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PORTLAND POLICE BUREAU
Training Advisory Council
Training Division

Meeting Date: 03/12/2025

ALEXANDER: All right. My name is Patrick Alexander, the chair of TAC, Training Advisory Council. Today is March 12, 2025. This is our second meeting of the year. Let's see. I'd like to thank everybody that is here in person that showed up, the TAC members as well as PPB, and all of the people that are joining virtually. Thank you.

MALE: Did anybody not sign up?

ALEXANDER: Anybody not sign up on sign-in sheet?

MALE: Sorry.

ALEXANDER: All right. Like I said, again, welcome everybody. Thanks again. So, we got that taken care of, the sign-in sheet? All right. So, now we're going to go to the reading of the mission statement. But before I do that, I would like to say we had a member of TAC resign again Sylvia - I mean, Sarah.

ZINGESER: Sarah.

ALEXANDER: Yeah. Sorry about that. It was Sarah. She's been a part of TAC for a while. February 28th was her last day. She said she's moving on to something else, so we wished her well and - and so, I'm going to put together a thank-you email for her, and I will send it out later to make sure you guys look at it personally then and thank her for her time. I think that would be nice just to do that for how long she's been a part of TAC. All right. And then that also leads me to saying that we are allowed to have 18-24 people here at TAC. Right now we're functioning at 19 people. All right. I do know that we have five openings maybe. It may turn into eight because I do know two more other people are dropping off in May. And so, then I'm reaching out to a third person to find out what they're going to do. So, if the third person does drop off, we'll end up with eight openings all together. All right? And so - and then we'll talk a little bit more later on about what the recruiting process will look like. We'll give some more of the details to still make sure that we're clear about it and stuff. I appreciate the people that have been already recruiting, talking to people already. Thank you for that. I will be making a point to make sure that we reach out them and still keep in contact, all right? So, let's go to the reading of the mission statement. The mission of the TAC is to provide ongoing advice to the Chief of Police and the Training Division in order to constantly improve training standards, practices, and outcomes through the examination of training, philosophy, content, delivery, tactics, policy, equipment, and facilities. The mission of the Portland Police Bureau is to reduce crime and the fear of crime by working with all citizens to preserve life, maintain human rights, protect property, and promote individual responsibility and community commitment. All right. Then we - let's - now we're going to move on about the - from the minutes from the last meeting of

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52 January 8th. Do we want to vote? Anybody got any objections about
53 voting right now for the minutes of January 8th?

54 (No response audible)

55 **ALEXANDER:** No? Putting that to a vote to approve the meetings - the
56 meeting minutes from January 8, 2025. All in favor, say aye.

57 **MULTIPLE:** Aye.

58 **ALEXANDER:** Anybody opposed?

59 (No response audible)

60 **ALEXANDER:** All right. Said our announcements. So, yeah. So, I
61 already did a little bit of that where I was talking about how many
62 people (inaudible) do a recap real quick that right now on TAC, we
63 have 19 people on TAC at all right now. Like I said, we may turn out
64 to eight openings, but right now I do know we have five, and two
65 will drop off in May, and I'm finding out about the third one, so.
66 And then once we find out from there, then we'll vote from there.
67 But (inaudible) recruiting and everything. So, once I get a better
68 understanding of how we can do it, I will explain to the rest of the
69 members of TAC and make sure you guys have the correct information
70 to do so, all right? Any questions so far about that?

71 **COMNES:** I have a question. When I applied, there was, like, an
72 updated application -

73 **ALEXANDER:** Yeah. There -

74 **COMNES:** (Inaudible) so.

75 **ALEXANDER:** Yeah. We're up there getting all that take care of.

76 **COMNES:** (Inaudible).

77 **ALEXANDER:** Yeah. If you look on it now, because I looked at it the
78 last time, (inaudible) the application was from 2024.

79 **COMNES:** Right.

80 **ALEXANDER:** Yeah. So, it should be in that update. All right.

81 Anything else?

82 (No response audible)

83 **ALEXANDER:** All right. So, I will turn it over to the Training
84 Division Update.

85 **BURTON:** All right. I have a few updates for you. The first update
86 is to introduce myself. Thank you, Captain. So, I am the new TAC
87 liaison lieutenant with the Training Division. My name is Bret
88 Burton. I've been at lieutenant at Training for the last two years
89 just in a different role. So, just in the last couple of weeks, I've
90 transitioned into this role of TAC. I had a chance to meet some of
91 you today, and some of you over the last month or so. These guys
92 over here. So, thanks for having me, and I look forward to working
93 with you. So, updates on some of our programs. We're in week 8 of 12
94 for the current Advanced Academy, that's 2025-1. That will be ending
95 on April 9th. The next Advanced Academy, dash 2, will start the next
96 day, essentially April 10th. That will be a 10-week academy. Both
97 have 21 students. We have 21 current students in the current class,
98 and we anticipate 21 students in the next class. There are currently

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99 108 recruits in the FTEP program in various stages of 025. We just
100 started All Form In-Service last week, March 6th, and that's going to
101 run basically the entire year almost through Thanksgiving. And it's
102 two days a week, so one session - one 2-day session a week for most
103 of the year with a couple of breaks in the summer. That's a new -
104 it's sort of a new model (inaudible). FTO In-Service recently
105 happened here, and we got 87 FTOs through that In-Service training.
106 It's a full day, a 9-hour day of training. And we are scheduled for
107 a Metro Sergeants' Academy for 7 newly promoted sergeants in May.
108 That's an 80-hour course. It's required for a state certification
109 supervisor. And we had Community Academy on February 23rd where we
110 had some of our folks join us, some TAC members. And that's is about
111 all I have. (Inaudible).

112 **ATWOOD:** Yeah. So, everybody, I just want to introduce Kathryn
113 Linzey. She is an analyst here at the Training Division, and Kathryn
114 will be the new me. So, I am transitioning everything over to
115 Kathryn. She already has the prettiest cookie display and coffee, so
116 she already is picking up all the tasks. But you'll soon seen some
117 emails from her. She'll be scheduling the meetings moving forward
118 starting in the May meeting. So, just wanted to introduce her and so
119 everybody knows - yeah.

120 **LINZEY:** Thank you, and thank you for (inaudible). It's very good to
121 meet you all, and I look forward to working with you.

122 **ALEXANDER:** All right then. Any questions anybody?

123 **LITTLEFIELD:** So, we've got - Todd Littlefield. We've got 21 people
124 signed up who are in and then signed up for April. Is that kind of
125 consistent do you think throughout the year that will have
126 (inaudible)?

127 **BURTON:** Yeah. (Inaudible) the last couple of years I've been here,
128 the class sizes range between 24, sort of our cap - that's the sweet
129 spot. We don't want to go over that because logistically, it causes
130 problems (inaudible). So, yeah, usually it's in the 20s, the low
131 20s. That's pretty consistent.

132 **LITTLEFIELD:** It (inaudible)?

133 **BURTON:** Yeah. There's sometimes a lateral in there, but most of
134 them are part of - they're new to Portland. They all complete the
135 Basic, and then they transition (inaudible).

136 **LITTLEFIELD:** (Inaudible).

137 **BURTON:** (Inaudible) Advanced Academy's model the last few years, so
138 it's like a total (inaudible) capacity you say is something like 72
139 a year. It's 24 times 3.

140 **LITTLEFIELD:** Gotcha.

141 **BURTON:** The math, but it's something like 72 before we get into
142 (inaudible). But in the past, you know, before I got here, there was
143 (inaudible) four a year. The class size (inaudible).

144 **COMNES:** I do have a question about Advanced Academy, but first I
145 wanted to say the Community Academy was really very valuable

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146 (inaudible) very much appreciate that (inaudible) great job. And if
147 there's anybody that hasn't done it yet that's on TAC (inaudible) do
148 it in the next opportunity. Question was when Chief Day was here, he
149 mentioned that some of the Advanced Academy time would be done for
150 like a community day or community service?

151 **BURTON:** Yeah.

152 **COMNES:** Just curious what that's going to be. I mean, is it just a
153 day in the squad car, or is it like, I don't know, (inaudible)?

154 **RODRIGUEZ:** No, it's a great question. So, I don't know if you've
155 seen - gosh, it was a couple months ago - sorry. Let me just back
156 up. So, the bureau I think historically has done what they call
157 walking beats where a lot of the members would sort of go out in the
158 community, engage with business owners, engage with individuals,
159 answer questions, right? So, they're not just simply in a car
160 patrolling. So, that - this is what we're going to do for the
161 Advanced Academy. On those particular days, they're going to be
162 walking beats. We're going to coordinating with the various
163 precincts, right, and asking the precincts at the local level if of
164 them have certain areas that, you know, they feel would be
165 beneficial or heightened (inaudible) out and about. And also it
166 gives us - you know, I think it's a great opportunity (inaudible)
167 classroom components of community engagement and then they get out
168 and actually get to practice and engage with that with the Training
169 Division, sergeants and other personnel.

170 **COMNES:** Okay.

171 **RODRIGUEZ:** So, that's the vision for it. Just be a little bit more
172 experiential with (inaudible) and stuff.

173 **COMNES:** Okay. Thank you.

174 **ROBINSON:** I'll add one thing. We have the recruitment numbers. So,
175 as far as our February hiring ceremony, we've got - it works out we
176 had 65 people present. That's one of the highest participation rates
177 we've had in some time. So, as of February '25, there's 89
178 applicants. February 2024, 119 applicants. So far as January 2025 is
179 183. So, February '24 was the highest number of applicants since
180 2020, so we are definitely moving in the right direction as far as
181 our recruitment procedure and policy and how we're trying to get
182 more people in the door. So, I think the chief talked about his goal
183 is trying to hire at least 100 a year for the next 5 years
184 (inaudible) with the amount of retirements we will have. So, we're
185 going to keep trying to hire as much as we can, so.

186 **LITTLEFIELD:** So, how are we going to get 100 plus applicants
187 through if we only have space for 72.

188 **ROBINSON:** Well, we would do it different. We'd do another Advanced
189 Academy.

190 **BURTON:** We'd add a class, yeah.

191 **ROBINSON:** Which would get us up to 100. And if we have some of
192 those folks who are lateral, and that, you know, would reduce the

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193 number of (inaudible) Advanced Academy. It won't reduce the amount
194 of time they have to go to BASIC at DPSST.
195 **BURTON:** That's a problem we want to have.
196 **LITTLEFIELD:** Yeah.
197 **BURTON:** We want to have to solve that.
198 **ALEXANDER:** All right. Any more questions?
199 (No response audible)
200 **ALEXANDER:** All right. Thank you for the updates for the Training
201 Division. All right. We're moving (inaudible) pretty well. Our next
202 one is our Q4 quarterly Use of Force Report.
203 **ROBERTS:** Thank you, Patrick.
204 **ALEXANDER:** Lieutenant (inaudible).
205 **ROBERTS:** Yes. Hi, everyone. My name is Michael Roberts. I'm the
206 lieutenant assigned as the force inspector.
207 **BURTON:** We've got to get our presentation queued up here.
208 **LINZEY:** Yeah.
209 **ROBERTS:** (Inaudible).
210 **FEMALE:** Oh, do you want us to?
211 **ROBERTS:** (Inaudible)
212 **FEMALE:** Oh, we can. (Inaudible). It's the second window that
213 shares.
214 (Background chatter)
215 **ROBERTS:** Okay. Thanks, everyone. So, we're going to start running
216 through the Q4 numbers. Q4 is really interesting. There are two
217 things that are new to keep an eye on here. I think (inaudible)
218 palpable impact on what the numbers look like. The first one is this
219 is the first quarter where we did the transition - remember we spoke
220 about moving that Category 4 review of force into what is now the de
221 minimis force, so that is a big piece to keep an eye on here. And
222 the second piece is that it's the first quarter - so, it is the
223 first quarter where all of the data has that rather than just part
224 and part of data. The other piece is SERT team. We have the full-
225 time SERT team (inaudible) 12-man team that went full time in
226 September - I believe on September 12th. That data was in Q3 of kind
227 of a partial review, and now in Q4, we've got the full review so
228 that the data is impacted by that as well. So, we can go ahead and
229 go onto to the next.
230 **FEMALE:** Do you need us to -
231 **ROBERTS:** (Inaudible) - sorry.
232 **MALE:** No, I'm sorry.
233 **ROBERTS:** I say the SERT team. That is the Special Emergency
234 Reaction Team. That is our tactical unit. They (inaudible) response
235 with our Crisis Negotiation Team. They do roles of both critical
236 incidents that are active and (inaudible) but they also do high-risk
237 warrants with subjects that are involved in (inaudible). So, looking
238 at the comparison between Q3 and Q4, the things that I was just
239 talking about with consideration of the de minimis force, you can

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240 see there is a - what would look like a slight decrease in force
241 from Q1 to Q4, but we're not including that Category 4 review, and I
242 believe that is explained by this transition (inaudible). Calls,
243 they went down slightly. You can see that force was used in 0.14
244 percent in Q4 compared to 0.24 percent in Q3. There were about 4,000
245 less calls for service. Custodies: Relatively consistent in terms
246 of how many custodies were made, but the percentage that force was
247 used on had a slight dip in there. So, it went from a 4.92 percent
248 to a 2.97. Again, what I want to clarify here is I think what this
249 explaining that change (inaudible) is just the transition in our
250 directive in the way that we're looking at force right here. Now,
251 we'll look a little bit closer at that as she moves over it. You can
252 move to the next (inaudible), please. So, looking at Q4 2023 to Q4
253 2024, you're going to see custodies have risen. Again, we have that
254 dip in the amount of force used. So, the percentage went from 5.24
255 in Q4 to 2.97 in Q4 going from 2023 to 2024. That's kind of
256 comparable to what we saw in that comparison of Q3/Q4, so that
257 appears to be relatively consistent. Force was used in 0.18 percent
258 of calls in Q4 2023, 0.14 percent in Q4 2024. Not too much of a
259 change there. A slight dip. Next slide. This is our Q4 2024 summary.
260 The numbers that I wanted to point out here that we did a little bit
261 of a deeper dive on looking through - we're not finding any trends,
262 but we did find that there was a rise once again, just like we had
263 last quarter, this rise in pointing of firearms. I think that's the
264 big number that -

265 **MALE:** A rise in what?

266 **ROBERTS:** Pointing of firearms. So, again, that's when an officer is
267 pointing their firearm at a community member. We record that as
268 force as now a Category 3 level force review. That used to be a
269 Category 4 level of force. So, there's a difference in the way that
270 we're looking at that, but we are still counting those numbers, and
271 it has increased. So, we took that information - and I'm going to
272 move into the next slide. If you want to come back to this one, I'm
273 more than happy to do it. But what we found was there were some
274 important pieces that added to these events. The overwhelming amount
275 of these calls - if you're going to look on the right-hand side of
276 your screen, you're going to see the Q4 - Q3 and Q4 all force
277 together. 59 percent of force used was on people who are unarmed; 41
278 percent were armed. So, now I just want to slide over to the slide
279 on the left, or the graph on the left there which is going to talk
280 about pointing of firearms specifically. So, in pointing of firearm
281 cases, 65 percent of our pointing of firearms were on people who
282 were armed, and 35 percent were unarmed which is significantly
283 different, almost the converse of what you're seeing for all force
284 together. It's - I think it's interesting data, so we wanted to take
285 a little bit of a further look at that. If you drop down to the
286 bottom or your screen here, there's just the raw numbers. There were

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287 22 armed versus 12 unarmed in Q4. If we're looking at all four
288 subjects in Q3 and Q4, the numbers are 114 armed to 163 unarmed,
289 right. So, we've got that flipping those smaller sample size. If we
290 go to the next page, you'll see - again, on the right-hand side of
291 the screen, we're going to start with this isn't like where all of
292 the force is being used bureau wide. There is a very small piece -
293 if you'll look where it says, "SERT 3 percent." So, 3 percent of all
294 of the force that we are using bureau wide is used by our SERT team,
295 again that's our tactical team. I want to just take that for a
296 moment, and then we're going to break out to the slide on the left
297 because the slide on the left is talking about just pointing of
298 firearms. Seventeen percent of all of our pointing of firearms were
299 committed by our SERT team. This makes some sense to me in the way
300 that we train our SERT officers, and I think as the Training
301 Advisory Council, it's important for you to make that connection to
302 the way that we're training and the force that we're using. And when
303 SERT is responding, it is generally to subjects that are either
304 armed or involved in an event where they suspect the subjects be
305 armed. They're high-risk events. So, these are either going to be a
306 high-risk warrant, or it's going to be a callout for an armed
307 subject (inaudible) subject usually. So, 17 percent is quite the
308 large number. And then I want to do the same comparison - when we
309 look at the bottom of the slide on the right, we're looking at East
310 Precinct. So, East Precinct uses 27 percent of the all the force of
311 the bureau, right, so, you know, almost 30 percent. But when we look
312 at pointing of a firearm, they're using 41 percent pointing of a
313 firearm. Well, we spoke about this in the past, and I want to bring
314 it up again. East Precinct not only has the stolen vehicle operation
315 missions, but this is where most of our mobile vehicle high-risk
316 stops in the city of Portland occur. So -

317 **ALEXANDER:** So, what - just a question real quick.

318 **ROBERTS:** Yes?

319 **ALEXANDER:** This is Patrick, the chair. What is East Precinct - what
320 part of that because a lot of us may not know what that is.

321 **ROBERTS:** Sure. Absolutely, yeah. And I'm going to give a general
322 boundary, and somebody is going to correct me hopefully, but we're
323 going to look at the area from 39th Avenue, so where - well,
324 Southeast and Northeast 39th Avenue -

325 **ALEXANDER:** Okay.

326 **ROBERTS:** Cutting straight across all the way out to the line of
327 Gresham, and that will go up to Sandy or it's 84.

328 **MALE:** I-84.

329 **ROBERTS:** So, the I-84 freeway and then all the way out the other
330 way until we're into Happy Valley.

331 **ALEXANDER:** Oh, okay.

332 **ROBERTS:** So, that line kind of shifts.

333 **ALEXANDER:** Yeah.

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334 **ROBERTS:** It's actually governed, I believe, by the (inaudible). So,
335 you will see it go - if you look at it on behalf of where the
336 districts are -
337 **ALEXANDER:** Okay.
338 **ROBERTS:** But it goes back and forth in that area. But that is where
339 most of our stolen vehicles are. And what we're going to see in some
340 of these numbers that we found were that it makes sense that East
341 Precinct would be where we have a lot of these pointing of firearms
342 because of all of the vehicle theft.
343 **JONES:** This is Albyn Jones. I was just wondering in your
344 percentages, are they percentages of force applications or
345 percentages of incidents involving one or more force applications?
346 **ROBERTS:** These are applications.
347 **JONES:** Thanks.
348 **ATWOOD:** Barry has a question.
349 **ALEXANDER:** All right.
350 **ATWOOD:** Or he raised his hand.
351 **ROBERTS:** Sorry. Barry, was there - are you online?
352 **ALEXANDER:** Barry? Yeah. Barry's on - he's online.
353 **NEWMAN:** Yeah, hi. Can you guys hear me okay?
354 **ALEXANDER:** Yes, Barry, we can.
355 **NEWMAN:** I've had my hand raised patiently. I just didn't want to -
356 I didn't want to jump in there uninvited, so. But in any case, I did
357 have a question about the fourth quarter. There's a really large
358 percentage of those uses of force are from the SERT team, so I was
359 just kind of curious about that as well. I don't know if you were
360 going to comment on that or not because it seems like a substantial
361 change compared to prior reports.
362 **ROBERTS:** Yeah. Thank you for the question. What I'll say is this is
363 the first time we've had the full-time SERT team in quite some time.
364 As I mentioned a little bit ago, the work that they do is high-risk
365 work, so they wind up finding themselves in situations where they
366 have to respond to what is in front of them. They do often use
367 force. We have seen (inaudible), but again we've looked back at our
368 first slide where we're just talking about the numbers of force that
369 we're using. Our numbers are remaining consistent, so it just seems
370 to be separated into a different area if that makes sense, Barry.
371 So, we are absolutely remaining aware that the SERT team is
372 operating and they are using force, but it didn't seem to change our
373 force numbers. It just reallocated what condition they were coming
374 from. It doesn't seem to be a drastic increase in what they are
375 doing. They just happen to be working more.
376 **ALEXANDER:** (Inaudible) go ahead, Bill.
377 **PRYOR:** I have a question. Bill Pryor. I have a question about SERT.
378 Are they active around the clock?
379 **ROBERTS:** Yeah. Yeah. The question if anyone didn't hear is they
380 have a 24/7 response team. Yeah. SERT and CNT are on pager, so they

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381 will respond 24 hours a day. When the - when we're talking about
382 them being a full-time team, it's - so 40-hour week shifts. That's
383 going to be certain hours of the day. I'm not going to get into
384 SERT's tactics (inaudible) their missions (inaudible) going to do
385 that, but they work 40 hours a week, and they are available 24 hours
386 a day. Do you have a separate question, Patrick?

387 **ALEXANDER:** No. That's kind of just all I was asking, like, were
388 there - like, their timing and how it was. Were they full time? And
389 also, so these are the ones that you call for, like, if you have a
390 hostage negotiation going on and stuff like that. These are - that's
391 what SERT - but also, is the SERT team for all of the precincts, or
392 is it just for a certain precinct?

393 **ROBERTS:** So, it is for the entire city of Portland.

394 **ALEXANDER:** Okay.

395 **ROBERTS:** There are often times outside of the city of Portland
396 where we respond as well. We have partner teams that will respond to
397 a (inaudible) with tactical incidents. SERT is - there are two - the
398 tactical side. I think we talked about this more - I can pull
399 together (inaudible) and talk about this at a later time. But just
400 briefly, there is a tactical side, which is the SERT team. They are
401 the ones who respond using tactical approaches. There is CNT which
402 is our - it's almost - I will call it the intelligence gathering and
403 the deescalating tools in (inaudible) negotiations and develop
404 rapport and hopefully influence without using force. I am one of the
405 team commanders of CNT. That is one of my roles, so I work in that
406 side of the house, but we are very separate from the tactical side.

407 **ALEXANDER:** Okay.

408 **ROBERTS:** We just have to work together as a team.

409 **ALEXANDER:** All right. Thank you for that clarification.

410 **ROBERTS:** Yeah, no. Absolutely.

411 **NEWMAN:** So, if I can just add a quick follow-on question then?

412 **ALEXANDER:** Go ahead, Barry.

413 **NEWMAN:** So, it seems like the SERT team hadn't been fully assembled
414 until the last quarter then, correct?

415 (Response unheard)

416 **NEWMAN:** And that's what you're ascribing the dramatic rise in uses
417 of force from, you know, by the SERT team? So, is this something
418 that we should expect this going forward, or do you think this is a
419 one-off thing or - I mean, because you can ask the same question
420 about the East Precinct versus the North Precinct because it seems
421 like the North has, like, almost no uses of force suddenly and, you
422 know, there was that dramatic increase in the East Precinct, you
423 know, uses of force which is being ascribed to, you know, the car
424 theft rings, whatever. Is this a one-off thing, or is this something
425 that we can expect going forward?

426 **ROBERTS:** Sure. So, I - I think we have two different questions
427 going on over there, and I want to just start off by saying I don't

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428 think we have a dramatic rise in force. Our force numbers remain
429 consistent. They actually dipped. But what I did see a rise in was
430 pointing of firearms. And part of the way that we train is a
431 reflection of how we (inaudible). So, what we have with our SERT
432 team is a lot of suspects that they are addressing who are most of
433 the time expected to be or actually are - and that's what we're
434 talking about the rise in, Barry. When we're talking about East
435 Precinct, we're talking about the way that the officers behave with
436 a high-risk vehicle stop ultimately. For those of you that went
437 through that citizen's academy, you remember we train our officers
438 to be prepared on a high-risk stop when someone commits an armed
439 crime or we have a certain set of behaviors. We expect our officers
440 to be prepared to use lethal force if necessary. That's what the
441 elements invite in and officers (inaudible). So, should - the second
442 part of that question I think is should we expect to see this more.
443 So, I don't want to say that the SERT team wasn't fully formed. They
444 were. We've had a SERT team for decades. They are an incredibly
445 highly trained unit. They do training consistently, and they reacted
446 consistently to what they were called for. In the case of the chief
447 assigning them to a full-time position, what that really meant is we
448 take officers or detectives who are on the SERT team in whatever
449 role they may play, and we put them from whatever unit they were in
450 before - maybe they were a patrol officer or maybe they were a
451 detective. We took these 12 officers, and we assigned them to a
452 full-time SERT team so that they were able to complete the work they
453 were unable to complete before because there is an abundance of it.
454 Hopefully that answers that question. And it sounds like we have
455 some interest in SERT. What I want to say - because I want to move
456 away from that for a second - I will say this is something - it's
457 new to me as it is to you, so I'm presenting you this information. I
458 think it important information, yeah, worth keeping an eye on it
459 because I want to know if we want to be able to affect positive
460 change as - if there is certainly training but other aspects of
461 bureau directives that would be affected by this and certainly in
462 our control operations (inaudible). But the important piece for me
463 is that our force numbers didn't go up. We didn't have the SERT team
464 create a higher rate of force use. (Inaudible) what we have is a
465 team that is responding to in cases that are high-risk by nature.
466 They're handling these. It's very appropriate. Captain, did you have
467 something you wanted to add to it?

468 **ROBINSON:** Tim Robinson. So, what (inaudible) is that SERT typically
469 does not generate their own work. So, if detectives have a high-risk
470 search warrant that needs to be served, it goes to SERT. So,
471 overall, if the city has more warrants that need to be served that
472 are high-risk or there's (inaudible) team that needs to be put
473 together for someone to be taken into custody, that type of work is
474 going to go to SERT. So, with any scenario you're asking if there's

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475 an increase if we should be worried, I think, respectively speaking,
476 if the city is busy and officers are making arrests and there's tons
477 of search warrants being executed and work is being done where
478 arrests need to be made, and if a certain arrests meets a - the
479 profile where it can be done safer by our Special Emergency Response
480 Team, then you'll see more warrants (inaudible). Does that make
481 sense?

482 (No response audible)

483 **ROBERTS:** Let's piggyback on that for a second, and then we'll close
484 it down. When we're talking about high-risk (inaudible) and these
485 warrants that would be served, we're talking about people who are,
486 like, suspected murderers, right. We're talking about people that
487 have many gun crimes, people that it's not safe for your patrol
488 officer to approach and expect the patrol officer is going to have
489 an outcome that's positive. It's why these are highly trained. Todd,
490 I know you had a question.

491 **LITTLEFIELD:** Well, that's what I - Todd Littlefield. That's how I
492 wanted hopefully to follow up with what Captain Robinson said. You
493 know, you're saying, you know, this is - what difference (inaudible)
494 - what calls does SERT get called out to versus an officer call?

495 **ROBERTS:** Sure. And there's a directive on this that I will highly
496 encourage everyone on TAC to read. If you look at the SERT
497 directive, I mean, it's very specific. There are a few different
498 things that - number one is (inaudible) talked a little bit about
499 these preplanned warrants. There are times when we have probable
500 cause to make an arrest. It's not safe to allow this person to have
501 (inaudible) needs to come up with a safe plan where we can in some
502 way, shape, or form control the environment, right? So, that would
503 be a tactical deployment of SERT. They would develop their whatever
504 it is that they use as their marching orders to respond to that
505 based on (inaudible). The second would be when we call SERT out for
506 an emergency (inaudible). So, any patrol sergeant will tell you the
507 number one thing that we're trained on is, like, a barricaded
508 subject that is armed. That is always going to be a situation that's
509 kind of unwinnable for patrol, so we bring in people who have more
510 tools. While SERT has a ton more training, I think your traditional
511 patrol officer, what they really bring with them is enough tools to
512 allow us time to develop plans where we can utilize resources like
513 CNT, like my team, (inaudible) dialogue where we can keep the
514 community safe and at the same time slow it down, right? Like,
515 that's ultimately slowing down and stabilizing the event. Another
516 one of these would be an armed shooter in the block. So, in your
517 neighborhood, someone commits a gun crime, and they run into the
518 blocks, and we now don't expect them - patrol (inaudible) go door to
519 door successfully, call out our tactical team so we're able to make
520 some containment (inaudible). I think those are the -

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521 **LITTLEFIELD:** Is that the vast majority of calls (inaudible)
522 subjects?
523 **ROBERTS:** It varies.
524 **LITTLEFIELD:** 75 percent?
525 **ROBERTS:** It varies. I think right now there have been a lot of
526 preplanned warrants. I've seen a lot of those (inaudible) but we do
527 have our callouts. And, again, like I said, we bring out both teams
528 together. They work very well together, and it would be worthwhile I
529 think to get to know what that looks like (inaudible) separate from
530 the force inspector role that might be interesting to the TAC.
531 **LITTLEFIELD:** Thank you.
532 **ALEXANDER:** Yes, Todd. Can I step in and say something real quick?
533 **ROBERTS:** Sure.
534 **ALEXANDER:** This is Patrick, the chair of TAC. I do know that we
535 have a non-TAC member, a community member that's watching. Thank you
536 for watching tonight. At the end of the meeting when we're done,
537 you'll have 10 minutes to ask questions, but as of right now, it's
538 just the members of TAC are allowed to ask questions at this
539 part/portion of the meeting. Thank you.
540 **ROBERTS:** Thanks. Let me go back into this little deep dive that we
541 did here. So, again, when we're talking about these - this rise in
542 pointing of firearms, I think this explains to me where the data
543 sits within our applications of force. So, SERT in our armed subject
544 is using force, and that's pointing of the firearm, and then East
545 Precinct happens to be using force on these armed subjects in
546 vehicles. Then we have this - these extra 11 cases I believe it was.
547 We can move to the next slide, please. So, we had 11 cases with
548 unarmed subjects. So, everyone else that we pointed our firearms at
549 were armed, and then we've got these 11 cases in Q4. So, 10 of the
550 11 cases were this vehicle-related force application, right? We had
551 either an elude or some sort of behavior that led us to this high-
552 risk stop on a vehicle, and then the 11th case (inaudible) were found
553 to be unarmed, but, you know, we didn't know that as a police force,
554 and we trained our officers when certain behavior happens to be
555 prepared, and the same goes for that last SERT one where SERT used -
556 they pointed a firearm at somebody who turned out was not armed
557 while they were doing the clear (inaudible). They didn't know
558 whether or not the person would be armed, and that is what - how to
559 deal with that incident. So, that was kind of the deep dive thing.
560 Explains a little bit of what we see arise in one of our force
561 types. How we will look into it and how we will see what (inaudible)
562 is doing and where the data matches (inaudible). Moving to the
563 Custodies and Calls in Q4, there was that same decrease that we saw
564 in the beginning, right, so 2.97 percent of custodies had force
565 involved. Again, I think that marries up to the data associated to
566 moving into the de minimis force rather than the Category 4 level of
567 force (inaudible). And go to the next slide. There was one officer-

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568 involved shooting. As you know, we only do non-deadly force. So, in
569 Q4 there was one officer-involved shooting. It was on October 4th. It
570 was a white male. It was a fatal shooting. Obviously, that case is
571 still under review. And final slide. I know we had a lot of
572 questions going through so far, but does anyone have questions about
573 the information that we were just talking about? Sir? Yeah.

574 **COMNES:** Hi. On guns Pf'ing - and what's that term?

575 **ROBERTS:** Pointing of a firearm. So, that's the number that rose.
576 It's that pointing of firearm where we record that as a force
577 application, reviewed at a Category 3 level of force. Category 3 is
578 where (inaudible) recollection. That means it's going to go from the
579 sergeant to a lieutenant to the precinct captain (inaudible).

580 **COMNES:** I'll make a comment. I think it's related enough. I happen
581 to be fortunate enough to listen to a meeting of the city
582 councilors, and there were a lot of questions to Chief Day about,
583 you know, why is the - where is that six-level code you have when
584 you're dispatching? I forget. But why is the stopped vehicle such an
585 important - it's, like, higher -

586 **ROBERTS:** Right. The response -

587 **COMNES:** (Inaudible).

588 **ROBERTS:** Priority.

589 **COMNES:** It's obvious from what the little bit I've learned that
590 approaching a stopped vehicle is very - can be very dangerous. Yeah.
591 So, I'm just observing there's some indication that needs to be done
592 because they could not understand why those would rank so highly.
593 You're just pulling over someone.

594 **ROBERTS:** Yeah. You bring up a really good point, Alan, and I think
595 that's something TAC can look at. You can look at the national
596 statistics of how dangerous it is to conduct a traffic stop, and
597 it's probably the most dangerous thing an officer will do.

598 **LEVINSON:** Side comment.

599 **ROBERTS:** Sure.

600 **LEVINSON:** It would be helpful if some members of city council went
601 through the community training thing because you really do get a
602 sense of what can go wrong.

603 **ROBINSON:** Sure. We actually did - Tim Robinson - (inaudible) -
604 (Background chatter)

605 **LEVINSON:** Good. They ought to be telling people.

606 **ROBERTS:** Yes?

607 **MALE:** From what I see, our group is going to be requesting a vote
608 on requiring city council and their staff to go through a Community
609 Academy and a ride along.

610 **MALE:** Yes.

611 **FEMALE:** Yes.

612 **MALE:** Yeah.

613 **FEMALE:** (Inaudible).

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614 **ROBERTS:** That's interesting. Thanks for sharing. I appreciate it.
615 Okay, folks. I'll end with that. I appreciate the time (inaudible).
616 Thanks again.

617 **ALEXANDER:** Any more questions? Is there any more - online, anybody
618 got a question?
619 (No response audible)

620 **ALEXANDER:** That's it. All right. Thank you, Lieutenant Michaels.
621 All right. Next is the Needs Assessment presentation.

622 **MALE:** (Inaudible).

623 **ALEXANDER:** Okay.

624 **MALE:** Oh, there she is.
625 (Background chatter)

626 **RODRIGUEZ:** Okay. Good evening, everyone. This is the director,
627 Director Rodriguez. I just wanted to bring - for those who are
628 originating TAC members know our lead analyst, Emma Covelli.
629 However, for new members online and in person, I think the steering
630 committee (inaudible) ahead of the session about ensuring that we
631 provide an opportunity for Emma to come speak to the entire TAC to
632 describe our Needs Assessment process. I know for the last couple of
633 months new members have asked lots of questions about how training
634 is really identified and sort of what data sources do we get for
635 that process. So, around this time every year or about every other
636 year, Emma tends to come and present to the TAC. And so, those folks
637 here tonight have heard this presentation before, but some folks
638 online (inaudible) did not see this before, this is just, again, an
639 effort to bring the information to you kind of on a regular basis
640 since there's turnover.

641 **COVELLI:** (Inaudible)

642 **ALEXANDER:** Go ahead.

643 **COVELLI:** And are you all able to hear me okay online?
644 **FEMALE:** Yes.

645 **MALE:** Yes, we can hear you.

646 **COVELLI:** Okay. Thanks. So, my name is Emma Covelli, as the director
647 already said, and I'm the lead analyst in the Training Division. I'm
648 here to present today to provide an overview of the Needs Assessment
649 process. Basically, you have this document which some of you may
650 have read online, and we're just going to take a look at how the
651 items, the training items in here, get into the Needs Assessment
652 document. It's a very extensive process. It's completed in October
653 and takes much of the year, so we will only really be covering a
654 small portion of it, but I'm always welcome to talk kind of to you
655 all about it more. For those of you who were here for the last
656 presentation, some of it will be repetitive, but I always use a
657 different example to highlight each year to bring some new
658 information. And also, please feel free to interrupt me as I go.
659 Basically, I'll be giving an overview of what a Needs Assessment
660 process does, and then we'll be diving into one of the examples,

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661 topic examples - this year we'll be doing control tactics - to help
662 demonstrate how we examine data. So, the Needs Assessment process is
663 basically for identifying training needs. Some of the main
664 strategies utilized for identifying training needs are training
665 requirements. So, some of the requirements just come from DPSST for
666 certified maintenance requirements for law enforcement. We also have
667 requirements from OSHA and our Axon International for taser
668 requirement. General Gap and Trend Analysis. So, looking at where
669 there's gaps in skills and knowledge on the job and then - or in
670 training. And then continuous Quality Improvement Principles. This
671 is something at least used to be talked about a lot in the TAC
672 meetings and TAC groups, and this is where we try and dive deeper
673 into understanding where things can be better. So, maybe things are
674 not at a crucial point yet, but they could possibly be better. And
675 they use that a lot in the medical field which has been very, very
676 successful, and it's very applicable to the topic we'll be talking
677 about today. Retention Rates. A lot of law enforcement skills are
678 perishable, and they need to be used immediately and under
679 tremendous amounts of stress. And so, we look at retention rates,
680 how long will they retain the information or the skills after the
681 training. And then we're working on this year, or started last year,
682 planning a comprehensive task analysis. And that will take a look at
683 all the core law enforcement duties and what the trending needs are
684 around those. So, some things can get missed. A good example is this
685 year during our Needs Assessment process, we came upon a training
686 need that we had not in previous years, and that was around roadside
687 safety. And this type of process helps us capture those things that
688 may not be already captured through the rest of the processes.
689 There's some things that are unique for law enforcement skills, and
690 you guys may already be aware of it, but one of them is just the
691 tremendous breadth of law enforcement encounters and the need to
692 know the skills on the job and under a vast array of situations. So,
693 the skills that are needed for a welfare check may be very, very
694 different for an active threat situation or attempted robbery or
695 something like that. And so, law enforcement has to have a
696 tremendous amount of skills and also a tremendous amount of
697 different context for those skills, so the communication needed in
698 one setting may be very different from the communication needed in
699 another. And this brings up some challenges regarding we tend to
700 have a lot of more law enforcement training needs than we do
701 training time, and so that can be very, very challenging of trying
702 to prioritize which is the most critical for the upcoming year. One
703 of the things we do to try and help with that too is really weed out
704 which ones are training needs and which ones are maybe a gap in
705 knowledge or skills but is not associated with a training need. So,
706 it may be a supervisory issues, you know, or something that goes
707 through a supervisory channel rather than a training need or just

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708 needs an email sent from the chief's office or something like that.
709 So, we do our best to utilize the training time as much as we can.
710 **ALEXANDER:** Well, how do you guys figure that out? Like, is there -
711 is there certain numbers that you guys have, or like you're reading,
712 and there's, like, a requirement and say, "Okay, this is a training
713 need"? Is there, like, a scale that you guys use?
714 **COVELLI:** Yeah. It varies on the topic and how much information we
715 have, but we do look for information that has solid evidence. It's
716 not always (inaudible). We don't always have a lot of information,
717 and there's some things that are unique. So, there's some events
718 that don't happen very often like an officer-involve shooting. And
719 so, if there's say something that we identify as a potential
720 training component in an officer-involved shooting, we then try to
721 sort out is there other evidence that this skill is - would be
722 beneficial for more of the population to work on, or is it unique to
723 that particular situation? So, we look at other sources of data than
724 just the one source of data. We also have a set of questions that we
725 ask if it something that just comes from Internal Affairs or
726 something like that that they're recommending. We'll ask them how
727 many cases and what are the consequences of that training. Do - you
728 know, what is the exact outcome you're looking for? Is it something
729 that you believed needs to just be a, you know, an FYI, or do they
730 need skills training along with the (inaudible)? It's not an exact
731 science, but we do do a lot to try and identify that.
732 **ALEXANDER:** All right. Thank you.
733 **COVELLI:** Yeah. Other things that we have unique for law enforcement
734 is being prepared for split-second decision making on circumstances
735 that are stressful, uncertain, and rapidly evolving. So, many other
736 law enforcements, those are perishable as I mentioned and not
737 frequently used on the job. So, there's a lot of use of force types
738 or different situations, say active threat, that they're not going
739 to come across very often but they need to be able to utilize those
740 skills when it does come up at an incredible proficiency level. And
741 so, that takes a lot of training sometimes and preparation, and it's
742 different than a lot of our jobs. Like, mine as an analyst, if I
743 haven't ran a particular statistic like logistic regression analysis
744 in many years, I have the time and luxury of looking that up and
745 being able to apply that, you know, that information, and they don't
746 have that in a lot of cases. So, we are also mindful of that. We
747 also have found research that overtraining and overpractice has been
748 shown to decrease the impairment task performance in stressful
749 situations. So, we know that stress impacts memory, decision making,
750 being able to take in all of the other nuances at the scene, and
751 being able to - actually, the physical motor skills are sometimes
752 different as well. Yes, sir?
753 **MALE:** How do you weigh that?
754 **COVELLI:** Oh, tell me more.

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755 **MALE:** Well, how do you weight undertraining versus overtraining
756 creating a negative -
757 **COVELLI:** So, can you tell me -
758 **MALE:** You just said overtraining - you know, there's studies that
759 says overtraining is also a negative for the officers. So, how are
760 you - how do you know that - when that occurs?
761 **COVELLI:** I - so, usually overtraining is a positive.
762 **MALE:** Oh.
763 **COVELLI:** So, it's - it actually helps take the stress response out.
764 So, yeah, it's that physiological stress response. We want them to
765 be able to attend to these things and without that physiological
766 stress response. So -
767 **MALE:** So, it's beyond being able to pass the test?
768 **COVELLI:** Yes. Definitely. So, there's a lot of things in being able
769 to also incorporate more stress and realism into training as well,
770 and that's also helpful.
771 **MALE:** I'm sorry. I misunderstood.
772 **COVELLI:** Oh, okay.
773 **MALE:** I apologize.
774 **COVELLI:** Oh, no. You're fully fine. And then the main components of
775 the Needs Assessment, these are the initial ones we started gosh
776 over a decade ago, about 2013/2014, and these are the ones that come
777 directly from the DOJ agreement. And so, there's things like officer
778 safety and hazards, misconduct complaints, use of force, having
779 input from the community and members at all level, and then we also
780 added some to just be - have it more comprehensive to the needs. And
781 so, we have our certification requirements and crowd management,
782 crisis intervention, and then the five main core law enforcement
783 disciplines that we oftentimes refer them to, so control tactics,
784 firearms, police vehicle operations, and electronic control
785 equipment. And people will often ask where communication fits in, so
786 that often does come up through the Needs Assessment process, and it
787 comes up from input from members of - PPB members, input from the
788 community, crisis intervention, and patrol procedures both have
789 substantial components of communication skills. So, it is interwoven
790 in these. It's also a part of our complaint findings at times. The
791 sources to - for the Needs Assessment, this is not an exhaustive
792 list, but some of them are data sources such as the complaint data,
793 officer injuries, use of force. We analyze that information each
794 year and also gaining knowledge from associate analysts and staff.
795 And then we also have a fair amount of interviews and other
796 information that we gather. So, we talk with the Office of the
797 Inspector General, the force team to learn from what they're - the
798 trends that they're seeing during the year. We get information from
799 the IPR, the Independent Police Review, and community reports, the
800 TAC advisory council. So, your all's reports are reviewed during
801 that time as well. I actually oftentimes review them a few times.

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802 So, the leadership one that you guys did a few years ago still gets
803 referred back to. So, they are utilized and appreciated, so.

804 **MALE:** (Inaudible).

805 **COVELLI:** Yeah.

806 **LEVINSON:** Phil Levinson. Are you developing or have you started to
807 develop procedures for analyzing data off body-worn cameras and
808 analyzing that?

809 **COVELLI:** Yeah. That's a wonderful question. So, I am not involved
810 in that yet. My understanding is the bureau, the Office of the
811 Inspector General, has some plans in the works. My understanding is
812 that the Training Division will eventually be involved in that
813 information. I don't what it looks like yet though.

814 **RODRIQUEZ:** Yeah, (inaudible) Training Division right now is not
815 necessarily, you know, (inaudible) body-worn camera footage
816 (inaudible) that does that (inaudible) job task, but we will be sort
817 of the recipients of that to inform the Needs Assessment, right. So,
818 that (inaudible).

819 **LEVINSON:** If I may make an additional comment related to that. I
820 know that if you use body-worn cameras' data or scenes at - as a way
821 of training people for what to do, what not to do, how to fix the
822 situation, the issue that comes up is am I embarrassing the officer
823 whose body-worn camera footage is being used? And my suggestion is
824 you've got very creative people here. Write scenarios so you have no
825 idea who the person is. So, you just basically create a (inaudible)
826 and a script. And so, when you do that script and you run that
827 script, you're putting on a performance of an event that happened,
828 but the people who are looking at that performance and being trained
829 by that performance have no idea which person that is related to or
830 which events that relates to. And you can - that way you can
831 basically maintain the anonymity and the - I don't want to use the
832 word ego - I just - comfort level of the people you're dealing with.

833 **COVELLI:** Yeah. Thank you. That is a topic of discussion in the
834 Training Division. So, we do need to utilize that valuable
835 information and find the best ways to do that, so.

836 **MALE:** Is there any time frame on when that might come into Training
837 Division?

838 **RODRIQUEZ:** So, just to clarify, I believe at the last TAC meeting
839 (inaudible) adopted an SOP that addresses just (inaudible) will use
840 body-worn camera footage in training. They showed that here at this
841 meeting. So, there is a vetting process for material. I think
842 current practice is (inaudible) for scenarios, that's current
843 practice. We do that quite a bit. You know, if you're in an officer-
844 involved shooting, you can't (inaudible) - there's kind of a
845 sensitivity and time frame, but they do use (inaudible) to create
846 scenarios. That's current practice. Again, SOP that's already
847 adopted, we wrote that. So, we're just - you know, once we start
848 getting the footage, we'll be able to incorporate that. And we have

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849 knowledge, sort of the nuance or getting the membership and culture
850 ready for seeing their own members in videos, and that's all a part
851 of SOP.

852 **MALE:** Okay.

853 **MALE:** What Phil suggested - is Phil's suggestion part of the idea
854 of making it anonymous (inaudible)?

855 **RODRIQUEZ:** So, yes. I'm saying that that is current practice. We
856 can absolutely do that, have done that, continue to do that. That's
857 how our - a lot of our officers will currently (inaudible). Some
858 thing that's sort of - you know, again, an officer-involved shooting
859 (inaudible) timeline how you can sort of release information, but,
860 you know, they're able to take those (inaudible) and sort of
861 mitigate them in a way where you can still use that learning, you
862 know, piece for the membership in a training and not use an exact
863 (inaudible). And just to - that SOP came out of that - the CQI work
864 group early on in the -

865 **MALE:** And what is SOP?

866 **RODRIQUEZ:** Standard Operating Procedure. Sorry about that. Or
867 Protocol.

868 **ALEXANDER:** All right.

869 **COVELLI:** Oh, okay. So, and then for an example today, we won't be
870 able to cover all the data that we analyzed for control tactics, but
871 I'm going to provide an example of several components of it to
872 provide an idea, and then I'm always happy to talk with people in
873 more depth about our processes. So, control tactics in general is
874 mostly the hands on maneuvers. So, it's the takedowns, control
875 holds, and less frequently kicks and strikes. And the goal of the
876 program is to be able to apply the skills at a very high proficiency
877 level so that they can be conducted under stress and unexpected
878 situations, and this is critical for increasing the cognitive
879 capacity and also potentially reducing injuries and force which
880 we'll get to in a moment here. For the CT program, we monitor the
881 training progress and training needs through use of force - or job
882 outcome data. So, this is the use of force statistics. We review the
883 force statistics that go on the website that are based on
884 applications, and then we also - the force team does additional
885 statistics for us. So, we also analyze the data by force event which
886 is very, very helpful, and then they provide additional analyses as
887 needed. The Training Division also does case reviews as needed. So,
888 we have a case review process for our officer-involved shootings,
889 and then we also do other case reviews of use of force reporting.
890 So, right now we have one of those in the works for the control
891 tactics program. And one of the things we'll be looking more is the
892 strikes and kicks usage and entries. So, that is in progress.
893 Trainings and interviews. So, our control tactics officers go to
894 nationwide training sometimes in control tactics and for law
895 enforcement and then they also - all of them have extensive

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896 background in martial arts, so. And right now one of the main ones
897 is Jiu Jitsu. which we'll be talking about more in a moment here,
898 and that is really, really critical for this particular discipline
899 that they spent that time in that extra expertise. We also gained
900 feedback from training managers and instructors and then the force
901 inspector and team. So, they're reading force cases -
902 **MALE:** Question.
903 **COVELLI:** Yes?
904 **MALE:** Sorry to interrupt.
905 **COVELLI:** Oh, you're fine.
906 **MALE:** Going back, you mentioned injured - looking at injuries, for
907 data on injuries. Do you look at both injuries to the subject of the
908 use of force and the officers?
909 **COVELLI:** Yes.
910 **MALE:** Another question.
911 (Inaudible)
912 **PRYOR:** Bill Pryor. And you get feedback information say from
913 supervisors about some need extra training in some areas. Does that
914 training (inaudible) get applied to everybody?
915 **COVELLI:** That's - that has to be sorted out for sure. So, sometimes
916 it ends up being applied to everyone if there's other evidence, and
917 then other times no.
918 **PRYOR:** (Inaudible).
919 **COVELLI:** Yeah.
920 **PRYOR:** Okay.
921 **ROBINSON:** It's on a case-by-case basis. Like, it rounds, and each
922 of the precincts have - has this scenario (inaudible) control
923 tactics instructors. And so, if a supervisor is aware of issues with
924 let's say an officer, they're able to address it there at the
925 precinct with somebody in Control Tactics, or they call the Training
926 Division, and we will obviously go out. We have the ability to do
927 both depending on how prevalent it is if that makes any sense.
928 **PRYOR:** Yeah. So, that doesn't necessarily mean (inaudible)
929 training?
930 **ROBINSON:** No. But I think if were starting to see a trend like
931 maybe we've had four or five of these, or, you know, we start to
932 see, like - we're able to adapt, then hey let's address it.
933 **PRYOR:** That makes sense. Okay.
934 **COVELLI:** So, (inaudible) Force Inspector and team, and so they have
935 a ton of knowledge from reviewing reports all day long. So, we also
936 gain information from them regarding any trends that they're seeing.
937 And then Research and Evaluation Findings. So, this is internal and
938 external. We look at retention rate information, training evaluation
939 results from our internal program evaluation, and then literature
940 research which we'll talk about here in a moment.
941 **ALEXANDER:** But how do you find your external then?

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942 **COVELLI:** Yeah. We have some access to various research databases.
943 So, things like psych info, criminal justice abstracts, and Medline.
944 And so, we'll do searches for law enforcement training and these
945 various topics. And then sometimes for law enforcement training,
946 most topics there's not a ton of research, so we'll also sometimes
947 look for just that topic in general too (inaudible).

948 **ALEXANDER:** All right. Thank you.

949 **ROBINSON:** Another thing I'll add is that we also (inaudible)
950 because it's on a law enforcement database or some other agency is
951 using it doesn't mean it's applicable to us. And so, our (inaudible)
952 also makes sure that we don't do that. I'll say that in the Pacific
953 Northwest, we are very blessed, so it allows the training that we
954 had (inaudible) top notch. And so, there's a lot of things out there
955 that we would not use or is applicable to us.

956 **ALEXANDER:** Okay. All right.

957 **COVELLI:** And these are just some examples of the more recent
958 literature research applicable to control tactics. This - we're not
959 going to go through each of these studies. I just wanted to provide
960 them as examples of what type of literature that we review. Overall,
961 from this literature, we spent a fair amount of time looking into
962 the literature of control tactics in 2023. We also did a search of
963 just new articles as well to see what the national trends are for
964 law enforcement training purposes pertaining to each of the topic.
965 In general - the general findings are control tactic skills require
966 ongoing, repetitive training for substantial proficiency. And so,
967 this is a huge challenge in law enforcement. This is a nationwide
968 challenge. Overall, they find - and this is just one article
969 estimate, so I don't know, you know, the actual amount - but
970 basically, they find that overall people need 1-4 hours a week to be
971 proficient in these skills, and then they get about less 4 hours
972 usually in law enforcement training per year. So, there's nationwide
973 a substantial challenge of, like, how do we get our officers the
974 training that they need and the skill. And that's - it's - we'll get
975 to some of those findings of what agencies are doing about that.
976 Skill retention is limited, so the - in both research and in
977 information provided to us from the other articles and even
978 internally, we find the retention rate is limited on a lot of these
979 skills, particularly if they're complex ones. If it's something like
980 handcuffing, not so much, but if it's a takedown or something like
981 that, that, you know, may only - they'll see it diminish even within
982 a few weeks. So, that relates somewhat to the first challenge. And
983 then stress reduces performance in these skills. So, there is some
984 studies out there demonstrating the difference people trying to
985 apply these skills in that non-stressful scenario versus a high-
986 stress scenario, and there's substantial differences in skill level
987 and cognitive abilities, so that's something we want to be aware of.
988 A lot of law enforcement agencies are moving toward grappling-based

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989 techniques which is more similar to wrestling than techniques based
990 on strikes and kicks. And so, that is something they're integrating
991 into their training, their own law enforcement training, and some
992 are also doing supplementary training programs with local Jiu Jitsu
993 training. So, when that's really common is the (inaudible) program
994 which has customized their Jiu Jitsu training specifically for law
995 enforcement. And basically what they're finding is less officer and
996 subject injuries, less use of force claims, greater proficiency in
997 use, and some of them are even talking about it just looks more
998 professional to - rather than, you know, people - you know, in a
999 fighting match with strikes and kicks versus being able to take it,
1000 you know, to the ground without injury - and improved officer
1001 wellness. There's a study that is with veterans with PTSD, and they
1002 actually found a substantial, like, clinically level improvements in
1003 PTSD, depression, and other (inaudible) of challenges. So, that's
1004 another benefit for us to be aware of. And then improved problem
1005 solving and decision-making skills. And that goes along with the
1006 reduction of bad stress response. So, that is something that we
1007 (inaudible).

1008 **MALE:** Before you move on -

1009 **COVELLI:** Yeah.

1010 **MALE:** Can I suggest that this graph here be included in the
1011 Community Academy in the recommendation that's 1-4 hours of
1012 controlled this week and you're actually getting 1-2 hours a year be
1013 included in the Community Academy?

1014 **COVELLI:** I will definitely write that down - and, yeah. Thank you.
1015 And our CT program is actually incorporating it. We don't have a
1016 supplementary program for external Jiu Jitsu gym membership yet, but
1017 we do have - they are integrating the Jiu Jitsu into our training
1018 now. So, where our training used to have more practice with strikes
1019 and kicks and things like that, they're moving towards this Jiu
1020 Jitsu practice. So, as we're doing that review of the on-the-job
1021 outcome data, we'll also be looking for signs of implementation on
1022 the job and success. Yes, sir?

1023 **MALE:** Curious with grappling as kind of the preferred intervention
1024 technique, is there also equipment reviewed that will further
1025 prevent a weapon from being acquired by a subject who they're
1026 grappling with? Like, that seems really dangerous getting down on
1027 the ground with somebody.

1028 **COVELLI:** That is an excellent question. They do incorporate, I know
1029 in the CT program, skills associated with that. Lieutenant Burton,
1030 do you want to -

1031 **BURTON:** So, to speak to the weapon retention issue with the
1032 grappling, so that's all part of the technique in itself is
1033 (inaudible) you can see that part of the technique is making sure
1034 that your weapons are away. And the way that we administer those
1035 grappling techniques, it actually makes it harder for someone to

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1036 grab an item off your belt or your vest. So, it's all built it. It's
1037 all (inaudible).
1038 **MALE:** And also the other bit of Community Academy, there's two or
1039 three different stops before an officer can get his weapon out.
1040 **MALE:** Yeah. There's some retention on holsters and whatnot
1041 (inaudible).
1042 **COVELLI:** And then internal. So, we - like the captain actually
1043 already mentioned, we look at how the results associate with our
1044 experience here at PPB. Sometimes they're very highly correlated and
1045 sometimes not. In this case, we do look at the retention rates
1046 internally and also find that overall members are needing more
1047 training - more frequent training and control tactics. So, we gather
1048 information from the leads regarding their expertise on the topic.
1049 We survey the membership occasionally on these topics. So, we'll ask
1050 them, "How often do you believe you need training in this - these
1051 particular skills to be able to apply it successfully on the job?"
1052 and then we give them some options and an "Other" category. Overall,
1053 this can vary a lot. So, depending on gender, size, all kinds of
1054 different factors, you now, some people already have a background in
1055 martial arts and other officers don't. So, this - there's a wide
1056 range, but overall we find 3-5 times a year on average would be
1057 beneficial for the memberships and then less so for the weapon
1058 retention. These are separate skills though, not Lieutenant Burton
1059 just referring to, is how they incorporate some of this into the CT
1060 training all of the time. This particular exercise is what they have
1061 online for (inaudible) and stuff.
1062 **MALE:** Maybe just a couple more.
1063 **COVELLI:** Oh. This is information from our training evaluation
1064 results. So, we also evaluate the training quality and impacts. And
1065 so, this is data from the officers attending the training, and we
1066 asked them, "Did the training increase your skills in clinch
1067 techniques?" and overall we have a good amount of people strongly
1068 saying yes to a great extent or right below that, above moderately.
1069 And then, "How confident are you in your ability to apply clinch
1070 techniques during a stressful encounter?" So, confidence is an
1071 indicator for on-the-job application, and so that's why we look at
1072 that. And in this case from a training last year, we had about 40
1073 percent feeling very confident in clinch techniques. And, basically,
1074 we have a lot of people though also commenting that they'll need a
1075 refresher or discussing retention challenges and stuff like that,
1076 but this is immediately after the training. So, we at least know
1077 that the training is beneficial and helpful, and over time we would
1078 hope to continue to see more people moving into this area here. Now,
1079 we also get information from the instructors. So, after each of the
1080 In-Service trainings, we'll meet with them and talk to them about
1081 their observations of how people did in the skill drill, so - and we
1082 do this for each skill drill. So, on this one, it's the clinch

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1083 techniques, and, basically, they said they did exceptionally well
1084 with implementing them by the end of the training in a static
1085 situation, but about 90 percent of them they estimated would
1086 struggle in a more real-life stressful situation. And they estimated
1087 that the retention would be substantially reduced in just a few
1088 weeks for that particular training. And so, we look for
1089 consistencies and differences across all of these different sources:
1090 The literature, the internal results, and the on-the-job outcomes.
1091 Overall, we find that this program more training time is needed for
1092 gaining the proficiency, greater integration of the grappling
1093 techniques - training incorporating more realism is one thing that
1094 they also want to work on more, routine tactics and then getting
1095 officers - other officers updated on the curriculum, so our field
1096 training officers getting them up to speed on the new training. So -
1097 and I will stop there. Any additional questions or anything? Yes?
1098 **MALE:** These additional slides could also be included in the
1099 Community Academy.
1100 **COVELLI:** Oh, thank you. And I'm always happy to, you know, share
1101 more with you all, you know, at subgroup meetings or, you know,
1102 individually here at the Training Division if it's helpful for your
1103 work. And so, thank you again, and I hope you have a good night.
1104 **ALEXANDER:** All right. Thank you. Thank you for that Needs
1105 Assessment presentation.
1106 **ATWOOD:** Patrick?
1107 **ALEXANDER:** Yes?
1108 **ATWOOD:** Just that there was a request from somebody online saying
1109 that questions are cutting out. They can't hear all of the
1110 questions, so (inaudible) can you just repeat it (inaudible)?
1111 **ALEXANDER:** Okay. We can do that. All right. So, next time we do
1112 have a question, I guess we're going to have to - we'll talk louder
1113 so people can hear it online, but if not, we'll - I will repeat the
1114 question. All right. Our next up is a discussion - a vote on the
1115 amendment that I sent out to everybody to give you a chance to read
1116 it. If not, I brought it. I brought a copy of it, and I will read it
1117 - read it off. This is called - it's amendment 5-Minute Rule,
1118 Article 7, Page 4. Per TAC laws TAC members may propose amendment by
1119 their laws by three-fourths of a TAC member present at a regular or
1120 special meeting. The 5-Minute Rule - the 5-Minute Rule is that a TAC
1121 member has five minutes to speak on what is being discussed. No new
1122 topics or old topics. The 5-Minute Rule structure is 1) a meeting
1123 where it is said what you want to talk about, 2) the main point of
1124 what you want to talk about, 3) deposing, and 4) is the total of all
1125 of that should come up to 3 minutes then 2 minutes to reply to
1126 anything that may have been said. If somebody said something, I do
1127 like to know for myself I would like to have a reply back to do that
1128 and say - the reason why I asked about this rule came up what it is
1129 to give space for everybody part of TAC to get a chance to speak.

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1130 Because I do know sometimes we get on - come to some meetings, and
1131 we stay on a certain subject for a very long time, and we don't
1132 sometimes get nowhere with it. So, I'm hoping, like, this will kind
1133 of speed that up and give a chance for other people to speak at
1134 meetings about certain things and just see how this work out. Do any
1135 of you have questions about this?

1136 **COMNES:** So, Alan Comnes. Thank you, Patrick, for putting this out,
1137 and I think I understand the reason that this was put forward. I
1138 guess - well, I don't know if we're having a general discussion,
1139 like, to vote on it exactly -

1140 **ALEXANDER:** Yes.

1141 **COMNES:** (Inaudible), but I guess I'm wondering why we're - if this
1142 needs to be a bylaw amendment as opposed to just, you know, a
1143 guideline of the moderator that this is, you know - these are my
1144 rules of order, and I'm going to enforce them. I think you have a
1145 lot of power to control length of discussions, and it's good to set
1146 expectations so that you don't have to be yanking people around, but
1147 I'm wondering if this really needs to be a bylaw change.

1148 **ALEXANDER:** So -

1149 **COMNES:** So - but I'll stop there.

1150 **ALEXANDER:** Okay. From my understanding I'm going to say yes because
1151 that for as long as I've been part of TAC, there has been a few
1152 times that I (inaudible), but I wasn't the TAC chair, and we just
1153 went on and on about certain things. It's nothing against nobody,
1154 but from - like, when (inaudible) I'll ask the people, "Why did you
1155 join TAC?" (Inaudible) understanding of why did we take the chance
1156 of filling out that resume, the form? Why did we take the chance to
1157 coming down here and spending our time, you know, once or twice a
1158 month and all that? Like, why are we doing this? You know, there was
1159 a few times since I've been part of TAC I was like, "Why should I
1160 come to another TAC meeting if we're going to keep doing the same
1161 thing over and over again?" This is - and nothing against the other
1162 chairs that was before me, but then as I noticed that once I became
1163 chair of TAC, a lot of people is like, "Man, this has just become
1164 too much." They want to drop off. So, you know, I'm doing my best to
1165 retain the members as possible. So, I'm thinking, like, what can we
1166 do to help that - speed that up some, you know? Like, what can we do
1167 to make that better? Because last time I was kind of trying
1168 something out laying out the last TAC meeting when we had - kind of
1169 speeding it up a little bit. I didn't want to cut nobody off, but I
1170 also wanted to give people a chance to speak too at the same time.
1171 You know, and so going forward and when I'm no longer chair
1172 (inaudible) so that set some kind of example when people do come to
1173 TAC, they know that we're serious about why we're here. We're not
1174 wasting your time. We're not waiting their time. Like, this is
1175 something that we really do care about because we're, you know -
1176 (inaudible) then why are we here? And so, this is why I'm saying

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1177 that for instead of - I don't see (inaudible) nobody around, but I
1178 still feel like it will still allow a discussion to be had but at
1179 the same time still allows us to move forward progress instead of
1180 just staying stuck in one spot. Any more questions?

1181 **PRYOR:** I have a question.

1182 **ALEXANDER:** Yes?

1183 **PRYOR:** Bill Pryor. I have an observation. If you look at the of the
1184 agenda, there is a list of suggestions for behavior.

1185 **ALEXANDER:** Yeah.

1186 **PRYOR:** I think that's sufficient that we'll need to follow it, and
1187 the role of the chair kind of needs to enforce it.

1188 **ALEXANDER:** Yeah. I thank you for that, Bill, and I did look at the
1189 back of this, and I understand that. But still at the same time
1190 showing people some respect, you know, because I do feel like we're
1191 all adults here, and I understand when you say this, but there's
1192 been some times we don't follow this guideline, and I've been in
1193 those meetings, and it's just like what like I said, you know, and
1194 it's just something more of, okay, we know what we're supposed to
1195 do, but sometimes when we have some more of a rule on our amendment
1196 as this would be, it kind of gives us some more (inaudible).

1197 **PRYOR:** (Inaudible) at the beginning of the meeting to call
1198 attention to the guidelines.

1199 **ALEXANDER:** Okay.

1200 **PRYOR:** (Inaudible).

1201 **ALEXANDER:** All right. Thank you. Any more?

1202 **COMNES:** This is Alan. I don't know if we're - if it was ever a goal
1203 to follow Robert's Rules of Order or some rules of order. I didn't
1204 see it in the bylaws. I never read Robert's Rules of Order, so - but
1205 I think I can fake it (inaudible), but to me this again is still
1206 well within the - you know, using that verbiage is how a lot of
1207 meetings are often organized. I think it's well within your power to
1208 control the length of the discussions. And so, I guess what I would
1209 offer as a friendly amendment is that we take your guideline but we
1210 - the friendly amendment is that you may get it and be added to the
1211 community guideline in the community agreement, specifically the 5-
1212 Minute Rule if we add it to the community agreement. I just think
1213 (inaudible) harder if we were to really add it to the bylaws, so.

1214 **ALEXANDER:** All right. Anybody else?

1215 **LEVINSON:** Phil Levison. I - that suggestion I think works well
1216 because when you put something in the bylaws, it creates a real
1217 rigid way of doing things. And I think when you get into
1218 discussions, there needs to be some flexibility, and I think the
1219 chair - you're not being rude. You're not being controlling if you
1220 just basically say we need to move on. So, my take is I - the
1221 suggestion of just incorporating this is as guideline rather than a
1222 rigid rule will give us the flexibility that we need in case we run
1223 into situations where something really has to be more worked over.

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1224 **ALEXANDER:** Okay. Thank you. Sylvia?
1225 **ZINGESER:** I would say (inaudible) onto that (inaudible) reminding
1226 people and as new people come in be sure and - you know, the
1227 orientation where new people coming in, be sure to go over this.
1228 **ALEXANDER:** All right.
1229 **ZINGESER:** There are situations as we're working on our task force
1230 that we need to come together to talk about what each (inaudible)
1231 doing, and sometimes we get into a space that we need more time. And
1232 maybe when that happens, maybe that's when the chair can make a
1233 suggestion that the chair will meet with people later, with that
1234 task group, to go over what it is we're not being able to get
1235 resolution on and (inaudible). Does that make -
1236 **ALEXANDER:** That makes some sense to me, but like as I said since I
1237 have been part of this group here, this is what I have seen that has
1238 gone one. We have been stuck at a certain spot. Like I don't know
1239 how much more time sometimes we would need, and we still never get
1240 no forward progress from what I've seen, right? And I know that -
1241 like I said, I want to make this kind of the best experience people
1242 had in TAC in 2025, you know, and then I feel like wasting people's
1243 time sometimes is not a good very - not a very good representation
1244 of what we are called here to do. But I do not opposed of it being
1245 on the back of the paper, but I'm just saying - because I - the
1246 reason why I brought this up was like let's be aware of who we are
1247 what we're doing here. We are all adults. Corrected or not, I do
1248 understand that I am the chair, but also I do understand that we're
1249 all adults here and that we still should get treated as some level
1250 of respect of that way. And so, that's what I'm trying to implement
1251 that way too also, and I just don't want to sit up here and be all
1252 day and say, "Okay. Now, it's time to move on," "All right. Now
1253 we've talked about this enough. Let's do that." I feel like we're
1254 old enough. We all hold some type of professional job at one point
1255 in time in our life where we understood how to conduct ourselves
1256 correctly, right. It's like I said, it's nothing against nobody, and
1257 if people vote to put it on the back of the paper, I'm okay with
1258 that. But I also - like I said, I'm not here to hold (inaudible)
1259 hands all day long and say, "Let's move on," this and that. And we
1260 can't - sometimes we have to understand if we can't come to an
1261 agreement on something, how do we move forward? And this is what I'm
1262 trying to get to understand how to move forward because I just - I
1263 do not want to get no more emails saying, "You know what, Patrick?
1264 I'm done with TAC. Thank you. This is not what I thought it was
1265 going to be." And this is some of the stuff I'm trying to avoid and
1266 (inaudible) for the next person that gets into the - that does
1267 become the chair. I would like to pass it to them a whole lot easier
1268 than how I got it, and all of a sudden - because as soon as I got
1269 the chair, I got emails everybody was quitting, quitting, quitting,
1270 quitting because it was like, "Man, this is not what I signed up to

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1271 be. We're running (inaudible)." So, it was like how do we stop the
1272 bleeding now so it doesn't go forward in the - for the next person
1273 that takes on chair. Because saw how long it took for somebody just
1274 to step up to get to chair, and there are the people that have been
1275 on this longer than I have, have done more things than I have when
1276 it comes to TAC, but I understood why they didn't want it, you know,
1277 but gladly took on the challenge, and I understand this is part of
1278 it. Thank you. Barry?

1279 **NEWMAN:** Yeah, hi. So, I'm going to apologize because it sounds like
1280 hearing a mic echo here, but if you're not hearing it, then that's
1281 okay with me, so. I wanted to agree with you, Patrick. I think that,
1282 you know, when you have a limited time meeting that - for a group
1283 that only meets every two months, I think it's very reasonable to
1284 try to adopt a time. And for what it's worth, the advantage of being
1285 at home gave me the opportunity to do a quick Google search for
1286 Robert Rules of Order. And in Robert Rules of Order if you don't
1287 mind, unless a group adopts a special rule, a member can speak for
1288 no longer than 10 minutes at a time and no more than twice on the
1289 same day to the same question, okay. So, I think that, you know, if
1290 you want to limit debate to set a time, it requires a two-thirds
1291 vote to do that. But you can also - people can in fact vote to close
1292 the debate if this is a debate. But I think that your proposal is
1293 actually - you know, rather than having a limit of 10 minutes - a
1294 limit of 5 minutes, I think, is very appropriate when you have the
1295 number of people that we have in these meeting and the limited time
1296 that's available I think to, you know, give the chair the - you
1297 know, the ability to maintain some type of pace for the meeting to
1298 get through everything and yet to let everybody talk, I think that
1299 that's a very reasonable compromise. So, I don't know if this was -
1300 because I don't know if we need to change the bylaws to do this or
1301 just adopt as a set of guidelines. If we are going to adopt it as a
1302 set of guidelines, do we need to take a vote now? Should we propose
1303 a motion, or was there a motion that was proposed? I didn't - I
1304 wasn't sure if I heard it as a motion. And if it's not, I would
1305 propose a motion to limit the size of - the length of debate to 5
1306 minutes, and that's my two cents.

1307 **ALEXANDER:** All right. Thank you, Barry. Any more thoughts?

1308 **LITTLEFIELD:** Todd Littlefield. I think for (inaudible) 5 minutes is
1309 fine, but I think for other (inaudible) 5 minutes is not enough.

1310 **ALEXANDER:** Which I do agree with you on that. And this was for the
1311 sake of certain stuff that probably would still be left up to the
1312 chair of TAC of saying, "Okay. This does carry on for a longer
1313 discussion." But a lot of the time - and it's nothing against nobody
1314 here like I said, but a lot of the time we have carried on for a
1315 long discussion for a lot of different things and really got
1316 nowhere, you know. When I say, "Got nowhere," it's like how do we

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1317 move forward getting somewhere? Why do we go back to the same
1318 watering hole and don't get past it? Yes, Phil?

1319 **LEVINSON:** Phil Levinson. In doing this, whether it's a guideline or
1320 an amendment to the bylaws, be very careful about how it's worded
1321 because what Barry just said is 5 minutes per topic not per person.

1322 **ALEXANDER:** Okay.

1323 **LEVINSON:** So, if you pass that if - the way Barry had mentioned it,
1324 and you want to talk about voting or you want to talk about topic A,
1325 the maximum amount of time would be 5 minutes for everybody. So, you
1326 need to be very specific that it's 5 minutes per person. No person
1327 can talk longer than 5 minutes on a topic.

1328 **ALEXANDER:** I have no problem with adjusting that to make sure of
1329 the recommendation that everybody has said. You know, again, I have
1330 no issue with that. I have no issue with bringing this back up
1331 later. Once it - again, if you wanted more clarification with some
1332 of the language that's going on in there, I have no problem with
1333 doing that. I appreciate the discussion that we did have here of it.
1334 But like I said, I'm - since I became the chair, I'm looking at ways
1335 how do we get ourselves going forward from here now on. Us
1336 discussing something, the same thing over and over really not
1337 getting nowhere, it doesn't help us, all right. So, our next - oh,
1338 do have to propose a vote on that or anything, or are (inaudible)?
1339 Sylvia?

1340 **ZINGESER:** Yeah. This is Sylvia. Are you going to reword this -

1341 **ALEXANDER:** Yes.

1342 **ZINGESER:** And just send it out to us?

1343 **ALEXANDER:** Yes. I'll reword it, sending it back out, and then - and
1344 I will then give everybody a chance and time to look at it and then
1345 also set up, like, a meeting outside of our regular TAC meeting so
1346 we can really talk about it some more and then - then when we come
1347 to a TAC meeting, we can vote on it.

1348 **ZINGESER:** (Inaudible) can we vote on this say online?

1349 **ALEXANDER:** Yeah.

1350 **ZINGESER:** Yeah. So that we don't have to bring this up again in
1351 May?

1352 **ALEXANDER:** Yeah.

1353 **ZINGESER:** Is that -

1354 **ALEXANDER:** Yeah. That's possible.

1355 **ZINGESER:** Okay.

1356 **ALEXANDER:** Yeah.

1357 **ZINGESER:** This is not - it's not - this is not a very big piece.
1358 It's a piece that will make things run smoother -

1359 **ALEXANDER:** Yes.

1360 **ZINGESER:** But I think this could be handled in an email and
1361 everybody -

1362 **ALEXANDER:** No. That's what we're looking at today.

1363 **ZINGESER:** Okay. All right.

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1364 **ALEXANDER:** All right? Thank you. You guys ready to move on?
1365 **ZINGESER:** Yeah.
1366 **ALEXANDER:** All right. Now we have our task groups updates. Excuse
1367 me. So, do we have anybody here from Advanced Academy?
1368 **MALE:** Yes. Recently attended a CIT and ABLE. (Inaudible) brief
1369 write up on that, the presentation. Had some thoughts but I'll get
1370 them together and some notes.
1371 **COMNES:** Do we know of any other trainings we've been to? I went to
1372 a Control Tactics, so that was, you know, really the same thing. I'm
1373 still working on my comments, but -
1374 **ALEXANDER:** But you also went to the Community Academy, correct?
1375 **COMNES:** Oh, yeah. I mean, I think everybody on TAC can observe the
1376 training, but our task force is, like, trying to make sure we're
1377 getting to the right topics and work with Lieutenant Burton to get
1378 it on the calendar. So, we're going to refresh that for both the end
1379 of the (inaudible) Advanced Academy and the one starting in April,
1380 so.
1381 **ALEXANDER:** All right. All right, thank you. Did anybody else from
1382 Advanced Academy - or anybody from Advanced Academy online want to
1383 say anything?
1384 (No response audible)
1385 **ALEXANDER:** All right. Next we got Officer of Relations. Correct? Or
1386 if I said that right?
1387 **MALE:** Officer-Community Relations?
1388 **ALEXANDER:** Yes. Officer-Community Relations. Yes.
1389 **MALE:** We haven't really been meeting much. We've had some meeting
1390 issues. Some of that definitely on me, but I am not certain where
1391 we're at on that. I know there's lots of overlap with Advanced
1392 Academy, and this kind of plays into it, the CIT stuff. But that's
1393 what I got (inaudible).
1394 **ALEXANDER:** Okay. Thank you. Then we got our Public Order. Anybody
1395 here from there? (Inaudible)
1396 **NEWMAN:** Yeah. Hi. That's me. Sarah Schurr just left, so that's one
1397 update. And Gregg is on there. Gregg has not been able to make to
1398 any more - many of the In-Services. But I've actually made it to a
1399 number of In-Services and had a few conversations with Andrew Kofoed
1400 and some of the other people who are on the Rapid Response Team. So,
1401 there are a number of observations that I have that we're going to
1402 start to get encoded. I actually - I need to find out from the
1403 Advanced Academy what's on their curriculum specifically about
1404 public ordered policing and then hopefully we'll be ready to put
1405 together a report. So, that's where we're at.
1406 **LINZEY:** That was Barry, I think, for the transcript.
1407 **ALEXANDER:** Oh, okay. All right. Thank you, Barry. All right. And
1408 then anybody from CQI?

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1409 **LEVINSON:** Our - the paper that give together with recommendations
1410 has gone in. We've gotten a reply, and we're coming back with an
1411 additional reply and working on moving that along.
1412 **ALEXANDER:** Okay.
1413 **LINZEY:** And that was Phil Levinson.
1414 **LEVINSON:** Phil Levinson. Sometimes I forget my name.
1415 **ALEXANDER:** I don't know - I don't know if you saw Chief Day did
1416 reply to the email also?
1417 **LEVINSON:** Yes. We've read through all of that -
1418 **ALEXANDER:** Okay.
1419 **LEVINSON:** And what we're working on now is Chief Day is very
1420 interested in having a meeting with us. And so, that's where this is
1421 moving towards.
1422 **ALEXANDER:** All right. Thank you. All right.
1423 **COMNES:** (Inaudible). So, Alan Comnes. Follow-up question is I
1424 noticed there was two replies. Couldn't quite figure out why there
1425 were two replies. And then second, has a meeting been scheduled?
1426 **LEVINSON:** No. It's not yet.
1427 **COMNES:** Okay.
1428 **LEVINSON:** But that's -
1429 **ZINGESER:** It's in the works.
1430 **LEVINSON:** It's - basically, Chief Day has - there's been a couple
1431 of things that have been sent to him in response to -
1432 **ALEXANDER:** Yes.
1433 **LEVINSON:** And so, we've basically said, "We'd like to meet with
1434 you," and he said, "Yes, it's very important that we meet," and we
1435 will be scheduling something. He's not in town now, so.
1436 **ALEXANDER:** Yeah. (Inaudible) should be privileged, but I didn't
1437 hide it from nobody, so everybody should have privilege - everybody
1438 should have privilege to that email thread seeing what was going
1439 down.
1440 **LITTLEFIELD:** (Inaudible) included in the - in the discussion with
1441 Chief Day.
1442 **ALEXANDER:** It would be key - the conversation, that same email
1443 thread that I sent out with the recommendation and what (inaudible)
1444 Chief Day said (inaudible) conversation in there. Everybody that is
1445 part of TAC has privy to that.
1446 **ZINGESER:** That's fine.
1447 **ALEXANDER:** All right. (Inaudible)?
1448 **ZINGESER:** Yeah.
1449 **LEVINSON:** Yeah. Yeah.
1450 **ALEXANDER:** So, that way we all know what's going on, and everybody
1451 will have an opportunity to be part of the meeting when it does
1452 happen.
1453 **LEVINSON:** Well, it - the meeting with Chief Day will be with - that
1454 we're trying to set up - will be with the people who are actively
1455 involved in putting together that recommendation that went forward.

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1456 If - our sense is that it will not be productive and we will not get
1457 to the issues that we need to share with Chief Day and get his
1458 response if we have eight or nine people in that meeting.
1459 **ALEXANDER:** So, you just want CQI to be in that -
1460 **LEVINSON:** That is correct.
1461 **ZINGESER:** Yeah. Because we want to be able to explain how it works.
1462 **LEVINSON:** This is - we want to be able to explain our concerns
1463 about the reply and what issues we want to look at going forward
1464 because if we - if we try to do it at this meeting, it's not going
1465 anywhere.
1466 **ALEXANDER:** I'm not - well, okay. So, my clarification was thinking
1467 was it's not like a TAC meeting (inaudible)?
1468 **LEVINSON:** No. It is not a TAC meeting.
1469 **ALEXANDER:** It is separate.
1470 **LEVINSON:** This is a separate meeting that we are working on with
1471 Chief Day in terms of how we have responded to the response that we
1472 got from the police bureau in terms of the material be sent forward.
1473 **ALEXANDER:** Okay. (Inaudible) like I said (inaudible) because, you
1474 know, Todd did express he would like to be part of the discussion. I
1475 don't know if he wants to be part of the discussion and not the
1476 meeting if that was all right with you.
1477 **LEVINSON:** Well, our sense is as the CQI committee, what we will do
1478 after the meeting is we will come back and report to TAC exactly
1479 what happened in the meeting and where this is moving towards, and
1480 then TAC can ask us for, you know, we'd like Chief Day to come and
1481 sit and talk further about this or - but I don't think, at least
1482 based on my experience, if we have four - if we have people who were
1483 not involved in putting the document together in terms of its
1484 writing, then we will not have a productive conversation with Chief
1485 Day because if you weren't involved with writing the document and
1486 submitting it, you did not have any - there was not any involvement
1487 in terms of the rationale for how these things were put together and
1488 the issues and things that we were trying to address in putting
1489 together.
1490 **ALEXANDER:** All right.
1491 **ROBINSON:** Tim Robinson. I have a question.
1492 **LEVINSON:** Yes, sir.
1493 **ROBINSON:** So, the conversation that you're having about whether
1494 this - everyone can go or not, is that essentially a conversation
1495 that can happen outside of TAC?
1496 **LEVINSON:** Yes, absolutely.
1497 **ZINGESER:** Yes.
1498 **LEVINSON:** Absolutely.
1499 **ZINGESER:** That's right.
1500 **ROBINSON:** That's (inaudible).
1501 **LEVINSON:** No problem.

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1502 **ROBINSON:** (Inaudible) conversation. If it's going to be a good
1503 (inaudible) -
1504 **ALEXANDER:** Yes, it is.
1505 **LEVINSON:** Oh, no problem.
1506 **ROBINSON:** And I knew that it - this is going to be - this is like
1507 an hour conversation.
1508 **LEVINSON:** Oh, I - absolutely. I appreciate that.
1509 **ALEXANDER:** Sylvia, then we're moving forward.
1510 **ZINGESER:** Okay.
1511 **ALEXANDER:** Yes.
1512 **ZINGESER:** I was just going to just say that, you know, once we meet
1513 with Chief Day, we will have a response, and that will be shared
1514 with the TAC.
1515 **ALEXANDER:** Okay.
1516 **ZINGESER:** With everyone.
1517 **ALEXANDER:** All right. All right. So, now that's all the task group
1518 updates. So, next we're moving now onto public comments.
1519 **LINZEY:** (Inaudible) or Lisa?
1520 **ALEXANDER:** Lisa?
1521 **LISA:** Yes, can you hear me?
1522 **ALEXANDER:** Yes.
1523 **LISA:** Okay. I - it sounds like it's echoing here. Let me turn. Yes.
1524 I think what - I had a question. I'm not quite sure if it was Emma.
1525 Was that the one who did the presentation? I could hear some things,
1526 and I can't hear. Is her name Emma?
1527 (No response audible)
1528 **LISA:** Okay. So, I - she actually answered a lot of what I was going
1529 to ask because first of all, when you were part - when you've been
1530 part of the infancy of the TAC committee - so, I was part of that
1531 first cohort, and so it's very important to always have the history
1532 and stuff, especially when it comes to the DOJ and the things that
1533 were laid out to see by now 12-13 years later if things are still in
1534 progress or if there's some updates or some things, some advances,
1535 or things can be changed. So, I like to periodically check in to do
1536 that. I think that that's a responsibility of some of us who have
1537 been part of that first infancy or development of the TAC. So, that
1538 being said, is there a way - because I don't mind sometimes staying
1539 for public comments, but mine is not based on public comments or
1540 community. It would just be based on some of the things that I
1541 wanted to just kind of find out what changes have occurred or what
1542 things are still implemented and so forth. So, would it be best to
1543 submit those questions somewhere, or is there a space that can be
1544 made when these meetings are happening to have for prior or former
1545 TAC members? I know that's a lot. Or if - I don't know. If Caitlyn -
1546 your transition - is it Kathryn? You're going to be taking over?
1547 (No response audible)

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1548 **LISA:** Hi. Is there a way to maybe submit questions because I do
1549 want to go back to the chair person that did state about making sure
1550 we're - they're mindful of time constraints and how much time we
1551 have to talk or ask questions, but I do have important things that I
1552 want to get answered, especially when it comes to some of the
1553 statistics.

1554 **ATWOOD:** Lisa, there is an email that you can reach both Kathryn and
1555 myself. I don't know if you have a pen and paper there, but it's -

1556 **LINZEY:** Well, I'll put it in the chat.

1557 **ATWOOD:** Oh, we'll put it in the chat.

1558 **LISA:** Okay.

1559 **ATWOOD:** And you can reach - that is an in box that we both have
1560 access to, and that would be a good one. I'm not sure, Patrick, if
1561 you want to provide your chair email?

1562 **ALEXANDER:** Yeah. We can provide the chair email.

1563 **ATWOOD:** And we can put that in the chat as well. And those might be
1564 two good sources between the bureau and between the TAC where you
1565 could get your answers - questions answered.

1566 **LISA:** Okay. Thank you. Very informative meeting. Appreciate it.

1567 **FEMALE:** Thank you.

1568 **ALEXANDER:** Thank you for being part of the history of TAC and
1569 showing up to a new meeting.

1570 **LISA:** Yes. Absolutely. Thank you.

1571 **ATWOOD:** I think Dan raised his hand.

1572 **ALEXANDER:** All right. Dan?

1573 **HANDELMAN:** Can you hear me? I just unmuted my phone.

1574 **ALEXANDER:** Yeah.

1575 **HANDELMAN:** Great. Okay. Good evening, everybody. I'm Dan Handelman.
1576 I use he/him pronouns. I'm a member of Portland Cop Watch. And our
1577 group is part of peace group, and what really struck me is the
1578 discussion of how people are being trained to use violence against
1579 community members, and all the discussion is very calm. You know, it
1580 seemed to really discuss the impact of violence on the people that
1581 it's being used on. And it was kind of troubling that I didn't hear
1582 in any of the assessment of training needs about deescalation which
1583 is one of the key things that the DOJ asked people to - asked the
1584 bureau to insert into its trainings. In the - I say this pretty much
1585 every time that we look - you look at the data from the use of force
1586 reports, but the demographics show that 30 percent of the people who
1587 had force used on them are black, and only 21 percent of the people
1588 who were taken into custody are black. So, even when you set aside
1589 the demographic information of, you know, 6 percent of black, that's
1590 still - it begs a question of why is that happening. The - also part
1591 of that presentation was saying that one of the reasons the pointing
1592 of firearm was up has to do with traffic stops, and I understand
1593 that sometimes a traffic stop can go awry, but I don't think, like,
1594 out of the thousands of traffic stops there are that that happens

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1595 frequently enough to justify pointing a gun every time an officer
1596 approaches a car, and (inaudible) data included too. And also - and
1597 part of this just has to do with the losing of the lower-level force
1598 from the reporting, but 25 percent of all the use of force was
1599 pointing of a firearm this time. The Special Emergency Reaction Team
1600 should be the Special Emergency Response Team. It used to be
1601 referred to that in several documents at the bureau, but it's - you
1602 know, it's on the patches now. It says, "Reaction." I'd rather have
1603 officers respond than reacting because reacting sounds kind of off
1604 the cuff instead of thoughtful. The one shooting that's listed in
1605 the force was accurate. There was only one shooting in the force -
1606 but there's a death in custody too, and officers handcuffed a man
1607 who was a suspect in a stabbing albeit, but he was complaining that
1608 he was feeling like he was going to die, and they didn't - they
1609 handcuffed him before they called for medical backup. That kind of
1610 brings me to another thing. There's an announcement - I'm going to
1611 put this in the chat - that the movie *Alien Boy* is going to be at
1612 the Clinton Street Theater on the 7th of April at 7:00 p.m. It's a
1613 free training for the Portland Committee on Community Engaged
1614 Policing and their whole community, and Captain Burton and I are
1615 both in that movie. The Police Review Board and others in the - in
1616 your advisory realm make recommendations all the time about what the
1617 training should look like, especially, you know, Police Review Board
1618 mostly around deadly force cases. I was kind of troubled to hear -
1619 yeah, deadly force cases are a small percentage of what happens, but
1620 they're very, very serious incidents, and I'm hoping that those
1621 recommendations are being implemented by the Training Division. And
1622 finally, you know, when - if you're going to vote on something as a
1623 committee, these meetings are required to be public by the DOJ
1624 agreement, and so I'm hoping you're not going to do anything more
1625 serious than talk about how long people can talk if you're going to
1626 try to vote by email because you're supposed to be having a public
1627 meeting. And thank you very much for you time.

1628 **ALEXANDER:** Thank you, Dan.

1629 **ATWOOD:** Lisa raised her hand again.

1630 **ALEXANDER:** Lisa?

1631 **LISA:** Yeah, it was real quick, and that's regarding what just Dan
1632 said about the - my first question was asking about duplicate and
1633 unduplicate because some of the statistics or arrests could look
1634 like it is more than what it is or if it's true. So, if you have a
1635 higher percentage of let's say African American, is that high
1636 percentage a duplicate or unduplicate number? And I think those
1637 statistics for the public to understand or to see when it comes to
1638 use of force or anything else is very - would be very helpful in my
1639 opinion to know whether or not that - it looks that way because the
1640 perception would be based off of what you're visually seeing here if
1641 that makes sense.

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1642 **ALEXANDER:** That does.

1643 **LEVINSON:** Yeah, I - that's what I - my - Lisa, my - Phil Levinson.

1644 My understanding is what you're saying is since they report the use

1645 of force, even if it's one situation where there's several

1646 escalating uses of force, they're reported as individually. So, an

1647 African American person might show up more times, but that didn't

1648 really happen. They get five counts, but it's one person and one

1649 situation. Is what you're -

1650 **LISA:** Yeah. That is what I'm saying.

1651 **ALEXANDER:** Yeah. We've been having that discussion because we're

1652 trying to figure out how the sequence of order started to make all

1653 that happen. But we do also know that each officer has to write that

1654 up as themselves as a use of force, whatever they use. From my

1655 understanding, that's what we've been told several times.

1656 **ROBINSON:** You are correct.

1657 **ALEXANDER:** All right. Thank you. Is there any more - not seeing

1658 anything going on. And also, yes, and thank you guys for bringing

1659 that to my attention. Yes, we do also need one more person for the

1660 steering committee since Sarah did resign. Yes, Todd?

1661 **LITTLEFIELD:** Do we have a quorum?

1662 **ALEXANDER:** Yes.

1663 **LITTLEFIELD:** Okay. So, can we take a vote on requiring city

1664 councilors, their staff, the mayor, city administrator, people on

1665 police oversight and accountability committees to take a police ride

1666 along and Community Academy maybe within the first 12 months on a

1667 board or in office?

1668 **ALEXANDER:** I don't know if we can vote on something (inaudible)

1669 have that type of power in this committee right here.

1670 **ATWOOD:** In the past, I know the TAC has written as a collective

1671 group a recommendation or something they advised or support. So, if

1672 could be something like that, a collective document that you guys

1673 put together and can present and we can put on the website as an

1674 advisement, a recommendation. That would be one way.

1675 **JONES:** Yeah, we can't require it. We can recommend it but -

1676 **ATWOOD:** Yes. Exactly. Exactly, yes. I (inaudible).

1677 **ALEXANDER:** So, if you want to - so, if you want to get together and

1678 write one up, we could do that. All right? Anything else?

1679 **COMNES:** Well, you kind of brought over the steering committee. So,

1680 maybe - I don't know if you'd want to volunteer, but maybe you can

1681 kind of describe how often (inaudible).

1682 **ALEXANDER:** Steering committee. We meet twice a - twice every other

1683 month or twice a month?

1684 **ATWOOD:** Once a month.

1685 **ALEXANDER:** Once a month. So, (inaudible) steering committee will

1686 come up. We'll talk about some of the recommendations that we will -

1687 is going to be on the agenda (inaudible) something that's going on.

1688 I think it's - it's just like more - a little bit more in depth of a

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1689 meeting than we would normally have here. We'll deal with certain
1690 issues before (inaudible) TAC regular meeting.
1691 **ZINGESER:** This is Sylvia. Don't you set the agenda for the next
1692 meeting, the next TAC?
1693 **ALEXANDER:** Yes, during that - during steering committee, we do do
1694 that.
1695 **ZINGESER:** Yeah, it's -
1696 **RODRIGUEZ:** I think if you're familiar with board membership, it's
1697 kind of the executive committee. We call it - I think you guys call
1698 it the steering committee, but it is the group that is setting the
1699 agenda for this membership.
1700 **COMNES:** I think it's an opportunity to make sure the right things
1701 get on the agenda. So, like -
1702 **ALEXANDER:** Yeah.
1703 **COMNES:** You know, given (inaudible) want to get a motion about a
1704 recommendation that - or, like, the (inaudible) take training. The
1705 Training Advisory - the steering committee could, like, nudge -
1706 like, "Hey, you've got to get that recommendation in so we can get
1707 it on the agenda and read it," right? (Inaudible). It's a little bit
1708 too late.
1709 **ALEXANDER:** Yeah.
1710 **ZINGESER:** You're not somebody from the PPB who sits in on the
1711 (inaudible).
1712 **ALEXANDER:** (Inaudible).
1713 **ZINGESER:** Yeah. So, they have something to say about what's going
1714 to be on the agenda.
1715 **MALE:** Sure.
1716 **ZINGESER:** So, is (inaudible)?
1717 **ALEXANDER:** So, there's certain things that just like - when certain
1718 stuff come up, it just has to go on the agenda that we have to talk
1719 about.
1720 **ZINGESER:** Yeah. (Inaudible) PPB they have - have on that agenda
1721 plus what the steering committee wants to bring up.
1722 **LITTLEFIELD:** And I'm assuming TAC members can suggest the items?
1723 **ALEXANDER:** (Inaudible). I will send you guys out a copy of the
1724 bylaws (inaudible) does say that TAC members can suggest
1725 (inaudible). Anything else?
1726 (No response audible)
1727 **ALEXANDER:** Vote for the meeting to adjourn?
1728 **MALE:** Aye.
1729 **MALE:** Aye.
1730 **ZINGESER:** Aye.
1731 **ALEXANDER:** All right. The meeting has ended.
1732
1733 TAC 03-12-2025
1734 Transcribed 04/03/25 @ 10:36 p.m. Elice Turnbull (0327et01)