

<p style="text-align: right;">Page 1</p> <p>1</p> <p>2</p> <p>3</p> <p>4 INTERVIEW OF INDEPENDENT MONITOR FINALISTS</p> <p>5 CHICAGO POLICE DEPARTMENT</p> <p>6 CONSENT DECREE</p> <p>7</p> <p>8</p> <p>9</p> <p>10 INTERVIEW OF THE POLICE FOUNDATION</p> <p>11</p> <p>12</p> <p>13</p> <p>14 NOVEMBER 2, 2018</p> <p>15 11:57 A.M.</p> <p>16</p> <p>17</p> <p>18</p> <p>19 CITY HALL</p> <p>20 121 NORTH CLARK STREET</p> <p>21 ROOM 501A</p> <p>22 CHICAGO, ILLINOIS 60602</p> <p>23</p> <p>24</p>	<p style="text-align: right;">Page 3</p> <p>1 MS. SCRUGGS: Just a reminder on the time,</p> <p>2 what we're going to try to do is -- we're keeping</p> <p>3 time, and so we'll try to jump up and kind of alert</p> <p>4 you when you're 15 minutes -- a half hour, 15</p> <p>5 minutes and 5 for your presentation and then also</p> <p>6 for the question and answer.</p> <p>7 So starting to my left, the Engaged</p> <p>8 Stakeholder Committee, you guys have probably</p> <p>9 already -- you know their names and have read about</p> <p>10 them, but I think they're going to give brief</p> <p>11 introductions and we'll get started.</p> <p>12 PASTOR BIEKMAN: My name is Robert Biekman. I</p> <p>13 serve as senior pastor of Maple Park United</p> <p>14 Methodist Church, which is in the West Pullman</p> <p>15 community here in Chicago, and I'm also with</p> <p>16 Community Renewal Society.</p> <p>17 MR. WILKINS: Eric Wilkins. I'm the founder</p> <p>18 of Broken Wings, and I also work with Communities</p> <p>19 United.</p> <p>20 MS. NUQUES: Katya Nuques. I'm the executive</p> <p>21 director of Enlace Chicago, a community-based</p> <p>22 organization in Little Village.</p> <p>23 SERGEANT PETTIS: Sergeant Christopher Pettis.</p> <p>24 I serve as the vice president for the Chicago</p>
<p style="text-align: right;">Page 2</p> <p>1 ENGAGED STAKEHOLDER COMMITTEE:</p> <p>2 PASTOR ROBERT BIEKMAN,</p> <p>3 SERGEANT CHRISTOPHER PETTIS,</p> <p>4 SERGEANT JAMES CALVINO,</p> <p>5 MS. MARIA HERNANDEZ,</p> <p>6 MS. KATYA NUQUES,</p> <p>7 MS. JEANETTE SAMUELS,</p> <p>8 MR. ERIC WILKINS.</p> <p>9</p> <p>10 THE POLICE FOUNDATION:</p> <p>11 MR. RICK BRAZIEL,</p> <p>12 MR. BRIAN MAXEY,</p> <p>13 MS. BLAKE NORTON,</p> <p>14 MS. GANESHA MARTIN.</p> <p>15</p> <p>16 ATTORNEY GENERAL'S OFFICE:</p> <p>17</p> <p>18 MS. LISA SCRUGGS,</p> <p>19 MS. SHAREESE PRYOR,</p> <p>20 MR. JONATHAN SMITH,</p> <p>21 MS. LEIGH RICHIE,</p> <p>22 MR. GARY CAPLAN,</p> <p>23 MS. CARA HENDRICKSON.</p> <p>24</p> <p>CITY OF CHICAGO/CHICAGO POLICE DEPARTMENT:</p> <p>CHIEF BARBARA WEST,</p> <p>MS. CHARISE VALENTE,</p> <p>MS. RACHEL SCHALLER,</p> <p>MS. CHRISTINA ANDERSON,</p> <p>MR. WALTER KATZ,</p> <p>CHIEF SEAN JOYCE,</p> <p>MR. MICHAEL BROMWICH.</p> <p>REPORTED BY: VICTORIA C. CHRISTIANSEN, RPR, CRR,</p> <p>Illinois C.S.R. No. 84-3192.</p>	<p style="text-align: right;">Page 4</p> <p>1 Police Sergeants Association.</p> <p>2 SERGEANT CALVINO: Sergeant Jim Calvino. I</p> <p>3 also am with the Chicago Police Sergeants</p> <p>4 Association.</p> <p>5 MS. SAMUELS: Jeanette Samuels.</p> <p>6 MR. BRAZIEL: Are we okay to start, or do you</p> <p>7 want to wait for --</p> <p>8 MS. SCRUGGS: You know what? So we are trying</p> <p>9 to make sure that the computer --</p> <p>10 MR. BRAZIEL: What we'd like to offer to you</p> <p>11 is -- this is a very limited amount of time that we</p> <p>12 have, and we want to address your concerns and</p> <p>13 questions. We can forego the presentation, if</p> <p>14 you'd like, and kind of do a quick summary of what</p> <p>15 we do and who we are, much like we did yesterday,</p> <p>16 and then go into questions and answers, if you'd</p> <p>17 prefer.</p> <p>18 We want to make sure we get to all of</p> <p>19 the things that you want to ask us and find out</p> <p>20 what you want to know versus us telling you things</p> <p>21 that you may not care about.</p> <p>22 MS. NUQUES: So we were assuming that we would</p> <p>23 get some of our answers during the presentation,</p> <p>24 but, you know, if you want to summarize it, that's</p>

Page 5

1 good.
2 MR. BRAZIEL: It's your call.
3 SERGEANT PETTIS: Why don't you take ten
4 minutes and do your presentation.
5 MR. BRAZIEL: Okay.
6 SERGEANT PETTIS: How long is it, I should
7 say?
8 MR. BRAZIEL: We'll breeze through it. We'll
9 make it ten minutes.
10 (WHEREUPON, discussion was had off
11 the record.)
12 MR. BRAZIEL: How about -- so we don't get
13 bogged down with the tech stuff, how about we just
14 start, okay? And then if there's something we're
15 missing, we can get you the information.
16 That's okay with you?
17 MS. NORTON: So good morning. Thank you for
18 having us here. I'm Blake Norton. I'm the senior
19 vice president from the National Police Foundation
20 in Washington D.C.
21 I'll talk first about the National
22 Police Foundation and then I'll talk secondly about
23 kind of who I am and what I do and what brings me
24 to this work.

Page 6

1 For those of you who are not familiar
2 with the National Police Foundation, we are the
3 oldest national non-profit focused on policing and
4 community enrichment. We were founded by the Ford
5 Foundation in 1970 as a result of the civil unrest
6 in the '60s and '70s. The initial mandate for us
7 was to be a grant-making organization to police
8 departments to do research and technical assistance
9 to improve the policing outcomes.
10 It was clear in the 1970s that the
11 police departments were not ready to accept these
12 funds and their own research, so through the Ford
13 Foundation, we changed our mission to do research
14 and training and technical assistance. So the
15 foundation has been doing this work for about 50
16 years.
17 The work that we do is very unique
18 because we bring science and practitioners and
19 policy analysis together. What also makes us
20 unique is that we are a non-membership
21 organization, so we have the latitude to do work
22 that our partners, who are also members -- who are
23 membership organizations, are not able to do.
24 So we get to take on hard conversations

Page 7

1 because we don't have a membership to respond to.
2 We are a neutral convener around policing using
3 data and evidence and technology to advance that
4 mission.
5 Our work also focuses a fair amount on
6 community engagement, so our work around critical
7 incident, police reform, collaborative reform. We
8 engage communities and policing to co-produce
9 public safety as opposed to creating just public
10 safety strategies.
11 I'm going to segue into who I am, and
12 then we'll go through here. As I said earlier, I'm
13 Blake Norton. I've been a senior vice president of
14 the National Police Foundation for about five
15 years. Where I lead are police reform work and our
16 critical incident reviews.
17 Prior to that I was at the Council of
18 State Government's Justice Center where I led the
19 national law enforcement work, and the bulk of my
20 portfolio was focused on crisis intervention
21 training and specialized response to persons with
22 mental illness. So I led that training and
23 technical assistance for almost seven years while I
24 was at the Council of State Government's Justice

Page 8

1 Center.
2 Prior that I spent upwards of 20 years
3 with the Boston Police Department. Actually, it
4 was 19 years and 6 months and 24 days. I did
5 community affairs programming, community
6 engagement. The work that I did was predominantly
7 around juvenile diversion work. I worked on crime
8 and violence reduction working with our clergy and
9 doing gang, theft and drugs work, and so that's
10 what brings me to the work that we do here.
11 I'm very passionate about police reform
12 and improving police/community relations.
13 MR. MAXEY: Good morning. My name is Brian
14 Maxey, and I'm the former chief operating officer
15 of the Seattle Police Department, which was under a
16 federal consent decree.
17 During that process, I started with the
18 City Attorney's Office when the consent decree was
19 brought by the United States Department of Justice.
20 I was the lead attorney on that during the
21 investigation and then moving into the settlement
22 agreement consent decree.
23 I then moved into the Seattle Police
24 Department where I was general counsel there and

Page 9

1 then the chief operating officer, and my mission
2 when I hit the Seattle Police Department was to
3 build the internal capacity, meet with the
4 community and drive the -- not only drive the
5 mandated reforms but put in practices and policies
6 and training and technology that would exceed the
7 terms of the consent decree and build a true
8 learning organization.

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

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

21 One of the outcomes that we saw there
22 were really remarkable, especially around crisis
23 intervention. We have over 10,000 contacts
24 annually of people that are in verifiable crisis

Page 10

1 situations, and what we're seeing is that in 1.9
2 percent of those cases any level of force is used,
3 probably .4 percent of the time there's a medium
4 level of force, in 2018 there were only 5 cases
5 that had a high level of force, and then we've had
6 no officer-involved shootings in 2018 thus far. I
7 hope that holds.

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

17 So that's what I hope to bring to
18 Chicago, as well.

19 MR. BRAZIEL: Good morning. I'm Rick Braziel.
20 Brian and I are co-monitors on this project, and
21 you'll see our backgrounds are uniquely different.
22 We approach things differently, which is why we
23 chose a co-monitor process versus one individual.
24 33 years with the Sacramento Police

Page 11

1 Department, the last 5 as chief. A little bit of
2 about Sacramento. It's the capital of California.
3 The Civil Rights Project in Harvard back in 2002
4 looked to identify the most diverse city in the
5 country, and that is Sacramento, California.

6 Our demographics are fairly similar to
7 Chicago, although our Hispanic population is
8 significantly greater. We police at a very similar
9 environment. It's just size, comparing Sacramento
10 to Chicago.

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

21 When executive fellow membership ranks
22 have grown, that becomes an asset to us in this
23 process because we're able to quickly reach out
24 across the country, look for best practices, review

Page 12

1 policies and procedures, and that work's all pro
2 bono. We have frequent conference calls where we
3 actually network and say, "This is what we're
4 doing," all way through from critical incidents
5 that are public, that are out there in the media,
6 all the way to, "Hey, we're thinking about
7 implementing a new IT system. Who's got IT systems
8 out there? You know, give us some feedback on
9 potential vendors." We have the ability to do
10 that.

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

19 When we did that, that got the attention
20 of USDOJ, so actually immediately following the
21 shooting death of Michael Brown in Ferguson,
22 Missouri, the DOJ of the Obama administration and
23 Eric Holder, the Attorney General -- four teams
24 went into Ferguson, Missouri. The Police

Page 13

1 Foundation was one of them. I was on that team.
2 There was another group out of Florida. I was on
3 that team, as well.
4 So four teams were dispatched to
5 Ferguson, Missouri from the White House, from Main
6 Justice, and I was on two of those teams. I spent
7 a lot of time in Ferguson, Missouri looking at the
8 issues and how do we improve policing. The Police
9 Foundation has done a lot of that.
10 So kind of a little bit of background,
11 we have a consent decree here. The COPS office,
12 when consent decrees were coming under the Obama
13 administration said, "Listen, we should actually
14 help agencies before they get to this point, help
15 cities before they have to get to the consent
16 decree process," so what they started was what's
17 called Collaborative Reform.
18 So there's different jurisdictions
19 across the country that went to Collaborative
20 Reform, very similar to this process, but instead
21 of a federal judge, the team that goes in and does
22 the reviews is reporting to Main Justice basically,
23 back to Main Justice.
24 So the Police Foundation did that in

Page 14

1 several jurisdictions. North Charleston, St. Louis
2 County, which I am intimately aware of, I was
3 involved as the field coordinator in that. We did
4 the same things that are being done here. We look
5 at use of force, we look at traffic stop data,
6 training, recruitment, hiring, promotions. All the
7 things that are in your consent decree we did, only
8 we had to do that with collaboration.
9 So we approach all of our work by
10 collaboration. We start with the community to find
11 out what the expectations are, we work internally
12 with the line officers doing the work to get their
13 input, which we've already done as part of this
14 process, we've done that work, and try to align the
15 expectations of the community with the goals and
16 expectations of the police department and the City.
17 Too many monitors across the country go
18 in with it's an adversarial relationship, and what
19 we try to do is we're coming with more of a
20 collaborative relationship, because our goal is to
21 make -- not just do the reforms and check the boxes
22 but actually transform the organization.
23 And the way to transform it is to get
24 people to understand and appreciate why we're going

Page 15

1 in this direction, not because they have to do it
2 but because they want to do it, and we've been very
3 successful in doing that.
4 I have an additional role, and I believe
5 it's one of the questions. For the last three
6 years, I've been the civilian oversight for the
7 Sacramento County Sheriff's Department. It's the
8 eighth largest sheriff's department in the country.
9 I am a contractor. I have a staff of zero, I'm it,
10 I'm the individual, and if you have an opportunity
11 to go, there's a website. It shows all the
12 research, all the work I've done to improve
13 transparency and allow people to make complaints,
14 looking at all their uses of force and
15 officer-involved shootings.
16 That contract expires at the end of this
17 month. It will not be renewed. The sheriff was --
18 how do I phrase it? Okay. I'll just say it the
19 way it is.
20 I did a shooting review where the
21 sheriff's employees and the sheriff's policies were
22 not keeping in best practices with contemporary
23 policing. I was critical of the organization in a
24 fatal shooting. The sheriff did not like that, so

Page 16

1 he locked me out of the building, so I no longer
2 have access, which means as a contractor, if you
3 can't go in the building to do your work, you're
4 out of work. My contract expires in November,
5 which frees me a hundred percent of my time to be
6 here in Chicago.
7 So I know that was one of the questions.
8 How much is my time? I'm available a hundred
9 percent to be here in the process. So that was one
10 of the questions.
11 We hope that through questions and
12 answers that we -- we have a unique perspective, we
13 bring something unique to you, and that is we are
14 non-profit. We are here because we are passionate
15 about change and making policing better and
16 actually listening to our community, the customers
17 of the service that's provided and merging those
18 together.
19 It's been The Police Foundation's
20 mission since 1970. The Police Foundation was the
21 only police foundation at the time. It was
22 research based, and then you've got all these
23 police foundations popping up across the country.
24 We are not a fundraiser group for the

Page 17

1 agencies. We're all about research. We have
2 behavior scientists, we have academics, we have an
3 outreach to others. We have a board of directors
4 made up of high-profile lawyers, civil rights
5 folks, academics, IT professionals that we have to
6 show that we have value, that we have integrity in
7 the work that we do and we're going to produce a
8 product that meets their standards.
9 They blessed this project. We wouldn't
10 be here without them. They are excited about it,
11 so that just adds an extra layer for us to make
12 sure that we comply with our board of directors and
13 make sure we're producing a product that they
14 believe is worthy of The Police Foundation.
15 And with that, we are open to all the
16 questions you might have.
17 MS. MARTIN: They might want to know who I am.
18 MR. BRAZIEL: Oh, I'm sorry. I'm very sorry.
19 MS. MARTIN: I will also try to make this
20 brief so we can get to your questions, and if I go
21 long, because I am by education and training a
22 lawyer, y'all can just give me the side eye and
23 I'll know to wrap it up.
24 So I'm going to tell you a little bit

Page 18

1 about my history, and hopefully by giving you a
2 little bit of my history, how I found myself in
3 policing, because it was not planned whatsoever,
4 you'll also kind of get a feel for who I am and how
5 I -- my perspective that I bring to this work.
6 So I started working in the Mayor's
7 Office as a deputy mayor overseeing public safety,
8 six agencies, one of which was police. There was
9 not that great a relationship between City Hall and
10 the police department as far as communication,
11 which is critical, and so I was asked to go over be
12 the chief of staff to then Commissioner Batts, who
13 had been brought in as a reform police officer
14 because the police department needed to make a
15 change.
16 So under Commissioner Batts was really
17 my first introduction to police reform and kind of
18 trying to figure out how you take an organization
19 that has been very stuck in its ways and try to
20 move it forward without breaking the organization.
21 I will say he went full speed ahead and
22 probably broke the organization a little bit
23 because he was doing so much, but nevertheless, I
24 learned a lot.

Page 19

1 Then we started having -- not started
2 having but started having publications of unarmed
3 black men being shot across the country, and so our
4 general assembly was going to try to do something
5 to fix it. Sometimes general assemblies can do
6 things to fix it, sometimes they do things to make
7 it worse. So I was asked to go be the legislative
8 director and try to usher through some things that
9 could help us with reform.
10 When I came back, I told the police
11 commissioner, I said, "The feel from the community
12 is not happy. There's something about to pop off,"
13 and so we created the Bureau of Community
14 Engagement, I was the chief, and the very next day
15 Freddie Gray died.
16 So there we were trying to have a
17 conversation with a community who was hurt, who was
18 mad about community policing, and so one of the
19 first things that I did was went to the community
20 and started having conversations with them about
21 the way forward.
22 The other thing that I realized as we
23 were kind of in that -- just going through so many
24 emotions, so many things going on during the unrest

Page 20

1 and the uprising was the police. I actually
2 started to see that the police -- I had one person
3 stop me in the hallway and say, "Chief, y'all keep
4 telling us to go out community policing. We have
5 serious issues ourselves. You know, it wasn't just
6 but 50 years as black officers we were actually
7 able to have a car, police the same way." So they
8 were talking about these other mental health and
9 wellness issues that they had.
10 I went over to the police department
11 with a lot of distrust until I -- because of
12 experiences that my family members had had until I
13 stood at the bedside with the family of a police
14 officer who was laying there fighting for his life,
15 and I realized this person gets up, the worst thing
16 I'm going to do is y'all aren't going to like me,
17 I'm going to do a presentation, right? But on a
18 day-to-day basis, even a hump, right, puts on a
19 uniform and can be a target and can lose their
20 life.
21 So these things started really kind of
22 working in my head about the community's pain and
23 the things that the police were going through, and
24 so then I was asked -- after Commissioner Batts

Page 21

1 asked to leave after the unrest, Commissioner Davis
2 came on board, and he asked me to create the
3 Department of Justice Compliance, Accountability
4 and External Affairs Division.
5 And what I took from that role was that
6 we were asking neglected people, that being the
7 police that were not given mental health or
8 wellness, the training, the technology, the --
9 anything to do the job we were asking them to do to
10 go then help the neglected community who was not
11 given the resources that they needed, and that was
12 a recipe for disaster.
13 So what I tried to do in the work that I
14 did with the police department was put the people
15 that it really affected in the middle of the work.
16 Bring the community to the table, bring the police
17 to the table and say, "This -- all of us kind of
18 sit up here, but you all are the ones that have to
19 live with this. You all are the ones that have
20 this affect your day-in-and-day-out life, so how do
21 we create a consent decree? How do we create a
22 process that honors both of your experiences and
23 makes us be the best that we possibly could be?"
24 And so I went and I started talking to

Page 22

1 all these other consent decree jurisdictions,
2 Seattle, LA, New Orleans, Pittsburgh, Portland,
3 talked to all of them, and one of the things that I
4 saw was that they started out not communicating,
5 not collaborating, putting police officers to try
6 to do a job that nobody explains to them how to do,
7 which was endemic of the reason we were already in
8 consent decrees, and not bringing the community in
9 at the very beginning, which, you know, you guys
10 don't exactly have that problem, but nevertheless.
11 So I also -- my job was to interact with
12 people at the Department of Justice to give them
13 every piece of paper, every person, anything that
14 they wanted so that they could complete their
15 investigation.
16 So we were working on reform and
17 investigation on parallel tracks, so by the time we
18 hired the monitoring team after going through this
19 whole process, we had 581 paragraphs and
20 subparagraphs that I was able to present to the
21 monitoring team and say, "This is the beginning of
22 your monitoring plan, and the community is right
23 here with me because these are their words, too."
24 And so we began, you know, working on

Page 23

1 moving that thing -- moving that forward, and so
2 I -- I have a real simple motto in this work.
3 There are some cops that should not have a badge,
4 should have never been on the force ever, and they
5 need to go, no questions asked, because communities
6 don't want criminals in their neighborhoods and
7 cops don't want criminals in their ranks.
8 So to me, that's really clear. The way
9 to remove those police officers is not as clear,
10 but that's to me very clear.
11 So to me, the crux of the consent decree
12 is how do you bring the stakeholders to the table
13 so that what is created -- because even though
14 these issues are endemic around the United States,
15 that's why there are consent decrees all over the
16 United States, the solutions that are going to
17 actually work in Chicago are going to be -- are
18 going to be created by the people who live in the
19 22 districts, the ones that are most effected.
20 And so to me it's the role of the
21 monitoring team to make sure that the rank and
22 file -- because believe it or not, they feel that
23 they're not heard, either, so the rank and file and
24 the community give voice to that process so that

Page 24

1 whatever program, whatever policy, whatever
2 training, whatever that comes out is actually
3 responsive to the needs of both the police
4 department and the community.
5 So that's kind of my -- my take on the
6 whole thing, so now we can -- yes, I don't know if
7 that was 10 minutes, but we have 5 minutes left.
8 Okay. So we can just go straight to questions now,
9 if you want.
10 SERGEANT PETTIS: Thank you very much. So
11 we're going to -- the panel is going to ask you
12 some questions that hopefully answer the
13 questions -- answer the issues that we have as
14 community people throughout Chicago.
15 So Pastor Biekman is going to start us
16 off first.
17 PASTOR BIEKMAN: Thanks. So thank you for all
18 being here and for your brief and impromptu
19 presentation.
20 So the question I have really deals
21 with -- and you've touched on it a little bit is
22 what is your level of experience in terms of being
23 a monitor? You all can answer that collectively or
24 individually. And then the other question I have

Page 25

1 is -- deals with -- again, you touched on it, but
2 what is your plan for community engagement?
3 Operationalize that for us, if you will.
4 MS. MARTIN: I'll start, and then we can go
5 from there.
6 So after I resigned from the Baltimore
7 Police Department, because of the work I had done
8 in Baltimore, the Cleveland monitoring team called
9 me and asked me to join their monitoring team, and
10 so I've been able to be on the other side providing
11 technical assistance with policies, sitting in
12 training, helping them write curricula with
13 impartial policing, community policing, stops,
14 searches and arrests.
15 We have now transitioned -- because
16 they're three years into their consent decree,
17 we've now transitioned into monitoring, and so I am
18 the person right now that's putting together the
19 assessment schedule.
20 We're starting with use of force
21 assessment, so the way that I looked at it is you
22 fix the policies first, you do the training and
23 then you have to assess whether the department is
24 actually doing what they promised that they would

Page 26

1 do.
2 And so we are looking at uses of force
3 now and also IA investigations, and then I will for
4 the next two years plan out the process of how to
5 continue to audit and then also facilitating some
6 of the processes around the community, getting
7 their feedback on both the community policing
8 process and the stops, searches and arrests.
9 My two cents on the operat- --
10 operational --
11 PASTOR BIEKMAN: Operationalize.
12 MS. MARTIN: Thank you. I did that two weeks
13 ago, too. I know why --
14 PASTOR BIEKMAN: I can't do it tomorrow.
15 MS. MARTIN: I know why I -- I know. It's
16 like sometimes I got it, sometimes I just don't.
17 I think that it's very important -- it's
18 a very important balance, right, because the
19 community is very political, and so you want to
20 make sure that when you -- you have to have
21 somebody who understands the politics that is part
22 of the community engagement process in Chicago.
23 You also as best as you possibly can to
24 me have to find a person who it doesn't matter

Page 27

1 whether they're from the west side or the south
2 side but somebody that's seen as a neutral kind of
3 objective, they do the right thing type of thing,
4 but they also then have to be able to understand
5 all the different politics, and every neighborhood
6 has their own little thing, right, and don't try to
7 tell them about their neighborhood.
8 So then the other thing that I think is
9 really important when you're talking about
10 community is, first of all, you have to be focused.
11 You're very involved. I can sit down, I know I can
12 talk to you about this, this is what happened, this
13 is what they haven't done in the policy, this is
14 what they did do in the policy, you like this, you
15 don't like this.
16 Then you have the community
17 associations, and it's very easy to go in there and
18 talk to what I call very fondly the grannies and,
19 you know, all that, and then you have to -- there's
20 another layer of folks, the youth, the folks who
21 don't want to talk to the people in the community
22 associations because they're old and they don't
23 listen to them or the people that are involved with
24 policing, and to me, you have to be able to build

Page 28

1 those relationships with organizations like yours
2 in order to reach out to those folks.
3 And so to me, any community program that
4 we would have would not only be able to reach out
5 across the city but make sure that we create that
6 trust so that those feedback loops are coming in so
7 that we make sure that whatever policies or
8 programs that are implemented we actually know from
9 the people it affects whether it's working or not.
10 MR. MAXEY: In terms of being a monitor, my
11 primary experience is having been part of a police
12 department being monitored, part of a city being
13 monitored, and I always stress that police
14 departments aren't in consent decrees, cities are,
15 and it's really, really important that the city be
16 ready to back up the police department and the
17 community in achieving success.
18 The police department cannot do this
19 alone, the community cannot do this alone; it has
20 to be a collaborative effort.
21 In the last two years of the consent
22 decree in Seattle, there's been a shift from having
23 a monitor tell us what to do, guide us, do the
24 assessments and us working collaboratively with the

Page 29

1 monitor to modify, to rationalize, to understand
2 what is meant by those assessments to what I think
3 is the goal of the consent decree, which is a true
4 learning organization where the department has the
5 system in place, that it is transparent to all
6 stakeholders, puts the data out there, shows its
7 hand and then analyzes the information that it
8 collects through all these systems, recording every
9 single stop that happens on the street, recording
10 every arrest, every use of force, including the
11 pointing of a firearm, all of these things, the
12 documentation, and once you assess that huge volume
13 of information, you start being able to say
14 something about what's happening in the department
15 that -- you know, often it sheds light to what the
16 community experience is and what the people that
17 experience policing on the streets are telling you,
18 there you have it, and that allows you to help
19 shape the system.
20 So for the last two years I've been --
21 when the shift to the analytics turns internally,
22 I've been in a monitoring role internally with the
23 police department.
24 As you can probably tell, I'm kind of a

Page 30

1 wonky systems guy. I like to get down into the
2 weeds, understand how things work and figure out
3 how to make them better.
4 In terms of community -- one step back
5 on the monitoring, going through this process has
6 taught me a lot about what benefits a monitor can
7 bring and some of the big mistakes that a monitor
8 can make.
9 In Seattle, and Ganesha made reference
10 to this, our monitor did not want to hear from the
11 community. We had a community police commission
12 that was created as part of this process that was
13 vocal and opinionated, and I was the -- one of the
14 members of the department that engaged heavily with
15 this group to find out what it was that we could do
16 better from the community perspective.
17 The monitor did not engage with that
18 group at all, did not want to hear from the
19 community, came in as experts saying, "I know
20 policing. I know how to fix this. I don't need to
21 hear anything from them."
22 It became a major source of tension,
23 especially when the department and the community
24 police commission were filing documents in court

Page 31

1 together that were antagonistic to the monitoring
2 team itself.
3 So from that experience, I know that's
4 exactly the wrong approach. You've got to listen,
5 you've got to show up, you've got to get down into
6 the weeds and talk with everyone who's willing to
7 talk to you and, as Ganesha said, reach out.
8 You know, the problems and the
9 challenges in policing, those are not unique to
10 Chicago, but the experiences are very personal to
11 Chicago and the solutions will be very personal to
12 Chicago, so we've got to tap into that.
13 In terms of community engagement,
14 boiling it down for sake of brevity, you have to
15 show up. As a monitoring team, we've got to get
16 out there, we've got to talk to people, we've got
17 to engage, we've got to listen. You do a lot more
18 listening than talking for quite some time.
19 Yes, we bring a lot of experience and
20 expertise in policing and community engagement and
21 the system and all of this, but we need to know
22 what the community experience is in Chicago and
23 what the police experience is in Chicago and we
24 need to learn it because we're not from here, and

Page 32

1 we'll own that right upfront, but in order to
2 overcome that, it's engagement, it's listening and
3 showing up.
4 MR. BRAZIEL: And from a Police Foundation
5 perspective, you know, it wouldn't technically be
6 monitoring, but you've got two major collaborative
7 forum projects that are in essence monitoring
8 without a consent decree, going in and actually
9 doing the work to identify the issues, coming up
10 with a program fixed to those issues, use of force,
11 vehicle stop data collection and analysis, the
12 policies, the procedures, all of that, setting up
13 the measurements and timelines for them to do that,
14 the agencies, and then monitoring their performance
15 and reporting back to Main Justice working with the
16 agency.
17 So it's not a consent decree, so to
18 speak, but the work done in North Charleston in
19 St. Louis County, the police agency there is an
20 organizational thing that The Police Foundation has
21 done, and we have that experience to do that, as
22 well.
23 I think Blake was going to mention kind
24 of the on-the-ground folks that we would hire for

Page 33

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.

Page 34

1 We do anticipate having both Reverend
2 Jeff Brown, who's part of our team who's done a
3 fair amount of anti-violence work and community
4 engagement work nationally, be part of this process
5 and very involved in the community engagement
6 strategy.
7 We have not built a specific strategy at
8 this moment. We've mapped some of this out, but we
9 really need to spend more time talking to
10 stakeholders such as yourselves to be able to move
11 this forward in the right way.
12 We think it would be presumptuous to
13 have mapped all of this out already without
14 spending more time with you all, you know, if we're
15 going to do this work.
16 We've done a fair amount of research
17 leading into this. We've looked at articles, we've
18 actually had ad hoc conversations with people who
19 were appropriate for us to speak to as the process
20 has been moving forward, but we are going to hire
21 two people from Chicago that we hope will be
22 representative and help us engage with stakeholders
23 and the police department.
24 So happy to answer any more questions.

Page 35

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.

Page 36

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

Page 37

1 could do. He called me all the time. He said,
2 "Ma'am, he's in the hospital. They sedated him."
3 The first hospital they took him to, they wouldn't
4 keep him there, but he knew if he took him back to
5 jail with him acting that way that it was not going
6 to be good for him.
7 And so through those experiences, I've
8 seen what a good police officer can do and how they
9 can literally save a life if they have the right
10 training versus ones who does not.
11 And so for me, when I fight for training
12 for police officers, I know it could be a
13 life-and-death situation, and that's why I think
14 it's serious and that's why I think it's important
15 and why I think it's criminal, quite frankly, that
16 police officers are asked to go and do things and
17 take care of communities when they are not actually
18 given the training, the equipment and all the
19 things to do it the right way.
20 And so I -- I think that that spreads to
21 every disability, every status as a human being,
22 but my personal experience is really that.
23 What do I know about Chicago? The good
24 stuff or the bad? So I -- I know -- look, I love

Page 38

1 Chicago. I have family from Chicago. I've had
2 family reunions here. You know, I think that it is
3 a -- like I said earlier, it is a place that
4 because of politics, that because of poverty,
5 because of neglect, because of self interest of a
6 lot of different people, there are a lot of people
7 that have been left behind and not been given what
8 they need to succeed, and then there's other folks
9 that have been able to succeed and do very well,
10 and there is a bridge that is not there, and that
11 is to me what creates an environment where you have
12 the homicides that you have and that you have
13 the circumstances under which we find ourselves
14 needing a consent decree.
15 And so to me, it is -- it is a place
16 that has a very high potential uphill, a great
17 opportunity to -- a great opportunity to have a
18 better projection, but it's going to take a lot of
19 hard work, because what we're dealing with right
20 now is years, decades and decades and decades of
21 oppression and things that need to be righted, and
22 the only way it's going to be righted is for
23 conversations to happen that are difficult and that
24 don't typically happen amongst the different

Page 39

1 stakeholders.
2 And so then I know there's good food and
3 good music and I know that this is the first place
4 I came where I literally touched my face to see if
5 I was bleeding when a man hit my face. That's what
6 I know about Chicago.
7 MR. MAXEY: So responding to the first part of
8 the question about experience with disabilities,
9 in -- and this is not unique to Seattle at all, but
10 70 percent of police uses of force were on people
11 with some form of disability. Typically it was a
12 mental disability of some kind that was manifesting
13 in behavior that attracted the attention of police,
14 and the police were not trained on how to identify
15 and distinguish that, and what we heard a lot from
16 the policing community was, "If someone is coming
17 after me with a knife, I don't care why it is. I
18 don't care whether they're mentally ill or whether
19 they're assaultive. I have to deal with that
20 imminent threat."
21 And while there's some truth to that,
22 what we impressed upon officers in Seattle was then
23 keep your distance in all situations. Approach
24 everything thoughtfully. If there's not an

Page 40

1 immediate need to close distance on people and
2 force a confrontation, don't do it. Hold back, get
3 additional resources there.
4 We also did three levels of crisis
5 intervention training. When I say "crisis
6 intervention training," it goes by many different
7 names. Sometimes it's mental health training,
8 sometimes it's CIT/first aid, but what we did is we
9 made sure that every officer in the department had
10 a basic 8-hour program in crisis intervention. We
11 then had a 40-hour what we called CIT certification
12 that was done at the state academy, and that gave a
13 pretty much wider set of skills and options in
14 reacting to people in crisis or with mental
15 disabilities.
16 We also have a crisis intervention team
17 that serves as a resource to investigate after the
18 fact. After there's been this crisis intervention,
19 the people that are most frequently encountered by
20 the police, this group of detectives has created a
21 database, and we did this in conjunction with the
22 crisis intervention committee, which is a group of
23 all the stakeholders in that area, whether they're
24 researchers, mental health advocates, homeless

Page 41

1 advocates, advocates for people with disabilities,
2 alcohol and drug counselors. They come together
3 quarterly to help shape our program.
4 What's important about that is that it
5 took a while to get agreement to create a database,
6 because the minute you create a database about
7 people, it's scary, you've got people's
8 information, and what we were very careful to do is
9 not put in mental health diagnoses. We put in
10 behavioral predictors. "This person has a trigger.
11 If you touch them, they will most likely react this
12 way. This person is very fearful of police. This
13 person hates the color red." Whatever it is, you
14 know, we do have a database.
15 So again, with this more thoughtful
16 approach to policing, officers that are coming into
17 contact with a person, dispatch has already been
18 trained. They will look up the person, they will
19 look them up in the system and they will give the
20 information out to the responding officers who also
21 can pull it up themselves if they want to read it
22 more deeply.
23 It's an effective program because when
24 you give people more options and you explain what

Page 42

1 this interaction is likely going to be, the
2 officers are better prepared to deal with it.
3 So when I talk about being a systems
4 guy, I sort of look at those encounters as Point A
5 to Point Z and try to figure out how at every point
6 in this do we lead the system to a better outcome?
7 Have we provided the necessary information, tools
8 and training to our officers so that we have better
9 outcomes from all people?
10 In terms of what I know about Chicago,
11 I've read just about every document I can get my
12 hands on, and what's remarkable about all these
13 documents, whether you read them through the '60s,
14 '70s, '80s, '90s, you know, the Metcalfe report,
15 the task force, the DOJ findings, it's all the same
16 document. It's the same set of problems being
17 repeated over and over again, lack of resources,
18 lack of training, very -- lack of -- I've lost my
19 word.
20 It's a very segregated city. There are
21 conflicts at the economic level, at the racial
22 level. It's the same story going forward over
23 time, and there have been many, many attempts to
24 resolve this, and none of them seemed to have

Page 43

1 really moved the ball very far.
2 So I come into this project with quite a
3 lot of humility and again with open ears, because,
4 yes, this time there will be a federal judge,
5 assuming the judge approves the consent decree,
6 which based on the two days of hearings I sat
7 through -- I saw many of you there -- I'm inclined
8 to think he will, but while that gives a certain
9 authority and power to this project, it's only
10 going to succeed if all the people that are
11 invested in this come together and push towards it.
12 And I believe we've got a good team to
13 make that happen, but I'll tell you, I've heard
14 this term during the community meetings quite a
15 bit, you know, cautiously optimistic even sitting
16 on this side of the table coming to you saying how
17 do we fix this and what we bring to the table.
18 But that's what I know about Chicago.
19 MR. WILKINS: Thank you.
20 MS. SAMUELS: Do you have any experience as a
21 team dealing with officers inside the schools?
22 MR. BRAZIEL: Yes, a tremendous amount.
23 In fact, when I was reading the consent
24 decree, I went right there to the school resource

Page 44

1 officers and also read the Attorney General's -- or
2 the Inspector General's report that also, you know,
3 references the training.
4 So one of our major strategies when we
5 go into an organization is -- there isn't an agency
6 across this country that doesn't want to mirror the
7 population they serve, right? And yet agencies
8 across the country will tell you that they're
9 having problems finding qualified candidates, and
10 we push back and say, "Because you've been
11 recruiting the same way for a hundred years. You
12 need to set up a system where you're actually
13 recruiting within your schools."
14 And so we set up a program in St. Louis
15 County, and how we did this is we went -- the
16 reason I went to this immediately in the consent
17 decree, that section, is we went out and walked the
18 halls with the school resource officers in a school
19 in St. Louis. In the county of St. Louis, the
20 school that I walked the halls had an over 90
21 percent African-American population, 4,000
22 students, and that's their at-risk communities.
23 The goal was to find out whether the
24 SROs, the school resource officers, were enforcers

Page 45

1 or mentors, because if they're enforcers, our plan
2 was not going to work, and we discovered that they
3 actually were mentors. They were actually -- in
4 this case, one of the SROs, he'd been there --
5 he'll be there when he retires 14 of the last 15
6 years, he became their varsity football coach.
7 And because -- the reason we're asking
8 that to find that out and how important that is
9 from the agency I come from is if you want to
10 change the relationship with the community, you --
11 the youth are the powerful, and if you can set up
12 an employment system where actually your school
13 resource officers are actually recruiting your
14 future employees in the Chicago Police Department
15 and the City of Chicago, you've actually set up a
16 pipeline where you're actually going to -- we call
17 it grow your own.
18 So we asked the SRO there, "If we
19 created a job classification in St. Louis County
20 where you could hire a senior the day after
21 graduation -- in fact, employ them between their
22 junior and senior year, give them a summer job, do
23 you think you could put one person that could be --
24 would be a good police officer that would

Page 46

1 eventually go to your academy? What do you think?"
2 And you could see the school resource
3 officer, he lights up because he saw what we were
4 doing. He said, "If you talk to all of us who are
5 SROs in St. Louis, we could fill every academy
6 class."
7 That's the power of that school resource
8 officer if can create the mentor role to actually
9 become the pipeline for employment not just in the
10 St. Louis County Police but into St. Louis County
11 and become the employer and the job seeker.
12 Blake and I set that up in St. Louis.
13 They've started doing that. They're showing
14 success. They created a job classification to get
15 these kids -- in fact they -- in a lot of families,
16 they're the first one to actually get a job right
17 out of high school.
18 So that's how powerful that SRO program
19 is. It's not just about how do you keep the peace
20 in the school but are they the mentors, the role
21 models, and that's our bias. They need to be that
22 link, and if you get the right people and you look
23 at the consent decree and you look at the Inspector
24 General's report, they're undertrained, it's

Page 47

1 just -- they have got -- you've got to have a
2 talent when you go into a school like that. You've
3 got to pick the right people with the right
4 personality that actually can be that bridge, can
5 be that big brother, that big sister that can help
6 them and at the same time make sure the schools are
7 safe, but if you can engage, then you can get that
8 much more success.
9 I know Blake worked in her prior work at
10 the Council of State Government on a good
11 project -- big research project just on that. It
12 was a national project.
13 MR. NORTON: Yeah. So a couple of things.
14 I do come from a police department where
15 our SRO program focused on being mentors and not
16 being punitive. I worked extremely closely with
17 our school police department at the time I was
18 doing the community engagement work at the Boston
19 Police Department, so I have a very good
20 understanding of what I think the proper role for
21 law enforcement is in schools.
22 Secondly, the work that I did at the
23 Council of State Government's Justice Center, we
24 had issued a report called "Breaking School Rules"

Page 48

1 where we had looked at the Texas school system and
2 the juvenile justice system and looking at the
3 incredible feeder of law enforcement into the
4 criminal justice and the JJ divisions.
5 When that report was published, we then
6 engaged in a national consensus polling project,
7 and I ran the law enforcement part and focused on
8 what are the appropriate roles for law enforcement
9 in schools working with the NAACP Legal Defense
10 Fund. Judith Browne Dianis, does everybody know
11 her? She and I worked very closely and had some
12 very heated and spirited conversations which I
13 respected very much.
14 We worked on developing guidelines with
15 NASRO and our other stakeholders and Judith's
16 organization really looking at the best practices
17 and what should be done to bring law enforcement
18 into schools if the community decides that that's
19 what they want, right?
20 Not every community either wants them or
21 needs them, and we do -- you know, the work that I
22 come from, it is about decision-making at the local
23 level. Some schools really want them, parents want
24 them, some schools do not and they don't need them,

Page 49

1 but the focus of the work that I've always done
2 really is about how are they a resource to the
3 parents and to the kids in the schools, not
4 allowing teachers to abdicate their authority in
5 the classroom and pushing kids out of the -- you
6 know, calling the SRO and pushing a kid out of the
7 classroom for something that is not criminal and
8 should never be, you know, focused on a criminal
9 charge.

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

22 We're doing preliminary research on that
23 right now and we're also contemplating looking at
24 an evidence-based decision-making tool to choose an

Page 50

1 SRO if the community is asking for that kind of
2 resource in the school, but really using an
3 evidence-based model to make that decision and
4 focusing both on the evidence and what are the
5 needed characteristics to go into the school while
6 engaging parents, students, community members and
7 the school itself with the police department.

8 So that's what we bring to this work.

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

13 MR. NORTON: The NAACP Legal Defense Fund?

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

16 MS. MARTIN: NASRO?

17 MS. NORTON: And NASRO?

18 MS. HERNANDEZ: Yeah.

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

21 MS. HERNANDEZ: Okay.

22 MS. NORTON: So they're headed up by Mo
23 Canady, and they're a national organization. They
24 are also a non-profit.

Page 51

1 They are trying to create an opportunity
2 for officers to really be monitors, that's their
3 philosophy, not seeing officers as patrolling the
4 school hallways, and that's also the philosophy
5 that we subscribe to, assuming the school wants to
6 engage and the community wants to engage in that.

7 MS. HERNANDEZ: Thank you.

8 SERGEANT PETTIS: Katya has a question for you
9 next.

10 MS. NUQUES: Could you please describe your
11 methodology, maybe -- I'm hearing a lot about your
12 particular experiences, and maybe like more about
13 what's in the proposal, in the plan that you have
14 presented about identifying, preventing and
15 redressing gender bias and gender-based violence in
16 policing.

17 MR. BRAZIEL: Sure. One of the things -- and
18 we'll start with gender bias within the
19 organization, okay? Because if you've got gender
20 bias within an organization, then you're going to
21 have it out in the field.

22 One of the things that we do when we go
23 into projects like this -- and we've done it in
24 other jurisdictions -- is we do look -- it's not

Page 52

1 just gender bias we look at but bias within the
2 organization. We look all the way from how they
3 recruit -- this is internal, how they recruit, how
4 they train, success rates on their testing process.
5 Are they an agency that tests for failure or are
6 they an agency that trains for success? Those are
7 two completely different models at the entry point
8 into an organization.

9 We look at promotional opportunities,
10 transfer opportunities. It's a lot of data
11 collection. We're looking at do people of --
12 either gender based, race based, religion based,
13 are there equal opportunities within an
14 organization to promote, to transfer, to get the
15 premium jobs? Because if it doesn't exist within
16 the organization, then it's not going to exist
17 outside the organization. If there's a bias
18 inside, there's going to be a bias outside. So we
19 start inside the organization.

20 In a lot of cases, the agencies that we
21 work with have no idea. They've never looked at
22 the data that way. They don't think about it -- or
23 it goes to recruiting and it goes all the way to
24 how do you advertise?

Page 53

1 There was an agency that we worked with
2 that had a beautiful website for recruiting. A
3 beautiful website. They showed their SWAT teams,
4 their tactical teams, their helicopters. We asked
5 them, "How many people actually get to get that
6 job?" A very small percentage. I mean, we
7 basically called them out and said, "If you were a
8 private-sector firm, we'd sue for false
9 advertising." If that's a small percentage, then
10 that's really not what the job is.
11 And then the followup question was:
12 "What gender is your SWAT team?" So I'd ask the
13 same question of the Chicago PD, what gender is
14 your SWAT team? What race is your SWAT team? And
15 then you see the light come on in the organization.
16 Because our goal in this is not to have
17 the Chicago PD just check the boxes. Our goal is
18 when we walk away, they're thinking differently.
19 And Brian mentioned that. They're looking at
20 things differently. They're not just collecting
21 data to collect data; they're actually analyzing it
22 like, "How do we get better in this process?"
23 And, quite honestly, I'll say it here,
24 plagiarism gets you kicked out of college. Highly

Page 54

1 encouraged in government service. Why reinvent the
2 wheel and reinvent the process if we can find it in
3 the private sector, in the public sector? Just go
4 grab things.
5 A lot of the recruitment things we just
6 talked about now and gender bias were taken from
7 the private sector. Entities that are doing a
8 really good doing of diversifying, getting rid of
9 glass ceilings, doing all that, what are some
10 examples that we can pull in? Not just what
11 another government entity did but what's the
12 private sector doing to bridge that gap, and then
13 just asking the question: How is this okay? Why
14 is this okay?
15 And it starts internally. Once you do
16 it internally, then you start realizing are we
17 doing this externally? Do we have a bias out in
18 the field? And that comes along with implicit bias
19 and all the other trainings that go along with it.
20 So when you look at the consent decree,
21 it's very prescriptive. I mean, we've talked about
22 it. It's actually a good roadmap, it's very, very
23 detailed, right, more so than others, but at the
24 same time, that's not -- it was mentioned in the

Page 55

1 hearings that that's the bottom. That's -- you're
2 just -- we're just getting over the low bar.
3 That's the floor.
4 We're going to start bringing things to
5 add to that. It's not just us and our technical
6 assistance, but how do we get Chicago PD and the
7 City of Chicago to start thinking more globally, to
8 start learning things they don't know? And that's
9 our goal, to identify these are things you didn't
10 know about. Let's bring them to you, give you
11 advice on how to make things better, not just
12 because it's check the box but because it's in the
13 best interests of the community, it's in the best
14 interests of the City and it's in the best
15 interests of the Chicago Police Department.
16 MS. MARTIN: Just to follow up to get a little
17 bit more into the minutia, you brought up sex and
18 gender bias. The other thing that we would do is
19 actually look at files, look through -- and I don't
20 know if you mean in -- did you also mean in
21 investigations?
22 MS. NUQUES: All of it.
23 MS. MARTIN: All of it. Right. So a couple
24 of different things.

Page 56

1 So one of the things that we would do is
2 look at files, and some of our subject matter
3 experts -- and we did this in Baltimore, as well --
4 can look at the files, look at how much work has
5 been done, look at who they questioned, how they
6 questioned them. Well, why did you let him do
7 that? What? I mean, you know, these sorts of
8 things where you're actually looking at is there
9 victim blaming, looking at whether the
10 investigators were actually trained, and it's
11 really important, at least from the work that I've
12 seen, that you bring in people from the community
13 who work in those communities.
14 In Baltimore we had an actual advisory
15 committee, and so -- and then we put on trainings.
16 It was the history of Baltimore, and we had
17 advocates actually come in and teach, because,
18 quite frankly, I think when you're in that work,
19 it's very easy for you to understand and know, but
20 even for a well-meaning person like I would say
21 myself, when I sat through that -- that actual
22 class, I was like, snap, like I didn't know I was
23 supposed to do that, I didn't know I was supposed
24 to ask that. I was trying to figure out the

Page 57

1 pronouns, like all that type of stuff, right?
2 And so I think it's important that you
3 bring people from the community who live it and who
4 try to help people not be oppressed by it to come
5 in and do evaluations and help with the training,
6 because sometimes it really is ignorance and just
7 not knowing better.
8 The other thing that we did is -- and
9 this is something that we didn't think about until
10 an advocate told us, trauma informed care just in
11 the environment.
12 So we changed the whole room. When a
13 victim comes in to be questioned, it's not sterile.
14 They had a rocking chair, they had mood colors on
15 the walls, things of that nature which they had
16 done their own research with folks who come in.
17 Well, first of all, they don't want to come in and
18 answer questions while being victimized anyway in a
19 police department. So what do you do to try to
20 make them feel comfortable and welcome and that
21 we're here to hear you and help you?
22 So there's a lot of different levels,
23 and again, the reason why the police department
24 even thought outside of the box like that is

Page 58

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

Page 59

1 MS. MARTIN: So just really quick, a couple
2 things.
3 Number one, one of the things that I
4 would go, I would go to people's home if they would
5 allow me to come to their homes -- it's usually
6 through an organization, a consort, something like
7 that -- to say, "This is a person we know." That's
8 one way.
9 The other way was to actually -- whether
10 it's -- we held large conference calls where up to
11 3 to 5,000 people could be on the call. You didn't
12 have to identify yourself at all, but you could be
13 on the call and speak.
14 The other thing is talking to
15 organizations like yours and others to say, "Is
16 there a way for you to feed us stories? There is a
17 pilot that was done in your neighborhood. How are
18 the people feeling about this?"
19 And so the survey and/or the
20 conversation, if folks really are just so fearful
21 that they don't want to be around anybody that is
22 associated with the process, then we would work
23 with you to say, "What can we give you? What tools
24 can we give you? How can we set you up for success

Page 60

1 that you can get those voices and get those
2 opinions back to us?"
3 MR. MAXEY: So we grappled with this quite a
4 lot in Seattle because there was the threat that we
5 were going to lose all of our federal funding, so
6 we took many, many steps to try to alleviate this,
7 because I firmly believe that the police are there
8 to serve all people, and if there is a population
9 that is afraid to report to police, that will be a
10 population that is increasingly being victimized
11 and becomes a target population because they are
12 hesitant to report.
13 And if that's happening, two things.
14 One is the police are failing them in their
15 protective role, and two, they're not getting
16 valuable information about what criminal activity
17 is happening here in whichever city we're talking
18 about to solve those crimes and again protect the
19 communities.
20 Local law enforcement has absolutely no
21 role in civil immigration enforcement. In fact,
22 unless you have a 287(g) agreement -- which only 60
23 police departments in this country, most of them
24 are sheriff's offices, have those agreements with

Page 61

1 the federal government -- it's actually illegal to
2 engage in civil immigration enforcement if you were
3 a local police officer.
4 So, you know, this whole concept about a
5 sanctuary city and we're letting criminals run
6 free, it's actually illegal for local law
7 enforcement to be taking action on that, and I
8 think getting a clear message about the values of
9 the department, about what they can and cannot do,
10 about respecting and valuing the immigrant
11 community is really, really important.
12 Getting that message out is very, very
13 hard. In Seattle we worked with the Northwest
14 Immigrant Rights Project to try to get at people
15 that absolutely did not want to talk to us. You
16 know, we respected that, but there were lines of
17 communication we could use.
18 We also invited the Northwest Immigrant
19 Rights Project, the Public Defender's Office and
20 other groups in to help draft a policy to actually
21 navigate the federal laws about this.
22 There are Geneva Convention requirements
23 about notifying consulates if you arrest a foreign
24 national, there's issues about new visas when

Page 62

1 people want to become naturalized and they've been
2 a victim or participated in the support of a
3 criminal investigation, there's documentation that
4 the department can support them with.
5 Again, I think there's a whole lot of
6 avenues that need to be looked at and addressed.
7 People requesting asylum, generally you take them
8 into protective custody. What does that look like
9 and how threatening can that actually be?
10 So there's a whole lot of issues that
11 need to be grappled with. From my perspective,
12 understanding what the lay of the law is, I think a
13 strong departmental declaration -- and it should be
14 a city declaration -- about what the values are and
15 how we're going to address that population is a
16 good start.
17 SERGEANT PETTIS: Thank you. Jeanette has a
18 question?
19 MS. SAMUELS: Yes. Is there anything
20 specifically you would change or improve to the
21 consent decree?
22 MR. BRAZIEL: I'm looking to the lawyers
23 first.
24 MR. MAXEY: So, you know, there's a lot of

Page 63

1 discrete areas that were brought up certainly as to
2 people with disabilities, is that properly
3 addressed in there, the LGBTQI population.
4 It seems to me that while the consent
5 decree is specific and there are very discrete
6 tasks that especially fall to the CPD to do many of
7 these in the first 180 days, there's also areas
8 that can be widely interpreted, and I think the
9 biggest one for me is if you look at the bias
10 through policing section in the consent decree, you
11 can't effectively put that change forward unless
12 you are encompassing all impacted groups. You just
13 can't do it. You can't say that it only listed
14 seven populations and then it didn't mention
15 homelessness.
16 Well, if there's a bias that is
17 manifesting towards people who are homeless and
18 leading to disparate impacts in policing, you're
19 not meeting the spirit of what that section is.
20 So while I think there's a desire for
21 more specificity in a lot of areas, sometimes less
22 specificity can actually give you more room to
23 operate successfully.
24 The same thing on the metrics. How do

Page 64

1 you know when compliance has been achieved? And
2 this has been something that I think every
3 jurisdiction across the country has grappled with.
4 There's a National Consent Decree conference in
5 Fort Worth that's had two hearings thus far. I
6 know that Seattle and New Orleans are talking about
7 data analytics and metrics and where do you draw
8 the line, and I think it actually is unique to each
9 organization becoming -- you know, uses of force,
10 that 95 percent of them are within policy.
11 Well, that can be good, it sounds good,
12 but what's happening with those other 5? How bad
13 are they? What is the department doing? Is this
14 part of a coverup? Are they turning a blind eye
15 that's letting that 5 percent slip through
16 unaddressed? That may be a greater problem than
17 the 95 percent success.
18 So when I look at the consent decree,
19 I'm looking very intently at what are the metrics
20 that require assessing compliance, and I think it
21 struck the right balance, which is enough -- it
22 needs to be evidence based, you've got to have the
23 statistical analysis, it's got to be done according
24 to standard practice, but it also gives a little

Page 65

1 more interpretation to make sure that the values
2 are successfully being achieved.
3 Does that help?
4 SERGEANT PETTIS: Maria, if you have your
5 question.
6 MS. HERNANDEZ: Thank you. So my first
7 question is -- well, okay. So you've spoken to
8 your experience with consent decree monitoring and
9 just different types of monitoring, so what would
10 you say makes the implementation of a decree in
11 Chicago similar to your past experience and also
12 how would you deal with the unique elements; in
13 particular, working with community and with like
14 coalition groups who have enforcement powers, as
15 well?
16 MS. MARTIN: So I'll start with the last, and
17 then I'll have to have you repeat the first.
18 So, you know, I'm personally very
19 excited that there's been a coalition that has been
20 along the way, because it never -- it doesn't
21 matter if you -- if you ended up having all the
22 community and all the police agree somehow, right,
23 the members of your coalition and who work in this
24 type of work are always going to bring something to

Page 66

1 the process that the police haven't thought about
2 and that -- and vice versa.
3 And so for you to have actually taken
4 part in negotiating the consent decree and
5 initiating the litigation and all those sorts of
6 things, I think that's obviously unique, but it
7 sets you up for more success.
8 And I think -- I would venture to say
9 this is true here and I've seen it in other
10 jurisdictions, community capacity is a real issue,
11 particularly for the communities that are most
12 affected. They're working hard, they have
13 transportation issues, they're worried about
14 survival.
15 A lot of the oppression happens in
16 neighborhoods that have a lot of crime, and so one
17 of the things that I think is that you're starting
18 with a very strong foundation, but the next piece
19 is building up the community capacity for those who
20 have not necessarily been part of the process to
21 become part of the process, and so to me, you're
22 starting off with a very strong footing in that
23 regard.
24 On the flip side, when I read the --

Page 67

1 when I read the investigation, I had to put it down
2 sometimes. Like it was a lot to take, you know?
3 And so to me, there has -- there has to be deep
4 hurt, deep distrust, and -- and to me, there's a
5 lot of things that I would have assumed that would
6 have been being done that have not been being done,
7 basic things that have -- practices that have been
8 coming in conversations like Major Cities Chiefs
9 and things like that around de-escalation and use
10 of force and those things, and I know that there
11 has been some progress made in the last year and a
12 half, but I think there's still quite a bit of work
13 to be done in the -- with the police department.
14 And so the way forward to me is really
15 in my opinion what y'all have already been doing.
16 You've got to stay at the table and bring other
17 people to the table, you've got to get more voices
18 in the police department involved in the policies
19 and the training, you know, as you move forward.
20 One of the things that I did in
21 Baltimore is I put together a group that was the
22 trainers -- a representative from the trainer, the
23 people that wrote the policy, the community and
24 police rank and file so that as soon as you start

Page 68

1 talking about a policy, like it's not like, oh, you
2 craft the policy and then you go talk to this
3 person or talk to this person; you literally have a
4 police officer saying, "Well, when I showed up,
5 Ms. Johnson told me to clear the corner because
6 those are the dope boys," and then, you know, she
7 wants her grandkids to be able to play, but then
8 Mr. Jones said, "That's my grandson, and he's just
9 hanging out and he's not doing anything wrong.
10 That's why I hate you cops."
11 So if you start talking about stops,
12 like why not have the conversation with the police
13 officers telling you how difficult it is for them
14 to do what they're asked to do when they come to
15 the community and the community talking about what
16 they want as soon as you start talking about how do
17 you change a policy.
18 So, you know, to me -- and I don't know
19 if I'm answering your question --
20 MS. HERNANDEZ: Uh-huh.
21 MS. MARTIN: -- but I think that y'all are on
22 a very solid footing at least on putting the
23 infrastructure together on how to move forward.
24 The other thing that I find is when

Page 69

1 things simmer down, when people are not as angry,
2 it's only a few people left to continue the work,
3 and there is a thing called consent decree and
4 reform fatigue, and so in some of these other
5 places, a year, two years into it, you're like
6 trying to grab people and ask them to continue the
7 work.
8 And so I think building that capacity in
9 the beginning where people have the language and
10 the understanding in the community and with the
11 police I think is important.
12 PASTOR BIEKMAN: Can I say something? The
13 team that you had that reviewed the implementation
14 where you were doing it in parallel rather than
15 doing it one step at a time, what did you call
16 that?
17 MS. MARTIN: The Ganesha group. I don't know.
18 PASTOR BIEKMAN: The Ganesha -- I mean,
19 it's --
20 MS. MARTIN: Yeah, it was just something -- it
21 was just something that I put together because I
22 just really saw that a lot of the -- a lot of the
23 strife and a lot of the issues that happened was
24 because people were not communicating with each

Page 70

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

Page 71

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

Page 72

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 doing these
17 things now.
18 So it becomes a deeper -- it will be a
19 light comes on somewhere in the management ranks
20 that says, "Now I understand why we're
21 collecting -- why we're analyzing this, why we're
22 out talking to the community, why we're doing these
23 things." They get the why part.
24 The what part's easy. It's prescribed.

Page 73

1 It's when they understand the why that you can see
2 it make a difference.
3 PASTOR BIEKMAN: And can I just -- a quick
4 follow-up.
5 So what's the -- what's the quantitative
6 or the qualitative measure that's going to -- that
7 you say as the monitor, "Ah, they got it"?
8 MR. BRAZIEL: Again, it starts with when they
9 start exceeding -- they start proposing to us new
10 innovative things that we haven't even thought
11 about, that they're making that link.
12 St. Louis County, you can suddenly see
13 it when we're dealing with them. They start
14 actually exceeding what we're kind of pushing them
15 towards, and they're coming up with their own stuff
16 on their own and basically telling us they did it,
17 "Hey, listen, we got excited about this. This is
18 what we're doing."
19 There's an excitement level. It is very
20 subjective, but you will see it in the community.
21 You will definitely see it.
22 MS. MARTIN: But on a practical level, we
23 also, you know -- Paragraph 264 says blah, blah,
24 blah, blah, right? Have you done that and have you

Page 74

1 sustained that for X amount of time? And that --
2 depending on what the paragraph is, that's us
3 saying that, but then that's also the community
4 saying, you know, "Yeah, they've reached that goal
5 and they're sustaining it," because we're going to
6 see it through a survey, we're going to see it
7 through community forums.
8 So, you know, depending on what the
9 different metrics -- the different paragraph is,
10 there's going to be different metrics. Some of
11 them are just as easy as the data shows you this,
12 but then other ones are more subjective. Like the
13 community policing piece where there has to be a
14 coalition, or the CIT training, that should be a
15 group of community members with background --
16 professional backgrounds to say, "Yes, that
17 training is on point," and then you then switch to
18 say, "Oh, okay. Our data shows us that that
19 training is on point."
20 So there will be some very clear-cut
21 ones and then there will be some that will be a
22 little bit more gray, but it will be all of us
23 literally telling the judge, "Judge, they are in
24 compliance."

Page 75

1 PASTOR BIEKMAN: Thank you.
2 SERGEANT PETTIS: I want to thank you very
3 much for presenting to us this morning.
4 Any further comments?
5 MR. MAXEY: I found one thing I would change
6 in the consent decree. It says that officers after
7 use of force or an officer-involved shooting will
8 render first aid. First aid is not effective in
9 those sorts of situations, especially if it's a
10 shooting. I would change that to say "will render
11 medical aid within the scope of their training."
12 We found this in Seattle. We did a care
13 under fire class where officers were trained in the
14 use of tourniquets and were deployed with them.
15 That's not first aid, it's a higher level of
16 medical intervention, and we've saved lives in
17 Seattle because of that. And that was a
18 community-based innovation with the community
19 police commission that helped us craft that.
20 MS. SCRUGGS: All right. Thank you, guys,
21 very much. We apologize for the snafu at the top.
22 We are going to have printouts of your presentation
23 provided for the Stakeholders Committee. So we
24 apologize for the snafu at the top, but they will

Page 76

1 get the information.
2 We will see you tomorrow at the public
3 forum. You're likely to see some of the same faces
4 here, but if you have any need to communicate with
5 us in between, you know how to do that.
6 MR. BRAZIEL: Thank you.
7 MS. MARTIN: Thank you for all your work.
8
9 (TIME NOTED: 1:18 P.M.)
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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
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