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**PORTLAND POLICE BUREAU**  
**Training Advisory Council**  
**Training Division**

**Meeting Date: 01/14/2026**

**ALEXANDER:** All right. We're going to start the meeting. My name is Patrick Alexander, Chair of TAC. I would like to welcome everybody to the first 2026 Training Advisory Council meeting also known as TAC. It's not going to be just one of our longer meetings today, but what we're going to ask of just people be respectful for people that are talking and answering questions. As you know, we're fixing to go over the force data report, so that usually brings up a lot of different things. So let's do our best to stick to some stuff and understand that we may not like what we hear. We may not get the answers that we want, but please be respectful to the people that are here that are giving the answers, and maybe sometimes we got to figure out a different way of dealing with it sometimes. All right. Also I do know we've got a couple visitors here, so I'd like to say thank you guys for showing up. I'm hoping that - we are going to have some openings up in March, so just be aware of that. All right. And if you guys do have some comments, unfortunately you will have to wait until after the meeting to make a statement or ask a question. So if you do have that, please write it down so you don't forget it. All right? We're going to read the mission statement. The mission of TAC is to provide ongoing advice to the chief of police and the Training Division in order to continuously improve training standards, procedures, and outcomes through the examination of training philosophy, content, delivery, tactics, policy, equipment, and facilities. The mission of the Portland Police Bureau is to reduce crime and the fear of crime by working with citizens to preserve life, maintain human rights, protect property, and promote individual responsibility and community commitment. All right. And so, we've got enough for quorum here today. So does anybody have any issues about last month's - well, back in November's meeting, about the minutes or anything? What would - say your name, please, so we -

**COMNES:** Yeah. Alan Comnes. I note - I actually took a peak at the minutes and noticed that ABLE was discussed, but it wasn't defined. So it stands for Active Bystander -

**GRANT:** For Law Enforcement.

**COMNES:** - and (inaudible) -

**ALEXANDER:** So you want -

**COMNES:** - amend the minutes but maybe just (inaudible).

**ALEXANDER:** - clarify what ABLE is?

**COMNES:** Yeah.

**ALEXANDER:** Okay. Anything else other than that?

(No response heard)

**ALEXANDER:** All right. So we're going to put up to a vote about the minutes of November. Everybody in favor, say aye.

**MULTIPLE:** Aye.

**ALEXANDER:** Aye. Anybody opposed?

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53 (No response heard)

54 **ALEXANDER:** All right. That is all voted in, so the minutes for  
55 November 2025. It says Community Agreement. Well, we'll get to that.  
56 But I'll do some announcements too also. You guys know I sent out an  
57 email a couple days ago about the becoming chair of TAC in May. So  
58 I've had a couple responses back to it, so if anybody else still  
59 wants to respond back to it and sit down and talk about what all  
60 does it really require, just please email me back. We can sit down  
61 and talk about it. I also, do understand in March of this year,  
62 that's when the TAC does a lot of their recruitment. That's when it  
63 does - their recruitment starts opening up, but we're also going to  
64 want you guys to start thinking about how can you reach out to  
65 people in your community and other people that's probably not in  
66 your community. How can you reach out to them to let them know about  
67 what TAC does? I don't know if - but I will show people and make  
68 sure to put in an email on how to go into the website and look up  
69 what TAC is and how to get them to apply because sometimes that  
70 process may look hard, and I know a lot of the times, people are not  
71 going to go on PPB website and look up a lot of stuff about what's  
72 going on. Yeah?

73 **GRANT:** Seth Grant. I wonder if there are - do we have the capacity  
74 or support to do any, like, business cards with a QR to just hand  
75 out to try to get folks recruited? Do we have anything other than  
76 word of mouth?

77 **MALE:** Not with your money, no.

78 **GRANT:** Okay.

79 **ALEXANDER:** It's just - it's going to be really more of word of  
80 mouth. That's why I will send out the email talking about it. It's  
81 going to be like more word of the mouth, more of word of grassroots  
82 movement. And also one of the biggest parts about being - doing the  
83 recruitment is how we conduct ourselves in our meeting like are we  
84 kind? Are we productive in the meeting? Are we asking the questions  
85 that we need to ask? And plus also, are the task groups meeting,  
86 getting stuff done like how they're supposed to get done, talking to  
87 the officers, getting some information, going through some of these  
88 observers, trainings that we get to see and all that stuff, and,  
89 like, we're actually getting involved and being part - taking  
90 opportunities and stuff to talk to fellow officers and stuff and  
91 everything that's going on. Because I feel like if we start doing  
92 more of that and then you'll be more informed to talk about TAC when  
93 you're out there living your day-to-day life, what's going on, and  
94 then you can tell people, like, hey, you know, this is what it  
95 really is. What we're doing - because I know it's - a lot of time  
96 it's a hard stigma, and when we say, hey, you want to join TAC, and  
97 they say what are you doing? Well, we work with the police. And the  
98 first thought is, oh, I don't want to work with the police. They're  
99 not good. This and that. But we've got to understand what TAC does

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100 and why it's important for you to be part of it and also why they  
101 should step up to be part of it. Yes, Sylvia?  
102 **ZINGESER:** Sylvia Zingeser. I have a question about this.  
103 **ALEXANDER:** Yeah.  
104 **ZINGESER:** When we do observations or we go to some of these  
105 trainings, it's not totally clear. We should be writing a report  
106 back and should meet with the people who did showed up. Should we be  
107 doing that collectively?  
108 **ALEXANDER:** Well, from in the past, it was done a few ways. Like,  
109 people would get - when I went and observed, I did mine individually  
110 -  
111 **ZINGESER:** Yeah.  
112 **ALEXANDER:** - but then we also got together as a group and, like,  
113 one person, like, kind of typed everything up and, like - and  
114 submitted it.  
115 **ZINGESER:** Yes. Okay.  
116 **ALEXANDER:** So it just really all depends on the people that all got  
117 a chance to go observe the training or procedure that day. Like, how  
118 do you want to do it? Do you want to do it as an individual, or do  
119 you want to do it as a, like, one group project and have somebody  
120 designated, like, okay, this is our notes that we got. Are you able  
121 to type this up, and then we can get that in there  
122 **ZINGESER:** And then I have a follow-up question from that. This is  
123 Sylvia Zingeser. Writing recommendations which is part of the  
124 settlement agreement, that's different than us observing and writing  
125 a report about what we've observed.  
126 **ALEXANDER:** Yeah.  
127 **ZINGESER:** And so how do we go about deciding on what we are going  
128 to write a recommendation on, and is it going to be feasible for us  
129 to do the recommendation that we decide on?  
130 **ALEXANDER:** Yes, it is, and I'm going to explain to you how. I'm  
131 going to go a little bit more in it, and then when we go to task  
132 group update, we can have a little bit of a more longer conversation  
133 because I got to be part of that in a few different times of writing  
134 stuff that I observed compared to writing a recommendation where we  
135 send it off to the chief and they look at it. Because usually, like,  
136 when we go write about what we observed, it's something that I seen  
137 that I feel they could have did better. I write about the parts that  
138 I did like. Some stuff I said, well, could there be some  
139 improvement? Like, it was cool, but just like a little something you  
140 still need to work on. So I've done that, and then with the  
141 information that I had from that when we went to go write up a  
142 recommendation, we put some of that stuff in that we saw. Then  
143 understanding what some of the laws that they're governed by and try  
144 to fall in the guidelines of that because I didn't want to write a  
145 recommendation and send it, then next you know they send it back,  
146 and it's like, oh, it's no good. Like, my work just got dumped for

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147 nothing. And so it was just like that's just part of the research of  
148 putting that together. Like I said, we'll - we can go into a little  
149 bit more of a detail about that when we talk about task group  
150 updates.

151 **ZINGESER:** Well, I think that that's important because we're asking  
152 community members to join that we be able to explain that -

153 **ALEXANDER:** Yeah. We will -

154 **ZINGESER:** - and not give them the idea that - you know, an idea  
155 that we can't achieve.

156 **ALEXANDER:** Yeah. We will. Like I said, we'll go into more detail  
157 with that.

158 **MARICK:** Patrick? Tony Marick. I just wanted to say that when we do  
159 talk more about it, I also want to talk about our participation or  
160 involvement - like, when I sat in the Tactical Threat for two days,  
161 you know, it says, like, you know, we should just, like, observe,  
162 not interact, or anything like that. However, like, you know, it's  
163 nice to at least say who we are and why we're here because these are  
164 all - you know, people were like what are you doing here? Who are  
165 you? You're not part of the academy. And also they also needed  
166 volunteers to act as bodies for some of the training and stuff, and  
167 I was like I'm not sure if I am allowed to, you know, volunteer for  
168 help. I know one of your -

169 **FEMALE:** (Inaudible)

170 **MARICK:** Carrie was there. So, like, I talked to Carrie because  
171 Carrie remembered me. And so I, you know, was like, well, you know,  
172 if you need volunteers, I'm happy to, you know, volunteer and  
173 everything to act as like a victim in these training scenarios. So I  
174 don't know if I crossed any lines or not but, you know, it was like  
175 we don't really have that defined. Obviously, you know, we shouldn't  
176 be, like, interfering with training, giving advice, talking to the  
177 instructors as far as like, you know, we're not teaching. We're here  
178 to observe but at least be like, hi, I'm a person. You know, I'm  
179 here for a reason, you know, and it's not because I (inaudible).  
180 And, you know, also when they needed, like, extra help, I was like  
181 willing to pitch in, and hopefully that wasn't a no-no or something.

182 **SMITH:** The back half of it - Grant Smith. I mean, you are  
183 observers. It is there in the rules I sent out to everyone. You're  
184 not a volunteer. You're not an instructor. You're an observer. If  
185 you want to talk to the instructors and introduce yourself at the  
186 beginning of the day, I'm fine with that, but beyond that, the rules  
187 are pretty clear. You're there as an observer, so.

188 **RODRIGUEZ:** Director Rodriguez. And I would also just add, Tony,  
189 like, I totally hear that concern. Our - most of our members are  
190 pretty used to having observers because we have the monitor team; we  
191 have the GOG team. But I know most of our instructors, they're  
192 notified ahead of time that there will be observers, so we do know

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193 that we share that up front so that they know who is going to be  
194 observing. That sort of thing.

195 **MARICK:** Okay.

196 **RODRIGUEZ:** Yeah so.

197 **MARICK:** I kind of had to introduce myself to other - you know,  
198 because there were so many instructors and other people who are, you  
199 know, helping out and assisting the team for the, you know, active  
200 threat. So I did, like, go around saying - you know, repeatedly like  
201 - you know, because they're like who is this guy? Why is he here?  
202 You know, and they're like, yeah, you should come for the second day  
203 because I originally only was doing the first day, and then it turns  
204 out it's more of a 2-day thing, so it was actually, like, super  
205 beneficial to do both, so I'm glad I did both. But anyway, thank  
206 you, and like, you know, that's the thing. It's just like- they're  
207 like, hey, so people had to go because there's an actual, like,  
208 call. So then they're like, well, we're kind of short people, and  
209 like (inaudible). I'm like can I, should I, you know?

210 **ALEXANDER:** So you got caught in a unique scenario right there.

211 **MARICK:** Yeah. And it's just in my nature. I like to help, so it's  
212 just like, okay, yeah. I'll be a body.

213 **ALEXANDER:** Yeah. All right. Thank you for that. Any more about  
214 that? Like I said when we talk about task group updates, we'll go  
215 into some more of that. The community agreement. I think that we got  
216 to re-sign some new ones or - I'll have to look into that because I  
217 remember what it was, but I'll have to look into that. And that's  
218 really about it. So just - I just want people to start thinking  
219 about a few things about understanding that recruitment is coming up  
220 in March so start thinking about what you can - what we can start  
221 kind of doing now to get people to come. Like, if we can have  
222 people, like, today some people brought to observe a TAC meeting.  
223 Because, you know, all of our TAC meetings are recorded.

224 **SMITH:** (Inaudible)

225 **ALEXANDER:** Oh, okay. Yeah. That's on the - yeah, it's on the back

226 **SMITH:** Yeah. (Inaudible).

227 **ALEXANDER:** Okay. Yeah. If you look on the back of the agenda if  
228 everybody got one, that's where our community agreements are at. All  
229 right. Yeah. So like I said - yeah?

230 **MALE:** Is the - I'm just not seeing any - are any TAC members on it?  
231 Have they been let into the room? Just to make sure that -

232 **SMITH:** Anyone that's logged - there's no message up top, so anyone  
233 that has to be let in is let is, so. The link is working because the  
234 lead investigator and I don't know (inaudible) see that part.

235 **MALE:** Okay. I just wanted to make sure.

236 **ALEXANDER:** Yeah. No, I checked in before (inaudible) to make sure  
237 we had enough to -

238 **MALE:** Sorry.

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239 **ALEXANDER:** But yeah. So understand about the recruitment about -  
240 think about the community that you're out with. If you run across  
241 somebody and say, hey, this person might be good for TAC. And if you  
242 don't feel uncomfortable talking with them TAC - I mean, if you want  
243 some help talking to them about what TAC does, you can always email  
244 me. I think a few of you guys got my phone number. Call me. We can  
245 talk about setting something up to talk about what we do here as for  
246 TAC and about the recruitment of people getting - because I would  
247 like to see a more diverse room with more different type of  
248 experience that come in here because we are a community of a  
249 different variety of people, lived experience, races, religion, all  
250 of that, and it would be nice if that is reflected here in the  
251 group, but that starts with us, with our behavior, how we act here  
252 when we're at our meetings, how we act when people when show up, how  
253 we act in our task group. Are we really doing what we're supposed to  
254 be doing in our task group, understanding the mission of why we  
255 joined TAC. Think about have you thought about becoming the chair  
256 because like I said, in May this is it for me. Five years. I think  
257 I've had enough. Nothing against nobody but, you know. So think  
258 about that in May. So be - I'm just trying to get people prepared  
259 now because I remember when I took over as chair, we had, like, two  
260 different meetings trying to get somebody to be chair, and I don't  
261 want to go through that, you know. In one meeting, it took up the  
262 majority of it because, like, we couldn't move forward without  
263 somebody being chair. So think of that. Then also we're going to -  
264 I'm looking at thinking about - and that probably will be going for  
265 the next person that does take over chair. Probably, like, we can  
266 rename some of our task groups because I know a lot of the stuff  
267 that we dealt with back on 2021, '22, and '23 we were dealing with,  
268 and that's why some of these task groups came about. And as we see,  
269 a lot of stuff has already changing around when it comes to policing  
270 and what's going on in our society. So more if we fit our task  
271 groups to more of an updated model, look at them. Like, would this  
272 be a better name for a task group or better for us to deal with  
273 instead. All right? Any questions on that? All right. Thank you. So  
274 next we're going to move to the Training Division Updates.

275 **SMITH:** Lieutenant Grant Smith. So just some staffing numbers to  
276 start with. So as of January 5<sup>th</sup> this year, we're at 813 sworn  
277 members. For calendar year 2025, we were at actually at net  
278 positive. I don't know when the last time we were net positive. Been  
279 a while. So we're net positive 27 sworn members in 2025, for the  
280 fiscal year about the same. We've got an Advanced Academy starting  
281 very soon on the 29<sup>th</sup>. I've talked to a couple of you about classes  
282 you'd like to attend. If you're interesting attending anything about  
283 the Advanced Academy, any of the classes, you can email me direct.  
284 Again, you don't need to know the names of anything, you know, the  
285 titles, the disciplines. Just email me what you're interested in, or

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286 if you even have a day. Like, if you're available on February 13<sup>th</sup>, I  
287 can tell you what's going on that day, and you can decide if you  
288 want to come. I know everybody is busy. So if you're interested in  
289 that, that starts the 29<sup>th</sup>. All of our lesson plans for this year's  
290 In-Service are in or close to in, so we'll be going through those.  
291 The dry runs for those will probably be in the month of February or  
292 later this month as we have In-Service for 2026 starting in March.  
293 We've got 95 folks in FTEP right now in various stages all the way  
294 from just starting Basic a couple days ago through being on their  
295 own. Due to our hiring, we're probably going to have run four  
296 Advanced Academies this year for the first time I don't know if ever  
297 or at least in recent memory. Two of them are already almost filled.  
298 One that just starts on the 29<sup>th</sup>. One that starts in April is  
299 basically full. We've got 18 out of the 24 slots for the one that  
300 starts in I think September almost full. And then December's - those  
301 folks aren't even hired yet, so. Again, if you're interested in  
302 attending the Advanced Academy, there will be a lot of opportunities  
303 this year. Don't hesitate to reach out to me, and I will get you set  
304 up with times. There's also Community Academy that will take place  
305 on April 18<sup>th</sup> of this year. It runs from 7:30 to 5:00 p.m. If you're  
306 interested in that, again, you can email me. I'm not 100 percent  
307 sure how many slots we're going to have available. My guess is  
308 somewhere between 1 and 2.

309 **ALEXANDER:** You said April 13<sup>th</sup> for that?

310 **SMITH:** April 18<sup>th</sup>. Saturday, April 18<sup>th</sup> of this year at 7:30 a.m. to  
311 5:00 p.m. So if you're interested in that - even if you've been  
312 before. I think last time we had nobody from TAC at the last  
313 Community Academy, so even if you've been before and you'd like to  
314 go again. Granted it will be almost identical to what you did  
315 before, so net value add for you may not be tremendous, but if  
316 nobody else wants to go, then I'm not going to say no to you. Let's  
317 see. What else? That is about it for me.

318 **ALEXANDER:** All right. All right. Thank you, Lieutenant Smith. And  
319 so now we're going to move onto what's going to be the bulk of our  
320 meeting is Q3 Quarterly Use of Force report.

321 **MALE:** Let me get this over for you. I couldn't get on the  
322 screenshare right, so we're just going to do it this way. I can't  
323 see. Well, that's not what I wanted. Fail. Let's see.

324 **WILLARD:** While he's working on that, everybody, my name is Tyrone  
325 Willard. I am the rookie force inspector. Oh, sorry about that. I  
326 kicked your chair. I don't anticipate this taking 30 minutes like  
327 your schedule says, but, you know, hopefully I'll give you some of  
328 your evening back unless Phil asks a bunch of questions maybe. I  
329 don't know. A little bit about me. I've been with the Portland  
330 Police Bureau for coming up on 20 years, 13 of which as an officer,  
331 7 as a sergeant, and a bunch of acting lieutenant time. I'm 4<sup>th</sup>  
332 generation in my family to work for Portland. My great grandpa

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333 started in 1920. I have a 15-year-old boy that assumes that he's  
334 supposed to be gen 5, but that's up to him, so. So, yeah, I'll go  
335 through - we've got 12 slides here, and -  
336 **MALE:** You're going to have to use the arrows. Sorry.  
337 **WILLARD:** Arrows?  
338 **MALE:** Yeah.  
339 **WILLARD:** Arrows work. How about the laser? Does the laser work?  
340 **MALE:** The laser works, but the left/right doesn't work, so you can  
341 laser away.  
342 **WILLARD:** All right. So if you really like this presentation, you  
343 can thank Calista over here.  
344 **ROBERTSON:** Hello.  
345 **WILLARD:** If you think it's bad, you can blame me. All right?  
346 **ROBERTSON:** Yeah.  
347 **WILLARD:** So we'll move on. All right. So let's see here. We've got  
348 so many screens to look at. The Portland Police Bureau supervisors  
349 wrote a total - during the Q3 reporting wrote a total of 110 After  
350 Actions reviewing force. Officers wrote a total of 157 Force Data  
351 Collection Reports. For the subjects involved in the force of the  
352 After Action, 46 percent of them were armed, 44 percent were drug  
353 and/or alcohol affected, and 14 percent were in a mental health  
354 crisis that factored into it. Did everybody receive this -  
355 **ALEXANDER:** Yeah.  
356 **WILLARD:** Okay.  
357 **ALEXANDER:** Yeah. They received it several times.  
358 **WILLARD:** Multiple versions? Yes.  
359 **GRANT:** Seth Grant here. I haven't asked this before, but what  
360 qualifies as mental health crisis? Are talking about somebody who is  
361 not interactive? Are we talking about somebody who is non-compliant  
362 but doesn't seem right? Do we know what those qualifiers are?  
363 **WILLARD:** It could be a variety of things. A lot of times when  
364 officers are on the scene, it's either like it's noted in prior  
365 contacts with the individual that there's mental health history or  
366 they saw things that led them to believe that. There - I mean, no  
367 officers are making diagnoses of any kind -  
368 **GRANT:** Sure. Sure.  
369 **WILLARD:** - but if they believe that it's a factor, they check the  
370 box.  
371 **FEMALE:** I do have a definition for you. This is what we use in our  
372 force summary report. So subject in mental health crisis. This is a  
373 total of the people against whom a specific type of person who is  
374 applied or identified as being in a mental health crisis at the time  
375 of the incident. A mental health crisis is defined as when someone  
376 when an actual or perceived mental illness experiences intense  
377 feelings of personal distress through disorder, obvious changes in  
378 functions, and/or catastrophic life events which may but not  
379 necessarily result in an upward trajectory of intensity, culmination

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380 and thoughts, or acts that are dangerous to self or others. I  
381 realize that's a very big definition.

382 **ALEXANDER:** Are you able to, like, email that to us so we can look  
383 at it? Yeah, that's a lot - I know I'll screw up if I try to write  
384 that down.

385 **FEMALE:** Along with the slides, I believe everyone also received the  
386 Force Data Summary Report.

387 **ALEXANDER:** Some of that's in there?

388 **FEMALE:** It's at the very end. We've got a whole list of definitions  
389 of everything out there for you guys because that is a very relevant  
390 question, so we want to make sure people know.

391 **WILLARD:** Okay. Moving onto slide 3 here. So during - between Q4 of  
392 2024 and Q3 - so one year look back of 2025 - events per quarter as  
393 you'll see in the chart, 98 on up 102, 102, 110. That's on the left  
394 graph. The right graph is Applications per Quarter, and that's going  
395 to - I mean, 240 up to 265, 226, 259. Pretty consistent across the  
396 board there. You'll notice the orange or whatever color you might  
397 see, reddish. I'll go with orange. That's my favorite color. Between  
398 Q4, 3 percent, moves up to 3.13, 3.09, down to 305. Very consistent  
399 in numbers. It's all very close to about 3 percent of the overall  
400 custodies for the Portland Police Bureau during that time frame  
401 force was related. And we've got about 3,400 moving on up to 3,800  
402 Q3 of 2025, just about - just over 3,600 custodies. So it's pretty  
403 consist across the board there.

404 **MARICK:** Tyrone?

405 **WILLARD:** Yes?

406 **MARICK:** Tony Marick. I just want to point out like looking at right  
407 side of the graph how the range - sorry, allergies - the range only  
408 varies, you know, from about 3.14 to 2.92. That's a very narrow  
409 range; however, just because of the way you laid out the graph, it  
410 shows, you know, a steeper curve than if you actually have, like, a  
411 wider scale. It would probably be very flat -

412 **WILLARD:** Yeah.

413 **MARICK:** If you have, like, you know, even between a 1 and 10 scale.  
414 So, you know, statistically, like, looking at it, it may seem like  
415 there's, you know, a little bit of drama, but in reality, it's  
416 actually, like, quite flat if you change the scale.

417 **WILLARD:** Exactly. Yeah. And that's why I was emphasizing not a lot  
418 of movement there. As high as 3.13 down to 3. It's pretty close.

419 **MARICK:** Yeah. Appreciate that. It's just for visual dramatic effect  
420 to keep everyone awake. All right. Okay. So this is Q3 2025  
421 demographics. I'm not sure if you want me to go through it. It's  
422 hard to see over here. You might want to look at the larger screen  
423 here. Again, these are the numbers that were reported during that  
424 time frame. I'm not sure really what all - if you want me to read  
425 through it. I mean, you guys have the information. These are the  
426 numbers that the Portland Police Bureau has received, and here you

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427 are, so. You guys wanting to take a look at that, photograph it, or  
428 did you want to reference the material that you already have? Yeah,  
429 Tony?

430 **MARICK:** Tony Marick again. Just - are these self-reported? I  
431 forget. Like when they explain - like when they're saying like  
432 Asian, Black, Hispanic, Native American, White, is that -

433 **ROBERTSON:** These are based on RegJIN data which is added in. So  
434 generally if someone has had contact with police, like, a profile is  
435 made that's based off of information related to, like, their license  
436 or if not that then generally the judgment of the supervisor who  
437 assessed the situation and corrected of course if the person does  
438 self-identify in some way other than that.

439 **MARICK:** Thank you.

440 **ROBERTSON:** Yeah.

441 **WILLARD:** Okay. We'll move onto slide 6 unless anyone objects. Okay.  
442 So subjects armed, we're looking anywhere from 94 is the low point  
443 of armed subjects. That was in Q2 on up to 160. That's applications  
444 per quarter. On the right graph, we have subjects per quarter.  
445 Anywhere from 53 down to 43 individuals that when officers or  
446 Portland Police Bureau members encountered them, they had some sort  
447 of device that could be deemed as a - being armed, and that  
448 obviously can vary. Any questions on that? Okay. All right. So this  
449 one right here, subjects drug or alcohol affected. Now this you're  
450 going to see a spike. Anybody see a spike there? I do. And that is  
451 greatly to do with two specific cases. One of which had a high -  
452 both had fairly high number of applications of force. One of which  
453 there was 29 applications of force. Of that 23 of them were strikes.  
454 It was a very interesting call where an individual was involved in  
455 an assault, eluded police, crashed the vehicle, ran into a random  
456 apartment, broke in, barricaded himself in a room. I mean, it was  
457 something straight out of a Hollywood script. Officers went in. It  
458 was a fight, a big fight, and they were able to get him into custody  
459 after all sorts of force was used, and there was a young lady hiding  
460 in the corner of the room that he barricaded himself in who was  
461 terrified. Anyway, so that one warranted lots of force. I believe no  
462 one got injured on that one, so. And then the other one was a  
463 separate incident and just non-compliant. Both had alcohol or drugs  
464 on board, and this just kind of goes to when officers interact with  
465 individuals that are high or impaired, they're not as receptive to  
466 the force that's being used on them, and it's - in this case, more  
467 force was being used to take them into custody. Yes?

468 **MALE:** Did you say no one injured during that one?

469 **WILLARD:** During?

470 **MALE:** The 29 uses of force?

471 **WILLARD:** Yeah. So that one -

472 **MALE:** Including that guy that got hit?

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473 **WILLARD:** The guy who got punched? Injuries meaning like were they  
474 sent - well, he had bruises probably. But then again that could be  
475 from the crash and doing all sorts of other things and breaking into  
476 a home and - but, yeah, he was eventually transported to jail.

477 **ROBERTSON:** If you want more information on that (inaudible), we do  
478 go by the ORS definition of injury which can be found on the ORS  
479 website.

480 **WILLARD:** Yeah, Phil?

481 **LEVINSON:** In the past if my memory serves me correctly at least as  
482 I've looked at Use of Force Reports - and by the way, I really am  
483 getting a lot out of this presentation which I haven't been able to  
484 get a lot out of in previous presentations. And in the past, at  
485 least the way it's been presented, is if you have four officers and  
486 each officer in one situation uses two uses of force, that's eight  
487 uses of force, but in the past as I've understood this, each of  
488 those is reported - each officer's involvement is recorded as a  
489 totally separate incident. And so when we - at least from my  
490 perspective, when I was looking at these before, I had no way of  
491 telling whether I was looking at a situation where four officers  
492 were involved and each one used whatever number of uses of force or  
493 - am I making sense? Do you understand what I'm talking about?

494 **WILLARD:** I understand what you're talking about. Yeah.

495 **LEVINSON:** Okay. So in the past, there was - at least in terms of  
496 what I was looking at - there was no way to determine from the way  
497 it was presented how many officers and how many total uses of force  
498 were - occurred in a particular incident. And the way this is  
499 presented, that is very, very helpful to know how many officers were  
500 involved in the situation and what the total number of applications  
501 of force were to control the situation. Does that make sense?

502 **WILLARD:** Yeah. So on the left, we're looking at applications. This  
503 here is just subjects - referencing the subjects. Now like your  
504 scenario of four officers that when they're taking someone into  
505 custody and force is used, that counts as one incident.

506 **LEVINSON:** Okay.

507 **WILLARD:** But if they each use two different applications of force,  
508 now we've got eight applications to apply to that one incident.  
509 Yeah.

510 **LEVINSON:** And at least the way I was understanding it in the past  
511 that there was no - you have combined those and are talking about  
512 uses of force in a particular situation. In the past - at least when  
513 I was looking at it - there was no way, the way the information was  
514 presented, to determine whether you had combined - and I appreciate  
515 the way this is being done.

516 **WILLARD:** This is great. Thank you.

517 **SMITH:** It's not though. Go back to slide 3. So this - in the events  
518 per quarter/applications per quarter, so that 200 - let's look at  
519 Q4, 2024 Q4. So 98 events, 240 applications. So that could have been

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520 done by 240 officers, or it could have been done by one officer. So  
521 the data is being presented the exact same as it always has been.

522 **LEVINSON:** Okay. Well, I guess I was looking at the last part that  
523 was presented.

524 **SMITH:** Yeah, yeah, yeah, yea. Yeah. That was just for, like, the  
525 (inaudible). Yeah. That was just that one. So, yeah, this one -

526 **LEVINSON:** Okay.

527 **SMITH:** This is all the same as when Kyle and when Lieutenant  
528 Roberts presented it, so.

529 **LEVINSON:** Okay. Okay. But the last part was really helpful to have  
530 information presented that way.

531 **WILLARD:** All right. Thank you. You can't just leave a compliment a  
532 compliment, huh? All right. Where were we? We were right here. All  
533 right. Any other comments/questions on this one? Anybody?

534 (No response heard)

535 **WILLARD:** Okay. All right. Subjects in mental health crisis. Chart  
536 on the left "Applications per quarter." On the right "Individual  
537 subjects." Seeing anywhere from 19 on up to 39, and then for  
538 subjects: 7 on up to 15.

539 **ALEXANDER:** And then for the mental health crisis, you guys are  
540 using that definition that -

541 **WILLARD:** The really short one she said?

542 **ALEXANDER:** Yeah.

543 **ROBERTSON:** That really tiny itty bitty one that rambled off  
544 earlier.

545 **ALEXANDER:** Yeah.

546 **ROBERTSON:** But yes. That is exactly what we are - or what officers  
547 and sergeants are using to determine whether or not that played an  
548 influence in the case.

549 **ALEXANDER:** Okay.

550 **WILLARD:** Okay. And then this is the Q3 de minimis use of force  
551 reporting. So cases with de minimis along with category 2 or 3  
552 force, there's a total of 34, and then cases with de minimis only:  
553 67 for a total of 101. Pretty straight forward on that. Any  
554 questions on this slide?

555 (No response heard)

556 **WILLARD:** All right. Okay. Then Q3 deadly use of force. What do I  
557 got here? Is it just two Calista?

558 **ROBERTSON:** Yes. We just had the two.

559 **WILLARD:** Yes. So yeah, September 20<sup>th</sup> and September 27<sup>th</sup>. Two  
560 different incidents.

561 **ROBERTSON:** And the purple link at the bottom on this slide is just  
562 a straight link. You can click it, and it will take you right to the  
563 website if you are wanting more information on those. Just to remind  
564 everyone, that's not something that our office handles. We don't  
565 look at those cases. They're handled separately by Detectives

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566 Division and other groups. But you can also get more information  
567 from that webpage.

568 **WILLARD:** So I would say if you have any questions, I wouldn't be  
569 able to answer them. This isn't what we focus on, but, again, just  
570 like she said, there's a link to more information on that. We made  
571 it. Phil?

572 **LEVINSON:** Is it appropriate to ask a question about the application  
573 of Use of Force Information to training at this point or not?

574 **ALEXANDER:** I don't -

575 **LEVINSON:** What procedures are in place for training or being  
576 developed to use in training to analyze use of force events to  
577 reduce the level of force or eliminate the need for force? So  
578 basically, I'm going to what you showed with - basically what I'm  
579 asking is you get information from use of force. How is that  
580 information used to develop training techniques or procedures to  
581 reduce the use of force?

582 **SMITH:** So the force inspector's office has - so they have a  
583 feedback loop which exists in the force inspector's office. So that  
584 can come to us to where, you know, the force inspector - if they  
585 notice a trend in force - like they see, you know, six cases in a  
586 week that all had a similar fact pattern. It doesn't have to be bad,  
587 good, indifferent. It's just is similar. Like, hey, we noticed this.  
588 It's kind of an outlier. Can you take a look at that? That comes to  
589 the training division. We also through the After Action process -  
590 like he said, every time a sergeant writes an After Action, it goes  
591 through their chain of command, sometimes up to the chief's office.  
592 Those get trickled down to us as well. A lot of times in the body of  
593 the narratives, like, I referred this to the training division to  
594 take a look at this event. Like, it might have been in policy, but  
595 it's like this kind of concerns me. Is there a better way to do  
596 this? We just looked at one of those today. So there's a lot of  
597 touch points. Or it can be simple as a phone call from a lieutenant  
598 like, hey, we had this happen. Can you just take a look at the body  
599 camera footage and let me know what you see.

600 **LEVINSON:** Okay.

601 **SMITH:** So there's a lot of ways that that trickles back to us. I  
602 mean, all of our training is fundamentally focused on using that -  
603 even our directive says we rely on the least amount of force  
604 possible. So that's our goal for any of our training, but if we do  
605 see an application in the field that either doesn't - rises to some  
606 level of concern of it's a new trend that we're seeing, there's a of  
607 ways it gets back to us here.

608 **MALE:** And I think to add onto that, we do annual training needs  
609 assessment which all the RU managers and all the members provide  
610 input in. So that doesn't have to come through a specific feedback  
611 loop. It goes (inaudible) it out for us. The After Action process  
612 also has a box on there at the end for training review where these

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613 can get sent to us at training. The IA Captain or lieutenants or  
614 sergeants will call over here if there's cases that are coming  
615 through that are concerning before it gets to some of these points  
616 if they ever reached us. And then the RUs themselves of the  
617 precincts have reached out to us where there's something that either  
618 doesn't seem right or seems like a training question for the policy  
619 team. There's lots of different ways that we can get information in  
620 terms of - it doesn't have to rise to the level of a force After  
621 Action. It can just be questions that come through that people say  
622 this doesn't look right, doesn't sound right. Can you guys work on -  
623 you know, what is training doing on this, so?

624 **LEVINSON:** From my perspective as a member of TAC, it would be very  
625 helpful to me if at these meetings, the training or whoever is  
626 appropriate would provide some examples of what you just talked  
627 about so that as a member of this group, I had a direct  
628 understanding and examples of how what you just told me is being  
629 applied.

630 **MALE:** Okay. And I'm pretty sure our training needs assessment is  
631 online, but we can get you a copy of that which basically has the  
632 input that we get from all the RUs -

633 **LEVINSON:** Okay.

634 **MALE:** - that kind of builds out the - and it also documents by  
635 year what different things have been implemented or trained over the  
636 course of that time, so we'll - we can send you - we'll send it to  
637 Patrick, and he can send it down to everybody.

638 **ALEXANDER:** Okay. All right. Any more questions?  
639 (No response heard)

640 **WILLARD:** All right.

641 **ALEXANDER:** All right. That's it.

642 **WILLARD:** Thank you very much.

643 **ALEXANDER:** Thank you. All right. So now we're going to move onto  
644 task groups updates. As I was saying about - our task group update  
645 is about looking at getting new - redoing our task groups, relooking  
646 at them what we got because right now we got like four or them. Kind  
647 of like rethinking about what we want to do for task groups,  
648 thinking about what you see going on in the community that you live  
649 in, community where you work at, what you've been seeing on the news  
650 and stuff. Like what would be more of a focus for us that has  
651 something to do with training and our task group that can say, hey,  
652 I think we should call our task group this and focus on this so we  
653 can talk about it and see if other people are interested in it. All  
654 right? So that was one of the things about the task group updates  
655 and also still looking for somebody to kind of step up and be a  
656 leader part of you guy's task group. And what I mean by that - I'm  
657 not stopping nobody that it's that task group of speaking but  
658 somebody to kind of like take charge of the task group and say  
659 listen you guys. We're going to meet once a month. Even if we ain't

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660 got nothing to say, we're going to meet once a month for an hour  
661 even - or we're going to say, listen, this is the task group of  
662 Advanced Academy. We're here just meeting for our monthly, once-a-  
663 month meeting. We ain't really got no updates to talk about. This  
664 and that what's going on, and then you can move on from it, but at  
665 least you met. I'm just trying to get people in the habit of meeting  
666 because like I said, when first joined TAC, our task groups that I  
667 was in, we were still meeting twice a month outside of our TAC  
668 meetings. We were getting stuff done, talking. I feel like that's  
669 when we were a lot more engaged and stuff, and I would like to see  
670 that happen a lot more. Because I do know we have some community  
671 members that people that were on TAC left that were more vocal, that  
672 were more willing to step up and take on that challenge compared to  
673 like then nobody - when they left, nobody stepped up to fill the  
674 void because nobody really thought about it. And I didn't even think  
675 about it neither, you know, because I was always used to somebody  
676 else doing it. But now as I became the chair of TAC and I've been on  
677 different other task groups, I started noticing the difference of  
678 them. Like when people were actually willing to meet then compared  
679 to some task groups like, oh, we haven't met in six months, you  
680 know, or some people didn't realize, oh, you're on the same task  
681 group that I'm on. You know, like, oh, who do I talk to? What do I  
682 do? Nobody ever gave them that information or anybody ever brought  
683 that information up to the chair or PPB training like, listen, this  
684 is the task group I'm on. I don't understand, like, are there  
685 certain officers that we can talk to that deal with certain stuff  
686 like that, and then we can just go from there. I'm sorry. I don't  
687 remember all the task groups by heart. I know CQI is no longer  
688 correct.

689 **LEVINSON:** No longer - it doesn't exist.

690 **ALEXANDER:** Okay. We had community safety task group I think it was  
691 or something. Give me a second. I apologize. I thought I had it  
692 saved with the name of all of our task groups.

693 **MALE:** Is it Officer-Community Engagement or something?

694 **ALEXANDER:** Yeah.

695 **MALE:** Yeah.

696 **ALEXANDER:** That was one of them. So do we got anybody here -

697 **MARICK:** Patrick? Tony Marick. While you're looking, is it okay if  
698 Advanced Academy (inaudible) -

699 **ALEXANDER:** Yeah. Go ahead.

700 **MARICK:** Since like we met recently and, like - you know, like, for  
701 example, I attended the Active Threat back in November, so that was,  
702 you know, previous. It was just right after our last meeting that I  
703 attended. And originally I was only going to do one day, but I ended  
704 up, you know, going for both. I have not submitted, like, an  
705 official report on it. I, you know, did take some notes and  
706 everything like that, you know, did participate, you know, and

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707 Carrie was there (inaudible) Carrie. She was one of the victim  
708 volunteers as well on day two. Got to, like, talk a little bit  
709 about, like, the conference that she went to with the AI, so I'd be  
710 very interested to, you know, get in touch with her about that too.  
711 We did receive from Grant Smith the agenda for the next training,  
712 Advanced Academy, and we already, like, started filling in our names  
713 on when we can attend and which subjects - for example, like, the  
714 law course. I was, you know, planning on attending the mock, so that  
715 looks like it can fit in my schedule. There's also like the Wellness  
716 that's just pretty short. And I remember a conversation that you and  
717 I had, Rebecca, about some of that being online I think, so - but I  
718 don't - you know, it's been quite a while since we talked. So it  
719 would be interesting to see how that, you know, (inaudible) is  
720 working with the new agenda and stuff like that. Seth? Alan? Do you  
721 guys have any updates?

722 **COMNES:** Yeah, I do. Alan Comnes. On the available opportunities to  
723 observe - is it front of you, Phil? Do you have the calendar there?

724 **ALEXANDER:** Yeah. It's in front of Phil.

725 **COMNES:** Just hold it up so - so we - Lieutenant Smith gave us - I  
726 mean, there are a lot of topics in Advanced Academy. We picked some  
727 that we knew we'd be interested in and put it on a calendar there.  
728 So I'd encourage anyone who is - you know, has - would like to do  
729 some more observations and look at those events. You can just put  
730 your name on them, and then we'll - you know, we'll tell you how to  
731 get a hold of Lieutenant Smith. But that way we can get some  
732 coverage and double up - you know, share among ourselves who is  
733 going so that if we want to do a coordinated report, we can do that,  
734 right? So - but take a look at that calendar, and there's some  
735 descriptions there. If you want me to email it to you - I'll  
736 probably email it to the whole TAC after this meeting is over.

737 **ALEXANDER:** Okay.

738 **GRANT:** Seth Grant. Just a question on the feedback. We had a couple  
739 questions around that. Can we develop an internal process or an  
740 internal form where we can jot down our feedback for that  
741 observation, and there's some kind of feedback loop where we know  
742 it's been read, received, considered, or otherwise?

743 **ALEXANDER:** You want to like - for -

744 **GRANT:** There's a couple observations I attended, and I didn't hear  
745 anything back.

746 **ALEXANDER:** So you want it for like TAC itself to create a form?

747 **GRANT:** If we're going to observe a training, and we have something  
748 that we've observed, I want to know that it's been read because my  
749 time is valuable there. Has it even been read or taken into  
750 consideration? This was well before this current setting  
751 (inaudible).

752 **ALEXANDER:** From my knowledge, it used to be so, yeah, I didn't - I  
753 was surprised you didn't because usually you would - either whoever

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754 read it would send something back to the chair then the chair would  
755 send it out, or they would email the person - the people directly  
756 saying thank you. We got it, received it, read it.  
757 **GRANT:** Okay.  
758 **ALEXANDER:** Like that and stuff. And so we'll probably figure some  
759 more lines on that out again, figure that out to -  
760 **MALE:** (Inaudible) chair so we know that that check box has been  
761 checked?  
762 **ALEXANDER:** Yes. While I'm chair - because if you - while I'm chair,  
763 if I know that you watched something and you sent something in and  
764 you haven't heard back from them, just reach out to me, and then  
765 I'll reach out. Then I'm pretty sure you guys should have the emails  
766 to PPB training here, Lieutenant Smith and Rebecca and them, and  
767 email them back to ask, hey, what happened? So - but we can work out  
768 - come up with something to work something out that way like a 2-  
769 step or 3-step process.  
770 **RODRIGUEZ:** Director Rodriguez. I do think - and if you still have  
771 access to the drive that that prior chair, Nathan, had, there was a  
772 write up of the process.  
773 **ALEXANDER:** Yeah. I have to go back and look at that.  
774 **RODRIGUEZ:** So that could be something that could be shared again.  
775 **ALEXANDER:** Yeah. I'll go reshare.  
776 **RODRIGUEZ:** Because there's a process that we - again, but that's up  
777 to the chair, but there was one in the past.  
778 **ALEXANDER:** Yeah. I'll go look for it.  
779 **COMNES:** This is Alan Comnes. I don't know if it's the same  
780 document, but a couple meetings ago you passed out a form for  
781 observation.  
782 **ALEXANDER:** Yeah. That -  
783 **COMNES:** I figured so we can - when I sent - you know, we can share  
784 that again. We have a Word -  
785 **ALEXANDER:** I'll share both of those.  
786 **COMNES:** That's where you put your observations in.  
787 **ALEXANDER:** Yeah.  
788 **COMNES:** I mean, my expectation is that Dr. Rodriguez or Lieutenant  
789 Smith is going to respond to my comments, I'm (inaudible), so. But  
790 that's the form I plan on using.  
791 **ALEXANDER:** Okay. Yeah, I'll send - I'll go get the form that Nathan  
792 had. I remember that. And I'll go look at it and send that out and  
793 also the one that - I wish I could remember her name. She just -  
794 **MALE:** Kathryn?  
795 **ALEXANDER:** Yes. Kathryn made. Yeah. That she had made. Nothing  
796 against her - because she just left.  
797 **COMNES:** That's the form I have, so I -  
798 **ALEXANDER:** Yeah.  
799 **COMNES:** I mean, I'll make sure you have the Word -  
800 **ALEXANDER:** All right.

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801 **COMNES:** I got it from Kathryn (inaudible).  
802 **ALEXANDER:** Yeah.  
803 **COMNES:** And, Patrick, I have one more comment about Training  
804 Advisory. This is Alan Comnes. So we have had two meetings. So we'll  
805 probably have another meeting. I think we'll just aim for the - it  
806 will still be the first or second Monday of the month. So, you know,  
807 we got Advanced Academy starting here at the end of this month, so  
808 we can meet early in the month, maybe some time in February, to make  
809 sure we're getting the coverage you like. That's all.  
810 **ALEXANDER:** Okay. All right. I'm looking because I think we only had  
811 four. We had Advanced Academy, CQI -  
812 **MALE:** (Inaudible) control or -  
813 **ALEXANDER:** I thought it was officer -  
814 **MALE:** (Inaudible)  
815 **ALEXANDER:** Yeah. I forgot the acronym for it or whatever it was  
816 called. It was called, like, CIB or something like that? On my list,  
817 I don't see anybody that is here from there. And that was - then CQI  
818 was our only other one, and so we don't - because we don't have our  
819 Restorative Justice one no more. Officer-Community Relation and  
820 (inaudible) -  
821 **MALE:** (Inaudible)  
822 **ALEXANDER:** Yes. And I don't see anybody - and then I don't think  
823 nobody online from that is from there, so -  
824 **MALE:** I had been on that group. We largely haven't talked in  
825 months.  
826 **ALEXANDER:** Okay. Yeah. That's all I can see because we don't have  
827 the - because these are some of the task groups that we used to  
828 have. We had - well, she still have Advanced Academy and  
829 Instructional Design. We used to have Restorative Justice, Officer-  
830 Community Relation and Procedures, CQI, Community Involvement and  
831 Training Division Delivery, Reinforcement, Data Analysis Regarding  
832 Use of Force, Crowd Management and Public Order Policy, and  
833 Institutional Methods and Training Design for Adult Learners. Those  
834 were the task groups that were here when I first started here at the  
835 TAC. We may - I'll send that out for you guys, and we may want to  
836 revisit some of that, and I feel like maybe some of those groups may  
837 be better or rerise again but also start thinking of other -  
838 something that might be better.  
839 **MALE:** Is that something we're putting on the back burner, or do we  
840 want to address that tonight if we've got ideas?  
841 **ALEXANDER:** We can - if you got ideas, we can address some of that  
842 tonight. But if you don't have them and if you just want to, like,  
843 kind of formulate it more and you feel like emailing me those ideas,  
844 I'll take that too, but if you have something.  
845 **MALE:** Yeah. I think we should definitely have a task group that  
846 looks at local federal interface.  
847 **ZINGESER:** Yes. Yes. That's a good way to put it.

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848 **MALE:** I think -  
849 **MALE:** (Inaudible) with the current restraint (inaudible). It's  
850 nicer.  
851 **SMITH:** I think the first stop would be our directives and the  
852 sanctuary state laws because a lot of this already flushed out.  
853 Like, I mean, so the - I can't remember what it is. It's - I can't  
854 remember what the name of the directive is. It's the 800 series.  
855 There's already our directive which is pretty specific on our  
856 involvement, when we can get involved, why we can get involved, and  
857 then our sanctuary city and state laws are already in existence, so  
858 that's going to be your framework for that one first. So before you  
859 start getting to into the weeds, you're going to need some  
860 foundational knowledge because a lot of that pretty clearly  
861 delineated already, so I don't want you to spin your wheels on it if  
862 it already exists. So the PPB directives website and then the city  
863 of Portland's website itself.  
864 **MALE:** Okay.  
865 **SMITH:** They've created a whole new page recently in the last couple  
866 months regarding all of this like what city employees are expected  
867 to do, training around all of this. So there's a lot there before  
868 you - something that you're interested in may already exist, so take  
869 a peek there first.  
870 **MALE:** (Inaudible) or if there is any direct training outside of  
871 those directives, if there is any direct training to observe around  
872 that if that (inaudible).  
873 **SMITH:** I mean, it's a lot of shalls, so I mean it's pretty clear. I  
874 mean, it's - if I tell you to put your foot here, and you don't put  
875 your foot, I mean, that's kind of - it's a pretty bright line with  
876 almost all of it. So if you see some gaps, obviously, that would be  
877 something we would be interested in, but it's pretty robust already  
878 in place, one in the city and one specifically for the police bureau  
879 in general.  
880 **MALE:** Thanks, Grant.  
881 **SMITH:** Yep. Sorry. Grant Smith.  
882 **ZINGESER:** Are you ready for me to say (inaudible)  
883 **ALEXANDER:** Go. Say what you got to say.  
884 **ZINGESER:** Sylvia Zingesser. I became concerned because I did see the  
885 news about the PPB officer down at the ICE facility being  
886 interviewed by a couple of young ladies, and it almost sounded like  
887 they were journalists, right? And he started answering their  
888 questions, and of course that did not go well. And so that maybe,  
889 you know, when Chief Day came out and said, look, you know, officers  
890 are - as well as the community - we are all having our issues and,  
891 you know, he's asking for people to keep the rhetoric down. And that  
892 got me to thinking the Training Advisory Council should have a piece  
893 of this. So I started thinking about what we would do to support the  
894 Portland police on not getting them into a situation where they

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895 start, you know, answering questions like that. And I'm not trying  
896 to be - I want to make this clear that I'm not trying to hide  
897 anything. I want to be transparent about this, but I thought about  
898 possibly - at one point many years ago, we did a whole thing on  
899 bias. The whole city did a whole thing on bias, and I'm just  
900 wondering if bias might be one of those issues that we could - and  
901 I'm going to say, like, an hour refresher course that maybe officers  
902 could take online as opposed to having them come out here and sit  
903 and take a class. The other thing that I have thought of is, you  
904 know, I took a thing on emotional intelligence, that maybe we could  
905 bring that up. And I think that probably you could answer my  
906 question about how do police officers respond if they are put in  
907 that position under that pressure? Have you addressed that in the  
908 training division?

909 **SMITH:** What do you mean by that pressure? Like if someone just  
910 talks to you that you don't talk back to them?

911 **ZINGESER:** No.

912 **SMITH:** Or like what do you mean by that pressure because I mean  
913 like pressure of throwing rocks or -

914 **ZINGESER:** (Inaudible) asking questions and interviewing and sort of  
915 like, you know, and the person starts answering the question or  
916 giving their opinion. And there is a time I think where maybe that  
917 when the officers are on duty that maybe - that that's not really  
918 appropriate.

919 **SMITH:** Would it be -

920 **ZINGESER:** Do you see what I'm saying?

921 **SMITH:** It's tough because if the answer had been different than the  
922 officer gave, I don't think you'd be asking that question right now.

923 **ZINGESER:** Maybe.

924 **SMITH:** And that's a problem because it can't be results oriented.  
925 It has to be process oriented.

926 **ZINGESER:** Yeah.

927 **SMITH:** So if the officer had just recited our directive like right  
928 verbatim - so if he just read the directive right down, you know,  
929 officers can use deadly -

930 **ZINGESER:** But it didn't come across well.

931 **SMITH:** Right. But, again, if the answer had been something  
932 different, it would have come across well, and that's what we need  
933 to really focus on: Results-based outcomes versus process-based  
934 outcomes. And so these are two different things because if it's a  
935 results-based outcome, that means two different people can look at  
936 it. You're furious; Phil is happy. Same process.

937 **ZINGESER:** Yes. I understand that.

938 **SMITH:** And so you've got to be careful going down that road. So  
939 training people how to respond, I mean, like if you're - people also  
940 don't want us to be robots. So if you ask us a question, you know,  
941 you expect a humanistic conversation. Now that maybe an answer that

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942 you don't necessarily agree with, but that's part of - that's kind  
943 of part of the human condition. You may not - if you ask a question,  
944 you may not like the answer, but like if, you know, you ask me a  
945 question and I give you verbatim what's in our directive or what the  
946 ORS is, the state law, you maybe frustrated as all get out with that  
947 answer but - so I'm curious as what you're trying to - I'm not  
948 tracking with what you're trying to get to here.

949 **ZINGESER:** Because it didn't come down well. That officer got  
950 removed from his position and reassigned.

951 **SMITH:** And that was a decision not made by anybody -

952 **ZINGESER:** I understand that. I'm just saying that maybe the  
953 Training Advisory Council - if we knew more about that, maybe we  
954 would - we could come up with some kind of a recommendation. You  
955 know, the recommendation that I'm thinking of is because the  
956 situation is so heated, and it's so heated around our personal  
957 biases, and sometimes when we're caught off guard, we may come from  
958 a personal bias approach as opposed to I'm in this position and I  
959 have to remember that I'm working for the Portland police. Now I'm  
960 going to make this other comment. Police officers, when they are no  
961 longer on duty, they are community members. They're our neighbors,  
962 and they are community members. So, you know, I just - I want to see  
963 - because there is so much rhetoric across the United State and  
964 Portland has been - it has got a big zero on us that I don't want to  
965 see this fall apart. I want to see that we come up together - we'll  
966 come together and come up with something that will work for all of  
967 us, not blaming the police, not blaming the community but finding a  
968 way where we can work together as a community and police. Because  
969 the bottom line is we do need police. We do need - because this is  
970 what society dictates. I mean, I could get off into the weeds on  
971 that. But I hope you see where I'm coming from.

972 **ALEXANDER:** I see where you're coming from, and I also see - because  
973 it's - because I'm looking at it at both sides, but I think we'll  
974 have some more of a conversation to kind of help you flush that out  
975 just a little bit more what you're talking about. Because I agree  
976 with Lieutenant here is that we may not like the answer and we - and  
977 I know because I've seen the video a few times. It didn't come out -  
978 for me, it didn't come off well, but I understood, like, what he was  
979 - like, how he was just straight faced, and he just really showed no  
980 emotion. I think that's what got people more, like, upset like how  
981 he delivered the information and stuff, and that's going to be for  
982 me - because for a person that in work I have to develop training  
983 and try to help people deliver stuff, sometimes everybody is just  
984 not going to get it, you know, and - like I said, I watched the  
985 video, read some of the articles about it and stuff and everything.  
986 It is where like - because I was thinking about how do we as TAC -  
987 because we're supposed to be helping provide some training on what  
988 procedures and all that stuff and everything -

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989 **ZINGESER:** We are stakeholders.  
990 **ALEXANDER:** Yeah of that nature, but also at the same time -  
991 **ZINGESER:** (Inaudible) -  
992 **ALEXANDER:** But at the same time, I agree with lieutenant. Like, if  
993 I'm talking to a cop about something, I want him to be human with  
994 me. Don't give me no ORSs or our directive says this, says that. I'm  
995 going to say, man, screw you. Because in my opinion, I look at  
996 uniform on or not, they're cops. Regardless or not. If they don't  
997 have their uniform on, if I know they're a police in my head, guess  
998 what I still think of them as? As a police. They can be on the  
999 baseball team. We can be playing basketball, but no matter what, I'm  
1000 going to say, hey man, that person is the police. Right? And I'm -  
1001 but as them being the police, I'm going to expect them to carry  
1002 themselves as much on duty and off duty. So it's like coming up with  
1003 something like how we can help them out with that to do that, and  
1004 still is going to be a hit and miss because not everybody is going  
1005 to want to do that when people's emotions to get involved. Because  
1006 like when I seen the video and the girl is yelling in his face - and  
1007 I understand she's emotional over something that just happened -  
1008 **ZINGESER:** Everybody is.  
1009 **ALEXANDER:** And he just stood there.  
1010 **ZINGESER:** He paid the price for that.  
1011 **ALEXANDER:** He paid the price, but it also made me think about the  
1012 times when, like, when we was - got to watch some of the riots back  
1013 in 2020 here and how, like, some of the officers and they had to  
1014 deal with some of that training. And so it could (inaudible) go back  
1015 to look at some of that training that they had back then in 2020  
1016 compared to, like, what's going on and stuff like that. So we can,  
1017 like revisit some of that.  
1018 **ZINGESER:** I just want to see some support happening in the  
1019 training, and me as a TAC member, I do know a lot about police work.  
1020 I come from a police family. So I come from both sides of this. And  
1021 so - and I also believe in trying to come - to bring these two sides  
1022 together, and it was one of the reasons why I serve on the Training  
1023 Advisory Council plus I have a son who has a severe mental illness,  
1024 and I've had to depend on the Portland police.  
1025 **ALEXANDER:** Yeah.  
1026 **SMITH:** So, Sylvia - Grant Smith again - I will email you - so the  
1027 crowd control comes up in both annual In-Service and the Advanced  
1028 Academy. I can send you the dates of when those classes are going to  
1029 take place if that's -  
1030 **ZINGESER:** That would be helpful and -  
1031 **SMITH:** So you can see what currently exists and what's being taught  
1032 this year. So the Advanced Academy is a recurring thing. The crowd  
1033 control is different every year -  
1034 **ZINGESER:** I understand.

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1035 **SMITH:** But you can get the flavor of what we're doing this year for  
1036 all membership and for new officers -  
1037 **ZINGESER:** Okay. So -  
1038 **SMITH:** - so, I will send those to you.  
1039 **ZINGESER:** - can I work with you?  
1040 **SMITH:** In terms of -  
1041 **ZINGESER:** Of coming up with - I may see something in this training  
1042 that may be helpful.  
1043 **SMITH:** Yeah. So like I said, I will - I am never going to guide you  
1044 because then I can be seen as guiding you toward somewhere I want  
1045 you to go, but if you bring something to me, I can be a sounding  
1046 board like the ABLE proposal that, you know, kind of went a little  
1047 awry.  
1048 **ZINGESER:** I don't want you to be in a position that you feel like  
1049 you are controlling me (inaudible).  
1050 **SMITH:** No. Yeah. It's kind of a call and response thing. Just like  
1051 if you give me something, I can respond like, okay, based on what  
1052 you're seeing, this isn't going to fly or this will fly for x, y, z,  
1053 but I'm not going to tell you, like, hey I want you to look at this  
1054 specific piece of it. That's something I'm just not going to do. But  
1055 if you bring it to me, yeah, I can look at it. It's like, hey, this  
1056 is the genesis of my idea. Do you think I'm off base here? And if I  
1057 do, I will straight up tell you, and if I don't, then I think, yeah,  
1058 no, that's - maybe this is something you should pursue.  
1059 **ZINGESER:** The other thing is all of the policies and all of the  
1060 procedures.  
1061 **SMITH:** Yeah. Again, all of those are on our website.  
1062 **ZINGESER:** And directives. Yes. You need to know those things right  
1063 up front.  
1064 **SMITH:** And you have access to every single bit of that already.  
1065 **ZINGESER:** Okay. But -  
1066 **SMITH:** It's all of the city of Portland website. You google PPB  
1067 directives, you will see all -  
1068 **ZINGESER:** I know, but I will need to talk with you personally  
1069 because that would be more helpful to me than reading through all of  
1070 that material. Just so you know.  
1071 **SMITH:** Yeah. I understand that, but I think if you're going to make  
1072 a recommendation, you need to be - just like I was telling Seth, you  
1073 know. Take a look and do the background because you need foundation  
1074 -  
1075 **ZINGESER:** I understand that.  
1076 **SMITH:** And, I mean, it's not my role - it's my role as the liaison  
1077 - sorry. I'm going to move this so we don't lose the screen - but  
1078 I'm not going to build the foundation for you necessarily, so you've  
1079 got to come to me halfway. I mean, I'm more than willing to work  
1080 with you, but I need you -

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1081 **ZINGESER:** Does that mean that I have to read the directions  
1082 (inaudible)?  
1083 **SMITH:** I would. I would. If you want to be -  
1084 **ZINGESER:** And am I going to understand those directives? That's  
1085 what (inaudible)  
1086 **SMITH:** In plain English, yeah. I mean, we give our officers, our 2-  
1087 year-old cops right off the street with no police knowledge, we make  
1088 them responsible for it, so you have the same level of experience as  
1089 the people that we essentially send through Basic Academy, so I  
1090 think you will.  
1091 **ALEXANDER:** You see, that's - that's one of the things I was talking  
1092 about for us as a group of TAC like or task group that you're on.  
1093 Y'all could get together, look at that, and say, hey, this is where  
1094 we feel like we could help out.  
1095 **ZINGESER:** Yeah. I just want to -  
1096 **ALEXANDER:** Like where we see something going on and stuff like  
1097 that, so.  
1098 **ZINGESER:** I just want to see the support there and not see the same  
1099 kind of thing that just took place here.  
1100 **ALEXANDER:** Yeah. Okay. Yeah, Tony?  
1101 **MARICK:** Hey. Tony Marick. I haven't seen the video, so I don't know  
1102 all of the specifics, but just listening to the conversation, it  
1103 makes me think about in my work places that I've worked, there are  
1104 certain times where we don't speak to the public directly. You know,  
1105 we refer to, like, media relations. I know that, you know, police  
1106 officers, it's very visible, and you're very front facing with the  
1107 community, and, you know, when there's cameras or phones, you know,  
1108 they're recording and stuff, you know, part of, like, maybe the  
1109 training is (a) knowing the directives, (b) knowing the responses,  
1110 you know, the emotional intelligence, but also, you know, being able  
1111 to say at a certain point where it's like, well, you know, you need  
1112 to talk to, like, you know, the media spokesperson or, you know, the  
1113 spokesperson that needs to handle this situation. Because, I mean, I  
1114 can't expect, like, somebody who is, you know, new to the force to  
1115 have, like, every answer or, you know, be able to speak, you know,  
1116 for the entire police force. Those are things for probably like  
1117 chief of police office, but, you know, there is a training  
1118 opportunity obviously because I think, you know, with lack of  
1119 training, that's why the response came out. But if there was better  
1120 training or, you know, more knowledge, it probably would have been  
1121 handled differently or (inaudible) to diffuse or defer to say, hey,  
1122 I can't speak to that because, you know, I'm not the person  
1123 responsible -  
1124 **ALEXANDER:** Yeah. And I will speak to that because I got to be - see  
1125 some of that crowd control training, so that did help me understand  
1126 a little bit of why they were doing certain things. Like when they  
1127 would show it on the news and I would get upset about it because,

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1128 you know, then they would never tell us nothing. But then when I got  
1129 to see some of the crowd control training, I understood that. But  
1130 also being in, like, a job that's kind of high pressure and the  
1131 people are in your face saying stuff and some people sometimes - and  
1132 then you may just pop off and say something that you didn't really  
1133 want to say but you thought you said in a nice way. It's just - it's  
1134 one of those things it's going to be a hard training to do because  
1135 trying to get everybody to buy in that. And I understood, like,  
1136 they're not going to please everybody all the time. And I'm not  
1137 making no excuses just to get this clear for PPB or anybody else. I  
1138 know we're not going to please everybody all of the time, right?  
1139 And if you so - and if they stay sole focused on trying to please  
1140 certain people, they're going to make this other group mad. So  
1141 they're kind of like in that in between place, and that's where I  
1142 feel like TAC steps in at where we can kind of like help some of  
1143 that out. So I don't know if anybody else wants to join Sylvia when  
1144 Grant, Lieutenant Grant, sends out the stuff for the crowd control.  
1145 While I will encourage if you guys can -

1146 **SMITH:** I'll just send it to you, Patrick -

1147 **ALEXANDER:** Okay.

1148 **SMITH:** - so you can blast it to the whole group.

1149 **ALEXANDER:** But if you guys can check it out, go check it out  
1150 because sometimes it does give you a different - because it gave me  
1151 a different perspective on how to talk to them and deal with it. And  
1152 then I took what I learned back to some of the community people that  
1153 I deal with and said, listen, this is why when we're in a big crowd  
1154 and you say this and you're doing this, this is the reason why you  
1155 get treated this way, but if we come at it this way, we don't get  
1156 this result, you know. So - and that's - and see, that's a big part  
1157 of being part of TAC. We get to have those opportunities to see  
1158 stuff like that. And then also part of our - I feel like part of our  
1159 responsibility when it comes to our community, share the  
1160 information. Like, hey, listen, this is how we're going to improve  
1161 the relationship with the community and PPB is by us learning what  
1162 we learned here, talking to the officers, and then going back to our  
1163 community and sharing that information so they don't have a bunch of  
1164 rhetoric going out there like we have - some time we have first-hand  
1165 information like, no, this is what's really going on. Because I've  
1166 gotten to be part of some conversations like that. That has helped  
1167 out a lot. And I've seen other people now that are in my community,  
1168 I watch how they interact with the police now because of the stuff I  
1169 learned instead of just seeing stuff on public and everybody  
1170 yelling, then I got to learn something more, like, in depth, why  
1171 they do this training, why they - why this, this, and then I say,  
1172 okay, then if I act this, I'll get this result, but when I do this,  
1173 this is how it is. And the reason why I say that's what I have to  
1174 understand about the water bottle. They said they're holding it like

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1175 this, it's not a threat. When they cock back to throw it, now it's a  
1176 threat. They can light a Molotov cocktail, and they really can't do  
1177 nothing until they act like they're fixing to throw it, and then  
1178 they can attack. Well, I mean, I don't mean to say attack. Then they  
1179 can do something about that. My fault about that. But, yeah, so -  
1180 like I said, that's another thing for us. Like, think of (inaudible)  
1181 inside your task groups, learning about stuff like that, and then  
1182 you'll be surprised how many officers that may be willing to sit  
1183 down and have certain conversations with you. Anybody else - we got  
1184 -

1185 **COMNES:** Well, Alan Comnes. I just wanted - I guess I have a  
1186 question, like, on the topic of deescalation or knowledge of  
1187 jurisdiction. Is it really just crowd control? I mean, you also  
1188 have classes on law, you have classes on procedural justice, I mean  
1189 -

1190 **SMITH:** It bleeds over into almost everything we do.

1191 **COMNES:** Well, I guess my suggestion is just tell us at this point  
1192 what classes they come up in, and isn't it our challenge to go and  
1193 observe and try to (inaudible) feedback? I mean, it seems odd that  
1194 we just get boxed into crowd control. Maybe it's actually really  
1195 should be covered over procedural justice (inaudible).

1196 **SMITH:** I'm not boxing - yeah, I'm not boxing anyone in. Like I  
1197 said, if you have any -

1198 **COMNES:** That's why I'm asking.

1199 **SMITH:** Yeah. If you have any topic you're interested in - I mean,  
1200 we're kind of talking about a crowd control-type situation, so if  
1201 you wanted to see what happens in crowd control, or if you wanted to  
1202 come to a procedural justice or an ABLE or -

1203 **COMNES:** That's not what I heard. I heard more of, like, how to  
1204 deescalate or communicate to people with different abilities. That's  
1205 -

1206 **ZINGESER:** Yes. (Inaudible)

1207 **COMNES:** I'm just saying just describe the space and then maybe  
1208 we'll go and observe. That's all I'm trying to say.

1209 **RODRIGUEZ:** And this is Director Rodriguez. I would just offer - I  
1210 think part of what we described here at TAC is that our curriculum  
1211 at PPB is integrated. So I think what he's trying to say is that in  
1212 an integrated way, you're going to see crisis intervention in almost  
1213 every discipline. So I don't think we're trying to say - that's why  
1214 we're saying it's a little bit difficult from an integrated  
1215 curriculum model that it's - you know, you could go to everything,  
1216 and you actually might observe some aspect of deescalation. So I  
1217 just want to remind us that it's not necessarily an issue of we  
1218 can't tell you, it's just - it literally is an integrated aspect  
1219 because deescalation is super, super essential to the work. The  
1220 other thing I would just sort of offer too is that the - you know, I  
1221 just went to a webinar today, right, that's - I mean, there's -

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1222 we're not the only ones charged with determining a training need or  
1223 a training gap, right? So there's - the webinar I went to today was  
1224 diagnose first, train second because a lot of times certain things  
1225 are training gaps for a wider group of individuals while some might  
1226 be, you know, need to be addressed individually or, right, as a  
1227 unit. So we are tasked with developing training for a lot of things,  
1228 and we're tasked with, you know, making sure that the important  
1229 training, you know, issues are being addressed. So I would just sort  
1230 of offer that as that we're always looking at getting information as  
1231 we heard from, you know, the force office, the feedback loops. So  
1232 we're constantly getting information, and so I think we're  
1233 definitely open to, you know, designing and delivering training that  
1234 is identified as a need, but we also have to - you know, as the  
1235 webinar was sort of - which I agree with - like, diagnose first and  
1236 train second. So you have to have to good data. The training needs  
1237 assessment, that's where we do all of that. So I think we're all on  
1238 the same page.

1239 **MALE:** Analysis first.

1240 **RODRIGUEZ:** Yeah. So it's just because that's the nature of training  
1241 development.

1242 **ALEXANDER:** Anything else on that?

1243 (No response heard)

1244 **ALEXANDER:** Any more -

1245 **MALE:** (Inaudible) on the subject of task groups -

1246 **ALEXANDER:** Yes.

1247 **KANE:** Just had a - Victor Kane, new member of TAC. It sounds from  
1248 the conversation that some of these task groups are defunct and some  
1249 are inactive -

1250 **ALEXANDER:** Yes.

1251 **KANE:** - some are active. So it would be important to get sort of a  
1252 current listing for the active task groups because I'd be interested  
1253 in a task group, so what would be the protocol for joining  
1254 (inaudible)?

1255 **ALEXANDER:** I'll get a list of what our task groups is, and then you  
1256 can just say you'll - you can just email me back and say, Patrick,  
1257 this is the task group I would like to be a part of. And then I will  
1258 just get a group email with everybody in that task group and say  
1259 these are the members all in this task group that way everybody has  
1260 their email address at least. Then it's up to you guys if you want  
1261 to share phone numbers or not. But then that way you guys could work  
1262 out something then figure out how to meet up. And also bringing upon  
1263 that, like, with the task groups is like also I've asked, and I  
1264 haven't really pushed it hard because I want - trying to find - hope  
1265 somebody would step up is like a five little word sentence about  
1266 what your task group is, like what does it do. So if I walked up to  
1267 you and said you're a part of Advanced Academy and over here and  
1268 Phil was also a part of Advanced Academy - well, Phil is right there

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1269 but part of Advanced Academy, right, they'll both have the same  
1270 answer instead of saying this person says this and this person says  
1271 that, you know, because it was trying to get something, like, more  
1272 clear for what our task group does, what is the mission of the task  
1273 group. And that's why I was asking more or less somebody to step up  
1274 and like kind of take charge of like hey - only one group did that,  
1275 but they're no longer together, but they did it. You know, somebody  
1276 stood up, took charge of it, this is what our task group is about,  
1277 this is what we do, here's the thing so everybody in that task group  
1278 was all on the same page. So I will get that out to you about what  
1279 the task groups are and the definitions that I have of them that was  
1280 given to me, and then I'll just share them with you guys and then we  
1281 could go from there.

1282 **KANE:** Thanks.

1283 **ALEXANDER:** All right. Thank you, Victor. Any more comments about  
1284 our task group updates? Sylvia?

1285 **ZINGESER:** It's Sylvia Zingeser. Could you send us a new list?

1286 **ALEXANDER:** Yeah. I am.

1287 **ZINGESER:** Okay.

1288 **ALEXANDER:** I'm going to send you a new list.

1289 **ZINGESER:** Can you send us phone numbers? Is that okay?

1290 **ALEXANDER:** If everybody is okay with me sending their phone  
1291 numbers, I can.

1292 **ZINGESER:** And emails.

1293 **ALEXANDER:** I can do the emails, but the phone numbers is something  
1294 more of a private nature, so that's why I was saying if it's up to  
1295 them - if they give me the okay and say, Patrick, you can share my  
1296 phone number, then I'll share the phone number. If they say no, then  
1297 it's on them.

1298 **ZINGESER:** Okay.

1299 **ALEXANDER:** All right? Because usually emails are the way - how we  
1300 usually communicate anyway majority of the time. All right? So since  
1301 more comments about our task group updates, we've got public  
1302 comments.

1303 (No response heard)

1304 **ALEXANDER:** None online?

1305 **GIARDINI:** Just (inaudible) introduce ourselves as guests.

1306 **ALEXANDER:** Yeah. You can go ahead.

1307 **GIARDINI:** I just will. Hi, I'm Talia. My (inaudible) registered  
1308 nurse. I got invited by my friend Alan, so thanks for welcoming me.

1309 **ALEXANDER:** Thank you for coming.

1310 **GIARDINI:** And that is all.

1311 **ALEXANDER:** All right. (Inaudible)

1312 **RAINISH:** Hey, ya'll. My name is Barb Rainish. I use she/her  
1313 pronouns, and I'm a, you know, community member. I'm also associated  
1314 with - sorry. I usually describe myself as a PCCEP groupie, Portland  
1315 Committee on Community Engaged Policing and then the BHU Advisory

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1316 Council. And I of course just have questions, and one of them has to  
1317 do with - and I know you don't - you're not going to answer me  
1318 because it's public comment, but whether the community - if there  
1319 are any task groups that the community can be invited to participate  
1320 in, not necessarily step up (inaudible). And I also don't know how  
1321 many TAC members y'all can have and where you're at with your  
1322 numbers as I remember coming around before Nathan when Shawn was  
1323 doing it, and it seemed like it was a pretty dense group of people.  
1324 And, yeah, that's most of what I want to say. I thought the force  
1325 stuff was pretty interesting, but a lot of lines that would normally  
1326 be straight lines, there were, you know, if the axis went down to  
1327 zero basically on both sides which I'm glad you pointed out because  
1328 - yeah. Anyway. Thank you.

1329 **ALEXANDER:** All right. So we can have - for our task group  
1330 membership, we can have up to 24 people on TAC at once. All right.  
1331 That's for it is. And then for like communities to be involved in  
1332 the task groups to be involved to some of their meetings and stuff  
1333 like that, that is up on the task group. Because that issue has been  
1334 asked about in the past, and so it was - how it was was like if the  
1335 task group wants that to have happen, they can have that happen, but  
1336 if the task group doesn't want to, then they didn't. And then it  
1337 fell on, like, the whole task group had to agree to it. Like, if one  
1338 person spoke out against it, then they wouldn't do it. So I don't  
1339 know if you guys want to adopt that model again or not. Think about  
1340 it. I'll send out an email asking that question again. So I'll just  
1341 give you guys some time to think about that and stuff and  
1342 everything, but that's how that was generally ran before. And so it  
1343 was just placed on them to see how they wanted to do it, so.

1344 **RAINISH:** So to close that loop would be to let the community know  
1345 if there were task groups that (inaudible).

1346 **ALEXANDER:** Yeah. Then it will be up to - yeah, if there was in the  
1347 task group, say okay, they'll reach out to me. Then it's like, yeah,  
1348 we don't mind having - we're having a task group meeting, and we  
1349 don't mind the public being a part of it and then I -

1350 **RAINISH:** Kind of close the loop by telling the public is all I'm  
1351 saying.

1352 **ALEXANDER:** Yeah. And then we reach out to PPB and then go from  
1353 there. Yes. Because they're the one that (inaudible) unless somebody  
1354 steps up and uses their own personal Zoom or Google form to meet up  
1355 for their task groups. That's how it worked. But we will still  
1356 inform the community. Yeah. Any more public comments?

1357 (No response heard)

1358 **ALEXANDER:** Did I answer your question for you though? Are you -

1359 **RAINISH:** No. You don't actually get what I'm saying specifically -

1360 **ALEXANDER:** Yeah. Like, if they have a meeting -

1361 **RAINISH:** I have a one on one with you, Patrick? Just -

1362 **ALEXANDER:** All right. I got you. Okay. No problem.

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1363 **DRENNAN:** Lisa Drennan, Portland Street Response. I just wanted to  
1364 say thank you for allowing me to sit in on this. It was really  
1365 informative and interesting and definitely (inaudible).

1366 **ALEXANDER:** Thank you.

1367 **CHACHKA:** I'm Philip Chachka from Portland Cop Watch. I did like the  
1368 comment about looking into recommendations that go to the police  
1369 training unit because that seems like that was where, like,  
1370 (inaudible) as far as what the police officers and sergeants  
1371 themselves are saying they would like maybe training to happen on  
1372 these issues. That sounds like a good area for the TAC to  
1373 (inaudible).

1374 **ALEXANDER:** Thank you. Any more? All right?

1375 **WEBBER:** Oh, I can - I just wanted to introduce myself. I'm Kristy  
1376 Webber. I'm the administrative assistant here at the training  
1377 division, and I have taken over Kathryn Linzey's duties. So if  
1378 anybody has anything that they need, they can simply email me. I  
1379 think I sent out some - the emails for the agenda and information  
1380 about the meeting. So if you ever need to contact me, any questions  
1381 or anything, feel free.

1382 **ALEXANDER:** All right. If there is nothing else, the meeting is  
1383 adjourned. Thank you.

1384

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1386 Transcribed 02/06/26 @ 8:28 p.m. Elice Turnbull (0202et01)