

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

FERGUSON COMMISSION MEETING

RECORD OF PROCEEDINGS

JANUARY 10, 2015

FLORISSANT VALLEY COMMUNITY COLLEGE

6500 PERSHALL ROAD

ST. LOUIS, MO 63135

10:17 a.m. to 3:31 p.m.

1

2 FERGUSON COMMISSION

3

4 CO-CHAIRS:

5 Rev. Starsky Wilson

6 Rich McClure

7

8 MEMBERS:

9 Rev. Traci deVon Blackmon

10 Daniel Isom

11 Scott Negwer

12 Bethany A. Johnson-Javois

13 Gabriel E. Gore

14 Brittany N. Packnett

15 Rose A. Windmiller

16 Rasheen Aldridge, Jr.

17 Grayling Tobias

18 Becky James-Hatter

19 Felicia Pulliam

20 Sgt. Kevin Ahlbrand

21 Patrick Sly

22 Truman Robert "T.R." Carr

23 Byron Watson

24

25

1 (Whereupon, the meeting began at 10:17 a.m.)

2 COMMISSIONER MCCLURE: Thank you for
3 being here. My name is Rich McClure, I'm one of
4 the co-chairs of the Commission and on behalf of my
5 co-chair Reverend Starsky Wilson and the entire
6 Commission we are thrilled that you're here. We
7 have been looking forward to this time literally
8 since last year, I guess I can say it that way.
9 Because this is an opportunity for to us hear from
10 you and you're going to hear more about that but to
11 have a youth speak event and have this kind of
12 turnout and the number of folks who have taken the
13 time to come be with us on a Saturday is really
14 truly inspiring and we're very fortune to have you
15 here and we are looking forward to today.

16 It has become our practice and our
17 tradition to center ourselves as we open our
18 meetings and so we have asked Nigel Johnson who is
19 a senior at Hazelwood West High School, Central,
20 sorry, Hazelwood Central. Dr. Grayling Tobias, a
21 member of the Commission, is a superintendent of
22 the Hazelwood schools and Nigel is here, he's
23 headed to college next year at the University of
24 Illinois to study chemical engineering so Nigel
25 please open our meeting with a blessing and

1 invocation.

2 NIGEL JOHNSON: Good morning. All
3 bow our heads please.

4 Lord, I just want to start off by
5 saying thank you just for being God today, Lord.
6 For blessing us all to crack our eyes this morning
7 and to see the sun that you ordained us with,
8 voice our opinions and share what we feel Lord.
9 You said in your word that out of the mouth of
10 babes and infants that we might have strength and
11 silence our enemies Lord. So we thank you for
12 blessing us to give this opportunity Lord. We
13 speak peace over this meeting Lord, we speak wisdom
14 and power Lord because we know words have power
15 Lord and we ask you to season our words with grace,
16 Lord, and bless everyone that is here today because
17 we know that without this opportunity that our
18 voices may not be heard and that is the only thing
19 some of us want to do is to talk so we ask you to
20 bless it and bless us to be strong in what we say,
21 to show emotion if we have to because, you know,
22 that is the way to get to people Lord. So we ask
23 you all these many blessings in Jesus' name. Amen.

24 COMMISSIONER MCCLURE: Thank you so
25 much Nigel and we wish you the very best and God

1 speed on your journey.

2 We are fortune to be on the campus of
3 the Florissant Valley campus of the St. Louis
4 Community College and the interim president Ruby
5 Curry is here to offer words of welcome.

6 Ruby, thank you for being here.

7 MS. RUBY CURRY: I'm trying not to,
8 my old school teacher days keep everybody in front
9 of me and not have my back to anyone but anyway
10 good morning.

11 Again I am Ruby Curry and I'm serving
12 this year as the interim president of the St. Louis
13 Community College Florissant Valley campus. I
14 would like to welcome all of you gathered here this
15 morning to our campus for what I'm sure is going to
16 be an interesting day of sharing and learning. As
17 you listen to and talk to your peers and others
18 gathered here today please understand that this is
19 a safe place for you to communicate, don't be
20 afraid to share your ideas, your hopes and your
21 dreams because those are very important blocks to
22 restoring our community. The Ferguson Commission
23 is doing great work, important work and we thank
24 you all for that. Part of that work is making sure
25 that we invest in our future and guess what, you

1 are our future. So listen, prepare and think about
2 our future because this is not a day for only
3 benefit for you but it's a day to help rebuild our
4 community and make sure that you are part of that
5 future planning.

6 Also because I am the campus
7 president I always take a cheap shot for a short
8 commercial. Classes start January 20th so anyone
9 here is not, who needs a dual enrollment or would
10 like to come back to school, that's for some of the
11 adults in the room, classes start on January 20th.

12 So I'm here to tell you have a great
13 day and please remember it's a safe place and
14 please share your thoughts and ideas.

15 Thank you.

16 COMMISSIONER WILSON: Thank you very
17 much for your warm welcome. We are reminded that
18 Florissant Valley has been a sacred and safe space
19 for us throughout and beyond the last 155 days and
20 this very room is where the attorney general
21 gathered with members of the community, we heard
22 the voices of young people including those from the
23 Ferguson Youth Initiative on that day and the
24 residents in various community meetings and
25 gatherings. We are reminded that it was on this

1 campus that the Ferguson Commission concept was
2 first introduced and so we thank you very much for
3 being this communal space for each of us and for
4 the leadership that you are providing to our
5 community through your hospitality. So thank you.

6 My name is Starsky Wilson, I'm graced
7 and blessed to serve as co-chair of the Commission
8 and I just want to say a little bit about today.

9 Number one, today's meeting will
10 focus on youth impact and youth wellbeing and so
11 we've been very intentional to extend invitation to
12 young people between the ages of 14 to 24 to share
13 with us, to hear directly from the voices of young
14 people how the events of August 9th and the issues
15 that have been exposed since then have impacted
16 them, impacted their very lives. We know that
17 there is a range of impacts but we are careful to
18 say as we said in the very beginning that our work
19 begins with listening and listening deeply. The
20 work of recommendation of policy changes or
21 solutions will have the greatest impact on young
22 people who will live with them beyond the course of
23 the Commission and beyond the time of
24 implementation so today is a critical beginning for
25 us in the listening process for young people.

1 One of the things that we know is
2 that there are those who are directly impacted on
3 the date of August 9th but we also know that the
4 624,000 children and youth throughout our
5 metropolitan statistical area in St. Louis have all
6 been impacted and are impacted by the policies that
7 govern how we do business as a region. So today we
8 want to hear that voice.

9 Now, all that positive stuff being
10 said now I must give a word of warning. Are you
11 ready for the warning?

12 You all not woke up yet. Are you
13 ready for the warning?

14 I'm a black preacher, you talk back
15 to me, I'm just saying.

16 We have created the space for young
17 people's voices audibly. Well hear them through an
18 open mic process, we will hear them in small group
19 breakouts, we will hear them in another open mic
20 over lunch and that will all be a facilitated
21 process. We affirm and appreciate the adults who
22 are in the room. We invite you with your thoughts
23 on respective topics to write them down and there
24 will be opportunity to post them on these boards
25 around the room because the voices that we will

1 prioritize and that we want to hear from are our
2 young people.

3 Everybody okay with that? Okay.

4 Amen. See, the preacher thing keeps coming out.

5 So that is how we're going to, we'll
6 continue to review that throughout today. After we
7 have this period of youth listening, open mic, our
8 breakout sessions, we come back and do some
9 reporting back and have lunch we will have a
10 portion of a business meeting around some
11 administrative matters to the Commission as well.
12 All are welcome to stay for that dialogue as well
13 but we wanted to front load the space for our young
14 people and then we'll get to our administrative
15 business.

16 We will be facilitated again by the
17 helpful hands of the team from Emerging Wisdom and
18 Vector Communications who have provided expert
19 guidance to us up and to this point and we look
20 forward to being in their hands later today.

21 We also thank a couple of key
22 partners in the Ferguson Youth Initiative team who
23 have been helpful to us in coordinating today, the
24 Florissant Valley campus here, some other young
25 activists and advocates who have been our partners

1 and will be facilitating throughout the process as
2 well, we thank you as well and we'll have an
3 opportunity to acknowledge a little bit later.

4 I want to toss it back to my co-chair
5 Rich McClure for a special introduction on today
6 and then we'll come back.

7 COMMISSIONER MCCLURE: Thank you
8 Starsky.

9 I want to, to the Commission and to
10 the audience assembled to recognize and introduce
11 in her role as managing director Bethany
12 Johnson-Javois. Bethany please stand.

13 We are fortune and blessed that
14 Bethany is able to in many ways make a sacrifice in
15 her life and her career to take a leave of absence
16 from a very responsible position as CEO of the
17 Integrated Health Network and very progressive and
18 thoughtful and effective impactful work that she
19 was doing there in order to join us as managing
20 director so we did a long process, very thorough
21 using outside assistance and consultants and due
22 diligence to conclude that Bethany was the very
23 best person that we could ask and recruit to do
24 this job. Again Bethany welcome, thank you for
25 being willing to take on this work. We are honored

1 and truly inspired by your commitment. Thank you.

2 Starsky.

3 COMMISSIONER WILSON: With that
4 transition we do have -- I've got an earlier
5 version this year, I just want to make sure we fit
6 this right because you know, we mess up people
7 remind you of it.

8 So the next thing we want to do as
9 we've done in the past we have a little bit of
10 framing from some commissioners who are close to
11 the issues, we did that with municipal courts,
12 we've done that with policing and community
13 policing as well so today we want to hear from a
14 couple of our commissioners who helped to frame
15 where we're going and before we get into our deep
16 discussions we'll have that framing from
17 Commissioners Brittany Packnett and Rasheen
18 Aldridge and then we'll come back and have our
19 newest commissioner, Sergeant Byron Watson, do a
20 bit of introduction of himself to each of you
21 before we break off into our breakout groups.

22 So I think we're going ladies first,
23 Commissioner Brittany Packnett.

24 COMMISSIONER PACKNETT: Thank you.

25 Good morning.

1 I'm with Starsky, that church thing.

2 Good morning.

3 There we go, thank you for that. I
4 have to apologize for having my back to you because
5 I'm a former teacher and I also like to move around
6 when I talk but I wanted to make sure to write some
7 things down because in talking to young people over
8 the last 150 days and over the last few days I
9 wanted to make sure I didn't forget anything that
10 was told for me to deliver to you so I apologize
11 for having my back to you but I wanted to make sure
12 to have those things in front of me.

13 I'm thankful to our co-chairs Rich
14 and Starsky and to the Commission for having this
15 opportunity to frame and provide a backdrop to
16 today's conversation. I'm also thankful for
17 today's format. This special Commission meeting
18 this morning will highlight the most important
19 voices in my opinion in this movement and in our
20 communities, you, our young people. Too often we
21 make assumptions about you, our students, our young
22 people need instead of just asking you what you
23 need and so I could not be more proud of you all
24 for being here today and the folks that couldn't be
25 here today but have been lifting their voices

1 across this region for 150 plus days now. You are
2 the very reason I became involved on August 10th
3 because I cannot claim to stand up for you in my
4 full-time job in the classroom and not outside of
5 the classroom and still lay my head down at night.
6 So we're here to create a better and more just
7 future for you. I'm thankful for your leadership,
8 for your relentlessness, for your honesty and for
9 all you have and will continue to teach us today
10 and throughout the work.

11 As an educator I spend most of my
12 time hearing from, learning from and serving
13 students, their families and their teachers so I'm
14 not here to give you statistics but to give you the
15 knowledge built by listening, learning and by
16 marching and I also told Starsky I'm not here to
17 make people comfortable so I apologize if some of
18 the things that I say might be a little upsetting
19 but this work isn't about making people
20 comfortable, it's about telling the truth. All
21 right?

22 So the issues in Ferguson and Shaw
23 and across this community have highlighted for me
24 two critical areas, access to quality, cultural,
25 responsive education and the necessity of student

1 leadership development. So it's critical to begin
2 telling this story by reminding ourselves that the
3 disruption our students faced as school was about
4 to begin this academic year did not begin with
5 momentarily violent outbreaks in a largely peaceful
6 and continuous protest but by the image and reality
7 of an unarmed recent high school graduate and
8 college student named Michael Brown laying in the
9 street for four and a half hours on a warm Saturday
10 afternoon in August. The sight was reason enough
11 for many young people as they told me to come out
12 of their homes. After all this story has gone on
13 too many times and so many times before, this was a
14 peer, a fellow young person, a fellow student and
15 so for many reasons far too many of our children
16 know the constant trauma of death which has both
17 deeply affected their psyche but also helped
18 instill a profound resilience the likes of which
19 we've seen since August 9th in particular.

20 During the first 21 days of this
21 event when militarized police presence was added
22 tight on West Florissant Avenue, a strip on which I
23 spent much of my own childhood, young people and
24 their families were continuously forced inside
25 restricted from assuming daily activities and

1 providing for one another. Babies couldn't get
2 diapers and formula, children couldn't go
3 back-to-school shopping or get their medical
4 check-up, parents couldn't get to work and as some
5 of them tried they were met with erect and rifled
6 admonishments to go back into their homes. Thanks
7 to the efforts of tireless community volunteers and
8 donors from across the region, many of whom had
9 been making a difference in St. Louis without much
10 fanfare for years, they were able to bring those
11 resources directly to Canfield Drive and to West
12 Florissant Avenue helping to shoulder some of the
13 burden being unduly placed on families and innocent
14 bystanders. But irreputable damage had already
15 been done. Jobs were lost, homes were lost,
16 incomes were leveled and learning time most
17 importantly was lost.

18 When I was a third grade teacher I
19 taught my students about Ruby Bridges, the
20 six-year-old little girl who integrated a New
21 Orleans elementary school in 1960. Commemorated
22 now by a famous Norman Rockwell painting little
23 Ruby relied on the National Guard for protection as
24 she walked into an all white school for the first
25 time. The same was true of the brave Little Rock

1 Nine. So the irony of that moment in which the
2 presence of the National Guard and other factors
3 were reasons why because of deeply viable concerns
4 of safety and protection for our children, students
5 wouldn't be escorted to school but instead would be
6 missing the critical first days of school in and
7 around Ferguson, again for very necessary reasons.
8 These decisions were difficult for school teachers
9 and administrators in north county who I personally
10 know were eager and excited about beginning school
11 and pressing even harder towards dispelling the
12 prevailing myth that all of our students in all of
13 our backgrounds in north county are not capable of
14 greatness, because they and you absolutely are.

15 Thanks to the relentless ingenuity of
16 teachers and parents, retired educators, union
17 leaders, Teach For America alum, college students
18 and community volunteers, a community school was
19 created at the Ferguson library and the First
20 Baptist Church of Ferguson to help provide academic
21 instruction and social learning time to students
22 who had to miss school. This was a critical moment
23 in community healing and support. But
24 statistically we know that on an academic calendar
25 that is arguably already too short to ensure that

1 our children are globally competitive and closing
2 the academic opportunity gap the loss of any formal
3 learning time does irreputable harm to each and
4 every student across all grade levels and learning
5 times. Very simply, time lost is nearly impossible
6 to make up. Still as the movement continued
7 teachers, administrators and students have been
8 vigorously pursuing academic excellence in
9 Ferguson-Florissant, Normandy, Riverview Gardens,
10 Jennings, Hazelwood, St. Louis public schools,
11 Confluence schools, KIPP and every school across
12 the region. As this learning has been occurring,
13 however, there's been another critical
14 instructional moment for our students about the
15 necessity of their, of your leadership not tomorrow
16 but today. Many of the young people I know who
17 were peacefully assembled every night since August
18 were catching the very worst of militarized
19 weaponry that we saw in Ferguson and in Shaw and
20 then going to class sleepy, hurt, but determined on
21 the very next day knowing that their struggle was
22 in the streets and the classroom and that their
23 diplomas and degrees were just as critical being
24 leaders in a movement for their own freedom. I
25 have nothing but pride, nothing but pride in the

1 young activists and outstanding leaders I've met
2 over the last 150 days.

3 I recently had the privilege to
4 listen in and discuss the future with some
5 phenomenal students from across north county who
6 were assembled to tell their story to the highest
7 education official in our country, U.S. Secretary
8 of Education Arne Duncan and the president of the
9 American Federation of Teachers, Randi Weingarten.
10 On that day we also heard from some of their
11 teachers and together students and teachers
12 described a familiarity with the strain of
13 oppression and the weight of racial profiling and
14 police brutality since before August 9th as many of
15 them have come to know that experience personally
16 in multiple venues. And some of those students
17 want to be officers themselves and are questioning
18 is this a system that's built for me.

19 We also heard them describe
20 relationships that caring law enforcement officers
21 in their schools had formed with them, knowing them
22 by name and encouraging their progress and how that
23 was their ideal for the future. We heard that some
24 students were encouraged by their administration
25 and their teachers to raise their voices,

1 peacefully standing up for themselves and their
2 generation. Others were in fact deeply frustrated
3 by the restrictions placed upon them, being
4 informed that even peaceful demonstrations would be
5 met with their suspension. They wanted to be able
6 to talk to their teachers who we all know are more
7 than teachers but also trusted advisors, about the
8 vision, their feelings, their trauma and what they
9 could stand up and do about it. And while some
10 teachers were allowed other teachers feared for
11 their employment if they did so and yet were deeply
12 conflicted because they honestly just wanted to
13 meet their student's needs. Students wanted to
14 hear their teachers speak honestly and earnestly
15 with them and teachers wanted to meet the need and
16 we cannot teach our children well if we don't know
17 them and they don't know us. We educate our
18 children in the context of their community.
19 Empowered teachers can better reach students
20 through the same kind of thoughtfully informed
21 relationships that we're asking our officers to
22 have. It is critical that we allow our teachers
23 and our students the opportunity to develop those
24 honest relationships about the world around them
25 and are responsive to the cultural needs of each

1 and every student, especially those coming from
2 marginal life and oppressed communities. The
3 function of education for marginalized and
4 oppressed people is to liberate themselves and
5 their communities which requires our students to be
6 strong learners but also strong leaders. While it
7 might be easier we must push ourselves not to
8 prioritize order and control in school over
9 student's voice and leadership. Sacrificing
10 student's sense of self for compliance. We must
11 also look closely at school discipline policies
12 which like extra judicial actions by law
13 enforcement also disproportionately affect young
14 people of color. Arrest and expulsion should not
15 replace love, relationship and high expectations
16 that nurture our students to better behavior.
17 Practices that automatically criminalize our young
18 people send them on that birth to prison pipeline
19 and when we criminalize them in the street or in
20 the classroom is simply unacceptable. They very
21 simply cannot come to know and lead to justice this
22 way and we need this generation, we need you to
23 lead us in the fight.

24 As I close a few student's voices are
25 ringing in my ears. Throughout the last 150 plus

1 days I have asked dozens of students what they want
2 from their teachers, their parents and their
3 community. They were clear with me, you guys were
4 clear with me. You want us to love you, to show
5 you that you matter because the world is often
6 telling you that your lives don't. You want us to
7 expect excellence from you because you know that
8 you're destined for greatness and you want us to
9 have your back. And you want us to encourage you
10 and teach you with honesty and grow you into
11 leaders for our communities for us and the ones
12 that your peers are asking you to be. The impact
13 of Ferguson has been felt at every level by our
14 young people. It's affected your psychological and
15 physical health, your academic access, your safety,
16 but more than anything I have seen it awakening in
17 you a hunger for true progress and a determination
18 to lead and leaders have emerged, they're college
19 students like Rasheen Aldridge and Jonathan Polbus,
20 Jeanetta Elde, Alexis Templeton and Brittany
21 Farrell and Destiny Crockett. They're middle and
22 high school scholars like Derrick Washington,
23 Darius Bagg, Kaelen Myles and Jenny Fadihe. There
24 are countless more whose names we may never know
25 but who have raised their voice thoughtfully and

1 with power and where they lead and where you lead
2 we are eager to follow.

3 Thank you.

4 COMMISSIONER ALDRIDGE: Thank you
5 Brittany.

6 Before I begin I want to thank both
7 co-chairs who have been leading us in a very clear
8 direction to justice. I would also like the Flo
9 school that has allowed us to be able to come here
10 to speak to the young people and I'm very excited
11 on today's frame, today's setup on talking to young
12 people, actually hearing what the young people
13 want. We've been asking, we've been saying for so
14 many months we want our voices to be heard and
15 finally someone has listened. The Ferguson
16 Commission has listened and said they want to hear
17 the young people and they want to know what we want
18 and how to move forward, so thank you.

19 I stand in front of you guys as a
20 fellow commissioner but I did not start off as
21 that. I started off as an activist. I started off
22 as one of the many leaders in this movement, in the
23 Ferguson movement that evolved since the death of
24 Mike Brown. Today I will be discussing with you
25 all things that occurred that made young people

1 come together, that made us take the streets day in
2 and day out, hot and cold, rain, sleet, it didn't
3 matter, we were there. Also I'm here to share a
4 few things that we have been asking for and
5 advocating for as we've been protesting. We have
6 been asking and demanding for things we want to
7 change in the system that affects us on a daily
8 basis, a system that does not represent us, a
9 system that does not work for us, a system that we
10 have to continue to fight if we want it to be equal
11 for every one of us. Demanding things like holding
12 police accountable, holding them accountable for
13 their actions, not just being able to go out and
14 gun people down and go home safely, it's not right
15 that we have to continue to hear that we want
16 police to go home safely but we never hear the same
17 for the citizens. We need to see something like a
18 civilian review board, the citizens, the people,
19 the community needs to know what's going on. When
20 something happens and occurs we need to know, when
21 a fatality shooting happens we need to know every
22 single detail that happened because we know the
23 lack of transparency that the police departments
24 have shown to the community. Due to the lack of
25 trust and transparency during the movement young

1 people have asked for an independent investigation
2 when fatality shootings have happened. Something
3 that the Commission is doing today that we have
4 continued to ask for repeatedly is for our voices
5 to be heard, that is not too much to ask for if you
6 ask me. It is an important process that the young
7 people's voice is heard as we know through this
8 whole movement that young people have been a
9 driving force of the movement. We have continued
10 to seek and have harassment against us.

11 Today we will hear from a lot of
12 young people who have been harassed, who have been
13 targeted, who have been mentally scarred during
14 this movement. I expect you will hear from young
15 leaders who have had their human rights even
16 violated during this movement. Their First
17 Amendment rights of freedom of speech was violated.
18 I'm sure you will also hear from young people who
19 are mentally scarred from seeing and feeling verbal
20 and physical abuse by the hands of the ones who are
21 supposed to protect and serve us. I wouldn't even
22 be surprised if you see a group of young women come
23 up to this podium one after one, women who have
24 been a key role in this movement talk about how
25 they have been shot with tear gas while they were

1 out there with their children or while there was
2 mothers to be.

3 On August 9th a tragedy struck our
4 region. An unarmed man, Mike Brown, lay lifeless
5 after it was taken by the hands of a former
6 Ferguson police officer Darren Wilson. His body
7 went viral on social media of seeing Mike Brown lay
8 on a hot pavement, blood pouring from his head
9 after he laid there for four and a half hours. The
10 way the police responded to the community at
11 Canfield with no remorse, not only upset the
12 community but it upset a lot of young people. It
13 lit a fire under the young people. Instead of
14 trying to come talk to the community and ease our
15 pain and ease our issues and ask why are we angry,
16 why are we upset, they came with multiple force,
17 many officers. One goal is to use force to stop
18 the protests. They gave many false statements and
19 they continued to decharacterize the victim and
20 disrespect the ones who just wanted to go out and
21 express their concerns that all lives matter.

22 On that day of August 9th many young
23 people took the streets, they said no more. No
24 more lack of accountability, no more racial
25 profiling, no more police brutality, no more saying

1 that one life is not as important as another one no
2 matter how much privilege that person may have. We
3 said no more, that we will continue to fight for
4 change, that we will continue to fight a system
5 that is not made up for us, a system that continues
6 to hold us down from exceeding, a system that would
7 rather give money to the military than putting back
8 in our communities. A system that would rather
9 give money away instead of putting back into the
10 education systems of which the ones who really need
11 it. We organized, we came together, groups like
12 Now, Freedom Fighters, Tribble X, YLTO, Black
13 Soldiers, South Side Solidarity and individuals
14 like Nadia Deway, Brittany Kinard, Michelle, Lisa
15 and Josh didn't give up. We made it our mission
16 and our duty to fight for our freedom. We said no
17 longer more will we see another black life be
18 gunned down by the hands of anyone and not speak
19 up. We said no more longer will this happen in our
20 neighborhood and we stay silent. As we continue to
21 protest and our human rights were violated and told
22 we had to continue to walk or if we did not walk
23 within five seconds we would get arrested. By,
24 when we peacefully protest we were arrived by many
25 municipality riot gear cops from all across the

1 region. Once again the only thing we asked for was
2 our life and our voice to be heard, that is not too
3 hard.

4 As we continued to peacefully protest
5 throughout the movement and ask for things and ask
6 for the system to change so it can work for
7 everyone else another victim happened, Kajeme
8 Powell. We continued to see another life taken
9 from us. We continued to see another life given no
10 justice and at the end of the day one side
11 continued to walk away while a community continued
12 to grieve. We worked with our mentors as we
13 continue to do, as we seek and fight for social
14 change, as we seek and fight the injustice and
15 fight for the social change that we want to live
16 in.

17 Once again I'm not going, I can't
18 continue to, once again it's so hard that I
19 continue to repeat myself. Only thing that young
20 people wanted was our voice to be heard, not
21 attacked. It was not that hard for someone in
22 leadership positions to come down and speak with
23 the young people. There were many people in
24 leadership positions who could have come down and
25 stopped it before it got out of control. Instead

1 the young people had to continue to go out there
2 and organize not only ourselves but our
3 communities, we had to go out there and keep
4 ourselves safe. We had to go out there and watch
5 the businesses. We were doing cop watch.

6 As I conclude this speech I just want
7 people to remember that when you look at a young
8 person and you may feel or you see that they may be
9 angry before you judge them ask them why, ask them
10 why are they angry, what got them here and why do
11 they continue to do it. I'm sure you'll be amazed
12 by the answer you get. They're not violent, they
13 don't want to burn down buildings, we just want to
14 create the change so we can live in a world where
15 it's equal to everyone, equal to all men, all
16 women, all white, all black, it doesn't matter the
17 skin that you're in or the religion that you
18 practice or the sex that, or the ones that you want
19 to love. At the end of the day everyone should
20 have those same rights at everyone else. That's
21 why we're fighting, fighting for equal rights as
22 everyone and as I leave here it wouldn't be me not
23 to be the protester that I am and start a good old
24 chant like I do, and this is a chant that has
25 became kind of the movement, the movement chant,

1 just a few words that we know and that we take away
2 every time to help us keep fighting, to help us
3 remember how we are in this together, to help us
4 remember how we just love and support each other.
5 So if you could repeat after me.

6 It is our duty to fight for our
7 freedom.

8 It is our duty to win.

9 We must love and support each other.

10 And we have nothing to lose but our
11 chains. We have nothing to lose but our chains.

12 Thank you guys.

13 COMMISSIONER WILSON: I want to thank
14 Rasheen and thank Brittany for their reflections
15 from their deep work on both the impact that we've
16 seen systemically on young people and also the
17 active advocacy that we've seen from young people
18 that has got us to this point. I want to, when you
19 came in I actually want to make a bit of a shift
20 here, see if we can do the keypad polling now.
21 When you came in I think --

22 Did they receive the pads when they
23 came in?

24 Okay. So one of the things that
25 we've been intentional to do is to make sure we

1 know who's speaking with us so what we want to do
2 right now is take some time, about 10 minutes here
3 to ask you, to let us know a little bit about
4 yourself so we know and you know who's in the room,
5 where we come from and what age folks are, those
6 kinds of things. It helps us to know, as we go
7 through this process it keeps us honest on who
8 we're listening to and it helps us know who has
9 been able to access and inform this process.

10 So I'm going to invite Ms. Rebeccah
11 Bennett from Emerging Wisdom to guide us through
12 this process and as we do that, immediately
13 following that we'll create some space for our
14 newest commissioner Sergeant Byron Watson to
15 introduce himself as well. So we'll do the keypad
16 polling now and then Commissioner Watson will come
17 and share.

18 MS. BENNETT: Good morning everyone.
19 So we are thrilled and delighted to see you this
20 morning.

21 How many of you by show of hands have
22 ever used an electronic keypad? So some of you but
23 many of you have not. So this is a great
24 opportunity for you to get familiar with this
25 little keypad, we're going to make sure everyone

1 gets one and we're going to go through a practice
2 so you get a chance to use it before we start
3 asking you questions about your sort of, your
4 background. So if you look at the keypad you will
5 notice that you have 12 sets of buttons, each
6 button has a number and a letter, right? Yes?

7 All right. You need you to talk back
8 to me.

9 So each button has a number and a
10 letter. When you see a response that matches your
11 response look for the number and the letter, so if
12 I say is your favorite color red and red is number
13 1 and red is your favorite color then you push
14 number 1. Are you with me?

15 Or if red, the letter up is A and red
16 is A then you push A. It's just that simple.

17 Here's the rule with this. If you make a mistake,
18 if you push a button that does not reflect really
19 what you want then push another button, the
20 technology will only keep your last answer, okay?
21 So it will cancel out whatever your first answer is
22 if you need to change your mind. Also if it says
23 that you can have more than one choice you just
24 push, if it says you can have two choices then you
25 push two buttons.

1 Everyone with me? Very simple.

2 Great.

3 So we're going to get a chance to
4 practice. So this is our practice question. What
5 is your favorite color. Now before we get started
6 you'll see right now it says polling closed, see up
7 in the left-hand corner that red box, it says
8 polling closed? So even if you push anything right
9 now it's not going to register, okay? You're going
10 to wait until that thing says polling open and it's
11 green.

12 So I'm just going to review the
13 question, what is your favorite color? Is it
14 A, black, B, brown, C, blue, D, green, E, orange, F,
15 purple, G, red, H, yellow, I, white or J, other.
16 All right. So what is your favorite color?
17 Polling is open, push the button that reflects your
18 answer. In the bottom you can't see it because of
19 the table, it says how many seconds you have left.
20 There are two seconds left if you have not pushed
21 your answer yet.

22 Okay. Polling is now closed. We had
23 135 responses so the favorite color in the room is
24 blue by 22 percent followed by purple, 21 percent.
25 Okay? So great practice. So the next questions

1 are not going to be practice questions, next
2 questions are going to be real questions, so
3 everybody with me?

4 Here we go. In what area is your
5 home or residence located? In what area is your
6 home or residence located? Is it A, St. Louis
7 City, B, St. Louis County, C, St. Charles County,
8 D, Jefferson County, E, Franklin County, F, St.
9 Clair County which is where East St. Louis is, G,
10 Madison County, H, Monroe County or do you live I,
11 in other.

12 Polling is now open. You have 10
13 seconds remaining if you have not pushed in an
14 answer. Three seconds. Very good, let's see. So
15 59 percent of you, or six out of 10 live in St.
16 Louis County and roughly four out of 10 live in St.
17 Louis City. Great. Let's continue.

18 So in what area is your primary work
19 or school located? And if some of you work and go
20 to school then pick one, okay? So in what
21 geographic area is your primary work and/or school
22 located? Let's start with A, St. Louis City, B,
23 St. Louis County, C, St. Charles County,
24 D, Jefferson County, E, Franklin County, F, St.
25 Clair County where East St. Louis is, G, Madison

1 County, H, Monroe County or I, other.

2 You have five more seconds.

3 58 percent of you or roughly six out
4 of 10 work or go to school in St. Louis County and
5 34 percent of you work or go to school in St. Louis
6 city.

7 Let's continue. With which gender do
8 you identify, please select one. A, female, B,
9 male, C, other or D, decline. Polling is open.

10 We have another five seconds. Great.
11 We had 142 responses and six out of 10 of you are
12 young women, or women, I shouldn't say, not
13 everyone in the room is a young woman, of course I
14 am. 34 percent of you are male, four of you have
15 identified as other and two percent of you have
16 declined to answer the question.

17 Let us continue. How would you
18 describe your ethnicity or race? A, white, B,
19 black or African American, C, Hispanic/Latino or
20 Spanish origin, D, Asian, E, American Indian or
21 Alaskan native, F, native Hawaiian or Pacific
22 Islander, G, other or H, you may again decline.
23 Polling is now open.

24 You have 10 seconds remaining. All
25 right. We have 140 responses. Two out of three of

1 you identified as black or African American and 21
2 percent or two out of 10 of you identify as white
3 with four percent of you being other or identifying
4 as other.

5 Let us continue. In what age group
6 do you believe you belong? We're going to ask you
7 to please select one. A, are you 13 or under, B,
8 are you 14 to 18 years old, C, are you 19 to 21
9 years old, D, are you 22 to 34 years old, E, are
10 you 35 to 44 years old, F, are you 45 to 54 years
11 would, G, are you 55 to 64 years old, H, are you 65
12 and older and D do you decline, or I'm sorry, not
13 D, I, do you decline to answer the question.

14 Polling's open. 15 seconds. Time is
15 up. We had 142 responses. So 40 percent of you
16 are between 14 and 18 roughly, six percent of you
17 are 13 or under, the next largest group, 25 percent
18 of you are 22 to 34 and then we've got sort of
19 cross representation for the other age groups.
20 Fantastic.

21 Okay. Last question. This is the
22 fourth meeting of the Ferguson Commission. How
23 many previous meetings have you attended? So we'd
24 like to know is this your first meeting or not. So
25 A, you've attended no previous meeting, B, you've

1 been to one other meeting of the Commission, C,
2 you've been to two other meetings or D, you've been
3 to three other meetings.

4 Polling is open. 10 more seconds.

5 Fantastic. We had 142 responses,
6 eight out of 10 of you have never been to a
7 Commission meeting so we welcome you and are
8 thrilled that you have joined us today and roughly
9 eight percent of you have gone to one meeting and
10 six percent have gone to two and then a smattering
11 have gone to three.

12 So that concludes our keypad polling,
13 our demographic polling. Thank you for
14 participating, we're now going to send our
15 volunteers by to collect the keypads from you.

16 COMMISSIONER WILSON: One of the
17 things about safe space and we want to create that,
18 were going to get to open mics immediately
19 following this so you can't ask me to be open or
20 honest with you if I don't know who you are so one
21 of the things that was done early on and afforded
22 to all the commissioners was an opportunity to
23 introduce ourselves to the community to say who we
24 are, what our hopes and dreams for this process are
25 and some of that is already posted on our website

1 at stlpositivechange. Our newest commissioner has
2 not had that opportunity so before we begin in the
3 listening process we want you to have some access
4 to who is listening to you so I want to ask
5 Commissioner Watson if he will come, he will share
6 a little bit of introduction about himself and a
7 little bit about his hopes for the process as well.

8 COMMISSIONER WATSON: Thank you. I
9 just want to thank everyone for coming out this
10 morning. Just to let you know I am very honored
11 and pleased to be here this morning. I'm the
12 newest commissioner that was just selected by the
13 Governor and I am honored to be appointed to this
14 position. My name is Byron Watson and I'm a
15 retired sergeant with the St. Louis County Police
16 Department. I'm currently working as a campus
17 police officer over at the St. Louis Community
18 College at Forest Park. My mother, my father, my
19 brother are all life-long residents of the Ferguson
20 area. My motivation and desire for wanting to
21 serve on this commission is my hope that my 33
22 years in law enforcement where I have supervised
23 and organized neighborhood watch programs, citizen
24 and teen police academies, and I've also served as
25 a community relations officer. I have volunteered

1 my off-duty time working with the Division of
2 Family Services where I have mentored at-risk
3 juveniles who have been incarcerated in our
4 detention center. I have taught police ethics to
5 classes, to recruits down at the police academy and
6 I was also a certified police training officer. In
7 addition I was a DARE instructor as well as a
8 supervisor over the program and I supervised over
9 30 DARE officers throughout the school districts
10 through St. Louis County. My morals and value
11 system was instilled into me by my mother and
12 father, I was raised that you should treat people
13 the way you want to be treated, don't forget where
14 you came from, work hard, remain humble and also
15 keep God first in your life. I was born here in
16 St. Louis, I raised my family here in St. Louis and
17 I am deeply concerned about the current state of
18 our city. I hope that by my serving on this
19 Commission it will help us to create a blueprint
20 that other cities, states and even our nation some
21 day will look at as a model that will bring about
22 real change, improve communication, develop safer
23 neighborhoods and create overall peace and healing
24 for our city.

25 In closing I know that respect is

1 earned, it's not given, and I hope and pray that
2 you will allow me the opportunity to earn your
3 trust and respect.

4 Thank you.

5 COMMISSIONER WILSON: So at this
6 point we thank Commissioner Watson, welcome him to
7 this space, at this point we're going to transition
8 and Laurna Godwin who has been providing us
9 leadership in our open mic segments will do so as
10 well and while she's preparing I'll turn this
11 around.

12 MS. GODWIN: Good morning.

13 As Brittany said we can do better
14 than that. Good morning.

15 Thank you so much. As you were
16 signing in this morning at the front desk we had a
17 sign up and mentioned to you that there would be a
18 youth open mic portion of the program. This is
19 that time so if you put your name in a fish bowl
20 I'm going to call your name. Obviously the topic
21 of this Ferguson Commission session is youth
22 wellbeing and impact. We have seven names so
23 there's time even though we're running behind to
24 get all of you in. You have two minutes, I will
25 time you up here, I'll have the timer that you will

1 see so I will pick, I'll give the first two who
2 will speak first so you can get ready.

3 Calleah Adams. Great. Come on up.
4 And after Calleah will be Caroline Apple. Halley
5 Stoudt. Okay? So speak to the Commission right
6 there.

7 MS. ADAMS: My name is Calleah Adams,
8 I've never done something like this, if I stutter,
9 or something like that. But in all the events
10 that's been happening it's impacted me personally
11 granted with my school and education personally and
12 just home and my community because I live like
13 where all the stuff got burned down and stuff so
14 all the looting and stuff that was going on I feel
15 like that was our way, well we was peacefully
16 protesting and stuff, we felt we weren't getting
17 enough attention or getting the kind of attention
18 that we needed so to be seen or heard, basically I
19 don't agree with everything that's been going on
20 but I feel that this had to happen for us to grow
21 as a community and as St. Louis all together period
22 and then I feel like we need more group stuff like
23 this for youth to keep us out of trouble and stuff
24 so we can do stuff where we don't have to be at
25 home or just roaming and stuff. And I feel like

1 this is a topic that needs to be discussed in
2 school, like most of our teachers don't want to
3 talk about this, kick it underneath the rug but
4 it's something that needs to be talked about, maybe
5 heard and stuff and I be like, okay. So I feel
6 like we become silent about things that matter and
7 so we need stuff like this so that we can talk
8 about it and as a group to come together and we
9 need, I feel like we need the adults, to hear the
10 adults tell us that what we're doing is not okay
11 but tell us how to, what makes it, how do we do
12 this right basically and also -- yeah.

13 COMMISSIONER WILSON: Thank you
14 Calleah.

15 MS. GODWIN: Where's Caroline? And
16 Caroline state your name and you have two minutes.

17 MS. APPLE: My name is Caroline
18 Apple. I have been unable to speak for my own
19 rights due to what's thrust upon my skin. I was
20 writing on pen and paper because I was too broken
21 to find hope. I see my insecurities and struggles
22 of my hometown, I am a resident of Dellwood. Many
23 young people have been so determined to find a
24 change but have been torn down in the process. I
25 want you to know that change in Ferguson has

1 empowered people like me who have not had their
2 voices heard and would like to have them heard some
3 day.

4 Thank you.

5 MS. GODWIN: Thank you.

6 COMMISSIONER WILSON: Thank you
7 Caroline.

8 MS. GODWIN: Halley Stoudt is next
9 and you have two minutes, state your name when you
10 come up, and after Halley will be Tyra Cercy. Is
11 Tyra here?

12 Great.

13 MS. STOUDT: Hi. I've been wanting
14 for a long time for people to hear my voice and how
15 Ferguson has affected a lot of it. I have two
16 little sisters and they were affected by it a lot,
17 they were too scared to go to school and a lot of
18 the kids at my school kept worrying about what was
19 going on in Ferguson and I didn't know what to do
20 and I just felt like every time I tried to talk
21 about it people would tell me it's fine, nothing's
22 going to happen, it's stupid, but I knew deep down
23 inside that it's important because there were a lot
24 of people affected by it and a lot of people hurt,
25 families hurt I'm sure, the people that got shot,

1 their family was very devastated and was not felt,
2 was not treated fairly so I just felt that people
3 needed to hear that it was a very important thing
4 that happened and it should affect you and that's
5 really it.

6 COMMISSIONER WILSON: Thank you
7 Halley.

8 Halley, someone asked what school are
9 you from?

10 MS. STOUDET: Bernard.

11 COMMISSIONER WILSON: Thank you.

12 MS. GODWIN: As Tyra comes up the
13 next person will be Karina Arango.

14 MS. CERCY: Hi. My name is Tyra
15 Cercy, I'm a senior at McCluer North High School.
16 My question is how can we better prepare ourselves
17 as students for college so that we can become
18 better educated people of our community? I
19 understand that people say that we need to vote and
20 we need to go to college but I also think that we
21 need help doing that. It's more than saying it, so
22 how can you guys help us meet the people that we
23 need to know so that we can make these things
24 happen so when they happen again we can actually
25 say well, this is what we need to do and I know

1 this because I have the education to prove it.

2 Thank you.

3 COMMISSIONER MCCLURE: Thank you
4 Tyra. Very well said, thank you.

5 MS. ARANGO: Good afternoon. My name
6 is Karina Arango, I am 22 years old and a senior at
7 Fontbonne University, I'm also policy intern with
8 the scholarship foundation.

9 For the first time I want to thank
10 the Commission and everyone here for allowing an
11 avenue for youth to speak up and to express what
12 we've been feeling for a very long time and with
13 saying this I think and picking back off what the
14 young lady said before me we really believe that
15 education is key to become an educated citizenry so
16 again what can we do or me as a college student in
17 my senior year help ourselves who's come in the
18 same path to allow them to graduate and attain a
19 college education? I really think that's the key
20 and focusing on our educators and middle school and
21 the primary and secondary I think is key because we
22 really spend most of our lives in school so I think
23 really developing a strong educational system for
24 our students, for our future, is really, really
25 essential for us to move along forward.

1 Again, I want to thank you for all of
2 your hope and for your time listening to us.

3 COMMISSIONER WILSON: Thank you
4 Karina.

5 MS. GODWIN: Okay. The next two are
6 Kyra or Kyra Sanders and Kevon Monker.

7 COMMISSIONER WILSON: One second if
8 we could. From whoever knows logistics if we could
9 get some lighting up here.

10 MS. SANDERS: Hello, my name is Kyra
11 Sanders I go to school at Ferguson Middle and I
12 wrote a poem for this situation. It's called
13 Humility and Racism.

14 Looting, shooting and thinking of
15 teens coming from recruitments. Probably thinking
16 about how am I going to get these cigarillos,
17 ma'am, but he's stopped by police officer clear as
18 I am. Looting, shooting, he's talking about seeing
19 who was in amiss of recruitment. With no one, when
20 no one around over time pow pow the teen shot on
21 the ground. 18 years old probably didn't do
22 nothing. His mom sitting on the couch crying in
23 tears with Michael Brown's blood shed near. For
24 hours and hours he lay there. In shame Darren
25 Wilson was there when Michael lie there, he didn't

1 care. He didn't care what was going on to the
2 girls and boys in the world, he just wanted to be
3 free. But for our commitment the slaves wasn't
4 free from the slavery, racism and execution. The
5 white people who didn't care to be the ones that
6 stopped the fight that our ancestors put up because
7 it was wrong, never right. I'm not racist at all
8 so let the church bell ring, let me do my thing and
9 let me sing.

10 (Singing) I woke up this morning on
11 my mind, my mind it was standing on freedom.

12 That's what Martin Luther King sung
13 when he was in jail. Let the general public be
14 released as when to form a safe community for
15 humility. Let the voices be heard no matter what
16 race because we should be friends, not arch
17 enemies.

18 Thank you.

19 COMMISSIONER MCCLURE: Thank you
20 Tyra.

21 MR. MONGER: Good morning, my name is
22 Kevon Monger and I'm from Jennings, have lived in
23 Jennings my whole life, from the Jennings School
24 District. I really have been involved in the
25 things going on in my community and one of the

1 things that me and my parents have worried about is
2 just the police and their stereotypical mind
3 frames, you know? It's not easy walking down the
4 street and just being stereotyped. The other week
5 I was walking down Lexington and Jennings Station
6 Road and his name was Officer O'Hara and he stopped
7 me and he slammed on the car and said that I was
8 supposedly to have a gun. I had just walked out of
9 the computer lab. I don't know why the police
10 think it's okay to treat us as if we're not human,
11 you know, and it's hard to, it puts us in a
12 position like if we can't call the police who can
13 we call and it shouldn't take for a situation in
14 Ferguson to happen or for the Mike Brown situation
15 to happen for all this to come together, you know?
16 We always should care about what's going on and
17 what's going on with the youth or whatever the case
18 may be but it's not easy being a young black male
19 living in Jennings or living near Ferguson or
20 everything going on and it's like the police
21 officers if they, it didn't bring the police
22 officers closer to us, it brought them farther
23 away, more farther and the police officers is like
24 they don't really care, you know? They come to
25 work, you know, and they don't treat us like we're

1 human, you know, they don't treat us like, they
2 don't give us the respect that we deserve and it
3 really is hard. I'm sorry, excuse me.

4 We've sat down with the Congressman,
5 Congressman Clay, and we've talked and I believe,
6 you look familiar, I believe you were there and
7 some of my peers, we also said that with the
8 situation that happened with Michael Brown it did,
9 the schools, with the schools, everybody wants to
10 be quiet about it and I don't understand this, why
11 should we be quiet? Why won't nobody take the
12 initiative and say these young people, this is
13 happening to them as well, you know, that they have
14 their own interactions with the police officers but
15 no one wants to address it, you know, nobody want
16 to actually stand up and say they're human, you
17 know what I'm saying? We have words, we have
18 something to say and we are living this every
19 single day. You guys might see us at school but we
20 go home to hardships and hard lives so something
21 needs to be changed.

22 Thank you.

23 COMMISSIONER WILSON: Thanks Kevon.

24 MS. GODWIN: I'm going to take the
25 last three. Damion White, Damion, come on up and

1 then after Damion Deanna Harper and last but not
2 least Clifton Kimmy.

3 MR. WHITE: How you all doing? My
4 name Damion White, I'm from Canfield, straight out
5 of Canfield where Mike Brown got killed and like I
6 said, man, they let him lay his body there for four
7 hours to try to make an example, you know, that's
8 basically telling black people like if you come up
9 against the police this is what's going to happen,
10 you know what I'm saying? Then you got a man that
11 say I can't breathe on TV, you know what I'm
12 saying? They let him walk away so what are you
13 really telling the black man, you know what I'm
14 saying? Guys like me, I made it out a little bit,
15 excuse me all, I'm a little nervous because you all
16 giving me the shakes, you all look like important
17 people.

18 COMMISSIONER WILSON: You're
19 important Damion.

20 MR. WHITE: I'm here shaking and I
21 never done nothing like this but like I said I am
22 Mike Brown, you heard me, it's not a black or white
23 thing, it's a right or wrong thing. They be
24 killing our youth and getting off with us. They
25 let Darren Wilson walk, the man say I can't

1 breathe, now we record, what's the point of a video
2 recorder if we seeing the man say I can't breathe
3 and he still get killed and he got off with it?
4 Like Andre Davis, you know I just met his mother at
5 the black grand jury thing last week, that was last
6 weekend, I felt that emptiness, that pain, her son
7 got gunned down by an off duty police officer, you
8 know what I'm saying? Off duty. So they doing it
9 off duty, shot him from the back, you know what I'm
10 saying? I'm out here, I'm not going to lie to you
11 all, I be out here for real, I'm trying to get the
12 youth because they ready to just, they feel like
13 they, I'm a little older, I'm not supposed to be up
14 here for real but I wanted to speak though. I know
15 this is the only way I was going to be able to
16 speak though, you hear me? Because this need to
17 get out. The youth feel like they straight don't
18 have a chance. The police, that's why I say, I
19 look around, I want to see if, I want the white
20 police officers to be in the room to understand our
21 pain like we don't have nothing against you all, we
22 men just like you all, we put our pants on the same
23 way just like you all, we wake up, got kids,
24 everything, want to go back home just like you all,
25 we don't have a problem with you all, all we want

1 to do is a chance, used to be DWB, driving while
2 black, now we can't even walk down the street with
3 a chance of not coming home. I know I ain't got
4 that much time you all.

5 MS. GODWIN: Your time's up.

6 MR. WHITE: Send that picture around.

7 I'm out here because I'm a new
8 father, my son's one year old, I don't want my son
9 to be walking down the street, you know what I'm
10 saying? For anything and the police having a bad
11 day or anything and straight be gone and my son be
12 gone. You hear me? I'm out here straight front
13 line you all, you hear me? You hear me? They
14 don't understand our voice, I can't come to the man
15 and be like I got a problem with this police
16 officer, they sweep us under the rug so you got to
17 lose, you got to burn, that's all you understand
18 now, you know what I'm saying? You don't
19 understand, I coming to you we got a problem. We
20 just get swept under the rug. Black lives really
21 do matter, we really out here for real. If you
22 look on TV every day it's, I'm glad you're having
23 things like this because we need this, we need --
24 I'm sorry, here I come Ms. Lady.

25 MS. GODWIN: Damion.

1 MR. DAMION WHITE: I'm sorry.

2 I need you all, like this is my first
3 meeting I seen it on the news like the news, like
4 everything else going on in the world the news just
5 broadcast for 30 seconds.

6 MS. GODWIN: Okay.

7 MR. WHITE: Here I come Sister.

8 I seen it on the news I'm like I got
9 to wake up and be a part of it. People need to
10 hear it every day you all, it's time to stand up,
11 you hear?

12 MS. GODWIN: Thank you.

13 COMMISSIONER WILSON: Thanks Damion.

14 MS. GODWIN: Deanna I hope you're not
15 nervous.

16 MS. HARPER: Hi. My name is Deanna
17 Harper, I'm a senior at McCluer North High School.
18 As a senior, like going into senior year this
19 entire event kind of made it chaotic, you know,
20 this is supposed to be the woo, I got to get ready,
21 got to be relaxed, got to get my things together
22 for college so I can make myself an educated person
23 but you know instead we're missing full weeks of
24 school, you know, trying to all have feelings on
25 this event, we're getting in trouble because

1 everybody's trying to express their event through
2 social media which is unsafe which brings me to I'm
3 really glad to see this turnout because I'm glad to
4 see that our youth isn't shoving this under the rug
5 and letting this thing go. Because it is highly
6 important that we get our point across and we make
7 a difference. Because as a young African American
8 we cannot ignore the fact that the citizens
9 experiencing the police brutality have been African
10 American and it is very scary to walk out and be
11 stereotyped because of my skin tone or because of
12 the way I dress or the way my hair is, you know,
13 and it's just like I want everything to be equal.
14 Equality is key, you know, and I'm not saying it's
15 quote unquote the white man's fault or anything
16 like that, I think that we all just need to gather
17 together, you know, like this. There are African
18 Americans, there are Caucasians here and we can all
19 just be in unity with each other.

20 That's it.

21 COMMISSIONER WILSON: Thank you.

22 MS. GODWIN: And the last, Clifton.

23 MR. KENNY: Hello, my name is Clifton
24 Kenny, activist and member of Millennial Activists
25 United, Ferguson Action and Black Lives Matter. I

1 attend Lutheran High School North. It is no secret
2 that St. Louis has become a tale of two cities,
3 separate and unequal. It is also no secret that
4 the death of Michael Brown has resulted in a new
5 protest movement, high emotion and strong
6 awareness. I believe that I reside in one of the
7 most racially divided cities, St. Louis, here in
8 America. It is a shame that we have to warn our
9 children not to wear hoodies in public, change the
10 tone of your voice when talking to a white person
11 and when you see a policeman run because they are
12 not here to protect you. I was taught when you're
13 black step back, when you're broken turn around and
14 when you're white you're right. As an activist in
15 this movement I think the question is where do we
16 go now? I think that's why we're all here. I
17 think the Ferguson Commission is a great step but I
18 would like all of us to look at the deeper issue of
19 racism and inequality. There are strong lines of
20 separate and unequal socially, politically and
21 economically. They teach us in school that Martin
22 Luther King had a dream but many of the youth
23 believe that this has turned into a beautiful
24 nightmare. Instead of seeking a dream we must seek
25 the reality. I have seen the reality of a fair

1 criminal justice system. I have seen the reality
2 in which my 12 year old sister who was hit in the
3 face with a rubber bullet will no longer fear for
4 the safety because of the color of her skin. I
5 have seen the reality in which we will no longer
6 have to get society to understand that black lives
7 matter. Together we will do this.

8 Clifton Kenny, activist. Thank you.

9 COMMISSIONER WILSON: Thank you
10 Clifton.

11 So we want to thank you folks for the
12 passion of your words. Those won't be the only
13 voices we hear from today but we want to make sure
14 that we have space to hear as many voices as
15 possible. When we come back over the lunchtime
16 we'll have a chance for more kind of singular open
17 mic for the entire group but what we're going to
18 transition to is one of the things we found really
19 helpful in getting to hear as many people as
20 possible is some small group sessions where we'll
21 have facilitated discussion in some breakout groups
22 and we're able to kind of bring all of that
23 information back.

24 Just give a note for folks for whom
25 this is your first meeting. If this is your first

1 meeting I encourage you to go out to
2 stlpositivechange.org, stlpositivechange.org
3 because you'll find the notes and recap from all of
4 the previous meetings including the information
5 from these small group sessions on that website and
6 it's a little clunky so we've got to do some work
7 on our website but if you go to the calendar where
8 the meetings are you click on the meeting you'll
9 see all the documents for that meeting including
10 these summaries. I said that to say a couple of
11 things. Please know that what you say in the
12 meetings, even in the breakouts, even if you don't
13 speak on the mic is captured and kept so please let
14 your voice be heard in these breakout groups
15 because this is a way for us to hear everybody in
16 the room.

17 So I'm going to invite Rebeccah
18 Bennett up to give us some guidance on how we'll
19 make this transition and just invite you to receive
20 her as you gather your thoughts.

21 MS. BENNETT: So I want to thank
22 those of you who participated in the open mic.
23 What's coming next are small group discussions
24 which really allow us to hear more of your voices
25 and to get more of your input. We are going to be

1 having small groups that focus on three topics,
2 they're going to be focusing on safe, supportive
3 and healthy families and those are the pink sheets
4 that you see, safe, supportive and healthy schools
5 and then safe, supportive and healthy communities.
6 So those are going to be our three focus areas for
7 today. We are trying to keep probably no more than
8 15 to 20 of you per group and we facilitators who
9 are awaiting you. If you want to know what group
10 you're in all of you have name badges, you have
11 name tags, those name tags have a colored dot on
12 them so if you would listen for a moment. If your
13 dot is dark orange you're going to be with me and
14 Brittany Farrell, Brittany please stand. You're
15 going to be with me and Brittany and we're going to
16 be in dining room B. We have corral fellows who
17 will be downstairs to direct you, dining room B is
18 downstairs, so are my corral fellows in the back?

19 If you have a yellow dot you are
20 going to be with Deon Ferguson, Deon please stand.
21 She's in the back. Okay. You're going to be with
22 Deon, Onie Harrison and Mario Jones. They're in
23 the back, they're waving their hands so you're
24 going to go over and join them.

25 If you have a green dot you're going

1 to be with Alexis Templeton, Alexis, and Tom, very
2 good, he's in the back, you all are going to be in
3 dining room A downstairs and you see them and they
4 will accompany you.

5 If you have a light orange colored
6 dot on your name badge you're going to be with
7 Laurna Godwin right here and Paris, Nathan, right
8 in the back, you're going to be right there where
9 the yellow sheets are.

10 If you have a blue dot and it says
11 number 1 on it you're going to be with Jessica
12 Wernley and Adrian Denson, Jessica and Adrian
13 please stand, you see their hands in the back, and
14 you're going to be downstairs in dining room C, and
15 if you have a blue dot that has the number 2 on it
16 you're going to be with George Taylor and Jade
17 Brown, George and Jade, you see them waving right
18 there, you're going to join them over there.

19 So the way this is going to work is
20 we're going to have all of you discuss all three
21 issues so you're going to start with a particular
22 group and your facilitators after about 20 to 25
23 minutes will inform you of the next group that
24 you're to go to where you will be greeted by
25 another round of facilitators. We have

1 facilitation teams that are led by young people and
2 then they have a supporter who will be recording
3 what it is you say, trying to catch the highlights
4 that come from the discussion. I do want to remind
5 you of what Starsky said earlier and that is this
6 really is an opportunity for youth voice so for
7 older adults who want to contribute each one of the
8 stations actually has some Post-It notes and you
9 can write your thoughts on those Post-It notes and
10 then place the Post-It notes up at the end of the
11 conversation but we really want to protect the
12 space to hear from our young. So we want to thank
13 you.

14 I'm going to talk about the subjects
15 one more time. We have three subjects, families,
16 schools and communities. Okay. Families, schools
17 and communities. You now know where you need to
18 go, you will get a chance to talk about all three
19 and at the end of that we're going to all come back
20 up here and we're going to discuss the highlights
21 that came out of the discussion and move into our
22 lunch.

23 Thank you very much. I'm going to
24 ask you to find your small groups and your small
25 group facilitators.

1 (Whereupon, breakout groups were formed)

2 MS. GODWIN: Hello everyone, we're
3 going to continue so those of you who are standing
4 near the door if you can direct people inside the
5 multipurpose room that would be great.

6 Right before we broke into the groups
7 you will remember that we had open mic and we have
8 one other person who had signed up that didn't get
9 to speak, usually we only pick a few at each
10 meeting but all of you are special as you know. So
11 Earl is going to come up here, Earl state your
12 name, what you're doing in life right now and
13 you've got your two minutes. Then the facilitators
14 from each breakout session please be willing to
15 come and report out as soon as Earl finishes, okay?

16 Earl.

17 EARL: Good morning. Afternoon. My
18 name is Earl and I'm 20 years of age and right now
19 I'm attending Hazelwood Dorsey Assist GED school to
20 start my career and everything in culinary arts.
21 But this is something special that's going on right
22 now with everybody, you know. This is good but a
23 lot of people are missing the key point, you know,
24 the thing is that you have to be the change that
25 you want to see. It starts in the heart, you know.

1 A lot of these people out here are just throwing
2 stuff in the minds of these young people to expect
3 them to just listen to it. You know, it has to get
4 personal, this is not a race thing, this is a
5 generational thing. The same generation doing the
6 same old thing but you know I would love to ask a
7 lot of people what are you all going to do about it
8 with the parents and the leaders, you know?
9 I'm no better than nobody or nothing like that, you
10 know, we all simply human but it's what you're
11 doing. It starts at home. What are you teaching
12 your kids, what are they learning, what are they
13 looking at on TV? You know, I know you're not with
14 them every time they go out into the community but
15 if those people did that with their kids everybody
16 would prosper in this, and of course you got to put
17 God first in everything, all praise to the most
18 high. It starts with that. And the heart, you got
19 to get in tune, look at the heart, you got to look
20 inside. What are you teaching your kids? Control
21 what they're looking at on TV. If you think it's
22 bad turn it off. You gave birth to them, they
23 don't have to go through the same thing that you
24 went through. If you want to see change you got to
25 be the change that you want to see.

1 All praise to the most high.

2 MS. GODWIN: Thank you Mr. Earl.

3 Now we are going to have the
4 facilitators from the different groups report out
5 and who would like to go first?

6 Okay. And you are family, right?

7 And we hope that you found the
8 breakout groups fruitful. You have a couple of
9 minutes to report out and you are family, right?
10 And then who's the other family group from
11 downstairs?

12 So go ahead.

13 MR. HARRISON: All right.

14 Hey, how you all doing? I'm Orne
15 Harrison. We worked with the group of families and
16 our first question was what do you and others you
17 know need to be safe, supported and healthy in your
18 homes and family and we came up with three topics,
19 three main answers that we kept getting and our
20 first main answer was need support of each other,
21 lift everyone up. The second answer was better
22 structure system would help us communicate better
23 within our community and our third one was lack of
24 understanding of what family is. We are each
25 other's family.

1 And our question number 2 was given
2 your experience what should be done to build
3 stronger, more stable families in our community?
4 We came up with three main answers that we kept
5 getting too and answer number 1 was better sense of
6 self family, community through gatherings, teaching
7 and workshops. Answer number 2, more events,
8 social block parties and sports, and answer number
9 3, going places together that will uplift us.

10 Thank you.

11 MS. GODWIN: Thank you so much.

12 Great job.

13 Are you reporting out for the family
14 group downstairs?

15 FACILITATOR: So Brittany Farrell
16 from Millennial Activists United was facilitating
17 this conversation but had to take care of a
18 personal matter so in addressing the first two
19 questions, the first around what young people need
20 to feel safe there were three main themes, one was
21 acceptance, second was communication, open and
22 honest communication, and the third was increased
23 parental involvement and then on the second portion
24 of that question about what should be done in the
25 community to build a stronger, more stable family

1 there was a lot of talk about exposure and to
2 ensuring that young people can actually see what
3 was out there in the world, exposure to different
4 opportunities, cultures, et cetera.

5 The second was keeping youth close
6 and to ensure that there's not a gap that's
7 happening but we really maintain proximity, and the
8 third is to be accepting of difference and allowing
9 children to be themselves. So again that theme of
10 acceptance coming back up and young people not
11 wanting to be chastised but to be loved.

12 MS. GODWIN: Thank you Brittany.

13 So from family let's move to
14 community. Where are the two facilitators from
15 community?

16 Okay.

17 JADE: Hi, I'm Jade.

18 GEORGE: I'm George.

19 JADE: We were communities as we
20 said. Our questions were what do young people need
21 to be safe, supported and healthy in their families
22 and homes. Given your experience and those of the
23 people you know what should be done in your
24 community to build stronger and more stable --
25 wait, is that families?

1 What do young people need to be
2 successful in their communities and what issues,
3 how can you address those issues in the community.
4 The highlights of ours were we a lot touched like
5 on the beautification of our communities, how the
6 youth can do things to be more involved in the
7 community like with the beautifying and revamping
8 of the communities. Accountability, respect and
9 responsibility for one self in the communities.
10 Access to jobs and increasing education in the
11 communities. Outlets for discussions about race
12 and equality and exposure to different experiences.
13 Grounding police and citizen relationships in the
14 communities and empathy and forgiveness in the
15 communities.

16 Those were the highlights of what we
17 talked about in our groups.

18 Thank you.

19 MS. DENSON: Good afternoon. My name
20 is Adrian Denson, I apologize that I'm the one to
21 present to you but my community partner had to
22 leave early, she has work in the community so she
23 asked me to report for her.

24 Regarding the question what is needed
25 to have a safer, healthier community, number one

1 was better community and police relations. Our
2 group wanted programs that encourage and empower
3 young people and they wanted positive and accurate
4 news stories.

5 With regard to community issues that
6 were most important education came up but it was
7 also teaching the community their rights. Also
8 lack of night life for teenagers and again media
9 coverage came up, that came up a number of times in
10 our group and finally what can be done, one was
11 more activities for young people, they wanted the
12 creation of a night life and they wanted affordable
13 options. The other thing with regard to police and
14 community relations they wanted social gatherings,
15 perhaps lunch, something to include food and they
16 wanted the police to be more courteous, to smile,
17 to wave to, speak, someone said it's almost like a
18 crime for the police to be able to smile so they
19 wanted something so simple as courtesy and they
20 wanted the police perhaps to engage in some kind of
21 community service as well.

22 Thank you.

23 COMMISSIONER: You said media
24 coverage?

25 MS. DENSON: Yeah, they said a lot of

1 times the media only presents what bleeds or if
2 someone is acting up or speaking out or something
3 in a negative way they only cover the negatives so
4 they wanted the media to cover the positive as
5 well, he said a lot of people are out there
6 peacefully protesting, that doesn't make the news
7 so they wanted that to be covered as well.

8 MS. GODWIN: Thank you Adrian.

9 The last group was schools and I know
10 I worked with Paris. There you are, Paris, and
11 who's the other person that will report out for the
12 group downstairs on schools?

13 Okay, they had to leave.

14 Paris?

15 MS. NATHAN: Hello, good afternoon.
16 My name is Paris Nathan, I'm a senior at McCluer
17 High School and I'm with the Ferguson Youth
18 Initiative and I was the youth facilitator for the
19 schools discussion and I first just want to say
20 that everyone that participated it was really nice
21 to hear everyone's views because I heard a lot of
22 things that I've never heard before and that was
23 just really nice and very insightful and so thank
24 you for everyone that participated. Give
25 yourselves a hand.

1 So one of the big things we talked
2 about in the first group was race and we stayed
3 really within that topic and that a lot of students
4 felt that in the schools they didn't have that
5 safe, open environment to express how they felt
6 what did happen in August and, you know, that we
7 need to have an outlet for students to be able to
8 express their opinions because when you're out in
9 the world you have to, you can't just sit there
10 mute, people are going to ask you what you think
11 about things and in relation to that we talked
12 about teachers not being really engaged in
13 students, like they just come, clock in, clock out,
14 get their paycheck, you know, don't really care
15 what happens to the student rather in school or
16 even when they leave school and that's important
17 because you know the teacher's there and you know,
18 you think of a teacher as a role model and you want
19 to have that person that you can talk to and, you
20 know, have a safe and trusting adult and then in
21 terms of how the skill can be supported in the
22 community we talked about community centers and
23 having more after school activities because there
24 are some, unfortunately there are some students
25 that, you know, don't feel, don't really, aren't

1 comfortable in their home environment and school is
2 their only outlet and so they need that type of
3 center or activity to keep them occupied so they
4 can, you know, feel like they're making a positive
5 change in their own lives and along with that we
6 talked about work and study programs, that some
7 students do have to choose between going to school
8 or working and that there should be more programs
9 and services where students can work and at the
10 same time study so they can prepare themselves to
11 be independent by working but then at the same time
12 educate themselves for the future and last thing
13 that we talked about in our last group was students
14 need to ask for things because even though teachers
15 sometimes, you know, they state the obvious but
16 there are some things that aren't obvious and
17 students have to make those known because not
18 everyone thinks the same way, everyone has a
19 different perspective so if students don't ask for
20 it they're not necessarily going to get what they
21 need or even what they want. So if you don't do
22 that you're not really helping yourself in the
23 first place and you have to help yourself before
24 you can expect anyone else to help you.

25 Thank you.

1 COMMISSIONER WILSON: So we want to
2 thank everyone, I wanted to ask, just offer a space
3 to see if commissioners had any particular
4 reflections or questions, things they wanted to
5 probe. I know we've had people come up in
6 succession but there may be thoughts or reflections
7 that you had in the sessions that you wanted to
8 share, so.

9 Anyone?

10 COMMISSIONER JAMES-HATTER: I said in
11 particular thinking about the first session I sat
12 in which was about community and I think it was
13 just reported in these words it is empathy and
14 forgiveness and I think those of us, I know Shane
15 you were in the group, you and I were in that group
16 and there may have been others but I don't think
17 you understand how extraordinary, it wasn't just
18 forgive each other and be empathetic, it was at a
19 very, very different level that may be, it would
20 outpace just about any adult group I've ever sat
21 in, how to lead us out of this.

22 COMMISSIONER PACKNETT: I just want
23 to reiterate my thanks again from the beginning and
24 all of our thanks. I was talking to someone and
25 part of the reason why in particular in the

1 protests I've been trying to physically stay very
2 close to young people because I know you guys don't
3 come with an agenda, all you guys come with is your
4 truth and you've brought that here and we can learn
5 from it and will benefit from it because this
6 doesn't happen without that kind of truth so thank
7 you for being honest, thank you for being
8 forthright, thank you for in whatever format you
9 decided to do it sharing your wisdom with us
10 because that's what we really need to learn from.

11 COMMISSIONER JOHNSON-JAVOIS: I just
12 turned 40, I feel extremely old in this particular
13 group but I was very struck by the same comments
14 that I had at 16 and 17, the same things that
15 you're saying now as well and I just want to say
16 that what I'm passing on is not okay and to hear
17 the same things expressed that I remembered makes
18 me angry and it's not okay and that's the thing
19 that I think I'm leaving with the most.

20 I also wanted to say that tolerance
21 is not a word that we should even use, that is not
22 where we're coming from and that came across to
23 those who talked to me as well and there were many
24 that wanted to give me lots of feedback after the
25 session's over so I just want to say that I'm open

1 to this and this gives me new energy, this is the
2 first day in a long time that I have felt like I'm
3 in place, where I need to be. So the media won't
4 capture this and that's okay but this is my yes and
5 this is exactly why I took the job was because of
6 your voices today so thank you for helping me to
7 fulfill my purpose and I am listening and I'm in
8 until it's done so thank you. You've really,
9 really engaged me in a great way today.

10 Thank you.

11 COMMISSIONER WILSON: As we make a
12 transition I also just want to thank a few groups
13 who were very helpful for us, I know they've
14 already gone but I want to thank the Millennial
15 Activists United who helped to facilitate a couple
16 of the groups. Corral Fellows, where are you? The
17 corral crew who has been helping to facilitate and
18 register and all this stuff, just wave, I want to
19 say thank you to them for their support today.

20 We also have representatives as you
21 heard from the Ferguson Youth Initiative who have
22 been really helpful to us facilitating and turning
23 people out so if you're with FYI just wave. Thank
24 you very much for your help. You all have done, so
25 people didn't get that it was just, it's not just

1 youth voice it's also youth leadership and you all
2 have youth facilitation and engagement and you made
3 this meeting possible so thank you very much.

4 Right now we're making the transition
5 to talk about some business and administrative
6 elements so I'm going to kick it to Rich to frame
7 some of that up for us.

8 COMMISSIONER MCCLURE: Thank you
9 Starsky and let me add my thanks to all of you for
10 participating, I tell you it was incredibly
11 inspiring and we heard from voices all the way from
12 nine year old Abraham who I think had to leave but
13 his birthday is today and he came with his dad and
14 his teenage sisters and some others from their
15 neighborhood and they came out today and Abraham
16 spoke up in one of the groups and talked about his
17 dreams and his fears.

18 To LaDonna, a senior at McCluer High
19 School who talked about equality and about the
20 challenge of unification and how her dream was how
21 we could come together. So for all of us up here
22 and we hope for all of you we hope this has been
23 the kind of inspiration you heard Bethany speak
24 about so clearly and so forcefully.

25 We're going to shift now to first a

1 report out from the outcomes of our first three
2 meetings at a very high level and a very executive
3 level summary, right, is that what we're doing
4 Rebeccah? And specifically with a bit more detail
5 on the last meeting which focused on municipal
6 courts then we're going to segway to do our
7 administrative work on our budget and to review
8 that with the Commission and then we'll have brief
9 reports from two working, leadership of two working
10 groups, our citizen law enforcement working group
11 and our municipal court reform and governance
12 working group and they will be prepared to speak so
13 that will be the balance of our meeting.

14 So Rebeccah thank you for leveling
15 us.

16 MS. BENNETT: So young people we
17 invite you certainly if you are interested to
18 listen to the administrative workings of the
19 Commission and hear where we have been but we also
20 understand if you have other commitments on your
21 Saturday so we welcome you to do what is best for
22 you recognizing that we enjoy staying in community
23 with you but also wanting you to have the
24 opportunity to explore other activities for the day
25 if you need to do so. We thank you so much for

1 joining us. We could not have done this day
2 without you. And we intend to stay in relationship
3 with you.

4 So Commissioners and audience
5 participants, I understand that this day has been a
6 bit longer than we anticipated, there was so much
7 richness and we certainly don't want to curb that
8 but in the spirit of knowing that this is going a
9 little longer than we anticipated I'm going to move
10 through this quickly.

11 So one of the things that I've been
12 tasked with is providing you just a brief process
13 overview and highlight from our input findings.

14 So our first session was on December
15 1st and the commissioners got a chance to meet the
16 community, they established guiding principles and
17 our community discussion was focused on what the
18 community's priorities were, what the community's
19 hopes and concerns were. We then met again the
20 following week, our second session was on December
21 8th, there our focus was on citizen/law enforcement
22 interactions and relations. We got presentations
23 on police policy and practice, police training and
24 rights violations. Then we had a community
25 discussion that focused on community policing,

1 racial profiling and use of force.

2 We met for a third time the very next
3 week on December 15th and the focus of that meeting
4 was really about community, municipal court
5 systems. We had presentations on court operations,
6 violations and youth impact and also how fines and
7 fees from municipal courts really support municipal
8 revenues and then we had a discussion on municipal
9 court issues and improvements asking the community
10 to share with us what their experiences were and
11 what their suggestions were for ways that we can
12 improve our municipal court system.

13 Today's meeting has been about youth
14 wellbeing and impact and we've had presentations
15 from both Brittany and Rasheen on youth protests
16 and the effects of the crisis on youth and we
17 discussed youth wellbeing in the context of
18 families, schools and communities.

19 We'll be having another meeting too
20 and I'm going to end with that, it's on the second
21 meeting of the month which will be on January 20th
22 and that's going to focus on educational inequities
23 and child wellbeing.

24 So you recall from our first meeting,
25 what I'm calling our kick-off meeting we had about

1 204 participants and we asked the community to tell
2 us what are the main priorities for you and what we
3 heard is the number one priority is citizen/law
4 enforcement relations followed by municipal court
5 systems and governance and then we said okay, and
6 in the areas of disparities you tell us what are
7 your chief priorities and you'll see the voting
8 priorities by percentage but what really came out
9 from the community at large, participants, were
10 these things: Educational disparities, it's
11 important for the Commission to focus on, economic
12 disparities and economic opportunity are key and
13 then really addressing more broadly the issues also
14 of race and ethnic relations in our community and
15 the need for reconciliation and improvement. So
16 within that context we said okay, so tell us what
17 your greatest issues of concern were and in
18 education we heard school funding, academic
19 achievement and the ways that schools are
20 administered. With regard to economic opportunity
21 the chief issues those rose up were employment,
22 rebuilding Ferguson and banking and access to
23 capital and racial and ethnic relations, what came
24 up for us was communication and interracial
25 interactions, racial divisions and African

1 Americans' lack of political power and then there
2 were some general issues that came up in the
3 context of citizen/law enforcement interactions and
4 our Commission process, making sure that our
5 process is transparent and open and that our
6 recommendations are really going to have value in
7 terms of system reform in the community.

8 We asked the community to tell us
9 their hopes for the Commission and we heard we
10 really need the Commission to be bold,
11 transformational, we need to have a process of
12 accountability and transparency with the community,
13 we want to end up with better law enforcement
14 practices, you know, what should come out of all of
15 this work that we're doing. We want to have
16 greater community wellbeing so the community as a
17 whole should be better off as a result of the work
18 that the Commission and the community are doing
19 together. We want to see key reform in the
20 criminal justice system and we want to see a push
21 to improve educational outcomes. So that's what we
22 heard from our community participants.

23 Now as we move to the sort of second
24 meeting with its focus on citizen law enforcement
25 we had even more attendees, so 120 or 30 more so we

1 had 336 participants in that second meeting and the
2 focus there was on three things, use of force,
3 racial profiling and community policing and there
4 we asked for each one of those topics tell us what
5 the issues are and tell us what some key
6 improvements are and so this is sort of a quick
7 synopsis. For use of force we heard it's
8 excessive, it's disrespectful, it's biased,
9 preconceived, it's peer based, it just does not
10 work. And for use of force improvements we heard
11 focus on police practices, possibly special
12 investigators in police incidents when we are
13 looking at excessive use of force. Then we've also
14 got a grounded community practices and so that
15 youth and police relationships improve and then we
16 heard part of this too is legal aid and defense,
17 that people who feel like they have have been
18 victimized by excessive use of force really need to
19 have access to quality legal defense and what's
20 that look like, especially for poor communities.
21 And so it becomes important for us to focus there.

22 In terms of racial profiling the
23 issues that came up were that, you know, it is not
24 uncommon, in fact it is a wide-spread practice, it
25 has economic impacts because people who are

1 unfairly detained, arrested and those sorts of
2 things it has consequences to their ability to
3 maintain their livelihood and wellbeing. It is a
4 community issue that is not just a police issue,
5 there are ways in which community's bias or a
6 racial bias are part of the communities and we are
7 conditioned around racial perceptions and we need
8 to address the larger community bias issue and that
9 ultimately racial profiling reenforces racism. And
10 then when we said community tell us about what are
11 improvements that you think we need to focus on, we
12 heard we have to improve police practices, we've
13 got to limit the economic hardships and damage that
14 come from being unfairly targeted, we have to
15 increase police screening and training so that our
16 officers have the tools that they need to be able
17 to make better kinds of choices, we got to enforce
18 the existing law. Missouri has racial profiling
19 laws on the books so we have to do a better job of
20 enforcing them and we really have to address the
21 issue of broad, wide-spread community bias. So
22 it's not just the police thing.

23 And then our last area of focus in
24 terms of community discussions was on community
25 policing and what we heard about community policing

1 in terms of the issues that were focused on really
2 a lot of time spent on trying, a lot of time spent
3 on police practices and a lot of time spent on
4 disrespectful and aggressive policing and those
5 things can damage the relationship so part of the
6 community policing is that it really focuses on
7 enhancing and strengthening relationships and what
8 can damage relationships. And then we heard about
9 improvements so we heard yeah, we got to strengthen
10 citizen/police connections, we've got to improve
11 youth interactions with law enforcement, we've got
12 to again enhance officer training, reform police
13 practice, and at the end of the day this doesn't
14 happen cheaply so there's got to be a commitment of
15 funding to really make this happen.

16 And then our last meeting we focused
17 on municipal court system issues, that meeting had
18 about 213 participants from the community and again
19 we focused, we broke into small groups where we
20 could discuss people's municipal court experience,
21 the issues and concerns they had as a result of
22 those experiences and then suggested improvements
23 and so the things, the top sort of things that came
24 out were court operations and accessibility. So we
25 heard court hours are often not convenient, people

1 are jailed too quickly, defendants often lack legal
2 representation, if they aren't arrested then they
3 don't get a public defender but they may still need
4 legal advising and then there are too many courts,
5 the system is too big, it's too unwielding. From
6 an economic impact we heard people can't afford the
7 fine and feel that they're often saddled with, that
8 poor people are targeted and that fees and fines
9 are a major source of municipal revenue so there's
10 this sort of perverse relationship and dynamic with
11 criminalizing your population in order to stay
12 economically solvent.

13 And then the last issue that was
14 really sort of a main issue that came up was racial
15 inequality, that racial profiling and
16 discrimination make people of color targets, even
17 in the court system that blacks are
18 disproportionately represented and caught up in the
19 court system, that people of color because they are
20 arrested and stops and things, detained more often
21 or have more bench warrants ultimately are paying
22 greater fines than other communities and not enough
23 prosecutors and judges are people of color so
24 there's a question about fairness if you don't see
25 yourself represented. And then the improvements

1 that were recommended the first one was legislative
2 action about lowering the percent of revenue that
3 municipalities receive from fines and fees from 30
4 percent to another number and then giving more
5 options for fines and fees, so considering time
6 making community service as alternatives,
7 implementing and communicating payment plan options
8 because some courts actually have payment plan
9 options but it's not well known. Having
10 municipalities adopt the same fines so a fine could
11 be one thing in one place and another thing in
12 another place and providing centralized payment
13 options so it's easy to actually comply with the
14 law and with the ticketing and the consequences of
15 that. So court accessibility and options was
16 another one. Extending the hours of operation for
17 courts, providing public defenders if there's an
18 arrest, providing legal advisors if there's not an
19 arrest so people still need legal advice, making
20 sure they are available and refraining from jailing
21 people for minor violations, that's a key step that
22 we should take and then the last one was
23 accountability and what we heard there was perhaps
24 we need to disincorporate municipalities that abuse
25 their citizens.

1 So something else to think about and
2 that we really needed to stop racial profiling in
3 the courts and by police and have strategies for
4 doing so.

5 So those are the kind of high level
6 insights that came out of our last meeting and this
7 is just a reminder to you that the very next
8 meeting is on Tuesday, January 20th, we're keeping
9 up that pace and again there the focus will be on
10 educational inequities and child wellbeing. So it
11 will be at 5:30, I believe, and Laurna --

12 MS. GODWIN: 5 o'clock at the
13 Westview Middle School which is 1915 Nemnich,
14 N-E-M-N-I-C-H, Road, it's in the Riverview Gardens
15 School District.

16 MS. BENNETT: So 5 o'clock, Westview
17 Middle School in Riverview Gardens District. So
18 you can go to our website to find all of the
19 information, the report that came out for community
20 input if you want to see much more detailed
21 information and the notice for the next meeting.
22 So thank you.

23 So I'm going to turn it over to
24 Bethany who will be presenting to the Commission
25 next.

1 COMMISSIONER WILSON: I just want to
2 give a bit of context.

3 So the next thing we'll be presenting
4 on our agenda is our budget for the Commission's
5 work and again this is one of the things we wanted
6 to make sure that our managing director who comes
7 on officially this week on January 15th has the
8 opportunity to provide input on. As consistent
9 with the values that you saw as outlined in our
10 first meeting, the things that the community said
11 what they expected of the Commission and concerns
12 for the Commission critical things that were taken
13 into consideration when we built the budget were
14 the capacity to be as transparent as possible, open
15 meeting, videotaping, making meeting information
16 accessible. Number 2, independence so you will see
17 that the budget builds and constructs a staffing
18 structure that is independent of any governmental
19 sources, of any governmental assets as far as
20 staffing is concerned so that we may be actually
21 independent and follow where the community guides
22 us and where our recommendations guide us as far as
23 policies, solutions or recommendations may need to
24 go and finally robust community engagement so you
25 will see that it's built into the budget a

1 significant amount of capacity so we continue to
2 have meetings publicly, all meetings are public and
3 so we can continue to do this listening. So in as
4 much as we heard those community concerns in that
5 December 1st meeting we constructed a budget to be
6 responsive to that. The other thing that we did so
7 responsive to these issues of transparency,
8 community engagement and independence. The other
9 that I know that we did was had the community to
10 benchmark against commissions that are like this
11 one that come out of similar circumstances so we
12 looked at anything from the McCone Commission to
13 the Cincinnati Better Together group to the Kerner
14 Commission in order to benchmark where these
15 resources are allocated and how they may lie and
16 what the calibration of our support is and what we
17 found and what we've constructed is that we have
18 constructed a budget for the length of time we'll
19 be gathered in this work and the way that we're
20 going about it is not only competitive but it's
21 also a fraction of what some of those dollars would
22 have been, particularly inflation-adjusted dollars
23 to come in to where we are. So we're pleased that
24 the work that's gone into it, we thank Bethany for
25 the eyes that she's been able to put on it and

1 those who have been helpful in wrapping our heads
2 around it and providing additional support so we
3 can keep it as low as it is. So thank you.

4 COMMISSIONER MCCLURE: Just three
5 quick additional points to build on what Starsky
6 has said and we're going to have the Commission
7 stay here so they can see the PowerPoint
8 presentation and when we go to the discussion and
9 reports of the groups we'll move back up. But the
10 first thing I'd say is that the revenue sources you
11 will see is a mix of private and public funding,
12 almost a third is anticipated to come from private
13 sources which reflects the community and
14 particularly foundation interest in this work and
15 we expect that that will be significant and
16 important and while not all of the revenues are in
17 we do see paths and anticipating of where the
18 source will come from under each sector. Secondly
19 building on the values discussion we're committed
20 to do this right and to do this right takes
21 resources. If you're going to be independent, if
22 you're going to bring the best minds and have the
23 best research and have extraordinary and robust
24 community engagement you have to do that with
25 investment. It just doesn't happen. These

1 meetings don't just happen, there are costs to them
2 so we're committed as a commission, we're certainly
3 committed as commission leadership to do this right
4 and make sure that we give it the resourcing that's
5 needed because of the third point and that is these
6 problems are very complex and very difficult, they
7 didn't occur overnight, they aren't going to be
8 solved overnight and so we're going to be resolute
9 about this as a community, we have to be resolute
10 about funding this and doing this right because
11 existing structures and existing institutions
12 haven't resolved these matters or we wouldn't be
13 here.

14 So those are some opening comments
15 and I would echo Starky's gratitude to Bethany for
16 the work she's done on this and so with that we'll
17 ask you to make the presentation Bethany.

18 COMMISSIONER JOHNSON-JAVOIS: Thank
19 you Rich and Starsky and to the Commission.

20 I'll direct everyone's attention to
21 the front screen as I go through the slides. This
22 first one, an investment in the region, just a
23 reiteration of our charge, we are charged to engage
24 all voices and inform the community in real time
25 through community meetings, data and outreach.

1 Produce a thorough and wide-ranging and unflinching
2 report, straight from our charge statement, that
3 has to be actionable and focused on the root causes
4 of the unrest set in motion by the events of August
5 9th in Ferguson and third, our charge is to do two
6 things, elevate awareness of the issues that we're
7 talking about in the tale of two cities we heard
8 earlier and mobilize for action to address
9 inequities, disparity, particularly a lot of
10 momentum around racial and ethnic relations in the
11 region. The values have already been echoed but
12 again part of the budget process, and I'm really
13 happy to see young people staying for this session,
14 you always want to follow the money, that tells you
15 a lot about what's happening and so transparency is
16 very important therefore this detail that we're
17 going into is so that you know how to ask great
18 questions and so you know where the money is coming
19 from and where it's going. Accountability, civic
20 engagement and sustainability are also values that
21 we uphold and this is part of how we present those
22 values to you.

23 So what will it take to meet this
24 charge due September 15th, and we're doing it in
25 the process. One, it's already been mentioned,

1 independence and continuity. When you have staff
2 that are independently working and they also go in
3 between meetings to make sure all the input, all
4 the feedback, all the sessions, the art, the poetry
5 works together to be able to produce a final
6 product that is worth the caliber of the discussion
7 that we're having. Number two, a blending of
8 public and private funds at the total amount of
9 1.475 million is what has been committed that Rich
10 and Starsky alluded to earlier. It also takes
11 financial investment so on the expense side 1.36
12 million which is about 62 cents per individual in
13 the region, that's how much that would break down
14 to. It also will take qualified individuals who
15 work full time, more than full time, that's a
16 relative word now, at an accelerated pace in two
17 ways, to get loaned executives to this work and to
18 hire staff for this work and there has been and
19 will continue to be significant in-kind
20 professional and volunteer services so this is what
21 we feel it would take to make this happen. We want
22 to let you know in terms of transparency that this
23 is a responsible budget as has been alluded to
24 earlier, an independent local civic organization
25 has benchmarked the salaries and those salaries

1 within the nonprofit labor market are falling
2 between that mid point and some positions even low
3 to mid point so this is consistent with that.
4 Second, we've also budgeted against the comparable
5 commissions, there will be a slide to go into more
6 detail so you can see that and overall our budgets
7 are less than or comparable to other commissions.

8 I want to show you now this pie chart
9 of how the money is broken down. You'll see
10 salaries and benefits, professional fees,
11 operations, community engagement and research and
12 reporting. So within those numbers just to break
13 down a little bit more specifically in the salaries
14 and benefits line those are 5.33 FTEs that are the
15 managing director, the assistant director, the
16 senior PR community relations director, senior
17 police and research director, two work group
18 managers for those teams that we will be engaging
19 in a civic engagement specialist including
20 benefits. For professional fees this includes
21 audit, we wanted to make sure that we are
22 transparent about how the money's spent so we have
23 budgeted for an audit, for legal support, for
24 communications and other consultant resources.

25 In terms of operations which is the

1 back end of what we have to do you have
2 telecommunications, copying, equipment rental,
3 mileage, technology and fees for hosting, modifying
4 and updating our website.

5 Next is community engagement and this
6 is the most critical part of the work we're
7 responding to. This includes the cost of
8 Commission meetings. Three meetings in 2014 were
9 at 13,600 and moving forward we're able to have
10 these meetings at a reduced cost in 2015 at 9,500
11 per meeting, this includes the AV costs,
12 transcription, rental, copying, videotaping,
13 security. All of those costs are incorporated into
14 this budget. In addition to that we know that
15 we'll have work groups that are already starting
16 and more to come, two per month, six groups at
17 eight months and this is \$1,000 per meeting and
18 then community events this summer in particular we
19 want to go out, we want to make sure what happens
20 and what is communicated in the fall is no surprise
21 to anyone so we will go out into the region to have
22 discussion and we need community events to do that.
23 That's incorporated into that cost.

24 Finally for research and final report
25 that cost is associated with the final report of

1 the Commission. That includes design, production
2 and distribution and those costs also are connected
3 to legislative and policy issues that we will have
4 to craft and people today said at the end of the
5 day this isn't just one issue but policy needs to
6 change to make this happen and so those costs are
7 incorporated. You will note that this does not
8 take into account the hundreds of thousands of
9 dollars of in-kind services and volunteer time, we
10 want to account for that as well and should there
11 be additional funding that's provided to us that
12 could be designated for the purpose of implementing
13 Commission recommendations to ensure
14 sustainability.

15 So how does this compare to other
16 commissions. I want to you to take a look at the
17 screen at just a glance to be able to show what's
18 the comparison. So up at the top it's the Ferguson
19 Commission at 1.3 plus for 365 plus days of work.
20 And then the next comparison is to 1965 with the LA
21 uprising and the McCone Commission. There for 100
22 days at that time it was \$250,000 but in today's
23 numbers it was 1.8 million for 100 days of work.
24 Okay? Also it was very heavily staffed, 29
25 staffers, 16 clerks, 26 consultants over 100 days.

1 The Kerner Commission in 1967. 1.64
2 million for 356 days in those dollars but in
3 today's dollars that's roughly 11.6 million which
4 includes some pretty substantive funding from a
5 national foundation. It has also been noted here
6 that funding was a challenge and as funding was a
7 challenge the ability to get work done and the
8 credibility of that commission was also challenged
9 so we wanted to take from the lessons learned and
10 be sure that as we have the infrastructure to
11 undergird the weight of the charge that we've been
12 given to complete and lastly, might be a little low
13 here, Cincinnati Community Action Now 2001 has a
14 similar genesis to St. Louis, 1.498 million over
15 two years and to date between '01 and 2010 they
16 have committed an investment of \$8,222,259. So
17 that's the benchmarking that has been done for your
18 consideration.

19 St. Louis Positive Change model will
20 be a road map that lays the groundwork for a more
21 just and equitable St. Louis and in order to get
22 the detail defined what is it that we will deliver
23 we are going to rely on the wealth of knowledge and
24 expertise that is generated from commissioner's
25 expertise, from work groups, from Commission

1 meetings, from events and other forms of engagement
2 that will shape the specific deliverables of this
3 work.

4 So with that, that's the presentation
5 of the budget, thank you so much for your
6 thoughtfulness and patience. I will turn it back
7 over to the co-chairs.

8 COMMISSIONER MCCLURE: If we could
9 reassemble up front we'll see what questions we
10 have.

11 So to follow proper procedure let me
12 ask first for a motion to adopt this budget to get
13 it on the floor and then we will have a second and
14 then we will open for discussion and any questions
15 of Bethany from the commissioners.

16 Can I have a motion please?

17 Felicia makes the motion. Is there a
18 second?

19 Second from Grayling so election is
20 made and seconded so now the floor is open for
21 discussion or questions from commissioners. I will
22 say you all have had a chance to review this in
23 draft form, you've had an opportunity to pose
24 questions one on one to Bethany or to the
25 co-chairs. In addition this material is now public

1 record with it being proposed to the Commission so
2 it is on the website or will be very shortly if
3 it's not in more detail even than Bethany presented
4 it, same detail presented to you all in the summary
5 form. So we're happy now to open the floor for
6 discussion. Please get a microphone so the public
7 can hear you if you have a question or a comment.

8 COMMISSIONER: I have a question. My
9 question is I was just wondering the 365 days, how
10 are we calculating that, is that work after
11 September 29th or what's included in that?

12 COMMISSIONER JOHNSON-JAVOIS:
13 November was when we began the Commission, the
14 specific date was I want to say the 17th so going
15 back from that time until our charge is complete is
16 about one year's time.

17 COMMISSIONER WILSON: The budget also
18 allows for keeping on some critical key staff
19 through December 31 so that would be even, so
20 you're talking about plus, that would consider this
21 entire calendar year so while the report will come
22 out September 15 we recognize there will be work of
23 translation, communication and implementation that
24 would need to go at least through the end of the
25 year so there's allowance for that.

1 COMMISSIONER NEGWER: You touched
2 base on the implementation part. Is that part of
3 this budget or will that be a separate budget?

4 COMMISSIONER WILSON: That is not a
5 part of the this budget. We do expect that there
6 are, that there may be additional supports that
7 come in. There is, as you see the budget is not
8 only balanced, there are surplus on the budget that
9 those additional dollars could be used for
10 implementation and any additional dollars that are
11 received above that which are those dollars that
12 are required for the actual implementation of the
13 scope of work for the staff could also be used for
14 implementation efforts. I think there's about
15 \$100,000 surplus, am I right? So that could be
16 used for implementation and any additional items.

17 COMMISSIONER MCCLURE: Thank you for
18 the question Scott. Certainly from Starsky's and
19 my perspective and literally since the first time
20 we began talking about this we began talking about
21 implementation and translation. This is a critical
22 part of our work, what happens after the report is
23 done, and so I think the Commission in whole and
24 some commissioners individually will be spending a
25 lot of time thinking about this, thinking about

1 structure, about process, about accountability,
 2 about metrics, about how you build into this
 3 process an ongoing focus on the issues raised out
 4 of the Ferguson Commission report. We provided to
 5 you all and to the public on the website the
 6 reporting on the Cincinnati collaborative which
 7 Bethany referred to and that multi-year funding
 8 stream funded accountability and implementation and
 9 translation so we'll study that and other practices
 10 in order to be able to make sure that we focus on
 11 this. This will be a key differentiator for what
 12 we do versus other commissions. So thank you for
 13 raising the question.

14 COMMISSIONER WILSON: Felicia.

15 COMMISSIONER PULLIAM: Thank you. I
 16 just had a question in terms of staffing. Do we
 17 have a time line for when you believe you may have
 18 the benefit of a staff?

19 COMMISSIONER JOHNSON-JAVOIS: So I
 20 come on on the 15th and my first goal is to begin
 21 to design the job descriptions, to post those job
 22 descriptions that are available online at stlouis
 23 -- wrong organization, that's HIN.
 24 stlpositivechange.org, still in transition, to
 25 begin that process as soon as possible because we

1 need the staffing on board. So it's coming. It's
2 coming soon.

3 Thank you.

4 COMMISSIONER: Bethany can you talk a
5 little bit about how the, I saw the mention there
6 about the loaned executive program, can you talk a
7 little bit about how that will work because I do
8 think there's a lot of interest in companies of
9 contributing to the effort and I want to get it out
10 there what we're looking for.

11 COMMISSIONER JOHNSON-JAVOIS: Okay.
12 Well, I'm a prime example of a loaned executive so
13 what happens is that a corporation, an individual,
14 a nonprofit that would be willing to loan their
15 resource that fits the job descriptions that will
16 come out within these positions would go through a
17 hiring or an interview process just like everyone
18 else would except that we will want to make sure
19 it's the right fit and if it's the right fit we'd
20 love to have that support. It helps us to really
21 reduce costs, it helps us to get up to speed very
22 quickly because these are individuals who know how
23 to ready set go and we do have an urgency so that
24 is definitely a viable option.

25 COMMISSIONER: I like how the budget

1 aligns with the Commission's charge and also the
2 Commission's values and I particularly like the
3 slide that refers to how this budget compares to
4 other commissions in the past and how you've
5 translated it into real dollars. So I commend you
6 for that.

7 COMMISSIONER WILSON: Are there any
8 other comments, questions? Or unreadiness?

9 Okay. Seeing none then we'll open
10 the floor, it's already been moved and properly
11 seconded that we pass the budget as presented,
12 we've had discussion. All these in favor please
13 notify by saying aye.

14 Opposed?

15 Any abstentions?

16 Motion carries so we are pleased to
17 have presented a budget as noted aligned with our
18 values and consistent with our charge. That again
19 has already been I believe posted to our website
20 for public accountability and transparency so you
21 all who have stayed have access to that as well.

22 We'll now make some transition to a
23 couple of reports that we have from our work groups
24 on the work that they have been doing and from
25 those leaders. First I believe we'll go to citizen

1 law enforcement, actually first we'll go to
2 municipal courts and governance. Our co-chairs for
3 that work group are Reverend Traci Blackmon and Mr.
4 T.R. Carr. They have been able to access the
5 environment around some of our, that's been going
6 on since our last meeting when we focused on
7 municipal courts and governance and there's a good
8 amount of activity that they want to bring us up to
9 speed on. So I yield the floor to Reverend
10 Blackmon and Commissioner Carr.

11 COMMISSIONER CARR: Our committee
12 initially met this last week for the first time,
13 we're ramping up, we have a lot of information, we
14 have a lot more committee meetings to schedule.
15 One thing that we will say is this, we've decided
16 to move forward in an attitude of fact finding to
17 discover some facts and information to present that
18 to the Commission and we'll be continuing to meet
19 with individuals that are involved in the municipal
20 courts as well as public that's impacted by the
21 municipal court.

22 First thing I'll say is I'm not a
23 lawyer, I don't play one on television so again
24 don't hold me accountable for every legal statement
25 that I make. One thing I will say is the issues of

1 municipal courts as we said the last time is
2 complex, it's involved, there are in fact 82
3 municipal courts in St. Louis County with, three of
4 those municipal courts are operated by St. Louis
5 County, one in north, one in the mid county and one
6 in south County, 79 municipal courts are in fact
7 operated by cities. Remember that we have some 90
8 odd cities in St. Louis County. The nature of
9 court cases is complex and it can be potentially
10 confusing. The question that was raised at our
11 last one is are municipal courts quasi, are they
12 criminal or are they civil? Well, it's fairly
13 complex. So on one hand municipal courts are in
14 fact civil. Remember that cities are incorporated,
15 every time we have a city it's incorporated and
16 therefore it's an entity and a fine owed to an
17 entity is a civil matter. At the same time courts
18 are quasi criminal. The language in a number of
19 Missouri Supreme Court cases has affirmed the quasi
20 criminal nature of municipal courts. Traffic
21 violations for example are in fact criminal
22 proceedings. We would note that cities can not
23 sentence individuals to jail, cities can not
24 sentence individuals less than 17 to jail, cities
25 can hold you for a day in a facility but criminal

1 cases are transferred from municipalities to St.
2 Louis County and the jail is in Clayton, they pay
3 about \$50 a day when somebody is moved to Clayton.
4 The confusion, this is where it gets kind of
5 interesting. Understand I'm a faculty member, I
6 teach American government, I've done all this
7 stuff, it goes back to William Blackstone's
8 commentaries on the laws of England. When our
9 republic was founded we had to decide how do we
10 interpret our laws. We immediately since we were
11 founded under the English tradition we turned to
12 Blackstone's commentaries. Blackstone commented
13 that in his view, and there's some fuzziness about
14 it, that unless an offense applied to everybody in
15 the larger political entity it would be a civil
16 offense, not a criminal offense and that would tend
17 to argue that unless a municipal law applied to
18 everybody in the state of Missouri for example then
19 it would be civil and not criminal so that did hold
20 sway and consequently that interpretation was
21 applied. At the same time the Missouri Supreme
22 Court over a number of years have held that
23 municipal courts are both civil and in fact quasi
24 criminal so there is some murkiness, there is some
25 fuzziness but it's clear that they do have that

1 criminal jurisdiction.

2 A couple of issues that were raised,
3 and these are important issues. One was that legal
4 advice is typically not provided in a municipal
5 court. If any of you've had the privilege of going
6 to a municipal court, paying a fine, I won't ask
7 for volunteers, people don't know what's going on,
8 you're there, the judge is down front, the court
9 recorder's there, there are a lot of people in the
10 room, people are confused. There's no mechanism to
11 just give the individual information about what the
12 process is, what the procedures are. Some judges
13 do in fact provide that when somebody's called down
14 front, some judges don't. It's important to note
15 that only when jail, when a specific jail term is
16 recommended is it mandatory to provide a public
17 defender and since municipal courts do not
18 typically deal with jail sentences it's not
19 required that they provide a public defender.

20 Now, we have met with a municipal
21 judge, Frank Vaterott, who serves as a judge for a
22 number of municipalities and one argument, one
23 reform that's being considered is to allow a
24 mechanism for not a lawyer to be present
25 necessarily in the back of the courtroom but an

1 individual who can provide some information to
2 citizens as they enter the court to know what the
3 procedures are, what their options are. Now this
4 gets really murky because there are certain
5 niceties involved in terms of legal establishments.
6 Once I give you legal advice, who can give legal
7 advice? Is it an attorney, is it somebody else,
8 what kind of releases have to be signed so it's a
9 fairly complex kind of an issue. But that is one
10 reform that's being taken.

11 Another issue that we talked about is
12 traffic fines are a significant source of revenue.
13 Why are traffic fines a source of revenue? It's
14 because as tax bases decline in a municipality they
15 lose the ability to provide services and they look
16 around for a source of revenue and traffic fines
17 and municipal court fees become an important source
18 of revenue. The important thing for us to keep in
19 mind is that municipal courts are a creature of
20 local government, they are created by elected
21 officials, by the mayor, by the city council. It's
22 typically the mayor and the city council that
23 appoint the judge, it's typically the mayor and the
24 city council that appoint the prosecuting attorney
25 so the courts do in fact respond to the political

1 wishes of the elected officials.

2 Now, one of the issues that we

3 believe that some of these municipalities and it's,

4 the litigation has been filed by the attorney

5 general, are exceeding the amount, 30 percent is

6 the amount in state law as we heard at our last

7 meeting, that law is poorly written, it doesn't say

8 who's responsible for enforcing, it doesn't specify

9 what happens once you go above the 30 percent, it

10 doesn't specify what happens once you send the

11 excess amount in to either the school district or

12 the state and we know that a number of burbs have

13 been fairly aggressive in securing revenues, all

14 you have to do is drive on Interstate 70 by the

15 airport and you'll find five or six police cars

16 from the city of St. Ann busy writing tickets. One

17 time Charlack was writing tickets on I-170 for the

18 what, the 200 foot stretch of the interstate

19 generating revenue. So there's some real issues

20 there and that's an issue that needs also to be

21 addressed and there is legislation that has been

22 proposed in Missouri to lower that to 10 percent,

23 it remains to be seen how effective that effort

24 will be but it will in fact reduce, have an impact

25 on court procedures.

1 A third issue that we heard is these
2 bench warrants and bench warrants are basically
3 issued based on a failure to appear. If you don't
4 pay the fine you're given a court date, if you
5 don't appear for the court then a bench warrant is
6 issued for your arrest and you're given a new court
7 date. If you don't appear again another warrant's
8 issued and then first thing you know a small
9 traffic fine the cost increases periodically over
10 time and then at some point in time you're picked
11 up by a police officer for some other traffic
12 offense and they find out have a number of bench
13 warrants and by state law the officer has no choice
14 but to arrest you and take you in.

15 Now one of the problems we have is
16 the round robin effect that we were told about is
17 that you get bench warrants in multiple
18 jurisdictions and once they take you in then you
19 have to go to all these different jurisdictions, it
20 creates, it's really unreasonable and really in our
21 belief, my belief, I believe yours as well, I don't
22 want to speak for you, is that it's unfair, it's an
23 unfair round robin. There needs to be some
24 mechanism to deal with that round robin. There has
25 been some efforts to create an impact between

1 municipalities to reduce that round robin but
2 nothing has been done to date.

3 One thing we would also say is that
4 state court, municipal court costs are in fact
5 defined by state law, they're pretty well laid out.
6 Some of those fines must go to the state, a small
7 portion, but there is some room for additional
8 fines that municipalities can impose and what you
9 find is any number of municipalities do in fact
10 impose additional fines. There's lack of
11 uniformity and some of these additional costs is
12 lack of uniformity in traffic fines and that
13 creates some real issues. So the issue is,
14 involves these court costs, can there be a payment
15 plan imposed, can there be a mechanism for
16 community service to overcome the issues related to
17 bench warrants. What we would say is that current
18 Missouri law is 30 percent of operating revenue
19 from traffic fines, it's kind of undefined as to
20 exactly what counts in that 30 percent, there's
21 some vague rules in law, there's some vagaries in
22 terms of enforcement and we'll wait and see what
23 happens with the 10 percent. One thing we would
24 say is that municipal court structure is a creation
25 of local government, local government was created

1 by the people and they're maintained by the
2 individual citizens. The local governments can be
3 disincorporated by a vote of the residents.

4 Now what would be the impact on these
5 local municipalities if the 10 percent cap is
6 adopted by the state legislature? That remains to
7 be seen but we do you know that it would impinge on
8 the operating revenues for a number of states. I
9 know Traci has a comment about the issue of --

10 COMMISSIONER BLACKMON: I can do it.

11 So I'm not a lawyer either and I
12 think sometimes that's helpful. What we found out
13 is that whether or not they lower it to 10 percent
14 or not that there are a lot of municipalities that
15 are out of compliance at 30 percent and we know
16 that because of the lawsuit that was filed but we
17 also know it because they have not been reporting
18 annually as they're supposed to. My push back on
19 that is you cannot expect citizens to obey the law,
20 and you don't obey the law, that's just how I feel
21 about that. So if at that 30 percent cutoff the
22 law says if you don't report annually that you
23 immediately lose your ability to operate in that
24 function and even though this lawsuit has been now
25 brought into play here that means for a significant

1 amount of time many of these small municipalities
2 were out of compliance with the law. They were
3 breaking the law. I would like to see us push that
4 issue because in my opinion, and I won't drag T.R.
5 with me until he comes willingly, in my opinion
6 every ticket that they issued while they were out
7 of compliance that money should be returned. I
8 know that's drastic but it just doesn't fly that
9 you have a law and it's not written well and no one
10 knows who's supposed to enforce it and no one knows
11 how it's supposed to work therefore we don't worry
12 about it. That doesn't work. It doesn't work for
13 regular citizens and it shouldn't work for
14 government as well and I suggest that if that money
15 had to go back some of this problem would go away
16 because the reason they're doing it is because
17 these municipalities can not sustain themselves
18 without that traffic money and I suggest that if
19 you can not sustain yourself without that traffic
20 money then perhaps you don't need to be an
21 independent municipality and so I would like to see
22 us in the interest of transparency look at that and
23 call into question those that are involved in that.

24 What T.R. has outlined for you is
25 definitely some confusion and quagmires of, that

1 we're going to have to get into as it pertains to
2 the law but it also points to the economic
3 disparities that are in our neighborhoods and in
4 our regions because in reality if you can afford to
5 go to a traffic court, if you can afford to get a
6 lawyer then some of this goes away for you
7 immediately and it's those who can not afford those
8 resources who end up filling up these municipal
9 courtrooms when they are stopped.

10 Something else that happened in our
11 conversation with the judges that I want to bring
12 out even though this goes into another work group,
13 it doesn't come into this work group, is the
14 difference between what the police do and what the
15 municipal court does so sometimes when people are
16 stopped they don't get just one ticket they may get
17 six tickets so they may get seven tickets and then
18 the judge has to deal with whatever comes into the
19 courtroom and that so even though we're dealing
20 with these separately they are intertwined and I'm
21 hoping as a Commission, I understand that we don't
22 have the power to change that but we do have the
23 power to call people on it and I think that's what
24 the community expects us to do is unacceptable and
25 if we have to live by the law as citizens then they

1 certainly have to live by the law if they're going
2 to enforce it.

3 Thank you.

4 COMMISSIONER MCCLURE: Why don't we
5 open for questions from commissioners. You've got
6 a very thorough discussion here and I think you've
7 raised some very interesting issues and I know we
8 are a bit over time but this is important work,
9 this is about action that we need to be taking and
10 considering so I'm going to ask the indulgence of
11 the Commission to explore this and the citizen law
12 enforcement in a bit more depth and not rush it
13 unduly. So let me open the floor for questions.

14 Rose.

15 COMMISSIONER WINDMILLER: Thanks very
16 much for your presentation. I have to say it was
17 upsetting but I'm glad we have more information.

18 I need to know what the next steps
19 are for the Commission because I agree that we do
20 need to move forward on this and I don't know
21 whether or not it requires information or legal
22 advice or whether there are things that we can do
23 within the parameter of the Commission?

24 COMMISSIONER BLACKMON: What T.R.
25 and I have discussed so far, again we've only met

1 once, and then we had a meeting with a municipal
2 court judge who was gracious enough to grant us
3 that time so our main steps as a working group is
4 to begin to form some community input into this
5 group. We've talked about expanding to a size of
6 about six, did we say about six, we didn't want to
7 go too large, we can always add but you can't ask
8 anybody to leave. We wanted that to be
9 representative of someone from the court system and
10 someone in courts, someone that represents the
11 court system outside of a judge and a judge and
12 then a couple of community people to put, to give
13 input and then we also wanted to consider inviting
14 people outside of this immediate area like someone
15 from Chesterfield or someone from Clayton who's had
16 experience with the municipal court system and may
17 be able to give another point of view. From that
18 we wanted to hold some community meetings where we
19 have municipal judges as well as community partners
20 in the room together so that we could identify the
21 issues also as a unit and begin to understand where
22 each one another is coming from. That's where we
23 are so far. My plea for us to push and not just
24 turn our head and say it's okay, what we can't
25 figure it out is one that I'm serious about but I

1 know it's going to take us some time to have all of
2 those ducks in order. I'm hoping that we'll be
3 able to call in those people who should be able to
4 tell us who are accountable for enforcing those
5 laws, you just don't write a law, I just can't even
6 wrap my mind around it, you know?

7 So those are the steps we have in
8 mind. Does that answer your question?

9 COMMISSIONER WINDMILLER: It does.
10 Thank you.

11 COMMISSIONER MCCLURE: Other
12 questions?

13 Gabe.

14 COMMISSIONER GORE: Thank you. I
15 just have a couple comments.

16 Traci, your point you just made about
17 the relationship between your working group, the
18 municipal courts and the community policing, I
19 think there's a clear relationship and what that
20 relationship is is that the reason why we're
21 focusing on the municipal courts issue is because I
22 think there's a belief that a lot of, in a lot of
23 communities like Ferguson the most frequent contact
24 the community has with police officers is through
25 traffic violations and those types of encounters

1 and if you can improve those encounters you can
2 improve community relations between the police and
3 the community. So I do think there's a good
4 relationship there. I think it's smart that we've
5 decided to break them out into two separate working
6 groups but I think we also need to keep in mind
7 that relationship and why we're focusing on
8 municipal court. We're not doing it because we're
9 focused on good government at the municipal level,
10 we're doing it because of its impact on community
11 relations with the police.

12 And then my other comment T.R., I
13 understand you gave the limitation that you're not
14 a lawyer but one comment I would make is at one
15 point you say it is clear to you that these courts
16 do have jurisdictions over criminal matters. I
17 believe at our meeting on this issue we had a
18 couple law professors say that for them that's an
19 issue that's very much in dispute and I would just
20 say that I think we should reserve judgment on
21 those issues, we're going to do more discovery and
22 fact finding on those. It sounded to me like, and
23 I'm no expert on the municipal court issue but it
24 sounded to me like there's a lot of complex issues
25 here, statutory, even constitutional, as a working

1 group we need to keep an open mind about those and
2 not resolve any of those issues until we've heard
3 from the experts.

4 COMMISSIONER CARR: It's very, very
5 complex and there have been a number of Supreme
6 Court cases that have spelled out the municipal
7 courts do in fact have quasi criminal authority so
8 it's very, very complex and part of it is the civil
9 language is retained, at the same time quasi
10 criminal is applied so to say it's murky is not an
11 unfair statement but it does fulfill, that is the
12 case. We'll have more and more information that we
13 can provide to members of the council which clearly
14 define that, the court cases and all that.

15 COMMISSIONER MCCLURE: Rasheen did
16 you have a question?

17 COMMISSIONER ALDRIDGE: Yeah, thank
18 you T.R. Carr and Commissioner Traci for reporting
19 on municipalities, something that's very important
20 and something the Commission had made a statement
21 that we're going to be very firm on this issue and
22 take action on it. My question is I'm not sure if
23 it's you or the co-chairs who should answer this, I
24 know a couple weeks ago we did say that we was
25 going to take serious action and we know that

1 several municipalities have been acting out, been
2 exceeding the ticket revenue and also agree with
3 Traci, Ms. Blackmon, if T.R. Carr don't want to hop
4 in I'm all down with you on that --

5 COMMISSIONER BLACKMON: I'm not
6 saying he doesn't want to hop in, that was a joke.

7 COMMISSIONER ALDRIDGE: I definitely
8 agree with you on that though, some of these
9 municipalities if you've been acting out you
10 shouldn't be taking in that money when you already
11 exceeded or went over your expectations or what you
12 should have been doing but I'm curious on what, so
13 the attorney general had sued 13 municipalities and
14 the two co-chairs, I'm just curious on where that's
15 going because there is some action or there's some
16 move on some municipal courts.

17 COMMISSIONER WILSON: I'll try to
18 provide some clarity about the action.

19 The attorney general for a number of
20 weeks knowing that this issue is coming up and
21 recognizing that we'll be discussing it
22 particularly in our last meeting Rich and I had an
23 opportunity to have, to have some direct
24 conversation with the attorney general's office
25 first of inquiry but then also because anybody who

1 studies this keeps hearing this 30 percent come up
2 and there were public reports from our city
3 defenders and from which we heard from in our last
4 meeting from We're Better Together which we heard
5 from, that pointed specifically to municipalities
6 who were out of compliance and so this issue of
7 enforcement and we asked the question that was, was
8 it difficult for Thomas Harvey to answer and others
9 to say well who's responsible because whoever is
10 responsible should be acting on this so we posed
11 that question back and said hey, it seems like
12 there's a chief law enforcement officer in the
13 state, you ought to be responsible or weigh into
14 this. And so we're actually pleased with what
15 happened there, we're pleased that the attorney
16 general's office took action which means at some
17 level somebody was taking responsibility and what
18 happened was the filing was against 13
19 municipalities and I forget the breakdown but to
20 Commissioner Blackmon's point it was to those who
21 had not even filed their reports, it included those
22 who filed reports that illustrated they were over
23 30 percent and it included those who filed reports
24 and said they were under 30 percent but the report
25 looked like it was over 30 percent and that gets to

1 quite frankly the ambiguity that Commissioner Carr
2 points out as well. But part of the issue here is
3 that the matter had not been adjudicated and so the
4 attorney general's saying we're going to step up,
5 we'll put this out there, we'll include these three
6 categories of municipalities and we're going to
7 have this issue adjudicated we thought would be
8 progress and so inasmuch as we need reform we
9 recognize in this space we need enforcement just
10 kind of to weigh into the conversation of reform.
11 So our commitment was to stand and say this is an
12 appropriate act and enforces the law, perhaps you
13 should have been enforcing it for a while, the
14 attorney general got that question, what took you
15 so long, he affirmed that it took him longer than
16 it should have in the issue. I don't say this to
17 take up for him but it's to say there was, you
18 know, before we get into the conversation about
19 reform we can't get into enforcement. We engaged
20 him for some accountability around enforcement,
21 we're pleased that he was in some ways responsive
22 and perhaps in this process this issue will be
23 adjudicated about what are appropriate fees, what
24 are the percentages and that kind of thing. There
25 has been community pushback on some of that around

1 two issues so to be broadly fair about it, number
2 one that I believe a majority of those
3 municipalities are predominantly African American,
4 people have pushed back on this and the other was
5 that people did not feel that they had enough
6 notice if any notice that the action was coming.
7 There are various ways to respond to that, you know
8 I'll let the attorney general kind of respond on
9 his behalf. What we have said, well what I have
10 said privately, I will publicly, I continue to
11 say, the matters responding to, we are very public
12 about what we're discussing in these meetings, all
13 the community is invited to these meetings and
14 afforded an opportunity to speak as appropriate so
15 anyone who wanted to be a part of that or thought
16 that we might be, you know, community had notice
17 that we were looking at municipal courts and we're
18 very clear, we said from the beginning when we see
19 things that seem to be actionable or conversations
20 going on around policies that we're not here just
21 to fact find and study but rather we need to weigh
22 into the conversations and so that was an act in
23 that regard and I would imagine there'll be other
24 issues where we'll weigh in as well.

25 COMMISSIONER CARR: Litigation really

1 creates issues because even then, even if the
2 courts rule against the municipalities enforcement
3 still remains in question. We don't know, in this
4 case the law is very vague, it doesn't say who
5 enforces. I remember, I could refer to Gabe, what
6 is it the president said, the Chief Justice has
7 made his ruling now let him enforce it?
8 Historically if the courts rule somebody on the
9 administrative side --

10 COMMISSIONER MCCLURE: Let me just
11 jump in there because I think that space is where
12 we can be helpful because as a neutral body that is
13 looking at this objectively and hearing from the
14 community, hearing from municipal judges, looking
15 at all sides. Others that are in this debate come
16 from a point of view and if they're good points of
17 view and we need to hear all of them but they have
18 a point of view so I think you all have identified,
19 I'm very pleased to hear you say we need to focus
20 on what happens, right? So what happens when, you
21 know, when the money goes away and what goes in its
22 place and really my view of public policy is you
23 need to have good, objective bodies that can help
24 the legislature and the courts in this case answer
25 that question because they're going to have great

1 difficulty answering it and in fact in our private
2 conversations with the sponsor of the legislation
3 that takes the 30 percent to 10 percent he's asked
4 for help, give me some sense of what you think the
5 appropriate reforms are and what you think ought to
6 happen when this goes away, what the courts ought
7 to look like. So I think your working group, I'm
8 glad to hear you address that because there is this
9 void, the Supreme court has issued rules recently
10 and the Post did a story this week on this question
11 of bench warrants and what happens and this
12 question of requiring judges to consider ability to
13 pay. Frankly it's incredible to me that it would
14 take a rule of the Supreme Court to tell judges
15 that they have to do that because it's what the law
16 really, may not on its face require them to do but
17 it pretty much leads them there. So you have this
18 void between how the Supreme Court has said we can
19 go this far, the legislature is saying we need to
20 act and we have identified this void about what
21 happened so I think your working group can do a
22 great service to move fairly urgently to the point
23 of what happens when this goes away.

24 COMMISSIONER BLACKMON: Let me be
25 clear though, I don't want this to be lost, it's

1 extremely aggressive but I think it's valid that
2 even though the attorney general has filed this
3 lawsuit the fact that those municipal courts were
4 operating when the law says that they could not
5 operate means that they illegally collected funds
6 from people from that time until this time and I'm
7 suggesting that even if that money had to be
8 returned, whatever that looks like, that those
9 municipal courts would be in danger of going away
10 which I'm saying might be a good thing.

11 COMMISSIONER WILSON: So I think,
12 first of all I think you're right, second of all I
13 think what we're saying is -- well, let me say what
14 I'm saying. That may be, if they're found to be
15 wrong that would be found in the courts so the
16 place to enter into that conversation would be
17 perhaps a recommendation in the same space as we
18 speak to executive authorities, we speak to
19 judicial authorities, say that this should be the
20 outcome if they're found to be in violation. One
21 of their, so I think that's part of it. And to be
22 frank pushing what we call a coronto [sic] action
23 to take that authority away effectively is
24 something that the courts could do, it's also
25 something, it's questionable who else could do that

1 but this would be a step in that process but the
2 first thing is to say yes, you were actually wrong
3 and to say that with some authority so that would
4 happen through the courts.

5 The other is I just want to be
6 thoughtful in the same way about recommendations
7 and I say this for all of our work groups, and
8 we'll all be on different work groups at different
9 times. We have the capacity and perhaps we're even
10 called to use this independent authority to dream
11 and imagine what should be. But to be clear to
12 work to be as clear as possible about what those
13 visions are so if the clear advice is that courts
14 should not be able to operate without, operate
15 outside the law and we know that there will be some
16 impact if they are caused not to operate that way
17 then part of the responsibility of our work groups
18 is to construct a revision to bring back to the
19 entire Commission as to how it should operate and
20 so I think you're appropriately in this fact
21 finding space and place considering the
22 consequences, the key is not to allow the
23 consequences that come from quite frankly
24 entrenched constituencies to keep us from getting
25 to the vision of a better municipal court system,

1 municipal governance system perhaps so when we come
2 back here we're dreaming about what can be, not
3 just caught in the consequences of reforming what
4 is.

5 So I think you're in that right place
6 and I just want to continue to encourage that we
7 all think that way as we come back to this space.

8 COMMISSIONER CARR: Thank you.

9 COMMISSIONER: I would just like to
10 make one comment. When we were talking about how
11 the municipal court working group intersects with
12 what's going on with police and community reform,
13 and I know this is down the line looking at what
14 the consequences are but should the enforcement
15 require either one, a refund of the inappropriately
16 collected revenue or a drastic reduction in
17 municipal revenue that impacts budgets to the point
18 that the municipalities are not able to function,
19 they may have to go away? The option right now
20 would be an unincorporated municipality, police
21 services under the authority of St. Louis County,
22 am I correct --

23 COMMISSIONER WILSON: I think --

24 COMMISSIONER: But I at this point
25 let us not remember, let us not forget that St.

1 Louis County, this is the police force that turned
2 tear gas and tanks against the good citizens so
3 when we talk about the impact of these actions I
4 think we have to look far enough to understand what
5 the reality may be for people in those
6 municipalities should we get what we recommend.

7 COMMISSIONER WILSON: So I think
8 that's one of the consequences that we've talked
9 about and that's why we have to be constructive as
10 well. But I think it's only one potential scenario
11 and we were helped in our last meeting, there's
12 been even some work this week in the paper to talk
13 about ways that municipalities are collaborating on
14 different things, Commissioner Carr framed some
15 collaboration and supports and services so I don't
16 know that that's the only option. What I will say
17 is this is an appropriate connection, I think you
18 affirm appropriately the need to look at
19 consequences but also to push past the consequences
20 to offer some alternatives for people.

21 As we look at this connection the
22 other thing I want to do with thanks to
23 Commissioner Carr and Commissioner Blackmon is
24 encourage all commissioners as they have the
25 occasion and opportunity to engage in these work

1 groups, meetings to be present with them as they go
2 through these discussions and afford and engage
3 impact as they form their recommendations back to
4 us because all of our prospectives will be helpful
5 to them in their work.

6 So I want to thank Commissioner
7 Blackmon and Commissioner Carr and affirming the
8 interaction that has been pointed out to us by
9 Commissioner Blackmon and Commissioner Carr we're
10 going to invite Commissioner Isom to come up and
11 give an update on the work group for citizen/law
12 enforcement relations.

13 As he prepares I also want to give
14 real thanks and lift up and highlight again
15 Commissioner Gore's comment that we are, and I
16 think it's appropriate in light of the last
17 reflexion, we are looking at these municipal court
18 operations primarily because of their impact on the
19 citizens first priority which is citizen/law
20 enforcement relations and we've heard both from
21 police and from citizens that the courts affect how
22 they relate to one another so I think that's an
23 appropriate frame for us as how we go forward in
24 considering municipal relations as well.

25 Commissioner Isom.

1 COMMISSIONER ISOM: Well first I want
2 to say thanks to Rich and Starsky, our co-chairs,
3 for putting this together. We hadn't had an
4 opportunity to hear from young people since we
5 started and so the young people are really
6 informing a lot of the decisions that we're going
7 to be making in the future and so what I'm
8 presenting today is certainly not complete, this
9 process evolves over time as we get more input from
10 citizens and more information becomes available but
11 the citizen/law enforcement relations work group
12 has met twice, the first meeting we had was really
13 just introductions, trying to establish some type
14 of framework of how we were going to move forward.
15 We have a very good group, it falls along the lines
16 of the three areas that we have, community
17 policing, racial profiling and use of force.
18 We divided our work group up into those three
19 subgroups based on people's expertise or based upon
20 the areas that they were interested in and so those
21 three groups are working to come up with
22 recommendations as we move forward.

23 In terms of recommendations we really
24 tried to break that down into several different
25 categories that we will be looking at moving

1 forward. One is this legislative idea, what can we
2 do from a statewide effort legislatively that will
3 have an impact on citizen/law enforcement
4 relations. As you all might know there are a lot
5 of bills that have already been pre-filed and will
6 be filed in the future concerning law enforcement
7 and so part of our work in the work group will be
8 to look at those bills, assess whether or not they
9 fit with the recommendations and the charges that
10 we have and hopefully come up with some
11 recommendations on what our group will support and
12 push. So that's going to be an ongoing process.

13 The second part is what will we
14 recommend in terms of best practices and policy for
15 law enforcement. That will take us researching of
16 the police departments, looking at the literature
17 out there on law enforcement and taking our own
18 expertise in that area and bring forth some
19 recommendations to the full Commission.

20 The third part is training, a lot of
21 discussion has been focused on training and
22 education not only for the community, for youth,
23 but education and training I think is vital in law
24 enforcement. In the space of education and
25 training a lot of that can be done through the Post

1 Commission as I discussed before, it doesn't
2 necessarily take legislation, it might not be a
3 policy that we have to advocate, it's something
4 that can be changed on a state-wide level through
5 the Peace Officers Standards and Training
6 Commission and so that's the third area.

7 Then the fourth area that we talked
8 about and I think the co-chairs and everyone has
9 talked about it many times before are metrics on
10 how we will evaluate our success in these areas and
11 not only how we will evaluate success but are there
12 some gaps right now that we need to be looking at
13 in terms of metrics. Is there a bigger problem in
14 a certain area if we get more information and so we
15 had those four additional categories that we were
16 looking at.

17 So some of the things that have come
18 out of our work group meetings the last of which
19 was January 2nd when we sat down and talked. In
20 the area of legislation currently one of our work
21 group members Karen Rosty who is, works for the
22 Anti-Defamation League has done a lot of work in
23 this area of racial profiling. She has filed bills
24 with the state on several occasions that have not
25 moved forward but she gives us a template in terms

1 of our group in terms of moving forward and so she
2 has disseminated that legislation to the work group
3 and we're in the process of reviewing that. Some
4 of the things in her legislation that's consistent
5 with many of the things that have been talked about
6 are changes in how we collect information.
7 Providing more information so we could have a more
8 robust understanding of racial profiling. So we'll
9 be doing this. There was also a part in the
10 legislation that says funding may be withheld if
11 you do not provide your racial profiling statistics
12 to the attorney general. There was a lot of
13 discussion in our work group about changing that
14 from may to shall, that you shall submit this or if
15 you don't you will not be able to access state
16 funding. So there will be a lot more discussion
17 about that in our work group and bring some
18 recommendations back to the full Commission.

19 The other thing that was talked about
20 was police pedestrian stops. Within her bill
21 there's already a confusion that talks about
22 pedestrian stops, of course as we look at this
23 incident, this incident happened as a result of a
24 pedestrian stop, not as a result of a traffic stop
25 so certainly that is a major issue that we need to

1 look at but there are variant opinions on how this
2 should be accomplished meaning that from the law
3 enforcement standpoint they felt that if we had to
4 record every stop that it would be a burden on law
5 enforcement to collect so much information and so
6 there was discussion about maybe it should be
7 narrowed to Terry stops which are reasonable
8 suspicion stops, not stops where a citizen calls
9 and asks for someone suspicious to be stopped.
10 So there needs to be some work done about
11 recommendations in terms of legislative
12 recommendations, in terms of whether or not
13 pedestrian stops will be added and how that would
14 be crafted in the bill and we have to do more work
15 on that.

16 It's come up that the Missouri
17 statute on use of force for officers is outdated, I
18 think everybody who's looked at it has recognized
19 that it is. I will say that there are no law
20 enforcement agencies who use that statute in their
21 policies but the fact is it is outdated. Most
22 police departments are consistent with the Supreme
23 Court ruling Tennessee versus Gardner in their
24 policies but from the standpoint of making sure
25 that our law is consistent and up to date I think

1 everybody was in agreement that that is something
2 that we ought to advocate for pushing for in terms
3 of a change in state law. There are already some
4 bills out there that are moving in that direction
5 and I don't think we're going to get a lot of push
6 back from that in any area.

7 The other area that we've been
8 focusing on a lot as I said is training. There's
9 still a lot of work to be done with that,
10 disseminating the curriculum for peace officers in
11 the state and reviewing that and seeing whether or
12 not we want to make some recommendations on changes
13 in that. We haven't done that but we have focused
14 on this continuing education piece, thinking about
15 increasing the hours in terms of continuing
16 education. Right now as I told you before there
17 are 48 hours of continuing education that is
18 mandated for law enforcement over a three year
19 period, we have talked about increasing that number
20 or at least recommending that that number be
21 increased and I think the biggest thing is how and
22 how specific we're going to get about our
23 recommendations. What areas do we think officers
24 need to increase their training in, not just giving
25 some kind of broad recommendation of another 48

1 hours but what specifically in those 48 hours do we
2 feel, or did the community feel we ought to be
3 addressing in terms of continuing education. One
4 area that we are moving forward on right now both
5 with the Commission and both in my job as the
6 public safety director is this issue of use of
7 force training. Pedestrian stop training, traffic
8 stop training, use of force training that focuses
9 on areas of communication, deescalation, tactics is
10 something that we are going to move forward on,
11 hopefully recommending that police departments do
12 biannual training, four hours a year that would
13 focus on car stops, pedestrian stops, use of force,
14 communication. I think we all feel that that is a
15 good direction to move forward.

16 So there is a lot more work to be
17 done in terms of overall training and also
18 recommendations on continuing education training.

19 The other area that we have focused
20 on in terms of training is this issue of racial
21 profiling, biased based policing, how specific do
22 we want to get in terms of curriculum and things
23 that we believe that police departments ought to be
24 addressing in that type of training. Right now
25 it's required that police departments do three

1 hours of training in a three year period. That's
2 not three hours every year or one hour every year,
3 that's three hours in a three year period so you
4 could have three hours at the end of that three
5 year period. So we're having discussions about,
6 you know, what that should look like, how specific
7 we ought to be about training in those areas and I
8 think we have some good people who will provide
9 some recommendations on that. I think even from
10 officer's standpoint they want that training to be
11 meaningful. They don't want to just go in a room
12 and spend an hour in the room that's useless. So
13 that's even what I'm hearing from the law
14 enforcement side is that if we can somehow make
15 this a meaningful training where I can actually get
16 some benefit out of it then there will be some
17 positive take aways from it.

18 The other area that we talked about
19 in terms of metrics is this issue of officer
20 involved shootings and do we have a good picture of
21 what is going on from a local level and a
22 state-wide level. Right now no one really is aware
23 of any data that really gives us a picture of
24 officer-involved shootings throughout the state and
25 so we are moving and working with the state to see

1 if we can start to put some metrics in place where
2 we will have some maybe state-wide reporting on use
3 of force officer involved shootings. That way we
4 can start to track how often are unarmed people
5 shot. How many rounds do officers fire. What are
6 the characteristics of these encounters and looking
7 at that going forward, having information about
8 that going forward. So that's an area that we are
9 moving forward in right now, actually Rick
10 Rosenthal and Dave Klinger have actually submitted
11 to me some data points that they thought would be
12 appropriate for such a report and the collection of
13 information we will continue to add to that and
14 move forward in that direction.

15 Many young people and in many of our
16 sessions there's been talk about accountability.
17 Our discussions in terms of accountability centered
18 around this issue of licensing, certification, an
19 accreditation of law enforcement agencies. Of
20 course right now there are is no licensing of a law
21 enforcement agency. There are voluntary
22 accreditation bodies, CALEA is one and there is the
23 Missouri Police Chief's Association. There's a lot
24 of discussion about how would you go about
25 licensing an agency and then more importantly if

1 you did that how would you do oversight of it.
2 What is the accountability measures for putting
3 something like that in place. So the discussion
4 centered around more incentives to be accredited,
5 licensing, not that we have not dismissed licensing
6 but licensing of 600 police departments and
7 sheriff's departments in the state of Missouri, I
8 think we have to recognize that that would take a
9 new department, state department so that's the
10 reality. It would take a lot of money to do that
11 right and so if we want to make a recommendation we
12 want to make sure we make a recommendation that has
13 a chance of working, right? So I think those are
14 things to consider but the accountability piece in
15 terms of licensing, certification is still
16 something that we're working through.

17 There are other areas in terms of
18 accountability, people have talked about citizen's
19 review boards, body cameras. We haven't had a lot
20 of discussion about that but we will as we move
21 forward and as we get more information we will talk
22 about those issues in terms of accountability.

23 The other area that we've addressed
24 so far is recruiting in our area and we've talked
25 about a number of different programs that are

1 existing right now like police explorers, there was
2 a program in the past called the Cadet program
3 which started in schools, high schools, went to
4 college, paid for student's college and they had
5 part-time jobs in law enforcement agencies and it
6 was a bridge from high school, college into law
7 enforcement so there's been discussion about that
8 but there was also discussion in terms of metrics,
9 right, and saying how are we going to collect this
10 information and know when we're doing well and
11 there was also a discussion to say is it really a
12 big problem because there are some agencies who
13 actually are diverse, right, so University City is
14 a very diverse police department and they've been
15 able to do it and so part of the discussion is
16 should we just create a report that shows that it
17 is possible to have a diverse police department and
18 then give best practices on how you go about
19 accomplishing that. Really kind of expose the fact
20 that it can be done and there are police
21 departments that are doing it right now. So more
22 work needs to be done in that area.

23 So the topic that we haven't had as
24 much detail on is this issue of community policing,
25 is there a legislative issue, is it a policy issue,

1 is it training? We really need to do more work in
2 that topic or on that topic and so that's where we
3 are right now with the citizen/law enforcement
4 relations work group.

5 COMMISSIONER WILSON: Any questions
6 from commissioners?

7 Commissioner McClure.

8 COMMISSIONER MCCLURE: Commissioner
9 Isom, I have a question on the Tennessee versus
10 Gardner, the statutory issue you were talking about
11 on the use of deadly force statute. So I know that
12 there's a few use of deadly force statutes that
13 have been put forward that attempt to deal with the
14 statute substantively, making changes, I mean
15 making kind of wholesale changes to the statute. I
16 think those will get very bogged down, be very
17 difficult to deal with. But on the narrow issue of
18 just bringing our existing statute into compliance
19 with the Supreme Court's holding in Tennessee
20 versus Gardner my understanding is that would just
21 require that we take out the part of the statute
22 that says basically you can use deadly force to
23 shoot a fleeing felon which in some instances that
24 can be someone who is guilty of stealing \$150.

25 COMMISSIONER ISOM: Right.

1 COMMISSION MCCLURE: Is there a
2 statute pending right now or put out there that
3 just deals with that narrow issue and doesn't deal
4 with the statute substantively?

5 COMMISSIONER ISOM: I'm not sure if
6 it's a statute out there that narrowly deals with
7 that portion of the law but you're right, that's
8 the main issue is that the statute still reflects
9 the ability for officers to shoot a fleeing felon.
10 And not a dangerous felon and not someone who is an
11 immediate threat to you or a citizen and so I think
12 that's the way it's ultimately going to be crafted
13 is to remove that portion and to deal with that
14 issue narrowly as opposed to some of the sort of
15 broader changes that people want to make.

16 COMMISSIONER MCCLURE: Thank you.

17 COMMISSIONER WILSON: I just want to
18 make sure I'm clear. Is that something that is
19 currently in process? Do you know of legislatures
20 developing that as it currently stands and if so is
21 that something that perhaps your committee would be
22 prepared to bring a recommendation in our next
23 meeting to the Commission on when we should engage
24 in that discussion directly?

25 COMMISSIONER ISOM: Yeah, I think it

1 would be. I think all of us agreed in the meeting
2 that it needed to be changed, there needed to be
3 discussion, more discussion about what that looked
4 like. I don't know if everybody was comfortable
5 with saying specifically what they would agree to
6 in terms of the change but I think if we start to
7 get some language which the next work group we will
8 bring some of those bills in, actually everyone is
9 doing the research on all the bills that have been
10 filed that are police related so we will bring
11 those back to the work group and try to work
12 through that process of bringing back a
13 recommendation.

14 COMMISSIONER WILSON: Other
15 questions?

16 COMMISSIONER WATSON: I just have one
17 quick question. Have we thought about or are we
18 looking into the practice of how we quantify our
19 police officer's performance because being a police
20 officer for 33 years numbers always seemed to be
21 the only quantitative, I've even heard officers say
22 you don't get a check mark for giving a break.

23 COMMISSIONER ISOM: So this goes to
24 Pastor Blackmon's point. You know, we have talked
25 about these big ideas of how do you evaluate

1 community policing, how do you evaluate whether or
2 not there are better relationships between law
3 enforcement and the community. A lot of those are
4 not hard numbers, they're more a qualitative
5 assessment of an officer's performance and they're
6 not traditional, they're not you wrote three
7 tickets, you had five arrests, crime went down,
8 it's more of how did you feel about this
9 interaction. So we started to have discussions
10 about that, it's a really complex topic as you know
11 and we've discussed, but I think that is part of
12 our charge in terms of thinking about innovative
13 ways to reward and assess officers that are not the
14 traditional ways because traditionally do you get
15 rewarded for producing incomes, producing arrests.
16 We know that's not the entire component of the job
17 but it's very important to how you get the job
18 done.

19 COMMISSIONER WILSON: Any others?

20 Go ahead Scott.

21 COMMISSIONER NEGWER: I have just a
22 comment on the certification of police force. I
23 know you indicated that this is a large issue,
24 expensive issue but just coming from the private
25 sector and knowing the issues I face with

1 certification and they all have been very positive
2 looking particularly in the trucking industry which
3 we're involved to where we were 30 years ago and
4 where we are today as far as safety, accountability
5 and improvement is dramatic and that all came
6 through a certification process and it has changed
7 the industry for the better and there are standards
8 now that everyone is expected and has to I guess be
9 in compliance with. Certification does work.

10 COMMISSIONER WATSON: Yes.

11 COMMISSIONER NEGWER: It took 30
12 years to get where we are today and you know it's a
13 process and I will just encourage us to look at
14 some type of certification or standard because I
15 question whether a police department with two
16 people in it is really a police department. You
17 know, how well can they police and I guess one of
18 the comments we heard around our business during
19 the situation where police officers were working 12
20 hours on and 12 hours off, our truck drivers aren't
21 allowed to do that and all they're doing is driving
22 trucks. I mean the police officers under the
23 stress they were working 12 hours on and 12 hours
24 off and, you know, due to legal reasons our drivers
25 can't even do that because of safety concerns so I

1 think there are some certifications that should be
2 looked into.

3 COMMISSIONER WILSON: I know we're
4 way over time but I do want to, on this point and
5 as we make transitions and close I'll be completely
6 redundant and encouraging at the same time, number
7 one to say the community has asked us for bold
8 transformational recommendations so if the
9 committee believes that the way no matter the
10 difficulty of the path, if the committee believes
11 that the way is certification then I say that the
12 committee's recommendation needs to at least
13 reflect that belief even if a path, another path is
14 encouraged as well that that belief should be
15 reflected. The other thing I want to note is that
16 particularly Chief based upon your work, your
17 Eisenhower fellowship around community policing, I
18 know the scenario that the work group hasn't done a
19 lot of work around yet but this is something you
20 feel passionately about, you've researched it
21 significantly and you may be in a better position
22 than anyone, I'm a preacher so I get hyperbole,
23 anyone in the nation because of what has gone on
24 here, because of your work, because of your
25 credentialing to paint a picture of what it should

1 look like not only for our community and for our
2 state but perhaps for the nation so I encourage you
3 to begin to paint that picture and to have the work
4 group maybe begin to help with you that but give
5 them something to begin with based upon the ideals,
6 your research and your experience and that becomes
7 a place to work from as well.

8 COMMISSIONER ISOM: I agree.

9 COMMISSIONER WILSON: Thank you.

10 So with thanks to Chief Isom. We are
11 well over our time but we do just want to give some
12 guidance for the way ahead. You've heard already
13 with thanks to all of you who are patient, caring
14 and committed enough to stay with us throughout
15 this time. On January 20th at 5 p.m. we are set to
16 gather again where we'll be focusing on education
17 and child wellbeing, really an extension of the
18 conversations that we have had today and we will be
19 able to do that in an evening format, we are at
20 the, is it Westview? Westview Middle School in the
21 Riverview Gardens School District, information on
22 that will be posted on our website, we encourage
23 each of you to check back to stlpositivechange.org
24 for data, information and capturing the resources
25 from this meeting and encourage you to share the

1 word for others to join us on January 20th.

2 Thanks again to all of our
3 commissioners for your great preparation,
4 engagement up to this point and for the leadership
5 and guidance you provide us on the way ahead.

6 On the next meeting we can celebrate
7 having our managing director actually officially on
8 board and we look forward to doing that. The next
9 meeting is also scheduled on the birthday of
10 Commissioner Blackmon and she has let us know that
11 gifts will be appropriate and will be welcome. So
12 we'll look forward to seeing you then.

13 This meeting is adjourned.

14

15 (Whereupon, the meeting adjourned at 3:31 p.m.)

16

17

18

19

20

21

22

23

24

25

A	79:19 100:21 101:4 131:15	active 29:17	adopt 83:10 95:12	ages 7:12
\$1,000 92:17	accessability	activist 22:21 53:24 54:14 55:8	adopted 109:6	aggressive 81:4 106:13 123:1
\$100,000 97:15	81:24 83:15	activists 9:25	Adrian 58:12,12	ago 116:24 143:3
\$150 139:24	accessible 85:16	18:1 53:24	65:20 67:8	agree 40:19
\$250,000 93:22	accompany 58:4	63:16 72:15	adult 68:20 70:20	112:19 117:2,8 141:5 145:8
\$50 103:3	accomplished	66:11 68:23	adults 6:11 8:21	agreed 141:1
\$8,222,259 94:16	132:2	74:24	41:9,10 59:7	agreement 133:1
A,black 32:14	accomplishing	activities 14:25	advice 83:19	ahead 62:12
a.m 1:19 3:1	138:19	66:11 68:23	104:4 105:6,7	142:20 145:12 146:5
ability 80:2 94:7	account 93:8,10	74:24	112:22 124:13	Ahlbrand 2:20
105:15 109:23	accountability	activity 69:3	advising 82:4	aid 79:16
122:12 140:9	25:24 65:8	101:8	advisors 19:7	ain't 51:3
able 10:14 15:10	78:12 83:23	actual 97:12	83:18	airport 106:15
19:5 22:9 23:13	89:19 98:1,8	Adams 40:3,7,7	advocacy 29:17	Alaskan 34:21
30:9 50:15	100:20 119:20	add 73:9 113:7	advocate 130:3	Aldridge 2:16
55:22 66:18	136:16,17	136:13	133:2	11:18 21:19
68:7 80:16	137:2,14,18,22	added 14:21	advocates 9:25	22:4 116:17 117:7
86:25 90:5 92:9	143:4	132:13	advocating 23:5	Alexis 21:20 58:1 58:1
93:17 98:10	accountable	addition 38:7	affect 20:13 43:4	aligned 100:17
101:4 113:17	23:12,12	92:14 95:25	127:21	aligns 100:1
114:3,3 124:14	101:24 114:4	additional 87:2,5	affirm 8:21	allocated 86:15
125:18 131:15	accreditation	93:11 97:6,9,10	126:18	allow 19:22 39:2
138:15 145:19	136:19,22	97:16 108:7,10	affirmed 102:19	44:18 56:24
above-referenc...	accredited 137:4	108:11 130:15	119:15	104:23 124:22
147:7	accurate 66:3	address 48:15	affirming 127:7	allowance 96:25
Abraham 73:12	147:10	65:3 80:8,20	afford 82:6 111:4	allowed 19:10
73:15	achievement	89:8 122:8	111:5,7 127:2	22:9 143:21
absence 10:15	77:19	addressed	affordable 66:12	allowing 44:10
absolutely 16:14	acknowledge	106:21 137:23	120:14	64:8
abstentions	10:3	addressing 63:18	afraid 5:20	allows 96:18
100:15	act 119:12	77:13 134:3,24	African 34:19	alluded 90:10,23
abuse 24:20	120:22 122:20	adjourned	35:1 53:7,9,17	alternatives 83:6
83:24	acting 67:2 117:1	146:13,15	77:25 120:3	126:20
academic 14:4	117:9 118:10	adjudicated	afternoon 14:10	alum 16:17
16:20,24 17:2,8	action 53:25 83:2	119:3,7,23	44:5 60:17	amazed 28:11
21:15 77:18	89:8 94:13	administered	65:19 67:15	ambiguity 119:1
academies 37:24	112:9 116:22	77:20	age 30:5 35:5,19	Amen 4:23 9:4
academy 38:5	116:25 117:15	administration	60:18	Amendment
accelerated	117:18 118:16	18:24	agencies 132:20	24:17
90:16	120:6 123:22	administrative	136:19 138:5	America 16:17
acceptance 63:21	147:14,18	9:11,14 73:5	138:12	54:8
64:10	actionable 89:3	74:7,18 121:9	agency 136:21,25	
accepting 64:8	120:19	administrators	agenda 71:3 85:4	
access 13:24	actions 20:12	16:9 17:7		
21:15 30:9 37:3	23:13 126:3	admonishments		
65:10 77:22		15:6		

<p>American 18:9 34:19,20 35:1 53:7,10 103:6 120:3 Americans 53:18 78:1 amiss 45:19 amount 86:1 90:8 101:8 106:5,6,11 110:1 ancestors 46:6 and/or 33:21 Andre 50:4 angry 25:15 28:9 28:10 71:18 Ann 106:16 annually 109:18 109:22 answer 28:12 31:20,21 32:18 32:21 33:14 34:16 35:13 62:20,21 63:5,7 63:8 114:8 116:23 118:8 121:24 answering 122:1 answers 62:19 63:4 Anti-Defamation 130:22 anticipated 75:6 75:9 87:12 anticipating 87:17 anybody 113:8 117:25 anyway 5:9 apologize 12:4,10 13:17 65:20 appear 107:3,5,7 Apple 40:4 41:17 41:18 applied 103:14 103:17,21</p>	<p>116:10 appoint 105:23 105:24 appointed 37:13 appreciate 8:21 appropriate 119:12,23 120:14 122:5 126:17 127:16 127:23 136:12 146:11 appropriately 124:20 126:18 Arango 43:13 44:5,6 arch 46:16 area 8:5 33:4,5 33:18,21 37:20 80:23 113:14 129:18 130:6,7 130:14,20,23 133:6,7 134:4 134:19 135:18 136:8 137:23 137:24 138:22 areas 13:24 57:6 77:6 128:16,20 130:10 133:23 134:9 135:7 137:17 arguably 16:25 argue 103:17 argument 104:22 Arne 18:8 arrest 20:14 83:18,19 107:6 107:14 arrested 26:23 80:1 82:2,20 arrests 142:7,15 arrived 26:24 art 90:4 arts 60:20 Asian 34:20 asked 3:18 21:1 24:1 27:1 43:8</p>	<p>65:23 77:1 78:8 79:4 118:7 122:3 144:7 asking 12:22 19:21 21:12 22:13 23:4,6 31:3 76:9 asks 132:9 assembled 10:10 17:17 18:6 assess 129:8 142:13 assessment 142:5 assets 85:19 Assist 60:19 assistance 10:21 assistant 91:15 associated 92:25 Association 136:23 assuming 14:25 assumptions 12:21 at-risk 38:2 attacked 27:21 attain 44:18 attempt 139:13 attend 54:1 attended 35:23 35:25 attendees 78:25 attending 60:19 attention 40:17 40:17 88:20 attitude 101:16 attorney 6:20 105:7,24 106:4 117:13,19,24 118:15 119:4 119:14 120:8 123:2 131:12 147:12,16 audibly 8:17 audience 10:10 75:4 audit 91:21,23</p>	<p>August 7:14 8:3 13:2 14:10,19 17:17 18:14 25:3,22 68:6 89:4 authorities 123:18,19 authority 116:7 123:23 124:3 124:10 125:21 automatically 20:17 AV 92:11 available 83:20 98:22 128:10 avenue 14:22 15:12 44:11 awaiting 57:9 awakening 21:16 aware 135:22 awareness 54:6 89:6 aways 135:17 aye 100:13</p> <hr/> <p style="text-align: center;">B</p> <hr/> <p>B 32:14 33:7,22 34:8,18 35:7,25 57:16,17 babes 4:10 Babies 15:1 back 5:9 6:10 8:14 9:8,9 10:4 10:6 11:18 12:4 12:11 15:6 21:9 26:7,9 31:7 44:13 50:9,24 54:13 55:15,23 57:18,21,23 58:2,8,13 59:19 64:10 87:9 92:1 95:6 96:15 103:7 104:25 109:18 110:15 118:11 120:4 124:18 125:2,7</p>	<p>127:3 131:18 133:6 141:11 141:12 145:23 back-to-school 15:3 backdrop 12:15 background 31:4 backgrounds 16:13 bad 51:10 61:22 badge 58:6 badges 57:10 Bagg 21:23 balance 74:13 balanced 97:8 banking 77:22 Baptist 16:20 base 97:2 based 79:9 107:3 128:19,19 134:21 144:16 145:5 bases 105:14 basically 40:18 41:12 49:8 107:2 139:22 basis 23:8 beautification 65:5 beautiful 54:23 beautifying 65:7 Becky 2:18 began 3:1 96:13 97:20,20 beginning 7:18 7:24 16:10 70:23 120:18 begins 7:19 behalf 3:4 120:9 behavior 20:16 belief 107:21,21 114:22 144:13 144:14 believe 35:6 44:14 48:5,6 54:6,23 84:11</p>
--	--	---	---	---

<p>98:17 100:19 100:25 106:3 107:21 115:17 120:2 134:23 believes 144:9,10 bell 46:8 belong 35:6 bench 82:21 107:2,2,5,12,17 108:17 122:11 benchmark 86:10,14 benchmarked 90:25 benchmarking 94:17 benefit 6:3 71:5 98:18 135:16 benefits 91:10,14 91:20 Bennett 30:11,18 56:18,21 74:16 84:16 BENOIST 147:3 147:22 Bernard 43:10 best 4:25 10:23 74:21 87:22,23 129:14 138:18 Bethany 2:12 10:11,12,14,22 10:24 73:23 84:24 86:24 88:15,17 95:15 95:24 96:3 98:7 99:4 better 13:6 19:19 20:16 39:13 43:16,18 61:9 62:21,22 63:5 66:1 78:13,17 80:17,19 86:13 118:4 124:25 142:2 143:7 144:21 beyond 6:19 7:22</p>	<p>7:23 biannual 134:12 bias 80:5,6,8,21 biased 79:8 134:21 big 68:1 82:5 138:12 141:25 bigger 130:13 biggest 133:21 bill 131:20 132:14 bills 129:5,8 130:23 133:4 141:8,9 birth 20:18 61:22 birthday 73:13 146:9 bit 7:8 10:3 11:9 11:20 29:19 30:3 37:6,7 49:14 74:4 75:6 85:2 91:13 99:5 99:7 112:8,12 black 8:14 26:12 26:17 28:16 34:19 35:1 47:18 49:8,13 49:22 50:5 51:2 51:20 53:25 54:13 55:6 Blackmon 2:9 101:3,10 109:10 112:24 117:3,5 122:24 126:23 127:7,9 146:10 Blackmon's 118:20 141:24 blacks 82:17 Blackstone 103:12 Blackstone's 103:7,12 bleeds 67:1 blending 90:7 bless 4:16,20,20</p>	<p>blessed 7:7 10:13 blessing 3:25 4:6 4:12 blessings 4:23 block 63:8 blocks 5:21 blood 25:8 45:23 blue 32:14,24 58:10,15 blueprint 38:19 board 23:18 99:1 146:8 boards 8:24 137:19 bodies 121:23 136:22 body 25:6 49:6 121:12 137:19 bogged 139:16 bold 78:10 144:7 books 80:19 born 38:15 bottom 32:18 bow 4:3 bowl 39:19 box 32:7 boys 46:2 brave 15:25 break 11:21 90:13 91:12 115:5 128:24 141:22 breakdown 118:19 breaking 110:3 breakout 9:8 11:21 55:21 56:14 60:1,14 62:8 breakouts 8:19 56:12 breathe 49:11 50:1,2 bridge 138:6 Bridges 15:19 brief 74:8 75:12</p>	<p>bring 15:10 38:21 47:21 55:22 87:22 101:8 111:11 124:18 129:18 131:17 140:22 141:8,10 bringing 139:18 141:12 brings 53:2 Brittany 2:14 11:17,23 21:20 22:5 26:14 29:14 39:13 57:14,14,15 63:15 64:12 76:15 broad 80:21 133:25 broadcast 52:5 broader 140:15 broadly 77:13 120:1 broke 60:6 81:19 broken 41:20 54:13 91:9 brother 37:19 brought 47:22 71:4 109:25 brown 14:8 22:24 25:4,7 32:14 47:14 48:8 49:5,22 54:4 58:17 Brown's 45:23 brutality 18:14 25:25 53:9 budget 74:7 85:4 85:13,17,25 86:5,18 89:12 90:23 92:14 95:5,12 96:17 97:3,3,5,7,8 99:25 100:3,11 100:17 budgeted 91:4,23</p>	<p>budgets 91:6 125:17 build 63:2,25 64:24 87:5 98:2 building 87:19 buildings 28:13 builds 85:17 built 13:15 18:18 85:13,25 bullet 55:3 burbs 106:12 burden 15:13 132:4 burn 28:13 51:17 burned 40:13 business 8:7 9:10 9:15 73:5 143:18 businesses 28:5 busy 106:16 button 31:6,9,18 31:19 32:17 buttons 31:5,25 Byron 2:23 11:19 30:14 37:14 bystanders 15:14</p> <hr/> <p style="text-align: center;">C</p> <p>C 32:14 33:7,23 34:9,19 35:8 36:1 58:14 Cadet 138:2 calculating 96:10 CALEA 136:22 calendar 16:24 56:7 96:21 caliber 90:6 calibration 86:16 call 39:20 47:12 47:13 110:23 111:23 114:3 123:22 Calleah 40:3,4,7 41:14 called 45:12 104:13 124:10</p>
---	--	---	--	--

<p>138:2 calling 76:25 calls 132:8 cameras 137:19 campus 5:2,3,13 5:15 6:6 7:1 9:24 37:16 cancel 31:21 Canfield 15:11 25:11 49:4,5 cap 109:5 capable 16:13 capacity 85:14 86:1 124:9 capital 77:23 capture 72:4 captured 56:13 capturing 145:24 car 47:7 134:13 care 46:1,1,5 47:16,24 63:17 68:14 career 10:15 60:20 careful 7:17 caring 18:20 145:13 Caroline 40:4 41:15,16,17 42:7 Carr 2:22 101:4 101:10,11 116:4,18 117:3 119:1 120:25 125:8 126:14 126:23 127:7,9 carries 100:16 cars 106:15 case 47:17 116:12 121:4 121:24 cases 102:9,19 103:1 116:6,14 catch 59:3 catching 17:18 categories 119:6</p>	<p>128:25 130:15 Caucasians 53:18 caught 82:18 125:3 caused 124:16 causes 89:3 CCR 147:22 celebrate 146:6 center 3:17 38:4 69:3 centered 136:17 137:4 centers 68:22 Central 3:19,20 centralized 83:12 cents 90:12 CEO 10:16 Cercy 42:10 43:14,15 certain 105:4 130:14 certainly 74:17 75:7 88:2 97:18 112:1 128:8 131:25 CERTIFICATE 147:1 certification 136:18 137:15 142:22 143:1,6 143:9,14 144:11 certifications 144:1 certified 38:6 147:3 certify 147:4,12 cetera 64:4 chains 29:11,11 challenge 73:20 94:6,7 challenged 94:8 chance 31:2 32:3 50:18 51:1,3 55:16 59:18</p>	<p>75:15 95:22 137:13 change 23:7 26:4 27:6,14,15 28:14 31:22 38:22 41:24,25 54:9 60:24 61:24,25 69:5 93:6 94:19 111:22 133:3 141:6 changed 48:21 130:4 141:2 143:6 changes 7:20 131:6 133:12 139:14,15 140:15 changing 131:13 chant 28:24,24 28:25 chaotic 52:19 characteristics 136:6 charge 88:23 89:2,5,24 94:11 96:15 100:1,18 142:12 charged 88:23 charges 129:9 Charlack 106:17 Charles 33:7,23 chart 91:8 chastised 64:11 cheap 6:7 cheaply 81:14 check 141:22 145:23 check-up 15:4 chemical 3:24 Chesterfield 113:15 chief 77:7,21 118:12 121:6 144:16 145:10 Chief's 136:23</p>	<p>child 76:23 84:10 145:17 childhood 14:23 children 8:4 14:15 15:2 16:4 17:1 19:16,18 25:1 54:9 64:9 choice 31:23 107:13 choices 31:24 80:17 choose 69:7 church 12:1 16:20 46:8 cigarillos 45:16 Cincinnati 86:13 94:13 98:6 circumstances 86:11 cities 38:20 54:2 54:7 89:7 102:7 102:8,14,22,23 102:24 citizen 37:23 65:13 74:10 78:24 100:25 112:11 132:8 140:11 citizen's 137:18 citizen/law 75:21 77:3 78:3 127:11,19 128:11 129:3 139:3 citizen/police 81:10 citizenry 44:15 citizens 23:17,18 53:8 83:25 105:2 109:2,19 110:13 111:25 126:2 127:19 127:21 128:10 city 33:7,17,22 34:6 38:18,24 102:15 105:21</p>	<p>105:22,24 106:16 118:2 138:13 civic 89:19 90:24 91:19 civil 102:12,14 102:17 103:15 103:19,23 116:8 civilian 23:18 claim 13:3 Clair 33:9,25 clarity 117:18 class 17:20 classes 6:8,11 38:5 classroom 13:4,5 17:22 20:20 Clay 48:5 Clayton 103:2,3 113:15 clear 21:3,4 22:7 45:17 103:25 114:19 115:15 120:18 122:25 124:11,12,13 140:18 clearly 73:24 116:13 clerks 93:25 click 56:8 Clifton 49:2 53:22,23 55:8 55:10 clock 68:13,13 close 11:10 20:24 64:5 71:2 144:5 closed 32:6,8,22 closely 20:11 closer 47:22 closing 17:1 38:25 clunky 56:6 co-chair 3:5 7:7 10:4 co-chairs 2:4 3:4</p>
--	--	--	---	--

12:13 22:7 95:7 95:25 101:2 116:23 117:14 128:2 130:8 cold 23:2 collaborating 126:13 collaboration 126:15 collaborative 98:6 collect 36:15 131:6 132:5 138:9 collected 123:5 125:16 collection 136:12 college 1:15 3:23 5:4,13 14:8 16:17 21:18 37:18 43:17,20 44:16,19 52:22 138:4,4,6 147:5 color 20:14 31:12 31:13 32:5,13 32:16,23 55:4 82:16,19,23 colored 57:11 58:5 come 3:13 6:10 9:8 10:6 11:18 14:11 18:15 20:21 22:9 23:1 24:22 25:14 27:22 30:5,16 37:5 40:3 41:8 42:10 44:17 47:15,24 48:25 49:8 51:14,24 52:7 55:15 59:4 59:19 60:11,15 68:13 70:5 71:3 71:3 73:21 78:14 80:14 86:11,23 87:12 87:18 92:16	96:21 97:7 98:20 99:16 111:13 118:1 121:15 124:23 125:1,7 127:10 128:21 129:10 130:17 132:16 comes 43:12 85:6 110:5 111:18 comfortable 13:17,20 69:1 141:4 coming 9:4 20:1 37:9 45:15 51:3 51:19 56:23 64:10 71:22 89:18 99:1,2 113:22 117:20 120:6 142:24 Commemorated 15:21 commend 100:5 comment 96:7 109:9 115:12 115:14 125:10 127:15 142:22 commentaries 103:8,12 commented 103:12 comments 71:13 88:14 100:8 114:15 143:18 commercial 6:8 commission 1:4 2:2 3:4,6,21 5:22 7:1,7,23 9:11 10:9 12:14 12:17 22:16 24:3 35:22 36:1 36:7 37:21 38:19 39:21 40:5 44:10 54:17 74:8,19 77:11 78:4,9,10 78:18 84:24	85:11,12 86:12 86:14 87:6 88:2 88:3,19 92:8 93:1,13,19,21 94:1,8,25 96:1 96:13 97:23 98:4 101:18 111:21 112:11 112:19,23 116:20 124:19 129:19 130:1,6 131:18 134:5 140:1,23 Commission's 85:4 100:1,2 commissioner 3:2 4:24 6:16 10:7 11:3,19,23 11:24 22:4,20 29:13 30:14,16 36:16 37:1,5,8 37:12 39:5,6 41:13 42:6 43:6 43:11 44:3 45:3 45:7 46:19 48:23 49:18 52:13 53:21 55:9 66:23 70:1 70:10,22 71:11 72:11 73:8 85:1 87:4 88:18 95:8 96:8,12,17 97:1 97:4,17 98:14 98:15,19 99:4 99:11,25 100:7 101:10,11 109:10 112:4 112:15,24 114:9,11,14 116:4,15,17,18 117:5,7,17 118:20 119:1 120:25 121:10 122:24 123:11 125:8,9,23,24 126:7,14,23,23	127:6,7,9,9,10 127:15,25 128:1 139:5,7,8 139:8,25 140:5 140:16,17,25 141:14,16,23 142:19,21 143:10,11 144:3 145:8,9 146:10 commissioner's 94:24 commissioners 11:10,14,17 36:22 70:3 75:4 75:15 95:15,21 97:24 112:5 126:24 139:6 146:3 commissions 86:10 91:5,7 93:16 98:12 100:4 commitment 11:1 46:3 81:14 119:11 commitments 74:20 committed 87:19 88:2,3 90:9 94:16 145:14 committee 101:11,14 140:21 144:9 144:10 committee's 144:12 communal 7:3 communicate 5:19 62:22 communicated 92:20 communicating 83:7 communication 38:22 63:21,22	77:24 96:23 134:9,14 communications 9:18 91:24 communities 12:20 20:2,5 21:11 26:8 28:3 57:5 59:16,17 64:19 65:2,5,8 65:9,11,14,15 76:18 79:20 80:6 82:22 114:23 community 1:15 5:4,13,22 6:4 6:21,24 7:5 11:12 13:23 15:7 16:18,18 16:23 19:18 21:3 23:19,24 25:10,12,14 27:11 36:23 37:17,25 40:12 40:21 43:18 46:14,25 61:14 62:23 63:3,6,25 64:14,15,24 65:3,7,21,22,25 66:1,5,7,14,21 68:22,22 70:12 74:22 75:16,17 75:24,25 76:4,9 77:1,9,14 78:7 78:8,12,16,16 78:18,22 79:3 79:14 80:4,8,10 80:21,24,24,25 81:6,18 83:6 84:19 85:10,21 85:24 86:4,8,9 87:13,24 88:9 88:24,25 91:11 91:16 92:5,18 92:22 94:13 108:16 111:24 113:4,12,18,19
---	--	--	---	---

<p>114:18,24 115:2,3,10 119:25 120:13 120:16 121:14 125:12 128:16 129:22 134:2 138:24 142:1,3 144:7,17 145:1 147:5 community's 75:18,18 80:5 companies 99:8 comparable 91:4 91:7 compare 93:15 compares 100:3 comparison 93:18,20 competitive 17:1 86:20 complete 94:12 96:15 128:8 completely 144:5 complex 88:6 102:2,9,13 105:9 115:24 116:5,8 142:10 compliance 20:10 109:15 110:2,7 118:6 139:18 143:9 comply 83:13 component 142:16 computer 47:9 computer-aided 147:8 concept 7:1 concern 77:17 concerned 38:17 85:20 concerning 129:6 concerns 16:3 25:21 75:19 81:21 85:11 86:4 143:25</p>	<p>conclude 10:22 28:6 concludes 36:12 conditioned 80:7 conflicted 19:12 Confluence 17:11 confused 104:10 confusing 102:10 confusion 103:4 110:25 131:21 Congressman 48:4,5 connected 93:2 connection 126:17,21 connections 81:10 consequences 80:2 83:14 124:22,23 125:3,14 126:8 126:19,19 consequently 103:20 consider 96:20 113:13 122:12 137:14 consideration 85:13 94:18 considered 104:23 considering 83:5 112:10 124:21 127:24 consistent 85:8 91:3 100:18 131:4 132:22 132:25 constant 14:16 constituencies 124:24 constitutional 115:25 construct 124:18 constructed 86:5</p>	<p>86:17,18 constructive 126:9 constructs 85:17 consultant 91:24 consultants 10:21 93:25 contact 114:23 context 19:18 76:17 77:16 78:3 85:2 continue 9:6 13:9 23:10,15 26:3,4 26:20,22 27:13 27:18,19 28:1 28:11 33:17 34:7,17 35:5 60:3 86:1,3 90:19 120:10 125:6 136:13 continued 17:6 24:4,9 25:19 27:4,8,9,11,11 continues 26:5 continuing 101:18 133:14 133:15,17 134:3,18 continuity 90:1 continuous 14:6 continuously 14:24 contribute 59:7 contributing 99:9 control 20:8 27:25 61:20 convenient 81:25 conversation 12:16 59:11 63:17 111:11 117:24 119:10 119:18 123:16 conversations 120:19,22 122:2 145:18</p>	<p>coordinating 9:23 cop 28:5 cops 26:25 copying 92:2,12 corner 32:7 coronto 123:22 corporation 99:13 corral 57:16,18 72:16,17 correct 125:22 cost 92:7,10,23 92:25 107:9 costs 88:1 92:11 92:13 93:2,6 99:21 108:4,11 108:14 couch 45:22 council 105:21 105:22,24 116:13 counsel 147:13 147:16 countless 21:24 country 18:7 counts 108:20 county 16:9,13 18:5 33:7,7,8,8 33:9,10,10,16 33:23,23,24,24 33:25 34:1,1,4 37:15 38:10 102:3,5,5,6,8 103:2 125:21 126:1 couple 9:21 11:14 56:10 62:8 72:15 100:23 104:2 113:12 114:15 115:18 116:24 course 7:22 34:13 61:16 131:22 136:20 court 74:11 76:4</p>	<p>76:5,9,12 77:4 81:17,20,24,25 82:17,19 83:15 101:21 102:9 102:19 103:22 104:5,6,8 105:2 105:17 106:25 107:4,5,6 108:4 108:4,14,24 111:5,15 113:2 113:9,11,16 115:8,23 116:6 116:14 122:9 122:14,18 124:25 125:11 127:17 132:23 Court's 139:19 courteous 66:16 courtesy 66:19 courtroom 104:25 111:19 courtrooms 111:9 courts 11:11 74:6 76:7 82:4 83:8 83:17 84:3 101:2,7,20 102:1,3,4,6,11 102:13,17,20 103:23 104:17 105:19,25 113:10 114:18 114:21 115:15 116:7 117:16 120:17 121:2,8 121:24 122:6 123:3,9,15,24 124:4,13 127:21 cover 67:3,4 coverage 66:9,24 covered 67:7 crack 4:6 craft 93:4 crafted 132:14 140:12</p>
---	---	--	--	--

<p>create 13:6 28:14 30:13 36:17 38:19,23 107:25 138:16 created 8:16 16:19 105:20 108:25 creates 107:20 108:13 121:1 creation 66:12 108:24 creature 105:19 credentialing 144:25 credibility 94:8 crew 72:17 crime 66:18 142:7 criminal 55:1 78:20 102:12 102:18,20,21 102:25 103:16 103:19,24 104:1 115:16 116:7,10 criminalize 20:17,19 criminalizing 82:11 crisis 76:16 critical 7:24 13:24 14:1 16:6 16:22 17:13,23 19:22 85:12 92:6 96:18 97:21 Crockett 21:21 cross 35:19 crying 45:22 CSR-IL 147:22 culinary 60:20 cultural 13:24 19:25 cultures 64:4 curb 75:7 curious 117:12</p>	<p>117:14 current 38:17 108:17 currently 37:16 130:20 140:19 140:20 curriculum 133:10 134:22 Curry 5:5,7,11 cutoff 109:21</p> <hr/> <p style="text-align: center;">D</p> <hr/> <p>D 32:14 33:8,24 34:9,20 35:9,12 35:13 36:2 dad 73:13 daily 14:25 23:7 damage 15:14 80:13 81:5,8 Damion 48:25,25 49:1,4,19 51:25 52:1,13 danger 123:9 dangerous 140:10 Daniel 2:10 DARE 38:7,9 Darius 21:23 dark 57:13 Darren 25:6 45:24 49:25 data 88:25 135:23 136:11 145:24 date 8:3 94:15 96:14 107:4,7 108:2 132:25 Dated 147:19 Dave 136:10 Davis 50:4 day 5:16 6:2,3,13 6:23 17:21 18:10 23:1,2 25:22 27:10 28:19 38:21 42:3 48:19</p>	<p>51:11,22 52:10 72:2 74:24 75:1 75:5 81:13 93:5 102:25 103:3 147:19 days 5:8 6:19 12:8,8 13:1 14:20 16:6 18:2 21:1 93:19,22 93:23,25 94:2 96:9 deadly 139:11,12 139:22 deal 104:18 107:24 111:18 139:13,17 140:3,13 dealing 111:19 deals 140:3,6 Deanna 49:1 52:14,16 death 14:16 22:23 54:4 debate 121:15 December 75:14 75:20 76:3 86:5 96:19 decharacterize 25:19 decide 103:9 decided 71:9 101:15 115:5 decisions 16:8 128:6 decline 34:9,22 35:12,13 105:14 declined 34:16 deep 11:15 29:15 42:22 deeper 54:18 deeply 7:19 14:17 16:3 19:2 19:11 38:17 deescalation 134:9</p>	<p>defendants 82:1 defender 82:3 104:17,19 defenders 83:17 118:3 defense 79:16,19 define 116:14 defined 94:22 108:5 definitely 99:24 110:25 117:7 degrees 17:23 delighted 30:19 deliver 12:10 94:22 deliverables 95:2 Dellwood 41:22 demanding 23:6 23:11 demographic 36:13 demonstrations 19:4 Denson 58:12 65:19,20 66:25 Deon 57:20,20,22 department 37:16 137:9,9 138:14,17 143:15,16 departments 23:23 129:16 132:22 134:11 134:23,25 137:6,7 138:21 depth 112:12 Derrick 21:22 describe 18:19 34:18 described 18:12 descriptions 98:21,22 99:15 deserve 48:2 design 93:1 98:21 designated 93:12</p>	<p>desire 37:20 desk 39:16 destined 21:8 Destiny 21:21 detail 23:22 74:4 89:16 91:6 94:22 96:3,4 138:24 detailed 84:20 detained 80:1 82:20 detention 38:4 determination 21:17 determined 17:20 41:23 devastated 43:1 develop 19:23 38:22 developing 44:23 140:20 development 14:1 deVon 2:9 Deway 26:14 dialogue 9:12 diapers 15:2 difference 15:9 53:7 64:8 111:14 different 62:4 64:3 65:12 69:19 70:19 107:19 124:8,8 126:14 128:24 137:25 differentiator 98:11 difficult 16:8 88:6 118:8 139:17 difficulty 122:1 144:10 diligence 10:22 dining 57:16,17 58:3,14</p>
---	--	---	--	--

<p>diplomas 17:23 direct 57:17 60:4 88:20 117:23 direction 22:8 133:4 134:15 136:14 directly 7:13 8:2 15:11 140:24 director 10:11,20 85:6 91:15,15 91:16,17 134:6 146:7 discipline 20:11 discover 101:17 discovery 115:21 discrimination 82:16 discuss 18:4 58:20 59:20 81:20 discussed 41:1 76:17 112:25 130:1 142:11 discussing 22:24 117:21 120:12 discussion 55:21 59:4,21 67:19 75:17,25 76:8 87:8,19 90:6 92:22 95:14,21 96:6 100:12 112:6 129:21 131:13,16 132:6 136:24 137:3,20 138:7 138:8,11,15 140:24 141:3,3 discussions 11:16 56:23 65:11 80:24 127:2 135:5 136:17 142:9 disincorporate 83:24 disincorporated 109:3</p>	<p>dismissed 137:5 disparities 77:6 77:10,12 111:3 disparity 89:9 dispelling 16:11 disproportiona... 20:13 82:18 dispute 115:19 disrespect 25:20 disrespectful 79:8 81:4 disruption 14:3 disseminated 131:2 disseminating 133:10 distribution 93:2 district 46:24 84:15,17 106:11 145:21 districts 38:9 diverse 138:13 138:14,17 divided 54:7 128:18 Division 38:1 divisions 77:25 documents 56:9 doing 5:23 10:19 24:3 28:5 41:10 43:21 49:3 50:8 60:12 61:5,11 62:14 74:3 78:15,18 84:4 88:10 89:24 100:24 110:16 115:8,10 117:12 131:9 138:10,21 141:9 143:21 146:8 dollars 86:21,22 93:9 94:2,3 97:9,10,11 100:5 donors 15:8</p>	<p>door 60:4 Dorsey 60:19 dot 57:11,13,19 57:25 58:6,10 58:15 downstairs 57:17 57:18 58:3,14 62:11 63:14 67:12 dozens 21:1 Dr 3:20 draft 95:23 drag 110:4 dramatic 143:5 drastic 110:8 125:16 dream 54:22,24 73:20 124:10 dreaming 125:2 dreams 5:21 36:24 73:17 dress 53:12 drive 15:11 106:14 drivers 143:20 143:24 driving 24:9 51:1 143:21 dual 6:9 ducks 114:2 due 10:21 23:24 41:19 89:24 143:24 Duncan 18:8 duty 26:16 29:6,8 50:7,8,9 DWB 51:1 dynamic 82:10</p> <hr/> <p style="text-align: center;">E</p> <hr/> <p>E 2:13 32:14 33:8 33:24 34:20 35:9 eager 16:10 22:2 Earl 60:11,11,15 60:16,17,18</p>	<p>62:2 earlier 11:4 59:5 89:8 90:10,24 early 36:21 65:22 earn 39:2 earned 39:1 earnestly 19:14 ears 20:25 ease 25:14,15 easier 20:7 East 33:9,25 easy 47:3,18 83:13 echo 88:15 echoed 89:11 economic 77:11 77:12,20 79:25 80:13 82:6 111:2 economically 54:21 82:12 educate 19:17 69:12 educated 43:18 44:15 52:22 education 13:25 18:7,8 20:3 26:10 40:11 44:1,15,19 65:10 66:6 77:18 129:22 129:23,24 133:14,16,17 134:3,18 145:16 educational 44:23 76:22 77:10 78:21 84:10 educator 13:11 educators 16:16 44:20 effect 107:16 effective 10:18 106:23 effectively</p>	<p>123:23 effects 76:16 effort 99:9 106:23 129:2 efforts 15:7 97:14 107:25 eight 36:6,9 92:17 Eisenhower 144:17 either 106:11 109:11 125:15 Elde 21:20 elected 105:20 106:1 election 95:19 electronic 30:22 elementary 15:21 elements 73:6 elevate 89:6 emerged 21:18 Emerging 9:17 30:11 emotion 4:21 54:5 empathetic 70:18 empathy 65:14 70:13 employed 147:13 147:16 employee 147:16 employment 19:11 77:21 empower 66:2 empowered 19:19 42:1 emptiness 50:6 encounters 114:25 115:1 136:6 encourage 21:9 56:1 66:2 125:6 126:24 143:13 145:2,22,25 encouraged 18:24 144:14</p>
---	---	---	---	--

<p>encouraging 18:22 144:6 enemies 4:11 46:17 energy 72:1 enforce 80:17 110:10 112:2 121:7 enforcement 18:20 20:13 37:22 74:10 75:21 77:4 78:3 78:13,24 81:11 101:1 108:22 112:12 118:7 118:12 119:9 119:19,20 121:2 125:14 127:12,20 128:11 129:3,6 129:15,17,24 132:3,5,20 133:18 135:14 136:19,21 138:5,7 139:3 142:3 enforces 119:12 121:5 enforcing 80:20 106:8 114:4 119:13 engage 66:20 88:23 126:25 127:2 140:23 engaged 68:12 72:9 119:19 engagement 73:2 85:24 86:8 87:24 89:20 91:11,19 92:5 95:1 146:4 engaging 91:18 engineering 3:24 England 103:8 English 103:11 enhance 81:12</p>	<p>enhancing 81:7 enjoy 74:22 enrollment 6:9 ensure 16:25 64:6 93:13 ensuring 64:2 enter 105:2 123:16 entire 3:5 52:19 55:17 96:21 124:19 142:16 entity 102:16,17 103:15 environment 68:5 69:1 101:5 equal 23:10 28:15,15,21 53:13 equality 53:14 65:12 73:19 equipment 92:2 equitable 94:21 erect 15:5 escorted 16:5 especially 20:1 79:20 essential 44:25 establish 128:13 established 75:16 establishments 105:5 et 64:4 ethics 38:4 ethnic 77:14,23 89:10 ethnicity 34:18 evaluate 130:10 130:11 141:25 142:1 evening 145:19 event 3:11 14:21 52:19,25 53:1 147:11 events 7:14 40:9 63:7 89:4 92:18 92:22 95:1</p>	<p>everybody 5:8 9:3 33:3 48:9 56:15 60:22 61:15 103:14 103:18 132:18 133:1 141:4 everybody's 53:1 everyone's 67:21 88:20 evolved 22:23 evolves 128:9 exactly 72:5 108:20 examination 147:14 example 49:7 99:12 102:21 103:18 exceeded 117:11 exceeding 26:6 106:5 117:2 excellence 17:8 21:7 excess 106:11 excessive 79:8,13 79:18 excited 16:10 22:10 excuse 48:3 49:15 execution 46:4 executive 74:2 99:6,12 123:18 executives 90:17 existing 80:18 88:11,11 138:1 139:18 expanding 113:5 expect 21:7 24:14 61:2 69:24 87:15 97:5 109:19 expectations 20:15 117:11 expected 85:11 143:8</p>	<p>expects 111:24 expense 90:11 expensive 142:24 experience 18:15 63:2 64:22 81:20 113:16 145:6 experiences 65:12 76:10 81:22 experiencing 53:9 expert 9:18 115:23 expertise 94:24 94:25 128:19 129:18 experts 116:3 explore 74:24 112:11 explorers 138:1 expose 138:19 exposed 7:15 exposure 64:1,3 65:12 express 25:21 44:11 53:1 68:5 68:8 expressed 71:17 expulsion 20:14 extend 7:11 Extending 83:16 extension 145:17 extra 20:12 extraordinary 70:17 87:23 extremely 71:12 123:1 eyes 4:6 86:25</p> <hr/> <p style="text-align: center;">F</p> <hr/> <p>F 32:14 33:8,24 34:21 35:10 face 55:3 122:16 142:25 faced 14:3</p>	<p>facilitate 72:15 72:17 facilitated 8:20 9:16 55:21 facilitating 10:1 63:16 72:22 facilitation 59:1 73:2 facilitator 63:15 67:18 facilitators 57:8 58:22,25 59:25 60:13 62:4 64:14 facility 102:25 fact 19:2 53:8 79:24 101:16 102:2,6,14,21 103:23 104:13 105:25 106:24 108:4,9 115:22 116:7 120:21 122:1 123:3 124:20 132:21 138:19 factors 16:2 facts 101:17 faculty 103:5 Fadihe 21:23 failure 107:3 fair 54:25 120:1 fairly 43:2 102:12 105:9 106:13 122:22 fairness 82:24 fall 92:20 falling 91:1 falls 128:15 false 25:18 familiar 30:24 48:6 familiarity 18:12 families 13:13 14:24 15:13 42:25 57:3 59:15,16 62:15</p>
--	---	---	---	--

63:3 64:21,25 76:18 family 38:2,16 43:1 62:6,9,10 62:18,24,25 63:6,13,25 64:13 famous 15:22 fanfare 15:10 Fantastic 35:20 36:5 far 14:15 85:19 85:22 112:25 113:23 122:19 126:4 137:24 143:4 Farrell 21:21 57:14 63:15 farther 47:22,23 fatality 23:21 24:2 father 37:18 38:12 51:8 fault 53:15 favor 100:12 favorite 31:12,13 32:5,13,16,23 fear 55:3 feared 19:10 fears 73:17 Federation 18:9 feedback 71:24 90:4 feel 4:8 28:8 40:14,20,22,25 41:5,9 50:12,17 63:20 68:25 69:4 71:12 79:17 82:7 90:21 109:20 120:5 134:2,2 134:14 142:8 144:20 feeling 24:19 44:12 feelings 19:8	52:24 fees 76:7 82:8 83:3,5 91:10,20 92:3 105:17 119:23 Felicia 2:19 95:17 98:14 fellow 14:14,14 22:20 fellows 57:16,18 72:16 fellowship 144:17 felon 139:23 140:9,10 felt 21:13 40:16 42:20 43:1,2 50:6 68:4,5 72:2 132:3 female 34:8 Ferguson 1:4 2:2 5:22 6:23 7:1 9:22 13:22 16:7 16:19,20 17:19 21:13 22:15,23 25:6 35:22 37:19 39:21 41:25 42:15,19 45:11 47:14,19 53:25 54:17 57:20 67:17 72:21 77:22 89:5 93:18 98:4 114:23 Ferguson-Flori... 17:9 fight 20:23 23:10 26:3,4,16 27:13 27:14,15 29:6 46:6 Fighters 26:12 fighting 28:21,21 29:2 figure 113:25 filed 106:4 109:16 118:21	118:22,23 123:2 129:6 130:23 141:10 filing 118:18 filling 111:8 final 90:5 92:24 92:25 finally 22:15 66:10 85:24 92:24 financial 90:11 financially 147:17 find 41:21,23 56:3 59:24 84:18 106:15 107:12 108:9 120:21 finding 101:16 115:22 124:21 findings 75:13 fine 42:21 82:7 83:10 102:16 104:6 107:4,9 finer 76:6 82:8 82:22 83:3,5,10 105:12,13,16 108:6,8,10,12 108:19 finishes 60:15 fire 25:13 136:5 firm 116:21 first 7:2 11:22 14:20 15:24 16:6,19 24:16 31:21 35:24 38:15 40:1,2 44:9 52:2 55:25 55:25 61:17 62:5,16,20 63:18,19 67:19 68:2 69:23 70:11 72:2 73:25 74:1 75:14 76:24 83:1 85:10	87:10 88:22 95:12 97:19 98:20 100:25 101:1,12,22 107:8 117:25 123:12 124:2 127:19 128:1 128:12 fish 39:19 fit 11:5 99:19,19 129:9 fits 99:15 five 26:23 34:2 34:10 106:15 142:7 fleeing 139:23 140:9 Flo 22:8 floor 95:13,20 96:5 100:10 101:9 112:13 Florissant 1:15 5:3,13 6:18 9:24 14:22 15:12 147:5 fly 110:8 focus 7:10 57:1,6 75:21 76:3,22 77:11 78:24 79:2,11,21 80:11,23 84:9 98:3,10 121:19 134:13 focused 74:5 75:17,25 81:1 81:16,19 89:3 101:6 115:9 129:21 133:13 134:19 focuses 81:6 134:8 focusing 44:20 57:2 114:21 115:7 133:8 145:16 folks 3:12 12:24	30:5 55:11,24 follow 22:2 85:21 89:14 95:11 followed 32:24 77:4 following 30:13 36:19 75:20 Fontbonne 44:7 food 66:15 foot 106:18 force 24:9 25:16 25:17 76:1 79:2 79:7,10,13,18 126:1 128:17 132:17 134:7,8 134:13 136:3 139:11,12,22 142:22 forced 14:24 forcefully 73:24 Forest 37:18 forget 12:9 38:13 118:19 125:25 forgive 70:18 forgiveness 65:14 70:14 form 46:14 95:23 96:5 113:4 127:3 formal 17:2 format 12:17 71:8 145:19 formed 18:21 60:1 former 12:5 25:5 forms 95:1 formula 15:2 forth 129:18 forthright 71:8 fortune 3:14 5:2 10:13 forward 3:7,15 9:20 22:18 44:25 92:9 101:16 112:20 127:23 128:14
--	---	---	--	--

<p>128:22 129:1 130:25 131:1 134:4,10,15 136:7,8,9,14 137:21 139:13 146:8,12 found 55:18 62:7 86:17 109:12 123:14,15,20 foundation 44:8 87:14 94:5 founded 103:9 103:11 four 14:9 25:9 33:16 34:14 35:3 49:6 130:15 134:12 fourth 35:22 130:7 fraction 86:21 frame 11:14 12:15 22:11 73:6 127:23 framed 126:14 frames 47:3 framework 128:14 framing 11:10,16 frank 104:21 123:22 Franklin 33:8,24 frankly 119:1 122:13 124:23 free 46:3,4 freedom 17:24 24:17 26:12,16 29:7 46:11 frequent 114:23 friends 46:16 front 5:8 9:13 12:12 22:19 39:16 51:12 88:21 95:9 104:8,14 fruitful 62:8 frustrated 19:2</p>	<p>FTEs 91:14 fulfill 72:7 116:11 full 52:23 90:15 90:15 129:19 131:18 full-time 13:4 function 20:3 109:24 125:18 funded 98:8 funding 77:18 81:15 87:11 88:10 93:11 94:4,6,6 98:7 131:10,16 funds 90:8 123:5 further 147:12 147:15 future 5:25 6:1,2 6:5 13:7 18:4 18:23 44:24 69:12 128:7 129:6 fuzziness 103:13 103:25 FYI 72:23</p> <hr/> <p style="text-align: center;">G</p> <p>G 32:15 33:9,25 34:22 35:11 Gabe 114:13 121:5 Gabriel 2:13 gap 17:2 64:6 gaps 130:12 Gardens 17:9 84:14,17 145:21 Gardner 132:23 139:10,20 gas 24:25 126:2 gather 53:16 56:20 145:16 gathered 5:14,18 6:21 86:19 gatherings 6:25</p>	<p>63:6 66:14 gear 26:25 GED 60:19 gender 34:7 general 6:20 46:13 78:2 106:5 117:13 117:19 119:14 120:8 123:2 131:12 general's 117:24 118:16 119:4 generated 94:24 generating 106:19 generation 19:2 20:22 61:5 generational 61:5 genesis 94:14 geographic 33:21 George 58:16,17 64:18,18 getting 40:16,17 49:24 52:25 55:19 62:19 63:5 124:24 gifts 146:11 girl 15:20 girls 46:2 give 4:12 8:10 13:14,14 26:7,9 26:15 40:1 48:2 55:24 56:18 67:24 71:24 85:2 88:4 104:11 105:6,6 113:12,17 122:4 127:11 127:13 138:18 145:4,11 given 27:9 39:1 63:1 64:22 94:12 107:4,6 gives 72:1 130:25 135:23</p>	<p>giving 49:16 83:4 133:24 141:22 glad 51:22 53:3,3 112:17 122:8 glance 93:17 globally 17:1 go 12:3 15:2,6 23:13,14,16 25:20 28:1,3,4 30:6 31:1 33:4 33:19 34:4,5 42:17 43:20 45:11 48:20 50:24 53:5 54:16 56:1,7 57:24 58:24 59:18 61:14,23 62:5,12 84:18 85:24 87:8 88:21 90:2 91:5 92:19,21 96:24 99:16,23 100:25 101:1 106:9 107:19 108:6 110:15 110:15 111:5 113:7 122:19 125:19 127:1 127:23 135:11 136:24 138:18 142:20 goal 25:17 98:20 God 4:5,25 38:15 61:17 Godwin 39:8,12 41:15 42:5,8 43:12 45:5 48:24 51:5,25 52:6,12,14 53:22 58:7 60:2 62:2 63:11 64:12 67:8 84:12 goes 103:7 111:6 111:12 121:21 121:21 122:6</p>	<p>122:23 141:23 going 3:10 5:15 9:5 11:15,22 17:20 23:19 27:17 30:10,25 31:1 32:3,9,9 32:12 33:1,2 35:6 36:14,18 39:7,20 40:14 40:19 42:19,22 45:16 46:1,25 47:16,17,20 48:24 49:9 50:10,15 52:4 52:18 55:17 56:17,25 57:2,6 57:13,15,15,20 57:21,24,25 58:2,6,8,11,14 58:16,18,19,20 58:21 59:14,19 59:20,23 60:3 60:11,21 61:7 62:3 63:9 68:10 69:7,20 73:6,25 74:6 75:8,9 76:20,22 78:6 84:23 86:20 87:6,21,22 88:7 88:8 89:17,19 94:23 96:14 101:5 104:5,7 111:1 112:1,10 114:1 115:21 116:21,25 117:15 119:4,6 120:20 121:25 123:9 125:12 127:10 128:6 128:14 129:12 133:5,22 134:10 135:21 136:7,8 138:9 140:12 good 4:2 5:10 11:25 12:2</p>
---	---	--	--	---

28:23 30:18 33:14 39:12,14 44:5 46:21 58:2 60:17,22 65:19 67:15 101:7 115:3,9 121:16 121:23 123:10 126:2 128:15 134:15 135:8 135:20 Gore 2:13 114:14 Gore's 127:15 govern 8:7 governance 74:11 77:5 101:2,7 125:1 government 103:6 105:20 108:25,25 110:14 115:9 governmental 85:18,19 governments 109:2 Governor 37:13 grace 4:15 graced 7:6 gracious 113:2 grade 15:18 17:4 graduate 14:7 44:18 grand 50:5 grant 113:2 granted 40:11 gratitude 88:15 Grayling 2:17 3:20 95:19 great 5:23 6:12 30:23 32:2,25 33:17 34:10 40:3 42:12 54:17 60:5 63:12 72:9 89:17 121:25 122:22 146:3 greater 78:16	82:22 greatest 7:21 77:17 greatness 16:14 21:8 green 32:11,14 57:25 greeted 58:24 grieve 27:12 ground 45:21 grounded 79:14 Grounding 65:13 groundwork 94:20 group 8:18 24:22 35:5,17 40:22 41:8 55:17,20 56:5,23 57:8,9 58:22,23 59:25 62:10,15 63:14 66:2,10 67:9,12 68:2 69:13 70:15,15,20 71:13 74:10,12 86:13 91:17 101:3 111:12 111:13 113:3,5 114:17 116:1 122:7,21 125:11 127:11 128:11,15,18 129:7,11 130:18,21 131:1,2,13,17 139:4 141:7,11 144:18 145:4 groups 11:21 26:11 35:19 55:21 56:14 57:1 59:24 60:1 60:6 62:4,8 65:17 72:12,16 73:16 74:10 81:19 87:9 92:15,16 94:25 100:23 115:6	124:7,8,17 127:1 128:21 grow 21:10 40:20 Guard 15:23 16:2 guess 3:8 5:25 143:8,17 guidance 9:19 56:18 145:12 146:5 guide 30:11 85:22 guides 85:21 guiding 75:16 guilty 139:24 gun 23:14 47:8 gunned 26:18 50:7 guys 21:3 22:19 29:12 43:22 48:19 49:14 71:2,3 <hr/> H H 32:15 33:10 34:1,22 35:11 hair 53:12 half 14:9 25:9 Halley 40:4 42:8 42:10 43:7,8 hand 67:25 102:13 hands 9:17,20 24:20 25:5 26:18 30:21 57:23 58:13 happen 26:19 40:20 42:22 43:24,24 47:14 47:15 49:9 68:6 71:6 81:14,15 87:25 88:1 90:21 93:6 122:6 124:4 happened 23:22 24:2 27:7 43:4	48:8 111:10 118:15,18 122:21 131:23 happening 40:10 48:13 64:7 89:15 happens 23:20 23:21 68:15 92:19 97:22 99:13 106:9,10 108:23 121:20 121:20 122:11 122:23 happy 89:13 96:5 harassed 24:12 harassment 24:10 hard 27:3,18,21 38:14 47:11 48:3,20 142:4 harder 16:11 hardships 48:20 80:13 harm 17:3 Harper 49:1 52:16,17 Harrison 57:22 62:13,15 Harvey 118:8 Hawaiian 34:21 Hazelwood 3:19 3:20,22 17:10 60:19 head 13:5 25:8 113:24 headed 3:23 heads 4:3 87:1 healing 16:23 38:23 health 10:17 21:15 healthier 65:25 healthy 57:3,4,5 62:17 64:21 hear 3:9,10 7:13 8:8,17,18,19	9:1 11:13 19:14 22:16 23:15,16 24:11,14,18 41:9 42:14 43:3 50:16 51:12,13 51:13 52:10,11 55:13,14,19 56:15,24 59:12 67:21 71:16 74:19 96:7 121:17,19 122:8 128:4 heard 4:18 6:21 18:10,19,23 22:14 24:5,7 27:2,20 40:18 41:5 42:2,2 46:15 49:22 56:14 67:21,22 72:21 73:11,23 77:3,18 78:9,22 79:7,10,16 80:12,25 81:8,9 81:25 82:6 83:23 86:4 89:7 106:6 107:1 116:2 118:3,4 127:20 141:21 143:18 145:12 hearing 13:12 22:12 118:1 121:13,14 135:13 heart 60:25 61:18,19 heavily 93:24 held 103:22 Hello 45:10 53:23 60:2 67:15 help 6:3 16:20 29:2,2,3 38:19 43:21,22 44:17 62:22 69:23,24 72:24 121:23 122:4 145:4
---	--	--	--	---

<p>helped 11:14 14:17 72:15 126:11 helpful 9:17,23 55:19 72:13,22 87:1 109:12 121:12 127:4 helping 15:12 69:22 72:6,17 helps 30:6,8 99:20,21 hereto 147:17 hey 62:14 118:11 Hi 42:13 43:14 52:16 64:17 high 3:19 14:7 20:15 21:22 43:15 52:17 54:1,5 61:18 62:1 67:17 73:18 74:2 84:5 138:3,6 highest 18:6 highlight 12:18 75:13 127:14 highlighted 13:23 highlights 59:3 59:20 65:4,16 highly 53:5 HIN 98:23 hire 90:18 hiring 99:17 Hispanic/Latino 34:19 Historically 121:8 hit 55:2 hold 26:6 101:24 102:25 103:19 113:18 holding 23:11,12 139:19 home 23:14,16 33:5,6 40:12,25 48:20 50:24</p>	<p>51:3 61:11 69:1 homes 14:12 15:6 15:15 62:18 64:22 hometown 41:22 honest 19:24 30:7 36:20 63:22 71:7 honestly 19:12 19:14 honesty 13:8 21:10 honored 10:25 37:10,13 hoodies 54:9 hop 117:3,6 hope 37:21 38:18 39:1 41:21 45:2 52:14 62:7 73:22,22 hopefully 129:10 134:11 hopes 5:20 36:24 37:7 75:19 78:9 hoping 111:21 114:2 hospitality 7:5 hosting 92:3 hot 23:2 25:8 hour 135:2,12 hours 14:9 25:9 45:24,24 49:7 81:25 83:16 133:15,17 134:1,1,12 135:1,2,3,4 143:20,20,23 143:23 human 24:15 26:21 47:10 48:1,16 61:10 humble 38:14 humility 45:13 46:15 hundreds 93:8 hunger 21:17</p>	<p>hurt 17:20 42:24 42:25 hyperbole 144:22</p> <hr/> <p style="text-align: center;">I</p> <hr/> <p>I-170 106:17 idea 129:1 ideal 18:23 ideals 145:5 ideas 5:20 6:14 141:25 identified 34:15 35:1 121:18 122:20 identify 34:8 35:2 113:20 identifying 35:3 ignore 53:8 illegally 123:5 Illinois 3:24 illustrated 118:22 image 14:6 imagine 120:23 124:11 immediate 113:14 140:11 immediately 30:12 36:18 103:10 109:23 111:7 impact 7:10,21 21:12 29:15 39:22 76:6,14 82:6 106:24 107:25 109:4 115:10 124:16 126:3 127:3,18 129:3 impacted 7:15,16 8:2,6,6 40:10 101:20 impactful 10:18 impacts 7:17 79:25 125:17</p>	<p>impinge 109:7 implementation 7:24 96:23 97:2 97:10,12,14,16 97:21 98:8 implementing 83:7 93:12 important 5:21 5:23 12:18 24:6 26:1 42:23 43:3 49:16,19 53:6 66:6 68:16 77:11 79:21 87:16 89:16 104:3,14 105:17,18 112:8 116:19 142:17 importantly 15:17 136:25 impose 108:8,10 imposed 108:15 impossible 17:5 improve 38:22 76:12 78:21 79:15 80:12 81:10 115:1,2 improvement 77:15 143:5 improvements 76:9 79:6,10 80:11 81:9,22 82:25 in-kind 90:19 93:9 inappropriately 125:15 inasmuch 119:8 incarcerated 38:3 incentives 137:4 incident 131:23 131:23 incidents 79:12 include 66:15 119:5</p>	<p>included 96:11 118:21,23 includes 91:20 92:7,11 93:1 94:4 including 6:22 56:4,9 91:19 incomes 15:16 142:15 incorporated 92:13,23 93:7 102:14,15 increase 80:15 133:24 increased 63:22 133:21 increases 107:9 increasing 65:10 133:15,19 incredible 122:13 incredibly 73:10 independence 85:16 86:8 90:1 independent 24:1 69:11 85:18,21 87:21 90:24 110:21 124:10 independently 90:2 Indian 34:20 indicated 142:23 individual 90:12 99:13 104:11 105:1 109:2 individually 97:24 individuals 26:13 90:14 99:22 101:19 102:23 102:24 indulgence 112:10 industry 143:2,7 inequality 54:19</p>
---	--	---	--	---

82:15 inequities 76:22 84:10 89:9 infants 4:10 inflation-adjus... 86:22 inform 30:9 58:23 88:24 information 55:23 56:4 84:19,21 85:15 101:13,17 104:11 105:1 112:17,21 116:12 128:10 130:14 131:6,7 132:5 136:7,13 137:21 138:10 145:21,24 informed 19:4,20 informing 128:6 infrastructure 94:10 ingenuity 16:15 initially 101:12 initiative 6:23 9:22 48:12 67:18 72:21 injustice 27:14 innocent 15:13 innovative 142:12 input 56:25 75:13 84:20 85:8 90:3 113:4 113:13 128:9 inquiry 117:25 insecurities 41:21 inside 14:24 42:23 60:4 61:20 insightful 67:23 insights 84:6 inspiration 73:23 inspired 11:1	inspiring 3:14 73:11 instances 139:23 instill 14:18 instilled 38:11 institutions 88:11 instruction 16:21 instructional 17:14 instructor 38:7 integrated 10:17 15:20 intend 75:2 intentional 7:11 29:25 interaction 127:8 142:9 interactions 48:14 75:22 77:25 78:3 81:11 interest 87:14 99:8 110:22 interested 74:17 128:20 147:17 interesting 5:16 103:5 112:7 interim 5:4,12 intern 44:7 interpret 103:10 interpretation 103:20 interracial 77:24 intersects 125:11 interstate 106:14 106:18 intertwined 111:20 interview 99:17 intrenched 124:24 introduce 10:10 30:15 36:23 introduced 7:2 introduction	10:5 11:20 37:6 introductions 128:13 invest 5:25 investigation 24:1 investigators 79:12 investment 87:25 88:22 90:11 94:16 invitation 7:11 invite 8:22 30:10 56:17,19 74:17 127:10 invited 120:13 inviting 113:13 invocation 4:1 involved 13:2 46:24 65:6 101:19 102:2 105:5 110:23 135:20 136:3 143:3 involvement 63:23 involves 108:14 irony 16:1 irreputable 15:14 17:3 Islander 34:22 Isom 2:10 127:10 127:25 128:1 139:9,25 140:5 140:25 141:23 145:8,10 issue 54:18 80:4 80:4,8,21 82:13 82:14 93:5 105:9,11 106:20 107:1 108:13 109:9 110:4 114:21 115:17,19,23 116:21 117:20 118:6 119:2,7	119:16,22 131:25 134:6 134:20 135:19 136:18 138:24 138:25,25 139:10,17 140:3,8,14 142:23,24 issued 107:3,6,8 110:6 122:9 issues 7:14 11:11 13:22 25:15 58:21 65:2,3 66:5 76:9 77:13 77:17,21 78:2 79:5,23 81:1,17 81:21 86:7 89:6 93:3 98:3 101:25 104:2,3 106:2,19 108:13,16 112:7 113:21 115:21,24 116:2 120:1,24 121:1 137:22 142:25 items 97:16	Jennings 17:10 46:22,23,23 47:5,19 Jenny 21:23 Jessica 58:11,12 Jesus 4:23 job 10:24 13:4 63:12 72:5 80:19 98:21,21 99:15 134:5 142:16,17 jobs 15:15 65:10 138:5 Johnson 3:18 4:2 Johnson-Javois 2:12 10:12 71:11 88:18 96:12 98:19 99:11 join 10:19 57:24 58:18 146:1 joined 36:8 joining 75:1 joke 117:6 Jonathan 21:19 Jones 57:22 Josh 26:15 journey 5:1 Jr 2:16 judge 28:9 104:8 104:21,21 105:23 111:18 113:2,11,11 judges 82:23 104:12,14 111:11 113:19 121:14 122:12 122:14 judgment 115:20 judicial 20:12 123:19 jump 121:11 jurisdiction 104:1 jurisdictions 107:18,19
J				
			J 32:15 Jade 58:16,17 64:17,17,19 jail 46:13 102:23 102:24 103:2 104:15,15,18 jailed 82:1 jailing 83:20 James-Hatter 2:18 70:10 January 1:9 6:8 6:11 76:21 84:8 85:7 130:19 145:15 146:1 147:19 Jeanetta 21:20 Jefferson 33:8,24	

115:16 jury 50:5 justice 20:21 22:8 27:10 55:1 78:20 121:6 juveniles 38:3	61:12,15,20 killed 49:5 50:3 killing 49:24 Kimmy 49:2 Kinard 26:14 kind 3:11 19:20 28:25 40:17 52:19 55:16,22 66:20 71:6 73:23 84:5 103:4 105:8,9 108:19 119:10 119:24 120:8 133:25 138:19 139:15 kinds 30:6 80:17 King 46:12 54:22 KIPP 17:11 Klinger 136:10 knew 42:22 know 4:14,17,21 7:16 8:1,3 11:6 14:16 16:10,24 17:16 18:15 19:6,16,17 20:21 21:7,24 22:17 23:19,20 23:21,22 24:7 29:1 30:1,3,4,4 30:6,8 35:24 36:20 37:10 38:25 41:25 42:19 43:23,25 47:3,9,11,15,24 47:25 48:1,13 48:15,17 49:7 49:10,11,13 50:4,8,9,14 51:3,9,18 52:19 52:23,24 53:12 53:14,17 56:11 57:9 59:17 60:10,22,23,25 61:3,6,8,10,13 61:13 62:17 64:23 67:9 68:6	68:14,17,17,20 68:25 69:4,15 70:5,14 71:2 72:13 78:14 79:23 86:9 89:17,18 90:22 92:14 99:22 104:7 105:2 106:12 107:8 109:7,9,15,17 110:8 112:7,18 112:20 114:1,6 116:24,25 119:18 120:7 120:16 121:3 121:21 124:15 125:13 126:16 129:4 135:6 138:10 139:11 140:19 141:4 141:24 142:10 142:16,23 143:12,17,24 144:3,18 146:10 knowing 17:21 18:21 75:8 117:20 142:25 knowledge 13:15 94:23 known 69:17 83:9 knows 45:8 110:10,10 Kyra 45:6,6,10	lady 44:14 51:24 laid 25:9 108:5 language 102:18 116:9 141:7 large 77:9 113:7 142:23 largely 14:5 larger 80:8 103:15 largest 35:17 lastly 94:12 Laurna 39:8 58:7 84:11 law 18:20 20:12 37:22 74:10 78:13,24 80:18 81:11 83:14 101:1 103:17 106:6,7 107:13 108:5,18,21 109:19,20,22 110:2,3,9 111:2 111:25 112:1 112:11 114:5 115:18 118:12 119:12 121:4 122:15 123:4 124:15 129:6 129:15,17,23 132:2,4,19,25 133:3,18 135:13 136:19 136:20 138:5,6 140:7 142:2 laws 80:19 103:8 103:10 114:5 lawsuit 109:16 109:24 123:3 lawyer 101:23 104:24 109:11 111:6 115:14 lay 13:5 25:4,7 45:24 49:6 laying 14:8 lays 94:20 lead 20:21,23	21:18 22:1,1 70:21 leaders 16:17 17:24 18:1 20:6 21:11,18 22:22 24:15 61:8 100:25 leadership 7:4 13:7 14:1 17:15 20:9 27:22,24 39:9 73:1 74:9 88:3 146:4 leading 22:7 leads 122:17 League 130:22 learn 71:4,10 learned 94:9 learners 20:6 learning 5:16 13:12,15 15:16 16:21 17:3,4,12 61:12 leave 10:15 28:22 65:22 67:13 68:16 73:12 113:8 leaving 71:19 led 59:1 left 32:19,20 left-hand 32:7 legal 79:16,19 82:1,4 83:18,19 91:23 101:24 104:3 105:5,6,6 112:21 143:24 legislation 106:21 122:2 130:2,20 131:2 131:4,10 legislative 83:1 93:3 129:1 132:11 138:25 legislatively 129:2 legislature 109:6 121:24 122:19
K				
Kaelen 21:23 Kajeme 27:7 Karen 130:21 Karina 43:13 44:6 45:4 keep 5:8 28:3 29:2 31:20 38:15 40:23 57:7 69:3 87:3 105:18 115:6 116:1 124:24 keeping 64:5 84:8 96:18 keeps 9:4 30:7 118:1 Kenny 53:23,24 55:8 kept 42:18 56:13 62:19 63:4 Kerner 86:13 94:1 Kevin 2:20 Kevon 45:6 46:22 48:23 key 9:21 24:24 44:15,19,21 53:14 60:23 77:12 78:19 79:5 83:21 96:18 98:11 124:22 keypad 29:20 30:15,22,25 31:4 36:12 keypads 36:15 kick 41:3 73:6 kick-off 76:25 kids 42:18 50:23				
		L		
		LA 93:20 lab 47:9 labor 91:1 lack 23:23,24 25:24 62:23 66:8 78:1 82:1 108:10,12 ladies 11:22 LaDonna 73:18		

legislatures 140:19	74:18	longer 26:17,19 55:3,5 75:6,9 119:15	81:2,3 89:9,15 97:25 99:8 101:13,14 104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	63:4,20 77:2 82:14 113:3 140:8
length 86:18	listened 22:15,16	look 9:19 20:11 28:7 31:4,11 38:21 48:6 49:16 50:19 51:22 54:18 61:19,19 79:20 93:16 105:15 110:22 122:7 126:4,18,21 129:8 131:22 132:1 135:6 143:13 145:1 146:8,12	101:13,14 104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	maintain 64:7 80:3
lessons 94:9	listening 7:19,19 7:25 9:7 13:15 30:8 37:3,4 45:2 72:7 86:3	looking 3:7,15 61:13,21 79:13 99:10 120:17 121:13,14 125:13 127:17 128:25 129:16 130:12,16 136:6 141:18 143:2	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	maintained 109:1
let's 33:14,17,22 34:7 64:13	lit 25:13	looks 123:8	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	major 82:9 131:25
letter 31:6,10,11 31:15	literally 3:7 97:19	looting 40:14 45:14,18	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	majority 120:2
letting 53:5	literature 129:16	Lord 4:4,5,8,11 4:12,13,14,15 4:16,22	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	making 5:24 13:19 15:9 69:4 73:4 78:4 83:6 83:19 85:15 128:7 132:24 139:14,15
level 21:13 70:19 74:2,3 84:5 115:9 118:17 130:4 135:21 135:22	litigation 106:4 120:25	lose 29:10,11 51:17 105:15 109:23	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	man 25:4 49:6,10 49:13,25 50:2 51:14
leveled 15:16	little 7:8 10:3 11:9 13:18 15:20,22,25 30:3,25 37:6,7 42:16 49:14,15 50:13 56:6 75:9 91:13 94:12 99:5,7	loss 17:2	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	man's 53:15
leveling 74:14	live 7:22 27:15 28:14 33:10,15 33:16 40:12 111:25 112:1	lost 15:15,15,17 17:5 122:25	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	managers 91:18
levels 17:4	lived 46:22	lot 24:11 25:12 42:15,16,17,23 42:24 60:23 61:1,7 64:1 65:4 66:25 67:5 67:21 68:3 81:2	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	managing 10:11 10:19 85:6 91:15 146:7
Lexington 47:5	livelihood 80:3	lot 24:11 25:12 42:15,16,17,23 42:24 60:23 61:1,7 64:1 65:4 66:25 67:5 67:21 68:3 81:2	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	mandated 133:18
liberate 20:4	lives 7:16 21:6 25:21 44:22 48:20 51:20 53:25 55:6 69:5	lot 24:11 25:12 42:15,16,17,23 42:24 60:23 61:1,7 64:1 65:4 66:25 67:5 67:21 68:3 81:2	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	mandatory 104:16
library 16:19	livelihood 80:3	lot 24:11 25:12 42:15,16,17,23 42:24 60:23 61:1,7 64:1 65:4 66:25 67:5 67:21 68:3 81:2	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	map 94:20
licensing 136:18 136:20,25 137:5,5,6,15	live 7:22 27:15 28:14 33:10,15 33:16 40:12 111:25 112:1	lot 24:11 25:12 42:15,16,17,23 42:24 60:23 61:1,7 64:1 65:4 66:25 67:5 67:21 68:3 81:2	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	marching 13:16
lie 45:25 50:10 86:15	lived 46:22	lot 24:11 25:12 42:15,16,17,23 42:24 60:23 61:1,7 64:1 65:4 66:25 67:5 67:21 68:3 81:2	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	marginal 20:2
life 10:15 20:2 26:1,17 27:2,8 27:9 38:15 46:23 60:12 66:8,12	livelihood 80:3	lot 24:11 25:12 42:15,16,17,23 42:24 60:23 61:1,7 64:1 65:4 66:25 67:5 67:21 68:3 81:2	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	marginalized 20:3
life-long 37:19	lives 7:16 21:6 25:21 44:22 48:20 51:20 53:25 55:6 69:5	lot 24:11 25:12 42:15,16,17,23 42:24 60:23 61:1,7 64:1 65:4 66:25 67:5 67:21 68:3 81:2	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	Mario 57:22
lifeless 25:4	living 47:19,19 48:18	lot 24:11 25:12 42:15,16,17,23 42:24 60:23 61:1,7 64:1 65:4 66:25 67:5 67:21 68:3 81:2	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	mark 141:22
lift 62:21 127:14	load 9:13	lot 24:11 25:12 42:15,16,17,23 42:24 60:23 61:1,7 64:1 65:4 66:25 67:5 67:21 68:3 81:2	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	market 91:1
lifting 12:25	loan 99:14	lot 24:11 25:12 42:15,16,17,23 42:24 60:23 61:1,7 64:1 65:4 66:25 67:5 67:21 68:3 81:2	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	Martin 46:12 54:21
light 58:5 127:16	loaned 90:17 99:6,12	lot 24:11 25:12 42:15,16,17,23 42:24 60:23 61:1,7 64:1 65:4 66:25 67:5 67:21 68:3 81:2	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	matches 31:10
lighting 45:9	local 90:24 105:20 108:25 108:25 109:2,5 135:21	lot 24:11 25:12 42:15,16,17,23 42:24 60:23 61:1,7 64:1 65:4 66:25 67:5 67:21 68:3 81:2	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	material 95:25
likes 14:18	located 33:5,6,19 33:22	lot 24:11 25:12 42:15,16,17,23 42:24 60:23 61:1,7 64:1 65:4 66:25 67:5 67:21 68:3 81:2	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	matter 21:5 23:3 25:21 26:2 28:16 41:6 46:15 51:21
limit 80:13	logistics 45:8	lot 24:11 25:12 42:15,16,17,23 42:24 60:23 61:1,7 64:1 65:4 66:25 67:5 67:21 68:3 81:2	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	
limitation 115:13	long 10:20 42:14 44:12 72:2 119:15	lot 24:11 25:12 42:15,16,17,23 42:24 60:23 61:1,7 64:1 65:4 66:25 67:5 67:21 68:3 81:2	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	
line 51:13 91:14 98:17 125:13		lot 24:11 25:12 42:15,16,17,23 42:24 60:23 61:1,7 64:1 65:4 66:25 67:5 67:21 68:3 81:2	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	
lines 54:19 128:15		lot 24:11 25:12 42:15,16,17,23 42:24 60:23 61:1,7 64:1 65:4 66:25 67:5 67:21 68:3 81:2	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	
Lisa 26:14		lot 24:11 25:12 42:15,16,17,23 42:24 60:23 61:1,7 64:1 65:4 66:25 67:5 67:21 68:3 81:2	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	
listen 5:17 6:1 18:4 57:12 61:3		lot 24:11 25:12 42:15,16,17,23 42:24 60:23 61:1,7 64:1 65:4 66:25 67:5 67:21 68:3 81:2	104:9 109:14 114:22,22 115:24 128:6 129:4,20,25 130:22 131:12 131:16 133:5,8 133:9 134:16 136:23 137:10 137:19 142:3 144:19	

53:25 55:7 63:18 102:17 119:3 144:9 matters 9:11 88:12 115:16 120:11 mayor 105:21,22 105:23 McCluer 43:15 52:17 67:16 73:18 McClure 2:6 3:2 3:3 4:24 10:5,7 44:3 46:19 73:8 87:4 95:8 97:17 112:4 114:11 116:15 121:10 139:7,8 140:1 140:16 McCone 86:12 93:21 mean 139:14 143:22 meaning 132:2 meaningful 135:11,15 means 109:25 118:16 123:5 measures 137:2 mechanism 104:10,24 107:24 108:15 media 25:7 53:2 66:8,23 67:1,4 72:3 medical 15:3 meet 19:13,15 43:22 75:15 89:23 101:18 meeting 1:4 3:1 3:25 4:13 7:9 9:10 12:17 35:22,24,25 36:1,7,9 52:3 55:25 56:1,8,9 60:10 73:3 74:5	74:13 76:3,13 76:19,21,24,25 78:24 79:1 81:16,17 84:6,8 84:21 85:10,15 85:15 86:5 92:11,17 101:6 106:7 113:1 115:17 117:22 118:4 126:11 128:12 140:23 141:1 145:25 146:6,9,13,15 meetings 3:18 6:24 35:23 36:2 36:3 56:4,8,12 74:2 86:2,2 88:1,25 90:3 92:8,8,10 95:1 101:14 113:18 120:12,13 127:1 130:18 member 3:21 53:24 103:5 members 2:8 6:21 116:13 130:21 men 28:15 50:22 mentally 24:13 24:19 mention 99:5 mentioned 39:17 89:25 mentored 38:2 mentors 27:12 mess 11:6 met 15:5 18:1 19:5 50:4 75:19 76:2 101:12 104:20 112:25 128:12 metrics 98:2 130:9,13 135:19 136:1 138:8 metropolitan 8:5	mic 8:18,19 9:7 39:9,18 55:17 56:13,22 60:7 Michael 14:8 45:23,25 48:8 54:4 Michelle 26:14 microphone 96:6 mics 36:18 mid 91:2,3 102:5 middle 21:21 44:20 45:11 84:13,17 145:20 Mike 22:24 25:4 25:7 47:14 49:5 49:22 mileage 92:3 militarized 14:21 17:18 military 26:7 Millennial 53:24 63:16 72:14 million 90:9,12 93:23 94:2,3,14 mind 31:22 46:11 46:11 47:2 105:19 114:6,8 115:6 116:1 minds 61:2 87:22 minor 83:21 minutes 30:2 39:24 41:16 42:9 58:23 60:13 62:9 missing 16:6 52:23 60:23 mission 26:15 Missouri 80:18 102:19 103:18 103:21 106:22 108:18 132:16 136:23 137:7 mistake 31:17 mix 87:11 MO 1:17 147:6	mobilize 89:8 model 38:21 68:18 94:19 modifying 92:3 mom 45:22 moment 16:1,22 17:14 57:12 momentarily 14:5 momentum 89:10 money 26:7,9 89:14,18 91:9 110:7,14,18,20 117:10 121:21 123:7 137:10 money's 91:22 Monger 46:21,22 Monker 45:6 Monroe 33:10 34:1 month 76:21 92:16 months 22:14 92:17 morals 38:10 morning 4:2,6 5:10,15 11:25 12:2,18 30:18 30:20 37:10,11 39:12,14,16 46:10,21 60:17 mother 37:18 38:11 50:4 mothers 25:2 motion 89:4 95:12,16,17 100:16 motivation 37:20 mouth 4:9 move 12:5 22:18 44:25 59:21 64:13 75:9 78:23 87:9 101:16 112:20 117:16 122:22	128:14,22 134:10,15 136:14 137:20 moved 100:10 103:3 130:25 movement 12:19 17:6,24 22:22 22:23 23:25 24:8,9,14,16,24 27:5 28:25,25 54:5,15 moving 92:9 128:25 131:1 133:4 134:4 135:25 136:9 multi-year 98:7 multiple 18:16 25:16 107:17 multipurpose 60:5 municipal 11:11 74:5,11 76:4,7 76:7,8,12 77:4 81:17,20 82:9 101:2,7,19,21 102:1,3,4,6,11 102:13,20 103:17,23 104:4,6,17,20 105:17,19 108:4,24 111:8 111:15 113:1 113:16,19 114:18,21 115:8,9,23 116:6 117:16 120:17 121:14 123:3,9 124:25 125:1,11,17 127:17,24 municipalities 83:3,10,24 103:1 104:22 106:3 108:1,8,9 109:5,14 110:1 110:17 116:19
---	--	---	--	---

<p>117:1,9,13 118:5,19 119:6 120:3 121:2 125:18 126:6 126:13 municipality 26:25 105:14 110:21 125:20 murkiness 103:24 murky 105:4 116:10 mute 68:10 Myles 21:23 myth 16:12</p> <hr/> <p style="text-align: center;">N</p> <hr/> <p>N 2:14 N-E-M-N-I-C-H 84:14 Nadia 26:14 name 3:3 4:23 7:6 18:22 37:14 39:19,20 40:7 41:16,17 42:9 43:14 44:5 45:10 46:21 47:6 49:4 52:16 53:23 57:10,11 57:11 58:6 60:12,18 65:19 67:16 named 14:8 names 21:24 39:22 narrow 139:17 140:3 narrowed 132:7 narrowly 140:6 140:14 Nathan 58:7 67:15,16 nation 38:20 144:23 145:2 national 15:23 16:2 94:5</p>	<p>native 34:21,21 nature 102:8,20 near 45:23 47:19 60:4 nearly 17:5 necessarily 69:20 104:25 130:2 necessary 16:7 necessity 13:25 17:15 need 12:22,23 19:15 20:22,22 23:17,20,21 26:10 31:7,22 40:22 41:7,9,9 43:19,20,21,23 43:25 50:16 51:23,23 52:2,9 53:16 59:17 62:17,20 63:19 64:20 65:1 68:7 69:2,14,21 71:10 72:3 74:25 77:15 78:10,11 79:18 80:7,11,16 82:3 83:19,24 85:23 92:22 96:24 99:1 110:20 112:9,18,20 115:6 116:1 119:8,9 120:21 121:17,19,23 122:19 126:18 130:12 131:25 133:24 139:1 needed 40:18 43:3 65:24 84:2 88:5 141:2,2 needs 6:9 19:13 19:25 23:19 41:1,4 48:21 93:5 106:20 107:23 132:10 138:22 144:12 negative 67:3</p>	<p>negatives 67:3 Negwer 2:11 97:1 142:21 143:11 neighborhood 26:20 37:23 73:15 neighborhoods 38:23 111:3 neither 147:12 Nemnich 84:13 nervous 49:15 52:15 Network 10:17 neutral 121:12 never 21:24 23:16 36:6 40:8 46:7 49:21 67:22 new 15:20 51:7 54:4 72:1 107:6 137:9 newest 11:19 30:14 37:1,12 news 52:3,3,4,8 66:4 67:6 nice 67:20,23 niceties 105:5 Nigel 3:18,22,24 4:2,25 night 13:5 17:17 66:8,12 nightmare 54:24 nine 16:1 73:12 nonprofit 91:1 99:14 Norman 15:22 Normandy 17:9 north 16:9,13 18:5 43:15 52:17 54:1 102:5 note 55:24 93:7 102:22 104:14 144:15 noted 94:5</p>	<p>100:17 notes 56:3 59:8,9 59:10 147:11 nothing's 42:21 notice 31:5 84:21 120:6,6,16 notify 100:13 November 96:13 number 3:12 7:9 31:6,9,11,12,14 58:11,15 63:1,5 63:7,8 65:25 66:9 77:3 83:4 85:16 90:7 102:18 103:22 104:22 106:12 107:12 108:9 109:8 116:5 117:19 120:1 133:19,20 137:25 144:6 numbers 91:12 93:23 141:20 142:4 nurture 20:16</p> <hr/> <p style="text-align: center;">O</p> <hr/> <p>o'clock 84:12,16 O'Hara 47:6 obey 109:19,20 objective 121:23 objectively 121:13 obvious 69:15,16 Obviously 39:20 occasion 126:25 occasions 130:24 occupied 69:3 occur 88:7 occurred 22:25 occurring 17:12 occurs 23:20 odd 102:8 off-duty 38:1 offense 103:14 103:16,16</p>	<p>107:12 offer 5:5 70:2 126:20 office 117:24 118:16 officer 25:6 37:17,25 38:6 45:17 47:6 50:7 51:16 81:12 107:11,13 118:12 135:19 136:3 141:20 officer's 135:10 141:19 142:5 officer-involved 135:24 officers 18:17,20 19:21 25:17 38:9 47:21,22 47:23 48:14 50:20 80:16 114:24 130:5 132:17 133:10 133:23 136:5 140:9 141:21 142:13 143:19 143:22 official 18:7 officially 85:7 146:7 officials 105:21 106:1 okay 9:3,3 29:24 31:20 32:9,22 32:25 33:20 35:21 40:5 41:5 41:10 45:5 47:10 52:6 57:21 59:16 60:15 62:6 64:16 67:13 71:16,18 72:4 77:5,16 93:24 99:11 100:9 113:24 old 5:8 28:23</p>
--	---	---	---	---

<p>35:8,9,9,10,11 44:6 45:21 51:8 55:2 61:6 71:12 73:12 older 35:12 50:13 59:7 once 27:1,17,18 105:6 106:9,10 107:18 113:1 ones 21:11 24:20 25:20 26:10 28:18 46:5 ongoing 98:3 129:12 Onie 57:22 online 98:22 open 3:17,25 8:18,19 9:7 32:10,17 33:12 34:9,23 35:14 36:4,18,19 39:9 39:18 55:16 56:22 60:7 63:21 68:5 71:25 78:5 85:14 95:14,20 96:5 100:9 112:5,13 116:1 opening 88:14 operate 109:23 123:5 124:14 124:14,16,19 operated 102:4,7 operating 108:18 109:8 123:4 operation 83:16 operations 76:5 81:24 91:11,25 127:18 opinion 12:19 110:4,5 opinions 4:8 68:8 132:1 opportunities 64:4 opportunity 3:9</p>	<p>4:12,17 8:24 10:3 12:15 17:2 19:23 30:24 36:22 37:2 39:2 59:6 74:24 77:12,20 85:8 95:23 117:23 120:14 126:25 128:4 opposed 100:14 140:14 oppressed 20:2,4 oppression 18:13 option 99:24 125:19 126:16 options 66:13 83:5,7,9,13,15 105:3 orange 32:14 57:13 58:5 ordained 4:7 order 10:19 20:8 82:11 86:14 94:21 98:10 114:2 organization 90:24 98:23 organize 28:2 organized 26:11 37:23 origin 34:20 Orleans 15:21 Orne 62:14 other's 62:25 ought 118:13 122:5,6 133:2 134:2,23 135:7 outbreaks 14:5 outcome 123:20 outcomes 74:1 78:21 outdated 132:17 132:21 outlet 68:7 69:2 Outlets 65:11 outlined 85:9</p>	<p>110:24 outpace 70:20 outreach 88:25 outside 10:21 13:4 113:11,14 124:15 outstanding 18:1 overall 38:23 91:6 134:17 overcome 108:16 overnight 88:7,8 oversight 137:1 overview 75:13 owed 102:16</p> <hr/> <p style="text-align: center;">P</p> <hr/> <p>p.m 1:19 145:15 146:15 pace 84:9 90:16 Pacific 34:21 Packnett 2:14 11:17,23,24 70:22 pads 29:22 paid 138:4 pain 25:15 50:6 50:21 paint 144:25 145:3 painting 15:22 pants 50:22 paper 41:20 126:12 parameter 112:23 parental 63:23 parents 15:4 16:16 21:2 47:1 61:8 Paris 58:7 67:10 67:10,14,16 Park 37:18 part 5:24 6:4 52:9 70:25 79:16 80:6 81:5 89:12,21 92:6</p>	<p>97:2,2,5,22 116:8 119:2 120:15 123:21 124:17 129:7 129:13,20 131:9 138:15 139:21 142:11 part-time 138:5 participants 75:5 77:1,9 78:22 79:1 81:18 participated 56:22 67:20,24 participating 36:14 73:10 particular 14:19 58:21 70:3,11 70:25 71:12 92:18 particularly 86:22 87:14 89:9 100:2 117:22 143:2 144:16 parties 63:8 147:7,14,17 partner 65:21 partners 9:22,25 113:19 pass 100:11 passing 71:16 passion 55:12 passionately 144:20 Pastor 141:24 path 44:18 144:10,13,13 paths 87:17 patience 95:6 patient 145:13 Patrick 2:21 pavement 25:8 pay 103:2 107:4 122:13 paycheck 68:14 paying 82:21</p>	<p>104:6 payment 83:7,8 83:12 108:14 peace 4:13 38:23 130:5 133:10 peaceful 14:5 19:4 peacefully 17:17 19:1 26:24 27:4 40:15 67:6 pedestrian 131:20,22,24 132:13 134:7 134:13 peer 14:14 79:9 peers 5:17 21:12 48:7 pen 41:20 pending 140:2 people 4:22 6:22 7:12,14,22,25 9:2,14 11:6 12:7,20,22 13:17,19 14:11 14:23 17:16 20:4,14,18 21:14 22:10,12 22:12,17,25 23:14,18 24:1,8 24:12,18 25:12 25:13,23 27:20 27:23,23 28:1,7 29:16,17 38:12 41:23 42:1,14 42:21,24,24,25 43:2,18,19,22 46:5 48:12 49:8 49:17 52:9 55:19 59:1 60:4 60:23 61:1,2,7 61:15 63:19 64:2,10,20,23 65:1 66:3,11 67:5 68:10 70:5 71:2 72:23,25 74:16 79:17,25</p>
---	---	--	--	--

81:25 82:6,8,16 82:19,23 83:19 83:21 89:13 93:4 104:7,9,10 109:1 111:15 111:23 113:12 113:14 114:3 120:4,5 123:6 126:5,20 128:4 128:5 135:8 136:4,15 137:18 140:15 143:16 people's 8:17 24:7 81:20 128:19 percent 32:24,24 33:15 34:3,5,14 34:15 35:2,3,15 35:16,17 36:9 36:10 83:2,4 106:5,9,22 108:18,20,23 109:5,13,15,21 118:1,23,24,25 122:3,3 percentage 77:8 percentages 119:24 perceptions 80:7 performance 141:19 142:5 period 9:7 40:21 133:19 135:1,3 135:5 periodically 107:9 Pershall 1:16 147:6 person 10:23 14:14 26:2 28:8 43:13 52:22 54:10 60:8 67:11 68:19 personal 61:4 63:18	personally 16:9 18:15 40:10,11 perspective 69:19 97:19 pertains 111:1 perverse 82:10 phenomenal 18:5 physical 21:15 24:20 physically 71:1 pick 33:20 40:1 60:9 picked 107:10 picking 44:13 picture 51:6 135:20,23 144:25 145:3 pie 91:8 piece 133:14 137:14 pink 57:3 pipeline 20:18 place 5:19 6:13 59:10 69:23 72:3 83:11,12 121:22 123:16 124:21 125:5 136:1 137:3 145:7 placed 15:13 19:3 places 63:9 plan 83:7,8 108:15 planning 6:5 play 101:23 109:25 plea 113:23 please 3:25 4:3 5:18 6:13,14 10:12 34:8 35:7 56:11,13 57:14 57:20 58:13 60:14 95:16 96:6 100:12 pleased 37:11	86:23 100:16 118:14,15 119:21 121:19 plus 13:1 20:25 93:19,19 96:20 podium 24:23 poem 45:12 poetry 90:4 point 9:19 29:18 39:6,7 50:1 53:6 60:23 88:5 91:2,3 107:10 113:17 114:16 115:15 118:20 121:16,18 122:22 125:17 125:24 141:24 144:4 146:4 pointed 118:5 127:8 points 87:5 111:2 119:2 121:16 136:11 Polbus 21:19 police 14:21 18:14 23:12,16 23:23 25:6,10 25:25 37:15,17 37:24 38:4,5,6 45:17 47:2,9,12 47:20,21,23 48:14 49:9 50:7 50:18,20 51:10 51:15 53:9 65:13 66:1,13 66:16,18,20 75:23,23 79:11 79:12,15 80:4 80:12,15,22 81:3,12 84:3 91:17 106:15 107:11 111:14 114:24 115:2 115:11 125:12 125:20 126:1 127:21 129:16	131:20 132:22 134:11,23,25 136:23 137:6 138:1,14,17,20 141:10,19,19 142:22 143:15 143:16,17,19 143:22 policeman 54:11 policies 8:6 20:11 85:23 120:20 132:21,24 policing 11:12,13 75:25 79:3 80:25,25 81:4,6 114:18 128:17 134:21 138:24 142:1 144:17 policy 7:20 44:7 75:23 93:3,5 121:22 129:14 130:3 138:25 political 78:1 103:15 105:25 politically 54:20 polling 29:20 30:16 32:6,8,10 32:17,22 33:12 34:9,23 36:4,12 36:13 Polling's 35:14 poor 79:20 82:8 poorly 106:7 population 82:11 portion 9:10 39:18 63:23 108:7 140:7,13 pose 95:23 posed 118:10 position 10:16 37:14 47:12 144:21 positions 27:22 27:24 91:2 99:16 positive 8:9 66:3	67:4 69:4 94:19 135:17 143:1 possible 55:15,20 73:3 85:14 98:25 124:12 138:17 possibly 79:11 post 8:24 98:21 122:10 129:25 Post-It 59:8,9,10 posted 36:25 100:19 145:22 potential 126:10 potentially 102:9 pouring 25:8 pow 45:20,20 Powell 27:8 power 4:14,14 22:1 78:1 111:22,23 PowerPoint 87:7 PR 91:16 practice 3:16 28:18 31:1 32:4 32:4,25 33:1 75:23 79:24 81:13 141:18 practices 20:17 78:14 79:11,14 80:12 81:3 98:9 129:14 138:18 praise 61:17 62:1 pray 39:1 pre-filed 129:5 preacher 8:14 9:4 144:22 preconceived 79:9 predominantly 120:3 preparation 146:3 prepare 6:1 43:16 69:10 prepared 74:12 140:22
---	---	--	---	--

<p>prepares 127:13 preparing 39:10 presence 14:21 16:2 present 65:21 89:21 101:17 104:24 127:1 presentation 87:8 88:17 95:4 112:16 presentations 75:22 76:5,14 presented 96:3,4 100:11,17 presenting 84:24 85:3 128:8 presents 67:1 president 5:4,12 6:7 18:8 121:6 pressing 16:11 pretty 94:4 108:5 122:17 prevailing 16:12 previous 35:23 35:25 56:4 pride 17:25,25 primarily 127:18 primary 33:18 33:21 44:21 prime 99:12 principles 75:16 priorities 75:18 77:2,7,8 prioritize 9:1 20:8 priority 77:3 127:19 prison 20:18 private 87:11,12 90:8 122:1 142:24 privately 120:10 privilege 18:3 26:2 104:5 probably 45:15 45:21 57:7</p>	<p>probe 70:5 problem 50:25 51:15,19 110:15 130:13 138:12 problems 88:6 107:15 procedure 95:11 procedures 104:12 105:3 106:25 proceeding 147:7 proceedings 1:7 102:22 147:10 process 7:25 8:18 8:21 10:1,20 24:6 30:7,9,12 36:24 37:3,7 41:24 75:12 78:4,5,11 89:12 89:25 98:1,3,25 99:17 104:12 119:22 124:1 128:9 129:12 131:3 140:19 141:12 143:6 143:13 produce 89:1 90:5 producing 142:15,15 product 90:6 production 93:1 professional 90:20 91:10,20 professors 115:18 profiling 18:13 25:25 76:1 79:3 79:22 80:9,18 82:15 84:2 128:17 130:23 131:8,11 134:21 profound 14:18 program 38:8</p>	<p>39:18 99:6 138:2,2 programs 37:23 66:2 69:6,8 137:25 progress 18:22 21:17 119:8 progressive 10:17 proofread 147:8 proper 95:11 properly 100:10 proposed 96:1 106:22 prosecuting 105:24 prosecutors 82:23 prospectives 127:4 prosper 61:16 protect 24:21 54:12 59:11 protection 15:23 16:4 protest 14:6 26:21,24 27:4 54:5 protester 28:23 protesting 23:5 40:16 67:6 protests 25:18 71:1 76:15 proud 12:23 prove 44:1 provide 12:15 16:20 85:8 104:13,16,19 105:1,15 116:13 117:18 131:11 135:8 146:5 provided 9:18 93:11 98:4 104:4 providing 7:4</p>	<p>15:1 39:8 75:12 83:12,17,18 87:2 131:7 proximity 64:7 psyche 14:17 psychological 21:14 public 17:10 46:13 54:9 82:3 83:17 86:2 87:11 90:8 95:25 96:6 98:5 100:20 101:20 104:16,19 118:2 120:11 121:22 134:6 publicly 86:2 120:10 Pulliam 2:19 98:15 purple 32:15,24 purpose 72:7 93:12 pursuing 17:8 push 20:7 31:13 31:16,18,19,24 31:25 32:8,17 78:20 109:18 110:3 113:23 126:19 129:12 133:5 pushback 119:25 pushed 32:20 33:13 120:4 pushing 123:22 133:2 put 39:19 46:6 50:22 61:16 86:25 113:12 119:5 136:1 139:13 140:2 puts 47:11 putting 26:7,9 128:3 137:2</p>	<p>quagmires 110:25 qualified 90:14 qualitative 142:4 quality 13:24 79:19 quantify 141:18 quantitative 141:21 quasi 102:11,18 102:19 103:23 116:7,9 question 32:4,13 34:16 35:13,21 43:16 54:15 62:16 63:1,24 65:24 82:24 96:7,8,9 97:18 98:13,16 102:10 110:23 114:8 116:16 116:22 118:7 118:11 119:14 121:3,25 122:10,12 139:9 141:17 143:15 questionable 123:25 questioning 18:17 questions 31:3 32:25 33:1,2,2 63:19 64:20 70:4 89:18 95:9 95:14,21,24 100:8 112:5,13 114:12 139:5 141:15 quick 79:6 87:5 141:17 quickly 75:10 82:1 99:22 quiet 48:10,11 quite 119:1 124:23</p>
---	---	--	--	---

Q

<p>quote 53:15</p> <hr/> <p>R</p> <p>race 34:18 46:16 61:4 65:11 68:2 77:14</p> <p>racial 18:13 25:24 76:1 77:23,25 79:3 79:22 80:6,7,9 80:18 82:14,15 84:2 89:10 128:17 130:23 131:8,11 134:20</p> <p>racially 54:7</p> <p>racism 45:13 46:4 54:19 80:9</p> <p>racist 46:7</p> <p>rain 23:2</p> <p>raise 18:25</p> <p>raised 21:25 38:12,16 98:3 102:10 104:2 112:7</p> <p>raising 98:13</p> <p>ramping 101:13</p> <p>Randi 18:9</p> <p>range 7:17</p> <p>Rasheen 2:16 11:17 21:19 29:14 76:15 116:15</p> <p>reach 19:19</p> <p>ready 8:11,13 40:2 50:12 52:20 99:23</p> <p>real 33:2 38:22 50:11,14 51:21 88:24 100:5 106:19 108:13 127:14</p> <p>reality 14:6 54:25,25 55:1,5 111:4 126:5 137:10</p>	<p>really 3:13 26:10 31:18 43:5 44:14,19,22,23 44:24,24 46:24 47:24 48:3 49:13 51:20,21 53:3 55:18 56:24 59:6,11 64:7 67:20,23 68:3,12,14,25 69:22 71:10 72:8,9,22 76:4 76:7 77:8,13 78:6,10 79:18 80:20 81:1,6,15 82:14 84:2 89:12 99:20 105:4 107:20 107:20 120:25 121:22 122:16 128:5,12,23 135:22,23 138:11,19 139:1 142:10 143:16 145:17</p> <p>reason 13:2 14:10 70:25 110:16 114:20</p> <p>reasonable 132:7</p> <p>reasons 14:15 16:3,7 143:24</p> <p>reassemble 95:9</p> <p>Rebecca 30:10 56:17 74:4,14</p> <p>rebuild 6:3</p> <p>rebuilding 77:22</p> <p>recall 76:24</p> <p>recap 56:3</p> <p>receive 29:22 56:19 83:3</p> <p>received 97:11</p> <p>recognize 10:10 96:22 119:9 137:8</p> <p>recognized 132:18</p>	<p>recognizing 74:22 117:21</p> <p>recommend 126:6 129:14</p> <p>recommendation 7:20 123:17 133:25 137:11 137:12 140:22 141:13 144:12</p> <p>recommendati... 78:6 85:22,23 93:13 124:6 127:3 128:22 128:23 129:9 129:11,19 131:18 132:11 132:12 133:12 133:23 134:18 135:9 144:8</p> <p>recommended 83:1 104:16</p> <p>recommending 133:20 134:11</p> <p>reconciliation 77:15</p> <p>record 1:7 50:1 96:1 132:4</p> <p>recorder 50:2</p> <p>recorder's 104:9</p> <p>recording 59:2</p> <p>recruit 10:23</p> <p>recruiting 137:24</p> <p>recruitment 45:19</p> <p>recruitments 45:15</p> <p>recruits 38:5</p> <p>red 31:12,12,13 31:15,15 32:7 32:15</p> <p>reduce 99:21 106:24 108:1</p> <p>reduced 92:10</p> <p>reduction 125:16</p> <p>redundant 144:6</p>	<p>reenforces 80:9</p> <p>refer 121:5</p> <p>referred 98:7</p> <p>refers 100:3</p> <p>reflect 31:18 144:13</p> <p>reflected 144:15</p> <p>reflections 29:14 70:4,6</p> <p>reflects 32:17 87:13 140:8</p> <p>reflexion 127:17</p> <p>reform 74:11 78:7,19 81:12 104:23 105:10 119:8,10,19 125:12</p> <p>reforming 125:3</p> <p>reforms 122:5</p> <p>refraining 83:20</p> <p>refund 125:15</p> <p>regard 66:5,13 77:20 120:23</p> <p>Regarding 65:24</p> <p>region 8:7 13:1 15:8 17:12 25:4 27:1 88:22 89:11 90:13 92:21</p> <p>regions 111:4</p> <p>register 32:9 72:18</p> <p>regular 110:13</p> <p>reiterate 70:23</p> <p>reiteration 88:23</p> <p>relate 127:22</p> <p>related 108:16 141:10 147:13</p> <p>relation 68:11</p> <p>relations 37:25 66:1,14 75:22 77:4,14,23 89:10 91:16 115:2,11 127:12,20,24 128:11 129:4</p>	<p>139:4</p> <p>relationship 20:15 75:2 81:5 82:10 114:17 114:19,20 115:4,7</p> <p>relationships 18:20 19:21,24 65:13 79:15 81:7,8 142:2</p> <p>relative 90:16 147:15</p> <p>relaxed 52:21</p> <p>released 46:14</p> <p>releases 105:8</p> <p>relentless 16:15</p> <p>relentlessness 13:8</p> <p>relied 15:23</p> <p>religion 28:17</p> <p>rely 94:23</p> <p>remain 38:14</p> <p>remaining 33:13 34:24</p> <p>remains 106:23 109:6 121:3</p> <p>remember 6:13 28:7 29:3,4 60:7 102:7,14 121:5 125:25</p> <p>remembered 71:17</p> <p>remind 11:7 59:4</p> <p>reminded 6:17 6:25</p> <p>reminder 84:7</p> <p>reminding 14:2</p> <p>remorse 25:11</p> <p>remove 140:13</p> <p>rental 92:2,12</p> <p>repeat 27:19 29:5</p> <p>repeatedly 24:4</p> <p>replace 20:15</p> <p>report 60:15 62:4 62:9 65:23 67:11 74:1</p>
--	--	---	--	--

84:19 89:2 92:24,25 96:21 97:22 98:4 109:22 118:24 136:12 138:16 reported 70:13 Reporter 147:1,4 reporting 9:9 63:13 91:12 98:6 109:17 116:18 136:2 reports 74:9 87:9 100:23 118:2 118:21,22,23 represent 23:8 representation 35:19 82:2 representative 113:9 representatives 72:20 represented 82:18,25 represents 113:10 republic 103:9 require 122:16 125:15 139:21 required 97:12 104:19 134:25 requires 20:5 112:21 requiring 122:12 research 87:23 91:11,17 92:24 141:9 145:6 researched 144:20 researching 129:15 reserve 115:20 reside 54:6 residence 33:5,6 resident 41:22 residents 6:24 37:19 109:3	resilience 14:18 resolute 88:8,9 resolve 116:2 resolved 88:12 resource 99:15 resources 15:11 86:15 87:21 91:24 111:8 145:24 resourcing 88:4 respect 38:25 39:3 48:2 65:8 respective 8:23 respond 105:25 120:7,8 responded 25:10 responding 92:7 120:11 response 31:10 31:11 responses 32:23 34:11,25 35:15 36:5 responsibility 65:9 118:17 124:17 responsible 10:16 90:23 106:8 118:9,10 118:13 responsive 13:25 19:25 86:6,7 119:21 restoring 5:22 restricted 14:25 restrictions 19:3 result 78:17 81:21 131:23 131:24 resulted 54:4 retained 116:9 retired 16:16 37:15 returned 110:7 123:8 Rev 2:5,9	revamping 65:7 revenue 82:9 83:2 87:10 105:12,13,16 105:18 106:19 108:18 117:2 125:16,17 revenues 76:8 87:16 106:13 109:8 Reverend 3:5 101:3,9 review 9:6 23:18 32:12 74:7 95:22 137:19 reviewing 131:3 133:11 revision 124:18 reward 142:13 rewarded 142:15 Rich 2:6 3:3 10:5 12:13 73:6 88:19 90:9 117:22 128:2 richness 75:7 Rick 136:9 rifled 15:5 right 11:6 13:21 23:14 30:2 31:6 31:7 32:6,8,16 34:25 40:5 41:12 46:7 49:23 54:14 58:7,7,8,17 60:6,12,18,21 62:6,9,13 73:4 74:3 87:20,20 88:3,10 97:15 99:19,19 121:20 123:12 125:5,19 130:12 133:16 134:4,24 135:22 136:9 136:20 137:11 137:13 138:1,9	138:13,21 139:3,25 140:2 140:7 rights 24:15,17 26:21 28:20,21 41:19 66:7 75:24 ring 46:8 ringing 20:25 riot 26:25 Riverview 17:9 84:14,17 145:21 road 1:16 47:6 84:14 94:20 147:6 roaming 40:25 Robert 2:22 robin 107:16,23 107:24 108:1 robust 85:24 87:23 131:8 Rock 15:25 Rockwell 15:22 role 10:11 24:24 68:18 room 6:11,20 8:22,25 30:4 32:23 34:13 50:20 56:16 57:16,17 58:3 58:14 60:5 104:10 108:7 113:20 135:11 135:12 root 89:3 rose 2:15 77:21 112:14 Rosenthal 136:10 Rosty 130:21 roughly 33:16 34:3 35:16 36:8 94:3 round 58:25 107:16,23,24	108:1 rounds 136:5 RPR 147:22 rubber 55:3 Ruby 5:4,6,7,11 15:19,23 rug 41:3 51:16 51:20 53:4 rule 31:17 121:2 121:8 122:14 rules 108:21 122:9 ruling 121:7 132:23 run 54:11 running 39:23 rush 112:12 <hr/> S <hr/> sacred 6:18 sacrifice 10:14 Sacrificing 20:9 saddled 82:7 safe 5:19 6:13,18 28:4 36:17 46:14 57:2,4,5 62:17 63:20 64:21 68:5,20 safely 23:14,16 safer 38:22 65:25 safety 16:4 21:15 55:4 134:6 143:4,25 salaries 90:25,25 91:10,13 Sanders 45:6,10 45:11 sat 48:4 70:11,20 130:19 Saturday 3:13 14:9 74:21 saw 17:19 85:9 99:5 saying 4:5 8:15 22:13 25:25 43:21 44:13
--	--	---	---	---

48:17 49:10,12 49:14 50:8,10 51:10,18 53:14 71:15 100:13 117:6 119:4 122:19 123:10 123:13,14 138:9 141:5 says 31:22,24 32:6,7,10,19 58:10 109:22 123:4 131:10 139:22 scared 42:17 scarred 24:13,19 scary 53:10 scenario 126:10 144:18 schedule 101:14 scheduled 146:9 scholars 21:22 scholarship 44:8 school 3:19 5:8 6:10 14:3,7 15:21,24 16:5,6 16:8,10,18,22 17:11 20:8,11 21:22 22:9 33:19,20,21 34:4,5 38:9 40:11 41:2 42:17,18 43:8 43:15 44:20,22 45:11 46:23 48:19 52:17,24 54:1,21 60:19 67:17 68:15,16 68:23 69:1,7 73:19 77:18 84:13,15,17 106:11 138:6 145:20,21 schools 3:22 17:10,11 18:21 48:9,9 57:4 59:16,16 67:9	67:12,19 68:4 76:18 77:19 138:3,3 scope 97:13 Scott 2:11 97:18 142:20 screen 88:21 93:17 screening 80:15 season 4:15 second 45:7 62:21 63:21,23 64:5 75:20 76:20 78:23 79:1 91:4 95:13 95:18,19 123:12 129:13 secondary 44:21 seconded 95:20 100:11 Secondly 87:18 seconds 26:23 32:19,20 33:13 33:14 34:2,10 34:24 35:14 36:4 52:5 secret 54:1,3 Secretary 18:7 sector 87:18 142:25 securing 106:13 security 92:13 see 4:7 9:4 23:17 24:22 26:17 27:8,9 28:8 29:20 30:19 31:10 32:6,6,18 33:14 40:1 41:21 48:19 50:19 53:3,4 54:11 56:9 57:4 58:3,13,17 60:25 61:24,25 64:2 70:3 77:7 78:19,20 82:24 84:20 85:16,25	87:7,11,17 89:13 91:6,9 95:9 97:7 108:22 110:3 110:21 120:18 135:25 seeing 24:19 25:7 45:18 50:2 100:9 133:11 146:12 seek 24:10 27:13 27:14 54:24 seeking 54:24 seen 14:19 21:16 29:16,17 40:18 52:3,8 54:25 55:1,5 106:23 109:7 segments 39:9 segway 74:6 select 34:8 35:7 selected 37:12 self 20:10 63:6 65:9 send 20:18 36:14 51:6 106:10 senior 3:19 43:15 44:6,17 52:17 52:18,18 67:16 73:18 91:16,16 sense 20:10 63:5 122:4 sentence 102:23 102:24 sentences 104:18 separate 54:3,20 97:3 115:5 separately 111:20 September 89:24 96:11,22 sergeant 11:19 30:14 37:15 serious 113:25 116:25 serve 7:7 24:21	37:21 served 37:24 serves 104:21 service 66:21 83:6 108:16 122:22 services 38:2 69:9 90:20 93:9 105:15 125:21 126:15 serving 5:11 13:12 38:18 session 39:21 60:14 70:11 75:14,20 89:13 session's 71:25 sessions 9:8 55:20 56:5 70:7 90:4 136:16 set 89:4 99:23 145:15 sets 31:5 setup 22:11 seven 39:22 111:17 sex 28:18 Sgt 2:20 shakes 49:16 shaking 49:20 shame 45:24 54:8 Shane 70:14 shape 95:2 share 4:8 5:20 6:14 7:12 23:3 30:17 37:5 70:8 76:10 145:25 sharing 5:16 71:9 Shaw 13:22 17:19 shed 45:23 sheets 57:3 58:9 sheriff's 137:7 shift 29:19 73:25 shoot 139:23 140:9	shooting 23:21 45:14,18 shootings 24:2 135:20,24 136:3 shopping 15:3 short 6:7 16:25 Shorthand 147:3 shortly 96:2 shot 6:7 24:25 42:25 45:20 50:9 136:5 shoulder 15:12 shoving 53:4 show 4:21 21:4 30:21 91:8 93:17 shown 23:24 shows 138:16 sic 123:22 side 26:13 27:10 90:11 121:9 135:14 sides 121:15 sight 14:10 sign 39:17 signed 60:8 105:8 significant 86:1 87:15 90:19 105:12 109:25 significantly 144:21 signing 39:16 silence 4:11 silent 26:20 41:6 similar 86:11 94:14 simple 31:16 32:1 66:19 simply 17:5 20:20,21 61:10 sing 46:9 Singing 46:10 single 23:22 48:19
--	---	--	---	--

<p>singular 55:16 sister 52:7 55:2 sisters 42:16 73:14 sit 68:9 sitting 45:22 situation 45:12 47:13,14 48:8 143:19 six 33:15 34:3,11 35:16 36:10 92:16 106:15 111:17 113:6,6 six-year-old 15:20 size 113:5 skill 68:21 skin 28:17 41:19 53:11 55:4 slammed 47:7 slavery 46:4 slaves 46:3 sleepy 17:20 sleet 23:2 slide 91:5 100:3 slides 88:21 Sly 2:21 small 8:18 55:20 56:5,23 57:1 59:24,24 81:19 107:8 108:6 110:1 smart 115:4 smattering 36:10 smile 66:16,18 social 16:21 25:7 27:13,15 53:2 63:8 66:14 socially 54:20 society 55:6 Soldiers 26:13 Solidarity 26:13 solutions 7:21 85:23 solved 88:8 solvent 82:12</p>	<p>somebody 103:3 105:7 118:17 121:8 somebody's 104:13 son 50:6 51:8,11 son's 51:8 soon 60:15 98:25 99:2 sorry 3:20 35:12 48:3 51:24 52:1 sort 31:3 35:18 78:23 79:6 81:23 82:10,14 140:14 sorts 80:1 sounded 115:22 115:24 source 82:9 87:18 105:12 105:13,16,17 sources 85:19 87:10,13 south 26:13 102:6 space 6:18 7:3 8:16 9:13 30:13 36:17 39:7 55:14 59:12 70:2 119:9 121:11 123:17 124:21 125:7 129:24 Spanish 34:20 speak 3:11 4:13 4:13 19:14 22:10 26:18 27:22 40:2,5 41:18 44:11 50:14,16 56:13 60:9 66:17 73:23 74:12 107:22 120:14 123:18,18 speaking 30:1 67:2</p>	<p>special 10:5 12:17 60:10,21 79:11 specialist 91:19 specific 95:2 96:14 104:15 133:22 134:21 135:6 specifically 74:4 91:13 118:5 134:1 141:5 specify 106:8,10 speech 24:17 28:6 speed 5:1 99:21 101:9 spelled 116:6 spend 13:11 44:22 135:12 spending 97:24 spent 14:23 81:2 81:2,3 91:22 spirit 75:8 spoke 73:16 sponsor 122:2 sports 63:8 St 1:17 5:3,12 8:5 15:9 17:10 33:6 33:7,7,8,9,15 33:16,22,23,23 33:24,25 34:4,5 37:15,17 38:10 38:16,16 40:21 54:2,7 94:14,19 94:21 102:3,4,8 103:1 106:16 125:21,25 147:6 stable 63:3,25 64:24 staff 90:1,18 96:18 97:13 98:18 staffed 93:24 staffers 93:25 staffing 85:17,20</p>	<p>98:16 99:1 stand 10:12 13:3 19:9 22:19 48:16 52:10 57:14,20 58:13 119:11 standard 143:14 standards 130:5 143:7 standing 19:1 46:11 60:3 standpoint 132:3 132:24 135:10 stands 140:20 Starky's 88:15 Starsky 2:5 3:5 7:6 10:8 11:2 12:1,14 13:16 59:5 73:9 87:5 88:19 90:10 128:2 Starsky's 97:18 start 4:4 6:8,11 22:20 28:23 31:2 33:22 58:21 60:20 136:1,4 141:6 started 22:21,21 32:5 128:5 138:3 142:9 starting 92:15 starts 60:25 61:11,18 state 38:17 41:16 42:9 60:11 69:15 103:18 106:6,12 107:13 108:4,5 108:6 109:6 118:13 130:24 131:15 133:3 133:11 135:24 135:25 137:7,9 145:2 state-wide 130:4 135:22 136:2</p>	<p>statement 89:2 101:24 116:11 116:20 statements 25:18 states 38:20 109:8 statewide 129:2 Station 47:5 stations 59:8 statistical 8:5 statistically 16:24 statistics 13:14 131:11 statute 132:17,20 139:11,14,15 139:18,21 140:2,4,6,8 statutes 139:12 statutory 115:25 139:10 stay 9:12 26:20 71:1 75:2 82:11 87:7 145:14 stayed 68:2 100:21 staying 74:22 89:13 stealing 139:24 step 54:13,17 83:21 119:4 124:1 steps 112:18 113:3 114:7 stereotyped 47:4 53:11 stereotypical 47:2 stlouis 98:22 stlpositivechan... 37:1 stlpositivechan... 56:2,2 98:24 145:23 stop 25:17 84:2 131:24,24</p>
--	---	--	--	--

<p>132:4 134:7,8 stopped 27:25 45:17 46:6 47:6 111:9,16 132:9 stops 82:20 131:20,22 132:7,8,8,13 134:13,13 stories 66:4 story 14:2,12 18:6 122:10 Stoudt 40:5 42:8 42:13 43:10 straight 49:4 50:17 51:11,12 89:2 strain 18:12 strategies 84:3 stream 98:8 street 14:9 20:19 47:4 51:2,9 streets 17:22 23:1 25:23 strength 4:10 strengthen 81:9 strengthening 81:7 stress 143:23 stretch 106:18 strip 14:22 strong 4:20 20:6 20:6 44:23 54:5 54:19 stronger 63:3,25 64:24 struck 25:3 71:13 structure 62:22 85:18 98:1 108:24 structures 88:11 struggle 17:21 struggles 41:21 student 13:25 14:8,14 17:4 20:1 44:16 68:15</p>	<p>student's 19:13 20:9,10,24 138:4 students 12:21 13:13 14:3 15:19 16:4,12 16:17,21 17:7 17:14 18:5,11 18:16,24 19:13 19:19,23 20:5 20:16 21:1,19 43:17 44:24 68:3,7,13,24 69:7,9,13,17,19 studies 118:1 study 3:24 69:6 69:10 98:9 120:21 stuff 8:9 40:13,13 40:14,16,22,23 40:24,25 41:5,7 61:2 72:18 103:7 stupid 42:22 stutter 40:8 subgroups 128:19 subjects 59:14,15 submit 131:14 submitted 136:10 substantive 94:4 substantively 139:14 140:4 success 130:10 130:11 successful 65:2 succession 70:6 sued 117:13 suggest 110:14 110:18 suggested 81:22 suggesting 123:7 suggestions 76:11 summaries 56:10</p>	<p>summary 74:3 96:4 summer 92:18 sun 4:7 sung 46:12 superintendent 3:21 supervised 37:22 38:8 supervisor 38:8 support 16:23 29:4,9 62:20 72:19 76:7 86:16 87:2 91:23 99:20 129:11 supported 62:17 64:21 68:21 supporter 59:2 supportive 57:2 57:4,5 supports 97:6 126:15 supposed 24:21 50:13 52:20 109:18 110:10 110:11 supposedly 47:8 Supreme 102:19 103:21 116:5 122:9,14,18 132:22 139:19 sure 5:15,24 6:4 11:5 12:6,9,11 24:18 28:11 29:25 30:25 42:25 55:13 78:4 83:20 85:6 88:4 90:3 91:21 92:19 94:10 98:10 99:18 116:22 132:24 137:12 140:5 140:18 surplus 97:8,15 surprise 92:20</p>	<p>surprised 24:22 suspension 19:5 suspicion 132:8 suspicious 132:9 sustain 110:17 110:19 sustainability 89:20 93:14 SUZANNE 147:3,22 sway 103:20 sweep 51:16 swept 51:20 synopsis 79:7 system 18:18 23:7,8,9,9 26:4 26:5,6,8 27:6 38:11 44:23 55:1 62:22 76:12 78:7,20 81:17 82:5,17 82:19 113:9,11 113:16 124:25 125:1 systemically 29:16 systems 26:10 76:5 77:5</p>	<p>122:14 123:23 129:15 130:2 135:17 137:8 137:10 139:21 taken 3:12 25:5 27:8 85:12 105:10 147:11 147:15 takes 87:20 90:10 122:3 tale 54:2 89:7 talk 4:19 5:17 8:14 12:6 19:6 24:24 25:14 31:7 41:3,7 42:20 59:14,18 64:1 68:19 73:5 99:4,6 126:3,12 136:16 137:21 talked 41:4 48:5 65:17 68:1,11 68:22 69:6,13 71:23 73:16,19 105:11 113:5 126:8 130:7,9 130:19 131:5 131:19 133:19 135:18 137:18 137:24 141:24</p>
T				
			<p>T.R 2:22 101:4 110:4,24 112:24 115:12 116:18 117:3 table 32:19 tactics 134:9 tags 57:11,11 take 6:7 10:15,25 23:1 29:1 30:2 47:13 48:11,24 63:17 83:22 89:23 90:14,21 93:8,16 94:9 107:14,18 114:1 116:22 116:25 119:17</p>	<p>talking 12:7 22:11 45:18 54:10 70:24 89:7 96:20 97:20,20 125:10 139:10 talks 131:21 tanks 126:2 targeted 24:13 80:14 82:8 targets 82:16 tasked 75:12 taught 15:19 38:4 54:12 tax 105:14 Taylor 58:16 teach 13:9 16:17</p>

<p>19:16 21:10 54:21 103:6 teacher 5:8 12:5 15:18 68:18 teacher's 68:17 teachers 13:13 16:8,16 17:7 18:9,11,11,25 19:6,7,10,10,14 19:15,19,22 21:2 41:2 68:12 69:14 teaching 61:11 61:20 63:6 66:7 team 9:17,22 teams 59:1 91:18 tear 24:25 126:2 tears 45:23 technology 31:20 92:3 teen 37:24 45:20 teenage 73:14 teenagers 66:8 teens 45:15 telecommunica... 92:2 television 101:23 tell 6:12 18:6 41:10,11 42:21 73:10 77:1,6,16 78:8 79:4,5 80:10 114:4 122:14 telling 13:20 14:2 21:6 49:8,13 tells 89:14 template 130:25 Templeton 21:20 58:1 tend 103:16 Tennessee 132:23 139:9 139:19 term 104:15 terms 68:21 78:7 79:22 80:24</p>	<p>81:1 90:22 91:25 98:16 105:5 108:22 128:23 129:14 130:13,25 131:1 132:11 132:12 133:2 133:15 134:3 134:17,20,22 135:19 136:17 137:15,17,22 138:8 141:6 142:12 Terry 132:7 thank 3:2 4:5,11 4:24 5:6,23 6:15,16 7:2,5 9:21 10:2,7,24 11:1,24 12:3 22:3,4,6,18 29:12,13,14 36:13 37:8,9 39:4,6,15 41:13 42:4,5,6 43:6 43:11 44:2,3,4 44:9 45:1,3 46:18,19 48:22 52:12 53:21 55:8,9,11 56:21 59:12,23 62:2 63:10,11 64:12 65:18 66:22 67:8,23 69:25 70:2 71:6,7,8 72:6,8,10,12,14 72:19,23 73:3,8 74:14,25 84:22 86:24 87:3 88:18 95:5 97:17 98:12,15 99:3 112:3 114:10,14 116:17 125:8 127:6 140:16 145:9 thankful 12:13</p>	<p>12:16 13:7 thanks 15:6 16:15 48:23 52:13 70:23,24 73:9 112:15 126:22 127:14 128:2 145:10 145:13 146:2 theme 64:9 themes 63:20 thing 4:18 9:4 11:8 12:1 27:1 27:19 32:10 43:3 46:8 49:23 49:23 50:5 53:5 60:24 61:4,5,6 61:23 66:13 69:12 71:18 80:22 83:11,11 85:3 86:6 87:10 101:15,22,25 105:18 107:8 108:3,23 119:24 123:10 124:2 126:22 131:19 133:21 144:15 things 8:1 12:7 12:12 13:18 22:25 23:4,6,11 27:5 29:24 30:6 36:17,21 41:6 43:23 46:25 47:1 51:23 52:21 55:18 56:11 65:6 67:22 68:1,11 69:14,16 70:4 71:14,17 75:11 77:10 79:2 80:2 81:5,23,23 82:20 85:5,10 85:12 89:6 112:22 120:19 126:14 130:17 131:4,5 134:22</p>	<p>137:14 think 6:1 11:22 29:21 43:20 44:13,19,21,22 47:10 53:16 54:15,16,17 61:21 68:10,18 70:12,14,16 71:19 73:12 80:11 84:1 97:14,23 99:8 109:12 111:23 112:6 114:19 114:22 115:3,4 115:6,20 121:11,18 122:4,5,7,21 123:1,11,12,13 123:21 124:20 125:5,7,23 126:4,7,10,17 127:16,22 129:23 130:8 132:18,25 133:5,21,23 134:14 135:8,9 137:8,13 139:16 140:11 140:25 141:1,6 142:11 144:1 thinking 45:14 45:15 70:11 97:25,25 133:14 142:12 thinks 69:18 third 15:18 62:23 63:22 64:8 76:2 87:12 88:5 89:5 107:1 129:20 130:6 Thomas 118:8 thorough 10:20 89:1 112:6 thought 119:7 120:15 136:11 141:17</p>	<p>thoughtful 10:18 124:6 thoughtfully 19:20 21:25 thoughtfulness 95:6 thoughts 6:14 8:22 56:20 59:9 70:6 thousands 93:8 threat 140:11 three 33:14 34:25 36:3,11 48:25 57:1,6 58:20 59:15,18 62:18 62:19 63:4,20 74:1 79:2 87:4 92:8 102:3 119:5 128:16 128:18,21 133:18 134:25 135:1,2,3,3,4,4 142:6 thrilled 3:6 30:19 36:8 throwing 61:1 thrust 41:19 ticket 110:6 111:16 117:2 ticketing 83:14 tickets 106:16,17 111:17,17 142:7 tight 14:22 time 3:7,13 7:23 13:12 15:16,25 16:21 17:3,5 29:2 30:2 35:14 38:1 39:19,23 39:25 42:14,20 44:9,12 45:2,20 51:4 52:10 59:15 61:14 69:10,11 72:2 76:2 81:2,2,3 83:5 86:18</p>
--	--	--	--	---

88:24 90:15,15 93:9,22 96:15 96:16 97:19,25 98:17 101:12 102:1,15,17 103:21 106:17 107:10,10 110:1 112:8 113:3 114:1 116:9 123:6,6 128:9 144:4,6 145:11,15 147:11 time's 51:5 timer 39:25 times 14:13,13 17:5 66:9 67:1 124:9 130:9 tireless 15:7 Tobias 2:17 3:20 today 3:15 4:5,16 5:18 7:8,24 8:7 9:6,20,23 10:5 11:13 12:24,25 13:9 17:16 22:24 24:3,11 36:8 55:13 57:7 72:6,9,19 73:13 73:15 93:4 128:8 143:4,12 145:18 today's 7:9 12:16 12:17 22:11,11 76:13 93:22 94:3 told 12:10 13:16 14:11 26:21 107:16 133:16 tolerance 71:20 Tom 58:1 tomorrow 17:15 tone 53:11 54:10 tools 80:16 top 81:23 93:18 topic 39:20 41:1 68:3 138:23	139:2,2 142:10 topics 8:23 57:1 62:18 79:4 torn 41:24 toss 10:4 total 90:8 touched 65:4 97:1 Traci 2:9 101:3 109:9 114:16 116:18 117:3 track 136:4 tradition 3:17 103:11 traditional 142:6 142:14 traditionally 142:14 traffic 102:20 105:12,13,16 107:9,11 108:12,19 110:18,19 111:5 114:25 131:24 134:7 tragedy 25:3 training 38:6 75:23 80:15 81:12 129:20 129:21,23,25 130:5 133:8,24 134:7,7,8,8,12 134:17,18,20 134:24 135:1,7 135:10,15 139:1 transcript 147:9 147:10 transcription 92:12 147:9 transferred 103:1 transformatio... 78:11 144:8 transition 11:4 39:7 55:18	56:19 72:12 73:4 98:24 100:22 transitions 144:5 translated 100:5 147:8 translation 96:23 97:21 98:9 transparency 23:23,25 78:12 86:7 89:15 90:22 100:20 110:22 transparent 78:5 85:14 91:22 trauma 14:16 19:8 treat 38:12 47:10 47:25 48:1 treated 38:13 43:2 Tribble 26:12 tried 15:5 42:20 128:24 trouble 40:23 52:25 truck 143:20 trucking 143:2 trucks 143:22 true 15:25 21:17 147:10 truly 3:14 11:1 Truman 2:22 trust 23:25 39:3 trusted 19:7 trusting 68:20 truth 13:20 71:4 71:6 try 49:7 117:17 141:11 trying 5:7 25:14 50:11 52:24 53:1 57:7 59:3 71:1 81:2 128:13 Tuesday 84:8	tune 61:19 turn 39:10 54:13 61:22 84:23 95:6 113:24 turned 54:23 71:12 103:11 126:1 turning 72:22 turnout 3:12 53:3 TV 49:11 51:22 61:13,21 twice 128:12 two 13:24 31:24 31:25 32:20 34:15,25 35:2 36:2,10 39:24 40:1 41:16 42:9 42:15 45:5 54:2 60:13 63:18 64:14 74:9,9 89:5,7 90:7,16 91:17 92:16 94:15 115:5 117:14 120:1 143:15 type 69:2 128:13 134:24 143:14 types 114:25 typically 104:4 104:18 105:22 105:23 Tyra 42:10,11 43:12,14 44:4 46:20	79:24 undefined 108:19 undergird 94:11 underneath 41:3 understand 5:18 43:19 48:10 50:20 51:14,17 51:19 55:6 70:17 74:20 75:5 103:5 111:21 113:21 115:13 126:4 understanding 62:24 131:8 139:20 unduly 15:13 112:13 unequal 54:3,20 unfair 107:22,23 116:11 unfairly 80:1,14 unflinching 89:1 unfortunately 68:24 unification 73:20 uniformity 108:11,12 unincorporated 125:20 union 16:16 unit 113:21 United 53:25 63:16 72:15 unity 53:19 University 3:23 44:7 138:13 unquote 53:15 unreadiness 100:8 unreasonable 107:20 unrest 89:4 unsafe 53:2 unwielding 82:5 update 127:11
---	---	--	---	--

U

U.S 18:7
ultimately 80:9
82:21 140:12
unable 41:18
unacceptable
20:20 111:24
unarmed 14:7
25:4 136:4
uncommon

<p>updating 92:4 uphold 89:21 uplift 63:9 uprising 93:21 upset 25:11,12 25:16 upsetting 13:18 112:17 urgency 99:23 urgently 122:22 use 25:17 31:2 71:21 76:1 79:2 79:7,10,13,18 124:10 128:17 132:17,20 134:6,8,13 136:2 139:11 139:12,22 useless 135:12 usually 60:9</p> <hr/> <p style="text-align: center;">V</p> <hr/> <p>vagaries 108:21 vague 108:21 121:4 valid 123:1 Valley 1:15 5:3 5:13 6:18 9:24 147:5 value 38:10 78:6 values 85:9 87:19 89:11,20,22 100:2,18 variant 132:1 various 6:24 120:7 Vaterott 104:21 Vector 9:18 venues 18:16 verbal 24:19 version 11:5 versus 98:12 132:23 139:9 139:20 viable 16:3 99:24 victim 25:19 27:7</p>	<p>victimized 79:18 video 50:1 videotaping 85:15 92:12 view 103:13 113:17 121:16 121:17,18,22 views 67:21 vigorously 17:8 violated 24:16,17 26:21 violation 123:20 violations 75:24 76:6 83:21 102:21 114:25 violent 14:5 28:12 viral 25:7 vision 19:8 124:25 visions 124:13 vital 129:23 voice 4:8 8:8 20:9 21:25 24:7 27:2 27:20 42:14 51:14 54:10 56:14 59:6 73:1 voices 4:18 6:22 7:13 8:17,25 12:19,25 18:25 20:24 22:14 24:4 42:2 46:15 55:13,14 56:24 72:6 73:11 88:24 void 122:9,18,20 voluntary 136:21 volunteer 90:20 93:9 volunteered 37:25 volunteers 15:7 16:18 36:15 104:7 vote 43:19 109:3 voting 77:7</p>	<p style="text-align: center;">W</p> <hr/> <p>wait 32:10 64:25 108:22 wake 50:23 52:9 walk 26:22,22 27:11 49:12,25 51:2 53:10 walked 15:24 47:8 walking 47:3,5 51:9 want 4:4,19 7:8 8:8 9:1 10:4,9 11:5,8,13 18:17 21:1,4,6,8,9 22:6,13,14,16 22:17,17 23:6 23:10,15 27:15 28:6,13,13,18 29:13,18,19 30:1 31:19 36:17 37:3,4,9 38:13 41:2,25 44:9 45:1 48:15 50:19,19,24,25 51:8 53:13 55:11,13 56:21 57:9 59:4,7,11 59:12 60:25 61:24,25 67:19 68:18 69:21 70:1,22 71:15 71:25 72:12,14 72:18 75:7 78:13,15,19,20 84:20 85:1 89:14 90:21 91:8 92:19,19 93:10,16 96:14 99:9,18 101:8 107:22 111:11 113:6 117:3,6 122:25 124:5 125:6 126:22 127:6,13 128:1 133:12 134:22</p>	<p>135:10,11 137:11,12 140:15,17 144:4,15 145:11 wanted 9:13 12:6 12:9,11 19:5,12 19:13,15 25:20 27:20 46:2 50:14 66:2,3,11 66:12,14,16,19 66:20 67:4,7 70:2,4,7 71:20 71:24 85:5 91:21 94:9 113:8,13,18 120:15 wanting 37:20 42:13 64:11 74:23 wants 48:9,15 warm 6:17 14:9 warn 54:8 warning 8:10,11 8:13 warrant 107:5 warrant's 107:7 warrants 82:21 107:2,2,13,17 108:17 122:11 Washington 21:22 wasn't 46:3 70:17 watch 28:4,5 37:23 Watson 2:23 11:19 30:14,16 37:5,8,14 39:6 141:16 143:10 wave 66:17 72:18 72:23 waving 57:23 58:17 way 3:8 4:22 20:22 25:10</p>	<p>38:13 40:15 50:15,23 53:12 53:12 56:15 58:19 67:3 69:18 72:9 73:11 86:19 124:6,16 125:7 136:3 140:12 144:4,9,11 145:12 146:5 ways 10:14 76:11 77:19 80:5 90:17 119:21 120:7 126:13 142:13,14 we'll 9:5,14 10:2 10:6 11:16,18 30:13,15 55:16 55:20 56:18 74:8 76:19 85:3 86:18 87:9 88:16 92:15 95:9 98:9 100:9 100:22,25 101:1,18 108:22 114:2 116:12 117:21 119:5,5 120:24 124:8 131:8 145:16 146:12 we're 3:14 9:5 11:15,22 13:6 19:21 28:21 30:8,25 31:1 32:3 35:6 36:14 39:7,23 41:10 47:10,25 52:23 52:25 54:16 55:17,22 57:15 58:20 59:19,20 60:2 71:22 73:4 73:25 74:3,6 78:15 84:8 86:19,23 87:6 87:19 88:2,2,8 89:6,16,24 90:7</p>
--	---	--	--	--

92:6,9 96:5 99:10 101:13 111:1,19 114:20 115:7,8 115:8,10,21 116:21 118:4 118:14,15 119:4,6,21 120:12,17,20 123:13 124:9 125:2 127:9 128:6 131:3 133:5,22 135:5 137:16 138:10 143:3 144:3 we've 7:11 11:9 11:12 14:19 22:13,13 23:5 29:15,17,25 35:18 44:12 48:4,5 56:6 70:5 76:14 79:13 80:12 81:10,11 86:17 91:4 94:11 100:12 101:15 112:25 113:5 115:4 116:2 126:8 127:20 133:7 137:23 137:24 142:11 wealth 94:23 weaponry 17:19 wear 54:9 website 36:25 56:5,7 84:18 92:4 96:2 98:5 100:19 145:22 week 47:4 50:5 75:20 76:3 85:7 101:12 122:10 126:12 weekend 50:6 weeks 52:23 116:24 117:20 weigh 118:13	119:10 120:21 120:24 weight 18:13 94:11 Weingarten 18:9 welcome 5:5,14 6:17 9:12 10:24 36:7 39:6 74:21 146:11 wellbeing 7:10 39:22 76:14,17 76:23 78:16 80:3 84:10 145:17 went 25:7 61:24 117:11 138:3 142:7 weren't 40:16 Wernley 58:12 West 3:19 14:22 15:11 Westview 84:13 84:16 145:20 145:20 white 15:24 28:16 32:15 34:18 35:2 46:5 48:25 49:3,4,20 49:22 50:19 51:6 52:1,7 53:15 54:10,14 wholesale 139:15 wide-ranging 89:1 wide-spread 79:24 80:21 William 103:7 willing 10:25 60:14 99:14 willingly 110:5 Wilson 2:5 3:5 6:16 7:6 11:3 25:6 29:13 36:16 39:5 41:13 42:6 43:6 43:11 45:3,7,25	48:23 49:18,25 52:13 53:21 55:9 70:1 72:11 85:1 96:17 97:4 98:14 100:7 117:17 123:11 125:23 126:7 139:5 140:17 141:14 142:19 144:3 145:9 win 29:8 Windmiller 2:15 112:15 114:9 wisdom 4:13 9:17 30:11 71:9 wish 4:25 wishes 106:1 withheld 131:10 woke 8:12 46:10 woman 34:13 women 24:22,23 28:16 34:12,12 wondering 96:9 woo 52:20 word 4:9 8:10 71:21 90:16 146:1 words 4:14,15 5:5 29:1 48:17 55:12 70:13 work 5:23,23,24 7:18,20 10:18 10:25 13:10,19 15:4 23:9 27:6 29:15 33:18,19 33:21 34:4,5 38:14 47:25 56:6 58:19 65:22 69:6,9 74:7 78:15,17 79:10 85:5 86:19,24 87:14 88:16 90:15,17 90:18 91:17 92:6,15 93:19 93:23 94:7,25	95:3 96:10,22 97:13,22 99:7 100:23,24 101:3 110:11 110:12,12,13 111:12,13 112:8 124:7,8 124:12,17 126:12,25 127:5,11 128:11,18 129:7,7 130:18 130:20,22 131:2,13,17 132:10,14 133:9 134:16 138:22 139:1,4 141:7,11,11 143:9 144:16 144:18,19,24 145:3,7 worked 27:12 62:15 67:10 working 37:16 38:1 69:8,11 74:9,9,10,12 90:2 113:3 114:17 115:5 115:25 122:7 122:21 125:11 128:21 135:25 137:13,16 143:19,23 workings 74:18 works 90:5 130:21 workshops 63:7 world 19:24 21:5 28:14 46:2 52:4 64:3 68:9 worried 47:1 worry 110:11 worrying 42:18 worst 17:18 worth 90:6 wouldn't 16:5	24:21 28:22 88:12 wrap 114:6 wrapping 87:1 write 8:23 12:6 59:9 114:5 writing 41:20 106:16,17 written 106:7 110:9 wrong 46:7 49:23 98:23 123:15 124:2 wrote 45:12 142:6 <hr/> <p style="text-align: center;">X</p> <hr/> X 26:12 <hr/> <p style="text-align: center;">Y</p> <hr/> yeah 41:12 66:25 81:9 116:17 140:25 year 3:8,23 5:12 11:5 14:4 44:17 51:8 52:18 55:2 73:12 96:21,25 133:18 134:12 135:1,2,2,3,5 year's 96:16 years 15:10 35:8 35:9,9,10,10,11 37:22 44:6 45:21 60:18 94:15 103:22 141:20 143:3 143:12 yellow 32:15 57:19 58:9 yield 101:9 YLTO 26:12 young 6:22 7:12 7:13,21,25 8:16 9:2,13,24 12:7 12:20,21 14:11 14:14,23 17:16
---	--	---	---	--

18:1 20:13,17 21:14 22:10,11 22:12,17,25 23:25 24:6,8,12 24:14,18,22 25:12,13,22 27:19,23 28:1,7 29:16,17 34:12 34:13 41:23 44:14 47:18 48:12 53:7 59:1 59:12 61:2 63:19 64:2,10 64:20 65:1 66:3 66:11 71:2 74:16 89:13 128:4,5 136:15 youth 3:11 6:23 7:10,10 8:4 9:7 9:22 39:18,21 40:23 44:11 47:17 49:24 50:12,17 53:4 54:22 59:6 64:5 65:6 67:17,18 72:21 73:1,1,2 76:6,13,15,16 76:17 79:15 81:11 129:22	34:11,24 35:2 36:4,6 106:22 108:23 109:5 109:13 122:3 10:17 1:19 3:1 100 93:21,23,25 10th 13:2 11.6 94:3 12 31:5 55:2 143:19,20,23 143:23 120 78:25 12th 147:19 13 35:7,17 117:13 118:18 13,600 92:9 135 32:23 14 7:12 35:8,16 140 34:25 142 34:11 35:15 36:5 15 35:14 57:8 96:22 150 12:8 13:1 18:2 20:25 155 6:19 15th 76:3 85:7 89:24 98:20 16 71:14 93:25 17 71:14 102:24 17th 96:14 18 35:8,16 45:21 19 35:8 1915 84:13 1960 15:21 1965 93:20 1967 94:1 1st 75:15 86:5	2010 94:15 2014 92:8 2015 1:9 92:10 147:19 204 77:1 20th 6:8,11 76:21 84:8 145:15 146:1 21 14:20 32:24 35:1,8 213 81:18 22 32:24 35:9,18 44:6 24 7:12 25 35:17 58:22 26 93:25 29 93:24 29th 96:11 2nd 130:19	<hr/> 5 <hr/> 5 84:12,16 145:15 5.33 91:14 5:30 84:11 54 35:10 55 35:11 58 34:3 59 33:15 <hr/> 6 <hr/> 600 137:6 62 90:12 624,000 8:4 63135 1:17 63136 147:6 64 35:11 65 35:11 6500 1:16 <hr/> 7 <hr/> 70 106:14 79 102:6 <hr/> 8 <hr/> 82 102:2 8th 75:21 <hr/> 9 <hr/>
<hr/> Z <hr/> <hr/> 0 <hr/> 01 94:15 <hr/> 1 <hr/> 1 31:13,14 58:11 63:5 1.3 93:19 1.36 90:11 1.475 90:9 1.498 94:14 1.64 94:1 1.8 93:23 10 1:9 30:2 33:12 33:15,16 34:4	<hr/> 2 <hr/> 2 58:15 63:1,7 85:16 20 57:8 58:22 60:18 200 106:18 2001 94:13	<hr/> 3 <hr/> 3 63:9 3:31 1:19 146:15 30 38:9 52:5 78:25 83:3 106:5,9 108:18 108:20 109:15 109:21 118:1 118:23,24,25 122:3 143:3,11 31 96:19 33 37:21 141:20 336 79:1 34 34:5,14 35:9 35:18 3400 147:5 35 35:10 356 94:2 365 93:19 96:9 <hr/> 4 <hr/> 40 35:15 71:12 44 35:10 45 35:10 48 133:17,25 134:1	