

In the Matter of:

CITY OF COLUMBIA CITIZENS POLICE REVIEW BOARD

TRANSCRIPT OF PROCEEDINGS

November 11, 2020



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Transcript of Proceedings

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CITY OF COLUMBIA
CITIZENS POLICE REVIEW BOARD

Transcript of Meeting

November 11, 2020, 6:00 p.m.
City Hall, Council Chambers

Reported by: Tammy F. Ballew, CCR 563

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BOARD MEMBERS PRESENT:
Travis Pringle, Chairman
Catherine Grover
Wayne Boykin
Cornellia Williams
Alex Hackworth
Heather Heckman-McKenna
Carley Gomez
Dillon Pierson (virtual)

ALSO PRESENT:
Rose Wibbenmeyer, Assistant City Counselor
Sgt. Scott Alpers, Columbia Police Department

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1 CHAIRMAN PRINGLE: Calling this meeting of
2 the Citizens Police Review Board to order. We work to
3 bridge the gap between law enforcement and the
4 community to help increase trust and accountability.
5 Going to the agenda. Has everyone had a chance to
6 review today's agenda? And is there a motion to
7 approve today's agenda?

8 MS. HECKMAN-MCKENNA: I move to approve.

9 MR. BOYKIN: I'll second.

10 CHAIRMAN PRINGLE: All those in favor, say
11 aye. The motion passes --

12 MS. WILLIAMS: Dillon, we need you to
13 either -- yeah. Okay. So can you --

14 CHAIRMAN PRINGLE: Thank you for looking at
15 Dillon.

16 MS. WILLIAMS: Yeah. Okay. So can you --
17 can you type that for me so I can say it so it's on
18 the -- I am speaking for Dillon Pierson who is saying
19 yea.

20 CHAIRMAN PRINGLE: So that is unanimous, I
21 believe. And also remember when you are speaking, to
22 also identify yourself for the court reporter so the
23 court reporter can properly, you know, keep a
24 transcript of this. Now with the agenda approved, we
25 move on to our special items. First, we have

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1 Lieutenant Hester here to speak about training and
2 recruitment. Hey, hello, Lieutenant.

3 LIEUTENANT HESTER: Hi. Can everybody hear
4 me okay? All right. I'm Lieutenant Mike Hester with
5 the Columbia Police Department, and I'm here tonight to
6 talk to you about training and recruitment. So I'll
7 start with the training. That's what I primarily am in
8 charge of. And Rose shared, I think, a document with
9 you just a few minutes ago, and I realize you probably
10 haven't had time to read it. That's kind of the
11 strategic overall plan that -- that we're going to
12 follow for CPD training. And just to hit the high
13 points, what we want to do is -- is follow what the
14 community has been laying out for us over the last
15 several years. In other words, through Chief Jones and
16 my interaction through the Community Outreach Unit with
17 the community, with Sergeant St. Clair's interaction,
18 we've been listening and hearing complaints about the
19 way people have been treated and the way the police
20 conduct business. Balancing that with the business the
21 police have to do is the goal of our training. So what
22 we're trying to do is prepare our officers to have the
23 tools and the knowledge and the attitude to interact
24 with citizens in such a way that's more palatable to
25 all parties and still effective law enforcement. So

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1 that's the challenge. Outlined in that document also
2 is, we -- we have to meet certain state requirements to
3 keep our peace officer licenses and that's outlined by
4 state law. And, additionally, the specific topics that
5 we need to attitude -- or to address. And if you'll go
6 down to -- there's a page, Page 2, if you can see it.

7 MR. BOYKIN: I will say it's not letting me
8 open that document that you cited.

9 MS. WILLIAMS: Me, either. It's still
10 downloading.

11 LIEUTENANT HESTER: Oh, I'm sorry. I'm
12 sorry.

13 CHAIRMAN PRINGLE: We'll send another one
14 where it's just an attachment instead of going to the
15 Google.

16 LIEUTENANT HESTER: Yeah. That one might
17 download quicker, I think.

18 CHAIRMAN PRINGLE: That one, I'm able to
19 open.

20 MR. BOYKIN: Thank you.

21 MS. GROVER: That one does come up.

22 LIEUTENANT HESTER: But, basically -- and
23 I'll back up while that's downloading. I apologize.
24 You know, it's -- we want the community to be safe. We
25 want the officers to be safe. We want to follow the

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1 vision of Columbia. We want to -- we've spent a lot of
2 time and energy coming to a place where we're
3 implementing community policing, and so the training is
4 kind of both the first and the ongoing and the last
5 step. So by the first step, I mean we send people to
6 the Law Enforcement Training Institute here in
7 Columbia, Missouri. So that's where they obtain their
8 basic peace officer license, and that's run by the
9 University of Missouri Extension. So when they
10 graduate that, they are now certified to practice law
11 enforcement, for lack of a better term. Then when they
12 come to us, we have an orientation phase -- excuse me.
13 I'm sorry. I've got a dry mouth. -- where we kind of
14 refine some of the training they received and we try to
15 make it more local. Like, what does Columbia expect
16 from its officers, for instance. We put them through
17 simulated car stops with everything from complete
18 cooperation to complete silence, from people who are
19 nice to the officer to people to try to shoot the
20 officer. And at every stage, we give critique,
21 feedback, and guidance on how we want officers in
22 Columbia, Missouri, to act. So I just want to put this
23 out. Sergeant St. Clair and I usually teach that. I
24 would like to invite this group to come out and sit
25 through our class as a participant, and not just sit

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1 through it, but I'll show you exactly what I'm teaching
2 them so that everybody can kind of know, hey, this is
3 what they're preparing the officers for, this is how
4 they're critiquing them. So if you guys want to pick a
5 date down the road, love to do it. So I think it would
6 be very insightful and helpful for -- for both of us.
7 My phone locked up here.

8 MS. WILLIAMS: But what are some of the main
9 things that the citizens are wanting to see change in
10 training?

11 LIEUTENANT HESTER: Well, a lot of what I
12 hear is why did the officer talk to me like that, or
13 why was the officer aggressive. So the position I feel
14 like I'm in, as a citizen myself, is why did the
15 officer talk to him to like that. For instance, what
16 was going on, what was the context. If there's an
17 emergency, there's not always time to explain to
18 everybody, like, here's what's going on. You know,
19 like, for instance, I can remember a call at the
20 Columbia Mall of a man with a gun. So when we went in
21 there, people were, like, why do you guys have your
22 guns out? What's going on? We didn't have time
23 because we were told there's a guy walking around with
24 a gun. Now, conversely, if there's time, our officers
25 need to be trained and prepared to explain, hey, okay,

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1 the danger is over. Here's what was going on. You
2 know, kind of the -- some people call it customer
3 service, for lack of a better term, but it's not
4 something you naturally do when you're put in a
5 high-stress situation. You know, like --

6 MS. WILLIAMS: Which is why I don't
7 understand why there's not much training in foot
8 pursuit because foot pursuit is a high-stress, so much
9 is going on, so many variables are going on during that
10 time, but there is hardly any training in that versus
11 there's so much training in when they're driving in a
12 chase.

13 LIEUTENANT HESTER: Well, and I would say
14 there's -- there's not enough of either, but I hear
15 what you're saying. So if I hear you, you're saying,
16 like, during the foot pursuit, we're not preparing them
17 for that?

18 MS. WILLIAMS: Exactly.

19 LIEUTENANT HESTER: And I would agree 100
20 percent. And so what -- what we did, because I think
21 that was a recommendation from you guys back in October
22 maybe?

23 MS. WILLIAMS: Yes.

24 LIEUTENANT HESTER: Sergeant St. Clair has
25 prepared a video training that we're going to show all

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1 officers at work on duty that is a start to that. And
2 see -- and I'm glad you brought that up because it's --
3 it's a high-stress occupation. And when I talk
4 about -- like, I was just talking about how officers
5 need to calm down and explain things, we also do have
6 to prepare them for these high -- these peaks of stress
7 and -- and that's the -- that's the challenge of police
8 training. Like, we -- we have to spend time on both.
9 Both are important, I think, and I think you probably
10 agree, but -- but we're trying it. So we've made a
11 video. It's about a five- to seven-minute video so
12 that it can be shown in shift meeting, before shift. A
13 sergeant can discuss it with them, and we can follow
14 them up. Now, five minutes doesn't sound like a lot,
15 and so it's not.

16 MS. WILLIAMS: But that's -- that's -- a
17 video is a good start, but I kind of equate that
18 video -- and this is just my own personal opinion.

19 LIEUTENANT HESTER: Yes, ma'am.

20 MS. WILLIAMS: But I equate a video -- I can
21 get the same training playing a video game almost.

22 LIEUTENANT HESTER: Well, except a video game
23 doesn't involve ethics, laws, morals, or consequences.
24 And I'm not arguing with you, I'm just saying --

25 MS. WILLIAMS: And I guess because I've got a

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1 son who is 17 years in the military. He's special
2 forces; he is Rambo, truly.

3 LIEUTENANT HESTER: Wow.

4 MS. WILLIAMS: Yes. There -- there are
5 things that they are trained, and I'm not saying that I
6 expect the CPD to be military trained and all of that.
7 But what I am saying is that in certain situations,
8 you've got to be in the situation. You've got to be
9 hands-on, training thataway instead of just sitting
10 there watching a video, because I don't care what you
11 say, every situation is going to be different. And
12 I've got the privilege of living across the street from
13 a S.W.A.T. training house. So I've got the privilege
14 of always hearing, always kind of seeing what was going
15 on in that house, and I believe that those officers
16 were being extremely trained.

17 LIEUTENANT HESTER: Yes.

18 MS. WILLIAMS: And I kind of feel like that
19 if we train the S.W.A.T. thataway, we need to train in
20 foot pursuits the same way.

21 LIEUTENANT HESTER: And -- and I would agree,
22 and that's -- I would agree. For high-stress
23 incidents, we need more training, hands down -- hands
24 down. And so this is a start, like you said. And --
25 and like I referenced earlier, that car stop training,

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1 because that's another example of a high-stress.
2 Not -- not every car stop should be high stress, but if
3 things start going wrong, if you will, we walk them
4 through that. We -- they get to feel, which, I think,
5 is what you're referencing maybe with the -- the
6 S.W.A.T. or the military training, like, oh, this is
7 what it feels like because then they can realize, well,
8 there are coping -- there's things we can do. We
9 can -- we have options, and I think that's what I've
10 heard from the public, to answer your first question,
11 you know, what have you heard from the public.

12 MS. WILLIAMS: Because I'm going to tell
13 you --

14 LIEUTENANT HESTER: It's -- the option is not
15 always take control, we're introducing and reinforcing
16 the always existing option of sometimes you back off,
17 like, whoa. You know, what -- what's going on here.

18 MS. WILLIAMS: And I'm going to tell you,
19 if -- if you tell a citizen on the street that what
20 we're doing is we're going to have them watch a video,
21 they are not going to be happy with that.

22 LIEUTENANT HESTER: Right.

23 MS. WILLIAMS: Because, I mean, you're
24 telling them, oh, we're going -- they're going to
25 equate that to saying, oh, we're going to have them

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1 watch something on YouTube, or, you know, on that
2 level. No. They can do that on their own --

3 LIEUTENANT HESTER: Yeah.

4 MS. WILLIAMS: -- which they should be doing
5 on their own, you know. In any job, you invest
6 training on your own to make yourself better. But if
7 you're going to tell a citizen out there, well, we're
8 going to have them watch a video, you better be able to
9 tell them what else you're doing, not just the video.

10 LIEUTENANT HESTER: Oh, I agree.

11 MS. WILLIAMS: You -- people want to know a
12 plan. They want to know exactly how we're going to get
13 from point A to point B, and how foot pursuits are in
14 this manner right now. How are we going to make it to
15 where it's way better in this manner right here. All
16 you're doing is going to give them a video. No.
17 That's not going to get you from here to here. It's
18 not.

19 LIEUTENANT HESTER: Oh, I couldn't agree
20 more, but that's not all we're going to do, but I
21 agree. Yeah. And so we have to start -- we have to
22 start at a place and we have to build on that, and we
23 have to have time to do that. So in the -- in the
24 police world, the constant equation is, we need so many
25 officers out on the street, so many officers are off,

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1 either their day off or they're sick or whatever, and
2 we need time to train officers. And I'm a huge
3 proponent of more training. That's why, you know, I --
4 that's why I say when -- when I say I agree with you, I
5 absolutely do. This is a complex, dangerous job, and
6 five minutes of video does not replace quality
7 training. That's why we spend ten hours on car stops
8 alone, you know. But there's so many different
9 stressful incidents like that that I have to answer --
10 not answer -- but I have to balance that with my other
11 command staff members of eventually getting these
12 people on the street and -- but you get no argument
13 from me that more training is necessary. And I just
14 want to say to you and the community, a five-minute
15 video is not where we're stopping, that's where we're
16 starting, you know, to -- to address the concerns. I
17 mean, it's right on as a concern, so --

18 MR. BOYKIN: I do have a question. Is this a
19 five-minute video that -- something that we might be
20 able to get to see and see what's in that training?

21 LIEUTENANT HESTER: Yes. Yes. It's in the
22 final edit. I don't -- Sergeant St. Clair put this
23 together. I don't know if it's 90 percent done, 100
24 percent done.

25 MS. WILLIAMS: And where is the video coming

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1 from?

2 SERGEANT ST. CLAIR: Hundred percent done.

3 LIEUTENANT HESTER: What's that?

4 SERGEANT ST. CLAIR: It's 100 percent done.

5 LIEUTENANT HESTER: Okay. Yeah. That's
6 absolutely something I could share with you.

7 MS. WILLIAMS: And where is the video coming
8 from? Is it coming from another police department that
9 uses it for training, or is it something that CPD
10 created on their own?

11 LIEUTENANT HESTER: Oh. So like did we make
12 it or did we just borrow -- we used some footage from
13 another department, but the video is -- is home
14 created. In other -- we made it in-house. I'm sorry.

15 CHAIRMAN PRINGLE: You know, Lieutenant
16 Hester, when we were kind of first talking about foot
17 pursuit training at this Board, there was a lot of
18 discussion about how there almost is next to no
19 training at all nationwide out there for it.

20 LIEUTENANT HESTER: Yeah.

21 CHAIRMAN PRINGLE: So kind of just what the
22 Columbia Police Department rely upon to start building
23 this video and also building your curriculum? Where --
24 where did you guys get your sources?

25 LIEUTENANT HESTER: Thank you. So you're

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1 asking, you know, what did we -- when we made this
2 video, what information did we think was important.

3 CHAIRMAN PRINGLE: Just the whole curriculum,
4 like how are you putting this together since apparently
5 the FBI said it doesn't exist.

6 LIEUTENANT HESTER: Right. So and -- and
7 that's right. So any training that we put on, we --
8 we -- there's -- there's several foundational stones
9 that we try to cover. Is it legal? Is it ethical? Is
10 it moral? Is it effective? And does it satisfy our
11 mission to the community to restore the peace, right?
12 So that's kind of what whenever Sergeant St. Clair and
13 I look at training, like, before -- like the car-stop
14 course that -- that you guys are going to go through,
15 you know, where did we come up with this stuff? It's
16 from those case law, what really works out in the
17 field, right? Because sometimes people have
18 suggestions. I remember years ago, for example,
19 someone suggested that if a dog was attacking, that we
20 take out our night sticks and we waive it back and
21 forth in front of them. And I don't know -- I've been
22 attacked by a dog, but I don't know if you have time to
23 do that or if that really works, right? So -- and when
24 I say I don't know, I'm not 100 percent sold either way
25 on that. So that's where curriculum comes from:

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1 Legal, ethical, moral, effective, within community
2 standards. You know, is this what our chief, our city
3 wants, and does it also accomplish our law enforcement
4 mission?

5 MS. WILLIAMS: Is it possible that we can see
6 the video before you start using it to train so that we
7 could give our input on it?

8 LIEUTENANT HESTER: I'd have to -- I don't
9 know.

10 MS. WILLIAMS: Chief?

11 LIEUTENANT HESTER: Ask the Chief.

12 CHIEF JONES: I need to think about that.

13 LIEUTENANT HESTER: Yeah. I mean, it's --
14 and I just say that -- I'm not against sharing it with
15 you, but I would like to think about that, also. And
16 the reason is, I don't know what the city policy is on
17 that. I don't know -- I don't know if I'm going to
18 step on the wrong thing there, you know. Eventually,
19 I'd like you guys to see all the training we do. And
20 just because I'm not 100 percent sure on the final
21 edit. Sergeant St. Clair says it's done, but -- but,
22 eventually, I'd like you guys to -- to sit in on our
23 in-service training, or citizens, too, to see what are
24 we training, when are we doing it.

25 MS. WILLIAMS: Well, just remember that --

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1 that -- just remember, Chief, that we're not here
2 trying to tell you how to do their job, we're trying --
3 we're here to try to be a voice for the people, and to
4 give an input on what the people, when they come here,
5 what they tell us what they want. And we want to be --
6 we are that bridge. We want to be able to be that
7 bridge, so if there's something that is missing in the
8 video, we want to be able to add our suggestion to it.
9 We're not saying that you need to change the video, but
10 we do want to be able to add our input into the video
11 in case we ask something that you might could use to
12 add to the video. That's all we're saying. I'm kind
13 of speaking for the Board, and I hope you all don't
14 mind.

15 LIEUTENANT HESTER: I'm sorry.

16 CHIEF JONES: Coming up. So my concern with
17 that is that there are so many training topics that I
18 can't be crippled by bringing it in front of this Board
19 every time. What I would suggest is that if there are
20 certain things that people are telling you that they
21 want included in training, that that gets done on the
22 front end. No different than when I came before and
23 you mentioned the foot pursuit training and then it
24 came up in the letter. I tasked them to start that
25 process. It's not going to happen overnight. But the

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1 other thing I want to say about a video is it -- it's
2 something -- and it's a tool that you use in all kinds
3 of training. I'm sure you have in different trainings
4 you've done for your work. Just because it's a
5 five-minute video doesn't mean that the training is
6 five minutes. There's a conversation that occurs with
7 a supervisor after that video is played, and it
8 debriefs things, which is a way that we train. So it's
9 more than just watching a YouTube video. There's more
10 to it than that. We're going to talk about use of
11 force, we're going to talk about officer fatigue, we're
12 going to talk about all those things that come into
13 play at the end of a foot pursuit. Whether you engage
14 or disengage, all of those things are part of that
15 conversation and may not be part of the video. So I
16 just want to be clear about that. It's not that I'm
17 hesitant to show a video that we do in training. I
18 just don't know that that will function effectively or
19 efficiently, and I don't know that that is -- that
20 seems out of order to me.

21 MS. GOMEZ: I -- I appreciate the elaboration
22 of -- of what it is that you use the video for and
23 with. But I do think that some of us in our job
24 training videos are often made in collaboration with
25 other people. Our job training videos don't just come

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1 from inside the institution. So I'm wondering, you
2 know, is it all internal, or is there any collaboration
3 with outside individuals?

4 CHIEF JONES: And I'll let them answer that.
5 They put the video together. I did hear them say that
6 they used some external footage, but I don't know what
7 it consists of.

8 MS. GOMEZ: Like from other police
9 departments?

10 CHIEF JONES: So anything else for me? I
11 didn't plan on speaking tonight, but --

12 MS. HECKMAN-MCKENNA: I have another
13 question, but I think it's for Lieutenant Hester.

14 CHIEF JONES: Okay.

15 CHAIRMAN PRINGLE: Thanks, Chief.

16 MS. HECKMAN-MCKENNA: Hi. Heather
17 Heckman-McKenna. At this point, I was wondering if
18 there is a specific plan of the next steps that are
19 going to be taken in terms of training after the video
20 and after those conversations?

21 LIEUTENANT HESTER: Yes. So after the video
22 is shown, as the Chief alluded to, the sergeant will
23 discuss that with his squad -- his or her squad. So
24 we -- we have shift meetings with a sergeant and five
25 to eight officers. The intent is, you know, how -- how

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1 do you eat an elephant, one bite at a time, kind of
2 thing. So we show this video, we discuss with the
3 officers the policy, the safety concerns, the community
4 expectations, the intent, when we would, when we
5 wouldn't. For instance, you know, one thing that I try
6 to -- to weave into every training is, what's the
7 seriousness of the offense that we're investigating and
8 is it worth going further at this point. So, for
9 instance, if someone robs a bank, that's a very serious
10 crime, but it's just money and it's insured. And there
11 should be a point, in my opinion, and the Chief trusts
12 me to pass this along, of it's just money. Now, if
13 someone were to -- if a stranger were to abduct a
14 child, that's a different story because life is sacred,
15 as that -- you know, money can be replaced -- I won't
16 say easily -- but money can be replaced. Who cares?
17 Life cannot. So that's kind of -- that kind of
18 discussion would follow this video. We provide talking
19 points for sergeants of, hey, make sure you hit this
20 policy, make sure you bring this up, this -- this
21 ethical concern, this moral concern.

22 MS. HECKMAN-MCKENNA: Is there any point at
23 which practical training occurs?

24 LIEUTENANT HESTER: There is, and again
25 that's that balance of available training time and

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1 topic. So foot pursuits -- and, see, what -- what I
2 try to balance is, there's things that become a hot
3 topic, if you will, in the community and rightfully so.
4 But every time I spend, let's say, five hours on foot
5 pursuits, I'm taking away maybe three hours from
6 domestic-violence investigations or one hour or, you
7 know, we -- we're trying to -- it's a puzzle, right?
8 Like, build a curriculum that prepares people to
9 perform at high levels and within community
10 expectations, and to succeed as community policing
11 officers. And -- and so that's -- that's the thing.
12 And it's the same, like, with nurses, doctors, right?

13 MS. HECKMAN-MCKENNA: Yeah. Thank you. I do
14 understand all that. It's -- I'm mostly just asking,
15 like, if there is a plan for those next steps. I
16 understand that it's a -- it's a puzzle.

17 LIEUTENANT HESTER: Thank you. I apologize.
18 So, yeah. There is a point where we do actual what you
19 would call hands-on stuff. And again an example of
20 that would be the car-stop training, but it doesn't
21 just relate to car stops, because when the officers, we
22 put them in the simunition gear, which is like a
23 paint-ball gun, body armor, eye protection. It not
24 only applies to car stops, it applies to arrest
25 situations or just encountering a citizen. So I think

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1 so -- I don't want to over answer.

2 MS. HECKMAN-MCKENNA: Thank you.

3 MS. GROVER: So what I -- what I hear you
4 saying is that there's sort of a desire for more
5 training, but it's hard to fit it all in. So is -- has
6 there ever been conversation about just creating a
7 program that allows more time for training because that
8 seems to be what I'm hearing a lot of tonight is that,
9 you know, there's a desire for it, but you're having to
10 balance it, which seems really unfortunate for the
11 community.

12 LIEUTENANT HESTER: Yeah. And I think -- and
13 this is probably an above my head conversation; in
14 that -- by that, I mean, it's an allocation of funds,
15 personnel, and time, right? Like, I think training is
16 extremely important. I think that's why the Chief put
17 me in this spot. I guess I -- all I can say is, I
18 don't -- I don't disagree with you. I think we
19 could --

20 MS. GROVER: The Chief --

21 CHAIRMAN PRINGLE: Chief Jones has a -- has a
22 something to add to the answer, too, Lieutenant.

23 CHIEF JONES: He made the comment it's above
24 his head, so here I am. What you're talking about is
25 overtime. The other thing that you're talking about is

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1 officer fatigue.

2 MS. WILLIAMS: Is officer what?

3 CHIEF JONES: Fatigue. So --

4 MS. GOMEZ: But I'm saying instead of being,
5 right? Because they're -- they -- police officers get
6 paid to go through training, right? Or it's part of
7 their --

8 CHIEF JONES: It is. But let -- let me
9 explain how that would work.

10 MS. GOMEZ: Sure.

11 CHIEF JONES: Just the functionality of that.
12 So I have a limited number of officers. I think
13 everybody agrees that we're short-staffed as it is, so
14 we have officers that are staying late, they're working
15 overtime, filling in for other days. They're not
16 getting time off as it is. And insert any scenario,
17 demonstrations, really anything, special events, those
18 types of things, to the point where we are mandating
19 that they sign up for, and when COVID is not at play,
20 special events, Roots 'N' Blues, football games, things
21 like that. We mandate that they come in on their time
22 off. You can only do that so much, and we have done it
23 so much that we are creating fatigue. We're losing
24 officers to it. That's part of why we have officers
25 leave, because they're not getting time off. As it

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1 currently stands, I'm having to pay out vacation to
2 officers because they can't take the time off and
3 they're reaching their max limit. So it's not just
4 budgetary concern, because there's that, too. It's
5 actually trying to find time that doesn't exceed that
6 fatigue tipping point, and we're already there. So we
7 have to maximize and pick the topics that we're going
8 to train, and to what degree we're going to train, and
9 it's really about frequency. And, you know, if we do
10 something every day or frequently, then we could
11 probably train that less because it's high frequency.
12 If it's low stress, we can -- we can manage that. But
13 there are so many topics like he said that you really
14 have to try to prioritize that, and that's what Mike
15 does. But that may mean that a foot pursuit training
16 is going to be a video with a discussion afterward
17 because it's a balance of time, resources, and our
18 ability to fit that in. That's just the reality of
19 where we're at. I'd love to be able to train for weeks
20 on end. That would be awesome.

21 MS. GOMEZ: So it sounds like the fact that
22 the resources are low and the number of police are low
23 are preventing you all from getting the training that
24 you really need?

25 CHIEF JONES: And part of it is budgetary

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1 because if I had 50 more police officers, 60 more
2 police officers, and could do the community policing
3 that I would like to do, I would still have to pay them
4 to come in on their time off. And unless we had so
5 many that I could afford to have them do that when they
6 were working, that's just not where we're at, and I
7 don't see us being there in my tenure, so it's just a
8 balance.

9 MS. WILLIAMS: I have a question for Sergeant
10 Hester. So in talking about fatigue and things like
11 that, that brought me back to something that I learned
12 at NACO last year that I had forgot to come back and
13 ask, and that is still a question that I -- I want an
14 answer to. How many CPD officers moonlight?

15 LIEUTENANT HESTER: How many CPD officers
16 moonlight?

17 MS. WILLIAMS: Uh-huh.

18 LIEUTENANT HESTER: I do not know, off the
19 top of my head. I mean, I'm not -- I'm not in charge
20 of that. And like, you're talking like off duty?

21 MS. WILLIAMS: Yeah.

22 LIEUTENANT HESTER: I do not know. I don't
23 know.

24 MS. WILLIAMS: Because one of the things
25 that -- at my NACO training is that a lot of officers

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1 tend to moonlight, which adds into that fatigue.

2 LIEUTENANT HESTER: Yeah.

3 MS. WILLIAMS: So again, that's --

4 MR. HACKWORTH: Would you describe what
5 moonlighting is?

6 MS. WILLIAMS: I'm going to let him explain.

7 MR. HACKWORTH: Oh. Thank you.

8 MS. WILLIAMS: You can explain it.

9 LIEUTENANT HESTER: Oh, yeah. I believe
10 what -- what she's saying is, like -- like, work
11 off-duty jobs, extra jobs, so I think -- yes.

12 MS. WILLIAMS: So what you guys told me, when
13 the officer is moonlighting, they can't come and do
14 trainings because they're fatigued. And if some of
15 that fatigue is because they are moonlighting, that's
16 another issue that plays into that. So, I mean, we've
17 got to figure out something.

18 LIEUTENANT HESTER: Well, and I hear you,
19 and -- and I'm excited to hear you guys saying that you
20 want more training, not just because I'm a training
21 guy, but -- but I really think, you know, when I watch,
22 for instance, in some of the classes I teach, I show
23 videos that are bad examples of policing from other
24 agencies. I mean, like -- like the worst -- it's not
25 our agency, but, you know, I go on YouTube and, like,

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1 there's, what, police officers behaving badly or
2 some -- somebody has a channel like that. And I watch
3 that and I go how can that be, you know, like -- and
4 so, that's why I say part of the calculus when we're
5 trying to decide what to train is how did -- how did
6 that officer in that bad video from another agency get
7 there? Was he not prepared? And that's why woven into
8 our courses, since -- since Chief Jones put me into
9 here, is de-escalation, respect, unconditional respect,
10 right? And -- and I think -- I think you and I are
11 closer that you might think, but really there's no
12 difference between me standing at the window of a car
13 or me standing in the alley back here face-to-face with
14 a citizen, right? It's still, if you will, an
15 encounter that could go great, that could go sideways,
16 so that's why the training kind of -- just because we
17 train on car stops or -- or foot pursuits, it can be
18 applicable to many different situations, if that makes
19 sense.

20 MS. WILLIAMS: But what does CPD do that's
21 different that keeps us in -- in the recruiting
22 process, that keeps us from having that bad cop that
23 you just talked about? What do we do different?

24 LIEUTENANT HESTER: Well, I mean -- okay. So
25 in the recruiting, first, they have to pass a written

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1 test. Then we have an interview board where, you know,
2 we kind of ask them some questions and some of the
3 answers are very illuminating, if you will, and we rank
4 people, like, we don't want that guy here. But more to
5 the point, once they make an eligibility roster with
6 the City, we use a psychological service that they --
7 forgive me. I don't know the big word -- but,
8 basically, they interview them and they assess, is this
9 person a safe, moderate, or high risk to be a police
10 officer, right? Or to be an employee? Are they going
11 to use sick time, are they going to lie, are they going
12 to steal, are they going to be abusive. And so it kind
13 of uncovers that before they're even offered a job, so
14 that's -- that's the way we do it. Once they're in the
15 police academy, we stay in contact with the academy.
16 They have rules. That also demonstrates their
17 character. And then once they graduate the academy,
18 when they're in field training, they are rated and
19 evaluated on a daily basis to kind of watch attitudes,
20 performances, behaviors, and that's -- and then once
21 they get on the street, their patrol sergeant is
22 also -- does the same thing. So we're constantly
23 monitoring behavior to -- to do that. Now, human
24 beings are human beings, so --

25 MS. WILLIAMS: Well, people are people.

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1 LIEUTENANT HESTER: Right. Right. I mean,
2 we're -- that's -- we've got several steps in there, I
3 feel like, to try to avoid the bad example, so --

4 MS. WILLIAMS: So with your recruiting that
5 you have going on right now, how -- how is CPD
6 recruiting?

7 LIEUTENANT HESTER: Our recruiting right now
8 is restricted due to COVID, so we have a couple of
9 things we used to do. For instance, going to job fairs
10 at colleges all over Missouri and surrounding states.
11 We would send officers to go and -- and try to attract
12 applicants. Our -- our recruiting personnel created a
13 plan where we have ambassadors within the department
14 who seek out -- who seek out people, invite them for a
15 ride-along, you know, meet somebody at gym, invite them
16 for a ride-along. And we try to recruit minorities.
17 We -- we actively -- the ambassadors are actively
18 trying to increase the demographics of our department,
19 the diversity within our department. So,
20 unfortunately, COVID has restricted a lot of that, as
21 you can imagine. We can't do ride-alongs currently.
22 We, you know, can't -- nobody is really having a job
23 fair at a university. There are some online ones that
24 we -- we heard about last week that we're going to
25 participate in. We've -- the Chief has been working

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1 with the Minority Men's Network and some local pastors
2 trying to recruit. I have also minorities here in
3 Columbia. Like, let's -- let's get some good cops.
4 We've been looking. We have an Explorer program. I
5 don't know if you guys know about that. It's for
6 youth 14 to 21, where we give young people within
7 Columbia some police training, and they kind of get to
8 see what is this career about, what is this profession
9 about.

10 MS. WILLIAMS: So, like, being a police
11 cadet?

12 LIEUTENANT HESTER: Yeah.

13 MS. WILLIAMS: I was one.

14 LIEUTENANT HESTER: Yeah. Yeah. So -- and,
15 hopefully, at the end of that, they will apply to the
16 Columbia Police Department, so kind of we -- you know,
17 we've called it Grow Our Own right here in Columbia.
18 So, unfortunately, the pandemic has stifled a lot of
19 those efforts, you know.

20 MS. WILLIAMS: So I had the fortune of
21 working with Preston Bass, and I know he -- his shoes
22 was probably hard to fill; do you know who I'm stalking
23 about?

24 LIEUTENANT HESTER: Yes, ma'am.

25 MS. WILLIAMS: Do we have somebody like that

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1 that is currently --

2 LIEUTENANT HESTER: Like Preston Bass?

3 MS. WILLIAMS: Yeah. That is on his level
4 right now at CPD that's helping with recruiting and
5 that program and all of that?

6 LIEUTENANT HESTER: Yes. I think we do. I
7 think we have several. Instead of just one, we --
8 we -- like I said, the ambassadors. We -- we have
9 officers that, you know, they bring their friends.
10 Hey, come and see what I do. They try to get their
11 friends to apply, so yes. But I don't really know what
12 you mean exactly by, like, Preston Bass. He's -- he's
13 a nice man and was a good cop.

14 MS. WILLIAMS: He was amazing. I mean --

15 LIEUTENANT HESTER: He's a good dude, you
16 know.

17 MS. WILLIAMS: -- he represented CPD and he
18 wore that uniform very proudly and, I mean, he -- he
19 made a difference in the African-American community
20 because he recruited children -- me, myself -- in
21 public housing to come and be a police cadet.

22 LIEUTENANT HESTER: Yeah.

23 MS. WILLIAMS: I don't see stuff like that
24 happening right now.

25 LIEUTENANT HESTER: Well, and right now, it's

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1 not, but I'll tell you that our Explorer program, we
2 had -- at the height of it, I think we had 19 kids from
3 many different neighborhoods. We -- if somebody
4 couldn't afford, like, the uniform shirt, we provided
5 it for them. There was some fee to join the
6 organization. We paid that for them. Like, that was
7 going on. It probably was not visible enough.

8 CHAIRMAN PRINGLE: I just had another
9 question more about the foundation for the foot pursuit
10 training, Lieutenant?

11 LIEUTENANT HESTER: Uh-huh.

12 CHAIRMAN PRINGLE: If this is a better
13 question for Sergeant St. Clair, let me know. Because
14 you laid out just the -- kind of what I -- laid the
15 generic foundation for how you approach training in
16 general. But for this one, what this board learned was
17 foot pursuit training is not standard in the country.
18 A lot of -- most police departments don't even have it.
19 So since you guys are creating something which is brand
20 new, it's not like there is a clear handle we can
21 follow back for foot pursuit training. It's not part
22 of that certification, to my knowledge. So what did
23 you get -- what did you look at, what did you consult
24 and just more of the details of how you put together
25 the foot-pursuit training as it is right now?

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1 LIEUTENANT HESTER: So -- and Sergeant
2 St. Clair was instrumental, if -- you know, in this,
3 but we looked at our department policy. You know, what
4 does CPD policy say about foot pursuits? What is the
5 legality of chasing someone? What are the risks to the
6 officer, the risks to the citizens of conducting this?
7 So that's kind of -- you know, we looked at those
8 things. We looked at the intended outcome. So, for
9 instance, when you chase somebody, you intend to arrest
10 them, but -- and not to be disrespectful to anyone,
11 but, you know, some officers chase people, it's like a
12 dog chasing a car, what do you do if you catch them,
13 right? Like, if I chase the starting quarterback for
14 MU -- I don't even know who it is -- but if I chase
15 them down and I catch them, then what? You know,
16 I'm -- what are we going to do then? Is it safe? Is
17 it -- is it necessary? So those are kind of the things
18 we looked at in the curriculum. What are the concerns?
19 And -- and that's why I say it's -- it's -- training
20 for police is a never-ending, ongoing, evolutionary
21 process, and -- and I agree with you. Like, there is
22 no -- I know LAPD trains on foot pursuits. They have a
23 very rigid -- if someone runs from an LAPD officer,
24 they run a certain amount, they form a perimeter, they
25 have a helicopter, a canine, a less lethal, a sergeant,

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1 an arrest team, a containment team, like, things we
2 don't have, to be honest with you. That's pretty
3 rigid. We're not there and I don't know if we'll ever
4 be there, but that's what we looked at when we formed
5 the curriculum, not just -- not LAPD, but just those
6 things, like, the law, our policy, effectiveness,
7 tactics, potential for injury. And I would say that's
8 good risk management for any government operation or
9 private operation, right? Like, that's kind of the
10 formula I use, so --

11 CHAIRMAN PRINGLE: And did you guys call, I
12 guess, LAPD, or any other department that has a foot
13 pursuit training on the books, just like kind ask them
14 how they put together theirs, or just kind of looked at
15 what they had and built off that?

16 LIEUTENANT HESTER: No. But I'll tell you
17 what, Sergeant St. Clair was instrumental and the
18 creator of this particular training, so I'll let him
19 answer if that's okay.

20 CHAIRMAN PRINGLE: Yeah. Not a problem.

21 LIEUTENANT HESTER: If I can hand it off.
22 Sorry.

23 MS. WILLIAMS: And tell us how this all
24 started for you. I mean, most times, you -- you laying
25 in the bed, and then things just start flowing in your

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1 head, so tell us how you came about all of this.

2 SERGEANT ST. CLAIR: Well, my name is Clint
3 St. Clair. I'm a sergeant at CPD. I currently
4 supervise community outreach, which I'm scheduled next
5 to speak to with you guys. But as far as the
6 foot-pursuit training goes, what -- what Lieutenant
7 Hester said, it's a start. And when I developed this
8 training, as directed by the Chief and Lieutenant
9 Hester, I said, well, where do we start with
10 foot-pursuit training? The start of foot-pursuit
11 training is officer's decision of not whether to engage
12 in one. So this first video focuses on that aspect.
13 It reviews our policy, which has been vetted through --
14 through legal, and all the hoops that it had to jump
15 through to make sure that the Policy 458 was legally
16 sound. And then it really hones in on what are officer
17 responsibilities during a foot pursuit, what are
18 supervisor responsibilities during a foot pursuit.
19 Like Lieutenant Hester said, weighing the safety of the
20 community with the need to apprehend the suspect, and
21 as well as things that the officer needs to consider
22 whether or not to make that initial decision to even
23 chase somebody on foot. It's difficult to say
24 standardized foot-pursuit training, because there is no
25 one way to do a foot pursuit, right? A foot pursuit in

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1 the middle of December in three feet of snow is a lot
2 different than in the middle of the summer in broad
3 daylight. So we are starting somewhere with this
4 training, and the way I approached it was, let's start
5 with the officers' decisions and move from there. So
6 this first thing is initially just covering that, what
7 do we consider, how do we do it, what are the
8 supervisor roles, and what are the considerations that
9 we, as a department, need to ensure that the officers
10 know before they engage in this dangerous activity.

11 MS. WILLIAMS: So in the follow-up discussion
12 is -- are you discussing about biases and things like
13 that in the follow-up questions?

14 SERGEANT ST. CLAIR: Bias is -- Lieutenant --
15 and this may be a better question for Lieutenant
16 Hester, but the bias and the implicit bias stuff is --
17 is being incorporated into all aspects of our training.
18 Part of that orientation that new officers go through
19 when they come to CPD is almost a full day with
20 Lieutenant Hester on implicit bias, decision-making,
21 and fair and impartial policing. And during that
22 training, which I have sat through myself several
23 times, it encompasses everything that an officer does,
24 whether it be a car stop or just a consensual citizen
25 interaction. It is up to the supervisors, like you

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1 said, where they're constantly debriefing incidents.
2 If an officer engaged in a foot pursuit, the very next
3 shift or later that night, everybody involved is going
4 to meet up and say, what did we do, what can we do
5 better next time, what went really well, how well did
6 we coordinate, what officers did you need that we
7 didn't have, and how did our interactions go on the
8 street once the foot pursuit ended, forming perimeters,
9 any citizen contacts, information that we get from
10 citizens, and how they -- how they helped.

11 MS. GOMEZ: I just have a quick clarifying
12 question. So you were saying that -- that diversity
13 and implicit biases is taking part in every aspect
14 of -- of training, and then mentioned the full day of
15 training. So is it a part of this training video, or
16 it's not a part of this training video?

17 SERGEANT ST. CLAIR: It's not specifically in
18 this first video. This first video addresses our CPD
19 policy on foot pursuits and the considerations --
20 safety, tactical -- decision-making that officers have
21 to engage in when they're just engaging in the physical
22 action. What I meant by -- by that was, during the
23 full day, all aspects of police work are covered in --
24 in what Lieutenant Hester is teaching to new officers,
25 whether it be search and seizure law, citizen contacts,

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1 we watch videos of good -- good officer interactions,
2 bad officer interactions. So it's -- it's sort of a
3 blanket that we throw over all of police work, and then
4 as we get into debrief these -- these incidents and --
5 and get into the more nitty-gritty of the training, we
6 talk about that kind of stuff.

7 MS. WILLIAMS: But there's a side bullet
8 point that specifically says discuss biases.

9 SERGEANT ST. CLAIR: That would most likely
10 be a talking point for the -- the supervisors to
11 debrief incidents and follow up. This training
12 specifically is pulled from our policy -- this video
13 that we've been discussing -- specifically pulled from
14 our policy and it's cited in the video.

15 CHIEF JONES: You cannot look at training as
16 it happens in a vacuum. It's not one subject.
17 Training should all fit together like a puzzle. And
18 when your training unit is developing a curriculum that
19 includes bias, that's going to be part of the
20 decision-making and making arrests in the first place.
21 But it may not be part of the video or part of that
22 conversation. It will be part of a conversation that
23 will fit into how that plays as far as a foot pursuit.
24 But you can't cover every topic in every training. It
25 doesn't work that way. So you have to make them fit

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1 together.

2 MS. WILLIAMS: But, Chief, you don't think
3 talking about biases is important?

4 CHIEF JONES: I absolutely do.

5 MS. WILLIAMS: During -- during that training
6 moment?

7 CHIEF JONES: I'm just saying it has to fit
8 with this.

9 MS. WILLIAMS: Because that's one of the
10 issues that the citizens are saying. And so it should
11 be a topic with that video if that's what the people
12 are saying is happening.

13 CHIEF JONES: You cannot include every topic
14 into every -- you can't include every variable into
15 every training topic. You have to cover it all and you
16 have to make it fit together. It's like having one
17 show that plays into the next if you're watching a
18 series. Think about it as a series.

19 MS. WILLIAMS: But you made the video to
20 address a concern that the people have, but you're not
21 going to add one of the concerns in the video that he
22 people have?

23 CHIEF JONES: That, when you talk about bias,
24 it covers more than just foot pursuit. That is a
25 broader issue than just foot pursuits. So when it is

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1 covered, it would include foot pursuits or arrests or
2 even making contact with people in any context, but it
3 all has to fit together. I can't make a video that
4 covers every topic. It would take days. It would --
5 the video would be days long. That's not how training
6 works. One topic has to fit the other. Customer
7 service training, medical training, all of those
8 things --

9 MS. WILLIAMS: So this video is basically --
10 let me make sure I understand, because I don't want to
11 just assume. So this video is going over policy and
12 procedure of foot pursuits?

13 CHIEF JONES: The first video. But when you
14 look at --

15 MS. WILLIAMS: Well, there's more videos?

16 CHIEF JONES: I really need you to let me
17 finish.

18 MS. WILLIAMS: I'm trying to understand.

19 CHIEF JONES: I really do.

20 MS. WILLIAMS: Okay.

21 CHIEF JONES: When you have a video that
22 touches on a single topic, that topic should be covered
23 in other training. You can't talk about it once and it
24 be trained. That's not how training works. That's not
25 how Mike Hester creates training. But when we talk

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1 about decision-making, when we talk about use of force,
2 when we talk about customer service, all of those
3 things should encompass how we make decisions. Are
4 they biased decisions? All of that would be included.
5 So you would have videos or in-person training or some
6 type of curriculum that is going to reinforce other
7 topics at different times. All of that has to fit
8 together like a puzzle, but you can't cover everything
9 in one -- I can't go to use of force and talk about
10 every incident that would be included in a use of
11 force -- traffic stops, building searches, foot
12 chases -- that's not how that training works, but it
13 should fit together. So yes, we're -- we're training
14 those things, but they play off of each other. They're
15 intentionally integrated into each other so that when
16 we talk about it here and we talk about it in the next
17 in-service training in the next quarter, that training
18 is going to reinforce what happened here. That's how
19 we keep that relevant and we reinforce it. But I don't
20 agree that we can include every thing that we want
21 trained into one topic. It doesn't work that way. It
22 won't. And you and I have talked about a lot of things
23 and we -- we agree most of the time. I do not agree
24 about that. We have to make it fit together. If you
25 just bombard people one thing after another, they don't

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1 absorb it. It has to be reinforced in different
2 places. We'll do that. I promise.

3 MS. WILLIAMS: I'm done.

4 MS. GOMEZ: So I'm --

5 MS. WILLIAMS: You'll sigh, but you did make
6 me shut up. I'm done.

7 CHIEF JONES: I'm talking behind a mask, and
8 I took a deep breath.

9 MS. GOMEZ: I just have clarifying questions
10 about those as I'm -- I'm trying to understand how this
11 works. So the idea is that, at some point, in terms of
12 foot pursuit training, there is implicit bias training
13 earlier that would apply to the foot pursuit training;
14 is that the idea?

15 CHIEF JONES: Yes.

16 MS. GOMEZ: Okay.

17 CHIEF JONES: It goes into the
18 decision-making. So the decision-making with implicit
19 bias would feed into the decision-making in the foot
20 pursuit, right? That's what I'm saying.

21 MS. GOMEZ: Okay. So it's covered before,
22 but not necessarily recapped in the later concepts
23 because there's the concern that there wouldn't be
24 enough time to cover all of the contingencies?

25 CHIEF JONES: Yeah. It can't be done.

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1 MS. GOMEZ: And so I guess what I'm wondering
2 about all these other contingencies, I'm wondering --
3 well I -- this is sort of an odd question. So -- so
4 what does that mean, all the other contingencies?
5 Since we're talking specifically about implicit biases,
6 what would the concern be of overwhelming the topic
7 with other things be?

8 CHIEF JONES: I don't understand your
9 question.

10 MS. GOMEZ: So you said that you can't bring
11 up every single contingency, I guess, in a training
12 topic, right?

13 CHIEF JONES: Right.

14 MS. GOMEZ: But since we're -- like
15 specifically today, we're talking about implicit bias
16 or we were for this topic. So when -- when we hear,
17 like, you know, that -- that there would be other
18 contingencies that you can't bring them up all -- like,
19 all up, what would be the competing contingencies in
20 this case that would be the reason why we can't talk
21 about implicit bias?

22 CHIEF JONES: I'm not saying we can't talk
23 about implicit bias. I'm saying it probably wouldn't
24 be in the video when we're talking about policy,
25 decision-making, whether it's even worth it to chase

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1 somebody. Somebody at the end of that -- like you
2 mentioned in that last training, somebody is going to
3 go to the ground, there's a potential for people to get
4 hurt. Where are we at in that process? That's what
5 we're talking about. There are all these different
6 things that are part of our policy, and if you read our
7 policy, you'll see all of those considerations. We're
8 training all of those considerations, they're going
9 over the policy.

10 MS. GOMEZ: So the idea is to build on things
11 previously?

12 CHIEF JONES: Right. It all has to fit
13 together like a puzzle.

14 MS. GOMEZ: Okay. Yeah. And I think, you
15 know, for me, the reason why I would want this
16 clarification is because I remember reading the report
17 on policing, and it talked about adding, you know,
18 diversity to every aspect of training. So I can
19 understand Williams' concern about this and not
20 understanding why it wouldn't be reiterated in
21 different, you know, contexts, especially if this is a
22 context that the community is particularly concerned
23 about. Whether it's not in the video, right, but if
24 somebody is bringing it up, you know, just to say this
25 is a good time for a reminder. So I was just thinking

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1 about that update.

2 CHIEF JONES: And I think that if we were
3 to -- if you, as a board, told the training unit, and
4 that's what I mean talking about the -- up-front
5 talking about what you think should go in that video.
6 If you're saying, hey, I think in your discussion, a
7 discussion point should be, what I would say is, be
8 mindful that there is all of that stuff in policy that
9 they're going to try to cover, right? And we have a
10 finite amount of time to do that. But I'm not saying
11 it can't happen, I'm just saying all of this has to fit
12 together and we can't cover every single thing. I
13 think it's relevant. Absolutely, it's relevant. But
14 is this the right training to talk about that, or do we
15 talk about use of force and bring up foot pursuits
16 again and reinforce what we talked about with foot
17 pursuits. You know, it -- it plays off of each other.
18 One topic is not just one topic.

19 MS. GOMEZ: Right. Right. They -- they work
20 together.

21 CHIEF JONES: Correct.

22 MS. GOMEZ: But, you know, I can understand
23 their -- you know, people's frustration, too, in the
24 sense that this is, you know, sort of the big -- the
25 big concern that a lot of the community has, you know,

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1 and thinking about those relations and we're supposed
2 to speak, you know, for the people, as Williams spoke
3 about, too.

4 CHIEF JONES: Right.

5 MS. GOMEZ: Yeah. So I was just interested
6 in -- in understanding what that really means to apply
7 diversity to it all if it's -- yeah.

8 CHIEF JONES: Right. No. I think everyone
9 has valid points. And I'm sorry you're upset with me.
10 I'm just trying to get out my point and I'm -- I'm a
11 little frustrated that maybe I'm not being articulate
12 enough. But I -- I think we have to recognize that we
13 can't do it all at once and it has to reinforce it.
14 You have to reinforce back and forth, and they do that.
15 It's part of the plan, because we don't want to train
16 it one and done because it won't work.

17 MS. GOMEZ: Right. And it sounds like that
18 there's not enough time for everyone to get the
19 training that they want too, and I'm wondering, too,
20 how that affects new officers and their feelings of
21 sort of confidence and, you know, how they act with
22 customer service, so to speak, to people that they
23 meet, you know, on their rounds.

24 CHIEF JONES: All right. That is a valid
25 point. When you have a new officer, they don't have

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1 the same level of confidence and training as an officer
2 who has been here for a while. But I don't know how to
3 solve that.

4 CHAIRMAN PRINGLE: Chief Jones, I think --
5 doesn't it bear repeating, Lieutenant Hester, like this
6 video isn't the end of your foot pursuit training.
7 Like, you guys are still building up a curriculum for
8 foot pursuit that just begins with this video?

9 LIEUTENANT HESTER: Yes. It's not the end.
10 These are ongoing and I'm glad that we -- like, I'm
11 glad there's this energy around training, but it's not
12 the end, it's an ongoing thing. And I guess another
13 way I would look at -- at this topic is -- and by that,
14 I mean, like the training topic -- is -- it's like if
15 you go to the University, if you're taking a statistics
16 class, they're not reinforcing geology or some -- like,
17 they're not saying, you know. That's -- I think that's
18 what -- that's what I'm trying to say. Certainly, I
19 don't want to speak for Chief. But -- but I also think
20 that it is extremely important that we cover those
21 topics of -- of bias, if that makes sense. I don't
22 know. Maybe -- I hope that makes more sense than what
23 I said earlier, and --

24 MR. BOYKIN: So my question --

25 CHAIRMAN PRINGLE: I would be interested in

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1 seeing -- yeah. As soon as we can see the video, I
2 think everyone here wants to see it. And also as you
3 devise this brand-new curriculum, I mean, it's just --
4 if we can just keep getting updates on it, because it
5 really helps us understand how you approach this
6 training job because this is something that you are
7 building from scratch because it's --

8 LIEUTENANT HESTER: Well, not really. I
9 mean, we -- we have -- and in that document I shared
10 with you -- so we have things that we have to train on
11 by policy, like Columbia Police Department policy says
12 we shall train on this every year. And then there's
13 things that the State of Missouri, in order for police
14 officers to keep their -- their POST license, say you
15 have to have this much training on this per year,
16 right? And so that takes a chunk of the training time,
17 and that's why I think what I was trying to say
18 earlier, and the Chief also, that's why we try to
19 reinforce and weave in those other issues where there's
20 a place, right? Like -- but not every operation is --
21 is that place. And that's why I want you guys to come
22 and sit through our car-stop class, because I really
23 think you'll see -- I think it will answer -- I think
24 this discussion, like, you would be, like, oh, okay, I
25 see how that -- how that fits, if you will. So --

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1 MR. BOYKIN: I have two questions. One, when
2 you talk about racial bias being in training, I would
3 say, well, what percentage of how often racial bias
4 gets played into your all's trainings in all the
5 aspects?

6 LIEUTENANT HESTER: So you're asking, like,
7 what percentage of all training time --

8 MR. BOYKIN: Right.

9 LIEUTENANT HESTER: -- involves touching
10 on -- on racial bias?

11 MS. WILLIAMS: If you don't know, you can
12 email Rose that and she could forward it to us.

13 LIEUTENANT HESTER: No. I'm just saying, you
14 know, like we have specific courses on it. I would say
15 it is -- it is a topic or woven into a topic a minimum
16 of 15 percent of the time.

17 MR. HACKWORTH: But it is quantifiable? You
18 could figure out the percentage?

19 LIEUTENANT HESTER: No. Because it's like we
20 just -- we just did a domestic violence four-hour
21 course. So the domestic violence detectives put on a
22 four-hour block of training for all officers on
23 investigating domestic violence. And there -- there
24 are numerous portions of that that specifically address
25 biases, whether they're racial or orientation, whether

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1 it's, you know, man, woman, like, income, and
2 they're -- they're constantly -- I mean, like, so I
3 couldn't -- I could not sit down and for a year's worth
4 of training give you an accurate number, because I
5 would be lying and I won't lie to you. But I would say
6 that in at least 15 percent of the training, that topic
7 is brought up, reinforced, or it's the specific topic,
8 if that makes sense.

9 MR. HACKWORTH: So is your curricula not
10 itemized?

11 LIEUTENANT HESTER: Is it not itemized? What
12 do you mean by that? Like --

13 MR. HACKWORTH: For each section of the
14 four-hour period, is it broken down to exactly what
15 you're going to be learning, like the goals, the
16 objections, like -- like elementary students have from
17 their teachers?

18 LIEUTENANT HESTER: No. No.

19 MR. HACKWORTH: Okay.

20 LIEUTENANT HESTER: Yeah. I mean, we -- we
21 have specific goals, we have specific outcomes, but
22 that would leave out when the instructor takes
23 advantage to say, and then we have this also. I mean,
24 I don't think it's that way in -- in -- can you tell
25 me, like, an industry where they do that?

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1 MR. HACKWORTH: So is it a goal to gain
2 cultural competency, understanding implicit biases?

3 LIEUTENANT HESTER: Say that again.

4 MR. HACKWORTH: Is it goal of CPD officers to
5 gain cultural competency and understand their implicit
6 biases?

7 LIEUTENANT HESTER: Absolutely, yes.

8 MR. HACKWORTH: Okay.

9 LIEUTENANT HESTER: Yeah.

10 MR. HACKWORTH: How are you measuring that?

11 LIEUTENANT HESTER: Well, and how do you
12 measure someone's -- you know, we put on classes they
13 have to pass. We have written tests. That's one way.
14 And if -- if you're asking the measure, right? That
15 would be how.

16 MR. HACKWORTH: Okay. Actually, it kind of
17 leads into a question I have about the policing plan
18 that you sent to us before the meeting. And I -- it
19 looks like a good plan, but I'm just going to one --
20 I'm wondering, how are you measuring your success with
21 the plan? How are you measuring how far along towards
22 accomplishing those goals you are?

23 LIEUTENANT HESTER: Those goals are measured
24 by, you know, citizen input, citizen feedback,
25 performance of the officers, observations of

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1 supervisors, this -- this board, for sure, right? Like
2 if you guys are saying --

3 MS. WILLIAMS: How do you get the citizens'
4 feedback?

5 LIEUTENANT HESTER: Excuse me?

6 MS. WILLIAMS: How do you get the citizens'
7 feedback?

8 LIEUTENANT HESTER: Citizens come up and talk
9 to us. Citizens can file complaints or compliments,
10 right? Citizens can come here and voice their concerns
11 to you guys to pass along. But as far as a -- yeah. I
12 mean --

13 MR. HACKWORTH: So it's not data driven?

14 LIEUTENANT HESTER: Oh, boy. So I don't
15 know. No.

16 MR. HACKWORTH: I find in 2020 it hard to do
17 anything successful without having data to back it up.

18 LIEUTENANT HESTER: Okay.

19 MR. HACKWORTH: Would you agree?

20 LIEUTENANT HESTER: What do you base that on?

21 MR. HACKWORTH: We live in an evidence-based
22 society now.

23 LIEUTENANT HESTER: Okay. But what do you
24 base that on?

25 MR. HACKWORTH: What do I base that on? I

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1 just base it on my understanding that when we have data
2 driven --

3 LIEUTENANT HESTER: Your understanding?

4 MR. HACKWORTH: What?

5 LIEUTENANT HESTER: It's based on your
6 understanding.

7 MR. HACKWORTH: I think that we can all agree
8 that we live in a world where we can make better
9 decisions when we have data to determine if those
10 decisions are right.

11 MS. WILLIAMS: Numbers matter.

12 MR. HACKWORTH: That seems logical to me.

13 LIEUTENANT HESTER: Huh. Okay.

14 MR. HACKWORTH: Okay.

15 LIEUTENANT HESTER: Okay. Cool.

16 MR. HACKWORTH: I've got actually a couple of
17 other questions. It goes -- it jumps way, way back
18 actually to, like, the good cop, bad cop type of thing
19 you were talking about. The local -- the local focus
20 on Columbia, like the community policing things. I --
21 I didn't get it written down. You mentioned, like, car
22 stops, different situations. What were those
23 situations?

24 LIEUTENANT HESTER: I'm not following you.

25 What -- it goes back to what? I'm -- I'm trying to

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1 follow you.

2 MR. HACKWORTH: Jump in here if anyone knows
3 what I might be referencing, but earlier on,
4 Lieutenant, you mentioned how part of this -- the 2021
5 Policing Plan is to kind of make community policing
6 specific to Columbia. Like, make it -- make it not
7 community policing itself, but our -- our policing
8 program specific to the needs of our community. You
9 mentioned that support, the implementation of, like,
10 car-stop training, different stressful scenarios in
11 person, things like that. And I was wondering if you
12 could just --

13 MS. WILLIAMS: So -- so are you addressing
14 the training for the culture of Columbia? Is -- is the
15 training -- I think I understand what you're saying.

16 MR. HACKWORTH: Yeah. That --

17 MS. WILLIAMS: Is it -- because you know
18 we've got a culture of college students, we've got --
19 we've got -- we just -- we've got so many different
20 cultures in Columbia, and -- and there's a different
21 name for it, but I just think of the name of it. My
22 sociology teacher would just choke me right now, but --
23 but there's different cultures in Columbia. So is the
24 training that you're doing in Columbia addressing all
25 of those different cultures?

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1 CHAIRMAN PRINGLE: Demographics.

2 MS. WILLIAMS: Yeah.

3 LIEUTENANT HESTER: What was that?

4 CHAIRMAN PRINGLE: Demographics.

5 LIEUTENANT HESTER: As best we can. And so,
6 by that what I mean is this. So we're listening and
7 we're trying to incorporate things. For instance, the
8 foot pursuit, right -- was a concern brought by
9 citizens, voiced by you guys, rightfully so, in my
10 opinion, so we took steps to start addressing that,
11 right? So I don't know if that addresses it for all
12 cultures, but for the City of Columbia, what -- what we
13 hope to have is a cooperative, positive relationship
14 with the citizens of Columbia. We are citizens of
15 Columbia, and so as far as trying to sit down and
16 address all the demographics or cultures that you
17 reference, that's a goal that -- that we be more
18 competent and capable and able to address, help,
19 partner with everybody, but that's -- that's a huge --
20 you know, how do you -- and maybe you guys have some
21 suggestions, but to reach all those different
22 demographics, do we have a training plan for every
23 different demographic? No. We have a training plan
24 that addresses what we're hearing, what you guys voice,
25 what the City Council directs us to, citizen input --

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1 we're trying to get more of that -- to -- to become
2 that police agency, if that makes sense. Like, that's
3 what the training is trying to lead to. And just like
4 the -- you know, just like the data driven stuff, like
5 I didn't mean to be argumentative with you. I just --

6 MR. HACKWORTH: Not -- I --

7 LIEUTENANT HESTER: What I want is -- is to
8 be honest, you know, like -- and -- and realize that I
9 think you guys are doing your job, you know. Like
10 you're -- you know, where you come up with this stuff,
11 how you decide what to train, who is deciding that.
12 I'm just trying to be honest and answer it, as well.
13 You know, like -- and I think it's a good question you
14 have. How do you measure your success? I would
15 measure it by just what I said, citizen satisfaction.
16 The City puts out a survey, I think, yearly, maybe
17 every other year. They hire an outside entity to do
18 that. And I don't know if you guys have access to
19 that. I'm sure you do. Well, I assume you do. But
20 that would be the data that we rely on, like, what --
21 what do people want. The other data would be the input
22 from you guys, the input from citizens. We have lots
23 of different groups talk to the Chief, talk to our
24 officers, hey, we want this done, you know. So it's
25 difficult, and that's why connecting with the community

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1 is so important. To answer your question, how do we
2 address all that; we have to connect better.

3 MR. BOYKIN: Back for -- I still have a second
4 question. My question was how much per week would you
5 say average is training for an officer on their
6 schedule?

7 LIEUTENANT HESTER: On a weekly basis?

8 MR. BOYKIN: Yeah. Just an average.

9 LIEUTENANT HESTER: You know, so I hate to
10 even mention it, but like this -- this foot pursuit
11 video would be an example. So in a shift meeting on a
12 weekly basis, the supervisor can bring up topics, areas
13 of concerns, trends in law enforcement, so I would
14 say 30 minutes max a week. Now, for a year, this year
15 we had three ten-hour sessions. Now, we have to
16 have -- let them have lunch in there, right? So
17 about 27 hours of in-service training where we -- we
18 take them off the street and put them in a classroom or
19 a scenario-based type training.

20 MR. HACKWORTH: Wayne, I didn't mean to
21 derail your line of questioning. I apologize.

22 MR. BOYKIN: No, you're fine. The other
23 question I have was just kind of -- it's still on the
24 topic of training, but I am curious. As a member of
25 the GLBTQ community, I was curious about what your

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1 guys' training are on our trans-community and our
2 pronouns and sexual orientation training in particular?

3 LIEUTENANT HESTER: So -- well, we have an
4 LGBTQ liaison officer, and I don't remember -- when was
5 the last class we had on that?

6 SERGEANT ST. CLAIR: Did we do that?

7 LIEUTENANT HESTER: We haven't done that. So
8 we have not. It's part of the fair and impartial
9 policing course that's -- that's a sliver of that
10 training. It's probably -- again, it's kind of
11 incorporated through there. Not enough, I would say,
12 but --

13 MR. BOYKIN: And I ask that because I've had
14 numerous of my non-binary and trans friends have
15 complaints about pronouns and the uses of that in the
16 police force, so that's why I was asking about that.

17 LIEUTENANT HESTER: Yeah. You know, I know
18 in the domestic violence course that was just taught,
19 that was something that I asked to be included, and
20 they did include in there, so -- for during
21 investigations, but --

22 MS. GOMEZ: Wayne, that seems like our --
23 Boykin, that seems like a great maybe line to pursue,
24 too, in thinking about LGBTQ plus training as we move
25 forward and, you know, make other recommendations, as

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1 well, in the future.

2 CHAIRMAN PRINGLE: Does anyone have any
3 further questions for Lieutenant Hester?

4 MR. HACKWORTH: Hi. Yeah, I do. I know this
5 is going to go into effect in 2021, I assume -- the
6 training plan. Do you have an effective date of when
7 it will begin?

8 LIEUTENANT HESTER: Probably -- so the way we
9 usually schedule it is those three ten-hour blocks that
10 I said where we take officers off the street and put
11 them in a classroom. Generally, we have one in January
12 and February, you know, four blocks to enable getting
13 one-fourth of the department at a time. Now it's
14 one-fifth due to, you know, COVID, social-distancing
15 kind of stuff. So, I mean, as far as I'm concerned,
16 it's in effect now and we're working towards the
17 planning of these outcomes, so, yeah, that's --

18 MR. HACKWORTH: Kind of going back to the
19 foot pursuit, is -- just to clarify. Do you or do you
20 not have currently in-person like live foot pursuit
21 training in addition to the video?

22 LIEUTENANT HESTER: We currently do not.

23 MR. HACKWORTH: Is that something that you
24 all would be interested in doing?

25 LIEUTENANT HESTER: Absolutely.

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1 MR. HACKWORTH: Okay. And then if you were
2 to do that, would you also be able to include implicit
3 bias training in that moment? Because when I think
4 about it, I'm kind of going to use a baseball analogy,
5 if that's okay.

6 LIEUTENANT HESTER: Yeah.

7 MR. HACKWORTH: If I'm in the off season and
8 I'm training for, you know, I'm on the Cardinals,
9 right? And I'm going up against a pitcher who has got
10 a wicked curve ball.

11 LIEUTENANT HESTER: Okay.

12 MR. HACKWORTH: But my coach says, hey, we're
13 just going to watch some videos on what the break of
14 the curve looks like, you'll be good, get out there
15 and -- you know, it's -- it's a little different.
16 It's -- it's not going to be same and I'm probably
17 going -- going to swing and miss and look like a fool.

18 LIEUTENANT HESTER: Okay.

19 MR. HACKWORTH: I'm not saying that your
20 officers would look like a fool --

21 LIEUTENANT HESTER: No. No. No. I'm
22 following you. No problem.

23 MR. HACKWORTH: -- but I'm just saying adding
24 implicit bias training into that foot pursuit live
25 training might be of use.

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1 LIEUTENANT HESTER: I would not disagree with
2 that and -- and, you know, I would even go so far as to
3 say -- and maybe I should have said this earlier. But
4 if you're chasing someone and part of your decision to
5 chase them is their -- is their race, their
6 ethnicity --

7 MR. HACKWORTH: Or not to chase them.

8 LIEUTENANT HESTER: -- their orientation,
9 their sex, their religion, you're wrong, right? Like,
10 that's a wrong -- a wrong choice if that's the reason
11 that you're doing it. Now, if you're -- if you can --

12 MS. GROVER: What if it's the reason that
13 you're not pursuing?

14 LIEUTENANT HESTER: What if the reason is --
15 oh. Well, then that's -- I would agree also, right?
16 Like, so you're saying let somebody go because of their
17 race, sexual orientation -- right?

18 MS. GROVER: Right.

19 LIEUTENANT HESTER: Like, I would agree,
20 also. And so, yeah, I mean, so it could absolutely be
21 incorporated into that in that vein of -- and that's
22 something that Sergeant St. Clair and I have -- I've
23 taught a few different classes on decision-making, but
24 if that's part of your calculus, your equation is
25 wrong, unless it's specific, you know. Unless they say

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1 it's a white guy with blond hair that's six feet tall.
2 Well, that's different, right? But -- but if you're --
3 if it's just I'm going to walk up to somebody and
4 they're going to take off running and I'm going to say,
5 oh, that's a this person, whatever that would be, and
6 it's based on bias, well, that's wrong, right? So I --
7 I hear what you're saying. So it could be
8 incorporated.

9 MR. HACKWORTH: Yes. Okay. Just to clarify,
10 my -- my understanding of implicit bias isn't that
11 you're actually recognizing immediately in that moment
12 that, hey, that's this person. It's that it's like,
13 oh, this is the situation and this is how I'm going to
14 react, and it's just under the surface of everything.

15 LIEUTENANT HESTER: Right. I agree. Agree.
16 Sorry.

17 MR. HACKWORTH: Okay. No. You're okay.

18 MS. WILLIAMS: I have another question. So
19 with the training and I believe -- correct me if I'm
20 wrong -- CPD is going to partner with social service
21 agencies to address certain issues that they are having
22 with, like, with mental health and things like that.
23 So are those agencies going to be allowed to come and
24 do some training with CPD?

25 LIEUTENANT HESTER: It -- yes. And,

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1 historically, we've had them there. We've had mental
2 health services at in-service training and also shift
3 meeting training, you know, where we bring them in just
4 for a shift meeting. We've done both for years. So,
5 absolutely, that will continue. Yeah. That's --

6 MS. WILLIAMS: That -- do you think -- do you
7 see in the future that that type of training will
8 increase?

9 LIEUTENANT HESTER: Oh, I would -- I would
10 imagine so, yeah. I mean, it seems to be the direction
11 which -- which I support. You know, like -- so, like,
12 we've had -- I don't know if you guys are familiar with
13 Family Access Center. About five years ago, Boone
14 County voters approved free mental health for youth in
15 all of Boone County, ages zero to nineteen. So they
16 can go to FAC and get free mental-health services. So
17 what I did was invite them to a -- to numerous shift
18 meetings to explain their program, how to contact them,
19 you know, how the -- how the mental-health
20 professionals wanted to be notified or for us to
21 deliver a family down there, like, to be careful so we
22 didn't create unnecessary stress on anybody's part.
23 And so that -- that kind of thing, we've been doing.
24 So we try to get -- you know, it's like when we go to a
25 house, here's an example, and the mom says, my kid is

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1 smoking marijuana and he won't do his homework. That's
2 not really a police issue, right. That's someone that
3 we would connect with them for family counseling of
4 some type. So we've had them -- I don't know --
5 probably for --

6 MS. WILLIAMS: So we -- do you -- do you
7 foresee training of -- when an officer arrives to a
8 certain situation, he will be able to assess the
9 situation, say, okay, this needs -- based upon the
10 training that we have, this needs to have this social
11 service agency to step in instead of CPD?

12 LIEUTENANT HESTER: Well -- and, yeah. So
13 it's -- it's an option that they have. It's -- you
14 know, and that's what we want. You know, whenever you
15 make a decision, the more options you have, the better
16 outcome, theoretically, you can have within reason.
17 And so, yeah, if they get someone to recognize this
18 doesn't need policing, this needs counseling, that's
19 the intended outcome. Like, okay. So have this
20 family -- you know, connect them, not just say call
21 FAC, but, like, make a phone call right there. Like,
22 hey, I'm at 123 Smith Street or whatever, and some
23 folks need some help. Here they are -- you know, put
24 them on the phone, so yeah. That's -- that's what
25 we've been doing and I think that's --

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1 MS. WILLIAMS: So what is -- what is the
2 change going to be from what it used to be to what is
3 it going to transition into?

4 LIEUTENANT HESTER: Well, what's the
5 change --

6 CHIEF JONES: I think I might be able to
7 address this a little bit. I really didn't intend to
8 talk. So the City Council, City Manager had authorized
9 that 600,000 plus for social services. So the Health
10 Department is trying to develop a program. The two are
11 going to be a crisis intervention model, a co-response
12 model, or some hybrid to address mental health
13 specifically. And you know that that's going to bleed
14 over into other things as far as social services. But
15 once they figure out -- and we're participating in
16 that. I'm personally participating in that process.
17 But when we figure -- once we figure out what we can do
18 with the money we have and they're trying to figure out
19 a community input process to see what that's going to
20 look like, once we have that, then we can alter our
21 response based on whatever that model is. Does that
22 make sense? So we don't know yet what that's going to
23 be, but once we do, we can alter what we're going to do
24 and train for it. We're just not there yet.

25 MR. BOYKIN: Do we have a time frame for

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1 that? Do you know, like, kind of what the goal is of
2 when that's going to take effect?

3 CHIEF JONES: I will tell you the Health
4 Department is really struggling to make any movement on
5 things other than the daily COVID stuff. I had a
6 conversation last week with the Health Director and the
7 City Manager trying to figure out where we're at.
8 We've had a meeting to try to discuss three different
9 models, whether it's going to be a crisis team that
10 just responds on its own, a co-response model which
11 also has its benefits, or some hybrid. Those are the
12 three options that we came up with in that meeting, but
13 we haven't drilled down on what that's going to be yet.
14 So having a time frame is kind of --

15 MR. BOYKIN: What's your -- what's your
16 opinion on those options? What are your -- what are
17 your thoughts on them?

18 CHIEF JONES: I think it has to be a hybrid.
19 I'd like to have something that's co-response with some
20 time spent for case management, but -- boy, it's really
21 hard to breathe. I don't -- I don't want it to just be
22 what I think. I think that there are a lot of people
23 that are more qualified in this, in the mental-health
24 side of this than me. I need to have input into that,
25 because one of the gaps that I see is even if we refer

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1 people, we may not have places to refer them to, and I
2 don't want to refer them into just this hole where they
3 don't get any service. So I don't know how that's
4 going to fit, and I don't know all of the resources
5 that the mental-health community works with to know
6 which one of those is going to fit best, so I'd really
7 have to defer to them as to what is going to be best,
8 but I would really -- and Toni Messina is here. We've
9 been working for years trying to get a co-response
10 model. It just costs money, and that's what it's
11 boiled down to.

12 MS. WILLIAMS: So with the -- with the money
13 that the -- you said the City set aside, it -- would
14 the fact that we've got COVID going on and we don't
15 know when the end date is for that, is that money a use
16 it or lose it, or will it be held over in the -- in the
17 next budget? So let's say you don't get to get up and
18 running this year, will that money be available next
19 year?

20 CHIEF JONES: I don't know the answer to
21 that.

22 MS. WILLIAMS: Because what -- basically,
23 what I'm asking is, is it something that has been set
24 aside to be a line item budget?

25 CHIEF JONES: It is, because they did it as

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1 personnel, and they approved personnel, so they have a
2 supervisor and, I believe, six social workers. And
3 what they were trying to do is hire the social worker
4 first so that that social worker -- I'm sorry -- the
5 supervisor first, so that they could try to develop the
6 program -- so that they could develop the program with
7 that supervisor's input. They just haven't been able
8 to hire the supervisor yet, for whatever reason. So I
9 don't know what applicants they have or don't have,
10 they just haven't been able to hire one yet. So, to
11 me, what that signals is that it's -- it's supposed to
12 be an ongoing thing, but, you know, just like this
13 year, they may cut -- they could cut positions, but I
14 don't -- I don't think that's the intent, from what
15 I've seen, so I think it's an ongoing -- the intent is
16 for it to be ongoing.

17 MS. WILLIAMS: I saw Rose leaning toward the
18 mic, so --

19 MS. WIBBENMEYER: I was just going to say,
20 each year, the budget is approved by Council, so the
21 City Manager would propose a budget and then Council
22 would vote on that budget. But when -- what the Chief
23 said is correct, is usually personnel, once it's
24 budgeted for, then -- then the proposal coming out of
25 Finance that the City Manager looks at for his budget,

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1 it usually keeps the personnel at the same level, zero
2 percent increase or if they're going to increase wages,
3 that's reflected in that. However, this year was the
4 first time, as long as I've worked here, that I know
5 they cut positions filled by people due to the impact
6 of COVID on the budget and some other factors.

7 MS. WILLIAMS: So if the budget was to get
8 cut, do we have a Plan B?

9 CHIEF JONES: Yes. So we have worked with
10 Burrell for the last couple of years. We have a
11 community mental-health liaison. They had one that was
12 assigned to -- was it nine counties, Toni?

13 MS. MESSINA: Yeah.

14 CHIEF JONES: So they -- they really did not
15 spend a lot of time with us. And mostly Toni helped
16 lobby Burrell for someone that was more full time for
17 us, so we actually have a Burrell contracted community
18 mental-health liaison that works about 80 percent of
19 her time in Columbia and Boone County, and she
20 actually -- we vetted her with a background process, so
21 she has access to our building. She actually comes to
22 the trainings -- or the shift-meeting trainings and has
23 those conversations with us. I would anticipate that
24 if that somehow went away, that we would try to find
25 those grant resources and try to bring in more of that.

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1 That's hard to do. We've been trying to do that for a
2 while. Hopefully, it doesn't go away. Every -- every
3 conversation I've had has talked about this being a
4 starting point and building on it. I think that we
5 have traction, so I'm not -- I'm not over -- personally
6 overall concerned with them getting rid of it. I think
7 that it makes sense, but I'm biased that way because
8 I've been trying to do it for a long time. So this has
9 been -- this process has been helpful for me because
10 we've -- we've always wanted that. But I don't know if
11 they'll cut it, but I -- I really doubt it, and if they
12 did, we would look for resources other places. They're
13 two -- I'm sorry.

14 MS. WILLIAMS: And exactly who is Toni?

15 CHIEF JONES: I'm sorry?

16 MS. WILLIAMS: Who is Toni?

17 CHIEF JONES: Toni Messina, Communications
18 and Outreach Supervisor for the police department.

19 MS. WILLIAMS: Oh, okay. I just didn't know
20 who she was.

21 CHIEF JONES: Sorry.

22 MR. HACKWORTH: Hi, Lieutenant.

23 LIEUTENANT HESTER: Hi.

24 MR. HACKWORTH: I really liked earlier how
25 you brought in the fact that you show trainees, new

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1 recruits, even, I'm going to assume, officers, videos
2 of other departments, basically, doing their job
3 poorly, just as a guide so we know what not to do.

4 LIEUTENANT HESTER: Right.

5 MR. HACKWORTH: For example, like, I -- I
6 just want to ask you a couple of questions about a
7 couple of things. You mentioned, like, bad cops, like
8 disrespect to a citizen, it's, like, speaking down
9 condescendingly, kind of holding back laughter and
10 stuff like that, would be improper, DUI tests or field
11 tests, actually, like -- is it policy that the person
12 has to hold their arms up 90 degrees or not? I've read
13 that somewhere, but I can't tell.

14 LIEUTENANT HESTER: The officer has to hold
15 their arms --

16 MR. HACKWORTH: No. No. No. No. I'm
17 sorry. The individual who is engaged in the field
18 tests, the individual who has been Terry stopped.

19 LIEUTENANT HESTER: I used to make a lot of
20 DWI arrests, but it's probably been ten years since I
21 made one. I don't think there's any NHTSA thing.
22 Sergeant St. Clair is a drug-recognition expert, so
23 he's better versed in that particular question than I
24 am. I'm not aware of it, so --

25 MR. HACKWORTH: It's really not that

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1 important, actually.

2 LIEUTENANT HESTER: Okay.

3 MR. HACKWORTH: I just want -- I just came
4 across an unfortunate video by proxy of my job. It was
5 an Axon body cam, and I just want to respectfully share
6 my frustrations with what I saw from the conduct of --
7 of the officers. Basically, it was an individual whose
8 language -- I don't know -- should I discuss the
9 particulars of it, at all?

10 MS. WIBBENMEYER: It kind of depends if this
11 might be a complaint that might appear in front of the
12 Board.

13 MR. HACKWORTH: It might be, so I
14 shouldn't --

15 MS. WIBBENMEYER: Okay. So then you
16 shouldn't be talking about it all at this point.

17 MR. HACKWORTH: Okay. Thank you.

18 LIEUTENANT HESTER: I'll just say this.
19 Here's what I tell the new cops and the old cops. At
20 work, we're cops, but we're always citizens. So we
21 would -- we should not act in such a way at work that
22 we would not want to be treated away from work. And so
23 that's kind of one of the things that I frequently
24 weave into lots of trainings of -- especially when we
25 watch these videos. Tell me why that's okay. And

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1 if -- and if you think it's okay while you're wearing
2 the uniform, pretend you went out to dinner with your
3 best friend and a cop treated you that way. Would you
4 still say, well, but this and this and this, right?
5 That's kind of the acid test for lots of things in
6 our -- in our interactions as human beings. It's okay
7 for my team to do it. If you have integrity, it must
8 be okay for the other team to do it, right? And so
9 that's where I think we all break down a little bit as
10 human beings and -- and that's what I try to stress to
11 our officers, that's the test. If you wouldn't want
12 someone doing that to you or a member of your family,
13 if it's not ethical or legal or necessary, it sounds
14 like maybe -- and, well, we can't talk about it. But
15 anyhow, I hear you, and --

16 MR. HACKWORTH: Cool. Yeah. I just wanted
17 to respectfully air that -- that grievance of mine, and
18 then kind of bring it back to -- I'll try and be less
19 argumentative this time, but the kind of how do we
20 measure the success of the new training program that's
21 going to be put in place.

22 LIEUTENANT HESTER: Well, I thank you for
23 your grace, and I -- I will also. I just -- so it's a
24 great question, you know. And -- and it's one that I
25 know that -- that Toni and the Chief have -- have also

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1 brought up. And I'm more of a -- how to put this. As
2 a trainer, I want to teach someone a task, right?
3 Like -- like the attitude they should have, the skill
4 they need, and the knowledge to complete it, like your
5 baseball analogy. You can't -- you can't learn to
6 drive a car watching -- oh, there's little kids that
7 drive those video games and seem to do pretty good, and
8 when they get in Mom's car, but I hear you. And so I
9 don't know, and if you guys know of a way to measure
10 implicit bias. You know, I know a few years ago, there
11 was the -- the IET where you look at faces and you
12 press buttons. I know that Jennifer Eberhardt from
13 Cornell did a study where she would show -- she had
14 three groups. You know, it was a psychological study,
15 so they had a -- a control group, and then one group
16 was shown, like, they're like, they would take us all
17 in a room and say, hey, watch this video screen, and it
18 would be wavy lines for 30 minutes. Another group
19 would see only white faces on a screen, and then a
20 third group would see only black faces on a screen.
21 And so the study was, do you guys know what an
22 Etch-A-Sketch is -- like, remember those? So after you
23 watched your 30 minutes of your screen, then they would
24 have, like, this Etch-A-Sketch thing start drawing
25 objects, and your task was whenever you recognized it

1 as a crime object or something completely innocent, you
2 have to press a buzzer and say which one it is, right?
3 So what she found was, the people who watched wavy
4 lines -- I'm just going to pick some numbers, please
5 don't hold me to this. But let's say it took 20 lines
6 on the Etch-A-Sketch before they would say crime object
7 or innocent object, like a flower or a car. The group
8 that watched white faces for 30 minutes, it took them
9 about 28 lines -- and, again, please don't hold me to
10 these numbers. I can get you the study -- before they
11 would decide. And the group that watched black faces,
12 it took them, like, 18. That's priming, which is
13 another part of implicit bias, right; in that, what
14 they were shown led them to a conclusion with no other
15 data. And so that was a fascinating study and I
16 encourage everybody to look at it. It's really, really
17 cool. But how do you measure that training has worked.
18 So like if -- if you all send me to the best implicit
19 training or anti-implicit bias training we can find and
20 I'll go in a heartbeat, how do we know it worked?
21 Like, that's a great question. How do you know this is
22 working, and that's why -- that's why I resorted to the
23 criteria of, as a patrol sergeant, is my cop seemingly
24 making decisions not necessarily articulating out loud,
25 I did it because of race or gender, but is there a

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1 demonstrable pattern. So that's a -- I appreciate you
2 bringing that back up.

3 MR. HACKWORTH: Yeah. Of course. And I
4 think -- I'm not sure where the scholarship is on how
5 do we really measure implicit biases especially in
6 policing, and that is, of course, an incredibly,
7 incredibly important goal. My main point was, how are
8 we going to be measuring the progress that we've made
9 towards accomplishing the goals of the training
10 outlined in the pdf that you sent to us. And I -- and
11 I personally believe that if we are able to maybe -- I
12 don't know the right answer, and maybe you all don't
13 know the right answer, but we can use our connections
14 and reach out to other boards and other departments and
15 other professionals who might be able to give guidance
16 on here's how we really measure what it means to build
17 upon our effective law enforcement traditions. Because
18 unless we're taking actionable steps to know that we
19 are heading in that right direction, it just seems like
20 a platitude.

21 LIEUTENANT HESTER: Amen, right? Like we're
22 drunk on our wine.

23 MR. HACKWORTH: Right.

24 LIEUTENANT HESTER: Like, it sounds good to
25 me. And that's why -- that's why when we were talking

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1 back and forth, like it's, well, because I think this.
2 Well, I don't want to be that way, you know. I'm with
3 you, because if we just think, oh, that was really good
4 training, if we were doing a physical task, it's a lot
5 easier, right? And I think that's the rub because,
6 like, if we were -- if we were training people to, not
7 just to police, but if we were training someone to
8 build a brick wall, we could all kind of stand back and
9 be, like, oh, it's level, it's square, it's uniform. I
10 don't know. Like, we could use words like that, and we
11 could see, you know, we could measure, you know. I was
12 supposed to build a six-foot wall. Was it six foot?
13 Was it evenly spaced? We can measure that with a
14 measuring tape. And that's -- that is the difficulty,
15 right? Like, how do we know that after they sit
16 through this implicit bias class with me, a white guy,
17 that they walk out on the other side and view the world
18 differently? And that's why the Chief has empowered me
19 and the training unit. We're going to invite outside
20 voices to many trainings to kind of put that in. Kind
21 of like you guys have done tonight, right? Like -- so
22 I don't go back and, like, it's a one and done thing.
23 I appreciate your guys grilling me because this is
24 really -- if we're going to make this work, if we're
25 going to make Columbia -- and you asked this earlier,

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1 too -- like, hey, actually I think you did -- on what
2 do you mean, Columbia policing? What do you mean,
3 responsive to the community? If we're going to make
4 this work, it can't just be a white cop telling cops,
5 oh, be careful of this. It needs many voices, it needs
6 many perspectives, and -- and it needs, you know, like
7 what we've done tonight is kind of iron out some
8 wrinkles, in my opinion. I mean, that's how I look at
9 it. Like, you can't make something good easy, you
10 know -- easily, I should say.

11 MR. HACKWORTH: I was -- I was wondering
12 what -- like, what documentation you use to support the
13 creation of the foot --

14 LIEUTENANT HESTER: Foot pursuit training.

15 MR. HACKWORTH: Foot pursuit training. Thank
16 you. And, for example, the pdf that you shared with
17 us, the 2021 platform, if we were able -- would we
18 have -- could we get access to that to see what you
19 used, what research went into it?

20 LIEUTENANT HESTER: Yeah. I think -- I
21 think -- and that's the other thing. It's -- I
22 understand what -- I think I understand what you're
23 saying. Like, how could you look at this and could you
24 come to the similar or same conclusion if you examined
25 our source documents?

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1 MR. HACKWORTH: I think it would be important
2 for the community to know what went into creating the
3 training program.

4 LIEUTENANT HESTER: Yeah. Right. Right.
5 And that's why I say -- so -- so CPD policy is one. In
6 other words, that the City Council signed off on, that
7 the Chief, this is the rules for being a Columbia
8 police officer, and I assume you guys get that.

9 MS. WILLIAMS: Wait. Wait. Wait. Wait. So
10 the City had input on the video? The City Council had
11 input on the radio?

12 LIEUTENANT HESTER: No. No. No. No. The
13 City Council provided the policy. It's an ingredient,
14 okay?

15 MS. WILLIAMS: Oh. Okay. Okay. Okay.

16 LIEUTENANT HESTER: It's an ingredient, it's
17 not a -- it's not like -- I'm sorry if I misspoke
18 there.

19 MS. WILLIAMS: Okay.

20 LIEUTENANT HESTER: So it's one of the
21 ingredients, right. Like so -- so that's one of them.
22 The law. You know, for instance, when does a police
23 officer have the right to detain someone or to chase
24 them -- Missouri law concerning that. Constitutional
25 concerns, you know, the Fourth Amendment, that people

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1 be secure in their persons, you know, effects, how does
2 that apply? And part of it -- and this is -- this is
3 non-measurable, if you will, but it is the -- the
4 experience that both Sergeant St. Clair and I have in
5 policing. And don't throw anything heavy at me, but
6 it's like if when I go to my doctor, you know, he --
7 he's gone to school, he has a degree, he has a license,
8 he has a formula for, you know, I weigh 180 pounds, so
9 I need this much ibuprofen or whatever, you know. Law
10 enforcement, unfortunately, is not that way. It's
11 not -- it's not always that way and it's not always not
12 that way, so that is part of it. And I think -- and I
13 think it's -- that's why I say it's good that we kind
14 of air this out, like, how did you come up with this,
15 what's this based on. I've been a cop 30 years. I
16 mean, I've been in a lot of foot pursuits. That
17 doesn't mean I'm the authority, it just means it's one
18 of the ingredients. And I think -- that's why I said
19 community expectations should be an ingredient, also,
20 right? Or I say right. That's my viewpoint.

21 MR. HACKWORTH: Yeah. And perhaps if we were
22 able to get the information, the research, and the
23 documentation that went into creating the program, it
24 could help us give you suggestions about how do we
25 measure the progress towards success, as well. Maybe

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1 there's stuff inside of those.

2 LIEUTENANT HESTER: I would definitely be
3 wide open to --

4 MR. HACKWORTH: I don't know. It's just a
5 question. It's rhetorical, kind of, but --

6 LIEUTENANT HESTER: Yeah. I think it's right
7 on. We need to measure, is this working.

8 CHAIRMAN PRINGLE: Any other questions for
9 the Lieutenant from the Board? I will say, Lieutenant,
10 when -- you know, thanks for speaking with us.
11 Whenever you can get that video to us, I know all of us
12 really want to see it as soon as we can.

13 LIEUTENANT HESTER: Yeah.

14 CHAIRMAN PRINGLE: And if you can also keep
15 us just updated on how this training progresses and the
16 steps you all are taking to make that happen.

17 LIEUTENANT HESTER: I would be glad to.
18 And -- and I appreciate your all's time tonight and
19 patience. I really -- I would really like you to come
20 and all participate in the -- car-stop training, get
21 you that video as soon as that --

22 MS. WILLIAMS: Can you email Rose that
23 information?

24 LIEUTENANT HESTER: I'm sorry?

25 MS. WILLIAMS: Can you email Rose the

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1 information?

2 LIEUTENANT HESTER: Yes, ma'am. I will.

3 MS. WILLIAMS: Thank you.

4 CHAIRMAN PRINGLE: I know, I think you asked
5 us for dates, but do you have -- I mean, can you give
6 us just some to pick from, it's usually a little easier
7 for us.

8 LIEUTENANT HESTER: Well, some of it's
9 outside, so we might want to wait until it warms up.
10 But -- but we can also do it in the garage down there,
11 so I take that back. You know, we have a heated
12 garage, so we won't freeze in case there's a blizzard.
13 But, yeah. I will -- I will email Rose and you guys
14 pick some dates, and --

15 MS. WIBBENMEYER: If -- if they're all going
16 together or there's a quorum, then that has to be a
17 meeting.

18 LIEUTENANT HESTER: Okay.

19 MS. WIBBENMEYER: If they're going to just
20 attend when you're training other people, then they can
21 go at less than a quorum number without having it be a
22 public meeting.

23 LIEUTENANT HESTER: Okay.

24 MS. WIBBENMEYER: So you can think about how
25 you want to do that, especially given COVID.

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1 MR. BOYKIN: It has to, what, three, right?
2 It has to be less than four? At quorum, four?

3 MS. WIBBENMEYER: I think you're close.

4 CHAIRMAN PRINGLE: Close. I think it's five.

5 MS. WIBBENMEYER: Five.

6 MR. BOYKIN: Is it five? Okay. So four or
7 less?

8 CHIEF JONES: We, at present, are not doing
9 any in-person training.

10 MS. WIBBENMEYER: Right.

11 CHIEF JONES: We're not doing any of that.

12 LIEUTENANT HESTER: We'll have some time
13 to -- thank you. I appreciate that. Well, after --
14 after this -- yeah. So thank you for your time. I
15 appreciate it, and I'd be glad to come back and talk
16 about it.

17 MS. GROVER: Thank you so much for your work
18 on the video. I really appreciate it, and we
19 appreciate you working towards creating, you know, this
20 new training.

21 LIEUTENANT HESTER: You're welcome.

22 MS. WILLIAMS: Dillon, did you have any
23 questions? Dillon said no, I did not.

24 LIEUTENANT HESTER: Oh, okay. Thank you.

25 CHAIRMAN PRINGLE: Thank you for your time.

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1 MS. GOMEZ: Thank you, again.

2 CHAIRMAN PRINGLE: And next up off of our
3 special speakers will be Sergeant St. Clair speaking to
4 us about the department's Community Outreach.

5 SERGEANT ST. CLAIR: Hello, again.

6 CHAIRMAN PRINGLE: Hello, again.

7 SERGEANT ST. CLAIR: So I want -- I want to
8 kind of talk to you guys about -- and gals about
9 Community Outreach. I supervise the current iteration
10 of the Community Outreach officers that we have. And,
11 Rose, do you have my slides? I have just a few slides
12 to give a little bit of background on where we are and
13 exactly what -- what we're working on, and I'll be
14 happy to answer any questions.

15 MS. WILLIAMS: Dillon, I won't be able to see
16 your questions, so once the slides are over -- oh.
17 Yeah, I will. Okay. Never mind.

18 CHAIRMAN PRINGLE: Well, we're not going to
19 see his -- will you be able to see his questions,
20 though, or just his face?

21 MS. WILLIAMS: I still might not be able to
22 see your questions, Dillon.

23 CHAIRMAN PRINGLE: Yeah. Raise your hand if
24 you have, like, a question coming up next, Dillon.

25 SERGEANT ST. CLAIR: So I say I supervise

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1 this current iteration, so the Community Outreach Unit
2 that has been around for several years with the police
3 department, it was originally formed under then
4 Sergeant Hester and then Lieutenant
5 Geoff Jones where we had teams of officers imbedded
6 into neighborhoods, four strategic neighborhoods in the
7 City, where their full-time job was outreach, was
8 communications, was building relationships,
9 establishing partnerships, and really just connecting
10 with the community. Most of the goals -- well, in
11 fact, all of the goals of that unit then are still in
12 effect now. It's just we are operating in a little
13 different areas with some different personnel. So I
14 want to show you where we're operating first. So are
15 you guys familiar with the beat system we have? Have
16 you seen the beat map -- the City divided into eight?
17 You have the number.

18 MR. HACKWORTH: I'm a new member.

19 SERGEANT ST. CLAIR: Okay. New member.
20 So -- and I didn't bring that -- that map with me. The
21 City is currently divided into eight what we call
22 beats, and if you can imagine Columbia divided by
23 eight, some of them are very, very large geographical
24 areas. What we've done is we have divided all those in
25 half, so we are transitioning to a 16-beat system,

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1 which just means smaller geographical areas. An
2 officer is assigned to a beat. That's their main area
3 of responsibility. If there's a call for service,
4 they'll respond first. If there's not a beat officer
5 available, we have this whole complicated system set up
6 where the computer tells us which officers need to go
7 there if someone is not available. So we have divided
8 the eight beats into sixteen, and we are imbedding two
9 officer teams into what we're calling sub-beats. So
10 they're larger than the previous iterations of the
11 neighborhoods, but they're in a more geographically
12 manageable area than our beat system -- eight beat
13 system was. So the first area we're in is -- is 20
14 East, and that just is the east half of 20 beat, which
15 is central city. And we have Officer Keisha Edwards
16 and Shawn Dutton. They were both SROs. In fact, four
17 of our current six officers were -- were SRO, school
18 resource officers, that were in the schools. They're
19 now part of community outreach. So this is the
20 geographical area that Officer Edwards and Officer
21 Dutton are assigned to. This includes what was the
22 central neighborhood in the previous community outreach
23 unit, a strategic neighborhood that was identified.
24 This area has Douglass Park, Hickman High School, that
25 area kind of -- I would say Hickman is probably closest

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1 to the center and then out from there.

2 MS. WILLIAMS: Do you still have substations
3 set up in these areas?

4 SERGEANT ST. CLAIR: We -- our operational
5 costs have knocked us down to one substation that we
6 operate out of full time in one of our strategic areas.

7 MS. WILLIAMS: And where is that area?

8 SERGEANT ST. CLAIR: That is at the Columbia
9 Insurance Group building at the corner of Paris and
10 Whitegate, and we actually use that full time as our
11 outreach office. They still use the downtown police
12 department for those needs, but generally we meet at
13 the substation in the neighborhood. We have computers
14 and stuff we need to operate out of there. And
15 that's -- that was -- that's purely operational costs
16 and the ability to maintain the other substations that
17 we previously had in these areas. Next, in the -- in
18 the light green -- well, there's three shades of green
19 there. I apologize. In the middle shade of green, 40
20 East, that encompasses what was the Indian Hills
21 Subdivision, the east strategic neighborhood that
22 officers ran. We have Officer Cory Dobkins and Officer
23 Chris Williams in that area. They were both also
24 school resource officers, so that's Indian Hills Park,
25 Rice Road, Geiser Boulevard, that area out there.

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1 And 40 West, we have Officer Maria Phelps, who was in
2 the previous Community Outreach Unit, and Officer Kyle
3 Lucas. This is the -- the -- what was formerly the
4 Paris Road corridor, Quail Drive, Silvan, in the
5 Whitegate area. This is the area where our substation
6 is located that we operate out of. And we are then
7 expanding to what we call 70D, which is the downtown.
8 These are two officers, Officers Dan Wright and Todd
9 Roland were just recently selected to join the unit,
10 and they're going to be assigned to essentially what is
11 the business district in the -- in the downtown area to
12 address some of the needs down there. The -- the
13 difference in -- aside from the geographical
14 assignments that we have, the interesting thing about
15 the unit now is we have officers that have been with
16 the department anywhere from seven years, I think, is
17 our least veteran officer up to nineteen-year officers,
18 so we have veteran officers serving in these Community
19 Outreach positions, and working right alongside with
20 other officers in the department in working the
21 community.

22 MS. WILLIAMS: So in -- I know you might not
23 know these numbers, but when it comes to officers being
24 put in certain areas, which area has the most officers
25 that patrol?

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1 SERGEANT ST. CLAIR: As far as the beat
2 system?

3 MS. WILLIAMS: Uh-huh. Yes.

4 SERGEANT ST. CLAIR: That -- we -- they try
5 to get as evenly spread out as possible. I wouldn't
6 say there's any one area of the City that has more
7 officers than another. It's based on what's available
8 for staffing. We know that on the Fridays and Saturday
9 nights when there's non-COVID times, 70 beat, which
10 encompasses the downtown area, may have more officers
11 assigned just because there's a need for the presence
12 at bar-close time and in the evening when there's more
13 people down there. But really, if you look at -- if
14 you can -- and the Chief can probably explain this
15 better, but, really, we try to staff every beat at
16 every shift. And the goal is ultimately to get two
17 officer teams imbedded into each of these subbeats. So
18 once we add Officer Wright and Officer Roland, we'll
19 have four of the sixteen beats covered. We'll add two
20 more, we'll pick another one. It may be 50 West in the
21 southwest part of the City. It may be 10 East in the
22 northwest part of City. It just really depends on
23 where we decide the next need is for that two-officer
24 team.

25 CHIEF JONES: That's -- that's accurate. So

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1 when we go into patrol staffing, there are nights that
2 we can't cover all of the eight beats. We try to cover
3 each beat with an officer, but there are nights that
4 officers kind of have to handle two or float back and
5 forth. The exception to that is the COU -- the
6 Community Outreach Unit. So, like, in 40 East and 40
7 West, we're putting two officers, and they work a set
8 schedule for the most part, but those two teams of
9 officers are going to be in that beat 40 area, but
10 that's usually because that's where we have -- when the
11 City looked at those strategic neighborhoods, they
12 looked at free and reduced lunch, people that were
13 needing utility assistance. There were I don't know
14 how many points. Toni could probably tell us, but a
15 lot. It was really looking at the underserved
16 neighborhoods so that we could bring in other services.
17 Those are generally the areas that we started with with
18 COU. The goal is to try to give people proximity to
19 police officers, what I call left of bang, left of an
20 incident, so that we're building those relationships
21 before something bad happens. So COU is going to
22 concentrate in those four areas that we have now, but
23 just think of it as we're going to expand into those 16
24 beats. And as we do that, right now, it's saturated
25 because we have two, two, and those are in that larger

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1 of the eight, it's the two subdivided beats, so you
2 have four officers there, plus you're going to have
3 beat officers on different shifts, so that's going to
4 look really heavy with cops. But as we transition, I
5 can't just pull the plug, so what I'm trying to do is
6 transition from our base model, our shifts that we have
7 now with just regular officers assigned to a beat that
8 come in at six in the morning, that come in at ten in
9 the morning, that come at five p.m. and eight p.m. to
10 cover those shifts -- I keep doing that. We're going
11 to try to transition from staffing those base shifts so
12 heavy to getting into that beat model where we have two
13 officers, two officers, two officers, and then having
14 the base shift supplement that. So if we had
15 multi-officer call, a big disturbance, a shots fired,
16 something like that, we could send those what I call
17 the base shift officers to assist, but they're not
18 really going to be assigned to a beat, they'll be
19 assigned to a sector. So, right now, it looks
20 saturated, but I have to do that to get the transition
21 done. And I would say during -- because we're so low
22 on staffing, what sergeants are doing is if -- if we
23 don't have an officer to staff every beat, but they see
24 that COU is working in 40 East that day, they're not
25 going to put an officer in 40 because that's covered by

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1 COU. They're going to put it somewhere else. That's
2 how that happens operationally. On paper, it might
3 look a little different. But right now, it's going to
4 be saturated in those four neighborhood because we
5 haven't gone through that transition yet.

6 MS. WILLIAMS: So I know at least my
7 impression was that when COU's officers were first
8 created, it was to be done as a friendly presence. But
9 it sounds like to me it's kind of transitioned into
10 bringing resources to the people. Since maybe the
11 people aren't going to the resources, it's more now the
12 COU officers are -- and I really don't want to use this
13 terminology, but they're being resource officers.
14 They're -- they're connecting the people with the
15 resources that are available in the community. Am I
16 correct?

17 CHIEF JONES: It -- it -- we were doing that
18 originally, too, but it's really both. I'll let him
19 explain it because he knows it just as well as I do.

20 SERGEANT ST. CLAIR: Yeah. So that -- that
21 is -- that really is the heart of what we're doing. So
22 this version of Community Outreach, and I say version,
23 with me as the supervisor, with -- this specific
24 personnel started in August. And in the few months
25 that we've operating, we brought in people from Love,

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1 Inc., to talk to us about what resources they have
2 available, Phoenix Program, Columbia Housing is
3 scheduled to meet with us, all of this. And these
4 officers are going out on the street and bringing
5 resources to people just like that. One example, Field
6 Park, if you're familiar with that, near Field
7 Elementary School at Range Line and Wilkes, we had a
8 lot of complaints of open-air drug use, open-air drug
9 sales, litter, and all that kind of quality of life
10 issues that were going on. The officers went in there,
11 they did enforcement where they needed to do
12 enforcement on public safety issues, drug sales, things
13 like that. They encountered a woman in there who had
14 been in a car accident, needed medical attention, but
15 was trespassed from this park. She's not supposed to
16 be there. Every day, she was there, and she was
17 homeless. So instead of taking her to jail or writing
18 her a trespassing ticket, our officers were able to
19 call a resource who came out to the park that day, got
20 her housing that day, and that resource then took her
21 to get the medical attention that she needed. That's
22 what our officers are doing on a daily basis is
23 connecting people with resources who may not have the
24 ability to connect themselves. It's making a phone
25 call right there with that person. Hey, if it's mental

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1 health, they're -- they're on the phone right here,
2 they're going to set up an appointment with you, right?

3 MS. WILLIAMS: Okay.

4 SERGEANT ST. CLAIR: Or -- or Phoenix House
5 has a bed ready for you, I can take you there right
6 now, and they have a bed just for us for you.

7 CHIEF JONES: There's also an enforcement
8 part of that, too.

9 SERGEANT ST. CLAIR: Yes.

10 MS. WILLIAMS: So here's my -- here's my next
11 thing that I want to say, going back to what he was
12 talking about. When you create a fabulous program and
13 you are doing something that really works, to prove it
14 to the people that divvy out the money, you've got to
15 have the data. Data, the data, however you want to say
16 it, in order to get money from them. So if we can
17 prove to Congress or whoever is with that -- with
18 that -- those numbers, that this is working, we've got
19 to track this somehow. We've got to be able to put it
20 on pen and paper and say we implemented this, it's
21 working, and this is how we can prove it's working. We
22 need your all's money.

23 CHIEF JONES: Can I talk to that for just a
24 second? So when we had the four strategic -- well,
25 it's three strategic neighborhoods and we added one as

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1 a police department. The City had three. We looked at
2 crime trends in different categories; call volume,
3 complaints, those types of things, for our
4 measurements. Those -- those were the metrics that we
5 were using to measure success. Are people calling the
6 police? We expected with relationship building that
7 number to increase at first and then die off. We saw
8 that occur. We saw call volume decrease. We saw crime
9 decrease. Actually, our violent crime in the north
10 neighborhood decreased so much that it drove down the
11 overall City violent crime number into double digits,
12 decreases. So that's what we were measuring. To talk
13 about other metrics, and I don't know if they're the
14 right metrics, because we're still trying to evaluate
15 this. But in some of the things that we're measuring
16 is what does our use of force look like. Are we
17 able -- you know, right now, we have the base standard,
18 and we're trying to make improvements. Are we reducing
19 how much we're using force? Are we reducing the level
20 of force? Or are we reducing the disparity in those
21 uses of force? Those are things that we can measure
22 right now. I'm not saying those are the only metrics,
23 but those are things that we're considering when we
24 move forward through our training as far as use of
25 force and those types of things. They haven't been

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1 part of those discussions, so I'm just clarifying that
2 so you know that the police department is looking at
3 that. I don't know that we have all the answers yet.

4 MR. HACKWORTH: Are you all tracking, for
5 example, you mentioned you -- Sergeant, you mentioned
6 Phoenix programs, connecting them with -- with
7 resources in Columbia. Are you tracking positive
8 engagements where you're adding value to people's lives
9 instead of just diminishing use of force or things that
10 could result in negative outcomes?

11 CHIEF JONES: I didn't plan to speak.

12 MS. WILLIAMS: I know. Yeah. I know you
13 weren't planning on talking.

14 CHIEF JONES: I really was not.

15 MR. BOYKIN: You should always expect the
16 public will --

17 CHIEF JONES: I should have worn a different
18 mask. We have an app that we used to measure how many
19 contacts we had, resources that we were referring
20 people to. Now, whether they -- you know, you can lead
21 a horse to water. We don't know whether they followed
22 up with those resources, and those resources wouldn't
23 report to us anyway. But we were measuring that, and
24 when -- when we took COU in its first form away, that
25 went away, and we were looking to see if there's

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1 something else that we can bring back. Staffing budget
2 has slowed that process. Those are all measurements
3 that we have measured in the past and are interested in
4 doing again. We're just not there yet with the new
5 process.

6 MR. BOYKIN: Okay. Thank you.

7 MR. HACKWORTH: If I could just add on to
8 why. You can -- I'm not going to call you back up.
9 The reason I think that it would be important is
10 because if you're talking about improving relations and
11 making the public feel trust in the -- in the policing
12 system here, I feel like it would be a benefit to show
13 them that we're adding value, connecting them to
14 resources, and -- and, you know, being an overall net
15 benefit in their lives.

16 SERGEANT ST. CLAIR: It's very tough to
17 measure that kind of stuff.

18 MR. HACKWORTH: Of course.

19 SERGEANT ST. CLAIR: And, for example, we had
20 a resident who was -- I don't want to say
21 anti-police -- distrusted the police and probably for
22 good reason, who, you know, maybe wouldn't go out of
23 her way to talk to us, and we -- we built the
24 relationship to the point where we say, hey, we're --
25 we're going to work on a traffic issue in your

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1 neighborhood. Can we put a speed radar in your yard?
2 And, yeah, absolutely. That would be great. Thank
3 you. So how do you -- how do you quantify that or put
4 that in a number where we changed the perception or
5 even changed a negative interaction into something
6 that's now positive and building that good
7 relationship. It's tough to measure that kind of
8 stuff.

9 CHAIRMAN PRINGLE: We're kind of getting a
10 little more detail about a positive outreach. Everyone
11 knows about your -- your Miranda rights at the moment
12 of arrest, when the police educate you on those at the
13 moment of arrest. But with the Community Outreach
14 policing, has there ever -- is there a program to help
15 educate the community about their constitutional rights
16 beyond at the moment of arrest? Do the police interact
17 in any way with that, just kind of breaking it down?
18 Like, hey, this is what the Fourth Amendment means to
19 you.

20 SERGEANT ST. CLAIR: I don't -- I'm not
21 familiar with any type of -- oh.

22 LIEUTENANT HESTER: We used to have a handout
23 which we gave people and it told them what their rights
24 were.

25 SERGEANT ST. CLAIR: But that's something

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1 that a recommendation could come from this board of
2 maybe develop some sort of program. We're -- we're
3 constantly having conversations with people about that.
4 I knew as a DWI officer, I did that for quite some
5 time. The DWI process is stressful, and there's a lot
6 of legal nuances to it at the time of arrest and
7 immediately following with breath samples and things
8 like that. So it's -- it's on the individual officer
9 to sit down with that person and explain what implied
10 consent or revocation of your driving privilege
11 actually means, and I think our officers are doing that
12 every day just as a normal part of the job. But as far
13 as a formal education program, no, I don't think we
14 have anything in place.

15 CHAIRMAN PRINGLE: Like a proactive thing.
16 Even in the -- with school resource officers, do they
17 do anything like that?

18 SERGEANT ST. CLAIR: We don't have school
19 resource officers any longer. They are part of my
20 unit. They're the department's Community Outreach.
21 But they -- they were in the classroom teaching as part
22 of their school resource responsibilities. And when I
23 say that, we are still active in the schools, what it
24 is now. The former SROs still have relationships with
25 those administrators, with teachers, with students, and

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1 are still active in that role even though it's not an
2 official position for them.

3 CHAIRMAN PRINGLE: Yeah. I mean, I would
4 love to see, as part of the Community Outreach Program,
5 something like that develop because it not only helps
6 the community understand their constitutional rights,
7 it also makes sure the officers understand, hey, when I
8 stop someone, this is what I can do, this is what I
9 can't do, you know.

10 SERGEANT ST. CLAIR: Absolutely.

11 CHAIRMAN PRINGLE: You know, somehow I would
12 like to see develop, if there's any way for that to
13 happen.

14 MS. GROVER: Wasn't there -- didn't there
15 used to be a community police class or something that
16 citizens can go to --

17 SERGEANT ST. CLAIR: Citizens Academy?

18 MS. GROVER: Yeah. Wasn't there --

19 SERGEANT ST. CLAIR: Yes. And I believe
20 that -- post-COVID, that is something that we're going
21 to work on bringing back. But that also goes to
22 bringing the community into our training and making it
23 a part of it because in the traffic stop training that
24 Lieutenant Hester -- and I don't want to go too far
25 back into that conversation, but the first part of that

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1 training is -- is -- talks about bias and how to talk
2 to people. And then I get up there and I talk about
3 Fourth Amendment considerations, and we then go out
4 into a car and apply what they learn in the classroom.
5 So, yeah, I think that's something that could be
6 developed.

7 MR. BOYKIN: I have a question about
8 placements. So I see that we -- we only have these
9 certain locations. What was the deciding factor of why
10 these are the locations that we have our community
11 outreach officers, and is there plans to obviously
12 expand that to our other locations in Columbia?

13 SERGEANT ST. CLAIR: So the second question,
14 yes. So the -- the goal is to have officers embedded
15 in all of these 16 sub beats, and they're there.
16 They're there for long periods of time. Right now, our
17 assignments can change every year, but really get them
18 into that community, into that neighborhood, into that
19 area all over the city. And, like you said, there'll
20 be two or four, depending on working days, right -- you
21 don't -- can't work every day. So these two officers
22 will always be in this area, and then on their days
23 off, it'll always be these two officers, and that won't
24 change. You'll have extra resources around to help
25 when needed, but, yes, all 16 beats would have the same

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1 type of outreach teams in them.

2 And to -- to go to your first question,
3 placement, so prior to this version of -- of community
4 outreach, there were four strategic neighborhoods. We
5 are still -- three of those are included in our current
6 areas that I've showed you on this map. The fourth one
7 was the north neighborhood up on Bodie and Currituck.
8 One of the biggest factors was schools. We wanted to
9 make sure that we maintained close proximity -- Hickman
10 High School is in 20 East; we have Battle in 40 East --
11 and then, really, it kind of came down to where --
12 where did we feel the outreach teams were going to be
13 best utilized. So, eventually, we'll have the entire
14 city covered, but the -- that went into the decision
15 for the current placement. Did that answer your
16 question?

17 MR. BOYKIN: More or less.

18 SERGEANT ST. CLAIR: So, schedule, we do have
19 kind of a set schedule, but it's also very flexible to
20 the needs of what's going on. So we work Monday
21 through Thursday or -- Thursday -- or Tuesday through
22 Friday. Their start times can vary. Most of them
23 start at eight or nine, so we can get people in the
24 morning, and then also at the end of the day when
25 they're off work. Those are the peak community

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1 policing hours when people are coming home from work,
2 they're sitting outside on their front porch or they're
3 barbecuing or their -- their kids are playing
4 basketball in the street, so we wanted to make sure
5 that we encompassed those hours. We do have the
6 flexibility to adjust those hours as needed. If our
7 officers identify a problem in their area that happens
8 at the bus stop at seven a.m., they can start coming in
9 at seven a.m. to address that. Or if they need to stay
10 late for a community event or come in on a Saturday or
11 Sunday, we have that flexibility. For the outreach
12 mission and goals, these were part of the prior
13 community outreach unit. We -- we -- we do
14 enforcement, and I don't want there to be a
15 misconception that we're not enforcing the law, because
16 we are. Like I said, in Field Park, and as -- as the
17 Chief kind of explained, we started in August, we
18 quickly identified that that park had some problems, so
19 when you look at the statistics for September, they
20 went up because we had more presence there, we were
21 taking more enforcement action for the -- the dangerous
22 crimes, the violent crimes. And then they started to
23 trickle off in October because the problems were
24 resolving themselves. So we're proactive and reactive
25 when it comes to enforcement. We're building community

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1 partnerships with people and organizations. One of the
2 benefits to expanding our geographical area is -- is,
3 before, there weren't a lot of businesses in our
4 strategic neighborhoods, and -- and, rightly so, we
5 wanted to focus on the residential, where people were
6 living. But now in these geographical areas, they
7 include a lot of businesses, schools, whatever it be,
8 to help build those partnerships and open those lines
9 of communication. Problem-solving -- POP Projects,
10 that's problem-oriented policing. That's a method, I
11 guess you can call it, that's been around for quite
12 some time. There's a whole POP center -- problem-
13 oriented policing center. It utilizes different
14 analysis, scanning analysis, response, and assessment
15 type things on how to problem solve. And so the
16 officers in community outreach generate these POP
17 projects, Field Park being one of them. They saw what
18 the problem was. They figured out how they were going
19 to address it. They responded by implementing those
20 ideas and then they saw -- saw how they worked. And if
21 something didn't work, then they'd go back to the
22 beginning and start over. And POP projects can be from
23 parks or specific residents or wherever -- wherever
24 the -- the problem is being identified. That's through
25 crime statistics, police reports, information from the

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1 beat officers, hey, I'm going to this house a lot, and
2 here's some of the -- what I think are the underlying
3 problems. Can you guys help? And we've been
4 successful in reducing calls for service that have
5 taken up a significant amount of patrol's time. And in
6 reducing those calls for service, those patrol officers
7 free up to go make those community contacts themselves,
8 to start their own POP projects, as some have, and to
9 start implementing this community policing or this
10 style of Columbia policing. Collaborative approaches,
11 we had an issue at a group home with an individual of
12 diminished capacity. We had a meeting with various
13 agencies, the Juvenile Office and Mental Health and
14 Family Services and everything like that. And someone
15 commented during this meeting, this is the first time
16 that we've had policing in on a meeting like this, and
17 we love it. We need it more. We're engaging in those
18 conversations, and we work together to solve the
19 problem, and that's what this unit is about, is
20 building those relationships so we can do the things
21 that maybe we as police can't do. We can't arrest our
22 way out of every single problem, right? Just like the
23 fire department can't go around and spray water on
24 everything and say, well, there's not going to be any
25 fires, right? Even the fire department has

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1 collaborative approaches with code inspectors and
2 building inspectors and sprinkler systems and
3 everything like that. And then internal cooperation,
4 working well internally. We've had success -- there's
5 something -- I feel like there's something going on
6 behind me. I just keep seeing glances. I'm like, oh.,
7 making me nervous. Internal cooperation, we've --
8 we've been in the -- the community outreach officers
9 have been involved in helping solve property crimes,
10 violent crimes. They're working with detectives.
11 They're working with street crimes. They're working
12 with patrol. They're working with traffic. They're
13 working throughout the entire department. They're
14 bringing them on board. If our officers are going to
15 go to an event or -- or they're going to meet with
16 somebody -- excuse me -- they ask the beat officer, the
17 patrol officer, hey, I'm going to go do foot patrol in
18 this area. Why don't you come with me, right? Come
19 meet some of the residents. If you have time, I'm
20 going to this event. Come along. Come meet this
21 resource or meet this community partner that I've
22 developed. And working like -- like I just said, we're
23 working with everybody collaboratively. It's not just
24 a community outreach problem. So with Field Park being
25 in 20 Beat, those officers reached out to the 20 Beat

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1 officers of all shifts on all working days and said,
2 hey, this is what we've seen. This is what we're
3 working on. This is what -- how you can help. At
4 three in the morning, when we're not working, drive by
5 the park, walk through the park. And in turn, those
6 officers are giving us information, hey, I encountered
7 this subject here, or I -- I had to trespass this
8 person, or I arrested this person for selling drugs in
9 the park, and connecting them with community resources.
10 We open up our -- our shift meeting to the entire
11 department. If you ever want to come hear what we're
12 doing, please join us. We schedule meetings with our
13 partners, informational sessions. We share all that as
14 well. Follow-ups, we can assist other units, hey, I
15 went to this domestic in the middle of the night. I
16 think they could use some resources. Can you go there
17 during daytime hours and -- and maybe see if you can
18 help them? And -- and getting -- really getting not
19 just patrol, but the entire department involved in what
20 we are doing every day. I would bring Dillon back up
21 if he has any questions as well. Any questions
22 specifically about community outreach?

23 MR. BOYKIN: So my question -- what is the --
24 with the officers you currently have, what does the
25 diversity look like for our community outreach officers

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1 currently?

2 SERGEANT ST. CLAIR: So, diversity, we
3 have -- I think we have two females. We have two
4 African Americans. We have -- I mean, the wide range.
5 I think we have parents. We have the younger officers
6 all the way to the veterans who have been in police
7 work for 20 years, their entire career. I'm LGBTQ+
8 myself on the unit, and we seek input from -- and
9 partnership with anybody. I met with a group of
10 churches a couple weeks ago, and they were interested,
11 how can we help? And it was a conversation about this
12 is what you can do for us, and this is what our needs
13 are, because we -- we can't -- we don't have a -- a
14 bottomless pit of money to solve problems, but maybe
15 churches do. Maybe not a bottomless pit, but they have
16 resources that we, as a government entity, may not have
17 access to.

18 CHAIRMAN PRINGLE: Any further questions for
19 Sergeant St. Clair?

20 Well, Sergeant, thank you for coming in and
21 speaking for us today. I guess, you know, as we come
22 up with ideas for what we hear back from the community,
23 we'll be letting you know what we hear, and again,
24 thank you for your time today.

25 SERGEANT ST. CLAIR: Thank you. I appreciate

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1 it.

2 MS. GROVER: Thank you.

3 SERGEANT ST. CLAIR: Thank you.

4 MS. WILLIAMS: Thank you. Thank you, Chief.

5 CHAIRMAN PRINGLE: Our next item is approval
6 of the minutes from our October 14th meeting. Have
7 everyone -- has everyone been able to review the
8 minutes and the transcript from our October 14th
9 meeting? Is there a motion to approve the open
10 minutes?

11 MR. BOYKIN: I'll motion to approve. Wayne
12 Boykin.

13 CHAIRMAN PRINGLE: Is there a second?

14 MS. GOMEZ: Gomez seconds.

15 CHAIRMAN PRINGLE: All in favor of approving
16 the open minutes and transcript from the
17 October 14, 2020 meeting, say aye.

18 GROUP: Aye.

19 CHAIRMAN PRINGLE: Aye. Any nays?
20 Unanimous. The aye's have it.

21 MR. HACKWORTH: Chair, could I abstain? I
22 can't in good conscious --

23 CHAIRMAN PRINGLE: Oh, sorry, Alex.

24 MR. HACKWORTH: -- approve an agenda that I
25 wasn't at the meeting.

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1 MS. HECKMAN-MCKENNA: I also have to abstain,
2 not having been here.

3 CHAIRMAN PRINGLE: Okay. So would it be
4 easier for me to do a voice vote of that point, Rose,
5 or does it matter?

6 MS. WIBBENMEYER: I think I have Heather and
7 Dillon -- or, I'm sorry, Heather and Alex abstaining.
8 Dillon, can you hear us, and can you unmute and talk
9 now?

10 MS. WILLIAMS: We can't hear you, Dillon.

11 MS. WIBBENMEYER: Oh, we still can't hear
12 you.

13 CHAIRMAN PRINGLE: No audio.

14 MS. WIBBENMEYER: Sorry. Did you want to
15 abstain on that, or did you want to --

16 MS. WILLIAMS: we can't hear you, Dillon.

17 CHAIRMAN PRINGLE: We can't hear you, Dillon.

18 MS. WILLIAMS: Dillon --

19 MS. WIBBENMEYER: He wants to abstain.

20 MS. WILLIAMS: -- Dillon Pierson has decided
21 to -- he -- he said, I would like to abstain as well.
22 Cornellia Williams.

23 CHAIRMAN PRINGLE: Are we good with that?

24 MS. WIBBENMEYER: Yep.

25 CHAIRMAN PRINGLE: All right. And then has

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1 everyone had a chance to review the closed meeting
2 minutes from October 14, 2020? Is there a motion to
3 approve the closed minutes?

4 MR. BOYKIN: I motion to approve the closed
5 minutes. Boykin.

6 CHAIRMAN PRINGLE: And is there a second?

7 MS. WILLIAMS: Cornellia Williams, second.
8 Oh, go for it, Grover.

9 MS. GROVER: Grover, second.

10 CHAIRMAN PRINGLE: All right. Anyone --
11 anyone voting to approve, say, aye.

12 MR. BOYKIN: Aye.

13 MS. GROVER: Aye.

14 MS. WILLIAMS: Aye.

15 CHAIRMAN PRINGLE: Are there any abstains?

16 MR. HACKWORTH: I abstain.

17 CHAIRMAN PRINGLE: Alex, Heather, and Dillon.

18 MS. WILLIAMS: Dillon Pierson, abstain.
19 Cornellia Williams.

20 CHAIRMAN PRINGLE: All right. Moving on to
21 our next item. Reports. Any positive connections or
22 ride-alongs to report?

23 MR. HACKWORTH: I reached out to Sergeant
24 Alpers about -- did I pronounce your last name
25 correctly?

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1 SERGEANT ALPERS: Yes.

2 MR. HACKWORTH: Okay. Good. I reached out
3 to Sergeant Alpers about a ride-along, but COVID, and
4 so they're not doing it right now.

5 MR. BOYKIN: I will say, by the way, I have
6 been taking a lot of the city classes. I just got done
7 with their -- I forgot the name of the -- the actual
8 class I took, but they went over a lot of the pronouns
9 and -- and LGBT and racial awareness and things like
10 that. It was really intense. I really enjoyed it.
11 And then I'm also -- on Friday, am participating in
12 their exploring identities economic class. And then I
13 think on the 3rd, I'm doing another class that they
14 have on racial diversity, specifically. So I'm taking
15 the city classes and kind of seeing what they are
16 teaching through the city.

17 CHAIRMAN PRINGLE: And if nothing else, our
18 next item -- let's start -- let's start going down the
19 list of old business. First up, the supplemental
20 annual report. Any --

21 MS. WIBBENMEYER: I think Andrew was working
22 on that.

23 CHAIRMAN PRINGLE: I think that was Andrew
24 too.

25 MS. WIBBENMEYER: You may just want to pass

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1 this to December.

2 CHAIRMAN PRINGLE: Yep. Pass that one on.
3 As for audits, I think we are very close to having a
4 meeting scheduled. Yep. So that -- that will --
5 hopefully, we'll have -- we'll have news on that in
6 December. Next, the recommendation letter regarding
7 foot pursuit training. We've heard a lot about that
8 already today. It seems that the training is
9 beginning. Is there anything further on that, Rose?

10 MS. WIBBENMEYER: I don't have anything
11 further.

12 CHAIRMAN PRINGLE: Okay. Does anyone else
13 have anything to say about the foot pursuit training?
14 Now, our training calendar request; where are we at?

15 MS. WIBBENMEYER: The Chief responded via
16 email on September 10th and stated, the training
17 calendar is still being adjusted, and we will make it
18 available once we have it.

19 CHAIRMAN PRINGLE: All right. And I guess
20 we're still sitting on that. Next, yeah, so the
21 council report and the proposed changes to Chapter 21.
22 Has everyone had a chance to --

23 MS. WILLIAMS: Uh-huh.

24 CHAIRMAN PRINGLE: -- review those documents?

25 MS. WIBBENMEYER: So, basically, what

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1 happened with this, you sent the report to council with
2 your recommendations regarding changes to Chapter 21.
3 It went to council on September 21, 2020, and at that
4 point, they had a meeting scheduled in October, where
5 the community engagement on policing report was
6 scheduled to be presented, and they wanted to take this
7 up with that. That got delayed, and so at this point,
8 I don't -- I don't believe any action has been taken by
9 council with regard to your report on the proposed
10 changes to Chapter 21.

11 CHAIRMAN PRINGLE: Has there been an update
12 on what date we should expect that -- the city report
13 to come out?

14 MS. WIBBENMEYER: I don't -- I don't know
15 anything about it.

16 CHIEF JONES: (Was speaking from the back of
17 the room, not in a microphone.)

18 CHAIRMAN PRINGLE: I don't know. Has -- has
19 there been any movement, too, Rose, on -- didn't we
20 also submit something about having the discretion to
21 weigh -- weigh for cause? Didn't we submit something
22 like that?

23 MS. WIBBENMEYER: I think that was part of
24 the proposed changes, but I haven't -- I -- I -- I have
25 not seen the agenda for the next meeting, so if the --

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1 the -- there's like a director-level meeting that
2 happens where they go through the agenda, so that may
3 be how the Chief knows that something's on there, but
4 it --

5 CHAIRMAN PRINGLE: Well, I know the -- the
6 discretion -- the -- the waiting for cause is not on
7 this Chapter 21 submission, so I just don't know what
8 happened to it.

9 MS. WIBBENMEYER: Okay. I can check back.

10 CHAIRMAN PRINGLE: Disparity index and
11 related data.

12 MS. GOMEZ: At this point, if we're talking
13 about the traffic stop committee, I think that the
14 recommendation letter is the next point on the agenda,
15 to discuss that further.

16 CHAIRMAN PRINGLE: Oh, yeah. So I guess does
17 that tie into the disparity index related data?

18 MS. GOMEZ: Yeah.

19 CHAIRMAN PRINGLE: Okay. So I guess, Chief
20 Jones, would you want to talk about the -- having a
21 member of this board appointed to the traffic stop
22 committee?

23 CHIEF JONES: Did you read my letter?

24 MS. WILLIAMS: Uh-huh.

25 MS. GOMEZ: Yes.

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1 CHAIRMAN PRINGLE: Did you review the letter?

2 MS. WILLIAMS: We did.

3 MS. GOMEZ: Yes.

4 CHIEF JONES: I'll tell you my concern with
5 doing that is I -- I have asked the officers and
6 employees that are on that committee to be completely
7 open and upfront about any bias they have, any
8 perspective that they have, any incidents or examples
9 that they want to give to that committee to help find
10 ways to improve. My concern is that if they were
11 involved in something that would come as a complaint to
12 this board, that that would be in conflict that someone
13 on this board would hear that information outside of
14 the context of this meeting. My solution to that is
15 I'm considering -- I haven't decided yet -- I still
16 need to think on it -- is finding someone who has -- is
17 a past board member of the CPRB and appointing them to
18 the committee, but I'm still trying to weigh that out
19 and see if that'd be --

20 MS. WILLIAMS: I don't know about that,
21 Chief.

22 MS. GOMEZ: Yeah. So I think, you know,
23 whoever was assigned -- if anyone on the board was
24 assigned to that committee, we would recuse ourselves
25 if there was any --

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1 MS. WILLIAMS: Exactly.

2 MS. GOMEZ: -- complaint that came up. And I
3 think it's particularly important that it be somebody
4 currently on the board, because part of what was
5 happening when Don Love came was -- was all this great
6 information and really helpful for our understanding,
7 but, you know, we can't expect him to do that every
8 time; whereas, one of us could be there and be thinking
9 about sort of the policy recommendations and the
10 training recommendations that we're making here and
11 have direct access to all of that really important
12 information that's going on there.

13 CHIEF JONES: So and that's another part that
14 is an issue, that you would be making recommendations
15 as two different entities. Nothing precludes anyone
16 from this Board from going to those committee meetings
17 and getting the material that has been provided to
18 them. I wish Toni was here, because she posts that
19 information to the Web. So nothing says that you can't
20 participate. I just don't know that I want two
21 different boards making recommendations to me or the
22 same person serving on each. That seems
23 counterproductive to me.

24 MS. GOMEZ: It seems cooperative and helpful
25 to me that the two boards would work together in their

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1 expertise and be able to help one another and support
2 one another --

3 CHIEF JONES: Okay.

4 MS. GOMEZ: -- rather than looking at them as
5 disparate and disconnected.

6 CHIEF JONES: I don't think that they have to
7 be disconnected to be participating in that process.
8 You can still attend, you can still have input, you can
9 still review the material. You just wouldn't make
10 recommendations on the committee. You would make
11 recommendations as a CPRB. You could still take that
12 information back here and discuss it as the Board and
13 make recommendations based on that information.

14 MS. GOMEZ: So the concern is -- is the voice
15 of recommendation would be on both boards? If -- if --
16 if one of us could go there and -- and still voice our
17 opinions and make our recommendations to them, I think
18 I'm unclear on --

19 MR. BOYKIN: If -- if I'm understanding
20 correctly, it's that voting power, so you're giving one
21 person the ability to vote on two boards.

22 MS. GOMEZ: But it's --

23 CHIEF JONES: I see it as double dipping.
24 If I can involve someone else on that committee to have
25 a different perspective, but still -- and -- and I

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1 would encourage them to come here, too.

2 MS. HECKMAN-MCKENNA: There are other boards
3 that -- like, for instance, Carley is also on the --
4 Ms. Gomez is also on the Human Rights Commission, and
5 so there are plenty of cases in which there's
6 crossover. And, you know, if -- if a member of our
7 Board could recuse ourselves from looking at a
8 potential conflict of interest, it just seems like it
9 could be a good idea to work together.

10 CHIEF JONES: I still think you can work
11 together without being on -- a voting member on both.

12 MS. HECKMAN-MCKENNA: What's your concern,
13 like specifically, with having one person being a
14 voting member on two boards, especially when that's --
15 there's been plenty of that before?

16 CHIEF JONES: Just what I described. I could
17 have someone else sit on that committee with a
18 different perspective and still have both working,
19 communicating with each other. Because your -- your
20 recommendations here may be different than
21 recommendations on that committee.

22 MS. HECKMAN-MCKENNA: Of course. And there
23 are, you know, nine members, and that's the reason why
24 there are nine members is because --

25 CHIEF JONES: I -- I appreciate your

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1 perspective.

2 CHAIRMAN PRINGLE: But with whatever board
3 member on this that could -- that would have been
4 appointed to the committee, like if they recuse from
5 any appeals arising from that committee, it's still
6 just the voting -- the double voting is your other
7 concern, Chief? That's -- I think you've said two
8 things.

9 CHIEF JONES: That's one of it. And I'll --
10 I'll think about it. I need to think on it.

11 MS. GOMEZ: Is -- so I am not familiar with
12 how that board procedurally works, so they vote to
13 decide what it is that they'll recommend in -- in the
14 meetings?

15 CHIEF JONES: Right.

16 MS. GOMEZ: Okay.

17 CHIEF JONES: And they're also going to be
18 working -- which I -- I think would be --
19 collaboratively, I think that at some point it would be
20 helpful to have the research committee from MU that is
21 helping look at variables and measurables come to this
22 setting and also have that conversation. I'm trying to
23 keep that as clean as I can so that the data is as
24 clean as it can be. What I've -- what I've seen in --
25 from my experience coming into this, there has been a

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1 lot of anecdotal stuff. I'm a measurable person, and
2 we've been struggling with that for a multitude of
3 reasons. I think it's very important that everybody
4 have their input and that that research team is helping
5 to sort that in whatever way they do that. They're the
6 experts, not me. But I want whatever they -- they pull
7 from those variables that they can measure to be
8 meaningful to me in a way that I can change it through
9 training, through policy, or implementation. I think
10 that they have to get that information from several
11 different sources, and I'm trying not to -- that's my
12 concern is that -- that cross-pollination of
13 information. If they can come to one place and get it
14 and then go to another, that just seems cleaner to me.
15 But I'll think about it and I'll ask some people as to
16 how that would best work.

17 MS. GOMEZ: I appreciate it, because as the
18 person that is on both the Human Rights Commission and
19 the Police Review Board, you know, I feel that each
20 board is able to support one another and think broadly
21 about the community, right? Because these have many
22 different -- all these issues have many different
23 impacts within the community, right? There can be
24 human -- human rights issues that come up here that
25 then I feel better equipped to deal with when I go over

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1 to the, you know, Human Rights Commission meetings.
2 And I -- I feel that, you know, we're all here in good
3 faith and hopefully would, you know, want to work with
4 that commission, you know, and take part in a -- in a
5 good solid way.

6 CHIEF JONES: I -- I don't disagree with
7 any -- and -- and I want people to work together. I
8 just don't know that being a member on one is -- I -- I
9 just need to think that through based on the input I've
10 had tonight.

11 CHAIRMAN PRINGLE: We appreciate that, Chief.
12 I -- I kind of echo what Carley and Heather have been
13 saying -- Ms. Gomez and Ms. McKenna, sorry -- that I do
14 think it -- it's better to have someone on this -- this
15 Board on that committee. And the recusal process, I
16 don't think that's going to be that big of a deal if a
17 case comes before us, and that, to me, is the biggest
18 legal obstacle is just making sure that we don't have
19 that conflict. And a recusal, we've -- we've done that
20 before.

21 CHIEF JONES: Outside of collaboration, what
22 is -- what is the motivation to have someone from this
23 board sit on that committee? Why is it so important?

24 MR. BOYKIN: I feel like it's going to be the
25 easiest way for communications to go through.

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1 There's -- you know, we -- we only get one or two
2 speakers a month, and if they're getting data and
3 information, you know, on a monthly basis and new
4 things, how are we to know what's going on from there
5 so we can make our decisions? But if we have somebody
6 on that board, then they get that information and then
7 now we can get that information from them, because that
8 board is made for that information. We are not made to
9 get that -- like, we don't do that -- we get that
10 information they give to us so then we can make our
11 decisions; whereas, they're the ones that are getting
12 that -- you know, doing that research and doing the
13 information. So if we have somebody on that board,
14 then we can -- they can come back to us and tell us
15 what's going on from that board on a regular basis and
16 keep updated instead of -- I feel like -- so when I
17 first started, I felt like we were asking so much stuff
18 because we didn't have any of that stuff, and it -- you
19 know, that's a lot for us to learn all at one time.
20 But if we had somebody on that board, we're now then
21 getting to know that stuff on a regular basis, so it's
22 not like, oh, what -- well, what about this and what
23 about this, and then we're getting all of this material
24 at one time.

25 MS. GOMEZ: I think Boykin makes a --

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1 MR. BOYKIN: Or they continue that.

2 MS. GOMEZ: -- a really excellent point,
3 because part of what I do as the -- you know, the
4 liaison here to the Human Rights Commission is
5 literally make reports to them, you know, give them
6 concisely the information that they need. And being on
7 the board rather than just visiting gives me -- gives
8 whoever is going to be in that position the opportunity
9 to ask questions, to think about the way we might come
10 at it from the Citizens Review Board perspective, which
11 then, you know, I can give -- or whoever's on the board
12 can give better information that's helpful to the
13 Citizens Review Board for the police.

14 CHIEF JONES: So what I'm hearing you say,
15 and correct me if I'm wrong, is that having a person
16 who has voting power on that board gives you -- that
17 it's not about the vote as much as it is the ability to
18 ask questions.

19 MS. GOMEZ: In part --

20 MS. WILLIAMS: Both.

21 MS. GOMEZ: -- yeah.

22 MR. HACKWORTH: And be able to analyze the
23 data, I think, in a way that -- I mean, when -- when
24 Don Love came in last month, it was a data dump. It
25 was so much that he talked to us about that, having

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1 someone on that board on a monthly basis, we can
2 actually digest it versus just drowning in it when it's
3 all presented to us at one time.

4 CHIEF JONES: Right. And -- and part of this
5 problem -- and I'm not -- I'm not trying to single Don
6 Love out, but you brought up that example. Don Love
7 came here as a person who has analyzed data for a long
8 time. Don Love was not here as a board member. As a
9 matter of fact, he had no permission from the Chair to
10 speak for the board. That causes concern for me,
11 because the continuity of information may not be -- if
12 he's speaking for the board and the board doesn't agree
13 in -- in whole or by vote with whatever Don is
14 recommending or saying, that causes conflict.

15 MR. BOYKIN: But my return, would that be --
16 that would be even more a necessity for us to be on
17 that board, so this way, we are getting that
18 information from all of the board members at that time
19 instead of one of the board members who are coming in
20 with data. Is your -- here's my question. And -- and
21 I -- I hate to even make this suggestion. But is -- if
22 your main concern is a voting power, is it a
23 possibility -- which, I mean, I don't like this idea,
24 but is it a possibility of somebody to be on that board
25 without the voting power, but still have that

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1 communication power? Because that's the biggest --
2 that is my biggest hurdle. Like, I want that
3 communication. I want to be able to learn and get to
4 know all that stuff. And if that's the issue that you
5 have is that voting power, then there is the
6 possibility of someone to be on a board without a
7 voting power, but have that ability to communicate.
8 It's not my favorite option, but it is a --

9 MS. GROVER: Well, is the committee --

10 MR. BOYKIN: -- a give-and-take kind of
11 system.

12 MS. GROVER: Is the committee different than
13 the board as in voting? It's your committee, correct?

14 CHIEF JONES: Yes.

15 MS. GROVER: It's not -- the City Council
16 didn't create this --

17 CHIEF JONES: Correct.

18 MS. GROVER: -- committee? So what would the
19 voting -- is the voting similar to how we do business
20 here? Is it just recommendations? How is -- how is it
21 set up?

22 CHIEF JONES: It is. They're looking at
23 training. They're looking at implementation. They are
24 requesting information. They're making recommendations
25 on what information we collect. It is very similar.

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1 The difference is, is they are simply there to advise
2 me.

3 MS. GROVER: To me, that would create -- that
4 creates a conflict. If it's your committee --

5 CHIEF JONES: Correct.

6 MS. GROVER: -- to me, that's -- that's my
7 conflict with one of us being a liaison for the board.
8 I don't -- I mean --

9 CHIEF JONES: Sorry. I don't --

10 MS. GROVER: -- go to the meetings, you know,
11 but it's your -- it's your committee.

12 CHIEF JONES: I agree with that. I think
13 that someone sitting on my committee who votes on this
14 board is a conflict if you're supposed to be neutral.
15 But that -- that's my personal opinion, and I need to
16 think that through. I see a liaison as being what
17 Scott does, you know, being here, not voting, taking in
18 the information, and being able to go back and forth
19 with information. I think we all need to think about
20 it in that context. And maybe you have. I don't -- I
21 wasn't part of those conversations with you. I had a
22 one-paragraph, one-line request to appoint somebody,
23 and I have concerns. I do appreciate your perspective.
24 I just -- I don't know if that's right structurally,
25 procedurally to do it that way, and I need -- I would

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1 have to think about that based on the input that I've
2 had here.

3 MR. BOYKIN: Where are these meetings posted,
4 so we know when they are?

5 CHIEF JONES: They'll be on the city site. I
6 think we have it on the police department's site,
7 specifically. But they're also posting them at -- on
8 the board and --

9 MS. WIBBENMEYER: Legally speaking, there's a
10 difference between a staff liaison and a member of the
11 public serving as a liaison. There are boards and
12 commissions that have liaison representatives that can
13 vote. For example, Carley is appointed by the Human
14 Rights Commission as a voting member of the Police
15 Review Board. There are others that are non-voting
16 liaison members. It usually goes down to how the
17 ordinance is drafted. However, the police chief
18 started the Vehicle Stop Committee with -- just within
19 his own authority, and there's no ordinance
20 establishing it. This Board, you do have an ordinance
21 establishing your authority, and it includes reviewing
22 police policies and procedures and training. So I
23 personally don't see a conflict, and if a matter came
24 up, you could recuse. Whoever was the representative
25 would recuse from that matter, as you would have to do

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1 if you had any information about a particular case, so
2 just bear that in mind. It's, you know, really -- I
3 don't see any legal issues getting in the way with
4 this.

5 MR. HACKWORTH: If I could add one thing,
6 my -- my perspective on it. Rose just brought up
7 our -- one of our duties being to review and make
8 recommendations to you, the Chief, and the city manager
9 on police policies. Having someone from our board on
10 the Vehicle Stop Committee with a duty to show up and
11 to engage, whether or not we determine to give that
12 person a vote, would add a layer of accountability to
13 make sure that we are actually showing up and engaging
14 with that data. That way, we can bring that data back
15 and then it will help us, like, do our duty to review
16 and make recommendations better. Because if there's
17 not that layer of accountability there, it's kind of
18 just on us. And I -- I'm not saying that we wouldn't
19 show up, but five, ten years down the road, we don't
20 know who's going to be in these positions, and I think
21 that having that pipeline there will allow this board
22 to give you better policy recommendations.

23 CHIEF JONES: I'd have to think about that
24 logic.

25 MR. HACKWORTH: Sure.

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1 CHIEF JONES: I -- I don't control this
2 board --

3 MR. HACKWORTH: Uh-huh.

4 CHIEF JONES: -- what this board does or what
5 conduit of information you choose. Nothing that I have
6 done would preclude anyone from participating in that
7 or the interested parties meeting for policy, but I
8 think there are three parts to that. One is vehicle
9 stops, very specific to vehicle stops and the data and
10 training. The other is CPRB, that is reviewing policy
11 and police misconduct or -- in part of your duties.
12 And then so having the committee policy and CPRB as
13 different entities seems -- I don't know that it's
14 mutually exclusive. And I -- I think that you have the
15 ability to participate in all of those as a CPRB member
16 without being on the committee or -- I -- I'd have to
17 think that through.

18 MS. GOMEZ: I -- I --

19 CHIEF JONES: There are pros and cons.

20 MS. GOMEZ: I do think that, you know, as --
21 Alex, what's your last name?

22 MR. HACKWORTH: Hackworth.

23 MS. GOMEZ: Mr. -- sorry, did you say
24 Hackworth?

25 MR. HACKWORTH: Yes.

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1 MS. GOMEZ: Hackworth said, you know, part of
2 what our role is, is to make recommendations, and
3 hopefully we've been, you know, making recommendations
4 that you do find useful. And I would hope that any one
5 of us could go to that other board and contribute to
6 that board in the same way. And if, you know, there's
7 a problem where, you know, the police or -- or you feel
8 that we're not doing our job well enough, that we can't
9 take part in the other board, then we might have a
10 bigger problem in terms of sort of our role and, you
11 know, our relationship with -- with the police as well,
12 because I don't see -- you know, I -- I just -- I don't
13 see a conflict. There clearly isn't a legal conflict.
14 Yeah.

15 CHIEF JONES: I'm not necessarily worried
16 about a legal conflict as far as that. What I may do
17 is talk to the Chair and see if he wants to have a
18 conversation with a member of this board, and if the
19 board wants to -- if the committee wants to make that
20 recommendation to pull someone in from this board, then
21 I'd be open to that. Let me think that through.

22 MS. WIBBENMEYER: And for future reference,
23 if there is a particular person, such as a chair, that
24 needs to be contacted with regard to that, you may want
25 to put that on the webpage so that we know who is the

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1 chair and that sort of thing.

2 CHIEF JONES: Okay. Is it not on the
3 webpage?

4 MS. WIBBENMEYER: No. It just has a list of
5 names.

6 CHIEF JONES: Okay. Toni Dukes is the chair.

7 MS. GROVER: It says chair on there.

8 CHIEF JONES: It does say chair on there?

9 MS. GROVER: Yeah. She's the chair.

10 MS. WIBBENMEYER: On the one I have, it just
11 has a list of members, so --

12 MS. GROVER: Full -- full committee members,
13 then Robert and then Toni, and it says chair by her
14 name.

15 MS. WIBBENMEYER: Oh. I just pulled up
16 meeting body details, and the members are listed with
17 no -- I must be on a different page than you are.

18 MS. GROVER: Sorry. Yeah. I'm on City of
19 Columbia Police Department.

20 MS. WIBBENMEYER: Oh, I'm on the --

21 MS. GROVER: The Vehicle Stop Committee.

22 MS. WIBBENMEYER: I'm on the boards and
23 commissions --

24 MS. GROVER: It's a --

25 MS. WIBBENMEYER: -- list.

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1 MS. GROVER: Since it's the police
2 department's committee, I figured it was on the police
3 department's website.

4 MS. GOMEZ: Well, thank you for considering
5 what, you know, we all are thinking on this.

6 CHIEF JONES: I truly appreciate everyone's
7 perspective. I just -- I want to be very intentional
8 about what I do with this, because I want it to -- I
9 want it to mean something. I don't want to kick things
10 down the road. I don't want to give anybody in the
11 police department or in the community the impression
12 that we're stacking things one way or another. Those
13 are all things that I'm just telling you, from my
14 personal perspective, things that go through my mind.
15 I just need to think it through.

16 MS. GOMEZ: Yeah. Yeah. I -- it just -- you
17 know, I think from, well, my perspective, at least,
18 it's disappointing to hear that one of us being on
19 there would be considered some form of stacking. So,
20 you know, I think that's good to know as well.

21 CHIEF JONES: Well, I don't know that it
22 would.

23 MS. GOMEZ: Okay.

24 CHIEF JONES: But I -- I do -- what I mean by
25 stacking is, if I have one group making recommendations

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1 and another group making recommendations and they're
2 operating independently of each other with a liaison, I
3 think that each group has the ability to make those
4 recommendations independent of the other. I don't
5 think it's bad that they communicate. I just think
6 that having two independent bodies gives more
7 opportunity for input from different perspectives.
8 I -- I just need to think it through.

9 MR. BOYKIN: How many members are on that
10 committee?

11 THE COURT REPORTER: I -- I didn't understand
12 what you said.

13 MR. BOYKIN: I said how many members are on
14 that committee?

15 CHIEF JONES: Originally, I think we had 13
16 positions. You -- you could probably --

17 MS. GROVER: There's eight members and then
18 there's a data subcommittee. Is that the same -- looks
19 like --

20 CHIEF JONES: Well, I mean, they're the same
21 people.

22 MS. GROVER: Well, it says eight members --
23 it says eight members on here.

24 CHIEF JONES: Yeah. We originally were going
25 to open it up to 13. We reduced that number, and then

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1 we had a couple people that opted out that we haven't
2 replaced yet. So if we do decide to do it, I have room
3 to put someone on the committee. I just need to think
4 that through.

5 MR. BOYKIN: Would it be beneficial to maybe
6 get -- decide it from us which one we would -- of us
7 would like to be on that and then maybe go and talk
8 with them during their meeting and have that part of
9 the agenda where we can discuss our concerns about why
10 we want to be on the board if they're going to make --
11 be the ones deciding whether or not they're going to
12 approve that?

13 CHIEF JONES: We made a --

14 MR. BOYKIN: I know we talked about it
15 beforehand, but I didn't know if we made the full --

16 CHIEF JONES: In the letter, I would
17 recommend Carley.

18 CHAIRMAN PRINGLE: He made a recommendation
19 for that.

20 MR. BOYKIN: Okay.

21 CHIEF JONES: I need to talk to the chair and
22 see what they feel about that, I mean, anybody being on
23 it from a different board. And they may be completely
24 open to it. I don't know.

25 MR. BOYKIN: It's just so that we can voice

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1 our opinions to them, you know, and not to say that you
2 wouldn't give them what we say, but so this way they
3 can hear why our thoughts are on getting ourselves on
4 the -- one of us on the board as well.

5 CHIEF JONES: How would that -- I -- I just
6 described my concern about someone presenting as -- one
7 of you spoke. I'm sorry. I'm feeling a little
8 schizophrenic up here. Just for clarification, how
9 would that work? With my concern of -- someone
10 speaking on the committee's behalf to another board or
11 commission as though they are speaking for the
12 committee causes me a lot of concern. How would that
13 be mitigated by putting someone from this board on that
14 committee who would then bring back information as
15 though they were speaking for that committee on this
16 board? Without the chairs and the rest of them voting
17 as to what information is being presented as
18 recommendations?

19 MS. GOMEZ: So I think that a lot of -- I
20 mean, maybe not a lot, but, you know, city committees
21 and commissions generally do present reports to one
22 another that they take from those meetings, and I don't
23 know of the conflicts that come up. I can tell you
24 that when I deliver information to the Human Rights
25 Commission, it's not as the chair or -- you know,

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1 it's -- it's just a -- a report, which I imagine would
2 be similar in this case. It would be a report, and
3 then information that we learn, we can help and act on,
4 right, or be in support of one another, occasionally,
5 if that were to come up.

6 CHAIRMAN PRINGLE: I think like the whole --
7 yeah, the entire point of having a representative on
8 that committee is to educate this board on that
9 committee's actions, so to present it to the committee,
10 it would have to be this representative is going to
11 come and report to us on those meetings.

12 CHIEF JONES: Right. And I -- do you see why
13 that concerns me a little bit that the person coming
14 back to this board would be giving information as
15 though the board was blessing the information as
16 their -- their report?

17 MS. GOMEZ: I -- I think that your concern
18 indicates a concern about us and our neutrality,
19 because I think that this is part of what these boards
20 do is give reports to one another. So your concern
21 feels directed specifically towards maybe concerns you
22 have about people on this board, right? Because that's
23 something that we do and participate in.

24 CHIEF JONES: I -- I will tell you I have
25 zero concern about who's on this board. I haven't had

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1 any issues with anybody on this board. I don't control
2 what this board does. I do have some say in how the
3 committee operates, so information that is being
4 presented to the committee to what I'd just consider as
5 a -- as a third party and not as a vote or a consensus
6 from that committee to another board as a report is a
7 concern to me, because that can send more than one
8 message from the committee to an outside entity. It's
9 more about the continuity of that information and the
10 consistency of that information coming from the
11 committee to outside sources than it is anybody on this
12 committee or anybody on that committee. It's -- it's
13 just about how that information is transferred and
14 is -- is it being transferred as a member of the
15 community that has some knowledge of the conversations
16 happening or is it a report that this person is
17 bringing back, saying, this is what the committee
18 talked about, and the committee may not agree with that
19 one person.

20 MS. WIBBENMEYER: If -- sorry. If -- if
21 that's the case, we have a court reporter taking a
22 transcript. So your other committee would know exactly
23 what was reported back, and if they had an issue, they
24 could send something to me, I would send it out to the
25 members of the board, they could come to the next

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1 meeting, we could put them on the agenda, and they
2 could clarify. It just provides an additional layer of
3 transparency to the public, who might not be able to
4 make the Vehicle Stop Committee, to be able to be
5 somewhat informed by the report that occurs.

6 CHIEF JONES: A person who is --

7 MS. WIBBENMEYER: A -- just a member.

8 CHIEF JONES: A member coming from this board
9 to the committee meeting is a different -- they're
10 coming back to this board and reporting what they heard
11 or saw, they are coming back as a board member,
12 reporting what they saw in that meeting, as opposed to
13 bringing back what the -- the committee may think is a
14 message contrary to what they discussed.

15 MS. WIBBENMEYER: There's a remedy for that,
16 though, right?

17 CHIEF JONES: It's -- it's not about the --

18 MS. WIBBENMEYER: So --

19 CHIEF JONES: -- remedy. It's not about the
20 remedy. It's about the continuity and consistency of
21 information, and that committee already has concerns
22 about a member coming outside of the committee and
23 speaking on behalf of the committee. They've --
24 they've expressed that concern to me.

25 MS. WIBBENMEYER: Well, I will tell you he

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1 was the only one I knew, so that's the person I
2 invited, because I didn't see on the list on the city
3 clerk's website that there was a chair. So I just
4 emailed him because he had been emailing the board for
5 years about his views on the data. So if there's
6 anyone to blame on that part, it is me.

7 CHIEF JONES: I'm not blaming anybody.

8 MS. WIBBENMEYER: However, I think what
9 you're concerned with is communication and -- and --
10 and facilitating communication, which is I think what
11 the board is concerned with is facilitating
12 communication between the board and the committee. I
13 mean, I -- I don't -- I don't see -- I think everyone's
14 kind of talking at the same thing. You want accurate
15 communication. They want to receive accurate
16 communication. They want to be able to have a
17 representative of the board be on the stop committee so
18 they have access to all the data and can ask questions
19 during the -- during the meeting. I think some of them
20 probably want that person to be a voting member. Some
21 might be willing to consider a non-voting member. But
22 they want to have access to the information, and they
23 want to have access and be able to hear everything that
24 goes on and ask questions during that other meeting.
25 This board has been appointed by the council to look at

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1 all police policies, not just those involving
2 complaints. So, I mean, they are really the group
3 that's charged with doing the job that this other
4 committee is doing some of the job. You have them
5 doing other things too, obviously, more than that, but
6 it's -- it's to give you recommendations on police
7 policies. But that's really -- council has appointed
8 these people for that.

9 MS. WILLIAMS: Very well said, Rose.

10 MS. GOMEZ: Yeah. Thank you, Rose. And we
11 believe we can -- or at least I believe we can do our
12 job better here on behalf, you know, of the citizens if
13 we have access to this other, you know, council.

14 MR. HACKWORTH: I echo that.

15 CHIEF JONES: Okay. I'll talk to them.

16 MS. WIBBENMEYER: Thank you.

17 MS. WILLIAMS: Thank you.

18 MR. BOYKIN: Thank you.

19 CHIEF JONES: Thanks.

20 CHAIRMAN PRINGLE: And our last bit of old
21 business, a status update on the recommendations
22 related to Policy 300, 11/4.

23 MS. WIBBENMEYER: The Chief's letter
24 dated 11/3, which you received on 11/4 mentioned that
25 he's in the process of developing changes to

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1 Policy 300, response to resistance.

2 CHAIRMAN PRINGLE: I was going to -- for now,
3 I'm just happy to wait and see what they're going to
4 put up for us. Does anyone have any other statement or
5 questions about that policy? All right. Then, yeah,
6 we'll continue to wait to see what is drafted up.
7 New -- moving on to new business. The neck restraints
8 council report. There was a plethora of documents
9 attached to the agenda regarding that. Anyone have any
10 questions, discussion?

11 MS. HECKMAN-MCKENNA: I think I do. I just
12 don't have -- I think I do. I just don't have the
13 document up yet.

14 CHAIRMAN PRINGLE: I don't know if you would
15 mind answering a question about the police memo, Chief
16 Jones.

17 CHIEF JONES: Getting my steps in.

18 MR. BOYKIN: Get your exercise today.

19 CHAIRMAN PRINGLE: Yeah. When you were going
20 back there, I was almost like, he should just stay at
21 the front row.

22 CHIEF JONES: What questions did you have for
23 me?

24 CHAIRMAN PRINGLE: I was curious about --
25 because in your memo, you have this University of

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1 Cincinnati professor, Dr. Engel, kind of his language.
2 I guess when -- on my first read, I couldn't really
3 tell how the language would change the way the policy
4 currently is beyond just expand more on what deadly
5 force is. Could you kind of just let me know more of
6 what -- you know, your thought process with this
7 language?

8 CHIEF JONES: I'll just give you the history
9 and where we're at with that. So that professor also
10 sits on a committee for the International Association
11 of Chiefs of Police. And one of our council members
12 reached out to them to ask for sample language and have
13 a discussion about chokeholds. So that was supplied to
14 me by a councilperson. And in my opinion -- and I am
15 not a lawyer, but my opinion is that policy is less
16 restrictive than ours. The reason being is -- so our
17 policy prohibits chokeholds, strangleholds, and
18 vascular neck restraints. We -- we call them
19 chokeholds. They're two different things, but we
20 prohibit all of them -- or both of them. Unless we're
21 using deadly force. And what that means is, you know,
22 if it rises to a level of deadly force, it's really not
23 how you kill somebody; your intention as a police
24 officer is to inflict -- or use a level of force that
25 is likely to cause serious bodily injury or death. We

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1 view strangleholds and vascular neck restraints at that
2 level of force in our current policy. The council is
3 concerned that we don't specifically say this is deadly
4 force, so we're looking at revisions that would do
5 that. What our policy currently does is it says that
6 it has to be -- not only is it deadly force, but it has
7 to be the only reasonable force that's going to work in
8 that moment. So that's why ours is more restrictive
9 than that other sample policy. Okay. Yeah. So we're
10 trying to meld the two so that -- I still want to keep
11 that in ours. My argument is that if we're using it as
12 deadly force, that I don't want to take a tool that is
13 less -- has a less likelihood of lethality than
14 shooting someone out of that range of deadly force,
15 because if we do that, then -- and an officer is
16 justified in using deadly force, they may jump to a
17 different, more lethal, deadly force option, if that
18 makes sense. So that's my concern. That's what I
19 presented to my council in my hour-long rambling, but
20 those are the differences I see in those two policies.

21 CHAIRMAN PRINGLE: Okay. Yeah. Because I --
22 I was saying I didn't think it was close to what --
23 it's not -- it's not -- this new language is not a ban,
24 and I thought it was just, yeah, going -- I'm -- I'm
25 interested -- you're saying that you think it's even --

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1 it's -- it's less restrictive than what you already
2 have.

3 CHIEF JONES: I do think it's less
4 restrictive than what we have.

5 CHAIRMAN PRINGLE: I definitely think it is
6 just -- it's there to go ahead and explain things, but
7 it's not actually changing.

8 CHIEF JONES: I will tell you in the revision
9 that I saw -- I'm getting my days mixed up -- I think
10 it was yesterday, maybe today -- the revision that I
11 saw, we still included our language and kind of melded
12 the two. But I just like having that -- if it's deadly
13 force and it's the option for whatever it is and it has
14 less lethality, then it makes sense to keep it in the
15 toolbox, but it -- it should be very narrowly done,
16 even in deadly force situations.

17 MS. HECKMAN-MCKENNA: I have a question.
18 Who -- like I guess who appoints the force review
19 board?

20 CHIEF JONES: We don't have -- you're --
21 you're looking at a sample policy. We don't --

22 MS. HECKMAN-MCKENNA: Okay.

23 CHIEF JONES: -- have a force review board.

24 MS. HECKMAN-MCKENNA: Gotcha.

25 CHIEF JONES: We have a process that you're

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1 aware of as far as internal affairs, which are also
2 looking at when the new human resources director comes
3 in, they'll have the diagram, too. It's just too
4 cumbersome. It doesn't allow us to address things as
5 quickly as I would like, so we're going to look at that
6 too. Off topic, but -- any other questions?

7 MS. HECKMAN-MCKENNA: I guess just to say a
8 little bit more about why I was asking that question,
9 if that were internal to CPD, I would -- I would
10 question if there would be some conflict of interest
11 there, so that's just why I bring it up.

12 CHIEF JONES: Right. Yeah. We don't -- we
13 don't have one of those. Whatever agency in Cincinnati
14 that was brought up has one, but we don't. We have
15 this process instead, I think.

16 CHAIRMAN PRINGLE: Thanks for that insight,
17 Chief Jones.

18 CHIEF JONES: Thank you.

19 CHAIRMAN PRINGLE: Next up we have review of
20 police policies. Do we have -- I don't think we have
21 any listed from last meeting to update on. Sergeant
22 Alpers, do you know anything about how the CLE updates
23 are coming? Are there any new policies coming down for
24 the pipeline up for final approval? I guess, Chief
25 Jones? Get those steps in.

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1 CHIEF JONES: I do have some. I can't cite
2 to you what they are. I have two on my desk. One is
3 an all hazards plan. I don't remember what the other
4 one is. They were put on my desk yesterday. We'd
5 discussed some others, but I don't know when the
6 next -- I would have to look it up on the Internet,
7 but --

8 CHAIRMAN PRINGLE: I think the last meeting I
9 went to was in -- was in September was the last --

10 CHIEF JONES: Yeah. And -- and we have I
11 want to say five to seven that he's looking at for the
12 next one. I just can't tell you off the top of my head
13 what they are.

14 CHAIRMAN PRINGLE: If you could email those
15 to Rose for us, because I know, Alex, he's interested
16 in taking a look at policy, and I would like to --

17 CHIEF JONES: Scott, if you can just check
18 with Dockler and find out what's the next step.

19 CHAIRMAN PRINGLE: I think we would like to
20 go back to -- earlier, we were always kind of just
21 taking a look at the police policy manual to help us
22 better understand the manual, and if we can figure out
23 what's about to get updated, we'd like to take a look
24 at it.

25 CHIEF JONES: I did appreciate that the last

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1 meeting I saw someone from this board there. I thought
2 that that gave --

3 MR. BOYKIN: Two of us here -- two of us
4 there.

5 CHIEF JONES: I think that was helpful to
6 have that conversation.

7 CHAIRMAN PRINGLE: Yeah. No. I -- I
8 appreciate you also breaking down how your -- your look
9 on the -- on the chokehold ban, deadly force, and I
10 thought you did a good job explaining and this is an
11 example.

12 CHIEF JONES: I appreciate it.

13 SERGEANT ALPERS: So for -- it looks like
14 property in evidence, use of force, missing persons.
15 You want the number, Travis?

16 CHAIRMAN PRINGLE: Yes, please.

17 SERGEANT ALPERS: 322 -- or 332 is missing
18 persons.

19 CHAIRMAN PRINGLE: 332?

20 SERGEANT ALPERS: 332. Use of force is 300.
21 And property in evidence is 804. I think that's -- I
22 think that's all. Yeah. Oh, no, all hazards.

23 CHAIRMAN PRINGLE: All hazards?

24 SERGEANT ALPERS: I think it's 412. Let
25 me --

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1 MS. GROVER: Sorry, what was --

2 SERGEANT ALPERS: -- let me double check,
3 Travis.

4 CHAIRMAN PRINGLE: All right.

5 SERGEANT ALPERS: 206.

6 CHAIRMAN PRINGLE: 206 is all hazards?

7 SERGEANT ALPERS: Which is all hazard plan,
8 critical incident response manual.

9 CHAIRMAN PRINGLE: Thank you, Sergeant
10 Alpers. If you wouldn't mind talking about those next
11 meeting.

12 MR. HACKWORTH: Oh, I'd love to.

13 CHAIRMAN PRINGLE: Okay.

14 MR. HACKWORTH: Do we have to, like, do any
15 motion on that or --

16 CHAIRMAN PRINGLE: Just for the next meeting,
17 I'd like to add we're going to discuss -- Alex has
18 graciously -- he's going to step into my old shoes and
19 look over the policies.

20 MS. WIBBENMEYER: Those four.

21 CHAIRMAN PRINGLE: Yeah.

22 MS. WIBBENMEYER: Okay.

23 CHAIRMAN PRINGLE: And then next we have
24 educational requirements for police officers. I saw we
25 had the email with the job description, included

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1 educational requirements. Any discussion over those?

2 MS. HECKMAN-MCKENNA: I had a thought that
3 probably is not practical, given budgetary concerns.
4 But one of the -- one of the things I was thinking
5 about when I saw that it was -- high school education
6 was the minimum requirement, is if there were any way
7 to fund some officers to go back to school, especially
8 for things like social work, like criminology, things
9 like that. I imagine I know what the answer is, but I
10 just wanted to mention it, nonetheless.

11 MS. WIBBENMEYER: The City does have employee
12 benefits that do allow for tuition reimbursement.

13 MS. HECKMAN-MCKENNA: Okay. So that could
14 potentially be something that -- that we could suggest
15 that the police promote for their officers?

16 MS. WIBBENMEYER: Yeah. And I -- I think the
17 City overall promotes it for all their employees, and
18 we also recently entered into a partnership agreement
19 with Columbia College, as well, for discounted tuition
20 there.

21 CHAIRMAN PRINGLE: Very good to hear. And a
22 last bit of new business, community-oriented policing
23 program. Ms. Gomez?

24 MS. GOMEZ: All right. Hopefully, you all
25 got my report, and hopefully you all had time to read

1 it. After the last city council meeting, there was
2 discussion with the stakeholders, you know, a report
3 about the discussions ongoing with the -- with the
4 community stakeholders. Who -- Rose, do you
5 remember -- I'm sorry, who was that with, the
6 discussion?

7 MS. WIBBENMEYER: Ian?

8 MS. GOMEZ: Right. Right. Yes. And it
9 sounded like a lot of the stakeholders were
10 dissatisfied with some of those conversations, that
11 they were happening over and over again. And I went
12 back through the community policing reports and some of
13 the NACO sessions and found that some of what community
14 stakeholders wanted was direct conversations with
15 police rather than through a mediator, and so I looked
16 up some of the NACO meetings and -- and found their
17 community police education programs that seemed to have
18 a really good effect within the community, both for
19 stakeholders and for police in terms of feeling
20 supported by the community and in improving
21 relationships between community members and -- and the
22 police. So I -- tonight, I just was hoping to get your
23 thoughts on this, to start thinking about a way
24 forward, if people are interested or just anything,
25 really.

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1 MS. HECKMAN-MCKENNA: Well, I mean, I -- I
2 really think this is an extremely useful document. I
3 love that it uses like our city's and CPD's own goals
4 and -- and creates concrete ways that -- that we can
5 work to achieve those goals instead of it being this
6 more kind of nebulous thing that it currently seems to
7 be. I -- I really like this idea of community members
8 and police officers communicating and working together,
9 especially as they hear from experts about, like, a lot
10 of the various things that you -- that you labeled out,
11 especially like trauma-informed policing. Like, that's
12 something that benefits both citizens and police
13 officers, right, Columbia's history, which is important
14 in terms of, like, why we are where we are right now.
15 So I -- I guess my question is, like, how do we get
16 this started?

17 CHAIRMAN PRINGLE: I -- I love this idea of
18 this capstone project you put in there. Like, that
19 just -- I -- I almost feel like you could even take it
20 even further, like have it be a capstone with the
21 community group that they work with the whole year.
22 Yeah. This -- this is an amazing document you put
23 together.

24 MR. BOYKIN: It is very, very well-written
25 and put together.

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1 MS. WILLIAMS: It is, Carley. You did --

2 MS. GOMEZ: I appreciate it.

3 MS. WILLIAMS: -- an excellent job.

4 MS. GOMEZ: Thanks.

5 CHAIRMAN PRINGLE: I would like to share --
6 Chief Jones, have you -- have you seen the document?

7 CHIEF JONES: I have not. I can tell you
8 that the limited conversation I just heard, I'm in
9 agreement with. Just understand that that process is
10 the big city process, not in the police process, so
11 with COVID -- and I won't single anybody out, but I --
12 I still have lunch with people and have coffee with
13 people, socially distance as much as possible, but I'm
14 a -- I'm -- I like to -- as you all know, I've -- I
15 like to debate things, too, so I -- for my own mental
16 health, how to get to a conclusion. I think that's the
17 best way for anybody to get anywhere. But it sounds
18 like we would probably be in agreement on everything
19 that was just mentioned anyway. I haven't seen the
20 document, but I'm interested. My ears perked up, so --

21 MS. WIBBENMEYER: Great. It's attached to
22 the agenda --

23 CHIEF JONES: Is it?

24 MS. WIBBENMEYER: -- electronically, so --

25 CHIEF JONES: All right.

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1 CHAIRMAN PRINGLE: I definitely would like
2 to -- whenever you get a chance to -- hopefully --
3 maybe at our next meeting, if you get a chance to
4 review this, we can talk to you about it at our next
5 meeting for your official stop-by. I'd love to hear
6 your thoughts on those, Chief, because, yeah, Carley,
7 you did an excellent job.

8 MS. GOMEZ: Thank you.

9 CHAIRMAN PRINGLE: All right. Going on to
10 our next item, general comments by public members and
11 staff. Anyone from the public have any comments?

12 MR. HACKWORTH: Am I -- am I able to speak?

13 CHAIRMAN PRINGLE: Oh, yeah, Alex, yeah,
14 definitely.

15 MR. HACKWORTH: So I was reading through the
16 transcripts of the last two meetings, and I noticed
17 there was an -- an individual who talked about an app,
18 the Columbia Police Department app, and they mentioned
19 it wasn't loading on some people's. It was loading on
20 mine. I just wanted to put it out there that it won't
21 load at all if it doesn't have connection -- a reliable
22 connection to Wi-Fi or the Internet. And I was
23 wondering if we could remedy that, because I -- if
24 that's going to be there as a resource to people to --
25 for people to use, not only to engage with the police

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1 department, but for the police department to add value
2 to those people, I -- I worry that that could be a --
3 a -- a -- kind of a -- a driving wedge, driving
4 inequality a little bit deeper and those who have
5 access to get help. And I -- I'm no data scientist. I
6 don't understand computer engineering, but I do know
7 that there's -- there's ways to archive things. That
8 way, if you're offline, it still loads up and you can
9 see, like, oh, here are -- this is where St. Francis
10 House is, this -- these are numbers I could call should
11 I need to right now, even though I don't have access to
12 Wi-Fi or the Internet. So I just wanted to share
13 that -- what I found.

14 CHAIRMAN PRINGLE: Was that the Columbia PD
15 app or the CoMo Resources app?

16 MR. HACKWORTH: The Columbia Police
17 Department app?

18 CHAIRMAN PRINGLE: The one with the shield?

19 MR. HACKWORTH: The one with the shield.

20 CHAIRMAN PRINGLE: Okay.

21 MR. HACKWORTH: Yeah.

22 SERGEANT ALPERS: Are you talking about
23 the -- the resource app?

24 MR. HACKWORTH: I was -- the -- what I
25 understood from reading the transcript was it was the

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1 Columbia Police Department app. I didn't test it with
2 the Resources app, though. I was unaware that we had
3 that, and that's my bad for misinterpreting. I'm not
4 sure if the same issue applies to that one, though.

5 CHAIRMAN PRINGLE: So and we had this
6 discussion, I think, two months ago. I think, yeah,
7 originally, I downloaded the wrong app, and then I had
8 to go --

9 MR. HACKWORTH: Right.

10 CHAIRMAN PRINGLE: -- to CoMo Resources.

11 SERGEANT ALPERS: So the --

12 MR. HACKWORTH: Okay.

13 SERGEANT ALPERS: -- what I'm going to do is
14 just walk and show everybody.

15 MR. HACKWORTH: Okay.

16 SERGEANT ALPERS: So -- so everybody can see
17 it, because this one works -- this one works the way it
18 should work, and I believe that the app that you
19 probably saw was the one that we had in COU.

20 MS. WILLIAMS: That is the old one.

21 MR. HACKWORTH: Okay. My apologies, then.

22 SERGEANT ALPERS: That's okay.

23 CHAIRMAN PRINGLE: Okay. Thank you,
24 Sergeant.

25 SERGEANT ALPERS: Yeah.

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1 MS. WILLIAMS: Chief, you don't have to raise
2 your hand.

3 CHIEF JONES: So this may be a question for
4 you, Rose. If I read the document that you provided
5 and I have questions and want to get clarification or
6 ask questions so that I'm better prepared to talk at
7 the next meeting or want to -- you know, however our
8 schedules work out, how is -- what's the best -- what's
9 the most appropriate way to --

10 MS. WIBBENMEYER: If --

11 CHIEF JONES: -- do that?

12 MS. WIBBENMEYER: If you email Carley, copy
13 me. If you want me to send your email to Carley, I'm
14 just the records custodian, so I have to get a copy of
15 it.

16 CHIEF JONES: Okay.

17 MS. GOMEZ: My email's actually on the
18 document.

19 CHIEF JONES: Okay.

20 MS. GOMEZ: Yeah.

21 CHIEF JONES: All right. That -- that would
22 just be helpful, if we're going to have a conversation,
23 for me to clarify things ahead of time instead of
24 having -- you know I like to debate.

25 MS. GOMEZ: Yeah. No.

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1 CHIEF JONES: So if you can --

2 MS. GOMEZ: I would love to have that --

3 CHIEF JONES: -- do that.

4 MS. GOMEZ: -- discussion with you,
5 definitely.

6 CHIEF JONES: Okay. Thank you.

7 CHAIRMAN PRINGLE: Anything further from
8 staff or the public? I just had one thing I wanted to
9 bring up. And, now, if everyone disagrees, please
10 shout me down. Just from, well, especially our
11 discussions earlier, we -- we -- we have a lot of ideas
12 like just percolating right now, a lot of stuff that's
13 exciting. And just as a way to keep things more in
14 order, how does -- how do people think about forming
15 subcommittees?

16 MS. WIBBENMEYER: I will tell you, if you
17 form a subcommittee, when you do it, you'll need to
18 pass a motion, you'll need to declare the purpose of
19 the subcommittee, how many people serve on the
20 subcommittee, what the quorum number is for the
21 subcommittee, and that subcommittee will be subject to
22 the Sunshine Law, which means posting of meetings and
23 agendas, preparation of minutes. If you just have
24 people who are voluntarily -- volunteering to do things
25 and you don't officially form a subcommittee or work

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1 group or task force, for example, like, I believe
2 earlier Alex had agreed to go to the next police policy
3 meeting and -- and kind of come back with information
4 and read through all those policies -- you didn't form
5 a subcommittee, so he can just go do that. As long as
6 you're under your quorum number, you can have people
7 volunteering to do that. But once you start a
8 subcommittee, the quorum of the subcommittee will
9 determine what is a meeting.

10 CHAIRMAN PRINGLE: Well, he's going -- Alex
11 is going to review the -- he's going to review the
12 policies that were outlined, but you're also always
13 welcome to go to the policy meetings.

14 MS. WIBBENMEYER: Oh, sorry.

15 MS. WILLIAMS: As a -- as a member of -- when
16 there used to be subcommittees here, it is -- I can
17 tell you from experience it is better to have someone
18 who volunteers to do something, because it gets --
19 well, it gets things done faster than to have
20 subcommittees.

21 CHAIRMAN PRINGLE: I thought --

22 MS. WILLIAMS: I mean, we voted them down for
23 a reason.

24 CHAIRMAN PRINGLE: I thought I remembered
25 that we -- we had just -- when I came on two years ago,

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1 we had just gotten through that. But I think after,
2 yeah, Cornellia and -- and Rose just kind of breaking
3 it down, I'm going to pull that subcommittee and let
4 things keep going the way they're going, because I -- I
5 think you're -- you're both right, it's -- it's
6 smoother this way.

7 MS. GOMEZ: Although in terms of, you know,
8 volunteering, it's always nice to, you know, have help
9 from one another too, and I can tell you, working on
10 this report, that in the future, I would love if
11 someone would volunteer to help as we move forward,
12 hopefully, with this.

13 MR. HACKWORTH: I like the idea of trying to
14 chunk it up, though.

15 CHAIRMAN PRINGLE: Yeah.

16 MR. HACKWORTH: The -- the make it more
17 streamlined.

18 CHAIRMAN PRINGLE: Yeah. Well, and I guess
19 so in -- in -- in lieu of trying to pick subcommittees,
20 if we can just think about for our next meeting -- I
21 wouldn't mind discussing just how we want to break down
22 everything we're doing right now and just, I guess a
23 volunteer way of, you know, Carley -- I think we should
24 give her help, because this is -- this was really in-
25 depth work. And any way we can do to just kind of like

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1 get smaller groups focused on all the things we want to
2 do, I think that'll help -- really help our efficiency
3 and really get these things before us voted and moved
4 to the next step faster than just us -- well, one
5 person doing something and it comes to us when it's
6 ready. I would really like to -- if we can do that
7 before our next meeting, just everyone think about what
8 we're doing right now, kind of have a list ready for us
9 to talk about, so we can just really start focusing on
10 what people should be doing. If we can do that, just
11 keep that in mind for next meeting, think about how we
12 want to break down everything we're approaching and
13 think about what you want to do, what -- what -- during
14 your off time when we're not meeting, what do you --
15 what -- what -- what excites you the most when you come
16 to this meeting, where's your passion at, so if you'd
17 keep that in mind for the next meeting.

18 MS. GOMEZ: Great idea.

19 MR. BOYKIN: And then can I add something?
20 We did skip something on this agenda. And can I go
21 back to number two and do introductions, considering we
22 have new members?

23 CHAIRMAN PRINGLE: I was -- I was getting
24 ready to go do that, because I -- I felt bad that I --
25 I skipped that part. That -- that was -- I want to

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1 give that my first day chairman faux pas. But we do
2 have two new members to this -- to this Board. The
3 gentleman who's been on the screen all day, this is
4 Dillon -- Dillon Pierson. He is one of our new
5 members. He's --

6 MS. WILLIAMS: Hi, Dillon.

7 MR. BOYKIN: Hi, Dillon.

8 CHAIRMAN PRINGLE: You -- you can't hear him,
9 but he's -- he's been typing. I'm sorry, Alex, your
10 last name, again?

11 MR. HACKWORTH: My last name is Hackworth, H-
12 a-c-k.

13 CHAIRMAN PRINGLE: Then, also, Alex
14 Hackworth, to my left over here. He's one of our
15 newest -- he's also our -- one of our two new members.
16 We're both very grateful to have you on this board.
17 Really excited to be working with you over this next
18 year. And, I mean, so far -- Dillon, you've --
19 you've -- I love how you've been on that screen this
20 whole time. Thank you so much. Alex, thank you
21 very -- like you've been -- you dived headfirst with
22 the questions. That's exciting. You have some passion
23 here, and I'm looking forward to seeing what both of
24 you bring to the board.

25 MR. HACKWORTH: Thank you.

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1 CHAIRMAN PRINGLE: And is there anything else
2 from the -- from this board?

3 MR. HACKWORTH: I feel like that was like an
4 un -- I don't know what I'm going to say, but it --
5 I -- I feel like I should have given a -- a better
6 thank you in response to that. You know, thank you for
7 making me feel welcome in the -- in the very first
8 meeting, and -- and I -- I like the fact that we can
9 try and have level conversations. And -- and, you
10 know, sometimes it might get into grilling, but, you
11 know, it's -- it's for the greater good of our city.
12 So I'm looking forward to working with you all on that
13 as well.

14 CHAIRMAN PRINGLE: Well said. Well, with
15 that, our next meeting is scheduled for
16 December 9, 2020. Is there a motion to adjourn?

17 MS. GOMEZ: Gomez moves to adjourn.

18 CHAIRMAN PRINGLE: Is there a second?

19 MR. BOYKIN: I'll second. Boykin.

20 CHAIRMAN PRINGLE: All in favor say, aye.

21 GROUP: Aye.

22 CHAIRMAN PRINGLE: Aye. Nays? No nays.
23 This board meeting is adjourned. Thank you all very
24 much for coming.

25 (The meeting adjourned at 9:19 p.m.)

Transcript of Proceedings

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C E R T I F I C A T E

STATE OF MISSOURI)
) SS
COUNTY OF HOWARD)

 I, Tammy F. Ballew, Certified Court Reporter
for the firm of Tiger Court Reporting, do hereby
certify that the above and foregoing is a true and
accurate transcription, to the best of my ability, of
the meeting held in the Citizens Police Review Board,
on November 11, 2020.



Tammy F. Ballew
TIGER COURT REPORTING

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