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FERGUSON COMMISSION MEETING

RECORD OF PROCEEDINGS

APRIL 27, 2015

CARONDELET PARK RECREATION COMPLEX

930 Holly Hills Avenue

St. Louis, Missouri 63111

5:30 PM to 8:09 PM

Reported by:

Kathleen Watson Brunsmann, CSR, CCR, RPR, CRR

1 FERGUSON COMMISSION:

2 CO-CHAIRS:

3 Reverend Starsky Wilson

4 Mr. Rich McClure

5

6 MEMBERS:

7 Daniel Isom

8 Bethany A. Johnson-Jarvis

9 Gabriel E. Gore

10 Brittany N. Packett

11 Rose A. Windmiller

12 Rasheen Aldridge, Jr.

13 Felicia Pulliam

14 Sgt. Kevin Ahlbrand

15 Patrick Sly

16 Truman Robert "T.R." Carr

17 Byron Watson

18

19

20

21 Also in attendance:

22 Ms. Monique Thomas

23 Ms. Jerrica Franks

24

25

1 * * * * *

2 (Whereupon the meeting began at 5:00
3 PM.)

4 MS. BETHANY JOHNSON-JAVOIS: At this
5 time, we'd like to call the session of the Ferguson
6 Commission to order.

7 Today is April 27th, and this is our
8 tenth Commission meeting. We're happy that you are
9 all here today to be with us, and our first order of
10 business is to conduct a roll call to confirm on
11 record who is in attendance of the Commission's
12 meeting.

13 So at this time, Commissioners, when I
14 call your name, if you would please signify by
15 saying present, that you are with us.

16 Reverend Starsky Wilson is on his way.

17 Rich McClure.

18 MR. RICH McCLURE: Here.

19 MS. BETHANY A. JOHNSON-JAVOIS: Kevin
20 Ahlbrand.

21 MR. KEVIN AHLBRAND: Here.

22 MS. BETHANY A. JOHNSON-JAVOIS: Rasheen
23 Aldridge. Okay. He's making his arrival.

24 Pastor Traci Blackmon, we know that she
25 has an excused absence.

1 T.R. Carr.

2 MR. TRUMAN ROBERT CARR: Here.

3 MS. BETHANY A. JOHNSON-JAVOIS: Gabe
4 Gore.

5 MR. GABRIEL E. GORE: Here.

6 MS. BETHANY A. JOHNSON-JAVOIS: Thank
7 you. Becky James Hatter has an excused absence.

8 Dan Isom.

9 MR. DANIEL ISOM: Here.

10 MS. BETHANY A. JOHNSON-JAVOIS: Scott
11 Negwer has an excused absence.

12 Brittany Packnett.

13 MS. BRITTANY N. PACKNETT: Here.

14 MS. BETHANY A. JOHNSON-JAVOIS: Felecia
15 Pulliam.

16 MS. FELICIA PULLIAM: Here.

17 MS. BETHANY A. JOHNSON-JAVOIS: Pat
18 Sly.

19 MR. PATRICK SLY: Here.

20 MS. BETHANY A. JOHNSON-JAVOIS:
21 Grayling Tobias has an excused absence on medical
22 leave.

23 Byron Watson.

24 MR. BYRON WATSON: Here.

25 MS. BETHANY A. JOHNSON-JAVOIS: And

1 Rose Windmiller.

2 MS. ROSE WINDMILLER: Here.

3 MS. BETHANY A. JOHNSON-JAVOIS: And I
4 did not forget anyone, is that correct?

5 (No response.)

6 MS. BETHANY A. JOHNSON-JAVOIS: All
7 right. So with that, Reverend David Denoon is with
8 us to do our invocation. Would you please come at
9 this time.

10 David represents First Congregational
11 Church in Webster Groves, UCC. Thank you very much.

12 REVEREND DENOON: Thank you. I also
13 represent the interfaith partnership of Greater St.
14 Louis.

15 Let us pray:

16 God of Peace, Spirit of Living justice,
17 Redeemer of those who seek new ways because their
18 familiar ways just won't do any more. We gather in
19 this moment to consider present pain and new
20 directions. For we cannot stay as we are. We
21 cannot afford to stay as we are.

22 Make Yourself known to us in the voices
23 of all who speak here this evening. Remind us of
24 Your grace. Prevent us from castigating or
25 despising or judging. Catch our tongues if we

1 presume towards self-righteousness. Open our hearts
2 to new and genuine possibilities or even some old
3 ones that we didn't try because they seemed to be
4 asking too much of us before. Change our minds
5 about what we can be. About what can be. And then
6 hold us all accountable to the change of which we
7 speak so that none of us imagine ourselves victims
8 and each of us is transformed into a blessed servant
9 of Your's. Then may all our communities become the
10 beloved community of which you have spoken and
11 taught. In faith that we just wish our faiths could
12 emulate.

13 Amen.

14 MS. BETHANY A. JOHNSON-JAVOIS: Thank
15 you, Reverend, for those words of encouragement.

16 At this time we are graced to be here
17 at the YMCA of which I would like to check to see if
18 Tim helm is in fact in the room.

19 If not, we would like to ask Miss Cenia
20 Bosman, who is the Senior VP of Administrative
21 Services for the Gateway Region, to render us a
22 welcome at this time.

23 Cenia is a good friend and sister and
24 colleague, we're very grateful to have you.

25 MS. BOSMAN: Thank you.

1 Good evening.

2 On behalf of our President and CEO Tim
3 Helm, I'd like to welcome the Commissioners, as well
4 as invited guests here to our facility.

5 We are honored that you have chosen our
6 facility to have your meeting and we think you will
7 find it accommodating, and I'd like to also extend
8 an opportunity if you're interested in receiving a
9 tour to see the facility post your meeting, please,
10 we have staff that will be available to do that.

11 We operate this facility to serve this
12 community in partnership with the City of St. Louis.
13 It's one of our newer facilities and we have a
14 number of accommodations, and so again, we
15 appreciate you selecting this site for your meeting,
16 and we wish you a productive meeting and a pleasant
17 visit at our facility here.

18 (Applause.)

19 MR. RICH McCLURE: Thank you, Cenia.
20 Thank you for your warm welcome and, Reverend
21 Denoon, thank you for your willingness to be here
22 and open up our meeting appropriately.

23 My name is Rich McClure, I'm one of the
24 co-chairs of the Commission and on behalf of my
25 co-chair, Reverend Starsky Wilson, whose plane was

1 delayed or he would be here now, but he'll be here
2 very shortly, we want to thank you for coming here
3 to the Carondelet neighborhood and being a part of
4 this discussion tonight. We hope you find it
5 informative and we hope that you will certainly take
6 the time to participate fully in our session this
7 evening.

8 This evening's session follows two
9 sessions that we have had. This is our tenth
10 meetings, and meetings eight and nine were on the
11 topic of racial equity and reconciliation. We had
12 two very thoughtful and productive meetings with
13 extensive community and engagement and we learned a
14 lot and we will continue to learn a lot about this
15 cross cutting purpose that truly does pervade all of
16 our work and you'll hear more about that this
17 evening.

18 We have had very productive working
19 group meetings since we last met and prior to the
20 last meeting. I think I've counted five working
21 group meetings that have had very extensive
22 community participation. They've been in places
23 like the Parents as Teachers Center in North County,
24 as well as the University of Missouri St. Louis, and
25 the participation has been full and extensive and

1 much of what you see tonight comes from those
2 sessions where the community and our working group
3 members partnered together to learn and to fashion
4 calls to action.

5 So tonight we gather not to discuss any
6 one particular problem, but we gather to discuss
7 prospective solutions that have been identified in
8 concert with the community.

9 This represents the midpoint in our
10 work roughly, and so we thought it was important --
11 important time to step back and reflect on what
12 we've learned and the calls to action that have been
13 made. So tonight that will be the deep dive that we
14 will do.

15 From the beginning of our work, we
16 committed that we would do this work with a bent
17 toward action, and so tonight we believe you will
18 see that.

19 So as you look through the topical
20 priorities that have been identified by the
21 community, many of you participated in those
22 sessions, then you'll see that we have taken that
23 learning and we've asked the question how can the
24 Commission interpret these calls for actions into
25 movement in the next 170 days of our work.

1 So in doing that tonight, we're going
2 to review our process to date, as well as the
3 approach on how we will operationalize these calls
4 to action going forward.

5 We do not want to wait until September
6 15th to have a report in calls to action. We have
7 from the very beginning began issuing calls when
8 they were appropriate and when they were needed and
9 begun to move action, and some of those things you
10 will see tonight having, in fact, yielded some
11 movement and we believe we'll yield movement going
12 forward.

13 We all have a commitment in this region
14 to not let each other down, to together come around
15 the changes that need to be made in order for our
16 region to address the very serious and deeply seeded
17 issues that have led to the formation of this
18 Commission and led to the kind of concern that
19 you've reflected by being here tonight.

20 So tonight is about these pathways.
21 We're going to follow a bit of our pattern with
22 public comment and with our polling process, and
23 then we'll be moving to our working group
24 report-outs.

25 We will take a break after the initial

1 reports from the working groups are on the table to
2 see if there are questions from the audience at that
3 stage, in addition to the time for public comment.

4 So we're going to move now to our
5 audience polling and, Monique, I believe you're
6 going to do that, so welcome our assistant director.
7 Monique Thomas.

8 MS. MONIQUE THOMAS: Thank you, Rich.
9 Good evening everyone.

10 (Audience: Good evening.)

11 MS. MONIQUE THOMAS: So we are going
12 to, as is our practice, our tradition, do a little
13 bit of audience polling. Does everyone have a
14 keypad.

15 Raise your hand if you do not have a
16 keypad. Somebody will get that to you.

17 Angela.

18 Perfect.

19 So to night we have eight questions and
20 one practice question. Who hasn't actually used one
21 of these keypads before?

22 (Showing of hands.)

23 MS. MONIQUE THOMAS: Okay. That's
24 fine. It's fairly easy. So we'll ask you a
25 question, and you'll notice -- actually, look at

1 your keypad now. You'll see ten letters, ten
2 letters and ten numbers. So we'll ask a question,
3 and one of the answer choices will correspond with
4 either the letter or the number and you pick the
5 best one.

6 So if you change your mind during the
7 process, we'll save the last one. So if you enter
8 one and change your mind, the last one will be
9 saved. And there will be a timeframe that I'll call
10 out. Okay? So pretty basic.

11 So we'll start with demographic
12 questions and then we'll go into our topical
13 considerations. We'll do a little bit of a repeat
14 from last time for validity. So we'll start with a
15 practice question if we're ready -- and there are a
16 couple of new arrivals, so if we can get them
17 keypads if they haven't had one.

18 Okay. So we'll start with this.
19 You'll notice at the top, I guess -- my right,
20 you'll see polling closed and it's red, it's hard to
21 see. So the polling is closed, you can enter
22 answers and it won't be locked. When polling is
23 open it will be green, indicating it's safe to save,
24 and then when it closes it will close, so they will
25 no longer be saved.

1 Okay. So we'll start with this: What
2 is your favorite color. Please note this is a
3 practice question. No pressure.

4 So what is your favorite color. I'll
5 read the answer choices. A, black. B, brown. C,
6 blue. D, green. E, orange. F, purple. G, red.
7 H, yellow. I, white. J, other.

8 Okay. If you tried to enter it just
9 now, you weren't paying attention because the
10 polling is closed. But polling is open now so you
11 can enter your choice.

12 The bottom right-hand corner you see
13 how many seconds you have left. About ten seconds
14 left.

15 Oh, thank you. Is that better?

16 Okay. Polling is now closed. About 34
17 percent chose blue as their favorite color. Okay.
18 So pretty simple. It's been consistently blue, so I
19 think that's generally -- not the best sample
20 perhaps, but looks like generally Ferguson
21 Commission attendees like blue.

22 All right. So are we ready to start?
23 Okay. The polling is closed, but in what geographic
24 city -- in what geographic area is your primary home
25 or residence located?

1 A, St. Louis City. B, St. Louis
2 County. C, St. Charles County. D, Jefferson
3 County. E, Franklin County. F, St. Clair County,
4 Illinois. G, Madison County. H, Monroe County.
5 And I is other.

6 Polling is now open.

7 Ten seconds left.

8 All right. So half of you are from St.
9 Louis City, you reside, and then about four out of
10 ten St. Louis County. A little bit of
11 representation from St. Clair County. We see you.
12 Okay. Great.

13 Next question: In what geographic area
14 is your primary work and/or school?

15 Now if you're retired, you can note
16 other.

17 A, St. Louis City. B, St. Louis
18 County. C, St. Charles County. D, Jefferson
19 County. E, Franklin county. F, St. Clair County.
20 G, Madison County. H, Monroe County. And I is
21 other.

22 Polling is now open.

23 Less than ten seconds.

24 Okay. Again, about four out of ten the
25 city. 37 percent the county. And then we have a

1 significant amount of other, 20 percent.

2 Next question: With which gender do
3 you identify? Select one. A, female. B male. C,
4 other. And D is decline.

5 Polling is open.

6 About ten seconds left.

7 Okay. Closed now:

8 About 52 representing male. That a
9 flip from the last meeting.

10 Okay.

11 Next question: How would you describe
12 your ethnicity or race? A, white. B, black or
13 African American. C, Hispanic, Latino or Spanish
14 origin. D, Asian. E, American Indian or Alaskan
15 native. F, native Hawaiian or Pacific Islander. G,
16 other. And H is decline.

17 Polling is now open.

18 About ten seconds left.

19 Okay. 65 percent white in the room.
20 25 have identified as African American. Four
21 American Indian or Alaskan native. And then four
22 percent of you declined.

23 Okay. So this is the age question. We
24 like to tell you that it's self-reported and we
25 can't see. Safe spot. Okay. All right.

1 In what age group do you belong?
2 Select one. A, 21 and under. B, between 22 and 34.
3 C, 35 to 44. D, would be 45 to 54. E, 55 to 64.
4 F, 65 and over. And then G is decline.

5 Polling is open.

6 About ten seconds left.

7 About six seconds left. You can press
8 decline if you'd like -- okay.

9 All right. So we have 35 percent are
10 between 55 and 65. 27, 65 and over.

11 Okay. This is the tenth meeting of the
12 Ferguson Commission. How many previous meetings
13 have you attended?

14 I will note we're talking about the
15 full Ferguson Commission meeting and not including
16 the working group meetings. Okay. So this is the
17 tenth one. So if you have -- if this is your first
18 meeting, you would say A, none. Okay. Okay.

19 B, between one to two. C, three to
20 four. D, five to six. E, seven to eight. And F is
21 nine, so you've been to all of them. Okay.

22 Polling is open.

23 About ten seconds left.

24 Okay. So most of you, welcome, it's
25 your first time. 55 percent is your first time.

1 Then we have about small two percent, but you've
2 been to all of them. Welcome back.

3 All right. Let's go to the next one.

4 So now we're going into topical considerations. If
5 you've been to the last meeting, you know that this
6 is a question that we're repeating but we're just
7 making sure that we have the right data. Okay.

8 So what three issues have the greatest
9 impact on our community's health and well-being?
10 This sets us up for the topic at the next meeting,
11 May 11th. Okay.

12 A, insurance coverage. B, ability to
13 pay for health services. C, environmental hazards,
14 like air pollution. D, neighborhood safety. E,
15 distance to the health care provider. F, ability to
16 understand and use health information. G, access to
17 fresh fruits and vegetables. H, stress. I, health
18 care that is sensitive to cultural differences.

19 So you're picking three here. Okay.

20 Polling is open.

21 UNIDENTIFIED PERSON: We choose three?

22 MS. MONIQUE THOMAS: Yes. That's A,
23 insurance coverage. B, ability to pay for health
24 services. Environmental hazards.

25 Can everyone see.

1 No? We may have to repoll. Maybe just
2 to check to see if that's an option. Okay.

3 It looks like we -- all right. So I'm
4 going to read it aloud again, that way everyone can
5 see because people may be struggling in the back.
6 Okay.

7 So again, you're picking three.
8 Polling is closed right now. But we have what three
9 issues have the greatest impact on our community's
10 health and well-being?

11 So A is insurance coverage. B, ability
12 to pay for health services. C, environmental
13 hazards, like air pollution. D, neighborhood
14 safety. E, distance to the health care provider.
15 F, ability to understand and use health information.
16 G, access to fresh fruits and vegetables. H,
17 stress. Oh --

18 MS. JERRICA FRANKS: It goes
19 automatically.

20 MS. MONIQUE THOMAS: Okay.

21 MS. JERRICA FRANKS: Did everyone have
22 a chance -- go ahead and we'll try it again because
23 it does it automatically.

24 MS. MONIQUE THOMAS: Okay. No problem.
25 H, was stress. And I, health care that is sensitive

1 to cultural differences. Does everyone have the
2 three locked in in their mind so you'll be ready to
3 go?

4 Okay. Let's try this again. Thank you
5 for your patience.

6 MS. JERRICA FRANKS: Polling is now
7 open.

8 MS. MONIQUE THOMAS: It's open now.

9 MS. JERRICA FRANKS: Read it again as
10 you're doing it.

11 MS. MONIQUE THOMAS: Okay. What three
12 issues have the greatest impact on our community's
13 health and well-being. A, insurance coverage. B,
14 ability to pay for health services. C,
15 environmental hazards. D, neighborhood safety. E,
16 distance to health care provider. F, ability to
17 understand and use health information. G, access to
18 fresh fruits and vegetables. H, stress. I, health
19 care that is sensitive to cultural differences.

20 All right. So it looks like ability to
21 pay for health services is top, followed by
22 neighborhood safety, followed by stress, which is
23 consistent with our last polling.

24 Next question also on health but a
25 different way. Same, enter three so we'll wait to

1 make sure you have your three locked down before we
2 go live for the polling.

3 What three issues have the greatest
4 impact on our community's ability to be access
5 health care services?

6 Okay. A, having health insurance. B,
7 cost of health care. C, transportation. D, finding
8 a provider or doctor that will see you. E,
9 understanding how to find your way through the
10 health care system. F, limited hours of clinics or
11 doctors. G, ability -- excuse me. Being able to
12 get off from work -- get time off from work. H,
13 long wait before seeing a doctor. Now --

14 MS. JERRICA FRANKS: Polling is open.

15 MS. MONIQUE THOMAS: Does anyone not
16 have their three in their head already?

17 MS. JERRICA FRANKS: Polling is open.

18 MS. MONIQUE THOMAS: Okay. Polling is
19 open. What three issues have the greatest impact on
20 our community's ability to access health care
21 services?

22 About ten seconds left.

23 Looks like people have -- people have
24 entered.

25 All right. Okay. Great. So top seems

1 to be the cost of health care, followed by
2 understanding how to find your way through the
3 health care system, and then -- excuse me, no.
4 Having health insurance is two, closely followed is
5 understanding how to find your way through the
6 health care system.

7 All right. That concludes our polling
8 portion. At this time, Bethany Johnson-Javois,
9 managing director.

10 Also, I'll note that we are going to
11 immediately collect these. Raise your hand if you
12 have one. Hold them up. That does nothing but
13 operate this, so we kindly ask you to return them.
14 We'll be immediately collecting them.

15 UNIDENTIFIED PERSON: You can't talk
16 into it?

17 MS. MONIQUE THOMAS: You can't talk,
18 you can't open your -- what do you say? Garage
19 door. So please, and you can tell on your neighbor.
20 All right, thank you.

21 MS. BETHANY A. JOHNSON-JAVOIS: Thank
22 you so much for taking the time to take that poll.
23 People are coming around. Please hold your's up
24 high if no one has collected your --

25 I just want to make mention as well

1 that we do have a time for open mike so if you have
2 a burning comment or question, there is a fish bowl
3 that is available for you to make comment so you can
4 do that as well at this time.

5 UNIDENTIFIED PERSON: Do you have the
6 cumulative demographic data from all your meetings?

7 MS. BETHANY A. JOHNSON-JAVOIS: Yes.

8 UNIDENTIFIED PERSON: Is that published
9 or available --

10 MS. BETHANY A. JOHNSON-JAVOIS: Yes, it
11 is. Yes, it is, on the meeting -- or actually on
12 the reports tab.

13 Okay. Okay. Without further adieu,
14 what I'm going to do is to review the break-out
15 sessions and the reporting from the demographics
16 last time at our Commission meeting on April 13th.

17 For Commissioners, it's on your screen
18 that's behind me and for the public audience, the
19 same presentation as here.

20 So in our electronic polling the last
21 name, nine out of ten attendees resided in either
22 the St. Louis County or the City of St. Louis. 51
23 percent resided in St. Louis County.

24 And eight of ten attendees worked or
25 attended school in either St. Louis County or City

1 as well, with 44 percent actually attending school
2 in St. Louis County.

3 Nearly seven of ten attendees last time
4 were women and we have a different demographic at
5 this meeting.

6 And of the age groups that attended,
7 they were pretty equally split amongst a small
8 number with the majority, the 65 to -- 55 to 64
9 years of age.

10 Six out of ten attendees at our last
11 session were white attendees as you can see here.

12 And three of ten attendees have
13 participated in at least one other Commission
14 meeting. So we typically do draw new members to
15 each meeting each time that we meet.

16 What we'd like to do now is to talk
17 about the polling results from our last meeting. We
18 wanted to include more voice into the considerations
19 for health disparities and so we polled you today.
20 At the next meeting you'll see your results as well.

21 From the last time, here is how people
22 responded. Out of all of the categories, the top
23 three were ability to pay for health services,
24 neighborhood safety, and insurance coverage. So
25 more than five of ten feel health care access and

1 neighborhood safety are the most critical issues
2 impacting regional health and well-being.

3 On the next question, the answers
4 seemed to be in that group acquiring and paying for
5 health care insurance are the greatest deterrents to
6 health care costs. 74 percent of those that voted
7 said costs of health care, 60 percent having health
8 insurance, 46 percent maneuvering the health care
9 system. Very similar to today's responses.

10 We had lively public discussion and
11 open mike and the small group discussions were
12 focused around racial caucus groups. Say that three
13 times fast.

14 Okay. So public open mike comments
15 really responding to racial equity and
16 reconciliation, these were kind of the realms of
17 comments. Dismantling racism and systemic --
18 dismantling racism at a systemic level is the first
19 step. The second piece is, position to offer
20 resources to help.

21 Fourth set of comments is a continuum
22 and need of efforts to train, to build awareness,
23 and definitely consistent theme of words is creating
24 healing spaces throughout our region.

25 And the fourth public comment is to

1 build community that is free of racial fear,
2 beginning with talking with others and not through
3 or over others.

4 And then we summarized the public
5 comment in the following way here above. There was
6 an individual that came to talk basically about a
7 reverse role play. Society seeking the worst
8 examples as representatives of the African American
9 race, and should you not be in that race there's not
10 the same standard that is applied to you.

11 The second is moving beyond a black and
12 white discussion, although the data showed us and
13 the votes that having a discussion about African
14 Americans and whites is important, we also need to
15 move beyond that as well to have inclusive language
16 to include additional communities in our region, and
17 there was an expression from our public comment that
18 there is solidarity increasing between Asian
19 Americans and African Americans due to organizations
20 in our regions.

21 The third is a call for civic
22 engagement, that in fact as you look at the
23 Commissions topics and how we represent our working
24 groups, that same type of breakdown needs to happen
25 as well within our national discussion and dialogue.

1 The fourth was a critique of the
2 Ferguson -- the Ferguson Commission's procurement
3 process of which we strongly agree.

4 The RFB process for hiring, in fact,
5 takes a lot of time and the individual comments
6 about the scrutiny that's needed and the timeframe
7 that is needed with the governmental entity to be
8 able to effectively select the staff and support
9 that is needed, and for that reason that individual
10 said that it in fact does compromise the
11 effectiveness of the Commission's work, especially
12 as you hear Rich's call to say we have a bent toward
13 urgency and action.

14 And the last one was a comment that we
15 heard, actually Keith is in the room, so hopefully
16 we made your comment well here, that erosion of
17 trust does exist, but there needs to be mended
18 fences between community and police officers.

19 Keith's comment specifically was around
20 the fact that there's you a unique nature in police
21 officers, that many volunteer for this job,
22 initially officers run toward bullets on behalf of
23 the community, and yet, there is a broken -- a
24 brokenness in the relationship that we need to
25 definitely begin to mend and rebuild and cause

1 increased accountability.

2 Keith, did we get that pretty much
3 right?

4 All right. See, working hard.

5 So here the racial caucus groups broke
6 out, we had a lot of discussion about the rationale,
7 but we did something different with the Commission.
8 Typically, we break up depending on smaller groups,
9 depending on how you self select.

10 But this time we thought it was
11 important that we focus in caucus groups of like
12 color, data to show that there's a safety, and
13 there's an ability to express things you wouldn't
14 necessarily express if not amongst your own.

15 So we did this as an experiment and
16 here is what we learned. Since you're in the back
17 I'm going to read this a little bit to you.

18 Racial caucus groups from people of
19 color this is the discussion that was had. The
20 question on the table was, what do you need in order
21 to continue the reflection of the conversation after
22 our presentation.

23 And these are the needs.

24 I need white people to listen without
25 explaining away the things I share with them.

1 I need black men to talk with each
2 other and not just at each other.

3 I need youth to stop ignoring the
4 problems in our community.

5 I need people of color beyond African
6 Americans to get more involved in making things
7 better.

8 I need darker skinned people to stop
9 thinking that lighter skinned people think they are
10 better than them.

11 I need black people to focus on the
12 systems that are oppressing them and stop marching
13 on other black folks.

14 I need white people to stop thinking
15 they have arrived because they have one black
16 friend.

17 I need for all of us to put ourselves
18 in more uncomfortable spaces so that we can have
19 real conversation about these issues, and I need for
20 us to do less self-censoring.

21 So that was the feedback from the
22 people of color break-out. And then this is the
23 feedback from white people who were in the group
24 with the same question, what do you need in order to
25 continue the reflection of our conversation, and

1 here were the needs that we identified.

2 I need to know about opportunities for
3 open dialogue and I need it to be consistent and
4 regular.

5 I need structures to support
6 connections across social diversity.

7 I need to be reminded of specific,
8 personal, and concrete examples of white privilege.

9 I need cross racial conversations
10 across all ages.

11 I need to know what language to use and
12 ways to recognize cultural competency.

13 I need accessibility for those who
14 don't self-select to come to Ferguson Commission
15 meeting.

16 I need to identify nodes of hatred and
17 challenge them.

18 I need the courage to take risk to
19 initiate conversations where I am right now.

20 Two more.

21 I need to put myself in places to meet
22 others.

23 And finally, I need these conversations
24 to be a part of fun community building.

25 So with that, I want to thank all of

1 you that provided feedback on last week and that
2 concludes the summary for our 4/13 break-out
3 session.

4 At this time Miss Jerrica Franks is
5 coming to open us up for our public open mike
6 portion of tonight's meeting.

7 Thank you, Jerrica.

8 MS. JERRICA FRANKS: Good evening,
9 everyone. Thank you for attending.

10 As Bethany has mentioned, this is the
11 general public open mike session, so this is an
12 opportunity for you to share with us your opinions,
13 suggestions, comments, questions that you may have
14 for the Commission.

15 I will do a drawing. I do ask that as
16 you approach the stand that you give us your name
17 and also slowly spell it out as we do document
18 everything that is said. So again, if we ever have
19 to reference back to who said it, we can correctly
20 acknowledge who is speaking with us today.

21 Okay. And you will also have three
22 minutes. Okay. I will be keeping time, three
23 minutes.

24 First, we will start with Van Smith.
25 Van Smith.

1 MR. VAN SMITH: I really don't have
2 anything to say. This is my first meeting, I just
3 put my name in the bowl.

4 MS. JERRICA FRANKS: Well, welcome.
5 Thank you.

6 Reverend Mark Harvey. After Reverend
7 Harvey, we will have Ronald Stamps, and after Ronald
8 Stamps, we will have Alex Cuenza. Please forgive me
9 if I'm pronouncing it incorrectly.

10 REVEREND MARK HARVEY: Hi, I want to
11 welcome you to Carondelet. I'm a United Methodist
12 pastor here in this neighborhood. This is a
13 neighborhood which has had -- long had a commitment
14 to support particularly of the police department.

15 And we -- we've had a lot of confusion
16 in this neighborhood through the course of the
17 Ferguson events as the South Side Safety Group has
18 met right here in this room with a hundred to 150
19 people on a monthly basis with representatives from
20 the police department seeking to communicate, build
21 strong cooperation between neighbors, as we've
22 participated in the next door communications, social
23 networking and so forth, as the neighborhood to the
24 near north of us has increasingly become the highest
25 crime neighborhood in the whole metropolitan area.

1 I don't know if you're aware of that
2 shift. Part of that has been demographic by nature,
3 but not entirely we know, of course. And so I think
4 this is a neighborhood that has responded greatly to
5 the issues which you are addressing.

6 I want to thank you all on the
7 Commission for choosing to come here. Thank you. I
8 think that we have 50 percent of the people here
9 tonight new. I see some familiar faces of people
10 who have come from Carondelet here and I think
11 that's very encouraging.

12 As somebody who personally has worked
13 in racial diversity issues all of my life, I've
14 served as a pastor, predominantly African American
15 congregations, previously here in a neighborhood
16 which is historically predominantly Caucasian, but
17 that has shifted. We're now about 40 percent
18 African American.

19 A lot of people have stereotypical
20 perceptions of South Side St. Louis, which simply
21 are not true. We've gone through all of that kind
22 of change, which so many communities have gone
23 through in terms of ethnic diversity. Also, the
24 highest -- the highest Moslem, you know, area in the
25 metropolitan area here in the South Side.

1 So we've worked on those issues, we're
2 working to support the police, and we are just only
3 now, a little bit to the table, beginning to move in
4 to issues of discussing ethnic diversity and racial
5 polarization. But I think our police department,
6 all things considered in District 1, have done a
7 very good job on working on those issues because
8 they've been highly responsive to the neighbors for
9 a long time.

10 Just wanted to say all that. Thank
11 you.

12 MS. JERRICA FRANKS: Spell your name.

13 REVEREND MARK HARVEY: Mark Harvey,
14 M-A-R-K, H-A-R-V-E-Y. Reverend. When I put my name
15 in the thing, they said you may want to say
16 something, I said I'm a pastor, I'll probably say
17 too much.

18 MS. JERRICA FRANKS: Thank you,
19 Reverend Harvey.

20 Ronald Stamps, and then after Ronald
21 Stamps, Alex Cuenza. Please forgive me again.

22 MR. RONALD STAMPS: My name is Ronald
23 Stamps, and it's spelled R-O-N-A-L-D, S-T-A-M-P-S.

24 And I would like to say I think it's
25 unfair that for so many years that the police have

1 been able to get away with so many things, so much
2 immunity. Everybody in this room probably is
3 accountable for their actions, but the police have
4 done so many things, devious things, and they've not
5 been held accountable. Until they are held
6 accountable, then that will be the biggest solving
7 of the problem.

8 (People in the audience say amen.)

9 MS. JERRICA FRANKS: After Alex, we
10 will have Linda, and forgive me, Laferriere.
11 Laferriere, Linda. After Alex, and then after Miss
12 Linda, we'll have Ricky Jackson.

13 MR. ALEX CUENZA: My name is Alex
14 Cuenza, I'm a professor of education at St. Louis
15 University, and what I'm here for is I wanted to
16 urge the Commission to think about in terms of
17 education, critical urban education reform.

18 We've had a long history of urban
19 reform in the United States. We've had a long
20 history -- oh, I'm sorry. We have a long history of
21 education reform in the United States, and, you
22 know, talks about this one that we're always --

23 THE COURT REPORTER: I'm sorry --

24 MR. ALEX: -- constantly searching for.
25 We're always looking for this one particular system.

1 What we've failed --

2 THE COURT REPORTER: I'm sorry, I can't
3 hear you.

4 MR. ALEX: Yep. What we've failed to
5 often talk about are place-based strategies that we
6 need to empower communities, and I hope the
7 Commission takes that to heart.

8 I hope they find ways to leverage
9 education and ways that they concentrate
10 disadvantage. That we stop with emerging of school
11 districts and we keep concentrated poverty in the
12 same kinds of areas, that you're doing something
13 more than the same clay book that we've be using in
14 education over and over again, that you help us
15 rethink the strategies of testing and punishing and
16 try to accentuate the capacities of students,
17 because that's what we need. We need to look at
18 freedom schools. We need to look at that example
19 that they set for those communities to really
20 empower our communities.

21 And so that's all I was here for, just
22 to urge the Commission to be more critically minded
23 about the urban reform, to not -- to not use the
24 same strategies over and over again that we've done,
25 something more place-based, something more

1 empowering, something more specifically tailored to
2 the communities, and we redefine success in ways
3 that are more political, and not just mathematics
4 and science, but more specific. So that's all.

5 MS. JERRICA FRANKS: Spell your name.

6 MR. ALEX CUENZA: Sure. Alex, and the
7 last name is C-U-E-N as in Nancy Z-A.

8 UNIDENTIFIED MEMBER: Would you explain
9 freedom schools are.

10 MR. ALEX CUENZA: Freedom schools are
11 operated in the South and they were concentrated in
12 African American communities who taught African
13 American schools, African American communities that
14 were teaching African American children. So those
15 communities examples of what we need. We need more
16 teachers from the communities. We need to create
17 pipelines, we need to push education, higher
18 education, myself included, St. Louis University, to
19 create pipe lines between communities and schools so
20 they would return teachers back to communities and
21 empower the communities from the people who are from
22 those communities.

23 That's what I hope -- these are the
24 kinds of reforms that we're looking at, that they're
25 outside of the box, that's really thinking or just

1 doing the same thing that we've always been doing,
2 but more -- something more strategic, something more
3 critical, something that's just different.

4 (Applause.)

5 MS. JERRICA FRANKS: And Linda
6 Laferriere. Laferriere. And after Linda, it's
7 Ricky Jackson. Please also spell your name out for
8 our transcriptionist. We definitely want to make
9 sure we acknowledge all of your comments and
10 suggestions.

11 MS. LINDA LAFERRIERE: Hi. My name is
12 Linda Laferriere, and that's spelled L-A-F as in
13 frank, E-R-R-I-E-R-E.

14 What I'd like to speak about is I'd
15 like to bring together two of the focus groups and
16 address child well-being, as well as law enforcement
17 community relationships.

18 What I would like to propose -- and
19 this is way out of my comfort zone to stand here and
20 talk in a mike, so forgive me if I lose my train of
21 thought -- but I would like to suggest a -- a police
22 education and -- gosh, what is it called -- training
23 kind of strategy that where the police would first
24 be working in community service roles, like the DARE
25 officer in the schools, before they're ever out

1 working a beat and facing more dangerous situations.

2 By doing this, they would be building
3 relationships with the community that they will be
4 later serving, and I think that with stronger
5 relationships we have a better chance of fairer
6 policing, and that's my comment.

7 Thank you.

8 MS. JERRICA FRANKS: Thank you, Linda.

9 (Applause.)

10 MS. JERRICA FRANKS: After Ricky
11 Jackson, we will have Dan Hyatt. And after Dan
12 Hyatt, we will have Jim Roos -- Roos.

13 MR. JIM ROOS: Ricky and I would like
14 to speak together. Is that okay?

15 MS. JERRICA FRANKS: Together? Sure.

16 THE COURT REPORTER: Please have them
17 identify themselves please.

18 MS. JERRICA FRANKS: Please spell out
19 your name and identify yourself.

20 MR. RICKY JACKSON: My name is Ricky
21 Jackson. R-I-C-K-Y and J-A-C-K-S-O-N. It's always
22 scary that you get up here and misspell your own
23 name.

24 But Jim has a whole lot to say, I have
25 a very little to say. But I do want to say this, as

1 I drove in, I made this up on the way in. I said,
2 the police should protect and serve. Ever hear that
3 before? Yeah.

4 I think the police should live up to
5 their mantra of protecting and serving. Really,
6 they need to get back to that very simple, very
7 simple mantra, protecting and serving. That's what
8 I have to say about that.

9 MR. JIM ROOS: My name is Jim Roos,
10 R-O-O-S. Ricky and I work for a housing
11 organization called Neighborhood Enterprises and
12 Sanctuary in the Ordinary.

13 In the -- I think it was in March, the
14 Riverfront Times did an article about our city
15 defenders. They were aware of what was going on
16 with the municipal courts long before Ferguson
17 became a common name.

18 Neighborhood Enterprises and Sanctuary
19 in the Ordinary are a not-for-profit corporation,
20 have worked in providing decent affordable housing
21 since 1971. The recommendations that we have to the
22 Ferguson Commission are in literature that Ricky
23 brought and that I brought, and we'd like you to get
24 a copy of that before you leave.

25 The basic thought that we're

1 recommending structure is in the banner that we put
2 on the wall out in the hallway. I've been invited,
3 not to speak -- I mean not to present, but to come
4 to the economic and equality and opportunity
5 committee meeting on the 6th of May. We've been
6 invited to come to that, so we'll say more about our
7 housing strategy at that time.

8 Thank you again for considering our
9 ideas.

10 MS. JERRICA FRANKS: Thank you so much.

11 Dan Hyatt.

12 MR. DAN HYATT: Hi, I'm Dan Hyatt,
13 H-Y-A-T-T. I've been -- since I moved to Missouri
14 five years ago, I quickly became an activist against
15 North County justice, and against the -- the ticket
16 revenue machine of North County, and the complete
17 lack of due process in the courts.

18 In Jeff City for Senate Bill 5, I
19 listened to the mayors explain how they've not heard
20 anything, it's still business as usual. Former
21 Chief Fitch gets up there and says, don't let the
22 mayors tell you that this is about safety, it's not
23 about safety, it's about revenue, and then he goes
24 into his extensive information about how it's about
25 revenue. The mayors get up there and said we're

1 doing good things.

2 So at my work, I ask many, many black
3 women from North County, does your municipality do
4 good things. And they look at me and they say no.
5 These are professional black women.

6 Then I ask them would any of your
7 neighbors say your municipality does good things,
8 and they laughed and they say hell no, or just no
9 way, or something like that.

10 Also, I've noticed in the courts, the
11 Municipal Court League, which is not a government
12 organization and has no sanction under the state
13 law, is basically trying to reform themselves. They
14 wouldn't do this before, even though they have a
15 legal obligation under Rule 2 to report corruption
16 and misconduct by other judges, but now that they're
17 under pressure and they might lose all their courts,
18 now they're saying well, let us reform our own
19 house, and I say if they couldn't be trusted before,
20 can we trust them now. I say no, we need drastic
21 change in the municipal court.

22 With the police and these city
23 councils, it's been a collision, it's been a
24 conspiracy, violates state law, violating tax law
25 because, as Chief Fitch pointed out, many of the

1 municipalities have in their budget, hey, we're
2 going to increase ticket revenue 15 percent next
3 year. That's actually an illegal tax increase under
4 the Hancock Amendment because, as Chief Fitch said,
5 either the mayors are clairvoyant or they're writing
6 revenue tickets.

7 And lastly, I live on the cusp of North
8 County and we've noticed that the police in North
9 County have gotten crazy and scary, and such as
10 myself on December 28th I was pulled over by a St.
11 Ann police officer. I had two officers behind my
12 car waiting for the signal to shoot. They're
13 standing there, they were driving up the wrong way
14 on the off-ramp.

15 My crime was that my front license
16 plate had fallen off on I-70 -- well, prior, but I
17 was on I-70, and instead of endangering the
18 motorists public by pulling over on the freeway in
19 St. Ann, I signalled the officer, let him know that
20 I was pulling over, and I pulled over on the
21 off-ramp as I had always been trained by California
22 Highway Patrol and other agencies, and this officer
23 became enraged, he was a bully. And he was out of
24 control. And I hope that made sense.

25 Thank you very much.

1 (Applause.)

2 MS. JERRICA FRANKS: We have time for
3 two more. We're going to have Forrest Miller.
4 Forrest Miller, and after Forrest Millar, Cierra
5 Frazier.

6 Again, please state your name and spell
7 out for me. Two minutes.

8 MR. FORREST MILLAR: My name is
9 Forrest, F-O-R-R-E-S-T, Millar, M-I double L-A-R.

10 My concern is the declining economy in
11 our region. I have been visiting many cities in the
12 Midwest my whole career, and I have seen cities like
13 Indianapolis and Nashville and Louisville, Atlanta
14 for sure, just absolutely pass us by.

15 When I was a youngster, I lived down
16 the street here on South Grand and went to Cleveland
17 High School, public school system, was probably one
18 of the best in the country at the time. All the
19 north, south, east, west schools were good. Soldan
20 was good. Beaumont was good. The schools in
21 Riverview was good. Normandy was good. Everything
22 was good. That's all changed.

23 I'm also concerned that we don't think
24 we're in competition with anybody else. We think we
25 can do what we've always done and get away with it.

1 That's not what the people in Indianapolis are
2 doing. That's not what the people in Dallas are
3 doing. That's not what the people in any other city
4 that we compete with are doing. We are lazy. We
5 have to look at what they're doing and do some of
6 those things.

7 I also think that we need to all sit
8 down and make a new city, and change these
9 inequities and change the school system, where we
10 have schools that pay \$20,000.00 for a student and
11 they have the next school district pays six. That
12 isn't fair. We will not attract businesses to this
13 community when we have school districts that people
14 can't afford to live in, and we have other school
15 districts where they can't get a good education in.

16 So I think the economy of this city
17 needs to be reinvented. I think we need one police
18 department like these other cities do. They don't
19 have to have, you know, however many we have. I
20 know one instance down near Lakeshire, the Lakeshire
21 Police, they have one lane of Highway 21, which is
22 Tesson Ferry road, the rest is patrolled by St.
23 Louis County. So they were giving tickets on one
24 lane of the street.

25 Am I done?

1 Thank you.

2 (Applause.)

3 MR. TOM UTTERBACK: I got here first to
4 sign up for speaking, and carried the water in,
5 could I just have a few minutes? One more, if you
6 would -- don't mind.

7 MS. JERRICA FRANKS: Let Cierra speak
8 first. I'm sorry, if you don't mind Cierra speaking
9 first, then I'll have you speak right after.
10 Pronounce your name and spell it.

11 MS. CRYSTAL WASHINGTON: Okay. My name
12 is Crystal Washington, C-R-Y-S-T-A-L, Washington,
13 W-A-S-H-I-N-G-T-O-N.

14 I put my alius down, Cierra Frazier,
15 because I'm paranoid and people always trying to
16 shut me up. So, okay.

17 But I just want to say I've been a
18 teacher for 15 years, and I've been knowing there
19 was a problem ever since 20 something years ago. I
20 went to a zero hour to try to graduate on time
21 because I had a bad year my senior year. I was
22 kicked out of school a lot for fighting.

23 When I went into Vashon, it was like oh
24 my God, this is school? Like, what the. And I just
25 don't understand why people want to attack the test

1 as if these kids when they fill out an application,
2 it's not a test. They have to read the question,
3 they have to answer, just like on a standardized
4 test. They have to read choice. They have to
5 synthesize information.

6 Okay. That's just to get an
7 application in. If they want to go to -- to school
8 to be a lawyer or something, you know, what are they
9 going to do then. What are we going to say about
10 the -- what's the name of the law test you got to
11 take? I forgot.

12 UNIDENTIFIED BOARD MEMBER: The Bar.

13 MS. CRYSTAL WASHINGTON: The bar, or,
14 you know, you know, the teacher's test, just the
15 fireman test. You know, this is ridiculous to sit
16 up here and argue the reason why these schools are
17 failing is because to put this information out here
18 about this -- they get so much money here, they get
19 so much money there, but not include the federal
20 money that they get. You know what I'm saying?
21 Just try to make the information because people who
22 have jobs want to keep their jobs.

23 Okay. So, you know, this whole
24 Ferguson situation is because of education. These
25 kids out here, they need to be on the Ferguson

1 Commission. They need to be able to read that
2 information you all have in front of your name -- in
3 front of your -- you know, your hands or whatever,
4 they need to be able to read it and comprehend it
5 and create solutions.

6 I could care less about a community
7 school, I care about these kids. Okay. Any time
8 you have a school and the whole school is poverty
9 stricken, nothing is going to come out of that. We
10 need integration. I don't understand why everybody
11 is so afraid to be with the opposite race. I mean,
12 me being in a room full of white people not going to
13 make me less black. I'm still going to be black.
14 It don't matter. You know, people are afraid to be
15 around white people. We got to stay separate and
16 all this. That's just craziness to me.

17 You know, why. Why would you want to
18 be separate. We sit up here and say people are
19 people, but everybody saying we want to be separate.
20 We need black schools. You know, we need black this
21 and black that.

22 I believe we need integration and we
23 need to like have apple/oranges all in the same
24 basket. I mean, yeah, you know, we need black
25 teachers, but we need -- all of us need to be with

1 the people who have been getting educated for
2 thousands of years, not since slavery 150 years ago.

3 Okay. So that's just the bottom line
4 right there. And as far as solutions, I don't
5 understand in an age of technology why are we still
6 pulling people over to give them tickets for a
7 taillight. Can't you put something in the internet
8 and Google, and it goes to there and send them a
9 bill. If they don't pay the bill, tax 'em. You
10 know, that's less government. Okay. Less
11 government and let our kids be able to be a part of
12 that government via education.

13 (Applause.)

14 MS. JERRICA FRANKS: If you could
15 please announce yourself and also spell your name.

16 MR. TOM UTTERBACK: Yes, ma'am. Tom
17 Utterback, U-T-T-E-R-B-A-C-K, Ava's Grace
18 Foundation. That's A-V-A apostrophe S, Grace
19 Foundation. Okay?

20 Thank you. I'm here on behalf of the
21 Ava's Grace Foundation. We actually provide
22 scholarships to children of the incarcerated. Okay.
23 This year we will give at least two scholarships to
24 black males, targeted black males on the North Side.

25 I just moved back to St. Louis after

1 being gone for 15 years, and the last two months
2 I've spent up at McClure High, U City High and other
3 places interviewing the young black men, who very
4 easily might have been Michael Brown.

5 Now, it is easier to describe a
6 problem -- by the way, I'm here because my board has
7 wanted me to go to a number of these meetings
8 because we got invited by the -- by the Atlanta
9 people that contributed the money for these
10 scholarships we're giving this year on the North
11 Side, and said design us a program, we want to
12 impact what's going on in St. Louis on the North
13 Side.

14 And we looked around, they found Ava's
15 Grace, just we like what you do, now you tell us
16 what we can do because this fellow says I think I
17 can raise a million bucks if you tell us how you
18 impact the North Side.

19 So I've been studying what you folks
20 are doing, and the reason I do that is because my
21 background is cultural anthropology, and for 40
22 some, 48 years I've been designing change projects.
23 I became an attorney and practiced in St. Louis for
24 many years.

25 We all know this, it is always easier

1 to describe a problem than to figure out how to
2 change it. Well, for 15 years I've lived down in --
3 near Eglin Air Force Base in a neighborhood filled
4 with military folks. Colonels. More colonels that
5 you can shake a stick at. Generals everywhere.

6 General Petraeus took a number of
7 people from the Ranger camp down there and used them
8 over in Iraq and Afghanistan. The interesting thing
9 is is that Petraeus required his people -- am I
10 over?

11 MS. JERRICA FRANKS: A few more
12 minutes.

13 MR. TOM UTTERBACK: A few more minutes.
14 -- to read five books before they would
15 join his command. Okay. Three of those books had
16 to do with Muslims and a lot of the other things,
17 but two of the books were very interesting.

18 One was T.E. Lawrence, The 7 Pillars of
19 Wisdom. We've all seen the movie, Lawrence of
20 Arabia, right? How many of you have ever read the
21 book?

22 Today, right now, The 7 Pillars of
23 Wisdom is the handbook for insurgency. Count on the
24 fact that ISIS has read it. Count on the fact that
25 the US troops over there are using it to understand

1 what's going on in that part of the world.

2 The other book that Petraeus required
3 his troops to read was Kim. The book by Rudyard
4 Kipling about the young boy who became a spy because
5 it described the tribal relationship so well.

6 So what I wanted to do is give you
7 folks -- because I looked at all your website, I
8 looked at all the documents on there, what you were
9 dealing with, here is the five books.

10 MS. BETHANY A. JOHNSON-JAVOIS: Can you
11 do it in the next 30 seconds?

12 MR. TOM UTTERBACK: Genocide. Have you
13 read that? If you haven't heard of it, you need to
14 read it.

15 MS. BETHANY A. JOHNSON-JAVOIS: Right.

16 MR. TOM UTTERBACK: The book that just
17 came out, Diversity Explosion, How the New Racial
18 Demographics are Reshaping America. That speaks
19 directly to Ferguson because there's -- there's 60
20 black males for every 100 females in Ferguson, as
21 the book cited in the New York times article on it
22 just this last weekend.

23 MR. RICH McCLURE: Can you wrap up for
24 us please, sir.

25 MR. TOM UTTERBACK: Well I can't, so

1 I'll just quit right now. But the one book you
2 folks have to look at, because of the process of
3 change, Ward Hunt Goodenough wrote the book back in
4 1962, Cooperation in Change.

5 If you're serious about designing
6 something that will just change something, that is
7 still the textbook on how you actually implement the
8 process of change. If you haven't read it, your
9 staff needs to read it and they need to have read it
10 yesterday.

11 MS. BETHANY A. JOHNSON-JAVOIS: Thank
12 you.

13 MR. RICH McCLURE: Thank you.

14 (Applause.)

15 UNIDENTIFIED PERSON: If you want to
16 know what white privilege looks like, that was it
17 right there.

18 MS. CRYSTAL WASHINGTON: I was up there
19 longer too, and I'm black as they come.

20 MS. JERRICA FRANKS: Thank you all for
21 your comments and suggestions. Again, we do have a
22 note of this on our website as well, so if you ever
23 need to follow up on anything, or if you missed any
24 information, definitely do that.

25 I will now have Bethany speak with us.

1 Thank you.

2 MS. BETHANY A. JOHNSON-JAVOIS: Thank
3 you very much. Thank you, Jerrica.

4 This portion of the meeting agenda is
5 focused on our working group updates and proposed
6 next steps. So what you will see -- for the
7 audience, you will see here, I keyed up the
8 presentation, and for the Commission, the identical
9 presentation is here for your viewing -- is updates
10 from Citizen-Law Enforcement Relations, who will
11 have five minutes; Municipal Courts and Government
12 working group, who will have five minutes; Economic
13 Inequity and Opportunity will report out tonight as
14 well; and finally, Child Well-Being and Education
15 Equity will report out.

16 So in that order, if Commissioners Isom
17 and Packnett will please join me here at the podium,
18 we will begin with our update from Citizen Law
19 Enforcement Relations.

20 MS. BRITTANY N. PACKNETT: Good
21 evening. Thank you all for being here.

22 So we will, to my understanding, be
23 providing a more detailed information in a bit, but
24 the very quick update for us is that we are trying
25 to achieve a change that includes accountability in

1 policy and that enabled law enforcement agencies to
 2 serve and protect, to a comment that was made
 3 earlier, all citizens, and that that system of
 4 accountability is based on trust, mutual respect,
 5 transparency, cultural competence, and
 6 responsiveness and justice.

7 MR. ISOM: So the priorities that the
 8 Ferguson Commission voted on and that the working
 9 group is working on are use of force, and we will
 10 talk a little bit about that today in terms of
 11 training, civilian oversight, and anti-bias and
 12 cultural competency, accreditation, accountability,
 13 and community policing, responses to mass
 14 demonstrations, and special prosecution of
 15 specifically officer-involved shootings, and then
 16 officer wellness, which we will also talk about
 17 later today.

18 So those are the priority areas that we
 19 will be working on in the future and we have more
 20 information on three of those areas in terms of
 21 training when we come back up.

22 MR. TRUMAN ROBERT CARR: The working
 23 group on municipal courts has been active. We have
 24 another meeting tomorrow at the University of
 25 Missouri St. Louis.

1 One thing I would state is that if you
2 look at the values that are governing our
3 operations, we're focusing on just governance as
4 manifested by court operations, focusing on
5 restorative justice, judicial independence, fiscal
6 responsibility and transparency.

7 I call your attention to the tactical
8 approaches. One thing that we think is important is
9 to have a uniform list of rights so that individuals
10 who appear before municipal courts understand number
11 one, court procedures, and number two, what their
12 rights are as they appear before a judge.

13 We believe in addressing failure to
14 appear charges, looking at ability to pay, and
15 alternative to jail time, which involves
16 establishing alternative community service.

17 Now one thing we might -- you gave me
18 all this stuff about Senate Bill 5 so I wanted --

19 MS. BETHANY A. JOHNSON-JAVOIS: Have at
20 it.

21 MR. TRUMAN ROBERT CARR: I've been
22 given a little more than five minutes. One thing to
23 think about is that things continue to move in
24 Jefferson City. Just -- when Senate Bill 5 was
25 passed a few weeks ago, the House passed a

1 substitute for Senate Bill 5, which is somewhat
2 consistent with Senate Bill 5, and I just want to
3 mention a couple of the elements that are included
4 in the House substitute. Many of these are also
5 included in Senate Bill 5.

6 One thing that we had called in our
7 working group, we had called for enforcing caps on
8 traffic fines. Both Senate Bill 5 and the House
9 Substitute do provide for enforcing traffic caps,
10 caps on revenues generated from traffic stops. The
11 Senate Bill capped it at ten percent. The House
12 Substitute caps it at 20 percent for out state
13 Missouri, and 15 -- excuse me, 15 percent for in
14 state -- for in St. Louis County. There's a
15 difference in that, we're not exactly sure what's
16 going to happen as those two Bills move forward
17 through the various committees.

18 Another thing is that the -- we have
19 called for alternatives to failure to appear. We
20 want to prohibit warrants for arrests for individual
21 who have simple lie failed to appear, prohibit
22 confinement for individuals simply because they
23 don't have the money to pay for a fine. Those
24 provisions are also included in the House Substitute
25 and in Senate Bill Number 5.

1 We also called for allowing defendants
2 to present evidence about their financial condition
3 before fines are assessed, and this allows a system
4 to be developed for alternative community service.
5 We believe that's really important and that
6 provision is also included.

7 We have also called for creating a list
8 of procedural rights in all municipal courts and
9 those procedural elements are included in the House
10 Substitute for Senate Bill 5.

11 One thing we might also add is that
12 House Bill 5 has been amended somewhat to include
13 some new provisions that were not initially included
14 in Senate Bill 5, and some of these amendments deal
15 with municipal accountability.

16 It requires municipalities to have a
17 balanced budget. It requires municipalities to have
18 an annual audit and to report those audits. It
19 requires municipalities to retain insurance. It
20 requires municipalities to provide written policies
21 on the safe operation of emergency vehicles.

22 What we're saying is that the House
23 Substitute Bill has imposed -- would impose a whole
24 series of requirements on municipalities to be what
25 we might call, and this is not an appropriate word,

1 but analogous to a certified municipality, that they
2 can in fact provide municipal services and to have a
3 revenue base in which to provide those services.

4 One of the issues that's happened, and
5 I think it's been alluded to earlier this evening,
6 is a number of municipalities have relied on traffic
7 fines as a source of revenue, and as they're
8 allowing sources of revenue, and they do that
9 because they can't provide regular services.

10 We're saying under the provisions of
11 this bill that would require the municipalities to
12 begin to the address that and report that out to the
13 State.

14 One thing also the House Bill 5, the
15 Substitute does, is that if a municipality does not
16 comply, if a municipality is in violation, then
17 there could be an election to disincorporate the
18 municipality.

19 So there's a lot of provisions here. I
20 would caution us to stop and understand that we
21 don't know exactly what's going to happen as the
22 House Substitute and the Senate Bill 5 are worked
23 out in the various committees that are involved in
24 Jefferson City, but we can see there are significant
25 changes, and many of these changes that are

1 incorporated, in fact a significant number, that
2 those have been recommended by the working group on
3 municipal courts and governance.

4 So I would encourage you to stay
5 involved, to stay informed, and to watch what
6 happens in Jefferson City, because we really don't
7 know what the ultimate outcome is going to be, but
8 progress is being made, change is in the forefront.

9 MR. RICH McCLURE: We'll have time for
10 questions at the end of all of it, so hold onto it
11 and we'll come right back.

12 MR. PATRICK SLY: Thanks. What we have
13 is not fruit. This is a very broad and challenging
14 category to find changes to change this region's
15 economic inequity and give opportunities for the
16 underserved. What we really want to do is achieve
17 economic opportunity and economic mobility, which is
18 defined as one generation after another moving up in
19 the economic cycle. So we're addressing family and
20 community stability, institutions and organizations,
21 and systemic policies and practices.

22 We've taken this challenge and carved
23 it up into seven different pieces and that's what
24 we're addressing in our work groups. We've only had
25 two work groups so far, but we have another one I

1 believe next week. So we've carved it up into job
2 skills and training, employment and income,
3 transportation, housing, entrepreneurship and small
4 business growth, health and wellness, and youth
5 investment. So we have some pretty broad challenges
6 that we have to take on here.

7 MS. FELICIA PULLIAM: Thank you, Pat.
8 And although we've only met twice, we've actually
9 gotten a lot of good work done, and so in order to
10 do justice to this work, we are putting forth our
11 best effort in doing our due diligence, which
12 requires quite a bit of research and gathering
13 information, looking at next practices, best
14 practices nationally, so that when we come back to
15 the Commission with recommendations, and they should
16 anticipate that we'll have calls of action at our
17 next Commission meeting around a lot of the research
18 that we've already done.

19 And so at our second working group
20 meeting, we had a presentation from Dr. Keon
21 Gilbert. And in his present, we focused on social
22 welfare policies and practices, and what those
23 disparate impacts have been in our community, and
24 how it's impacted family community stability, which
25 is the first area, the first layer of the work that

1 we're looking at.

2 So the research shows -- one of the
3 striking things that we learned is that the research
4 shows that the benefit of education as it relates to
5 life expectancy for African American males stops at
6 12 years of school, as it relates to life
7 expectancy.

8 And so we thought well, what does that
9 mean, 12 years. You have to look at the research.
10 And when you get in there, what we find is directly
11 related to the report that came out today, talking
12 about the gender, the gender unbalance in the City
13 of Ferguson and how pronounced it is.

14 So the research says that institutions
15 for education are perceived by boys when they get to
16 a certain age of being highly feminine. So they're
17 not relating to them, we're not educating our boys
18 into young adulthood, adolescence and young
19 adulthood in a manner that is useful and helpful to
20 them.

21 So it's very important if we're going
22 to look at ways to provide economic mobility with
23 increased access to financial assets and housing,
24 transportation, job skills and entrepreneurialism so
25 they can get on the track with the privilege we have

1 in our region that we understand what we're missing.
2 So that was one of the things that was very
3 important.

4 The studies also highlighted the
5 unintended impact of child support policies as it
6 impacts impoverished and poor communities, so we
7 have to look at that.

8 Another thing we talked about and
9 learned was in-service provision, we are not only
10 segregated racially and socioeconomically in our
11 community, but we have race divide and segregation
12 when it comes to service provision. So we need to
13 look the at a model to encourage and collaboration
14 and cooperation across industry sectors -- sectors,
15 so whether that's health care, education, jobs and
16 employment, we've got a lot of things going on, but
17 people just aren't collaborating, so we're wasting
18 both time and money and we're not getting the
19 greatest impact and certainly isn't efficient.

20 So we're having our next working group
21 meeting, the next working group meeting will focus
22 on housing. It will be at Friendly Temple
23 Missionary Baptist Church, that's 5515 Martin Luther
24 King, so we with invite you to join us there on May
25 20th. We'll be tackling the issue of

1 transportation. Site to be determined. But we
2 invite you to join us there.

3 And I would like for the Commissioners
4 to know that we will be bringing a Call to Action
5 for affirmation to our working group and then back
6 to the Commission around child development accounts.

7 MS. BETHANY A. JOHNSON-JAVOIS: For
8 this final section of the working group updates, I'm
9 representing the co-chairs Dr. Grayling Tobias and
10 Miss Becky James Hatter, who weren't able to be with
11 us here tonight, but offered the following report
12 out to the Commissioners and to the community.

13 And Reverend Starsky Wilson, we thank
14 you for joining at this time as well. Perfect
15 timing.

16 So here the working group update for
17 child well-being and education equity, the desired
18 outcome, very similar to the work that we do to
19 economic inequity, it is a basket of breath within
20 this one working group. So we have actually two
21 desired changes that are defined by the working
22 group, one in child well-being is a reason that
23 ensures that all children -- children is defined
24 here as zero to 25 -- are thriving in their daily
25 lives, and there's three sub bullets of what that

1 means for this working group and for our community
2 the way that the community is defining it. Growing
3 and developing to their full potential, retaining
4 the ability to be children, and preparing to become
5 fully -- fulfilled and contributing adults.

6 As defined by education equity,
7 education equity here, the desired change is
8 securing educational achievement, fairness and
9 opportunities for youth, and there are specific ways
10 to do so. One, setting high expectations; two,
11 recognizing unique differences and developmental
12 stages. Number three, to advance outcome based
13 approaches. Four, aligning and coordinating
14 customized services, and five, producing college
15 ready and career ready students.

16 So to get to this desired change, on
17 the next slide there's very tactical areas of
18 approach that this working group has identified and
19 prioritized for their work coming through the
20 summer. Number one, school district and school
21 accreditation is a key area for their recommendation
22 generation. Second, food instability. Third,
23 public education funding. Fourth, college access
24 and affordability is a critical area. Fifth, human
25 capital in education. Sixth, social service

1 coordination with schools. Seventh is caring adults
2 as defined by our community, mentors, coaches, and
3 others. Early childhood education, parent education
4 and engagement, and childhood health.

5 So at this time in terms of our
6 process, these have been the working group updates
7 and first, we're going to allow for Commissioners to
8 ask questions and then ask the community if they
9 have additional questions on our updates. I'll turn
10 this over to Rich at this time.

11 MR. RICH McCLURE: Okay. So why don't
12 we see, first of all, if there are questions from
13 the audience here on any of the working group
14 updates. We'll see if any of the Commissioners have
15 questions and then we'll turn to a couple of cross
16 cutting action recommendation.

17 Mr. Hyatt.

18 MR. DAN HYATT: Thank you.

19 MR. RICH McCLURE: Is there a
20 microphone we can just hand to him? Just stay where
21 you are.

22 MR. DAN HYATT: Okay.

23 MR. RICH McCLURE: This is microphone
24 six, guys.

25 MR. DAN HYATT: The question -- I

1 believe the underlying problem is the relationship
2 of the municipal courts with municipalities
3 courts --

4 (Sound system failure.)

5 MR. RICH McCLURE: Wow. Something
6 happened.

7 MR. DAY HYATT: Is it something I said?

8 On the municipal courts, I believe
9 their relationship with the city has created the
10 whole crisis because they're so close to the city
11 that they don't supervise the city, they don't
12 supervise the police because they're not
13 independent. Was there anything on the municipal
14 court workshop where they were going to address
15 that, I call it nepotism relationship with the city.

16 MR. RICH McCLURE: T.R. there's a mike
17 behind you. The question is is the working group
18 looking at the relationship between the municipal
19 courts and the cities.

20 MR. TRUMAN ROBERT CARR: The answer is
21 yes, we're looking at -- we want to achieve a system
22 where we believe a value is autonomy of the
23 municipal courts within the governmental system such
24 that judges are not going to be taking directions
25 from mayors and city council members to generate

1 revenue. That's been a problem in the past and
2 that's a concern that we have.

3 I know the House Substitute Bill deals
4 with judicial appointments, it deals with the roles
5 of judges, and other legal officials in
6 municipalities so that is an issue of concern.

7 MR. RICH McCLURE: Thank you. A couple
8 of questions back here.

9 UNIDENTIFIED PERSON: Yes, I have two
10 questions. One is whatever happened to -- I
11 remember when I was young, you would -- if you got a
12 ticket and you got pulled over again, you wouldn't
13 get that same ticket again. You would show the
14 police officer the ticket, and they would give you
15 time to, I don't know whether you guys thought about
16 that or included that in your solutions.

17 And then also, I didn't see anything to
18 do with towing. I mean, I know we stop locking
19 people up for the warrants, then that would kill
20 what the police officers -- they are getting
21 kickbacks from towing. Okay. You remember what
22 happened to the chief that got fired or whatever,
23 that's still going on.

24 So we do all this and we don't include
25 towing, the police still are going, when they pull

1 you over, tow your car, and it's nothing you can do
2 about it. So we really need to try to get somebody
3 amend and put something to do with towing in there.
4 They need to quit towing people -- poor people car.
5 They don't have two or three hundred dollars to get
6 their car out of tow.

7 MR. RICH McCLURE: So two questions,
8 the repeat offense, the duplicate ticketing, and the
9 second on towing.

10 MR. TRUMAN ROBERT CARR: One thing we
11 might say, the issue of duplicate ticketing is --
12 may be a product of the fact that we have 61
13 different police departments in St. Louis County, so
14 there's no guarantee that if you get ticketed by one
15 municipality, one police department, and you MOVE
16 into another municipality, that they will not ticket
17 you for the same offense because it's a different
18 police department. So that's one of the issues that
19 we're trying to grapple with. When you have that
20 many police departments and that many police
21 departments that are -- that many municipalities
22 that are sometimes seeking revenue from traffic
23 tickets, that's an issue. That's something that
24 they're looking at and trying to find a mechanism to
25 resolve. It's very complex, but we do hope to

1 resolve that because not appropriate -- we believe,
2 I believe that law enforcement, traffic enforcement
3 to be for public safety, not for revenue generation,
4 and that's a value that we hope to instill.

5 One thing I did not mention, probably
6 because I couldn't read, it's too dark there, is
7 that one of the amendments to the House Substitute
8 for Senate Bill 5 would require that municipalities
9 to either employ or to contract with an accredited
10 law enforcement agency. We have a lot of
11 municipalities, a lot of municipal police
12 departments that are not accredited and some are
13 accredited by CALEA, the Commission on Accreditation
14 of Law Enforcement. There are mechanisms to allow
15 us to insure the quality of law enforcement, such
16 that we're not trying to deal with generating
17 revenue from traffic stops. The last thing that
18 really -- that we need in a region is for people to
19 be stopped and think that we're simply trying to get
20 their money, not for public safety.

21 UNIDENTIFIED PERSON: Also, for
22 suspended licenses too, I forgot to say that. My
23 daughter got her license suspended in every
24 municipality in St. Louis --

25 MR. RICH McCLURE: One thing, Miss

1 Washington, I think you raised two really good
2 points from my limited understanding of the
3 Substitute for Senate Bill 5. One of the things we
4 might do for tomorrow's working group meeting is
5 we'll ask our research team to look at this
6 duplicate ticketing question. I don't think the
7 Bill addresses it, but there are some limitations on
8 fines and how much you can pile up a fine, and so it
9 could be that that provision gets at that question.

10 Towing, as far as I know, is still a
11 remedy available to a municipality or a police
12 department, and I think you raised a good point that
13 needs to be put into the discussion.

14 Yes, ma'am.

15 UNIDENTIFIED PERSON: On the education
16 equity part, tactical approach, is there anywhere
17 were you all are looking at school board members and
18 how they are held accountable for what's happening
19 in our school since like -- like charter schools, we
20 have no say as parents who's on our board. They're
21 not elected or anything. They're there, and when
22 issues are brought to schools boards, where is the
23 accountability for the discipline that's happening
24 in the schools and all the issues that are being
25 brought to -- brought to school boards. Is that

1 going to be included in this tactical approach?

2 MR. RICH McCLURE: So Becky and
3 Grayling aren't here, but, Monique, perhaps you can
4 help with this. The last working group meeting on
5 child well being and educational inequity, was there
6 a discussion of governance by any human capital
7 working group?

8 MS. MONIQUE THOMAS: It was one --
9 there has been discussions specifically about
10 administration. I know specifically we've been
11 calling out SB1 and HB42, which kind of starts to
12 address some of the governance issues. It's coming
13 up the pipeline, but it hasn't been confirmed what
14 we're going to be doing.

15 MR. RICH McCLURE: In the back, yes,
16 ma'am. We'll have time for one more after this one,
17 and then we'll see if Commissioners have any
18 questions before we move on.

19 UNIDENTIFIED PERSON: So my question,
20 or maybe it's more of a concern, is that in the
21 education equity arm, much of that has been tried
22 before, and so similar to the municipal court
23 reform, which really wouldn't have been -- we
24 couldn't have dreamed it, we might have talked about
25 it behind a closed door, but it wasn't possible. I

1 really urge the Commission to look at things that
2 are innovative that haven't been done before that
3 don't concentrate poverty. Because many of these
4 tactics that we've tried in our region and they
5 haven't met our needs in terms of having a truly
6 public and equitable education. So I would urge
7 them to think big, as we did with municipal court
8 reform.

9 MR. RICH McCLURE: Yeah. Thank you.

10 (Applause.)

11 MR. RICH McCLURE: Okay, one more over
12 here. Mr. Jackson.

13 MR. RICKY JACKSON: I just want to kind
14 of piggyback on what she just said about being
15 innovative. I think the silliness of 61
16 municipalities really needs to be looked at.
17 Seriously. I mean, you're never going to get 61
18 municipalities do anything in a -- in a --

19 UNIDENTIFIED PERSON: Make money.

20 MR. RICKY JACKSON: Yeah, but make
21 money, that's true. But I really think, as a
22 Commission, I don't know how --

23 UNIDENTIFIED PERSON: It's criminal.

24 MR. RICKY JACKSON: -- how important
25 you guys are or how -- how much impact a Commission

1 is going to make, but as a Commission, if you say to
2 whoever you're going to speak it to, let's get rid
3 of all these municipalities, let's get one big city,
4 let's get one policy about policing and about
5 fairness, and all these other words you guys are
6 using are great, but they're just words. You know,
7 action is what's needed and some serious innovative
8 stuff that hasn't been done before. St. Louis
9 hasn't never had one city -- one big city and it
10 needs to be tried, in my opinion.

11 MR. RICH McCLURE: Thank you for those
12 two comments and those two areas of encouragement.
13 One quick comment and we'll see if we have questions
14 from the Commissioners. The standards that
15 Commissioner Carr mentioned that were added to the
16 legislation and the revenue limitation on fines, it
17 remains to be seen how far those get through the
18 process and what impact they have on just the issue
19 you raised, the question of consolidation in a
20 number of municipalities, but it is a much more
21 vigorous debate now than it was when the Commission
22 started work, and for that we're grateful, but still
23 remains to be seen.

24 Thank you, Mr. Jackson.

25 Questions from any Commissioner for any

1 of the working group chairs?

2 Mr. Gore.

3 MR. GABRIEL E. GORE: I have a question
4 for you, Monique, since neither of the chairs from
5 the education group are here. I was just wondering
6 whether in the educational working group meeting
7 whether there's been any discussion, I think a
8 couple of months ago there was an article in the
9 Post Dispatch about the -- the disparity St. Louis
10 was I think the number one ranked school system in
11 terms of the disparity, the racial disparity in
12 school suspensions, and I was just wondering is that
13 something that's being addressed in the working
14 group at all?

15 MS. MONIQUE THOMAS: Yes. Yes.

16 No, it's a great question, Commissioner
17 Gore, and the subgroup that manages that is the
18 group that looks at social service coordination with
19 schools, and so one of the working group members,
20 Mr. Carron, he's the one that kind of has been
21 sponsoring that and pushing for that, so when we
22 think about child well-being and talk about that,
23 you know, he's about making sure that their
24 potential is fulfilled.

25 One thing he talked about is figuring

1 out those two things. One, thinking about the root
2 causes of that. The root causes of that as it was
3 related to that subgroup had to do with looking at
4 how we are coordinating services and social services
5 for the students so as they come back into their
6 environment they're not necessarily stigmatized or
7 called out as that one particular student.

8 So they are approaching it, figuring
9 out how we can embed certain social services in the
10 school, to manage how to deal with students behavior
11 as an alternative to just kicking out and
12 suspending, so that's how they're looking at it
13 right now, but it's something that's in flux, but it
14 definitely came out two meetings ago directly
15 addressing that. So right now that is being
16 addressed as a solution for social service
17 coordination when they return.

18 MR. GABRIEL E. GORE: Okay. I just
19 think it's an issue that would be important to be
20 looked at as a stand alone issue because there was a
21 national survey where we were highly ranked in a bad
22 way.

23 MS. MONIQUE THOMAS: Thank you.

24 MR. RICH McCLURE: Any other questions
25 from Commissioners?

1 (No response.)

2 MR. RICH McCLURE: Okay. Bethany.

3 MS. BETHANY A. JOHNSON-JAVOIS: Thank
4 you for the Commissioners feedback and thank you to
5 the community for your questions and for your
6 comments and for your hand claps as well, that
7 affirms input that we need in order to meet our
8 charge.

9 What you're going to look at next, both
10 community and to Commissioners, is the proposed next
11 steps that is needed for the working group. I'd
12 just like to remind us all, center us on the next
13 line, if you will, of the charge of the Commission
14 convened on November 18th, and specifically the
15 Commission is charged to collect data and research
16 around these specific areas, even more than that, to
17 think of implementation around these
18 recommendations, and specifically, in this public
19 call we are required to deliver a report to the
20 community as well as the Governor's office by
21 September 15th of 2015.

22 Within this charge are the working
23 group standard operating principles. Just to remind
24 us all to the co-chairs and to each of the
25 Commissioners, we agreed in our very early meetings

1 that these would be our operating principles.

2 Number one, that we honor community
3 expertise, in addition to the academic expertise,
4 and youth perspective that we've heard numerous
5 times in our work.

6 Number two, to look beyond what is
7 today to create a model for what can be, which is
8 what your feedback is tonight, this evening.

9 Number three, that we have existing
10 data that we don't need to go reinvent the wheel, we
11 can leverage existing data to look at evidence based
12 practices and recommendations.

13 Four, we understand the principles of
14 equity and justice to be the center of the work that
15 we design and develop.

16 Five, prioritizing action with a sense
17 of urgency.

18 And six is an additional component that
19 tonight we will be asking for affirmation from the
20 Commission, intentional application of the racial
21 equity lenses.

22 Rich, at this point did you want to
23 jump in on point number six?

24 REVEREND STARSKY WILSON: Good evening.
25 Again, my apologies for my delay, but I fly both

1 commercial and coach, so I don't have the
2 opportunity to make those decisions.

3 But one of the things that we've talked
4 about since very early on, talked about the
5 affirmation of justice and equity in our work.
6 There are tactical and very clear ways that we can
7 do this work, and one of the things we also
8 discussed was modeling for the community ways that
9 we might move forward.

10 Perhaps we need no more reminder than
11 our time lines and twitter feeds right now the state
12 of emergency that has been called in the state of
13 Maryland and the recognition that while we discuss
14 municipal courts, and while we discuss child equity,
15 while we discuss educational equity and economic
16 inequality, we recognize that the core of why we are
17 here and the spirit of the underlying sin, if you
18 will, I will use that terminology, that we're
19 dealing with is one of race and racism.

20 So if in our work we do not model an
21 approach to public policy and recommendations that
22 does not get at the racial disparity that comes
23 through public policy and laws, then we are not
24 really doing our work.

25 So the next recommendation that we have

1 here that we're asking that we make an official part
2 of our work, for those of you who have been in our
3 meeting before, know that we've discussed that but
4 we're asking for affirmative vote from the
5 Commission, and that is simply --

6 (Sound system failure.)

7 REVEREND STARSKY WILSON: -- inequity
8 and reconciliation, we ask working groups to, quote,
9 intentionally apply a racial equity lens to the work
10 by asking the following two questions.

11 First, who does this recommendation
12 benefit. Second: Does this recommendation
13 differentially impact racial and ethnic groups.

14 What this is very simply is the
15 application of a racial equity lens to public
16 policy. It is something that we will do for all
17 comprehensive recommendations that come at the end
18 following this affirmation, but as we talk about
19 next steps --

20 (Sound system failure.)

21 MR. REVEREND STARSKY WILSON: I'm just
22 going to use my preacher voice.

23 As we discuss next steps, we want to
24 make sure that this is something that's being
25 considered in the work right now.

1 So with that, on this recommendation
2 which would apply A) to the work that's going on in
3 working groups right now, B) to the final
4 recommendations, which isn't noted here but I want
5 to note it for the record, would apply to all
6 recommendations that are in the comprehensive report
7 due September 15th.

8 So I'm going to ask if there are any
9 questions from Commissioners about this first --

10 (No response.)

11 REVEREND STARSKY WILSON: Any questions
12 from the public on this point? Yes, sir.

13 UNIDENTIFIED PERSON: My main question
14 has to do with the --

15 UNIDENTIFIED PERSON: Hello. Testing.

16 UNIDENTIFIED PERSON: -- the racism
17 component. I went to a conference over the weekend,
18 Dr. Frances Welsing, a very noted psychiatrist, gave
19 the presentation, and one of the issues that was
20 really brought out focused clearly and squarely on
21 racism and white supremacy.

22 When we dismantle this and the
23 difficult conversation it is, we have to be open for
24 that, because racism is a system. It is a system
25 focusing around economics, around education,

1 politics, entertainment, and a total of 12 different
2 components. If we're going do dismantle this, we
3 have to first look at the core root of it, and then
4 have open conversation.

5 One thing that really stuck out in my
6 mind that she brought out, and by no way can I even
7 begin to address it with the depth that she does,
8 but that a lot of people who are white were asking
9 her what they can do. They said well, I have a
10 white friend, isn't that enough, or those issues.
11 She said well, you don't have to have -- just when
12 you note someone who is demonstrating racist
13 behavior, step in there and do something, don't just
14 be quiet.

15 See, that's the problem. Everybody
16 wants to be quiet. Let somebody else handle it. We
17 have to take responsibility to set forth a new
18 paradigm and that paradigm means open conversation
19 and understanding that racism is a system that has
20 to be dismantled, and I don't know how much depth
21 the Commission is addressing that, but it's
22 certainly something we need to look into.

23 REVEREND STARSKY WILSON: So with
24 appreciation for your statement, I totally agree
25 with the critical aspects of what you're saying.

1 That's one of the reasons why we
2 committed the last couple of our meetings to this
3 discussion of really kind of setting some basic
4 definitions for the differences between equity,
5 equality, diversity, inclusion and equity, and we'll
6 continue that exploration of individual
7 Commissioners and as a Commission broadly. But the
8 relational aspect we recognize we have some
9 limitation on. So we will continue to encourage
10 people and invite the community to equip and support
11 organizations who are doing the kind of relational
12 work that's required and we have several of them in
13 the community and even in the room.

14 We also note that while the relational
15 work is happening, there are tactical things that
16 can be done and strategic things that can be done as
17 relates to policy. This is -- this is something
18 that could be done, quite frankly, in any policy
19 setting, any city council, any county council, any
20 legislative body, can ask these two questions before
21 they make a policy recommendation.

22 And what we're seeking to do, quite
23 frankly, is to make sure we're holding ourselves
24 accountable to the systemic elements you're talking
25 about. Systems are created by policies, so we're

1 making policy recommendations, so we want to make
2 sure we run these things through this kind of lens
3 so we can approach this while the relation work
4 continues to happen.

5 Yes, sir.

6 UNIDENTIFIED PERSON: Yes. In 2014,
7 the Department of Justice, United States Department
8 of Justice, along with the National Academy of
9 Sciences, came forward with a 440 page study that
10 addresses exactly what you are talking about, the
11 single policy that has impacted African Americans
12 more than anything else. I hope you folks have read
13 this.

14 Now, the growth of incarceration in the
15 United States, if you've seen that report, and --
16 good, I'm glad you're shaking your head.

17 This report addresses those issues in
18 great depth on how in fact the war on drugs -- and
19 this is the Department of Justice -- has been a war
20 on black males and all the resultant impacts in the
21 communities.

22 I would urge everyone on this
23 Commission to read that report. This report has
24 caused such people as Neut Gingrich and Cory Booker,
25 and the Koch Brothers, and liberals on the left, to

1 form organizations to free some of the 2.2 million
2 people in prisons, bring them back to the community,
3 okay, and stop the mass incarceration.

4 So I'm glad you shook your head on
5 that. I think that is the single most important
6 document this group could look at.

7 REVEREND STARSKY WILSON: Okay.
8 Appreciating that.

9 One of the things we also wanted to
10 note as we talk about this particular thing, this is
11 not just -- we don't want to isolate here, this is
12 cross cutting. So when Commissioner Gore asked
13 about disproportionate suspensions for students,
14 that those talk about that as a school and prison
15 pipeline, if you apply racial equity lens to your
16 policy as it relates to behavior in the classroom,
17 then you don't end up in that kind of situation --
18 you don't end up in that system. So this is
19 something we're going to do across the board as
20 well. I just wanted --

21 Maybe two more questions.

22 Okay.

23 UNIDENTIFIED PERSON: I was glad to
24 hear you talk about the racial equity lens. One of
25 the things that, among many things that we're doing

1 in Ferguson, we have a race relations reading group
2 in the library, and it has been wonderful. We
3 have -- it's kind of even, maybe about 30 people,
4 even black and white people, and we sit down and we
5 have honest, courageous -- it gets a little
6 uncomfortable, but we all have agreed this is a
7 setting to really talk about race, and we -- because
8 all of us, you know, are residents of Ferguson, we
9 want to move the community forward, but it has been
10 so helpful.

11 And that's what we do, we put on the
12 racial lens through the reading of various books.
13 Like we're reading The Invisible Man for next month,
14 and we read the New Jim Crow, so many interesting
15 books. But it is really helping us residents in
16 Ferguson to really just discuss and put on our
17 racial lens and just be honest and courageous, it is
18 helping us, it is helping us form relationships,
19 come together to move our community forward.

20 REVEREND STARKY WILSON: Thank you for
21 doing that. That's the important relational work
22 that has to continue to happen.

23 Last question here.

24 UNIDENTIFIED PERSON: All right.
25 First, I'd like to thank you for enlarging to this

1 sixth point about racism. I also was at the
2 conference Mr. Williams mentioned. Is there any
3 possibility that Dr. Frances Welsing could possibly
4 be a consultant? She is no renown and at 80 years
5 old, she's done a lot of work and she's written a
6 lot of books and done a lot of public speaking. Is
7 there any way at her level, which most people don't
8 have, with such elegance, that she could possibly
9 have some input? Thank you.

10 REVEREND STARSKY WILSON: You and I
11 have had some conversations in the past about the
12 requirements for engaging consultants, and so we
13 recognize the relative constraints that we have. We
14 are informed by the work of more than 70 experts who
15 are committing their time. We would invite, or
16 course, anyone who desires to provide that kind of
17 voluntary support to provide it, but within the
18 constraints that we have. I don't know that we can
19 make that happen in under a few months, at which
20 time we'll be needing to put out a report, to quite
21 frankly honest. But we are seeking to take in as
22 much information as we can.

23 I do want to make sure we clarify, we
24 can be clear about the two lanes of work. There is
25 relational work around reconciliation that needs to

1 done. Reconciliation is something that in many ways
2 is social. For some of us spiritual. But it is
3 also something that is structural. When we talk
4 about social disparities among people, this is
5 structural, meaning it is impacted by policy.

6 What we're discussing here is the
7 application of this lens and a question before
8 policy is made. So we want to make sure we talk
9 about -- it's important for us to do the relational
10 work, but this is about saying before I pass this
11 law, in our case before we make this recommendation,
12 we're going to ask how does it impact black people
13 versus white people versus Hispanic people. And
14 that's a critical element.

15 So I think this is a point of
16 education, because we're used to dialoging, we're
17 not used to asking the Ferguson City Council how is
18 this piece of legislation, this ordinance, going to
19 disproportionately impact black people. That's the
20 question. That's what this lens is about.

21 I know a couple of Commissioners have
22 questions now.

23 MS. BRITTANY N. PACKNETT: Forgive me
24 for not thinking of this during our portion, but I
25 think perhaps there needs to be an amendment to add

1 a third question because as much as we interrogate
2 the recommendations and proposals that are there, we
3 also need to be interrogating what's missing. So
4 I'm wondering at what point, either -- both looking
5 at individual recommendation and comprehensively to
6 the point that I think has been made by several
7 members of the public, as well as Commission Gore,
8 this third question around which inequities are not
9 being addressed, which communities are not -- which
10 communities are not being addressed and making sure
11 that we're looking at what's not there, just as much
12 as we are looking at what is there, and how it
13 affects people disproportionately.

14 REVEREND STARSKY WILSON: So would you
15 accept -- so we're talking about asking the question
16 intentionally and the application to the work and to
17 the recommendations, which inequities or which
18 communities? I'm trying to figure out how you would
19 frame that question to say that we are -- just
20 because we're asking --

21 MS. BRITTANY N. PACKNETT: I may give
22 the wrong answer. Simply because this point about
23 disproportionate suspensions, right, is something
24 that that third question would get to in the
25 education and child well-being working group, and

1 that is about a particular inequity, and it is also
2 about a particular community, right, but I think
3 when we ask the question about a particular
4 community then we might have issues of language
5 barriers and things like that come up, where it
6 might not come up if we're talking about a specific
7 inequity. I don't know if that example made sense.

8 REVEREND STARSKY WILSON: Okay. So is
9 this an acceptable read? The third question would
10 be, and perhaps the Commission will want to write
11 this down if it's appropriate since we're asking you
12 to add, the first question who does this
13 recommendation benefit; the second question is does
14 this recommendation differentially impact racial and
15 ethnic groups; the third question is which
16 inequities and/or communities are not being
17 addressed with this recommendation or policy.

18 MS. BRITTANY N. PACKNETT: Yes.

19 REVEREND STARSKY WILSON: If we were
20 being all parliamentary, I would say I accept that
21 as a friendly amendment.

22 MR. RICH McCLURE: I would so move with
23 the amended question.

24 REVEREND STARSKY WILSON: So move with
25 the amended question. So -- so the recommendation

1 has been -- has been moved, is there a second?

2 MS. FELICIA PULLIAM: I've got a mike.

3 Second.

4 REVEREND STARSKY WILSON: Okay.

5 Second. With the friendly amendment, so we just
6 have a little discussion at this time. Commission
7 Pulliam.

8 MS. FELICIA PULLIAM: Just to be clear
9 for the record, when we ask the second question,
10 does this recommendation differentially impact
11 racial and ethnic groups, community has to
12 understand that sometimes the answer to that
13 question will be yes.

14 REVEREND STARSKY WILSON: Yes.

15 MS. FELICIA PULLIAM: The work coming
16 out of the economic inequity and opportunity working
17 group is specifically designed to address the
18 disparities that have our region at number 42 in
19 terms of economic mobility when we want to be in the
20 top ten. So don't anticipate that this will always
21 be a neutral answer, sometimes it will answer to the
22 affirmative based on the work.

23 So I just want that in the record. We
24 don't want to hear that raised, you know, that
25 discrimination thing.

1 Anyway, and the other thing is when you
2 look at this and think about this equity lens, this
3 work is happening around the globe and it is
4 happening nationally. What is most similar to this
5 is called compassionate community. There are entire
6 cities where their boards of aldermen have adopted
7 this lens to say as a compassionate community, are
8 we recognizing, understanding, and questioning our
9 work to see how it impacts our community at every
10 level.

11 So what -- what our co-chair is asking
12 you to do is something that's in line with
13 progressive communities, and if you want to know
14 more about it and what it might look at, go to
15 compassionate community.

16 REVEREND STARSKY WILSON: Thank you for
17 mentioning that. We also note that the Interfaith
18 Partnership is leading some compassionate city
19 conversations in the St. Louis Region right now. So
20 that's another local resource for that.

21 Any other questions from commissioners?

22 (No response.)

23 REVEREND STARSKY WILSON: Seeing none,
24 I'll invite all Commissioners to act. All those in
25 favor of the amended --

1 I'll take one question. Yes, sir.

2 UNIDENTIFIED PERSON: The third
3 question being proposed by this friendly amendment
4 is more of a combination of both questions, because
5 they can be -- that question can be asked using both
6 of these questions. The question that needs to be
7 raised is that can we do this one in a -- with the
8 lens, as in the effect of comprehensively digging to
9 the root within the working groups that we have
10 sustained right now.

11 REVEREND STARSKY WILSON: Got it. So
12 you make a good point. So a couple of things -- a
13 couple of good things, so we should note that, and I
14 will take this action.

15 So we got some additional support. So
16 this is a policy by policy, a recommendation -- I
17 should say recommendation by recommendation, and we
18 recognize that -- that while we'll have a
19 orientation for root causes and we'll enter some
20 conversations about how we can get some support to
21 map those things. That will happen in each of the
22 buckets, and we recognize that they're intersection.

23 What we're saying is here is that we
24 won't say anything that we've not assessed on a
25 particular recommendation. I do -- I see what you

1 mean about the third one kind of getting at a couple
2 of the others. I think what you're talking about
3 though is a separate conversation about root causes.
4 We do have a commitment and a standard operating
5 procedure about assessing those root causes, not
6 just looking at what is but also projecting towards
7 what can be. We invite more conversation about how
8 we can effectively do that. But I think what we're
9 suggesting is these things, we want to make sure we
10 apply this across the board and that each group is
11 given some attention to the fact that they're
12 intersections, the work groups are not silenced
13 [sic] that way. Okay.

14 Good deal. Commissioners, all those in
15 favor of the recommendation as amended, please note
16 by saying aye.

17 (Board members aye.)

18 REVEREND STARSKY WILSON: Any opposed?
19 Nay? Abstentions?

20 (No response.)

21 REVEREND STARSKY WILSON: Thank you
22 very much.

23 MR. RICH McCLURE: Thank you very much.
24 We're going to do a few process slides here and
25 we're going to ask the Commission to look at our

1 timeline and our process and formally adopt that so
2 that our working groups have a timeline instruction.

3 You all saw this in draft late last
4 week and have had a chance to think about it
5 perhaps, and see if you have any questions. I'm
6 going to get out of the way of the slide of the
7 community and let you reinforce the notion that we
8 do look at policies, systems, practices and
9 individuals to build on the earlier discussion as
10 part of the work group final product.

11 This is our process that we have been
12 following that many of you have observed that have
13 been to a number of meetings and have been in our
14 working groups, flowing from community input,
15 through the working groups, subject matter input,
16 back to the community for input, and Commission
17 approval, then calls for action and implementation.

18 So this is a flow chart of the
19 processes that we have been following. This is the
20 timeline, Commissioners, that we're asking you to
21 adopt, and that is that we've been in this April/May
22 timeframe of developing urgent calls for action and
23 other recommendations, using the month of June to
24 prioritize and finalize those models, across working
25 groups, but realizing that we would like your

1 recommendations finalized, if at all possible, by
2 June the 1st, and then we use to use June to
3 prioritize those recommendations, sort them across
4 working groups, make sure that we have applied the
5 lenses which we just talked about, and process them
6 thoughtfully with the community review, as well as
7 working group review, and then use July/August for
8 the finalization of our reports.

9 So this ambitious timeframe and working
10 group effort is important in order for us to
11 complete our work on time, as well as to keep the
12 calls to action in front of us.

13 So I would invite any questions or
14 comments from the Commission on this timeframe,
15 realizing that our working groups have meetings
16 already scheduled and others to be scheduled.

17 (No response.)

18 MR. RICH McCLURE: Questions or
19 comments?

20 (No response.)

21 MR. RICH McCLURE: Okay. This is our
22 process and this is our commitment to work together
23 to reach this. I need a motion and a second.

24 Ahlbrand makes the motion. Miss
25 Windmiller the second.

1 Any further discussion ?

2 (No response.)

3 MR. RICH McCLURE: Okay. All in favor
4 please say aye.

5 (Board members say aye.)

6 MR. RICH McCLURE: And opposed?

7 (No response.)

8 MR. RICH McCLURE: Okay. This is our
9 timeline. So we're now going to do a deeper dive
10 into three particular calls for action that are on
11 the table for this evening. I believe first we're
12 going to start with Citizen-Law Enforcement
13 Relations and -- I'm sorry, we're going to start
14 Child Well-being first and Bethany is going to fill
15 in our co-chairs there.

16 MS. BETHANY A. JOHNSON-JAVOIS: Again,
17 standing in proxy for the co-chairs unable to be
18 here tonight for Child Well-Being, and I'd like to
19 direct your attention here to the screen. One of
20 the specific immediate calls for action that's
21 coming from the Child Well-Being and Education
22 Equity working group is here before us tonight for
23 Commission discussion.

24 This working group would like to launch
25 a regional Call to Action, thinking about the

1 summertime, which basically is upon us, to
2 coordinate 30 new summer feeding programs in the
3 North County area, specifically so on your left
4 you'll see that as I talked about earlier one of
5 their very specific areas that they want to begin to
6 implement now is around food insecurity.

7 The specific Call to Action and looking
8 for is to able to build a framework for coordinating
9 summer food programs and the accountable body that
10 they'd like to target to work with and to inquire of
11 the regional food banks and capacity building
12 organizations.

13 Just a little background research that
14 is provided about food insecurity. Let me just ask
15 a show of hands to those in our audience how many
16 are aware of this issue of food insecurity already.

17 (Showing of hands.)

18 MS. BETHANY A. JOHNSON-JAVOIS: And
19 Commissioners as well.

20 (Showing of hands.)

21 MS. BETHANY A. JOHNSON-JAVOIS: Very
22 well aware of that.

23 So I'll make this very quick. We
24 understand that nutrition is a very important
25 element for child development, and so this is one of

1 the key strategies that they feel undergirds their
2 work moving forward.

3 This there is data that says 26.64
4 percent of the population in the St. Louis City and
5 St. Louis County are considered food insecure. This
6 amounts to roughly 243,000 individuals.

7 So with this Call to Action, this is
8 the thought of the Child Well-Being working group to
9 want affirm the working groups ability to move
10 forward to implement this over the summer.

11 MR. RICH McCLURE: Questions.

12 (No response.)

13 MR. RICH McCLURE: As I listen to
14 discussion, I know this was driven in part by the
15 fact that such a substantial part of the population
16 in these areas are free and reduced school lunch,
17 and so when school is out, this becomes a more
18 significant issue.

19 REVEREND STARSKY WILSON: This is a
20 question more for Monique. Thinking about denoting
21 that several of the current summer feeding programs
22 are actually coordinated by the cities, was there a
23 conversation about making the accountable bodies,
24 the cities, the county, or county-related funds or
25 departments that may need to fund organizations to

1 do this work.

2 MS. MONIQUE THOMAS: They have been --
3 they have been named, and so how Commissioner
4 James-Hatter and her working group have been
5 operationalizing this, they've been taking on each
6 level so they have public policy recommendations,
7 institutional systems, organizational practices, and
8 then individual contributions, and so they did mean
9 especially the one we're looking at, policy
10 recommendation, they called out those bodies.

11 For this one in particular, I think
12 there's an opportunity to add one because they
13 didn't park a conversation, but right now it was
14 broad, it regional food banks and broadly noted
15 capacity building organizations. But I think
16 there's an opportunity to add, and I think -- I mean
17 I would assume that -- excuse me -- that
18 Commissioners would be amenable to it, if you did
19 want to make an amendment.

20 REVEREND STARSKY WILSON: I would offer
21 an amendment to add the departments, particularly if
22 you're talking about the North County area, to add
23 the St. Louis -- the St. Louis County and its
24 relative departments. That may be human services,
25 that may be help in those municipalities to have

1 capacity and responsibility for young people in
2 their respective communities as well. So I would
3 add those --

4 MR. RICH McCLURE: Under accountable
5 bodies, St. Louis County and Municipalities.

6 REVEREND STARSKY WILSON: Yes.

7 MS. BRITTANY N. PACKNETT: What
8 conversation occurred around coordination with
9 schools? Here is why I ask, so given that a number
10 of parents and guardians actually are inspired to
11 enroll this children in enrich -- in summer school
12 for enrichment simply because this is free breakfast
13 and lunch, what is the conversation about insuring
14 that if a summer food program is now available that
15 that doesn't adversely affect due to -- would they
16 choose not to enroll in summer enrichment programs
17 at schools because they can get the food elsewhere?
18 So how has that been discussed?

19 MS. MONIQUE THOMAS: So when we look at
20 regional food banks, and maybe this is improperly
21 represented, but that was inclusive of those school
22 programs. Now based on the conversation they've
23 had, because what we've done is, and this is for
24 everyone's understanding, is that so their
25 conversations that happened in the working group,

1 but there also conversations that we have champions,
2 specifically I'm calling out Dr. Katie Frack, who
3 goes ahead and starts to design and build some of
4 which I'm seeing some of the context. But I don't
5 know if they've addressed unintended consequence,
6 but I do know that schools are considered in naming
7 food banks. I'm not sure there needs to be an
8 amendment.

9 MR. RICH McCLURE: Ms. Packnett, would
10 you like to add schools tho this coordination
11 occurrence --

12 MS. BRITTANY N. PACKNETT: Yes, I think
13 that would be good.

14 MR. RICH McCLURE: All right. So we
15 have three additional accountable bodies to add
16 here. Okay. With those amendments, we need a
17 motion and a second.

18 MR. GABRIEL E. GORE: I make a motion.

19 MR. RICH McCLURE: Mr. Gore moves.

20 MS. BRITTANY N. PACKNETT: I second.

21 MR. RICH McCLURE: Miss Packnett
22 seconds. Additional discussions or questions?

23 (No response.)

24 MR. RICH McCLURE: Okay. Hearing none,
25 all those in favor, please say aye.

1 (Board members respond aye.)

2 MR. RICH McCLURE: And opposed.

3 (No response.)

4 MR. RICH McCLURE: Now we're ready for
5 Citizen Law Enforcement Relations Call to Action.
6 So Commissioner Packnett and Commissioner Isom.

7 MS. BRITTANY N. PACKNETT: Thank you.

8 So before we kind of jump into the
9 details of this, I want to provide an overview and
10 narrate what this both is and is not.

11 So you all heard earlier kind of our
12 pillars or our tactical area that we are paying
13 attention to. What you are about to be walked
14 through is a proposed model for the Commission's
15 consideration that will address training around
16 three of these pillars. Not all of them, just
17 three.

18 What I also want to name is this
19 operating principle that's been discussed before,
20 but this idea that we are not looking to what
21 currently is, but what can, I will say quite
22 frankly, must be. Right. So obviously the status
23 quo is what got us into this situation in the first
24 place, and if we're really going to seize the
25 opportunity to be a model for other communities,

1 Baltimore, Cleveland, all of these other places that
2 are dealing with the same issues, then we need to
3 not be limited by what the current status quo is,
4 what we currently afford, what we currently have
5 expertise in, what people currently care about, but
6 actually push passed that and make sure that we are
7 moving forward to what can be.

8 The other thing to remember is that
9 what we are proposing, again, it only addresses
10 training around three of these elements and it is a
11 base line. I want to be very, very clear, it is a
12 base line.

13 What we are presenting is a very basic
14 package that we hope will be moved on immediately
15 and taken into immediate action because obviously
16 this issue is of the utmost importance and urgency.
17 But commenting -- actually testifying to the
18 President's task force, we asked the question of
19 several senior law enforcement officers, if you had
20 your ideal in terms of the number of hours, days,
21 weeks, months, you could spend training and
22 retraining and reeducating your officers, in
23 particular around anti-bias and cultural competency,
24 but many, many different tactical pieces, how much
25 time would you spend. And people were naming

1 amounts of time as high as three and four weeks a
2 year.

3 So what you see before you is a base
4 line, but we certainly hope that departments will
5 take it upon themselves to actually increase the
6 amount of time that they are spending reeducating
7 officers.

8 And so the model that we are going to
9 propose this evening calls for a couple of things in
10 an overview. One, it calls for the development
11 of -- no, no, no, the last one.

12 It calls for a development of core
13 curriculum and mandating tactical officer wellness
14 and anti-bias training each year, and actually
15 increasing the amount of mandatory hours that are
16 currently spent by an additional 24 hours per year,
17 which would total 120 hours in a three-year
18 reporting period.

19 Again, we recognize that this would
20 require additional funding, trainers or trainers
21 time and resources, but the demand for pushing
22 passed that status quo far outweighs the cost. So
23 that is what we are proposing this evening.

24 MR. DANIEL ISOM: So the proposed
25 training model is in three different areas as

1 Brittany indicated. The accountable body will be
2 the peace officer standards and training, the POST
3 Commission.

4 This would apply to first class
5 counties with a charter form of governance in
6 Missouri. That would be St. Louis City, St. Louis
7 County, St. Charles County, and Jefferson County,
8 and also Jackson County.

9 As you can see, in the area of tactical
10 training and use of force would be eight hours every
11 year, 24 hours in a three-year period. The same for
12 anti-bias and cultural competency, and also for
13 officer -- officer wellness. Currently, right now
14 POST requires 48 hours in a three-year period.
15 There is no mandated number of hours every year, so
16 those 48 hours could be taken at the end of that
17 three-year period. Our recommendation would
18 increase that to a total of 120 hours in a
19 three-year period.

20 In addition to that, we have some
21 specific areas that we wanted to focus on, at least
22 give some direction in terms of what the training
23 should look like. So for the tactical piece, we got
24 input from community members, experts, and also from
25 our working group, and Commission members as well.

1 The tactical piece is important because
2 we know that these skills need to be practiced. We
3 know that these skills need to be reinforced; and if
4 you don't do that, that they degrade over time.

5 The importance of practice is it gives
6 the opportunities for officers to make different
7 decisions. It both protects officers and citizens
8 alike. So some of the areas that we think are
9 important, but not comprehensive of the training
10 that should go into tactical training is that
11 officers should be taught to do threat assessments,
12 and specifically dealing with people with behavioral
13 health issues and mental health illness.

14 This issue of training about time and
15 space, meaning that scenarios in which officers have
16 more time to make decisions, scenarios where
17 officers have the appropriate amount of space
18 between themselves and a person that they're trying
19 to control, issues of cover, verbal command, calling
20 for assistance, and backup element.

21 In the paper today, Chief Belmer talked
22 about this issue of a second man, and having a
23 two-man car is often very helpful in controlling
24 situations. Well, the same is true for backup. If
25 you're a one-man car and you need assistance, if you

1 call for backup, the outcomes often times are a lot
2 better when you have two officers as opposed to one
3 officer.

4 Considering tactical retreat and other
5 tactical elements that might play into controlling a
6 dangerous situation, and also defensive tactic
7 skills, and looking at tactical tools, less than
8 lethal tools that you might use, a Taser, baton, et
9 cetera.

10 So the Commission believes that this is
11 something that police departments and police
12 officers should do on a yearly basis, and that
13 recommendation is that police departments would have
14 eight hours of tactical training a year, and do that
15 biannually in two four hour segments so they keep
16 these skills up-to-date and refreshed.

17 The second proposal also came out of
18 community involvement. We have many experts in this
19 field who came to our working group meetings who
20 gave us very good information about anti-bias
21 training and learning on cultural competency, and we
22 also want to make sure, as we talked about earlier,
23 that this doesn't just focus on race, that we look
24 at anti-bias in a more broader perspective, race,
25 gender, age, ethnicity, sexual orientation or sexual

1 identification. These are all areas that we need to
2 focus on in terms of this training.

3 Looking at bias, stereotypes, fair and
4 impartial policing, unbiased behavior responses, and
5 also the implications of bias in terms of hiring,
6 policies, and supervision.

7 It was recommended that we have eight
8 hours of training in these areas every year as well.
9 There was a recognition that all of us have biases
10 and that we need to work at dismantling these biases
11 and there needs to be constant attention to doing
12 this on a regular basis.

13 The final area is a recognition that
14 officers have a very difficult job, that they are
15 confronted with very high stress crisis situations
16 and traumatic situations on a daily basis, and that
17 there must be attention to officers well-being as
18 well.

19 As you might expect that if an
20 officer's mental and physical health is not taken
21 care of, then their professional performance will
22 suffer, and so we believe that paying attention to
23 officer wellness is very important. And these three
24 pieces actually go -- fit together very well. That
25 we must pay attention to issues of stress, PTSD,

1 addiction, how officers are given the skills, the
2 techniques to cope with stress, cope with the
3 difficult situations, promoting employee assistance
4 programs, recognizing that the stress of the job and
5 the things that officers have to deal with have
6 impact on their family and their friends, doing
7 self-assessments and peer discussions are all
8 important to officers well-being, but more
9 importantly to how they perform on the job.

10 So in the same vein, we recommended
11 that there be eight hours of training in this area
12 every year as well.

13 So these are the three recommendations
14 that we have, tactical training, anti-bias training,
15 and also officer wellness training. In each area,
16 eight hours are a mandated year. 24 hours over a
17 three-year period for a total of 120 additional
18 hours for law enforcement over a three-year period.

19 Any questions?

20 UNIDENTIFIED PERSON: Yes, I do have a
21 question. Concerning tactical training, is there
22 any truth to the -- I've heard conflicting stories
23 about this. If a policeman has to pull a gun, is
24 there any truth to when he does, does it have to be
25 fatal. Does he have to shoot to kill. Is that

1 true?

2 MR. DANIEL ISOM: So --

3 UNIDENTIFIED PERSON: Like no shooting
4 in the leg or the arm and that kind of thing to stop
5 somebody, he has to shoot to kill somebody. Is that
6 true? Is an officer trained to do that?

7 MR. DANIEL ISOM: So officers are not
8 trained to kill anyone. Officers are trained to
9 stop the threat. In terms of law enforcement
10 training in firearms, they're trained to shoot at
11 center mass.

12 The reason for that is it's very
13 difficult for anyone, any marksman to be able to
14 shoot someone in the arm or a leg, that's very
15 difficult to accomplish. So they're not trained to
16 shoot to kill, they're trained to stop the threat.
17 But the way they're trained to do that is to shoot
18 toward center mass.

19 UNIDENTIFIED PERSON: So there's no --
20 so -- I'm sorry. So if you're shooting at center
21 mass, that means you're up here, and it's going to
22 be fatal if that what they're trained -- if that's
23 what they're trained to do, right?

24 MR. DANIEL ISOM: Right. So it is more
25 likely to be fatal. But the comment that I will add

1 to that is that there is a progression of use of
2 force, at least there should be, and so they're
3 trained to do that when there is a deadly force
4 encounter against them. Okay. So if it's not a
5 deadly force encounter, then they're trained to use
6 some other option, whether it's baton a Taser, it
7 could be hand-to-hand tactics, but that deadly force
8 is only used in situations where there is a deadly
9 force encounter with an officer or they're trying to
10 prevent deadly force from someone they're trying to
11 protect.

12 And to your point, shooting someone in
13 the leg doesn't mean that they won't die. So I mean
14 I understand what you're saying, but if you get
15 shot, then it's potentially fatal no matter where
16 you get shot. So I'll just add that point as well.

17 MS. BRITTANY N. PACKNETT: This is part
18 of the reason why tactical tools and less than
19 lethal tools are listed very specifically in the
20 training standards that we want to have be mandatory
21 through this model, right, because what you are --
22 what Commissioner Isom is discussing about this kind
23 of scaffold approach, right, that you are not
24 automatically going to your gun, but you are using
25 other tools that are non-lethal first, will require

1 people being continuously trained on that, whereas
2 right now that's not always happening, so that's one
3 of the reasons we specified that.

4 UNIDENTIFIED PERSON: So can I ask, so
5 if you -- if you want to increase the training, how
6 does this help when as a department there's never
7 really any accountability for what's happened? It's
8 always about I was in fear for my life. So if cops
9 get the extra training, what does that do when cops
10 are told or trained to cover their ass so the police
11 department doesn't get in trouble or doesn't look
12 bad?

13 MS. BRITTANY N. PACKNETT: That's why I
14 pointed out at the beginning that this training
15 model only addresses three of the pillars, right?
16 So there are two other pillars, accreditation
17 accountability and policing standards and civilian
18 oversight that go toward what you're talking about,
19 and our next working group is next Monday at 5:00 at
20 UMSL, so please do attend, and we will be going
21 systematically through the rest of those pillars.

22 There was one -- yes, ma'am.

23 UNIDENTIFIED PERSON: And so one
24 comment, I talked to many police officers and it
25 seems like maybe they need to be, a lot of them need

1 to be retrained because I have talked with police
2 officers and higher up in the ranks of law
3 enforcement that have actually told me that they are
4 trained to shoot to kill. So I'm getting these
5 conflicting stories, you know, stories.

6 Also, the three areas, the tactical,
7 the anti-bias, and the officer wellness, I know what
8 the recommendations are, what is currently? How
9 much hours are they currently spending in these
10 areas?

11 MR. DANIEL ISOM: So currently, there
12 is 48 hours required in a three-year period.
13 Specifically these areas are not required. Other
14 than anti-bias or cultural competency, there is
15 three years that are mandated in a three-year period
16 right now currently out of that 48 hours. But these
17 specific areas, they are not specifically mandated.

18 UNIDENTIFIED PERSON: So none? They're
19 not fitting any of in those?

20 MR. DANIEL ISOM: With the exception of
21 anti-bias and cultural competency. There are three
22 hours that are required.

23 UNIDENTIFIED PERSON: Thank you.

24 UNIDENTIFIED PERSON: One question
25 about people that do not speak English, so I know a

1 situation like in St. Ann, what happens police, a
2 person doesn't speak English, so a friend of mine,
3 her husband, he's getting near 80, he's been doing
4 this a long time, he volunteers at two in the
5 morning, he goes out and translates into Spanish for
6 people. That's not cultural competency that you
7 have a volunteer for over ten years because you
8 won't hire somebody to be on call to come in. We
9 cannot have children do these translations either.
10 You can't have a little kid translating and expect
11 competency in determining investigations.

12 So is there anything being looked at at
13 those who do not speak English -- and they could
14 also be deaf -- what can you make sure in this
15 competency that they are going to provide on call if
16 it's after work hours? That's especially the worst
17 time. Thank you.

18 UNIDENTIFIED PERSON: I have a request,
19 Chief Isom. If I were a policeman, and I was on
20 patrol, and I told somebody to stop and hit the
21 ground, and they didn't do it, and they reached for
22 something in their belt area, what would you expect
23 me to do?

24 UNIDENTIFIED PERSON: Were they
25 murdering someone or was they walking down the

1 street.

2 UNIDENTIFIED PERSON: Or if he's black.

3 UNIDENTIFIED PERSON: No, it has
4 nothing to do with black or white. Whoever it is,
5 if I'm a policeman, and I say police, stop, please
6 hit the ground, you're under arrest, and they don't
7 do it, they get up, and they go to their belt or
8 their pocket, and they look like they're going to
9 pull something out and shoot and kill me, what am I
10 supposed to do?

11 MR. DANIEL ISOM: Well, every situation
12 is going to be differ. What we're trying to do here
13 is expose officers through training to different
14 situations, so when they get in those situations
15 they might have other options to make better choices
16 or to make different choices. So every situation
17 will be different and there could be a lot of
18 different elements, but we have to give officers and
19 we have to train officers and give them the tools to
20 make those decisions. Okay. And tactical training
21 is one way that provides officers more options.

22 REVEREND STARSKY WILSON: Maybe one
23 more from the audience and then I'll see if any of
24 the Commissioners have any.

25 UNIDENTIFIED PERSON: Commissioner

1 Isom, so I am clear, I'm a counselor and today I
2 worked with a group of young black males, and one of
3 the things they have asked me -- as a matter of fact
4 it came up today in our group discussion -- is --
5 and I just want to be clear as to what I just heard
6 you say so that next time they ask me this, I can
7 explain it correctly.

8 They have asked can policemen rather
9 than shoot the first time to kill, can't they, you
10 know, wound you, or whatever, rather than the first
11 time just shoot to kill. Now you just explained
12 that they are trained to shoot center mass, and are
13 you saying if they have a threat, they're trained to
14 do that the first time if they feel there's a
15 threat.

16 MR. DANIEL ISOM: No, I didn't say
17 that.

18 UNIDENTIFIED PERSON: Okay. I need you
19 to explain it so I can explain it to them.

20 MR. DANIEL ISOM: So let's go back to
21 the first question. Are officers trained to shoot
22 to kill. No. So officers are the not trained to do
23 that. Okay. Are officers trained to shoot at the
24 first threat. No.

25 So officers are trained to respond to

1 threats proportionally, right; and so if there is a
2 deadly force threat against an officer or someone
3 he's trying to protect, then they're authorized to
4 use deadly force. Okay.

5 What we're trying to do here is make
6 sure that officers have an opportunity to process
7 that threat in a very tactical way. Okay. And
8 hopefully, if they're in a good position, it offers
9 them the opportunity to do different things besides
10 use deadly force.

11 So that's what we're trying to do, and
12 that's a skill that needs to be practiced because
13 when you're in a high stress situation, you need to
14 have practiced these skills to make those decisions.

15 UNIDENTIFIED PERSON: Okay, thank you.

16 REVEREND STARSKY WILSON: Let's see if
17 the Commissioners have any questions.

18 MR. BYRON WATSON: Commissioners, I was
19 just wanting to know in terms of the first class
20 cities, as we know, a lot of our small
21 municipalities don't fall into that category of
22 classes of cities. Mainly the ones that are in that
23 category are already accredited as we already know.

24 Is there any future plans or is your
25 committee looking at possibly including the second

1 and third class cities, which in my opinion, get no
2 training close to what the accredited police
3 departments get.

4 MR. GABRIEL E. GORE: It's not first
5 class cities, it's first class county. First class
6 counties with a charter form of government. So it
7 would be every city within St. Louis County.

8 MR. BYRON WATSON: Good.

9 MR. GABRIEL E. GORE: St. Charles
10 County, Jefferson County, and Jackson County.

11 MR. DANIEL ISOM: Thank you for that
12 correction. Thank you.

13 REVEREND STARSKY WILSON: Any
14 Commissioners have a question?

15 MS. FELICIA PULLIAM: I would like to
16 know what is post traumatic growth. I just don't
17 know what it means, post traumatic growth.

18 MR. GABRIEL E. GORE: That's simply the
19 healing process after -- after experiencing a very
20 traumatic incident.

21 MS. FELICIA PULLIAM: Okay, the
22 therapy. Thank you.

23 REVEREND STARSKY WILSON: I want to
24 make sure we get -- respectfully, I just want to
25 make sure the Commissioners have the opportunity to

1 ask questions they need to ask because they're being
2 asked to act on this, so I want to make sure we give
3 them that time to do so and then we'll be able to
4 come back.

5 Commissioner Gore.

6 MR. GABRIEL E. GORE: Is there -- under
7 their officer wellness, would that be where you
8 would consider the pay that officers receive, and
9 whether or not officers are being compensated at a
10 sufficient level, or would that be a different area
11 than I'm looking at here?

12 MS. BRITTANY N. PACKNETT: I mean, so
13 we're talking about training in regards of officer
14 wellness right now.

15 MR. GABRIEL E. GORE: Okay. Is that an
16 issue that the group is going to consider?

17 MS. BRITTANY N. PACKNETT: It hasn't
18 been brought up thus far, but --

19 MR. GABRIEL E. GORE: Okay.

20 MR. BYRON WATSON: I just have one last
21 one, Commissioners, I'm sorry. This last one are we
22 going to address the municipalities that I just saw
23 something recently on television that some of these
24 municipalities can't even afford to buy weapons for
25 these officers to actually go out on patrol, they

1 have to buy their own weapons, they have to buy
2 their own bullet proof vests? Are there standards
3 that we're going to be able to look at for these
4 police departments be able to have in order to call
5 themselves a police department?

6 MR. DANIEL ISOM: We actually have
7 other priority areas, this is just on the training
8 piece, so the other priority areas we have are
9 accreditation, accountability, and there was another
10 area.

11 MR. BYRON WATSON: Oversight.

12 MR. DANIEL ISOM: Oversight.

13 REVEREND STARSKY WILSON: Any other
14 questions from the Commissioners?

15 (No response.)

16 REVEREND STARSKY WILSON: We'll take
17 one community question. Just take the one. What
18 was queued up next so we can act and then move?

19 MS. BRITTANY N. PACKNETT: Can I make
20 an appeal? We understand that this is for a lot of
21 us what brought us here. I want to acknowledge that
22 there are lots of thoughts and feelings and really
23 excellent suggestions that we absolutely want to get
24 into, that is why we've tried to really prioritize
25 the working group time in particular.

1 I understand that everybody can't make
2 a Monday afternoon, but if on the off weeks of the
3 Commission meeting, so it's at this same time next
4 week at the University of Missouri St. Louis, where
5 we go into the rest of these conversations, to make
6 sure that we are getting your suggestions and
7 feedback for what we can be doing to implement a lot
8 of these things.

9 So I just want to make sure that if
10 you're not able to comment today that you might
11 consider either attending next Monday or on future
12 working group meeting or submitting your thoughts
13 on-line.

14 I don't know who was next.

15 UNIDENTIFIED PERSON: The question I
16 have with regard to officers well-being and I
17 want -- the question I am often asked, and I have
18 some family members that are in law enforcement --
19 is how often are they evaluated as far as the mental
20 aspect? Because I understand as y'all said, it's an
21 extremely stressful job, as the way they perceive
22 danger and their perception of their job and so
23 forth is how they're going to react to various
24 situations. So how often are they evaluated on the
25 mental aspect of the job?

1 UNIDENTIFIED PERSON: And for substance
2 abuse.

3 MR. DANIEL ISOM: So every department
4 in terms of officers evaluations, psychological
5 evaluation is going to be different. There are a
6 number of different things that you have to consider
7 when you talk about psychological evaluations.
8 Particular department policy, you have to look at
9 the union contract with police departments. All of
10 that has an impact. So those -- those areas are
11 very specific to each -- each police department.

12 What we're trying to do here is give
13 some attention to that through training, and allow
14 police officers and police departments to at least
15 make officers aware that these can be issues in
16 terms of their performance and address it on a
17 regular basis, so that if officers are experiencing
18 problems in these areas, the hope is that they will
19 seek out help.

20 UNIDENTIFIED PERSON: And
21 unfortunately, you and I both know as a counselor,
22 you and I both know, and as a counselor, I also know
23 that a lot of people who do something for different
24 psychiatric illnesses and stressful situations and
25 so forth, will not reach out. So how -- I'm just

1 wondering how is that based on, you know, different
2 police departments, how is that going to be handled?
3 Because if you can't trust that a person that is
4 having a stressful situation wants to be stereotyped
5 in that way and won't come out with it.

6 MS. BRITTANY N. PACKNETT: And that's
7 something we hope to explore more in depth beyond
8 the training you see in this officer wellness focal
9 area. There's some recommendations that came from
10 the President's task force that we will be able to
11 look at and say is this the direction that we want
12 to move, and also y'all's input in our working group
13 sessions will be critical to that.

14 REVEREND STARSKY WILSON: Good deal.
15 Thank you very much for your questions and dialogue,
16 and Commissioners for yours as well. This comes
17 forth from the working group and our co-chair, so it
18 would require a motion and a session because it's
19 coming out of the Committee, if you will, so we just
20 ask all the Commissioners, you see the
21 recommendation on the proposed model for Law
22 Enforcement training standards, all those in favor,
23 would you please notify by saying aye.

24 (Board members respond aye.)

25 REVEREND STARSKY WILSON: All those

1 opposed nay.

2 (No response.)

3 REVEREND STARSKY WILSON: Any
4 abstentions?

5 (No response.)

6 REVEREND STARSKY WILSON: We thank the
7 co-chairs for their work on this particular
8 proposal.

9 (Applause.)

10 REVEREND STARSKY WILSON: We now move
11 into an administrative portion of our meeting, so
12 back in the hands of our managing director.

13 MS. BETHANY A. JOHNSON-JAVOIS: Thank
14 you. I appreciate all those that continue to stay.
15 It's an important part of our meeting.

16 I'd like to direct your attention to
17 two lines of business. The first one is the
18 Ferguson Commission budget. That will be on the
19 screen momentarily.

20 For Commissioners, if you look in your
21 packet, you do have the budget that is before you.

22 Okay. So I'd like to direct your
23 attention to the Ferguson Commission financial
24 statements, these are prepared by United Way, who
25 serves as our fiscal agent. These numbers are

1 current through April 22nd of 2015.

2 Again, as a reminder to the
3 Commissioners and to the community, this budget
4 reflects what was approved on January 10th of 2015.
5 These financial statements are prepared on a cash
6 basis, which means they do not include any pledged
7 revenue or accounts payable.

8 To date, as you can see in our revenue
9 lines, we have secured 350 thousand in total
10 revenue, and we are grateful for the support that
11 we've received from regional players, a little over
12 \$300,00.00. This brings our total revenue here to
13 \$668,957.00.

14 We anticipate two additional funding
15 streams that have been committed to the Ferguson
16 Commission by the State of Missouri, and those two
17 funding streams together total \$775,000.00, which
18 will bring our total revenue to 1.125 million.

19 Just to be clear, these are black grant
20 funds that will be recorded as revenue at the point
21 in time that they are reimbursed -- that they
22 reimburse the Commission for expenses that we have
23 incurred, and we anticipate these funding streams to
24 be able to come on-line in May.

25 On the expense side of the budget, it's

1 broke down so everyone can see. All right. Our
2 expenses currently to date total \$191,537, and these
3 are generated from payments in basically three
4 categories. Independent contractors, 42,445, and
5 professional fees, 62,204, operations, 4,504, and a
6 fourth category, sorry, for community engagement
7 that is required to support the Commission, public
8 engagement structure as you've seen tonight, that
9 total is 82,383.

10 So including in In-kind expenses, our
11 total expenses to date are \$510,494. This provides
12 us with a balance currently of \$158,462.

13 So that's the overview. These
14 financial statements can be found as well on our
15 website due to the Sunshine Law as well.

16 Any questions, Commissioners, on the
17 budget to date?

18 (No response.)

19 MS. BETHANY A. JOHNSON-JAVOIS: Okay.
20 Then as a second report, I'd like to pull up the
21 work plan to give both Commissioners and the public
22 a sense as to at our midway point how the
23 Commission, specifically its staff and independent
24 contractors, plan to work over the next course of
25 the few months. So -- thank you.

1 As it pulls up, again these documents
2 will be able to be found on-line. We are in the
3 April timeframe and so we've categorized our work in
4 the following buckets.

5 The official Ferguson Commission
6 meetings like what you're at tonight, working groups
7 that are taking place in our community, the public
8 engagement strategy that we'll be talking about
9 shortly, what transition or translation,
10 implementation will look like. That fourth -- fifth
11 bucket is data and policy analysis which is needed
12 to make sure that we have the evidence base work;
13 and finally, the media and community engagement
14 section.

15 So what I could use to paint a picture
16 that this at looks at time from April through
17 December.

18 So in the Ferguson Commission meeting,
19 we will move forward continuing to bring and engage
20 national models into the conversation. In May,
21 we'll be focused on health policy and disparities.
22 In June, again we'll be highlighting these national
23 best practices all the way through the submission of
24 the report to ensure that we have talked to all that
25 we need to and to ensure that our recommendation are

1 well rounded.

2 The working groups, they will continue,
3 and I've just affirmed at the Commission level we
4 will ask for each working group to please begin
5 focusing now on models for development based on your
6 recommendations for submission to the staff by or
7 before or close to June 1.

8 Moving forward from that, we will begin
9 to design those first drafts of the initial report
10 to the Governor's office.

11 Under the constraints of the
12 Commission, we have to work a backwards plan
13 deadline. If the Commission report is due September
14 15th, you in essence need to be writing it in
15 June/July to be able to give ample time for
16 community venting. That's the public engagement
17 piece. If anybody is surprised by what we say on
18 September 15th, we have not done our job well. So
19 we need to have plenty of time for feedback like
20 tonight.

21 (Unidentified person speaks from the
22 back, too softly to be transcribed by the court
23 reporter.)

24 MS. BETHANY A. JOHNSON-JAVOIS:
25 Translation, translation simply means all this is

1 for naught if nothing happens after September 15th.

2 So our strategy around translation is
3 to begin now thinking in parallel as to the
4 recommendations are being generated at our working
5 groups to say who owns this work, who monitors this
6 work, who funds this work, who collectively is
7 accountable for this work, and so those answers need
8 to be asked now, to begin to be answered now, so
9 that as part of this report we understand the path
10 forward.

11 I talked a little bit about data policy
12 and analysis. It's a critical resource that the
13 Commission needs and we are still in the process of
14 engaging those resources. That should be on-line in
15 May, right in time for this critical work.

16 One thing that's missing that I will
17 add to this as the Commissioners approve this work
18 plan is the need to address the racial equity lens
19 to those recommendations. So we will add that
20 bullet to the June timeframe under data and policy
21 analysis.

22 And then finally, engagement really is
23 the core of the work that we have done, it's why we
24 keep opening up for questions, it's why we keep
25 extending the time for this type of engagement

1 input. So you will continue to see all the way
2 through the course of the Commission's work time for
3 feedback and engagement in the process starting from
4 beginning of the inception through the submission of
5 the report.

6 Just to clarify as well, you do see
7 October/November timeframe, and so the question is a
8 very good one if you say what happens after
9 September 15th. So some of the funding streams that
10 we have are accountable bodies who need final
11 reports. There will be other engagement. The
12 people will ask lots of questions we'll need to
13 answer. We think about translation after September
14 15th, that's another activity, and the United Way
15 will need to keep all of the files for Sunshine Law
16 requests for what, five to seven years, I think
17 Danielle, on file, so all of that needs to
18 transition very smoothly prior to the Commission's
19 sunset.

20 So with that, I present this to the
21 Commissioners for input and also for affirmation so
22 we can put this on our website as well.

23 Any questions?

24 (No response.)

25 REVEREND STARSKY WILSON: We receive

1 this as an operating update of report that requires
2 a course of action from the body, but we appreciate
3 the work that's been done by the staff team, and
4 also the intentionality about making sure that the
5 path forward is very transparent for the community.

6 And so as we prepare to close on
7 tonight, we do so with earnest thoughts and
8 conversations what's going on across our country.
9 We do so with thanks to all of you for the
10 commitment of your time, your intellect and sharing
11 on tonight, and for many of you for your continued
12 engagement throughout the process.

13 We are becoming perhaps some -- at
14 least friends in this process, folks that we
15 continue to see and engage, we illustrate -- we
16 illustrate that kind of commitment to community.

17 We thank the Commissioners for your
18 dedication of time, not just in these spaces, but,
19 of course, in working groups spaces, and the
20 realities that this means that you're living much
21 more public lives than you were before October and
22 November, and that you have all kind of
23 recommendations and advice and counsel that you're
24 getting all over and everywhere you go. So thank
25 you for allowing people to stop you at Dierbergs and

1 Schnucks and the mall so they can tell you what you
2 should be doing on the Commission.

3 We invite all of you as we close on
4 tonight a couple of things we are inclined to do.
5 Number one, we always close with a bit of silence
6 just to center ourselves for the work ahead.

7 I'll also invite you as to transition
8 on today to connect with someone that you do not
9 know. Just look around the room, there may be
10 somebody still, you may have to look all the way on
11 the other side to find someone that you do not know,
12 just say hello, introduce yourself, thank them for
13 coming out, make a different kind of connection if
14 you would on tonight.

15 So I'll invite you to stand as we
16 center and prepare to go. I'll invite you in your
17 time, you're not directed at this time, but I'll
18 just offer to you perhaps as you spend this time
19 centering in the silence to send positive thoughts,
20 and if you are so inclined, prayers to our friends
21 who are in Baltimore, who are in Nepal, and who are
22 visited by tragedy, both human and natural
23 throughout our nation and our globe. So I invite
24 you to a moment of centering as we go.

25 (Moment of silence.)

1 REVEREND STARSKY WILSON: With thanks
2 to our hosts here at the Y of Greater St. Louis
3 YMCA. We are now adjourned.

4 Remember, meet somebody.

5 (WHEREIN, the meeting was concluded at
6 8:09 PM.)

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FERGUSON COMMISSION MEETING 4/27/2015

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