31 MR. WALTER KATZ
32 CAPTAIN SEAN JOYCE
33 MR. MICHAEL BROMWICH
34
35 REPORTED BY RUTH EAVENSON, CSR NO. 84-4293.

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1 MS. SCRUGGS: Welcome. Okay. I think we're
2 ready to get started.
3 Everybody, this is StoneTurn. They will
4 be giving their presentation in a minute. We
5 wanted to just get started and allow the members
6 of the Engaged Stakeholder Committee to introduce
7 themselves, and then you can begin your
8 presentation.
9 I want to give you advance notice that,
10 unfortunately, two of our Engaged Stakeholder
11 Committee members are going to have to leave after
12 your presentation, but they will get with the rest
13 of them and -- you know, and get caught up.
14 As you remember, that's the AG team over
15 there, the city's team is over here, and we have a
16 court reporter here today as well.
17 So we'll let them begin with the
18 introductions.
19 PASTOR BIEKMAN: Robert Biekman. I serve as
20 pastor of Maple Park Methodist Church, which is in
21 the West Pullman community. And I'm also with the
22 Community Renewal Society.
23 MR. WILKINS: Eric Wilkins, founder of Broken
24 Winggz Foundation. I'm also with Community

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1 United.
2 MS. HERNANDEZ: Maria Hernandez. I'm with
3 Black Lives Matter Chicago and the Campbell
4 Plaintiffs Group.
5 MS. NUQUES: Katya Nuques with En Lace
6 Chicago.
7 SERGEANT PETTIS: Good afternoon.
8 Christopher Pettis. I'm with Chicago Police
9 Sergeants' Association.
10 SERGEANT CALVINO: Jim Calvino. I'm also
11 with Chicago Police Sergeants' Association.
12 MS. SAMUELS: Good afternoon. I'm Jeanette
13 Samuels.
14 MS. LEMIRE: So good afternoon. My name is
15 Katie Lemire, obviously. And I'm going to start
16 out by introducing our team members. It's a lot
17 of people in this room, so I think of myself as
18 pretty good kind at kind of looking at everybody
19 when I'm talking.
20 But I've met the outer tables, so please
21 don't take offense if I don't look at you.
22 There's a lot of people to look at. I'm going to
23 focus on these people right here to my left
24 (indicating).

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1 So I want to start, like I said, by
2 introducing our team members. So what you have in
3 front of you is the core team from the StoneTurn
4 group. I would be the monitor if our team was
5 chosen.
6 All of us are here from the core team
7 except for two people. Brent Larrabee could not
8 be with us. He had a conflict that could not be
9 moved. We tried to figure out a way to Skype him
10 in or something, but he is in a place where he has
11 no connectivity. So I apologize for that. I
12 would have had him here otherwise.
13 And we also -- if you have looked at our
14 proposal, you'll know that we left as a
15 placeholder our community liaison person. And I'm
16 going to speak to that in a little bit, but I just
17 want you to know that we consider that person to
18 be a member of our core team even though we have
19 not yet named that person.
20 So I want to just start by, like I
21 said -- this is what I'm going to do. I'm going
22 to introduce all of us. I'm going to talk for a
23 little bit about all of us. I know you have
24 questions for us, and that's the real focus here,

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1 so I won't take too long. I'm also going to speak
2 to what our approach generally is and then just
3 basically turn it over to you.
4 So just starting out with our
5 background, so I am a career prosecutor. I
6 started out at the Manhattan DA's office in New
7 York City, and I was then a federal prosecutor
8 also in Manhattan.
9 I went from there to becoming counsel to
10 the police commissioner at the New York City
11 Police Department. I worked on a lot of different
12 things there ranging from reviews and reforms in
13 various departments within the police department
14 as well as working with community groups;
15 overhauling training, including training connected
16 with constitutional policing, and a lot of other
17 things.
18 I also have background in running
19 monitorships within the private sector for about
20 six years now, and I have experience running big
21 projects, running monitorships.
22 Dr. Monty Long is to my right, and he is
23 former NYPD, New York City Police Department, as
24 well, over 20 years. And while there, he oversaw

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1 big pieces of the police department, including the
2 police academy; community affairs; the school
3 safety division, which deals with interactions in
4 part between the police and youth; and he also was
5 second in command of internal affairs there.
6 He is now a professor in New York City,
7 and he also works for the monitor now on the
8 outside of the NYPD monitoring the NYPD in
9 connection with the stop-and-frisk litigation.
10 And, now, down to my left is Dr. Carol
11 Razor-Cordero. She is also former law
12 enforcement. She's got a 25-year career working
13 for the Pinellas County Sheriff's Office. She
14 served as that agency's training advisor.
15 A couple of highlights from her career
16 in law enforcement, she established a
17 citizen-community policing institute while there,
18 and she also established that agency's first
19 domestic violence unit and sex offender unit.
20 Since leaving law enforcement, she's had
21 a second career. She's what I call a law
22 enforcement change agent. In that role she's
23 provided technical assistance to police
24 departments all over the United States. She's

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1 worked as a trainer and provided a lot of
2 technical assistance in helping police departments
3 that have big problems.
4 And he's not here, like I said, but
5 Brent Larrabee is former chief of a lot of smaller
6 police departments. These are departments that
7 are a lot smaller than the Chicago Police
8 Department.
9 And part of the reason I asked him to
10 join our team is because when you're running a
11 smaller police department you're not delegating
12 out tons of things that need to happen. You're
13 actually there, boots on the ground, making sure
14 things get done.
15 He understands the inner guts of police
16 departments and how they work and how things
17 change and how you get them to change, which I
18 think everybody here knows is not easy.
19 He also brings something else to the
20 table. He, while running one of those police
21 departments, the East Haven Police Department in
22 Connecticut, he was running the police department
23 while they were under a federal consent decree.
24 And he came in after the U.S. Department

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1 of Justice started investigating that police
2 department. He was asked to come in, and he was
3 there on the inside overseeing all the changes
4 that needed to happen to comply with that consent
5 decree.
6 So he's got that unique perspective of
7 making sure things change from the inside. And in
8 the end, the Department of Justice was very happy
9 with the work he did. He did it on time. He got
10 it done.
11 Just moving on, then, to my immediate
12 left is David Burroughs. He's also former law
13 enforcement, but he's former FBI at the federal
14 level. And he's served on a lot of different
15 squads as supervisor as well in the FBI. And he
16 now works with me at StoneTurn, and he helps me
17 manage big projects, big monitorships. He brings
18 a lot of the know-how on that front to our team.
19 Last but not least is Mr. Michael Costa
20 sitting down here on the end. He's our quant guy.
21 He's the data analysis guy. He's the one who
22 would deal with a lot of the more technical things
23 would have to happen in the course of this
24 monitorship, including making sure that surveys

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1 are done and that the data is gathered and that
2 the data is analyzed the right way.
3 There's also a lot in the consent decree
4 that pertains to looking at data, gathering data,
5 sifting through data, and he's the one that would
6 spearhead all of that work for us as well.
7 So I want to go on to speak about a
8 couple of aspects of our team before I turn it
9 over to all of you. And there are some things
10 that are different about our team compared to
11 other teams you've already met with.
12 And, you know, one thing is we're a
13 smaller team. We're a smaller team, and that was
14 a deliberate choice on our part. We felt like
15 there's a lot that needs to get done, and if
16 you've got a ton of people on this it can be a
17 hindrance.
18 You want a smaller core team -- that's
19 our view -- so that things get done, deadlines are
20 met, the left hand is talking to the right hand,
21 and all the mandates, all the requirements of the
22 consent decree happen and they get done on time.
23 I will tell you that in my experience
24 I've run a lot of projects. And, you know, you

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1 may know -- I can tell you up front, you know, if
2 you ask me to tell you, I have not run a police
3 monitorship. But I have run other monitorships,
4 and there's a piece of this that is just making
5 sure things happen when they're supposed to
6 happen. I do that, and I can do that.
7 And I'm used to dealing with federal
8 judges, and I'm used to -- I should say working
9 with federal judges because that's the case here.
10 And I'm used to making sure that deadlines are hit
11 and things happen like and when they're supposed
12 to happen. And it's a lot harder to do when
13 you've got a ton of people on the ground, and that
14 is our belief.
15 And, you know, we understand crystal
16 clear what our role is. It is to make sure that
17 what is in that 225-page consent decree happens,
18 and it happens when it's supposed to happen.
19 There's another piece of this that's
20 real important. And I almost feel silly saying it
21 with all of you sitting right here, but it's the
22 most obvious piece, of course, which is ensuring
23 transparency within all the different communities
24 in Chicago.

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1 And that is a crucial part of this. The
2 DOJ findings, Department of Justice findings,
3 spoke loud and clear as to the consent decree that
4 there's a feeling that there's no transparency,
5 and people don't know what's going on, and they're
6 not told what's going on. And I'll speak to more
7 of that in a moment.
8 So our role, again, is to make sure that
9 change happens. It will be at times to be the
10 heavy in the room, to make sure that if things are
11 not happening when they should that the judge
12 knows, and then there are strong ways for the
13 judge to deal with that as well.
14 I want to speak to one other -- a second
15 aspect of our team. And, you know, this is
16 something, if you've read the proposals -- if not,
17 I'm just going to tell you flat out right now,
18 that what's different about us is we have fewer
19 ties to Chicago. I'm going to tell you that up
20 front.
21 We do have some ties. I went to law
22 school here. I have family here. Michael Costa
23 lives here, grew up here. StoneTurn, the firm
24 that we're a part of, has a Chicago office.

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1 I want to speak to one piece of what I
2 referred to already, though, and that's the
3 community liaison piece. And I want to be crystal
4 clear that we did not name that person yet. And
5 that is not because -- there's going to be a lot
6 of negatives in this sentence. I'm really sorry.
7 I have a 15-minute warning. Thank you.
8 I'll be done before then.
9 That is not because -- sorry for all the
10 negatives. That is not because we don't think
11 it's important. To the contrary, the community
12 liaison person -- people, as it may be -- are a
13 crucial part of our team. They will be here at
14 the table. They will be part of the core team
15 meetings.
16 They are the first step, not the only
17 step. They are the first step ensuring that
18 people -- people who you represent, people you
19 know, people out there -- know what's going on.
20 They know about the progress that's happening or,
21 as it may be, the progress that's not happening
22 but is supposed to be happening.
23 So that community liaison is a crucial
24 role. We have not named them yet, and we did that

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1 deliberately because we believe that that person,
2 those persons, should not be named without some
3 kind of consultation with stakeholders in the City
4 of Chicago and with the parties as well.
5 And it's just too important. What a
6 mess it would be if we picked someone who some
7 people at this table here knew or people at the
8 other tables knew and had a bad past with. Wow.
9 What a mess that would be.
10 We decided it would be too important.
11 And if we were to be named as the monitorship
12 team, one of our two top priorities would be to
13 get that role filled. So I wanted to speak to
14 that.
15 And the other part of -- the other flip
16 side of us not having as strong Chicago ties as
17 some of the other groups is that we're
18 independent. And the title of the job is
19 independent monitor, and that's for a reason.
20 It's for multiple reasons.
21 All of you, all of your
22 constituencies -- and I'm not only speaking to
23 Pastor Biekman's constituency or Black Lives
24 Matter and -- there's so many of you here --

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1 victims, but also the police as well.
2 If there is a belief among any of you
3 that we are not independent, this is a flop. It's
4 failure because that's half of the job is for us
5 to be perceived as independent. And it's just not
6 going to work if we're not perceived that way. So
7 it was a deliberate choice on my part in building
8 this team to bring on board people who are for the
9 most part not from Chicago.
10 And, you know, I want to speak to
11 something that I spoke a lot about yesterday.
12 Yesterday there was a lot of discussion here. I'm
13 sure you all know that we met with people from the
14 other tables here, the representatives of the
15 Attorney General's office and from the city.
16 And there was a lot of discussion about
17 how important it is to have police officer buy-in.
18 There's a lot of time that's gone by with a lot of
19 problems that have not been fixed. And many of us
20 at this table have worked and/or led police
21 departments, and we know that if there is going to
22 be lasting reform there's got to be buy-in from
23 police officers. And we spent a lot of the time
24 talking about that yesterday.

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1 And, you know, I will tell you that
2 yesterday after we talked about that for quite
3 some time -- I'm going to single out Mr. Smith,
4 who asked me a particular question yesterday. We
5 had a lot of this talk about the importance of
6 police buy-in.
7 And he asked me -- I might be phrasing
8 the question not quite as he said, but he asked me
9 about the Department of Justice findings, the
10 report that came out in January 2017. And he
11 asked me whether I thought there was a culture of
12 corruption, I think you said, in the Chicago
13 Police Department.
14 And I'll tell you, he caught me a little
15 bit flatfooted. I think it was not one of my
16 better moments yesterday. And it was a hard
17 question. Part of it is because it's just a big
18 question. There's 11,000 people in the police
19 department, and it's hard to brand an
20 11,000-person group of people as having a culture
21 of corruption or not.
22 But the piece of this also that caught
23 me off guard and I think a little bit flatfooted
24 is because I had looked at the Department of

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1 Justice findings, but really, truthfully, a couple
2 of months ago when I was working on this proposal.
3 And I will tell you that coming here
4 today -- I had planned on, before coming here
5 today, reading the 225-page consent decree again,
6 being ready to give you all very technical answers
7 perhaps to very technical questions. And I had
8 planned on being prepared and to talk about
9 deadlines and statistics and all of this stuff.
10 And, you know, I thought -- when I first
11 got up this morning I thought of Mr. Smith's
12 question, and I thought of the Department of
13 Justice findings. And I thought, I've just got to
14 sit down and read that again.
15 And so I threw aside all my plans today,
16 and I sat down for three hours. I will tell you
17 I'm a little cross-eyed right now because it's a
18 long report. And I sat down for three hours this
19 morning, and I reread that report. And it's a
20 good thing to do because it is a reminder of why
21 we're here. It's a reminder.
22 And I will tell you, when you're
23 preparing for something like this and you're
24 writing a proposal and you're thinking of staffing

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1 your team and you're looking at budgets and you're
2 thinking on Excel spreadsheets and you're looking
3 at hourly rates and you're thinking of all this
4 stuff --
5 And, look, I'm a lawyer. A problem us
6 lawyers sometimes have is we veer toward the
7 technical. And it was a real good -- I thank
8 Mr. Smith for that question because it was a real
9 good reminder to sit down and read that again and
10 read all those stories in that report and read
11 about all the things that have gone wrong.
12 And I'm going to tell you another thing.
13 I'll be really frank. Something that's really
14 hard about being here today is there are a
15 gazillion constituencies in this room, right?
16 There's a lot of people with different points of
17 view.
18 It is a guarantee: In the next hour and
19 a half I'm going to say something that's going to
20 make one person happy and it's going to upset
21 somebody else. It's just a given. That's the way
22 it is. So I apologize in advance, but that is a
23 given.
24 And the other risk sitting here is I

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1 said -- we said a lot of stuff yesterday. And if
2 I say something today that sounds a little
3 different from yesterday, these people on the back
4 tables are going to think that we're just
5 retrenching and we're pandering. We were
6 pandering to them or them (indicating), you know,
7 or we're doing that today.
8 And I just want you to know that's not
9 the case. This is a multifaceted, difficult
10 undertaking that's being proposed here, and
11 there's a lot of different ways to look at it.
12 And one thing you can always count from
13 everybody at this table is you can count on our
14 sincerity. And it's not always pretty. The right
15 answer is not always pretty. We're going to say
16 things you don't want to hear or that either of
17 the other parties are not going to hear. But
18 we're going to say it. And -- but again, reading
19 that report I think was the way to start the day
20 today after yesterday's meetings.
21 And I don't have so much more to say. I
22 think that we are the team to pick. I haven't met
23 the other teams, but I've read their proposals.
24 We're the team to pick.

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1 We've got the expertise, and you've got
2 someone at the helm who is used to getting things
3 done, used to getting difficult things done, who
4 is not afraid to report when things are not
5 getting done, who is not afraid to give the
6 unvarnished truth when the unvarnished truth needs
7 to be given.
8 I'm going to stop myself there. And I
9 would say I would welcome your questions, but I
10 think it's going to be probably a tough hour. I
11 think you've got some really tough questions
12 probably for us. But that's all for now.
13 Thank you very much for listening to us
14 here today. And over to you.
15 MS. NUQUES: Pastor Biekman, you can start
16 with your question.
17 PASTOR BIEKMAN: Sure.
18 I'm going to give you a tough question
19 now since you've prepared for it. How many angels
20 can dance on the head of a needle?
21 MS. LEMIRE: Um --
22 PASTOR BIEKMAN: Okay.
23 MS. LEMIRE: Dr. Long is going to answer that
24 question.

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1 PASTOR BIEKMAN: SO you've already said that
2 this is your first time doing police monitoring.
3 Can you talk about the experience of your team
4 with being a monitor beyond yourself?
5 MS. LEMIRE: Certainly, certainly. That's
6 not a tough question, so thank you.
7 So beyond myself, Dr. Long -- I'll turn
8 it over to him for a moment to speak to the work
9 that he's done, but he's working on a police
10 monitorship now within the New York City police
11 department. And I think in some ways -- he'll
12 correct me if I'm wrong, but the scope of that is
13 narrower than what is encompassed in the consent
14 decree here.
15 But what is important to remember is
16 that he's also dealing with a police department
17 that's 34,000 uniformed officers. That is not at
18 all to belittle the -- that's not at all to say
19 you know, 11,000 uniformed officers here, piece of
20 cake. Huh-uh.
21 But there are particular problems that
22 have to be addressed when you're trying to change
23 things with 34,000 officers. So I'm first going
24 to have him speak to that a bit, and then we can

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1 come back to me.
2 DR. LONG: So Katie is accurate in terms of
3 the consent decree with the NYPD. The scope is
4 stop, question, and frisk in general in public
5 places, in public housing and in private buildings
6 that are enrolled in what they call the TAP
7 program, Trespass Affidavit Program.
8 So all of the functions that we do in
9 terms of monitorship, it's auditing, it's
10 reviewing records, it's sitting in on training,
11 looking at lesson plans, evaluating instructors,
12 looking for how well the officers are learning and
13 retaining the new training, that sort of stuff.
14 But it's all within the scope of stop, question,
15 and frisk.
16 MS. LEMIRE: And if I could speak, too, a
17 little bit, I was not a monitor when I was working
18 at the New York City Police Department, but I had
19 to deal with some tough issues.
20 And like I said, change is not easy
21 within police departments. If that weren't the
22 case, then we wouldn't be sitting here now because
23 there have been a lot of task forces, there have
24 been a lot of oversight bodies, there's been a lot

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1 here in Chicago. But one thing that I do
2 understand is the many different ways that you've
3 got to look at reform if it's going to happen and
4 it's going to stick.
5 And one thing that I did do while I was
6 working at the police department is I brought
7 in -- I did a reengineering project where we
8 looked at many, many different aspects of the New
9 York City police department, and we changed some.
10 We changed some big pieces of it.
11 And we looked at a lot of the issues
12 that are issues here -- how promotions are done,
13 how recruiting is done. And I'm not saying these
14 in order of priority at all. I'm just throwing
15 these things out there. How training is done, how
16 inservice training is done, a lot of things that
17 show up in that DOJ report. So these ideas and
18 changes are not new to me as well.
19 Anybody else? Carol, do you want to
20 speak to your experience as well?
21 DR. RASOR-CORDERO: I have not served as a
22 monitor, but I have worked for the Center for
23 Public Safety Management now in Washington, D.C.
24 We do a similar process to monitoring. However,

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1 it is initiated in two ways.
2 One, we may have a police chief that
3 contacts us and wants us to come in and look at
4 his or her department and see how we can enhance
5 it, increase performance level, be more
6 accountable, look at the community.
7 Sometimes we get the call from a city
8 manager or mayor who may not be so happy with the
9 police department, and we have to go in and work
10 with that department. So I'm familiar with going
11 into cultures in which there may be conflict that
12 exists.
13 What we do is we do a top-to-bottom
14 assessment. We look at every unit in the agency.
15 We pull data from their CAD system to look at
16 response times, to look at calls for service,
17 numbers of cars.
18 We look at their case management
19 systems, we look at their hiring, their
20 recruitment, their promotional processes -- which,
21 I can tell you, that is extremely important for
22 the culture of a police department because the
23 police department has to represent the community
24 it serves.

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1 We also look at property and evidence,
2 every single unit within the department. And then
3 we do our analysis and we make recommendations for
4 change for the department.
5 So I understand -- while I have not
6 worked as a monitor, I understand the process that
7 you're looking at accomplishing. It's not going
8 to be an easy one, but I believe it's a necessary
9 one.
10 And I can tell you from our organization
11 is that I think one of our strengths is that we're
12 good at looking at all issues and taking in all
13 viewpoints and doing analysis that way because
14 everyone should have a voice.
15 We need trust with the community and
16 buy-in, and we need the trust and the buy-in with
17 the Chicago Police Department. We've got to work
18 together as a team or this is just not going to
19 happen.
20 MS. LEMIRE: If I could add to that, you
21 know, I think, you know, there's -- some of what
22 we say in terms of getting the trust of the police
23 department, I think there's a risk when we say
24 that some of you sitting here are saying, well --

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1 who cares about that, maybe you're thinking. I
2 don't know. You know, we -- look how we've been
3 treated. Read that DOJ report.
4 And again, though, it is crucial that if
5 there's going to be lasting reform that there's
6 buy-in. It's just reality of working with the
7 police department.
8 I want to say at the same time that this
9 is a monitorship, and there are things that have
10 to happen. We can speak about viewpoints and
11 being conciliatory, but there is a consent decree
12 that lays out mandates.
13 So there's some parts of what needs to
14 get done that has nothing to do with listening to
15 viewpoints from the perspective of the city and
16 the police department because it's all there.
17 It's all printed.
18 Things have to happen, and if they're
19 not happening, it is our job -- it would be my job
20 as the monitor to make sure -- as the agent of the
21 court, of the judge, to let him know that things
22 are not happening as they should, because a lot of
23 those directives are pretty clear. Those
24 directives are clear in that consent decree.

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1 PASTOR BIEKMAN: Just a quick followup. So
2 this is more directed toward -- it's Dr. Long?
3 DR. LONG: Yes.
4 PASTOR BIEKMAN: In New York, are you
5 familiar with the term "broken-windows policing"?
6 DR. LONG: Yes.
7 PASTOR BIEKMAN: Okay. How do you feel that
8 that would inform your ability to do the
9 monitoring here in Chicago? How might that shape
10 what you do?
11 DR. LONG: Well, I mean -- so broken windows
12 is basically a theory that if you address
13 lower-level disorder, lower-level criminal
14 activity, you don't give it an opportunity to
15 develop into more problematic behaviors. Some
16 police departments, you know, use that as a
17 strategy. They concentrate on these kind of like
18 small issues of disorder.
19 But, you know, it could be problematic
20 in terms of, you know, where you deploy those
21 resources, right? Because, you know, they tend to
22 be -- if you're going to be data-driven -- and the
23 more progressive departments are data-driven --
24 you're going to look at where your crimes are

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1 occurring, where is the criminal activity
2 occurring, and that's where you're going to deploy
3 your resources.
4 And if you're deploying your resources
5 in those areas, there's going to be more proactive
6 policing, there's going to be more contact with
7 the members of the community. That does not
8 necessarily mean that those contacts have to be
9 poor contacts, right?
10 It's really, really important for police
11 how they engage the community. You know, there's
12 this notion that we talk about, procedural
13 justice. And part of it is dignity and respect.
14 It's one of the four pillars.
15 So those -- you know, those concepts
16 have to be not only taught within the academy or
17 inservice training, but that has to be a theme or
18 thread throughout all of the training and
19 throughout all of the operational guidelines,
20 procedures, policies, and how the officers engage
21 members of the public.
22 So, you know, broken windows doesn't
23 necessarily mean that, you know, it's proactive
24 policing on steroids and you're going out there

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1 and you're abusing citizens' rights. It doesn't
2 mean that. Some departments have kind of got off
3 the rails and took it there. It doesn't mean
4 that. A lot of it has to do with how you're
5 engaging the members of the community.
6 PASTOR BIEKMAN: Thank you.
7 MS. NUQUES: Eric, your question.
8 MR. WILKINS: Well, good question. I've got
9 one question. That's -- what you're doing in
10 New York, that's what you're doing right now,
11 currently?
12 DR. LONG: The monitorship I'm on now is
13 limited to stop, question, and frisk, so it's
14 anything that impacts the police department -- the
15 NYPD's policies and practices with respect to
16 stop, question, and frisk.
17 MR. WILKINS: Okay. How much experience do
18 the monitors have working with people with
19 disabilities?
20 MS. LEMIRE: Dr. Long?
21 DR. LONG: Wow. So in terms of me as a
22 police professional, all the time, right? I mean
23 from training when I ran the police academy in New
24 York City. And when I was First Deputy

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1 Commissioner in Westchester County, I oversaw the
2 director of training.
3 And so that's a large part of how you
4 train your police officers. You know, how do you
5 engage communities that -- you know, whether it's
6 physical disabilities, whether it's developmental
7 disabilities? It's different than how you engage
8 someone else who doesn't have those special needs.
9 So I've done it from a training aspect
10 as a trainer, and I've done it as a police officer
11 in terms of practice.
12 DR. RASOR-CORDERO: And similar to Dr. Long,
13 I have had the same experience with law
14 enforcement. But what we also have in common,
15 too, is we both work for colleges where we do have
16 students with a variety of disabilities. And it's
17 a continuation to work and to bring them to a
18 level of where they can be successful, and be
19 sensitive to it.
20 MS. LEMIRE: Mr. Wilkins, if I could add, if
21 Mr. Larrabee were here he could speak to this as
22 well because when he worked at all these smaller
23 police departments I remember in speaking to him
24 and reviewing his bio that he definitely dealt

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1 with these issues, not only when he was a police
2 officer on the street, but also in making sure
3 that policies within those departments, policies
4 were in place to address dealing with what one
5 could call people in crisis or people with
6 disabilities, et cetera, the kinds of things that
7 are spoken about in the Department of Justice
8 report.
9 I wish he were here to give you more
10 detail than that, and I apologize for that. But
11 he would be able to speak to that as well.
12 MR. WILKINS: Okay. What is your CIT
13 expertise?
14 MS. LEMIRE: My CIT expertise specifically?
15 That -- yeah.
16 MR. WILKINS: I mean that's in general for
17 everyone. You know, that's what I'm asking.
18 DR. LONG: So there are several models in
19 policing now when you're talking about crisis
20 intervention teams, and it always depends on, you
21 know, the specific demographics and needs of the
22 community in terms of the model that you're going
23 to employ.
24 But a lot of it is, you know, just kind

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1 of like slowing it down, right? You know, when
2 you engage a member of the public and you're
3 giving them directions, you're giving them
4 commands, and they're not following your
5 directions, well, it could be that they're
6 disregarding your directions, or maybe they have a
7 hearing impairment. Maybe they don't hear you.
8 So it's training officers to recognize
9 certain signs or certain conditions that maybe,
10 you know, what you're seeing is not what you
11 initially think it is, it could be something else,
12 and how to adjust and how to react appropriately.
13 MR. WILKINS: But you guys don't have
14 expertise or any training?
15 DR. LONG: So as being a -- certified CIT
16 training? No. But in terms of general policy and
17 practice, there also are a lot of professional
18 police practice organizations -- such as National
19 Association of Police, Major City Police
20 Association -- and they have policies, you know,
21 guiding policies that police departments can look
22 at and you can train directors, associates.
23 So there are a lot of professional
24 police organizations that give, you know, advice

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1 and publish model policies for police departments
2 to kind of look at to be guiding and developing
3 these types of programs or these types of
4 training.
5 DR. RASOR-CORDERO: And let me state, their
6 standards of training have a CIT program that's 40
7 hours that officers attend to address this so that
8 they get certified. And if they go through that
9 training, every three years they have to have
10 eight hours of additional training.
11 MS. LEMIRE: And, Mr. Wilkins, if I could
12 explain the way our proposal is structured and why
13 Dr. Long and Dr. Razor-Cordero are talking about
14 other trainers, et cetera, it's because we don't
15 come here saying we can do all the direct training
16 that needs to happen.
17 But, rather, in our proposal we leave
18 room for subject-matter experts who we might need
19 to bring in perhaps in an area such as this to
20 provide what we call technical assistance, someone
21 who could come in and train the trainers of the
22 Chicago Police Department, you know, reviewing
23 policies, making sure that in this specific area
24 everything is as it should be and, if not, that

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1 standards are brought up to national standards and
2 best practices.
3 So we don't come before you claiming we
4 know everything, we can do it all, we've got it
5 covered. There's some flexibility in our proposal
6 as well. I hope that makes sense.
7 MR. WILKINS: I mean you cleared it up for
8 me, because the understanding I took when you
9 first came in was -- I might be wrong, but you
10 said that you have a small group because it's
11 tightly niched, and you didn't need all the extra
12 help.
13 MS. LEMIRE: We may need some help for
14 specific subject-matter expertises, and we built
15 that into our budget. If you were to look at our
16 budget, it's a big grid, and there's a line that
17 says subject-matter experts. So we left room
18 financially to bring in people with specific
19 expertises.
20 We know a lot at this table. We don't
21 know everything. We're not the best at
22 everything. But our core team is tightly knit,
23 and that's why we think we would be able to get
24 the job done.

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1 PASTOR BIEKMAN: So that you will identify a
2 CIT subject-matter expert?
3 MS. LEMIRE: No, I will tell you flat out.
4 But we certainly are connected to networks that
5 have those people. I think that's what
6 Dr. Razor-Cordero was speaking to.
7 DR. RASOR-CORDERO: The State of Florida has
8 a CIT program, and they have trainers available
9 that we're able to contact.
10 MS. LEMIRE: So we're not coming in here with
11 a list of all the people, but we have the
12 networks. We can get people. That's not a issue.
13 MS. NUQUES: Jeanette, go ahead with your
14 question.
15 MS. SAMUELS: So I apologize if I missed
16 this, but when Mr. Smith asked yesterday whether
17 the Chicago Police Department had a culture of
18 corruption, what was your response?
19 MS. LEMIRE: Oh, boy. What was my response?
20 Honestly, I don't remember because it was -- my
21 brain sort of fogged up a little bit because it's
22 a tough question to answer.
23 I will say I don't think you can brand
24 11,000 people collectively as being corrupt. I

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1 think that you can have serious issues, systemic
2 issues. I think that you can increase
3 accountability, increase discipline, increase
4 transparency in such a way that those big problems
5 can be addressed and reduced. But -- yeah.
6 Can you speak to that as well, Dr. Long?
7 DR. LONG: You know, I mean, so when you're
8 coming from the outside -- and so I can talk
9 generally about police culture, right? There's
10 consistent themes. But when you look like
11 specifically within a department, you know, that
12 will come over time.
13 But, you know, it's a very, very tough
14 question in the sense that you're painting every
15 sworn member in the department with the same --
16 with the broad stroke of the brush. I don't know
17 if that's fair, you know, to categorize everyone
18 in that department as being part of this kind of
19 culture of corruption or something like that.
20 My experience in agencies that I've
21 worked in, in agencies that I've assessed, is
22 that, you know, that tends to be a small part of
23 the police officers. I think that generally
24 police officers go into those jobs for, you know,

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1 good reasons and purposes. You know, they want to
2 help people. You know, they certainly don't go
3 into it for the pay. All right?
4 So, you know, is there that element of
5 police officers who engage in misconduct and who
6 do bad things? Absolutely. But, you know, I
7 think to categorize the entire department that
8 way, I think that's probably the exception, that
9 an entire department would probably have to be
10 disbanded because they're just so corrupt. I
11 think that's probably a very, very small
12 proportion.
13 MS. HERNANDEZ: If I could ask, have you
14 considered, for instance, in a church -- you could
15 say the Southern Baptist Church has a culture of
16 music, but not everyone in the church plays music.
17 I think that's more like what we mean by culture
18 of corruption.
19 I think that may have made the question
20 a little more like challenging looking at it as
21 like we're saying every single cop. But the
22 culture -- anyway. It's okay. I think that's
23 what we meant. I didn't mean to --
24 MS. SAMUELS: Do you have any history of

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1 working with police officers in schools or
2 anything like that?
3 DR. LONG: So I was the commanding officer of
4 the School Safety Division of the NYPD, so I was
5 responsible for 1.1 million New York public school
6 children who attended over 1200 schools. It's
7 much more than that now.
8 And so, you know, my job was working
9 with the Department of Education to ensure not
10 only the safety and security of the schools and
11 the schools' employees, but to make sure that
12 there was an environment in which learning could
13 occur, right? So, you know, there shouldn't be a
14 concern about safety, because if the primary
15 concern is about safety, learning is not
16 occurring.
17 So that required, you know, a
18 partnership with all the stakeholders, with
19 parents, PTA associations, with the educators,
20 with the staff at the schools. It was a big deal;
21 it was a big job. But, you know, it was a
22 challenge.
23 You only get that done in terms of a
24 partnership, because one of my big concerns is you

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1 don't police in schools the same way you police in
2 other environments. It's very different,
3 particularly younger students, right? I used to
4 always say that, you know, they engage in
5 age-appropriate inappropriate behavior, right?
6 I mean like so you have to expect that,
7 you know, if they're playing basketball out during
8 recess and, you know, somebody hits a hard foul
9 and, you know, they go at it, that's not an
10 assault. That's not -- you don't come in and --
11 you know, you're not going to arrest kids for
12 stuff like that. That's the principle, you know,
13 like that's getting the parents on it.
14 So there are a whole list of
15 alternatives, you know, that are available to
16 educators before the police come in and arrest
17 someone. And I mean I think that's the approach
18 that you have to take in schools. You know, it's
19 a different environment. You do not police in
20 schools the way you police other environments.
21 DR. RASOR-CORDERO: You know, and,
22 unfortunately, Dr. Long and I did focus groups in
23 Parkland, Florida, where the 17 youths lost their
24 lives in a high school. And seeing the pain that

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1 really affects the entire community from that, the
2 policing in schools is such an important
3 component.
4 MS. NUQUES: Can you describe your
5 methodology for identifying, preventing, and
6 redressing gender bias and gender-based violence
7 in policing?
8 MS. LEMIRE: If I could just ask you to
9 clarify. When you say gender-based violence, are
10 you speaking -- are you speaking about police
11 responses to, for example, domestic violence
12 crimes and sex crimes?
13 MS. NUQUES: I'm talking about different
14 things, right? I'm talking about gender bias
15 within the police department itself, with the
16 police, you know, hiring practices, et cetera.
17 But also the relationship from police
18 officers to the community I think relates to like,
19 you know, the responses to both domestic violence,
20 but also things like investigation when, you know,
21 women are involved, et cetera.
22 MS. LEMIRE: Yeah. So I'm going to start in
23 reverse order to your question.
24 So with regard to domestic violence and

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1 sex crimes responses, when I worked at the NYPD,
2 I -- over the course of the four years there,
3 there were two working groups that I convened and
4 I chaired during that time. And one was a working
5 group addressing how the police responded to sex
6 crimes, to sex crimes complaints.
7 And primarily what that focused on was,
8 if someone calls 911 because they have been
9 sexually assaulted, how is it that the police
10 respond? And we had big problems. We had big
11 problems because, you know, we all -- maybe we've
12 seen Law and Order SVU, Special Victims Unit,
13 right, those detectives? They're good. They're
14 trained. They know what they're doing.
15 The problem is that when you call 911
16 Special Victims Unit is not responding. It's your
17 police officers from the precinct who come out,
18 and they typically have nowhere near the training
19 dealing with those crimes and those victims. And
20 people call them survivors rather than victims.
21 They don't have that training, and so
22 there were many reforms that we pushed through.
23 And some of those reforms included creating
24 inservice training for police officers in

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1 responding to sexual assault 911 calls, basically
2 sensitivity training.
3 You know, I can tell you a lot of horror
4 stories where we had officers responding to those
5 calls, and they would meet an upset, crying
6 victim, and their first question was, "Were you
7 drinking?" you know, which automatically, you
8 know, turns the tables as if it's her fault even
9 before she's ever told her story.
10 You would get officers responding to
11 hospitals where the victim had gone to be treated
12 after being sexually assaulted, and those officers
13 refused to allow the hospital's victim advocate
14 people to be in the room. There were all kinds of
15 problems, and I am not going to tell you I fixed
16 it. There are thousands and thousands and
17 thousands of cops involved in these calls.
18 But some of the things we did was we
19 required -- and this took a lot of staffing and
20 resource changes. We required that, going
21 forward, if there was a call from a hospital, a
22 911 call because a victim had shown up there after
23 being sexually assaulted, Special Victims had to
24 respond. It could not be police officers who

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1 didn't have that training.
2 We also changed things -- we also did a
3 lot of staffing changes. And this reminds me of
4 some things I saw again in the DOJ report I reread
5 this morning.
6 Special Victims, quite frankly, within
7 the NYPD, despite the TV show, had become a place
8 where officers did not want to go. They didn't
9 want to go there because there weren't a lot of
10 promotions in Special Victims, people were not
11 paid as well, and it had lost its cachet. It
12 doesn't matter if there's a TV show about it. It
13 had lost its cachet.
14 So we started promoting a lot more
15 people out of there, made it a place where more
16 talented, interested police officers wanted to go.
17 There were a lot of different things we pushed
18 through.
19 And within the rank and file of the
20 police officers and precincts, over 10,000
21 officers, we had a training video done that was
22 professionally done that was about a 12-minute
23 video to be shown at roll call multiple times
24 throughout the year on how you are to respond to

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1 victims who call in a sexual assault, sensitivity
2 training.
3 And, you know, look, watching a video
4 doesn't change a culture. It doesn't change
5 everything. But it helps, and it helps if you
6 show it over and over and over again. So those
7 were some of the things that we did on that front.
8 On the domestic violence front, again, I
9 had a working group for that. We had some similar
10 problems, and we had issues where officers would
11 show up and say to the victim and perhaps -- and
12 the alleged perpetrator, you know -- I'm just
13 going to make it simple -- showed up and had him
14 and her get in a room and talk together and would
15 not make any arrests.
16 So again, we had to go back to the
17 policies and fine-tune. You know, if it's a
18 he-said-she-said, but there's evidence of
19 injury --
20 Should I pause? I'm sorry. I thought
21 you had a moment where you weren't feeling well
22 and she grabbed you. I'm sorry.
23 MS. HERNANDEZ: I'm sorry. I'll actually --
24 I'll go to the restroom and come back.

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1 MS. LEMIRE: Okay, okay.
2 So, again, there were a lot of
3 on-the-ground issues that we dealt with there as
4 well.
5 I feel like I might be going astray with
6 your question. Does that answer your question?
7 MS. NUQUES: Uh-huh.
8 MS. LEMIRE: Yes. Okay, good.
9 DR. RASOR-CORDERO: Could I just make a
10 statement?
11 In the State of Florida, one of the
12 things we found successful for domestic violence
13 is a preferred-arrest policy in which the primary
14 aggressor goes to jail. No more of these "let's
15 get a room and talk it out." The aggressor is
16 going in handcuffs.
17 MS. LEMIRE: And that's what I was trying to
18 say, but Dr. Rasor-Cordero said it in a much
19 better way.
20 Thank you.
21 DR. RASOR-CORDERO: Do you want me to do some
22 internal gender?
23 MS. LEMIRE: Yes.
24 There was another piece of your question

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1 that spoke to internal gender issues within a
2 police department, and Dr. Rasor-Cordero will
3 speak to that.
4 DR. RASOR-CORDERO: I think one of the things
5 that is very important for women and minorities is
6 to have a level playing ground when they go into
7 law enforcement. The statistics are lower in the
8 representation.
9 It's a tough job to go into, but in
10 promotional processes you can't have a
11 good-old-boys network. You need processes that
12 are based on the job task analysis of the position
13 that measures the knowledge, skills, and abilities
14 of that position.
15 For example, for a sergeant should be
16 more than just a written test in itself. It
17 should -- could be composed of an in-basket
18 exercise to measure administrative skills.
19 It might be an oral board tied to
20 real-life scenarios, maybe what someone would do
21 in terms of if corruption came in their sites; and
22 to have graders that are trained there to have the
23 oral board anchored to specific responses that is
24 consistent grading; and that there's a testing

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1 processing for the ranks.
2 Many times it's difficult to get those
3 promotions if it's not based on any skills, it's
4 just the appointment itself. And sometimes that
5 can be difficult, for minorities to achieve those
6 positions.
7 MS. NUQUES: So being that some of you are --
8 probably most of you are not from Chicago, what's
9 your plan for having boots on the ground?
10 MS. LEMIRE: So we will have boots on the
11 ground a lot here. We've built into our proposal
12 a lot of being in Chicago. I spoke to this
13 yesterday. We all have an important role to play.
14 As the monitor, I can tell you I will
15 not be sitting in my office in New York City just,
16 you know, reviewing policies and looking at
17 spreadsheets while everything is happening here.
18 I will be here.
19 We also -- I spoke already about the
20 community liaison person, and that may be persons.
21 We left a lot of flexibility in our budget. You
22 probably know this, but there's a budget cap here,
23 an annual budget cap of almost \$3 million, right?
24 And we -- I believe our highest -- the

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1 year with our highest cost is the first year, and
2 that's about 1.6 million. So it leaves a lot of
3 wiggle room to bring on board people and certainly
4 spend money on the community aspect piece of this
5 if we need more.
6 There's a lot that's got to happen.
7 There's got to be town hall meetings, there's got
8 to be speaking out to meeting with stakeholders,
9 there's got to be a lot of outreach that happens
10 and -- in addition to the givens, like setting up
11 a website, obviously.
12 And we've left a lot of financial wiggle
13 room so that we have the ability to have the
14 people here that need to be here to make that
15 happen.
16 Anybody else want to speak to that?
17 PASTOR BIEKMAN: What do you know about
18 Chicago?
19 MS. LEMIRE: Well, I did live here during law
20 school. I will not -- I'm not going to tell you
21 that that makes me a lifelong Chicago resident. I
22 will tell you that in a very forthright way.
23 I certainly -- are you asking me
24 directly or us as a team?

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1 PASTOR BIEKMAN: Anybody on your team.
2 MS. LEMIRE: Yeah. So I will turn to the
3 others as well. But, you know, certainly I will
4 say that, sitting here right now, our team knows
5 less about Chicago than some of the other teams
6 who you've seen. I would be ignorant if I didn't
7 just put that out there. Quite frankly, I would
8 not be being forthright with you.
9 That said, I did go to school here.
10 That's not everything. I do have family here.
11 That's not everything. Mr. Costa also lives here.
12 And, look, it's partly why the community liaison
13 piece is so important.
14 I do want to say one thing on top of
15 that. There's a risk when I keep talking about
16 that role --
17 Hello. Everything okay, I hope? Okay.
18 There is a risk that it sounds like, oh,
19 we're going to put that community piece on that
20 person. We're going to bring them in; don't you
21 worry. But I want to make clear to you that my
22 role is not only to make sure everything is
23 happening, but to be part of the reach-out and
24 part of the transparency.

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1 I'm not just the lawyer figurehead off
2 to the side, the technocrat, but I'm going to be
3 out here. I'm going to be here. We all will as
4 well, and we built that into our proposal.
5 So that's an honest answer. It's not a
6 perfect answer, you know, but it's an honest
7 answer.
8 PASTOR BIEKMAN: Thank you.
9 MS. LEMIRE: Anyone else want to speak to
10 that or enough said? Enough said. Okay. Good.
11 MS. NUQUES: So due to the current federal
12 climate, there have been very low participation of
13 undocumented immigrant communities in the whole
14 police accountability conversation.
15 There's both underreporting for sure of
16 incidents that happen between the immigrant
17 undocumented community and the police, but also
18 there's a lot of fear, right? So that particular
19 community doesn't necessarily get engaged in the
20 conversations. Just seeing the word "police" on
21 the flyer is enough for them to not attend these
22 meetings, et cetera.
23 So can you tell us about some of the
24 strategies, if you at all have, you know, already

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1 thought about these, about how to attract
2 communities that have, you know, historically not
3 been very engaged in the conversation even though
4 they're, you know, one of the victimized groups.
5 MS. LEMIRE: I think that's an excellent
6 question. I'm hogging the air space.
7 Does anyone want to say anything? I
8 certainly have something to say to that.
9 DR. LONG: Well, at least from my
10 perspective, I think that's where the community
11 liaison function is key, because that person has
12 to be from Chicago, and that person has to be
13 connected into the various communities that
14 comprise, you know, the City of Chicago.
15 So I think that that person will be very
16 helpful and insightful in terms of, you know, what
17 organizations you need to reach out to to kind of
18 connect with these communities and bring them in.
19 So I think that person is going to be key.
20 MS. LEMIRE: But one of the reasons I think
21 that's an excellent question is because we've all
22 read the headlines, right, about how the census
23 might now have a question as to whether you're
24 here legally or not. And if that happens, what

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1 you're speaking to will only be worse, I think.
2 And so, you know, one thing that comes
3 to mind -- and again, this is why we cannot be the
4 only people involved in making sure things happen
5 as they should. This is why we need stakeholders
6 because you're thinking about issues like this,
7 and it's an excellent issue.
8 But one thing that comes to mind, for
9 example, is that if we are putting up posters
10 around the neighborhood inviting people to come
11 speak with us about the work that we're doing,
12 perhaps it could scare people away if we even had
13 on there the word "police," right, just that
14 alone.
15 There are ways to frame the discussions
16 on that poster to make sure that people actually
17 show up. Some people might see "policia" or
18 "police" and decide I'm not going there. So it's
19 an area where we have to be very careful.
20 Obviously -- this is just a given -- we have to
21 have Spanish speakers who are present when we're
22 going into, you know, certain areas and have town
23 hall meetings and meeting with people.
24 But I think it's an excellent question.

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1 I think it's a sensitivity that we would have to
2 have during the entire time. And, frankly, like I
3 said, it's a problem that could get worse given
4 current events.
5 MS. SAMUELS: Having reviewed the consent
6 decree, is there anything about it that you would
7 change or improve?
8 MS. LEMIRE: That's a hard question. It's a
9 good question, and I thought that question might
10 be asked, so I thought about this before coming
11 here today.
12 And, you know, I'm going to go lawyer on
13 you for a moment, which is to say that the consent
14 decree in a sense is a contract, right, binding
15 the different parties. And there is a provision
16 in the consent decree -- we talked about this
17 yesterday.
18 There's a provision in the consent
19 decree that does say that at any time the
20 parties -- I wrote this down -- the parties or the
21 monitor may propose substituting alternative
22 requirements for one or more requirements of the
23 consent decree. So there is -- call it some
24 flexibility there, call it a safety valve for

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1 things to be changed.
2 But I don't want to -- I'm not going to
3 say that I would come here and I'd meet with
4 people and learn that there are big chunks of
5 things that should have been in that consent
6 decree that weren't in there, and, you know what,
7 I'm going to get it in there, don't worry.
8 There's a whole process that has to happen. I
9 want to be really very realistic with you. And
10 the judge signed off on the consent decree as it
11 is.
12 Now, given that language in there, yes,
13 yes, I would have it -- I would have the ability
14 to get a discussion back on the table. The judge
15 would have to sign off on it. If the parties
16 don't agree and they think it shouldn't be added
17 to the consent decree, shouldn't be added to the
18 monitor's duties, to their jurisdiction, then
19 ultimately it's going to be for the judge to
20 decide. So I don't want to be unrealistic and
21 tell you, yeah, I'll get it changed. There's a
22 process that happens.
23 At the same time the consent decree
24 covers a lot of different areas, and there is a

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1 lot -- a lot of work to be done. And it could be
2 that there's more information that comes to light
3 in the course of the consent decree.
4 I think the work that the Department of
5 Justice did lasted perhaps about a year, and, you
6 know, we would be here for several years, and
7 there might be things that we find that the
8 Department of Justice just didn't get into their
9 report and therefore didn't make it into the
10 consent decree.
11 So those are the kinds of things where I
12 think the judge, the parties maybe even, might be
13 amenable to considering adding in to what it is
14 that we're supposed to do.
15 I hope that answers your question.
16 Anybody else want to speak to that? No?
17 I think we're good there. Okay.
18 MS. HERNANDEZ: Yeah. I wanted to ask -- so
19 in terms of -- I guess we talked a little bit
20 about what makes Chicago different from -- this
21 consent decree process a little different from
22 your previous experience.
23 How do you feel you would deal with some
24 of the unique elements of the Chicago decree; in

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1 particular, the MOA with the coalition groups as
2 well as just the overall like emphasis on
3 community engagement or anything else that you
4 feel is unique particularly about the Chicago
5 decree?
6 MS. LEMIRE: Well, there is plenty that is
7 unique about it. I will tell you that I
8 interviewed -- we didn't get the job, but I
9 interviewed to be the monitor for Ferguson I think
10 it was last year. It's kind of running together
11 now. Two years ago. And it really doesn't
12 matter, but we were told we were the runner-up.
13 Well, you know, that's not worth much,
14 but this consent decree is actually very similar
15 to the Ferguson consent decree. I hesitate to say
16 that because I've got someone right behind you
17 from the division of the Department of Justice
18 that worked on that consent decree, and he'll tell
19 me if I say anything wrong.
20 But they're very similar, right,
21 Mr. Smith, very similar?
22 MR. SMITH: Very similar.
23 MS. LEMIRE: Yes, very similar. And so there
24 was a whole community engagement piece to the

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1 Ferguson consent decree.
2 And by saying it's similar, I'm not
3 trying to denigrate the importance of that piece
4 or the uniqueness of the Chicago consent decree.
5 But even then we put a lot of thought and
6 budgeting towards that community engagement piece.
7 And it's every bit important here as it
8 was for us there, and, again, you can see it in
9 our budget, not only in how we have staffed the
10 community piece of it, but also how we've left
11 that financial wiggle room to expand that as well.
12 As is now abundantly clear, we're not
13 all from Chicago. But, therefore, this is a big
14 piece. And we've got to budget for it because we
15 don't come in here saying, yeah, we know, we know
16 what it's like. I went to Northwestern Law
17 School. I lived up there for a few years.
18 That doesn't mean I know what it's like
19 in some parts of the city, and some of us have
20 never lived in Chicago. So that is a very, very
21 important piece of this.
22 I think I'm repeating myself now, but I
23 think you understand.
24 MS. HERNANDEZ: Thank you.

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1 And then the last question I had on this
2 part is: A lot has been discussed about community
3 participation and oversight and police
4 accountability, so what methods do you plan on
5 utilizing in your monitoring of the decree so that
6 the community is respected, and specifically so
7 that the CPD understands that they're accountable
8 to the community just as they are to their
9 employer, their union, et cetera?
10 MS. LEMIRE: So part of the answer I'm going
11 to give you is not the most satisfying because a
12 lot of it is already all there in the consent
13 decree, and that came straight from those DOJ
14 findings. So I can -- and I've got the list right
15 in front of me, you know, when I was going through
16 it this morning. I can sit here and tick off
17 those different lists.
18 But I just want to tell you that it's
19 there. It is not a simple answer. And the
20 consent decree provides for a lot of that. I mean
21 there is a lot of ink in there about all the
22 problems with the -- I'm sure you say it a
23 different way, so I'm going to give it away that
24 I'm not from here -- the I-P-R-A. Is it IPRA?

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1 MS. HERNANDEZ: IPRA.
2 MS. LEMIRE: Sorry. Okay. I just gave it
3 away. So all the problems with IPRA and the
4 reasons that COPA came -- COPA, correct?
5 MS. HERNANDEZ: Yeah.
6 MS. LEMIRE: Came into being. And there is a
7 lot about how badly -- frankly, how badly
8 investigations were done, not only of
9 police-involved shootings, but also civilian
10 complaints that frankly went nowhere. It's -- you
11 know, there -- the upside to all of this is there
12 are processes that can be fixed to improve things.
13 And when we talk about culture of
14 corruption, I just want to put my head in my hand
15 and think, you know, if people see culture of
16 corruption, how do you fix that? How do you
17 change a culture of corruption?
18 The good news is there are lots of
19 things that can be fixed right here. There's the
20 disciplinary matrix that was so not clear about
21 penalties for particular types of misconduct among
22 officers. There was the almost total lack of
23 reporting that went back to the community about
24 discipline.

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1 There are tons of processes here that
2 can be fixed, and that is good news. The good
3 news is that it's in the consent decree as well.
4 There's not discretion here. My job, our job is
5 to make sure it happens and happens within the
6 time that's prescribed, so that is all good.
7 So much of the work -- I don't mean to
8 minimize it, but there's a lot of work in a sense
9 that has been done. The directives and the
10 directions are in there now.
11 And I know there's frustration among
12 you. I read up on some of you, and I know there's
13 been frustration about this idea that there's
14 been, you know, task forces and committees and
15 boards to address things, and, geez, what ever
16 came of it?
17 This is different. It's different.
18 There is a consent decree. There's a federal
19 judge in charge. There's a monitor who's going to
20 be overlooking it. It's different now. Things
21 have to change. There's timelines and deadlines.
22 And it will, and we'll make sure it does. There's
23 measurable -- it's measurable the way it's
24 written. This is not just pie-in-the-sky stuff.

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1 Pastor Biekman?
2 PASTOR BIEKMAN: So I just wanted -- if I
3 may --
4 MS. NUQUES: I just wanted to follow up.
5 The question in terms of the methodology
6 or the tools and vehicles for community oversight,
7 what are those? You know, maybe, like you say,
8 you may have referred to these and you are all
9 waiting to have the community liaison in place and
10 throughout the conversation.
11 But if you at all have reflected about
12 how community engagement would work in terms of
13 accountability, we would like to hear it.
14 MS. LEMIRE: Yeah. So if I could just say --
15 if I could say I see community engagement --
16 there's a lot of overlapping stuff here, right?
17 There's community engagement. There is
18 creating the sense that people are being heard and
19 you know what is going on over on this side,
20 right, the monitorship and within the Chicago
21 Police Department. That's community engagement.
22 But then there is the other piece -- and
23 again, it overlaps -- which is oversight, right?
24 And I see the mechanisms in place that are being

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1 set up. I know COPA, it's early days with regard
2 to whether or not COPA is going to be as effective
3 as IPRA was not. And there are those mechanisms
4 in place to -- there are mechanisms in place to
5 get us to a better place than where things have
6 been.
7 So I'm not dodging your question, but
8 what I'm trying to say is that it's in the consent
9 decree. There's a lot to be measured still.
10 Can anyone help me out? I'm just really
11 muffing this up.
12 DR. RASOR-CORDERO: There is a lot of
13 emphasis on revamping the idea of community
14 policing to make it more engaging with the
15 community, more accountable, to have the officers
16 better trained.
17 And that in itself, many departments
18 that have been successful at community policing, I
19 think their response would be -- is that the
20 community engagement, working as a team together,
21 is what made the difference, not being on
22 different sides of the fence.
23 MS. LEMIRE: But there's a reason I get
24 tangled up answering that question because it's a

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1 huge question. It's a huge question, and it's
2 what so much of this boils down to, right? And
3 it's all tied together. So when you're talking
4 oversight, you're also talking about supervisors,
5 and what are the roles of supervisors on the
6 streets, sergeants, for example?
7 And you can see how much has been
8 written about supervisors don't act like
9 supervisors sometimes, or not often enough do they
10 not act like supervisors, and there's not good
11 training for supervisors, and supervisors are too
12 friendly with police officers. And, therefore,
13 that also has a bad effect on accountability
14 within the department.
15 So it's a big -- it's a big, big
16 problem. I could write an essay about this and
17 answer it in a more effective way, but I hope I at
18 least partially answered it for you.
19 PASTOR BIEKMAN: So one question.
20 MS. LEMIRE: Yes.
21 PASTOR BIEKMAN: And I think we're down to
22 like, what, two and a half minutes?
23 MS. SCRUGGS: At least ten.
24 PASTOR BIEKMAN: At least ten. Thank you.

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1 But we don't have to take all that time to
2 respond, right?
3 So my question is really easy, really
4 quick. And that is, so we retrain, we revamp, we
5 do all the things that you said, right?
6 So what happens -- how do we sustain the
7 work that's been done, and how is that going to
8 be -- part and parcel be integrated into your plan
9 as the monitor?
10 MS. LEMIRE: So this goes back to what I
11 spoke to earlier about in terms of -- by the way,
12 if I do talk for the next eight minutes, are we
13 done then?
14 So this goes back to what I spoke to
15 earlier about the way our team is modeled in that
16 we're a small core group.
17 The consent decree speaks about our role
18 being one of auditing, assessing, reporting. And
19 if we come in -- if we were a team four or five
20 times as big as we are, and we came in and we did
21 all that work, and we did the training, and we're
22 there on the ground all the time because we're in
23 Chicago and we don't have to get on a plane to
24 come here, but we just get it all done, the

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1 problem is this consent decree is going to end at
2 some point. The monitorship will end.
3 And so the real -- the real -- the real
4 challenge is making sure that the reforms last,
5 right, which feeds into the bigger questions of
6 culture, changing culture, changing infrastructure
7 in a way such that things continue in the track as
8 they should.
9 And so what our methodology -- one
10 aspect of our methodology is to come in, train the
11 trainers. That's not meant to say that we would
12 be absentee monitors. That's not it at all.
13 But we come in and find the elements
14 within the Chicago Police Department that are
15 working. There's got to be -- there are some
16 parts that are working; there are good people
17 there -- and focus on empowering them and those
18 pieces to be working better. I know that sounds
19 potentially very "pie in the sky."
20 Dr. Long wants to speak to that as well.
21 DR. LONG: So one of the things I can tell
22 you about policing is, you know, what gets
23 measured gets done, right? So if you are focusing
24 on these methods -- you know, civilian complaints,

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1 the community engagement programs and how you're
2 interacting with youth, what kind of programs do
3 you have to kind of bridge those divides -- you
4 know, once this monitorship is over, the
5 leadership of the police department is going to
6 continue to look at these metrics, right?
7 Because they're going to be looking at
8 it during the course of the monitorship, and
9 they're going to continue because, you know, the
10 outcomes are going to be favorable. So that's
11 going to be something that they're invested with,
12 that they want to see continue to grow and to
13 develop.
14 So, you know, I don't -- you know, it's
15 not, at least my belief, going to be that, you
16 know, once the monitor is gone, then it's business
17 as usual, because I think the benefits -- and I
18 think that, you know, when you look at all of the
19 good that's going to come from making these
20 changes within the Chicago PD and how they engage
21 members of the community, they're not going to
22 want to go back to the way it was, right?
23 Because it's -- you know, we're at a
24 better place operationally in terms of efficiency

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1 and community engagement. They're not going to
2 want to go back.
3 MS. LEMIRE: If I could say one more thing as
4 well. Yeah, if I could say one more thing on that
5 front, part of what is going to happen -- and it's
6 mandated by the consent decree -- is increased
7 transparency. And Dr. Long spoke to
8 measurability, measurability and transparency.
9 So from what I see, what I know about
10 what was written about in that January 2017
11 report, there wasn't a lot of transparency. There
12 was a sense of on the outside you didn't know what
13 was happening on the inside.
14 And part of what this monitorship is
15 about is creating that transparency, reports,
16 numbers to be posted, knowing much more about
17 what's going on with regard to discipline, with
18 regard to police-involved shootings, with regard
19 to other officer misconduct.
20 There's a lot that you don't see now
21 that you will start seeing just by merit of what
22 is going to happen within the workings of the
23 consent decree. And that's going to go on. That
24 doesn't disappear. I'm sure that judge won't let

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1 it happen.
2 MS. NUQUES: Thank you.
3 MS. LEMIRE: Yeah.
4 MS. NUQUES: Maria has the last question.
5 MS. HERNANDEZ: Could I ask a question? And
6 this is -- because there's a couple of you that we
7 actually haven't heard anything from at all, so
8 this is one -- I know we're short on time. If
9 folks would keep it as direct as possible. But
10 it's kind of -- well, okay.
11 So, full clarity, I went to university
12 in New York, so I was actually there during the
13 time that you were working for Ray Kelly. So I
14 think it's very interesting to see this team and
15 the different backgrounds that you all bring.
16 So one question for each of you is: How
17 have you each -- did you each come to this
18 process? And in particular, I'm interested in how
19 you manage differences between your backgrounds,
20 especially considering that you were there when
21 Ray Kelly was kind of the architect of stop and
22 frisk as we know it right now in this country, and
23 then you're coming in to regulate work that
24 your -- her former boss was doing.

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1 So how do you negotiate those kind of
2 like -- kind of like you kind of came and cleaned
3 up what the previous administration had done. So
4 how do you navigate those relationships with each
5 other? And just how did you each come to be part
6 of this team together? I'm curious.

7 DR. LONG: I just want to say one of the
8 strengths of this team is the diversity of
9 thought, right? And so we don't all think the
10 same way. And so, you know, Katie gets the
11 benefit of hearing, you know, our different views
12 of whatever the issue is at hand.

13 Ultimately, as the monitor, she'll be
14 the decision-maker, but her decision will be
15 informed on, you know, this broad spectrum of
16 ideas and thinking. So I think that that is
17 definitely a strength of this team.

18 MR. BURROUGHS: Well, as far as how I came to
19 be part of the team, as Katie mentioned earlier, I
20 was with the FBI for 25 years, all of it in
21 New York. And eight years of that career was
22 spent working street gangs and violent crime.

23 And during that time, Katie and I met.
24 She was a federal prosecutor, and we actually

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1 successfully prosecuted some gang cases. And then
2 our careers -- I was transferred to another squad.

3 But eventually, as my career sort of
4 came to a point where I was eligible to retire,
5 Katie had started a firm on her own and had
6 reached out to me, and I took the opportunity to
7 work together -- to work with her.

8 And then, when this opportunity of this
9 monitorship came up, it was for me -- I don't have
10 the expertise of some of my colleagues here, but I
11 did work violent crime, and I was profoundly
12 impacted by some of the things I read, and I
13 wanted to be part of something that could
14 hopefully help fix it.

15 One of the things that touched my heart
16 when I was working violent crime was the impact it
17 had on the families with children. And I just
18 thought if I could be part of something that helps
19 to fix that need, I enjoy people, and I think I
20 have a valuable role to play here, even if it's in
21 a supportive capacity.

22 MR. COSTA: I came to this process -- I'm
23 going to go next.

24 Katie and I actually work for the same

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1 company, StoneTurn, but this opportunity came up
2 prior to us joining forces. It was actually over
3 Labor Day weekend that Katie reached out looking
4 for people who might have the relevant expertise.
5 And I, of course, was interested due to the local
6 nature of Chicago. And, pretty simply, I think
7 data analysis is going to be an important
8 component of this monitorship.

9 So combined with the fact that I live
10 here, the fact that it's I think all the more
11 important that data can be used to help the police
12 department in its efforts and there's also a need
13 to rehab a lot of their systems so that data can
14 be used effectively going forward, no-brainer.

15 DR. RASOR-CORDERO: I got here because I
16 worked with Dr. Long through the Center for Public
17 Safety Management. We've worked on many
18 departments together. And, like I said earlier,
19 the process we used mirrors a lot of what's done
20 in monitoring. Also, too, is that after serving
21 25 years in law enforcement, it's still in my
22 heart.

23 I'm also a professor at St. Petersburg
24 College in the Department of Public Safety

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1 Administration. I teach seniors, juniors and
2 seniors, and there's nothing more rewarding than
3 to look at preparing future leaders for law
4 enforcement, because we've got to make the efforts
5 to make our profession better and better every
6 day.

7 And how I deal with differences of
8 opinion, I was a crisis negotiator at the
9 sheriff's office for 15 years, so I'm pretty good
10 with dealing with conflict.

11 MS. NUQUES: Thank you. That's all. Thank
12 you for your time.

13 MS. HERNANDEZ: Do you have any thoughts on
14 like what it was like working with someone who was
15 reforming your former boss's policies?

16 MS. LEMIRE: Yeah. So I -- I know we're out
17 of time. And I spoke to this a little bit
18 yesterday, so I'm happy right after this to --
19 let's you and I talk more.

20 MS. NUQUES: We have a few minutes. Go
21 ahead.

22 MS. LEMIRE: So working with Dr. Long, not a
23 problem whatsoever. He's fabulous.

24 So just to speak a little bit to stop

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1 and frisk and working for Ray Kelly, it's --
2 there's a possibility in saying this it sounds
3 like an excuse or something, but when I came on
4 board in 2009 at the NYPD, the controversy
5 surrounding stop and frisk, it was all -- there
6 was a lot of public outcry over it.
7 And so, No. 1, I'm going to say it was
8 going on before I got there. It's not like I came
9 in and I was an architect of the policy. Let's
10 just make that clear.
11 But, No. 2, there had been litigation
12 that had been filed, the Floyd case, which is what
13 led to what Dr. Long is working on, that
14 monitorship. That was going on already, and so I
15 was not a part of that.
16 But, there are things that I did, work
17 that I did that went towards mitigating some of
18 the stop-and-frisk issues. And I'll try to
19 condense this from how I explained it yesterday
20 because I know we're last and people want to go.
21 But I was ten days on the job at the New
22 York City Police Department when I learned that we
23 had a big problem on our hands. And we were
24 getting -- our civilian oversight board is called

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1 the CCRB. You know this; you were in New York.
2 There were CCRB complaints that -- a lot
3 of them relating to police officers stopping
4 people on public housing grounds. Do you remember
5 this? It was in the papers a lot.
6 MS. HERNANDEZ: Yeah. They would even go
7 inside people's buildings and wait for you to
8 check your mail.
9 MS. LEMIRE: Exactly right. So you've read
10 about it.
11 And police officers -- there is a lot of
12 law that governs how police officers interact with
13 people on the ground. There's the Terry v. Ohio
14 decision. I won't go into all of this, but
15 there's De Bour, which covers what goes on in
16 New York.
17 And police officers were getting the law
18 wrong because if someone walks up to you and
19 you're getting your mail out of your mailbox and
20 they say, "What are you doing here?" and you don't
21 answer them, you don't have to answer them. And
22 they cannot arrest you if you don't answer them.
23 There were a lot of the officers who
24 didn't get that right. And they thought that

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1 because it was public housing grounds they had the
2 authority -- it's almost like they thought they
3 were the custodians of the property and they had
4 the authority to arrest you if you didn't respond
5 to their questions, and that is not what the law
6 says in New York.
7 And so I went to Commissioner Kelly
8 about this, and what I ended up doing was pounding
9 through changing the patrol guide on this front.
10 You can see it now. We added examples relating to
11 exactly this kind of thing. If this happens, this
12 is not grounds for arrest. These are the laws
13 that apply. We ended up hammering through
14 training affecting -- 12,000 officers went through
15 that training.
16 And, look, I will tell you that I had
17 initially some battles about this because there
18 were people in the police department who thought,
19 well, we've just done it this way always, and this
20 is how it should be. And it was not the law. It
21 was illegal.
22 And so it was a lot of work. I spent my
23 first six months spending a ton of time on that.
24 I worked very closely with the commanding officer

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1 of the police academy to rewrite that training.
2 Of course, I did not do the training. He had
3 people who did that. But I was very, very, very
4 involved in that, and there's a New York Times
5 article that references my involvement in that.
6 So I just want to make it clear that I
7 understand why you asked that question. Ray
8 Kelly, stop and frisk, who am I to think I can
9 come in here now and address issues in Chicago
10 given that? But that's actually what I did in New
11 York City as well, and I want you to know that,
12 okay?
13 MS. SCRUGGS: All done? All right. Thank
14 you very much.
15 MS. LEMIRE: Thank all of you.
16 MS. SCRUGGS: We will see you tomorrow. If
17 you have any questions about scheduling let us
18 know. Again, thank you very much for coming
19 today.
20 Thank you guys for a very long day. We
21 appreciate it.
22 (PRESENTATION CONCLUDED AT 5:22 P.M.)
23
24

